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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 traditions, 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 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 St. 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, 3-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.
In 1980, the University of Saint Francis became a member of the Associated Colleges of Indiana, now the Independent Colleges of Indiana. The membership plays a key role in advancing educational opportunities at private colleges and universities in Indiana.

During the 1990-91 academic year, the university 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 university undertook a capital campaign to position itself to meet the educational and economic challenges of the last 1990’s while looking forward to the 21st century.

In May 1998, the University of Saint Francis 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. 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, 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 university purchased land and facilities that now represent our North Campus, including the Lupke Gallery, in 2008, and followed that with the construction of Clare Hall for residential students in 2009.
In 2010, the university renovated Brookside, a large stone mansion built by the Bass family as a summer home at the turn of the century. Situated on Mirror Lake at the center of campus, it is toured by visitors during Christmas at the Castle in December, and all year by appointment.

In 2012, the university purchased the historic Scottish Rite Center as the first step in establishing a campus in downtown Fort Wayne. Now the USF Performing Arts Center, it has become a venue for lectures, plays and concerts, and will house the innovative Media Entrepreneurship Training in the Arts (META) program. The university purchased the adjacent Fort Wayne Chamber building and as it expands its vision for a downtown campus.

The university offers over 70 undergraduate and graduate programs.

**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 has been accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1957 for the undergraduate programs and 1961 for the graduate programs and has been continuously renewed to the present time. HLC is recognized by the U.S. Department of Education and the Council of Higher Education Accreditation (CHEA) as one of six regional associations that accredit U.S. colleges and universities at the institutional level.

CHEA defines “accreditation” as the review of the quality of higher education institutions in programs. In the U.S., accreditation is a major way that students, families, government officials, and the press know that an institution or program provides a quality education.

The Higher Learning Commission
230 S. LaSalle Street, Suite 7-500
Chicago, IL  60604-1413
800.621.7440 / 312.263.0456 / fax 202.296.6620
info@hlcommission.org

Date of next accreditation review:  2017-2018

In addition to this institutional accreditation, the University of Saint Francis has the following academic accreditations: Indiana State Board of Nursing, Accreditation Commission for Education in Nursing, Collegiate Commission on Nursing Education, Indiana Department of Education, Council for the Accreditation of Educator Preparation (CAEP), Council on Social Work Education, Commission on Accreditation of Allied Health Programs, Accreditation Review Commission on Education for the Physician Assistant, Commission on Accreditation in Physical Therapy Education, Joint Review Committee on Education in Radiologic Technology, Accreditation Council for Business Schools and Programs, and the National Association of Schools of Art and Design.

Teach-Out Policy

The university will follow the guidelines of the Higher Learning Commission (HLC) if programs need to be closed for any reason. USF will write a formal plan specific to the program being closed that is congruent with the HLC policy “Institutional Circumstances Requiring Commission Approved Teach-Out Arrangements Policy”. The policy requires that institutions document preparations for program closure through a Teach-Out Plan. The institution is required to inform the Commission of its circumstances and to receive formal Commission approval of the Teach-Out Plan prior to initiating it. The policy is posted on the Higher Learning Commissions web site at http://www.ncahlc.org/Information-for-Institutions/institutional-change.html.

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 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 will be 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. Online journals (30,000+) can be accessed through the library’s databases via our OneSearch resource. Some of the databases included: Academic Search Premier, LexisNexis Academic, ARTStor, ATLA, CINAHL, ERIC, JStor, MasterFILE Premier, MEDLINE, ProQuest, PsychARTICLES, PsychBOOKS, SocINDEX with Full Text, thousands of eBooks and CREDO, and Films On Demand streaming video.

Hours
The library maintains regular evening and weekend hours with holiday and other closings posted at the library and 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 printers/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 video 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 offerings 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.

**Collaborative Work Space**

The Collaboratory, located on the second floor of the library, provides space for group work in one of our three work cubicles or in a more relaxed open seating area. Cubicles are available on a first come, first serve basis. Computers, a printer and flatbed scanner are also available in this area. Library research and Blackboard support staff are conveniently located in the Collaboratory to assist all users.
University Technology Services (UTS)

**Associate Vice President:** Teresa Sordelet  
**Location:** North Campus, Room 113  
**Phone:** 399-7700 ext. 6020  
**Website:** [http://www.sf.edu/sf/uts](http://www.sf.edu/sf/uts)

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:** 399-7700 ext. 6027  
**Website:** [http://support.sf.edu](http://support.sf.edu)

The purpose of the USF Help Desk is to serve the technology needs of the students, faculty and staff 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](http://support.sf.edu).

**Self-Service Password Reset**

All students are encouraged to enroll in the USF Password Protection Program located at [https://jeanne.sf.edu](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.

**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.

**Copy and Print Shop**

Located in Trinity Hall room 143, the Copy and Print Shop is a full service resource to students, staff, faculty, and alumni. We pride ourselves in the fact that no job is to big or too small. Our courteous staff will be glad to help you through the process of preparing your job for print.

The Copy and Print Shop offers a wide variety of paper stocks to give your project that extra pop. We also carry a series of printers to print quality color and black and white prints, photos, and posters.
More business oriented? We have that covered too. Our printers are capable of collating, stapling, slip-sheeting, and binding presentations leaving you a powerful, professional presentation. The Copy and Print Shop offers a crystal clear laminate to allow your hard work last and last. Best of all, we offer the lowest price around and offer the ability to use your free print balance or aux points.

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 contact the USF Help Desk at 260-399-7700, ext. 6027.

USF Website
The USF website, located at 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.

Cougar Connection
Using 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 Cougar Connection once they have completed new student registration:

- View and print copies of your schedule
- Register for (add) or drop courses*
- Search for courses meeting your criteria
- Figure GPA and grade requirements for achieving or maintaining a GPA
- View balances due in 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 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 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.
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.

Non-Discrimination Statement

In its employment practices, selection of students, and administration of all programs, the University of Saint Francis maintains a policy of non-discrimination regarding age, race, creed, national origin, religion, gender, disability, genetics, and veteran status. The University has appointed the Dean of Students to serve as the coordinator of compliance with Title IX. Student inquiries or complaints should be directed to the Dean of Students/Title IX Coordinator (260-399-7700 ext. 6745; smejeur@sf.edu; Trinity Hall room 133).
Academic Programs

Accounting
Applied Human Development and Management
Art History
Biology
Business Administration
Catholic Studies*
Chemistry
Child Welfare and Advocacy*
Clinical Laboratory Science/Medical Technology
Communication
Communication Arts and Graphic Design
Computer Art
Dance
Diversity Studies*
Elementary Education
Secondary Education – Business, Chemistry, Language Arts, Life Science, Mathematics, Social Studies
Special Education P-12
Special Education P-6 *
School Counseling
Visual Arts P-12
Health and Physical Education P-12
English
Environmental Health
Environmental Science
Entrepreneurship *
Forensic Chemistry
Franciscan Studies ***
Gerontology*
Health and Exercise Science
Exercise Science*
Nutrition*
Healthcare Administration
Health Services
History
Introductory Forensic Social Work Practice*
Intervention Specialist**
Legal Studies
Liberal Studies
Literature*
Marketing*
Mathematics
Mental Health Counseling
Ministry
Music Technology
Nursing
Pastoral Counseling
Philosophy
Physician Assistant
Physical Therapist Assistant
Political Science
Pre-Art Therapy
Pre-Chiropractic
Pre-Dental
Pre-Med
Pre-Physician Assistant
Pre-Pharmacy
Pre-Vet
Professional Writing*
Psychology
Radiologic Technology
Rehabilitation Counseling
Science and Entrepreneurship
Social Welfare
Social Work
Sociology
Spanish *
Speech *
Sports in Society*
Studio Art
Studio Art 2D*
Studio Art 3D*
Studio Art Photography*
Surgical Technology
Teacher Licensing
Theatre*
Theology
Teaching Certificate for Theology Majors***

* Minor only
** Graduate Certificate Program
*** Undergraduate Certificate Program

**Undergraduate Degrees Awarded**
Associate of Arts
Associate of Science
Associate of Science in Nursing
Bachelor of Arts
Bachelor of Science
Bachelor of Business Administration
Bachelor of Science in Education
Bachelor of Science in Nursing
Bachelor of Social Work

**Graduate Degrees Awarded**
Master of Arts
Master of Environmental Health
Master of Science
Master of Business Administration
Master of Science in Education
Master of Healthcare Administration
Master of Science in Nursing
Letter from the President
Sister M. Elise Kriss

It is with great pride that I welcome you to the University of Saint Francis. For over 120 years, we have focused on learning, leadership and service.

We invite you to share in our Catholic and Franciscan traditions of faith and reason. Our Franciscan values emphasize respect for each individual, service to humanity, a trusting community, a deeper awareness of peace and justice issues, and respect and care for creation. Our educational values stress professionalism, scholarship, leadership, social responsibility, faith and spiritual development. We strive to integrate these values into all aspects of the university’s academic programs and co-curricular activities. Through them, you will have the opportunity to develop personally and professionally by working with our talented and dedicated faculty. At the University of Saint Francis, you will get to know each of your professors, and they will know you.

The university’s academic programs will help you develop problem-solving skills, effective communication, technological competence and an understanding of our complex world. You will be enriched by meaningful learning experiences inside and outside the classroom to prepare you as productive and competent leader.

Our university chaplain, Campus Ministry staff and student peer ministers provide programming and informal opportunities for discussion, exploration and spiritual growth. Our new Center for Service Engagement establishes an even greater connection between campus and community through service and voluntarism. The center coordinates efforts of community partners, students, clubs and organizations, athletic teams and faculty to provide service opportunities and assist you with service-learning in course offerings and co-curricular programs.

Change and innovation are hallmarks of the University of Saint Francis. We strive to be on the cutting edge of learning technology, which includes Web-based and Web-supported programs and courses. This commitment to innovation, in the context of a quality education, will prepare you for a career or graduate study.

As you review the information in this catalog, remember that your well-being—physical, intellectual and spiritual—is our whole reason for being. Best wishes for a fulfilling educational experience.

Yours in Christ,
Sister M. Elise Kriss, OSF
President
Academic Calendar

**Fall Semester 2013**
Weekday classes begin Monday, August 26
Labor Day (no classes) Monday, September 2
Faculty Development Day (no classes) Tuesday, October 8
Mid-Semester Friday, October 18
Thanksgiving vacation (no classes) Wednesday-Sunday, November 27-December 1
Classes resume at 8:00 a.m. Monday, December 2
Final exams Monday, December 9-Friday, December 13

**Spring Semester 2014**
Weekday classes begin Monday, January 13
Martin Luther King Day (no classes) Monday, January 20
Mid-Semester Friday, March 7
Spring vacation (no classes) Monday-Friday, March 10-14
Easter vacation (no classes) Thursday (5:00PM)-Sunday, April 17-20
Final exams Monday, April 28-Friday, May 2
Commencement Ceremonies Saturday, May 3

**Summer Term 2014**
Term begins Monday, May 19
Memorial Day (no classes) Monday, May 26
Independence Day (no classes) Friday, July 4
Term ends Friday, August 8
Admissions Information

Contact Information

University of Saint Francis
Office of Admissions
2701 Spring Street, Trinity 110
Fort Wayne, IN 46808
260-399-8000
1-800-729-4732
http://www.sf.edu
admis@sf.edu

The University of Saint Francis encourages applications from qualified students regardless of age, race, creed, gender, disability, or national origin. The student body at the University of Saint Francis consists of students who enter directly out of high school; those who transfer from other colleges and universities, and adults who wish to expand their horizons or improve their position in life.

Admission of First-Time Freshman

While no set pattern of high school subjects is required, candidates for admission should pursue the university preparatory curriculum offered by their secondary school. Indiana students are strongly encouraged to complete the “Core 40” or academic honors high school curriculum. Students considering courses in the medical sciences, including nursing, should successfully complete at least one year each of high school chemistry, biology and algebra. High school students who take advanced placement (AP) courses are encouraged to take the CEEB (College Entrance Examination Board) advanced placement examinations and have their scores sent to the University of Saint Francis. The university grants college credit for CEEB examinations. (See also Prior Learning Assessment in Academic Policies.) International Baccalaureate credits will be evaluated on an individual basis.

Entrance Requirements

For admission to the University of Saint Francis, incoming students should meet the following requirements:

- Graduate from an accredited high school.
- Rank in the upper ½ of the high school graduation class.
- Have a 2.3 grade point average on a 4.0 scale.
- Earn a Scholastic Aptitude Test (SAT) score of 1000 or above (Verbal/Critical Reading and Math combined) or an American College Test (ACT) composite score of 21 or above. This requirement applies to all first-time applicants who will graduate in the academic year prior to their university admission. Information and application for either test may be obtained from your high school guidance counselor.

Students who did not graduate from high school must have completed the General Educational Development (GED) tests and must have a total score of 2,500 with no sub score below 500. Prior to 2002, a composite score of at least 50 and no sub-score below 40 is required.
Candidates who do not meet the criteria for automatic admission to the University of Saint Francis may still apply for admission. Applications for admission will be reviewed by the Academic Review Committee.

**Procedure for Admission**

- Request an application for admission from the Office of Admissions. A high school student may apply for admission any time after having completed six semesters of high school and having taken either the SAT or ACT test.
- Send the completed application and a $20 application fee to the Office of Admissions, or apply online at www.sf.edu for free.
- Request that an official copy of your GED score and/or high school transcript, showing rank in class, grade point average, SAT or ACT test results and/or GED score sheet be sent directly to the Office of Admissions.
- Provide official transcripts from all colleges or universities that you have attended including dual enrollment in high school.
- Provide a short essay telling why you wish to attend the University of Saint Francis, specifically including the following:
  - What would make you a successful student at USF?
  - Why is USF a good fit for you?
  - Why have you chosen your intended major, and what do you know about the profession?
- Veterans must submit a DD214.

**Admissions Policy for Applicants Convicted of a Misdemeanor or Felony**

An applicant’s admission on his/her application that he/she has been convicted of a misdemeanor (other than routine traffic offenses which do not involve property or personal injury) or felony will be considered along with other factors in determining whether the applicant meets the admissions criteria for becoming a student at the University of Saint Francis. The nature of the particular crime as well as the punishment will also be considered. Applicants who indicate their conviction of a misdemeanor or felony are required to provide details and documentation of the conviction(s), including but not limited to:

- the nature of the crime
- when it took place
- where it took place
- whether it was a crime of a violent or sexual nature
- the sentencing or plea agreement (if applicable)
- where the individual was incarcerated (if applicable)
- statements from the applicable corrections department explaining the release, completion of sentence or rehabilitation program completed and terms of probation or parole

Two additional letters of professional reference will also be required for those applicants seeking admission with misdemeanor or felony convictions. If the applicant checks “yes,” but claims that the misdemeanor or felony has been expunged, then supporting documentation to prove that must be submitted to the Admissions and Academic Progress Committee (AAP) as well.
Procedure for Admission for a Home Schooled Student

• Request an application for admission from the Office of Admissions.
• Submit the completed application form and a $20 application fee to the Office of Admissions or apply online at http://www.sf.edu for free.
• Provide a short essay telling why you wish to attend the University of Saint Francis, specifically including the following:
  o What would make you a successful student at USF?
  o Why is USF a good fit for you?
  o Why have you chosen your intended major, and what do you know about the profession?
• Request an official typed high school transcript (or equivalent) showing your grade point average and SAT or ACT results to be sent directly to the Office of Admissions.
• Submit a list of extracurricular activities
• Submit a bibliography of books you have read during your high school years.
• Submit a reference completed by someone other than a family member.

There is no closing date for application, and notification of acceptance is made on a rolling basis. Preference in financial aid, housing and course selection may be given to those with early acceptance. Because certain competitive programs may fill, forming waitlists, early application is encouraged.

After Notification of Admission

Once the applicant has been notified of admission to the University of Saint Francis, the following steps must be completed:
• All degree-seeking undergraduate students are encouraged to submit a confirmation fee of $150 within 30 days of acceptance. This deposit is applied toward the first semester’s bill at the University of Saint Francis.
• Students seeking on-campus housing must submit a $200 deposit which guarantees on-campus housing. Deposits are refundable until May 1 for fall applicants and December 1 for spring applicants.
• High school students must request that an official copy of their high school transcript showing senior-year grades and date of graduation and/or GED score be sent directly to the Office of Admissions.

Admission of Transfer Students

Candidates attending other colleges and universities may transfer to the University of Saint Francis at any time during their academic career.

To be considered for admission to the University of Saint Francis, a transfer student must:
• Send a completed application and a $20 application fee to the Office of Admissions or apply online at http://www.sf.edu for free.
• Request that an official copy of the final high school transcript (must include date of graduation) and/or GED score be sent directly to the Office of Admissions.
• Request that official transcripts from ALL colleges and universities attended be sent directly to the Office of Admissions. Students who have earned a cumulative grade point average of 2.3 or
better will be considered for admission.

- Veterans must submit a DD214.

**Placement Tests**

A combination of student records and placement tests is used to place students in the appropriate level courses. Placement tests may be required for students who have not taken an SAT or ACT test. Transfer students may also need to take one or all of the placement tests.

**Admission of International Students**

Students from foreign countries who wish to study at the University of Saint Francis should start their correspondence eight to 12 months prior to enrollment and must:

- Submit a completed application and supporting documents.
- Present official records of completion of academic work comparable to a secondary school program in the United States. All documentation in languages other than English must be accompanied by certified English translations and a course-by-course evaluation completed by World Education Services (WES) or a similar organization.
- Provide certification of English proficiency by earning a score of 550 or above on the paper and pencil test, 80 or above on the internet based test, or 213 or above on the computerized version of the Test of English as a Foreign Language (TOEFL). Students who do not complete this requirement must demonstrate their mastery of English by completing an ESL (English as a Second Language) program prior to beginning their university coursework.
- Show proof of financial capability sufficient to meet all expenses for one year. Once an applicant has provided this documentation, and after the applicant has been accepted for academic admission, a deposit of $150 in U.S. currency must be submitted to the University of Saint Francis Office of Financial Aid. After the deposit is received, the I-20 form needed to obtain a student visa will be issued. The University of Saint Francis offers no financial support to international students.
- Show proof of adequate health and accident insurance coverage upon arrival in the U.S., or arrange for such coverage.

**Admission of Non-Degree Students**

Individuals who wish to enroll at the University of Saint Francis without working toward an academic degree are classified as non-degree students. Non-degree students may apply for regular admission and must meet all requirements of the standard admission process. See the Director of Admissions for more information.

Non-degree students fall into the following four categories:

**Guest Students**

Students enrolled at other colleges or universities who wish to earn credit at the University of Saint Francis must secure a letter of good standing or official transcript and approval of their attendance from the dean or registrar of their home college. This letter or transcript, a completed Application for Admission, and a $20 application fee (or apply online at www.sf.edu for free) must be submitted to the Office of Admissions at USF.
Non-Degree Adult Students
Students age 24 and over interested in enrolling part time and taking courses for credit, for self-enrichment, and/or for job improvement may apply as non-degree adult students. Students must submit an official transcript from the last academic institution attended, a completed Application for Admission and a $20 application fee (or apply online at www.sf.edu for free).

Audit Students
Students who wish to enroll in a course or courses on a non-credit basis are classified as audit students and must complete an audit application form. No other credentials are required for admission, and no application fee is charged. Audit students receive a grade of “AU” and no college credit for their courses. Students registering as audit students are requested to consult the current semester schedule for the per-credit-hour audit fee. To audit, students must have met the prerequisites for courses or have the instructor’s permission to take the class. Audit students may register for open classes only and can register the day after current student registration. Audit students will receive a tuition discount per credit hour. Audit students must reapply each semester. Contact the Office of Admissions for more information.

Achieving Credits Early (ACE) Students
High school and home school students must meet the following criteria to begin part-time classes as non-degree students at the University of Saint Francis: satisfactory scores on the SAT or ACT (PSAT or PLAN for sophomores and juniors) and rank in the upper half of their class. High school sophomores must have a 3.3 grade point average, juniors and seniors must achieve a grade point average of 3.0 on a 4.0 grading scale.

High School Students
• Submit the completed application and a $20 application fee to the Office of Admissions or apply free online at http://www.sf.edu.
• Submit an essay expressing why you wish to participate in the Achieving Credits Early program and why you feel you would be successful at the University of Saint Francis.
• Request that an official copy of your high school transcript, showing rank in class, grade point average, and SAT or ACT score (PSAT or PLAN score for sophomores or juniors), be sent directly to the Office of Admissions.
• Submit, from a guidance counselor or teacher, a letter of recommendation or a University of Saint Francis reference request form.

Home School Students
• Request an application form from the Office of Admissions.
• Submit the completed application and a $20 application fee to the Office of Admissions or apply online for free at www.sf.edu.
• Submit an essay expressing why you wish to participate in the Achieving Credits Early program and why you feel you would be successful at the University of Saint Francis.
• Request that an official typed copy of your high school transcript, grade point average, and SAT or ACT score (PSAT or PLAN score for sophomores or juniors), be sent directly to the Office of Admissions.
• Submit a list of extracurricular activities
• Submit a bibliography of books you have read during your high school years.
• Submit a letter of recommendation by someone other than a family member.
ACE students will receive a tuition discount. Contact the Office of Admissions for more information.

Readmission

Students whose studies at the University of Saint Francis have been interrupted for one or more semesters must apply for readmission. All students readmitted to the university are readmitted under the degree requirements in effect at the time of readmission.

A student who left in good standing and is requesting readmission must:
1. Complete a readmit application and submit it to the Office of Admissions.
2. Request that official transcripts from all institutions attended since leaving the University of Saint Francis be sent to the Office of Admissions. Transcripts will be evaluated and the cumulative GPA will be calculated by the Registrar.
3. Students whose cumulative GPA is 2.3 or higher on a 4.0 scale will be notified of readmission by the Office of Admissions and will be sent an updated evaluation of all courses. Students who are currently on suspension from another institution will not be readmitted until the suspension is served and they are eligible to return to that institution.
4. Once a student is readmitted, he or she should contact the academic department to set up a time to register with an academic advisor.

A student who left the University of Saint Francis on suspension must:
1. Complete the readmit application and submit it to the Office of Admissions.
2. Request that official transcripts from all institutions attended since leaving the University of Saint Francis be sent to the Office of Admissions. Transcripts will be evaluated and the cumulative GPA will be calculated by the Registrar.
3. Submit a letter addressed to the Admissions and Academic Progress committee stating:
   - What factors led to the suspension
   - Why the student wishes to return to USF
   - What the student has done since leaving USF
   - Why the student feels he/she would be successful now at USF

The Admissions and Academic Progress Committee will review all students that have been suspended from the University of Saint Francis to determine readmission. Once a student is readmitted, he or she should contact the academic department to set up a time to register with an academic advisor.

Financial Aid

The Office of Financial Aid at the University of Saint Francis administers financial aid from federal, state, institutional, and private resources according to the Federal guidelines provided by the U.S. Department of Education. The university works with students and families to determine which funds are available to help meet the cost of education at the University of Saint Francis.

The philosophy of student financial aid is based on the rationale that the student (and the family, where applicable) is the primary resource in funding the student’s education. Each student’s situation is evaluated through the Free Application for Federal Student Aid (FAFSA). Once the application is completed and evaluated by the U.S. Department of Education, the expected family contribution (EFC) is determined. The University of Saint Francis, in turn, will use the calculated EFC to determine available
funding from federal, state and institutional resources. An aid package may include a combination of scholarships and/or grants, educational loans and student employment.

Financial aid awards are based on the information submitted by the student and family, academic records, the date of the application, and fund availability.

**Application Procedures**

Students and families who wish to be considered for federal, state and institutional funding through the University of Saint Francis must:

- Apply for and be accepted to the University of Saint Francis.
- Complete and return the Free Application for Federal Student Aid (FAFSA). Applications are accepted starting January 1 prior to the beginning of fall semester. Completion of the FAFSA will allow students to be automatically evaluated for a Federal Pell Grant.
- Complete FAFSA and file it in time to be received no later than March 10 prior to the beginning of fall semester, list an eligible Indiana institution, and request the information be submitted to the State of Indiana for consideration. Eligible students must meet Indiana residency requirements.
- File FAFSA before the University of Saint Francis priority deadline of March 10 for institutional funding. The university will award funds to students completing the FAFSA after the March 10 deadline as funds are available.

It is important that students keep a copy of applications submitted and documentation used in the completion of the application.

**Verification Process**

During the processing of a student’s FAFSA, the U.S. Department of Education will select files for a process called verification. Students who are selected for verification will be notified by the school and must provide the requested documentation to be eligible for federal, state or institutional funds. Students who are selected for verification will not receive funding until the verification materials have been submitted and the financial aid file is completed. Students who do not comply with the request for additional information are responsible for making the necessary payment arrangements with the University’s business office. The University of Saint Francis reserves the right to adjust a student’s award as necessary in order to comply with federal, state and institutional financial aid guidelines and federal regulations.

**Confidentiality and Appeal Procedure**

Information used to award financial assistance to students of the University of Saint Francis requires the collection of financial information about the student and the student’s parents (when applicable). The Office of Financial Aid keeps this information confidential and students are encouraged to consider their awards a private matter.

If for any reason a student is dissatisfied with a financial aid award and cannot resolve his or her differences with the Office of Financial Aid, a written appeal may be made to the Scholarship and
Financial Aid Committee, 2701 Spring Street, Fort Wayne, Indiana, 46808. This committee will review the appeal and is responsible for rendering a final decision.

Special Circumstances

Students and families who experience a change in circumstances, such as loss of employment or unusual medical/dental expenses not covered by insurance, may request a review of their financial aid file. Students are required to discuss their situation with a financial aid counselor to determine the appropriate steps for filing a request for a professional judgment review. Professional judgments are reserved for extreme situations and the student must provide detailed documentation as requested by the Office of Financial Aid.

Sources of Financial Aid

University of Saint Francis Scholarship and Grant Programs for Undergraduate Students (Institutional Funds)

Athletic Scholarships
The Athletic Department awards scholarships to full-time undergraduate students who demonstrate athletic ability. Recipients of an athletic scholarship are expected to participate in a varsity sport as determined by the coach and maintain full-time enrollment. Renewal of the athletic scholarship is granted by the appropriate coach and reviewed by the Office of Financial Aid. Receipt of an athletic scholarship may adjust/replace other funds received from the institution as well as the student’s federal loan and work-study eligibility. Scholarship recipients must have a completed Free Application for Federal Student Aid (FAFSA) on file by the March 10 priority deadline prior to the student’s fall enrollment. Students completing the FAFSA after the March 10 deadline may jeopardize the athletic scholarship.

University of Saint Francis Affordability Grant
The USF Affordability Grant is awarded to full-time undergraduate students who demonstrate financial need as determined by the Free Application for Federal Student Aid (FAFSA). The university has a priority FAFSA filing deadline of March 10 prior to the student’s fall enrollment. Notification of additional institutional funds may adjust/replace the USF Affordability Grant.

President’s Scholarships
President’s Scholarships are awarded to incoming freshmen on the basis of academic performance. The award is based on GPA, ACT/SAT scores and full-time enrollment at the university. Awards are renewable for eight consecutive semesters with a cumulative GPA of 3.0 or higher. Funds are restricted to payment of tuition and fees.

Provost’s Scholarships
Provost’s Scholarships are awarded to incoming freshmen on the basis of academic performance. The award is based on GPA, ACT/SAT scores and full-time enrollment at the university. Awards are renewable for eight consecutive semesters with a cumulative GPA of 2.7 or higher. Funds are restricted to payment of tuition and fees.

Dean’s Scholarships
Dean’s Scholarships are awarded to incoming freshmen on the basis of academic performance. The award is based on GPA, ACT/SAT scores and full-time enrollment at the university. Awards
are renewable for eight consecutive semesters with a cumulative GPA of 2.5 or higher. Funds are restricted to payment of tuition and fees.

**Challenge Grants**
Challenge Grants are awarded to incoming freshmen on the basis of academic performance. The award is based on GPA, ACT/SAT scores and full-time enrollment at the university. Awards are renewable for eight consecutive semesters as long as student remains in academic good standing for financial aid. Funds are restricted to payment of tuition and fees.

**Academic Transfer Scholarships**
Academic Transfer Scholarships are awarded on the basis of academic performance to incoming transfer students with a minimum of 12 credit hours. Awards are renewable for eight consecutive semesters with a cumulative GPA of 3.0 or higher and full-time enrollment. Funds are restricted to payment of tuition and fees.

**Transfer Achievement Scholarships**
Achievement Scholarships are awarded on the basis of academic performance to incoming transfer students with a minimum of 12 credit hours. Awards are renewable for eight consecutive semesters with a cumulative GPA of 2.5 or higher and full-time enrollment. Funds are restricted to payment of tuition and fees.

**Parkview Scholarships**
The university awards scholarships to students entering the ASN, BSN, RN to MSN, and MSN nursing programs with strong academic records. ASN and BSN students must be enrolled full-time for consideration. RN to MSN and MSN students must be enrolled in at least four credit hours per semester for consideration. Awards vary depending on financial need and/or qualifications of the applicant. Awards are renewable, provided that students maintain a GPA of 3.0 and fulfill all progression policies of the nursing department. Scholarship recipients must have a completed Free Application for Federal Student Aid (FAFSA) on file by the March 10 priority deadline prior to the student’s fall enrollment. Students completing the FAFSA after the March 10 deadline may jeopardize the scholarship.

**Scholarships in the Arts**
Scholarships in the Arts are competitive scholarships based on a portfolio review and/or audition. Talent scholarships in the arts are four-year renewable scholarships. To be considered for scholarship renewal, students must maintain full-time enrollment, a cumulative GPA of 2.5, and a declared major in art. Scholarship recipients must have a completed Free Application for Federal Student Aid (FAFSA) on file by the March 10 priority deadline prior to the student’s fall enrollment. Students completing the FAFSA after the March 10 deadline may jeopardize the scholarship.

**Lilly Room and Board Scholarship**
The University will provide a scholarship in the amount of a traditional double room for any full-time Lilly Scholar who lives on campus.
Tom Jehl Lifetime Sports Academy Scholarship
The University will provide two full-tuition scholarships and multiple scholarships of up to $3,000 to students who have participated with the Lifetime Sports Academy, have done volunteer activities and have a High School GPA of 2.7 or higher. Recipients must be full-time undergraduate students without a prior bachelor’s degree. This scholarship can be received for up to 8 semesters with a minimum GPA of 2.5. An application is required. An application can be obtained from the Office of Enrollment Services, the athletic department, at the Lifetime Sports Academy, or downloaded at http://www.sf.edu/financialaid/forms.shtml. To be considered for the full-tuition scholarship, application must be received by April 16. Student must file a FAFSA to receive this award.

University of Saint Francis 2nd Bachelor’s Degree Grant
The University will provide a $2,500 grant to undergraduate students who are full-time and have already received a bachelor's degree.

University of Saint Francis 21st Century Grant
The University will guarantee that students who are 21st Century Scholars will receive a minimum of $4,500 in institutional funding. This can include academic, athletic, or other aid from USF. Students must continue to have good standing with the 21st Century Scholars program, file their FAFSA prior to March 10, and enroll full-time.

Endowed/Donor Funds
The university has funding available through endowed/donor funds. For specific information on the funds listed below, please visit www.sf.edu/sf/financialaid/pay/endowed for a general application to apply for any available funding from these sources:
Arata Art Scholarship
Joan P. Baldus Scholarship
Ann D. Ballinger Scholarship Fund
Arthur and Josephine Beyer Foundation Scholarship
Business Education Foundation Scholarship
Kathryn Doermer Callen Scholarship
Olive B. Cole Scholarship
Bishop John M. D’Arcy Scholarship
Anna T. Dively Family Scholarship
Mary Louise Doermer Scholarship
Richard David Doermer Scholarship Fund
Marian A. Fox Scholarship
The James, Thomas and Doris Griffith Scholarship Fund
Guild Scholarship
Milton E. Haffner Scholarship
Richard and Marian Harber Scholarship
Margaret M. Johnson Scholarship Fund
Kelly Box Art Scholarship
Mary Lou and Thomas Knurek Mid-Degree Scholarship
Marie C. Koester Scholarship
Monsignor J. William Lester Endowed Scholarship
Lupke Foundation Art Scholarship
Menzie/Essex Scholarship
Federal Grants

Federal Pell Grant
The Federal Pell Grant is awarded to those students who demonstrate financial need as determined by the completion of the FAFSA. Students must meet minimum enrollment requirements and the University’s standards of academic progress. This grant is limited to the equivalent of 12 full-time semesters of eligibility.

Federal Supplemental Educational Opportunity Grant (FSEOG)
FSEOG funds are awarded to those students who demonstrate exceptional financial need as determined by the completion of the FAFSA. Students must meet the University’s standards of academic progress.

State Grants and Scholarships

State Grants
The Indiana Commission for Higher Education’s Division of Student Financial Aid (SFA) provides funds to Indiana residents who attend an eligible Indiana institution. To be considered for funds from the State of Indiana, a student’s FAFSA must be received by the FAFSA processing center by March 10 and comply with the request for additional information within the appropriate timeframe indicated by SFA. SFA determines the amount of the student’s award based on the family contribution and the cost of attendance. Funds provided by the State of Indiana are limited to tuition and fee costs incurred at the institution.
Indiana Higher Education Award (HEA)
The Indiana Higher Education Award (HEA) is awarded to full-time undergraduate students who demonstrate financial need and attend an eligible institution within the State of Indiana.

Indiana Freedom of Choice Award (FOC)
The Indiana Freedom of Choice Award (FOC) is awarded to full-time undergraduate students who demonstrate financial need and attend an eligible private institution within the State of Indiana.

Indiana 21st Century Scholar Grant
The Indiana 21st Century Scholar Grant is awarded to full-time students who enrolled in the program in 7th or 8th grade by signing the good citizenship pledge, and attend an eligible institution within the State of Indiana.

Part-time State Grant
The Part-time State Grant is awarded to students enrolled in up to 11 hours of undergraduate coursework who demonstrate financial need. Funds are limited based on allocations provided by SFA.

Nursing Scholarship Funds
These need-based scholarships are awarded to qualified individuals pursuing a career in nursing. Applicants must have a cumulative GPA of at least 2.0 and agree to work as a nurse in the State of Indiana for at least two years after graduation from college. Application forms are available at www.in.gov/ssaci/2343.htm. Due to the great number of applicants for this limited fund, applicants must also meet additional criteria as outlined by the Office of Financial Aid.

Minority Teacher and Special Education Scholarships
These scholarships are available to full-time minority students majoring in education or students seeking a Special Education teaching certification. Applicants must have a cumulative GPA of at least 2.0 and agree to teach full-time in Indiana for three out of five years after graduation from college. Application forms are available at www.in.gov/ssaci/2342.htm.

Other Sources of Gift Aid

Veterans’ Benefits
Eligible veterans may receive monthly benefits through the Veterans Administration (VA). The Registrar’s Office at the University of Saint Francis addresses VA matters and certifies attendance records. For complete details concerning either VA benefits or aid to dependents of veterans, contact the nearest VA office or call 1-888-GIBILL1.

Vocational Rehabilitation
Students whose physical or mental impairment prevents them from obtaining gainful employment may receive educational funding through the Indiana Vocational Rehabilitation Services. For information, contact the nearest Vocational Rehabilitation office.
Loans

**Federal Perkins Loans**
These need-based loans have a 5 percent interest rate and an aggregate limit of $27,500 for bachelor’s degree seeking students. Repayment begins nine months from the date the student graduates, leaves school, or drops below half-time enrollment. Funding is limited.

**Federal Subsidized and Unsubsidized Direct Loans**
These loans offer a low fixed interest rate for new borrowers and have an undergraduate aggregate limit of $31,000 (no more than $23,000 of which may be subsidized) for “dependent” students and an undergraduate aggregate limit of $57,500 (no more than $23,000 of which may be subsidized) for “independent” students. Loan amounts vary per year. Repayment of a Federal Direct student loan begins six months from the date the student graduates, drops below six credit hours per term or ceases to be enrolled. Loan limits for Federal Subsidized and Unsubsidized Direct Loans are as follows:

<table>
<thead>
<tr>
<th>Student Completed Credit Hours (Undergraduate)</th>
<th>Maximum Yearly Dependent Students</th>
<th>Total Annual Direct Limit</th>
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<tbody>
<tr>
<td></td>
<td>Subsidized Maximum</td>
<td>Unsubsidized Maximum</td>
</tr>
<tr>
<td>1-31 completed</td>
<td>$3,500</td>
<td>$2,000</td>
</tr>
<tr>
<td>32-63 completed</td>
<td>$4,500</td>
<td>$2,000</td>
</tr>
<tr>
<td>64+ completed</td>
<td>$5,500</td>
<td>$2,000</td>
</tr>
</tbody>
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<td>$3,500</td>
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</tr>
<tr>
<td>32-63 completed</td>
<td>$4,500</td>
<td>$6,000</td>
</tr>
<tr>
<td>64+ completed</td>
<td>$5,500</td>
<td>$7,000</td>
</tr>
</tbody>
</table>

**Federal Parent PLUS Loan**
This loan program is directed to parents of dependent undergraduate students and is not need based. Parents may borrow up to the cost of education minus other financial aid for each student enrolled at least half time.

Repayment of the PLUS loan begins within 60 days after the loan is disbursed; however, deferment of payments while the student is enrolled may be requested by contacting the Direct Loan Servicing Center at 800-848-0979. The interest rate is fixed at 7.9 percent.

**Student Employment**
Students who wish to work part time while enrolled at the University of Saint Francis may be considered for employment through the following programs:
On-Campus Employment
This non-need-based program allows students who are able to work on campus up to 20 hours per week at the current minimum wage.

Federal Work-Study Program
This program requires that a student demonstrate financial need. A student’s eligibility is determined during the financial aid awarding process. Students’ wages are subsidized by the federal government. Students who qualify may work on campus up to 20 hours per week at the current minimum wage.

Summer State Work Study Program
This program is administered by the Indiana Commission for Higher Education’s Division of Student Financial Aid. Students must be recipients of Indiana HEA and Indiana FOC in the academic year prior to the award and must plan to continue their enrollment at the university in order to be considered.

General Financial Aid Information
Student financial assistance programs are awarded under the following general guidelines:

- University of Saint Francis funds are awarded to students who are enrolled as full-time undergraduate students. Individual funds may be restricted to payment of tuition and fee expenses only.
- Students who have completed a bachelor’s degree are not eligible to receive funds designated as undergraduate federal, state or institutional funding.
- University of Saint Francis funds are limited to eight semesters of use. Transfer students will be evaluated as necessary.
- Financial aid packages are awarded for one year only. Students must meet renewable criteria and complete the FAFSA for each year they wish to attend the University of Saint Francis. The University has a priority deadline for institutional funding of March 10. The University will award funds to students completing the FAFSA after the March 10 deadline as funds are available.
- Students must have a completed FAFSA on file along with additional requested documents prior to the end of the enrollment period. If the student does not meet the above requirements, the aid will be forfeited.
- Financial aid is calculated on the number of credit hours for which a student is enrolled.
- Financial aid awards may be reviewed and adjusted at any time during the academic year. All awards are contingent upon student eligibility, program regulations and availability of funds. Awards may be adjusted based on the following:
  1. Students are required to report to the Office of Financial Aid the receipt of any additional funding received from outside sources.
  2. Students who request review of their financial situation will be required to submit additional documentation. Financial aid awards will be adjusted based on professional judgment policies.
  3. Students whose total awards exceed their cost of attendance or tuition and fee expenses based on criteria set out in the award will be adjusted to meet federal, state and institutional guidelines and regulations.
Semester Limitations

Full-time undergraduate students (those enrolled for 12 hours or more) are expected to complete graduation requirements within eight semesters. Courses taken in excess of eight semesters will not qualify for institutional academic scholarships, talent scholarships, need-based grants or state grants. If a student begins a semester as a full-time student and drops to part time after the add/drop period, that semester is counted among the eight semesters allotted for student assistance eligibility.

Payments of Awards

Most scholarship, grant and loan funds are applied directly to charges for tuition, fees and/or on campus room and board unless otherwise specified by the donor or agency providing the funds. Institutional, federal, state, and most private aid is divided evenly between fall and spring semesters and is credited to each semester’s billing. Awards exceeding the charges listed on each semester’s bill may be used for such education-related expenses as books, transportation, personal expenses, and living expenses. Financial Aid is applied to each student’s account in the following manner:

1. State grants and scholarships.
2. Scholarships and grants from outside agencies and private sources.
3. Institutional funds.
5. Student and parent loans.

In the event a student receives tuition-only designated funds which exceed the student’s actual tuition costs, these awards will be reduced.

Payment Plan

The University endorses deferred payment plans through a reputable, private firm. Any student may arrange for a budgeted payment plan through this firm in order to avoid a large cash outlay at the beginning of each semester. Information about the payment plan is sent to all students early in the summer. Contact the Business Office, Trinity 100, for more details or sign up online at www.sf.edu/sf/financialaid/pay/payment-plan.

The University also accepts payment of tuition and fees through MasterCard® or Visa®. Students who wish to make use of this payment method should contact the Business Office.

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:

<table>
<thead>
<tr>
<th>Completed Credit Hours</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-24</td>
<td>1.66</td>
</tr>
<tr>
<td>25-47</td>
<td>1.80</td>
</tr>
<tr>
<td>48+</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Quantitative Requirement for SAP (Pace of Progression)
Students must earn (complete) a minimum of 67% of the credit hours. For example, if a student enrolls for 15 credit hours, they 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.

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 be counted toward your enrollment status to receive financial aid. This should be kept in mind while setting up your class schedule each semester.

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

Maximum Timeframe
In addition to meeting the minimum GPA and pace requirements, students must remain within the maximum timeframe to receive financial aid. Undergraduate students may not exceed 150% of the published length of the educational program. For example, the published minimum requirement for a Bachelor’s degree student is 128 credit hours, so a Bachelor’s degree seeking student can earn 150% of this minimum or 192 credit hours and still receive financial aid. 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. Bachelor degree seeking students are allowed up to 192 credit hours, Associate degree seeking students are allowed up to 96 credit hours. Institutional aid however may be limited to 8 semesters.

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 and be available on the Financial Aid website under “Forms”.

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**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 **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.

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

**Financial Aid Counseling**

The Office of Financial Aid provides students the opportunity to sit down one-on-one with a financial aid counselor. The financial aid staff will work with students to help clarify questions regarding financial assistance. Students are encouraged to take an active role in understanding the financial aid process and eligibility requirements/criteria for programs in which they plan to participate. Students should feel free to contact the Office of Financial Aid at 260-399-8003, mailto:finaid@sf.edu or visit us in Trinity Hall.
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.

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 below full-time 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 his/her 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. The return of funds to the State Student Assistance Commission of Indiana (SSACI) is defined by the SSACI Refund Policy. Under the SSACI policy, if a student completely withdraws from USF before the end of the fourth week, the student is not eligible for the state award and USF must return 100 percent of the semester’s award to SSACI. If a student withdraws after the fourth week, the SSACI aid would be 100 percent earned and no SSACI funds would be returned. Funds must be returned to SSACI independent of other financial aid.

7. Students who receive Title IV funding (Federal Pell Grant, Federal Supplemental Education Opportunity Grant (FSEOG), Federal ACG, Federal SMART, 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.

8. All USF and private financial aid will be refunded according to the tuition and fees schedule shown below.

9. Refunds will be made in the following order:
   a. Unearned SSACI Awards
   b. Unearned Federal Aid
   c. Unearned USF scholarships and awards
   d. Outside agencies
   e. The student

10. 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.

11. 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 from Fall or Spring Semester:

<table>
<thead>
<tr>
<th>Week During the Semester</th>
<th>Tuition &amp; Fees Refundable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first day of the semester</td>
<td>100% - no refund of semester fee</td>
</tr>
<tr>
<td>During the first week of the semester</td>
<td>100% - no refund of semester fee</td>
</tr>
<tr>
<td>During the second week of the semester</td>
<td>75% – no refund of semester fee</td>
</tr>
<tr>
<td>During the third week of the semester</td>
<td>50% – no refund of semester fee</td>
</tr>
<tr>
<td>During the fourth week of the semester</td>
<td>25% – no refund of semester fee</td>
</tr>
<tr>
<td>Fifth week of the semester or later</td>
<td>No refund</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Week During the Semester</th>
<th>Tuition &amp; Fees Refundable</th>
</tr>
</thead>
<tbody>
<tr>
<td>On first day of class for Summer Term</td>
<td>100% - no refund of semester fee</td>
</tr>
<tr>
<td>After first day of class for Summer Term</td>
<td>No refund</td>
</tr>
</tbody>
</table>

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.

Refund Policy: For new residents: If notice of cancellation due to withdrawal is received after June 30, 2013 for fall semester or after January 5, 2014 for spring semester, the housing deposit is forfeited. If a resident withdraws during a semester, the resident shall be charged for the room and board and other residence related fees used based on the refund schedule below. The resident shall then be assessed $200.00 for cancellation.

Refund Schedule:

- Prior to first day of class, refund will be 100% of room and board minus cancellation fee
- During the first week of class, refund will be 90% of room and board minus cancellation fee
- During the second week of class, refund will be 75% of room and board minus cancellation fee
- During the third week of class, refund will be 50% of room and board minus cancellation fee
- During the fourth week of class, refund will be 25% of room and board minus cancellation fee

There will be no room and board refund after the fourth week of each semester. The cancellation fee will be taken from the housing deposit, unless expressed otherwise by the student.

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. All decisions of the Financial Appeals Committee are final.

Student Life

The excitement of college sports…a pool tournament in the Student Center… career exploration… the homecoming dance… getting study help from Student Academic Support… talking with other students on the lawn by the lake… participating in a service project… a game of pick-up basketball with friends… discussions around a study table; these words and phrases only begin to capture student life at the University of Saint Francis where there are a multitude of opportunities for personal growth, fun, learning in and outside of the classroom and developing leadership skills and friendships that will last a lifetime!

Dean of Students: Sharon Mejeur
Location: Trinity Hall
Website: www.sf.edu/sf/campus

Student Life and Academic Affairs are aligned to provide a richer educational experience for students in and out of the classroom. The student-centered environment this creates encourages the student to experience personal growth, learning, engagement, leadership and service. The departments within Student Life that are committed to this challenging and supportive student environment are student activities, student academic support services, housing and residential life, commuter services, academic advising, career services, TRiO program, campus dining and service engagement.

Career Services

Interim Director: Debra Boggs
Location: Pope John Paul II Center, Suite 209C
Office Hours: 8:30 a.m.-5:00 p.m. Monday-Friday or by appointment
Phone: 260-399-7700 ext. 6070

Career Services offers career planning and development to students and alumni; some of the services offered through this office include:

- Résumé and Cover Letter Development Assistance and Review
- Mock Interviews
- Career Counseling, Inventories, and Personality Assessments
- Job Shadowing Information
- Internship Assistance
• Full, Part-time, and Summer Job Search Assistance

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

**Center for Academic Advising (CAA)**

**Location:** Pope John Paul II Center, Suite 209  
**Phone:** 260-399-8065

The Center for Academic Advising (CAA) provides academic advising and support for students with undecided majors. In addition to course selection, the CAA staff teaches USF 104 Academic Exploration. USF 104 is a web-based course, which provides students the opportunity to learn about potential majors and helps students focus on their career destinations.

**Center for Service Engagement (CSE)**

**Director:** Katrina Boedeker  
**Location:** Trinity Hall, Room 152-B  
**Phone:** 260-399-8080  
**Website:** [http://service.sf.edu/service/](http://service.sf.edu/service/)

The Center for Service Engagement (CSE) creates and coordinates opportunities for students, staff and faculty to lead, serve and learn outside of the classroom through engagement in meaningful service and service learning. Through established partnerships with campus and community agencies and organizations, CSE seeks to promote civic awareness of community needs and social justice issues through meaningful service.

Student class assignments related to community service, service learning or action research can receive assistance through CSE services. In addition, student clubs, organizations or sports teams who desire to participate in a service project may view and register for service opportunities on the CSE website.

Service activities are categorized by community partner agency, area of interest and length of commitment. Students may also elect to sign up for a one page biweekly e-newsletter about upcoming opportunities by an email to serve@sf.edu or by visiting the website. Contact the CSE at 260-399-8080 to make an appointment for more assistance.

**Student Academic Support Services (SASS)**

**Director:** Tricia JV Bugajski, OFS  
**Location:** Pope John Paul II Center, Suite 210  
**Phone:** 260-399-8065  
**Website:** [www.sf.edu/sf/student-services](http://www.sf.edu/sf/student-services)

Student Academic Support Services (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.

**Student Disability Services in SASS**

**Location:** Pope John Paul II Center, Suite 210  
**Phone:** 260-399-8065  
**Website:** [http://www.sf.edu/sf/studentservices/academics/disability](http://www.sf.edu/sf/studentservices/academics/disability).

Through Student Academic Support Services, the University of Saint Francis offers a support program providing services for students with documented and disclosed 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 tests read, alternative testing environments, extended time, and large print tests. Accommodations on admission placement tests will be made if the student presents appropriate paperwork. Paperwork must be received at least two weeks prior to testing so appropriate arrangements may be made.

**TRiO - Student Services Support Program (SSS)**

**Director:** Tellis S. Young  
**Location:** Pope John Paul II Center, Suite 212  
**Phone:** 260-399-8086  
**Hours:** 8:30am - 5pm  
**Website:** [www.sf.edu/sf/trio](http://www.sf.edu/sf/trio)

TRiO Student Services Support (SSS) programs are Federal outreach and student services programs designed to identify and provide services for individuals from various backgrounds.
Our Mission
The University of Saint Francis TRiO Student Services Support Program (SSS) will provide multiple academic support services to students who are low income, (Pell Grant eligible) and/or first generation college students, enabling them to persist and graduate from the University of Saint Francis.

The TRiO Student Support Services program is 100% federally funded by the United States Department of Education at $213,000 annually to serve 140 students, with in-kind contributions from the University of Saint Francis.

Services offered by the TRiO program include:

Academic Support
- Tutoring, both staff and peer
- Academic Advising
- Study Skills Development
- Graduate School Admissions Assistance

Economic Support
- Scholarship Assistance
- Direct Grant Aid for Eligible SSS Students
- Financial Aid Counseling
- Financial Literacy Sessions
- Career Counseling

Life Enhancement & Support
- Mentoring, both staff and peer
- Life Counseling
- Community & Campus referrals

Welcome Weekend
Welcome Weekend is required for all new undergraduate students at the University of Saint Francis and serves to assist students in developing relationships, identifying resources to help students get involved on campus, and ultimately aid in a successful first year experience. Through active participation, students have the opportunity to develop relationships with peers, upperclassmen, faculty and staff; to get plugged in to campus life; to acclimate themselves with campus; and to become familiar with resources that are available across campus.

Residential Life
Residential Life enhances the university experience by providing an exciting and unique living/learning environment. All full-time undergraduate students who are under 21 prior to the start of the semester they are enrolling are required to live on campus. Students can live off campus with a parent or legal guardian within a 50 mile commuting radius of the University of Saint Francis. To live in a residence hall is to take advantage of a variety of educational, cultural, spiritual, and social opportunities while enjoying the convenience of being only minutes away from classrooms, athletic facilities, campus
activities, the library, and labs. All students who live on campus participate in a meal plan. Other accommodations include social and study lounges, laundry facilities, cable TV, wireless internet, air conditioned rooms, hall programming, assistance from hall staff, and close proximity to classes. The full housing policy, virtual tour videos, and housing contract information can be found on the USF web page under residential life, www.sf.edu/sf/residential-life. For further questions, please contact the Office of Residential Life at reslife@sf.edu or 260-399-8101.

Commuter Services

Commuter Services provides programs and services that enhance the experience of commuter students while encouraging the development of commuter students by creating opportunities for engagement, growth and learning. Through workshops, newsletters, calling programs, and regular social activities, Commuter Services works to provide information, support and advocacy to all off-campus students.

Health Services

All students, commuters and residents alike, have the opportunity to purchase health insurance through a plan made available to students. For more information, contact Student Life at 260-399-8100. Health Services are available to resident students. The Director of Residential Life and Housing can provide more information.

Counseling Services

Assistance and support are offered to students as they face any number of problems which may include emotional distress, peer pressure, substance abuse, or family conflict. Counseling services are available to all University of Saint Francis students at no cost to the student. To set up a private, confidential appointment with a counselor, please stop by the Student Life Office in Trinity Hall or call at 260-399-8100. Student Life staff are also available to meet with students on campus. To meet with a Student Life staff member, please contact the staff directly or the Student Life Office.

Current Student Activities

Clubs and Organizations
Membership in campus clubs and organizations greatly enhances a student’s university experience. All full-time and part-time students are eligible to participate. The following clubs and organizations are described in more detail in the Student Handbook and on the USF website.

Act One Drama Club
American Advertising Federation
Art Education Society
Cougars Care Service Club
Cougars for Life
Counseling Club
Dead Artists Society
Eco Club
Educators in Action
Equestrian Team
f/8 Photography Club
Film Club
Graduate Student Nurses Association
Honors Club
Intramurals
Jazz Ensemble
Love 146 Task Force
Luca Pacioli Society: Accounting Association
Music Technology Club
Mudpuppies Ceramics Club
Paw Print Student Newspaper
Peer Ministers
Pep Band/Drum Line
Physical Therapy Studies
Physician Assistant Student Society
Pre-Professional Healthcare Club
Public Relations Society
Residence Hall Association
Science Club
SIGGRAPH (Special Interest Group Graphics & Animation Club)
Social Work Club
STAND: USF Grassroots Chapter
Student Activities Council
Student Art League
Student Government Association
Student Nurses Association
Students in Free Enterprise
SPICE (Students Promoting Inter-Cultural Exchanges)
Trim-Line (Exercise & Fitness)
University Singers
USF Legal Society

Student Activities Council
In conjunction with the Office of Student Activities, the Student Activities Council is responsible for planning and coordinating campus activities and events. The Student Activities Council sponsors events for homecoming, spring fling, trips, campus entertainment, weekend programming and other special programs, many of which are free or at a reduced cost to USF students.

Student Government Association (SGA)
Student Government Association (SGA) acts as a sounding board for student opinion, disseminates information to the student body from the faculty and administration, represents students on university committees, and acts on any question concerning the welfare of the student body. Student Government Association is an active part of the shared governance structure (students, faculty, staff, and administration) at the University. The SGA also supports clubs and organizations and programs.
**Intramurals**
The Intramural program offers USF students a wide variety of athletic and recreational activities. Intramural sports encourage social interaction, equality of play, a good time, and sportsmanship. The intramural program includes basketball, soccer, ultimate frisbee, volleyball, kickball, dodgeball and other sports in season.

**Student Handbook**
The University of Saint Francis Student Handbook outlines policies and procedures for resolving academic grievances, describes the principles of student life and lists general campus and residential life policies. Each new student receives an electronic version of the Student Handbook at Welcome Weekend. The Student handbook is available online at [www.sf.edu/sf/campus](http://www.sf.edu/sf/campus).
Academic Policies

Academic Calendar

The academic year consists of two semesters, each approximately 16 weeks in length and one summer term. Classes are generally scheduled on a five-day week. The university offers an extensive selection of late afternoon and evening classes.

Academic Integrity

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.


Consequences of Violations to Academic Integrity Policy
- All violations of academic integrity will be reported to the Chief Academic Officer.
- A first offense will be dealt with according to the consequences regarding individual acts of academic dishonesty or plagiarism detailed in each individual course syllabus.
• A second offense will result in a semester grade of failure (F), and the student will meet with the faculty member and a representative from Student Academic Support Services.
• A third offense will result in a semester grade of failure (F). In addition, the case will be brought forward by the Chief Academic Officer or its designee to a committee that consists of the following:
  o School Dean, who will chair the committee
  o Department Chair or Program Director (specific to the student’s program)
  o Instructor of the course in which plagiarism occurred
  o Two faculty members, at least one of whom is outside of the student’s program or department, appointed by the Faculty Senate Chair

The committee determines if the student will receive either a one-year suspension or a permanent suspension from the university. The student will receive a certified letter stating the committee’s decision. The decision of this committee is final and cannot be appealed.

Student Appeals of Academic Policy

The following section reflects students' rights in academic policy matters.

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 the 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 10 university business days from the date on which the final grade was available online or from the university Registrar.

2. Appeal to the Academic Department Chair. 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. To do so the student shall submit a letter not to exceed two typed pages to the Academic Department Chair 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. 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 10 university business days after the receipt of the letter. The Academic Department Chair 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 10 university business days from the receipt of the student appeal letter.

4. Appeal to the Chief Academic Officer. 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 Chief Academic Officer. To activate this option, the student shall submit a written request to the Chief Academic Officer to convene an Academic Appeals Committee. The student shall submit the written request within 10 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 Chief Academic Officer shall convene the Academic Appeals Committee to consider the issues involved in the grade dispute. The Academic Appeals Committee shall meet within 10 university business days after the written request has been received by the Chief Academic Officer.

The membership of the Academic Appeals Committee shall consist of the following:
- The Chief Academic Officer, Chair.
- Two faculty members appointed by the chair of the Faculty Senate.
- 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.

The Academic Appeals Committee shall notify the student, faculty member, Department Chair, and Dean of its decision in writing and issue its written recommendation to the President within 10 working days after considering the issue. The President shall either accept or reject the recommendation of the Academic Appeals Committee within 15 working days of the recommendation. The President shall notify the Chief Academic Officer, 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

1. 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.

2. 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.

3. 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.

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

Request for Review of Academic Policy

Academic policies are designed to provide fairness and to maintain academic quality. Academic policies include admission and progression standards. As a general rule, the university does not grant exceptions to academic policy for individual students. A student or group of students may request that an academic policy be reviewed and considered for modification for future application of the policy, provided changes in the policy will benefit many students. The following procedure must be followed for a request to review an academic policy. The Academic Grade Appeal Policy may not be used for this purpose.

1. The student(s) should submit a letter to the SGA Academic Policy Committee indicating the policy to be reviewed, requested changes, and how the change in policy will benefit multiple students.

2. The chairperson of the Academic Policy Committee will convene with the Appeals Committee to review the request within 15 calendar days of receiving the request. The committee will be composed of all Student Government members, and has the right to request an additional two to three student representatives, who are outside of the Student Government Association, selected by the chairperson.

3. The committee will review the request and make a recommendation to the SGA to proceed with the request or to indicate in writing to the student who submitted the request that the committee does not support the request. The committee shall explain the rationale for its recommendation. The committee may take 15 calendar days to do an assessment of the policy and to determine the potential outcomes for changing the policy as requested.

4. The chairperson of the committee will act on the committee’s recommendation within seven calendar days after receiving the committee report. If the SGA determines that it will pursue a review of the academic policy, the chairperson will meet with appropriate university officials to review the policy. Should the committee decide not to pursue the review, the chairperson will
correspond with the student. If the policy is a university-wide policy, the chairperson will meet with the Chief Academic Officer. If the policy is departmental, the chairperson will meet with the Chair of the Department.

5. The chairperson will communicate in writing to all involved parties concerning the outcome of the appeal process within 15 days of meeting with the appropriate university administrator.

6. The administrator/department chair will communicate in writing to the student(s) initiating the appeal, giving the reasons for the outcome, within 15 days of the meeting with the SGA chairperson of the Academic Policy Committee.

Since this is an internal procedure, legal counsel shall not be involved in the process.

**Academic Responsibilities**

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 Undergraduate Catalog and the Student Handbook. 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 program.

**Audit**

Students may audit a course by indicating “Audit” at the time of registration. Students wishing to audit a course must have met all course prerequisites or have the permission of the instructor. Auditors are expected to attend class, but they are not required to complete written assignments or take examinations. 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. Students may not change from credit to audit after mid-term. Fees for audit courses are listed in the current semester schedule.

**Cancellation of Courses**

The university reserves the right to cancel courses from the semester, summer and weekend schedules because of insufficient enrollment.

**Change of Grade**

Only the faculty member who assigns a grade may make a change in that grade. Students who believe a grade was erroneously given should confer with the appropriate faculty member. If a resolution is not reached, refer to the procedures outlined in the Academic Grade Appeal Policy.

The grade submitted by a faculty member at the end of the semester is considered a final grade and ordinarily a grade change should not be requested unless one of the following two circumstances occurs:
1. The grade is an incomplete (I), and needs to be changed when the required coursework is completed.
2. An error was made in assigning the original grade.

**Change of Program**

Students wishing to declare or change their major may do so at any time. Students are encouraged to confer with their academic advisor or the Director of Student Academic Support Services. If there is agreement that a change is desirable, the decision is formalized by completing a Change of Status form in the Office of Student Academic Support Services or the Registrar’s office. The student will be subject to the degree requirements in effect at the time of the change of major.

**Change of Schedule after Registration**

After registration, a student may make a change in his/her schedule, if necessary, in order to drop or add a course, or change a section, or withdraw from a course. This process may carry a fee and may need approval by the student’s advisor.

**Dropping and Adding Courses**

Changes in schedule may be made by the student on Cougar Connection or in the Registrar’s office to safeguard the accuracy of the student’s permanent record. The drop/add period for courses offered in the fall and spring semesters is one week. Courses may not be added after the first day of class during the Summer term.

A student who desires to make any change in his/her schedule must complete a Drop/Add form which is available in the Registrar’s office. The student must then have the completed Drop/Add form signed by his or her advisor (and coach if an athlete), by another faculty member in the department, or by Student Academic Support Services staff as evidence that possible alternatives and consequences were discussed. The completed Drop/Add form must be taken to the Registrar’s office for processing. Students who complete the desired change on My Cougar Connection are strongly advised to first secure the approval of their advisor. It should be noted that changes in full-time or part-time status may affect financial aid, Veteran’s benefits, residential status or athletic eligibility.

**Withdrawal from Courses**

During the fall or spring semesters, official withdrawal after the first week of classes and before mid-semester results in a grade of “W” for the course which is indicated on the permanent record. 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. Withdrawals will not be processed during final examinations week. Official withdrawal at any point during the Summer term results in a grade of “W” which is indicated on the permanent record.

If a complete withdrawal results from medical circumstances, the student must submit official, documented evidence of the condition in a timely manner. Failure to officially withdraw from a class results in a grade of “F,” which is indicated on the permanent record. A student who is called to active
military duty, after proof of the call up is submitted, will be withdrawn with no punitive grade on his/her record.

**Accelerated Format Courses**

An accelerated course is a course which is being offered in a condensed format. Whereas a traditional university course will normally meet for 15 weeks of instruction, an accelerated course will have comparable educational objectives and assignments, but will be offered in an abbreviated format. Whether the delivery of the course is face-to-face, hybrid, or online, the student should anticipate a more intense learning environment in an accelerated course.

For courses offered in an accelerated format only, the following academic policies are applied in addition to, or where appropriate in place of, the academic policies noted above for fall, spring, and summer terms:

**Registration**

Registration must be completed before the start date of the course. High school students admitted to the Achieve Credits Early (ACE) Program are not eligible to register for courses offered in the accelerated format.

**Change of Schedule after Registration**

Add period: The add period ends on the last business day before the course begin date. Courses must be added before the start of the course period. The add action before a course that begins before the traditional semester start date may be completed on Cougar Connection or in the Registrar’s Office by submitting a completed drop/add form. The add action after the begin date of the traditional semester must be completed in the Registrar’s Office by submitting a completed drop/add form.

Drop period: The drop period ends on the last business day before the course begin date. The drop action before the start date of the traditional semester may be completed on Cougar Connection or in the Registrar’s Office by submitting a completed drop/add form. The drop action after the start of the traditional semester week begin date must be completed in the Registrar’s Office by submitting a completed drop/add form.

**Withdrawal from Courses**

Official withdrawal on or after the begin date until the end date of a course results in a final grade of “W” for the course. Official withdrawal actions must be completed in the Registrar’s Office by submitting a completed drop/add form.

**Examinations**

Mid-term grades will not be reported to the Registrar. Final examinations are given before the end date of the course.

**Class Attendance**

Classes for the academic year commence on the date announced on the university calendar and in the course schedule. Students are expected to attend class regularly and punctually. 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, unless an extension is granted by the instructor prior to the scheduled session. If an instructor does not appear within 15 minutes of the scheduled class time, students may presume the class session was cancelled.

Instructors may establish specific attendance requirements in their own classes, with the option of lowering grades because of excessive absence. Specific attendance requirements and penalties will be stated in writing in the course syllabus and distributed to students during the first week of the course.

A student who judges that absence from a class session is necessary must assume responsibility for the decision. It is the student’s responsibility to arrange to make up work due to absence and to keep fully informed of class assignments, special activities and examinations in order to meet the requirements of the course. Student veterans are reminded that the government expects the university to use due diligence in checking the attendance of students receiving veteran’s benefits.

**Classification of Students**

Students who carry 12 or more credit hours in a term are classified as full-time students. Those carrying fewer than 12 semester hours during a term are classified as part time.

For the purpose of determining class status, students in a Bachelor degree program are classified as follows:

- **Freshman:** 31 credit hours or fewer completed
- **Sophomore:** 32 to 63 credit hours completed
- **Junior:** 64 to 95 credit hours completed
- **Senior:** 96 or more credit hours completed

**Credit Load**

A semester hour is equivalent to 14 class meetings of 50 minutes each, or the equivalent in laboratory work, and a final exam session. The normal number of semester hours taken by a full-time student is 15 to 18. In order to take 19 hours, the student must have a cumulative GPA of at least 3.5; to take 20 hours or more, the approval of the department chair or dean is required.

**Degree Requirements**

**Associate Degree**

To complete an Associate degree at the University of Saint Francis, the student must meet the following criteria:

1. Completion of the general education requirements.
2. A minimum of 64 semester hours of credit.
3. Completion of major requirements.
4. A semester’s residence, that is, at least 16 hours of credit earned at the University of Saint Francis.
5. A cumulative GPA of at least 2.0 on a 4.0 scale. Some programs have a higher cumulative GPA requirement. Some departments stipulate a minimum GPA or minimum grade in their major courses.
6. Completion of specific program requirements. Some programs require grades of “C” or better in major courses.
7. Meet all financial obligations to the university.
8. Completion of the academic advising file audit with the Director of the program.

**Bachelor Degree**
To complete a Bachelor degree at the University of Saint Francis, the student must meet the following criteria:

1. Completion of the general education requirements.
2. A minimum of 120 semester hours of credit earned as required by the academic program curriculum.
3. A major of at least 30 hours, with no fewer than 12 hours earned from the University of Saint Francis. (An individual department may require more than 12 hours.)
4. A year’s residence, that is, at least 32 semester hours of credit earned at the University of Saint Francis. Specific schools and departments may require a higher number of credit hours earned at the University of Saint Francis for degree completion.
5. A cumulative GPA of at least 2.0 on a 4.0 scale. Some programs have a higher cumulative GPA requirement. Some departments stipulate a minimum GPA or minimum grade in their major courses or in general education courses.
6. Satisfactory completion of a comprehensive examination or senior project as specified by the department.
7. Meet all financial obligations to the university.
8. Completion of the academic advising file audit with a representative of Academic Affairs.

**Bachelor Degree Double Major**
A student may receive a double major, provided he or she has earned the minimum number of semester hours of credit required for the degree and has met the requirements for each respective major. One degree is conferred, and the student must choose which degree is conferred if necessary.

**Second Bachelor Degree**
A student may receive a second Bachelor degree, provided the following conditions are met:
1. All specified requirements for both degrees are completed.
2. The second degree includes at least 32 semester hours of credit which are not counted toward the first degree.

This means a minimum of 152 semester hours (as required by the academic program curriculum) is required to receive a second Bachelor degree as determined by the academic program curriculum.

A student who has earned a Bachelor degree at another accredited college or university may receive an Associate or Bachelor degree from the University of Saint Francis, provided he or she has met all requirements for the degree from the University of Saint Francis. Specific schools and departments may require a higher number of credit hours earned at the University of Saint Francis for degree completion.
Emergency Notifications

The University uses Connect Ed, a campus-wide emergency notification system. This system can store several phone numbers and e-mail addresses for all members of the campus community and reaches all those numbers simultaneously. Students should be sure the Registrar’s Office has their most up-to-date cell phone numbers, land line numbers and e-mail address(es). Should an emergency arise on campus or should classes be cancelled for any reason, students will be notified through this system. If classes are cancelled, announcements will also be made on local radio and television stations as well as www.cancellations.com.

The university policy is to hold classes if at all possible. Students are to use personal discretion to determine whether or not they should come to class if the university does not cancel and they must travel a great distance in bad weather. If students miss a class due to weather-related issues, they are responsible for initiating the appropriate communication with the instructor prior to the class time and for making up any coursework that is missed.

Examinations

Mid-term examinations are given at the discretion of the instructor.

Final examinations are given in most courses and are held on the dates and in the places designated on the Final Examination Schedule issued by the Registrar’s Office. A two-hour block of time is set aside for all four-hour, three-hour, and two-hour courses. Students are expected to report for all examinations at the scheduled time.

Students may change the time of their final examination only with the consent of the faculty member in advance of the scheduled exam and only for valid reasons such as serious illness, death in the immediate family, or more than three examinations on one day. It is the student’s responsibility to request an unscheduled examination and to work out the details of time and place with the faculty member.

Grade Reports (Mid-term and Final)

Midway through the semester, instructors are asked to submit the names of students earning “D” or “F” grades or not meeting grade-specific program progression requirements to the Registrar’s Office. Students are notified in writing and are responsible for setting up a conference with their instructors to discuss specific steps to improve their academic performance.

Final grade reports are posted approximately two weeks after the end of a term. The grade reports of students who have not met their financial or other obligations will be withheld.
Grades and Quality Points

The University of Saint Francis operates on a 4.0 grading system and determines the scholastic standing of students according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Distinguished Performance</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Superior</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>Passing, but below average</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure in course or unofficial withdrawal</td>
<td>0.0</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Fail (If pass/fail course)</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete work</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal before mid-semester, or after the begin date of an accelerated course (does not negatively affect the grade point average)</td>
<td></td>
</tr>
<tr>
<td>WP</td>
<td>Passing at time of official withdrawal after mid-semester (does not negatively affect the grade point average)</td>
<td></td>
</tr>
<tr>
<td>WF</td>
<td>Failure at time of official withdrawal after mid-semester (lowers the grade point average)</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td></td>
</tr>
<tr>
<td>CR</td>
<td>Credit Only</td>
<td></td>
</tr>
</tbody>
</table>
Hold Policy

Various University of Saint Francis offices may place a hold on a student’s record in the Registrar’s Office when money is owed, when items have not been returned to a university office or when required information or documents have not been provided to a department by the student. Reasons for a hold on a student’s record include, but are not limited to, an unpaid past-due balance on a student’s account for which payment arrangements have not been made, unpaid library or parking fines, university equipment or keys not returned, official transcripts not received by the university, and required documents or information not supplied by the student.

The consequences of a hold on a student’s record could include any or all of the following:
- The student’s registration for classes will be deferred.
- The student will not receive a copy of his/her university transcript.
- The student will not receive a copy of his/her semester grades.
- A graduating student will not receive a diploma.

A student who has had a hold placed on his/her records is responsible for contacting the university office that assigned the hold. When satisfactory arrangements have been made to resolve the issue, the university office will inform the Registrar’s Office that the hold has been removed or waived.

Academic Honors

The Dean’s List
Students are placed on the Dean’s List in a given semester if they meet these standards:

1. Earn at least 12 semester hours of class credit (only GPA credit hour courses are included in this credit hour requirement);
2. Attain a scholastic semester GPA of at least 3.5.

Semester Honor Roll
Students are placed on the Semester Honor Roll if they meet these standards:

1. Earn at least six semester hours of class credit (only GPA credit hour courses are included in this credit hour requirement);
2. Attain a scholastic semester GPA of at least 3.5.

Honors Convocation
At the end of the academic year, each academic school holds an honors convocation at which time students receive awards for high academic achievement and for other distinctions.
Honors at Graduation
Honors are conferred at graduation upon students who have maintained scholastic excellence. Those with a 3.5 cumulative GPA graduate “with honor”; those with a 3.7 “with high honor”; and those with 3.9 “with highest honor.”

To graduate with honors, a student must have earned at least 32 hours for an Associate degree and 60 credit hours for a Bachelor degree from the University of Saint Francis. In order for honors to be announced at graduation, the student must have completed all classes by the end of the summer term of the academic year. The GPA used to determine honors at graduation includes quality points earned only from the University of Saint Francis.

Valedictorian
The graduating student with the highest cumulative grade point average, including transfer work, in each academic school is valedictorian of his/her school. To be eligible for this honor, the student must have earned at least 96 semester hours from the University of Saint Francis. This student will be recognized at his/her school’s annual honors convocation.

Incomplete Grades
An “I” (Incomplete Work) is a conditional grade granted when the student has not completed the basic course requirements. The student must request an “I”; the instructor does not automatically assign it. An “I” will be given only under extraordinary circumstances when the final week’s work or exam cannot be completed on time. An “I” is not appropriate when a student has missed most classes or has failed to complete assignments other than the final ones. To request an incomplete the student must fill out an Incomplete Request form before the instructor turns in grades. This form is signed by the student and instructor and indicates the date no later than eight weeks after the last final exam day when the work must be completed. A final grade of “F” will be recorded on the permanent record if the work is not completed. The final grade will replace the “I.”

Independent Study Options
Independent study, tutorial courses and directed study carry special fees and are available only to degree-seeking students at the University of Saint Francis, and only in cases of demonstrated and exceptional need as determined by the student’s advisor, the department chair and the Dean of the School. These options are not to be viewed as rights of students, but rather as options that may meet with approval in certain circumstances. These options are not available to special or transient students. Students should take a regularly scheduled class if at all possible.

Independent Study
This option involves a student’s request to take one of the courses listed in the Undergraduate Catalog on an independent study basis.

Tutorial Course
This option involves a student’s request to take one of the courses which is specially designed to require minimal contact with a faculty member.
Directed Study
A student may choose this option in which he/she engages in an individual project to investigate an area that is not included in regular course offerings. The project may be of the nature of research or advanced study in a selected area of interest. The course number 490 in the major is reserved for this study.

Regulations for Independent Study Options:
• An independent study, tutorial or directed study must be approved in writing on the Independent Study form available from the academic department and the Registrar’s office.
• It is the student’s responsibility to provide the information requested on the form, obtain the required signatures, and submit the approval form (with the course listed on the registration form) to the Registrar in order to register for the course.
• A student may take up to a total of nine hours (preferably six hours) of independent studies throughout his/her program. He/she must have already successfully completed all, or nearly all, of the coursework in that discipline and/or must demonstrate a high degree of expertise in the area.
• Regular tuition will be charged, plus an additional fee per semester hour if the course is offered at the student’s request and is not a required course. It is strongly recommended that independent study courses not be taken during the summer term.
• Students who do not have a good record of attendance or academic achievement may be denied the opportunity of doing independent study coursework.

Interdisciplinary Studies
At the request of faculty from two or more departments, the university will periodically offer courses which explore a common theme, issue or problem. These special topic courses will be listed under the respective departmental listings in the Schedule of Classes for a given semester, as well as under IDS 371, Contemporary Themes, Issues and Problems.

International Studies
The University of Saint Francis recognizes the value of carefully planned study abroad for students who are qualified and interested in such opportunities. The university will formalize arrangements with colleges offering study abroad programs and investigate consortium arrangements for international study as student interest dictates.

The interested student is encouraged to investigate the many excellent programs for international study offered by American colleges and universities, as well as the opportunities for direct enrollment in a foreign institution. All programs should be planned in cooperation with the department chair or dean of the school to assure full credit and the most rewarding educational experience possible.

Study experiences will be approved for a student who has a proven record of academic achievement (minimum GPA 3.0) and who will be classified as a junior or senior (minimum of 64 earned credit hours) at the time of the intended international study experience. Students planning to spend a semester or year away from campus should be thoroughly familiar with both major and graduation requirements. Coursework must be approved by the student’s advisor. The student is responsible for providing an official transcript to verify all coursework.
Academic departments arrange study programs for which students may receive credit. These programs vary in duration and cost. Currently, the School of Creative Arts and the Department of Biology offer enriching programs of study both in the United States and in other countries.

**Internships**

A number of departments have established internship opportunities, some of which are optional whereas others are required. They provide an opportunity for a student to integrate work and formal education under the guidance of professionals in his/her major field of study, and to test career choice decisions. Internships will be content based, skill related, academically substantive, value related, and integral to the student’s academic and career choice. Internships can be on or off campus, and paid or unpaid, as stipulated by the department. A faculty supervisor, collaborating with an off-campus supervisor, will monitor and supervise student progress, and evaluate final achievement.

Internship information and application forms can be obtained from academic departments. Students must register before participating in the internship.

**Probation, Suspension, and Dismissal**

A student in good academic standing at the university must maintain a minimum cumulative GPA of 2.00. Incoming transfer students are considered in good academic standing if the combined, cumulative GPA from all previous institutions is a minimum of 2.00. Student athletes whose cumulative GPA is below 2.00 will not be certified eligible for NAIA competitions.

Failure to maintain academic standards required for specific programs will result in probation, suspension or dismissal. A student whose cumulative GPA is below 2.00 is placed on academic probation. When placed on academic probation, a student must attend weekly scheduled Monitoring Academic Progress (MAP) meetings with his/her Student Academic Support Services (SASS) advisor. Academic probation is a serious warning to a student that his/her scholastic record may result in a suspension of one year or permanent dismissal from the university. In order to continue at the University of Saint Francis, satisfactory improvement must be shown each semester.

A Bachelor degree student will be placed on academic suspension for one year if the cumulative GPA is below 1.66 after attempting 32 hours; 1.80 after attempting 64 hours; 2.00 after attempting 96 hours. For an Associate degree student, the above cumulative GPAs apply at the end of 16 attempted hours, 32 attempted hours, and 48 attempted hours, respectively.

The final decision concerning all matters of academic probation, suspension and dismissal rests with the Admissions and Academic Progress Committee. The committee reserves the right to suspend or dismiss a student at any time if he/she is not making satisfactory progress toward a degree. Refer to the Student Handbook for non-academic sanction policies.

A student who is serving a one-year academic suspension due to lack of satisfactory academic progress may begin the reapplication process by contacting the Director of Student Academic Support Services to receive guidance and instructions.
Registration

Students may register in person or online via Cougar Connection each semester on the dates specified in the Schedule of Courses, according to the following procedure outlined by the Registrar’s Office. The student should:

- Obtain a pre-printed registration form from the advisor. Check the accuracy of the information on the form. Make corrections where necessary.
- Secure approval of a schedule of classes from the advisor or the chair of the department. The registration form must be signed by the advisor and the student.
- Register online or report to the Registrar’s Office with the signed registration form to complete the process at the designated times.

With the aid of their program director or advisor, students are responsible for selecting courses which will satisfy the degree and certification requirements of the University of Saint Francis. Students are responsible for making up required courses which they have dropped or failed. Transfer students must complete degree requirements according to university policies.

If a course section is full at the time of registration, a student may “Waitlist” for that section. “Waitlisted” students are not enrolled in a “Waitlisted” course section. Students are not permitted to attend course sections for which they are “Waitlisted.” Only students whose registration status is listed as “Current” in a course section are eligible to earn credit for that course.

Repeated Courses

In most cases, any currently enrolled student may repeat any course in the current catalog 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 GPA and major index.
- The original grade will remain on the transcript.
- The student will receive credit for the class only once.
- A student may repeat a course once.

Scholastic Grade Point Average (GPA)

Students in Bachelor degree programs are required to earn a minimum of 120 hours of coursework (as required by the academic program curriculum) and a cumulative GPA of at least 2.0 to qualify for graduation. An Associate degree requires a minimum of 64 semester hours and a cumulative GPA of 2.0 for graduation. Credit hours for the grades P, F (in Pass/Fail courses), I, W, WP, and AU are not computed in the GPA. Some majors require cumulative grade point averages above the minimum of 2.0. Students must check program requirements.

The cumulative GPA used to determine graduation is based only on coursework taken at the University of Saint Francis; it does not include quality points for coursework transferred in from other colleges or universities.
Transcript of Credits

Official transcripts are normally mailed from institution to institution. A written request for a University of Saint Francis transcript should be submitted to the Registrar’s Office with a $5 fee per official transcript. For proper identification, the request should include the student’s name or previous name, social security number, current address, and signature. Transcripts may also be requested and paid for online through the National Student Clearinghouse website. Transcript requests are not processed until all financial and other obligations have been satisfied. The University of Saint Francis will not release a copy of a transcript of grades earned at another institution.

In accordance with the Family Education Rights and Privacy Act of 1974, student records will not be released without the written consent of the student, except in emergency situations, or in the following situations:

- To school officials, including faculty, who have legitimate cause to view the records;
- In connection with application for and receipt of financial aid;
- Where the information is classified as Directory Information. Directory Information includes name, address, telephone number, dates of attendance, date of graduation, and birth date. At the student’s request, any of these items will be withheld.

Transfer of Credit

Current Students

Ordinarily, courses which are offered regularly at the University of Saint Francis may not be taken elsewhere after the student becomes enrolled at the university. In cases of necessity, exceptions to this rule can be made, but a completed application from the student for a permit to transfer credit must be on file in the Registrar’s office. Students must be in good academic standing (minimum cumulative GPA of 2.00 and no account holds) with the university to become approved to transfer credit. The Registrar must approve the courses by issuing a permit before students register for the courses at other acceptably (regionally) accredited institutions. Upon completion of such courses, the student is expected to request that an official transcript of his/her grades be sent to the Registrar’s Office. Transferred courses will be recorded on the student’s University of Saint Francis transcript provided a grade of “C” or better is earned (unless the age of the course excludes it from acceptance). Accepted credit hours are not included in the computation of the student’s University of Saint Francis GPA. Students should refer to the Degree Requirements section of this catalog regarding limits on the amount of transfer credit and the relationship of transfer credit to eligibility for earning a degree from the University of Saint Francis.

Transfer Students

Transfer students may have coursework earned at other acceptably (regionally) accredited institutions evaluated and posted to their University of Saint Francis transcript. Transferred courses will be recorded on the student’s University of Saint Francis transcript provided a grade of “C” or better is earned (unless the age of the course excludes it from acceptance). Accepted credit hours are not included in the computation of the student’s University of Saint Francis GPA. Students should refer to the Degree Requirements section of this catalog regarding limits on the amount of transfer credit and the relationship of transfer credit to eligibility for earning a degree from the University of Saint Francis.
Prior Learning Assessment
Prior Learning Assessment (PLA) is a process used to earn college credit for learning that has been acquired outside of the traditional classroom. A maximum of 32 credit hours can be earned toward a Bachelor degree and 16 credit hours can be earned toward an Associate degree. While credit is awarded for prior learning, no grades are assigned. Certain programs cannot award credit for prior learning because of rules created by Indiana licensing and regulatory agencies. No duplication of credit is allowed. Types of PLA include:

Proficiency Examinations
A description and listing of proficiency tests offered by outside agencies is available from the Registrar’s Office. In addition, some academic departments at the University of Saint Francis offer challenge examinations that allow a student to demonstrate college-level competency by means of internally constructed examinations. These are not available in all departments; please contact the specific department if you would like more information.

Military Training
The American Council on Education (ACE) has worked cooperatively with the Department of Defense (DOD) and the Armed Services to establish standards for recognizing learning acquired in military service. This learning may be worth college credit. The student must submit a military transcript (e.g., AARTS, College of the Air Force, etc.), DD214, and/or DD295 to the Registrar’s office for evaluation.

Portfolio
The student-prepared prior learning portfolio is the most commonly accepted method used to evaluate prior learning. It is a collection of narratives and written documentation that articulates a student’s academically relevant, non-college classroom learning on a per course basis.

Advanced Placement Credit
High school students who take advanced placement (AP) courses are encouraged to take the CEEB (College Entrance Examination Board) advanced placement examinations and have their scores sent to the University of Saint Francis. The university grants college credit for CEEB examination scores of 3, 4 or 5 in accordance with the American Council on Education recommendation. Students seeking AP credits are responsible for requesting the Educational Testing Service (ETS) to send their AP exam scores to the Registrar’s office. No grade is assigned for courses in which the student is awarded advanced placement credit, and these courses are not included in the student’s grade point average. The student has the option of declining all or part of the advanced placement credit awards. In some cases, credit is awarded for a particular course offered at the university. In others, credit is awarded for general education credits in a specific area of study. Please note that some courses may be counted toward a student’s major and some courses may not.

Veterans’ Credits
Veterans who qualify under the G.I. Bill of Rights may enroll at the University of Saint Francis. Two semester hours of credit in physical education will be granted to veterans honorably discharged after six months of service. Veterans can also submit official copies of military transcripts (e.g. AARTS or College of the Air Force) for evaluation.
The Fort Wayne Higher Education Consortium is a group of seven area institutions: Huntington University, Indiana Institute of Technology, Indiana University Purdue University Fort Wayne, Ivy Tech Community College, Manchester College, Trine University, and the University of Saint Francis. The Consortium allows University of Saint Francis students to enroll in a regularly offered course during a fall or spring semester at any other Consortium school under the following conditions:

1. Students must be enrolled as degree-seeking at the University of Saint Francis.
2. Students must be enrolled in at least three semester hours at the University of Saint Francis and remain enrolled in that course during the entire semester. Students who withdraw from all University of Saint Francis courses will also be withdrawn from the Consortium course.
3. Students may register for a Consortium course only if the equivalent University of Saint Francis course is not available to them at the end of the registration period because it is closed. A student may register for a Consortium course that is equivalent to a University of Saint Francis offering only if the student’s plan of study necessitates taking the course during a given semester.
4. Students may take only one Consortium course per semester and a maximum of four Consortium courses during their academic career. Consortium registrations are not available during the summer.
5. Students register for courses taken under the Consortium agreement at the University of Saint Francis. Consortium courses are treated as resident credit for purposes of satisfying graduation requirements, athletic eligibility and financial aid.
6. The final grade earned at the Consortium school will be posted on the student’s University of Saint Francis transcript.
7. Students are charged the tuition they would pay if the course were offered at the University of Saint Francis. The host (Consortium) school will bill students only for course-specific fees, such as lab and material fees. Students are responsible for paying any course-specific fees directly to the host school.
8. Students must have permission of the Registrar to enroll in a Consortium course.
9. Enrollment is subject to space availability in the course. The host school determines when to permit Consortium students to register.
10. Academic regulations of the host school apply to Consortium courses. Students are responsible for informing themselves about starting and ending dates for the class, vacation dates, academic regulations (i.e. last date to withdraw, grading policies, attendance policies), and other regulations which may differ from those of the University of Saint Francis.

To register for a Consortium course, students must:
1. Pick up a Consortium registration form in the Registrar’s office.
2. Complete the form and return it to the Registrar’s office for approval.
3. Register and pay for the course at the University of Saint Francis. University of Saint Francis tuition rates apply.
The John Duns Scotus Honors Program

Honors Program Details

The John Duns Scotus Honors Program is a community of scholars comprised of university faculty and ambitious and intellectually promising undergraduates who desire a more challenging program of study. Students in the Honors Program:

- Strive consistently for academic excellence.
- Study and appreciate the Catholic and Franciscan intellectual traditions.
- Develop and practice leadership skills grounded in Christian wisdom and service.
- Collaborate with faculty in learning and research projects.
- Participate in an intellectually and socially vibrant community of scholars.
- Model civic engagement through service learning or other projects that combine disciplined reflection and applied learning.

Admission to the Honors Program is competitive. Students in all majors can apply who meet the following criteria:

- Incoming freshmen: 3.5 GPA and a score of 1,200 on the SAT (math and verbal scores) or 26 on the ACT.
- Currently enrolled USF students or transfer students: 3.5 cumulative GPA.

What are the Benefits of Membership in the Honors Program?

- Greater academic challenge
- Work more closely with professors
- Preference for research and grant opportunities
- Multi-disciplinary, integrative learning
- Broad and enriching coursework in and out of the classroom, related where appropriate to the Franciscan intellectual and spiritual traditions
- Honors recognition on transcript
- Honors Program graduates receive an honors cord to wear at commencement

What are the requirements of the Honors Program?
The John Duns Scotus Honors program requires a total of eleven credit hours of course work. These include:

- HONR 201: Great Books Foundations I (3 cr.)
- HONR 202: Great Books Foundations II (3 cr.)
- HONR 300: Honors Service Project (1 cr.)
- HONR 400: Honors Capstone (1 cr.)
- IDS 495: Honors Independent Study (1 cr.)
- 2 credit hours of additional coursework drawn from IDS 495 and/or HONR 351.

Who is John Duns Scotus?

- Scottish Franciscan Theologian and Philosopher (1266-1308), known to history as the Subtle Doctor
- Spent his academic life probing our human ability to attain a knowledge of God
• With St. Bonaventure, Duns Scotus is considered a main founder of the Franciscan Intellectual Tradition

For more information on the John Duns Scotus Honors Program, contact Angie Springer, Administrative Assistant for the School of Arts and Sciences, at 260-399-8066 or aspringer@sf.edu.

**Honors Course Descriptions**

**HONR 201**
**GREAT BOOKS FOUNDATION I**
3 credit hours
HONR 201 and 202 trace the development of Western culture and civilization as it is seen in the Great Books that are representative of their time and place. HONR 201 begins with the Old Testament (c. 1400-300 BC) and ends with the writings of Niccolo Machiavelli (c. 1459-1527 AD). This course will fulfill general education requirement for English Common Content (Learning Outcomes #9, 14, 18, 20) and will substitute for ENGL 101 or ENGL 103 for students accepted into the Honor's Program.
*Fall*
Prerequisites: Permission of the Honors Council

**HONR 202**
**GREAT BOOKS FOUNDATION II**
3 credit hours
This course continues the content of Great Books from HONR 201. It begins with the writings of Martin Luther (1482-1546) and concludes with those of Martin Luther King, Jr. (1929-1968). This course will count towards the general education requirement for Creative Expression (Learning Outcomes #25, 26).
*Spring*
Prerequisites: HONR 201 and permission of the Honors Council

**HONR 300**
**HONORS SERVICE PROJECT**
3 credit hours
A self-designed service project that involves at least 50 hours of community service where students share their time and talent in the service of others, on or off campus. This service project is to be an added component to a traditional class in which the student is enrolled simultaneously. A faculty/staff mentor and the Honors Council will approve a project description that includes a discussion of how the project reflects Franciscan values. A Learning Contract must be submitted prior to enrolling in this course.
*Fall, Spring*
Prerequisites: HONR 201 and permission of the Honors Council
HONR 351
GREAT BOOKS SEMINAR
1 credit hour
This course will provide an in-depth study and analysis (in regard to both historical context and contemporary relevance) of a specific thinker, text or topic in the history and development of Western culture and civilization.
Fall, Spring
Pre-requisite: HONR 201 & HONR 202, or Consent of Instructor

IDS 495
HONORS INDEPENDENT STUDY
1-3 credit hours
An added element of self-study to enrich a traditional class in which the student collaborates with a faculty/staff member. This course enhancement aims to help the student appreciate Franciscan intellectual tradition and extend the Honors Program into the student's major discipline. The IDS 495 credits must be taken in conjunction with a 3 or 4 credit hour course. A Learning Contract must be completed for each enrichment credit.
Fall, Spring
Prerequisites: HONR 201 & HONR 202 or consent of instructor

HONR 400
HONORS PROJECT
1 credit hour
A culminating project within a student’s discipline under the guidance of a faculty/staff member and addressed within the scope of Franciscan values. Students must register for this credit along with their Senior Capstone three credit hour course in their major. Students must give a public presentation of the results of their project.
Fall, Spring
Prerequisites: HONR 201, Senior status and permission of the Honors Council
General Education

General Education at the University of Saint Francis

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

General Education at the University of Saint Francis is a common undergraduate curriculum which includes a series of experiences shared by all undergraduate students. Permeated by the Franciscan values, it involves the cultivation of knowledge, intellectual skills, and attitudes designed to integrate liberal arts into the personal and professional lives of students culminating in a commitment to life-long learning.

The general education curriculum at the University Saint Francis is built upon the following eight goals. Students will take 46-49 hours of courses to fulfill the university’s general education curriculum. These eight goals are realized through a series of learning outcomes. For a complete list of goals, learning outcomes, and courses associated with each goal, please visit the General Education web site.

I. Goal: Develop a personal awareness of our diverse and global society. (9 credit hours)

II. Goal: Demonstrate leadership, service, and social responsibility. (3 credit hours)

III. Goal: Communicate effectively in personal and professional interactions. (6 credit hours)

IV. Goal: Demonstrate competence in applying current and emerging technologies. (0 credit hours)

V. Goal: Demonstrate personal and social awareness of the importance of lifelong health and wellness. (2-3 credit hours)

VI. Goal: Think analytically, synthetically, critically, and creatively in the pursuit of knowledge. (15-16 credit hours)

VII. Goal: Develop awareness and understanding of the artistic and expressive aspects of the human experience. (5-6 credit hours)

VIII. Goal: Appreciate the spiritual dimension of life and be conscious of one’s own religious perspective within a community context. (6 credit hours)

General Education Notes for Bachelor Degree

At the University of Saint Francis, the General Education experience begins with the iConnect First Year Experience (ICON 100) and concludes with the Senior Capstone course. iConnect is a course that connects students to the university, the community, and the Franciscan tradition. Through an exploration of the university’s Franciscan Values and its liberal arts tradition, students will become
connected to the university’s unique mission and values while sharpening skills that will ease the
transition to college-level study. The Senior Capstone course provides a culminating experience that
integrates the values emphasized in the General Education curriculum with a student’s specific major.
Students should consult with their academic advisors to determine the exact requirements needed to
complete their degrees.

Placement and Common Content Course Specific Notes

READING (0-2 credit hours)
To demonstrate competency in reading, a student must:

- Score 117 or above on the Nelson-Denny Reading Test, which is required of all freshmen
and students transferring in less than 30 semester hours of coursework, and be exempt
from taking a reading course,
or
- Complete one reading course as determined by placement and be exempt from taking a
second course by scoring 120 or above on the Nelson-Denny Reading Test given at the
completion of the reading course,
or
- Complete two reading courses, excluding READ 101 Basic Reading.

ENGLISH COMPOSITION (3 credit hours)
Three semester hours of English composition with a grade of “C” or better are required as a Common
Content requirement in the General Education curriculum. Students who receive below a “C” must
repeat the course.

To demonstrate competency in English Composition, a student must:

- Enroll in ENGL 101 and satisfactorily complete the course with a grade of “C” or better,
or
- Enroll in ENGL 103 and satisfactorily complete the course with a grade of “C” or better (3
credits toward graduation),
or
- Enroll in ENGL 100, followed by ENGL 101 and satisfactorily complete both courses with a
“C” or better (3 credits toward graduation),
or
- Successfully complete the CLEP General or Subject Examination in English Composition to
qualify for three semester hours of English Composition.

General Education Advising Information for Bachelor and Associate
Degree Students

1) A course that is required for the major and also fulfills a General Education outcome can fulfill
requirements in both areas.

2) If a GE course appears under both a credit- and non-credit bearing learning outcome (ex. WI or
TA courses), the course can count for both outcomes.
   Explanation: Some general education courses appear under more than one outcome. However, if a course fulfills two credit-bearing outcomes, it cannot be counted for both.
3) Students cannot take more than two courses (6 credit hours) with the same prefix to fulfill GE outcomes with the exception of LO# 9 and LO# 10.
   Explanation: Since all students are required to take COMM 121 and ENGL 101 or 103 as foundational courses, these two courses do not count toward the 6 credit-hour limit.

4) Transfer students will enter under the new General Education curriculum. Transfer evaluation will be completed at the discretion of the Registrar’s Office.
   Exception 1: If the student is eligible to complete degree requirements before all new GE requirements are in place (for example, the Capstone courses), a Change of Curriculum form must be submitted to the Registrar’s Office to waive that requirement.
   Exception 2: The substitution for other General Education courses will be allowed according to current policies.

5) Students transferring in to a USF Baccalaureate program with more than 31 hours will not be required to take ICON 100.

6) Students changing from a USF Associates to a USF Baccalaureate program with less than 31 hours completed will take ICON 100.
   Exception: For current Associate students transferring to a Baccalaureate program, substitution of GE courses, including ICON 100, may be made at the discretion of the Program Director or Department Chair of the new major. Change of Curriculum forms must be submitted to the Registrar’s Office reflecting those exceptions.

7) Students changing majors (Baccalaureate to Baccalaureate) will be under the new GE curriculum.
   Substitution of GE courses, including ICON 100, may be made at the discretion of the Program Director or Department Chair of the new major. Change of Curriculum forms must be submitted to the Registrar’s Office reflecting those exceptions.

8) Students who do not meet automatic admission requirements (“at-risk” students) will take ICON 100 during their first semester at USF.

General Education Requirements for Associate Degree Programs

General education requirements for associate degree programs are designed to help students acquire the basic abilities and motivation needed to complete courses successfully in a chosen field and to function effectively in society after graduation. The amount of general education varies for the different associate degree programs but must include:

Courses that meet the following Learning Outcomes or Placement:

1. **Reading** (zero to two semester hours as determined by placement)
2. **ENGL 101 English Composition** which meets Learning Outcomes 9, 14, 18, and 20—Learning Outcome 9: Write clearly and logically; Learning Outcome 14: Research, evaluate, and apply information using technology; Learning Outcome 18: Demonstrate the ability to understand and critically evaluate arguments.; Learning Outcome 20: Examine critically the role that ambiguity and uncertainty play in the quest for knowledge and truth (three semester hours with a grade of “C” or better).
3. **Mathematics** which meets Learning Outcome 22—Learning Outcome 22: Demonstrate proficiency in mathematical reasoning and problem solving (course number as specified in the program plan).

4. **One course from Learning Outcome 24**—Learning Outcome 24: Develop a critical understanding of human behavior within a defined context.

5. One course from the following two options:
   i. **Theology Distribution**, which fulfills two learning outcomes (Learning Outcome 29: Explore personal spiritual development and Learning Outcome 30: Demonstrate an ability to explore theologically a faith tradition).
   
   or
   
   ii. **Religion Distribution**, which fulfills two learning outcomes (Learning Outcome 29: Explore personal spiritual development and Learning Outcome 31: Exhibit an informed understanding of different religions).
Inter-Departmental Programs

META – Media Entrepreneurship Training in the Arts

Program Overview
The META program is a cross-discipline collaborative that focuses on rigorous project-based learning in a way that uniquely addresses the changing landscape of the creative media industries. A broad collective of students working in a project based learning environment will provide services and products for businesses and institutions throughout the Midwest. The program will give students an advanced opportunity to experience and develop a variety of skill sets important not only in their chosen creative field, but crucial for understanding fundamental business components, industry interaction, and spurring entrepreneurial ventures in the community.

Benefits of META Program
- Mentorship by faculty and industry professionals
- Project based learning contributes to the development of team work and collaboration skills
- Interdisciplinary learning which equips students with the necessary skills to succeed in a multifaceted work environment
- Students graduate with the knowledge, skills and abilities required to start their own business
- Extensive hands-on learning
- Teaches core business concepts and entrepreneurial thinking along with technical skills
- Creates a competitive environment that encourages students to work harder

Admission
- Students apply in the fall semester of their Sophomore Year
- Student must have a Major GPA 3.5 / General Education GPA 3.0
- Students submit an application and a 5-8 page narrative available through the META Program Director
- Students participate in an Interview with a META Faculty Team
  - Portfolio of work or Signature assignment (ie: business plan or marketing plan) must be presented at interview - defined by discipline
  - Special consideration will be made to those who produce work on an independent basis - outside of the classroom experience
  - Faculty will consider the student’s ability to meet deadlines, follow through with projects and meet program requirements (school event attendance, club activities, etc.)
- Student applications are due the end of fall semester to the META Program Director.
- Interviews will take place in January before the start of Spring Semester.
- Students will receive formal notification on their acceptance/rejection by February 1, in time for registration in March.

Student Responsibilities
- Students agree to intensive time commitment and responsibilities beyond that of typical class project activities such as planning meetings, business phone calls, and coordination.
- All META students will exhibit both professionalism in personal conduct and attire while in the META work areas, when meeting with clients and when attending META courses.
Each META student is expected to maintain an annual 3.0 GPA.

Each META student is responsible for meeting with the META Director two times a semester. The student is responsible for setting up these meetings, with guidance from the Director.

Each META student is required to attend club meetings specific to their major and the biweekly META Seminar.

Each META student is responsible for checking their Saint Francis email on a regular basis, and responding to emails within 2 weekdays of it being sent.

Each META student is responsible for adhering to the attendance policies outlined in course syllabi.

Each META student is responsible for adhering to the policies, procedures, and standards of conduct outlined in the student handbook.

If a META student leaves or is dismissed from the program for any reason, s/he will not be admitted back into the program.

META Program Outcomes

Upon graduation, students in the META Program will be able to:

- Demonstrate the ability to follow, understand and relate creatively from one’s own perspective to ideas expressed in visualizations, graphics, music, sounds, stories and other modes of communication.
- Understand the underlying structures, processes and properties of the META disciplines including, but not limited to music technology, digital media, film, communication, theatre, graphic design, web design, entrepreneurship, journalism, photography, public relations and animation.
- Understand basic theoretical, historical and analytical skills associated with the creative processes.
- Understand the fundamental principles of entrepreneurship, marketing, public relations, sales, strategic planning and business plans.
- Demonstrate the ability to organize and design a work flow that integrates the components of the META Program from preproduction, production and postproduction.
- Participate with competence in collaborative work, leadership positions and cohesive group structures
- Demonstrate effective communication skills in writing, listening, speaking and utilizing technology
- Identify and apply the correct criteria to address audience needs, interaction and response to various media
- Develop and demonstrate a critical understanding of utilizing the appropriate message delivery to create the desired audience response for the client/service.
- Demonstrate the ability to conceptualize, capture, create and edit in various media using current industry technology, programming and software to produce professional quality work.
- Demonstrate foundational skills in the disciplines of the META program and advanced expertise in one specific discipline of META
META Course Descriptions

META 300
Introductory to META
3 credit hours
This foundations seminar course is required in the first semester of the student’s junior year. This course will be a multidisciplinary course taught by a variety of faculty with guest lectures from industry professionals and community leaders. This course will address leadership skills, group dynamics, effective communication (written and spoken), trends in media development, entrepreneurship fundamentals, business and industry law, compensation, and the concepts of work flow and client/audience needs and messaging.
Fall
Prerequisites: Admission to the META Program

META 350
Introductory to Laboratory Experience
1-3 credit hours variable
This workshop is an interdisciplinary team based project required for all META students. Students will be working collaboratively on an internal USF project in collaboration with the USF Marketing Department. This process will address research, conceptualization, design and production.
Spring
Prerequisites: META 300

META 400
Intermediate Laboratory
1-3 credit hours variable
Advanced Laboratory experience with faculty, business, arts or industry professionals to conceptualize, create and produce a professional quality project or projects under one plan.
Fall
Prerequisites: META 300 and META 350

META 450
Advanced Laboratory
1-3 credit hours variable
Advanced Laboratory experience with faculty, business, arts or industry professionals to conceptualize, create and produce a professional quality project or projects under one plan.
Spring
Prerequisites: META 300 and META 350
META 499
Senior Project
3-6 credit hours variable
This senior capstone course is an intensive collaborative project under the supervision of the META Director, faculty and industry professionals. In addition to the project, the student will be required to develop a portfolio/demo reel, professional statement, résumé, job cover letter and participate in a mock job interview/portfolio presentation. The student must be in his/her senior year and have completed all relevant course requirements.

Fall
Prerequisites: META 300 and META 350

Inter-Departmental Course Descriptions

295
EVALUATED CREDIT
1-3 credit hours
Learning evaluated and determined to be equivalent to college-level learning through the experiential learning evaluation process. Learning which is found to be closely related to discipline but does not coincide with a particular course offering.

490-495
DIRECTED STUDY
1-3 credit hours
A course in which the student engages in an individual project to investigate an area that is not included in regular course offerings. The project may be of the nature of research or advanced study in a selected area of interest.
Prerequisite: Consent of the Department Chair, the supervising faculty and the Office of Academic Affairs (see Independent Study Option page 34)

499
INTERNSHIP
1-3 credit hours
An internship provides an opportunity for a student to integrate work and formal education under the guidance of a professional in his/her major field of study, and to test career choice decisions. Internships will be content based, skill related, academically substantive, value related, and integral to the student’s academic and career choice.

Interdisciplinary Study Course Descriptions

ICON 100
iCONNECT-FIRST YEAR EXPERIENCE
3 credit hours
This creative, thought-provoking course is about making connections. It will guide new students in forging connections with their peers, the university, and the world around them. Students will develop the tools to participate in an intellectual, social and spiritual community.
IDS 160  
FORT WAYNE AS TEXT  
3 credit hours  
Discovering the city from several perspectives. Observing and interpreting the observer. Readings. Planning/carrying out several observations. Written and oral reports. A project.  
Recommended Background: Permission of the Instructor, Department Chair, Registrar

IDS 350  
BAHAMIAN FIELD STUDIES  
3 credit hours  
A survey course based in the Bahamas. Students participate in a one-week laboratory experience (42 hours) at a field station on Andros Island examining geology, biology, ecology and marine science. There are several required pre and post-session meetings with lectures, as well as lectures during the experience. A research paper and oral presentation are required. Satisfies a general education science requirement or elective. The Andros trip is taken during the winter break.  
Recommended Background: Permission of the Instructor, Department Chair, Registrar

IDS 351  
BAHAMIAN FIELD RESEARCH  
3 credit hours  
Student prepares an extensive research proposal to carry out a research project on Andros Island in the Bahamas. Involves a minimum of a one-week period devoted to data collecting in the field. Completion of the project involves preparation of a research report on the field experience including the data collected.  
Recommended Background: Permission of the Instructor, Department Chair, Registrar

IDS 371  
CONTEMPORARY THEMES, ISSUES AND PROBLEMS  
3 credit hours  
Exploration of a contemporary theme, issue or problem of mutual concern and interest to students and faculty from more than one department.  
Recommended Background: Permission of the Instructor, Department Chair, Registrar

IDS 490  
DIRECTED STUDY  
1-3 credit hours  
A course in which the student engages in an individual project to investigate an area that is not included in regular course offerings. The project may be of the nature of research or advanced study in a selected area of interest.  
Recommended Background: Permission of the Instructor, Department Chair, Registrar

IDS 499  
INTERNSHIP  
3 credit hours  
A course that provides an internship experience for students outside of their major field of study or a second internship for credit within their major.  
Recommended Background: Permission of the Instructor, Department Chair, Registrar
Reading Courses

READ 101
INTRODUCTION TO COLLEGE READING
2 credit hours
Individualized preparatory course for READ 119 with emphasis on word attack, vocabulary, comprehension, and auditory/visual perception skills according to diagnosed need. No credit toward a degree.
Recommended Background: By placement

READ 119
READING STRATEGIES
1 credit hour
Practice in all of the basic reading skills (word attack, dictionary usage, vocabulary, comprehension, and study skills) as they apply to university texts.
Recommended Background: By placement or READ 101

READ 120
ADVANCED READING
1 credit hour
A course emphasizing proficiency in reading through self-evaluation of reading habits and by improving study skills, developing word and comprehension skills necessary to succeed in college, and practicing skimming and scanning techniques.
Recommended Background: By placement or READ 119

READ 121
CRITICAL/ANALYTICAL READING
1 credit hour
Designed for the student who wishes to become a more effective reader by establishing analytical and critical reading skills. Emphasis on vocabulary, increasing speed and developing flexible reading rates.
Recommended Background: By placement or READ 120

USF Courses

USF 106
SPORTS PARTICIPATION-BASEBALL/SOFTBALL
1 credit hour
For students participating in and being classified as an athlete on any school varsity-supported sports program roster. Completion of the season of sports participation will be required prior to receiving credit. Fulfills general education requirement for students who enrolled at USF prior to Fall 2007. Limited to students who are not majoring in a physical education-related degree program.
USF 107  
SPORTS PARTICIPATION-BASKETBALL  
1 credit hour  
For students participating in and being classified as an athlete on any school varsity-supported sports program roster. Completion of the season of sports participation will be required prior to receiving credit. Fulfills general education requirement for students who enrolled at USF prior to Fall 2007. Limited to students who are not majoring in a physical education-related degree program.

USF 108  
SPORTS PARTICIPATION-CHEER  
1 credit hour  
For students participating in and being classified as an athlete on any school varsity-supported sports program roster. Completion of the season of sports participation will be required prior to receiving credit. Fulfills general education requirement for students who enrolled at USF prior to Fall 2007. Limited to students who are not majoring in a physical education-related degree program.

USF 109  
SPORTS PARTICIPATION-CROSS COUNTRY  
1 credit hour  
For students participating in and being classified as an athlete on any school varsity-supported sports program roster. Completion of the season of sports participation will be required prior to receiving credit. Fulfills general education requirement for students who enrolled at USF prior to Fall 2007. Limited to students who are not majoring in a physical education-related degree program.

USF 110  
SPORTS PARTICIPATION-DANCE  
1 credit hour  
For students participating in and being classified as an athlete on any school varsity-supported sports program roster. Completion of the season of sports participation will be required prior to receiving credit. Fulfills general education requirement for students who enrolled at USF prior to Fall 2007. Limited to students who are not majoring in a physical education-related degree program.

USF 111  
SPORTS PARTICIPATION-FOOTBALL  
1 credit hour  
For students participating in and being classified as an athlete on any school varsity-supported sports program roster. Completion of the season of sports participation will be required prior to receiving credit. Fulfills general education requirement for students who enrolled at USF prior to Fall 2007. Limited to students who are not majoring in a physical education-related degree program.

USF 112  
SPORTS PARTICIPATION-GOLF  
1 credit hour  
For students participating in and being classified as an athlete on any school varsity-supported sports program roster. Completion of the season of sports participation will be required prior to receiving credit. Fulfills general education requirement for students who enrolled at USF prior to Fall 2007. Limited to students who are not majoring in a physical education-related degree program.
USF 113
SPORTS PARTICIPATION-SOCCER
1 credit hour
For students participating in and being classified as an athlete on any school varsity-supported sports program roster. Completion of the season of sports participation will be required prior to receiving credit. Fulfills general education requirement for students who enrolled at USF prior to Fall 2007. Limited to students who are not majoring in a physical education-related degree program.

USF 114
SPORTS PARTICIPATION-TENNIS
1 credit hour
For students participating in and being classified as an athlete on any school varsity-supported sports program roster. Completion of the season of sports participation will be required prior to receiving credit. Fulfills general education requirement for students who enrolled at USF prior to Fall 2007. Limited to students who are not majoring in a physical education-related degree program.

USF 115
SPORTS PARTICIPATION-TRACK
1 credit hour
For students participating in and being classified as an athlete on any school varsity-supported sports program roster. Completion of the season of sports participation will be required prior to receiving credit. Fulfills general education requirement for students who enrolled at USF prior to Fall 2007. Limited to students who are not majoring in a physical education-related degree program.

USF 116
SPORTS PARTICIPATION-VOLLEYBALL
1 credit hour
For students participating in and being classified as an athlete on any school varsity-supported sports program roster. Completion of the season of sports participation will be required prior to receiving credit. Fulfills general education requirement for students who enrolled at USF prior to Fall 2007. Limited to students who are not majoring in a physical education-related degree program.
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BSN, Purdue Calumet University
Bachelor of Liberal Studies

Liberal Studies is a program designed for a student with more than one academic interest and a desire to combine multiple areas of study in the humanities, social and natural sciences and mathematics in a unique interdisciplinary program. The student may design a program that is compatible to his or her professional aspirations and academic interests. Program requirements include 21 credit hours in each: 1) humanities/social sciences and, 2) natural sciences/math. A total of 18 of these credit hours must be 300-400 level coursework.

The degree requires 120 credit hours with an overall total of 32 hours in 300-400 level courses. The general education requirements are similar to other degree programs, which allow the student to explore additional disciplines. A generous portion of elective courses encourage deeper investigation in the liberal arts, inclusion of a minor or a generalist experience in other areas of interest, such as business or healthcare.

The student and his/her academic advisor/mentor work together to select courses. Flexibility in the program allows for both depth and breadth of academic and professional interests. Interested students should contact the Dean’s Office of the School of Arts and Sciences for an academic advising appointment.

Associate of Liberal Studies

Similar to the objective of the Bachelor degree, the Associate of Liberal Studies offers students the convenience of exploring a minimum of 12 credit hours in at least two disciplines in addition to a general education requirement in humanities, social sciences, science, math and religion. Students must complete at least 64 credit hours to earn this Associate degree.

Humanities and Liberal Studies 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.
Co-requisite: 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.

**Humanities Courses**

**HUMN 263**  
DEATH AND DYING  
3 credit hours  
Examines current attitudes toward death and dying. Explores the grieving process from the point of view of the patient across the lifespan and the patient’s family. Explores the impact of cultural differences on death and dying. Presents the ethical principles involved in problem solving moral issues for patients, families and healthcare professionals. Analyzes current ethical dilemmas related to death and dying. Explores spiritual support for the dying patient and the patient’s family. Examines how different Christian and non-Christian religions view death and the afterlife. Investigates interdisciplinary care by caregivers.  
*Occasional*

**HUMN 295**  
LANGUAGE AND POWER  
3 credit hours  
This course examines the interrelationship between language and power. Topics to be covered may include: language-minority populations, language in education/bilingual education, written language/literacy and power, Ebonics, language in the media, language and gender, language and ethnicity, language and politics, language and socioeconomic class, language attitudes, language standardization and dialects.  
*Occasional*

**HUMN 330**  
WOMEN, MEDIA AND WWII  
3 credit hours  
This course will look at women during World War II and their roles in society and the war effort. History will then be viewed through film/media with a focus on interpreting the portrayal of women, and comparing and contrasting perceptions with reality (same as HIST 330).  
*Occasional*  
Recommended Background: Permission of Instructor
HUMN 390
Associateship
1-3 credit hours
An associateship is an internship opportunity for students in foreign language courses to participate in a faculty member’s teaching, scholarship or administrative responsibilities. The student in this class will work closely with the faculty member to arrive at a hands-on understanding of teaching, scholarly work, or administration. The student will, in assisting the instructor, produce a tangible artifact by the end of the semester. Depending on the type of associateship, these artifacts may include--but are not limited to--a lesson plan, a conference presentation, a publication, a planned event, or a special program. A student may take HUMN 390 for a total of three times, but may only participate in each type of associateship once. As an independent study course, the course will carry an independent study fee.

As needed
Prerequisite: Completion of any foreign language course, sophomore standing, and approval by instructor.

Liberal Studies Courses

LIBS 390
INTERDISCIPLINARY STUDIES: SYNTHESIS IN WRITING
3 credit hours
This seminar-style writing-intensive course will assist students in synthesizing material from their concentrations in the Liberal Studies major. Students will read and critically analyze a variety of texts including creative works and peer-reviewed literature that will serve as the foundation for class discussions, presentations, and written work. Must be taken before LIBS 410.

As needed
Recommended: junior or senior status

LIBS 410
INTERDISCIPLINARY CAPSTONE
3 credit hours
This course serves as the capstone for the Liberal Studies major. The purpose of the course is to consolidate and integrate knowledge, experience, and reason in self-directed research, writing, and synthesis. The student will accomplish the goals of this course and the student’s personal educational goals through an undergraduate thesis or special project. The student can select a thesis or project advisor from among the faculty within an area of concentration in the major. The thesis or project will be assessed by the thesis or project advisor, program director and possibly other faculty.

Spring
Prerequisite: Senior status
Department of Biology

Program Overview

The Department of Biology emphasizes teaching excellence in a supportive learning environment. The departmental faculty focuses on students and meets their needs using a variety of techniques. These include the use of computers to aid instruction, traditional lecture-discussion, collaborative learning, inquiry-based learning, lab courses, individualized instruction, tutorials, and reviews. The Department of Biology takes an interdisciplinary approach and introduces students to the many facets of biology. A well-rounded curriculum with courses like molecular biology, ecology, physiology, and microbiology advances students’ knowledge and improves career opportunities.

Science is a process, not simply a collection of facts and theories. Biologists are scientists who “practice” biology. Students succeed by participating in the process. Students are encouraged to get involved in scientific research projects with faculty mentors. Faculty members are active in a variety of research projects, which keeps them current in their discipline and ensures freshness and vitality in their teaching.

In addition to traditional laboratory experiences, the department has unrestricted access to the 100-acre Lindenwood Environmental Learning Center located within a quarter mile of the campus, for student learning and research. The Department of Biology supplies student naturalists to a variety of parks and recreation departments and outdoor education programs. Outdoor hands-on learning is also made available through a variety of field courses taught off campus in areas as varied as the southwestern deserts, the subtropical Bahamas and the mountains of the southeastern United States.

Upon graduation, biology majors are prepared for careers in research laboratories, environmental laboratories, conservation-related fieldwork and other related fields. Many biology majors continue their education in either graduate or professional school, pursuing either a master’s or a doctorate degree.

Purpose Statement

The Department of Biology is committed to offering courses in an environment permeated by Franciscan values. Quality programs in biology, pre-professional health (pre-medicine, pre-veterinary, pre-dentistry, pre-physician assistant, pre-chiropractic and pre-physical therapy), environmental science, clinical laboratory science/medical technology and dual acceptance Physician Assistant, Chiropractic and Osteopathic Medicine are available. In addition, the department offers courses that enhance the general education curriculum of all students and provide advanced training for students working toward degrees in non-departmental health-related professions.

Degree Requirements

All Biology, Secondary Education Biology, Pre-Medical, other Pre-professional, Clinical Laboratory Science/Medical Technology and Environmental Science majors are required to pass a nationally standardized exit exam by the end of their senior year. Courses may only be repeated one time. See the School of Professional Studies for guidelines and progression standards for Secondary Education Majors.
Major/Minor

Majors: Biology, Pre-Medical, Pre-Veterinary, Pre-Dentistry, Pre-Chiropractic, Pre-Physician Assistant, Dual Acceptance Pre-Physician Assistant, Pre-Physical Therapy, Clinical Laboratory Science/Medical Technology, Environmental Science, Secondary Education Life Science/Mild Intervention

Minors: Biology, Environmental Science

Biology Course Descriptions

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 that must be successfully completed before enrolling in other courses as indicated.

Co-requisite: This indicates a course that 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.

BIOL 121
GENERAL BIOLOGY I
3 credit hours
Fundamental facts and principles of living things. Emphasis on ecological principles and conservation, classical genetics and evolution. Studies the major groups of plants and animals and their phylogenetic relationships. Students carry out a research project. (Lecture 2 hours, Lab 3 hours)
Fall

BIOL 122
GENERAL BIOLOGY II
3 credit hours
Fundamental facts and principles of living things. Emphasis on human anatomy, physiology, nutrition, growth, development, cells, cell metabolism and molecular genetics. Students prepare a term paper and an original proposal based on a literature search. (Lecture 2 hours, Lab 3 hours)
Spring

BIOL 126
INTRODUCTION TO BIRDS
3 credit hours
An introduction to birds. Habitat, niche, field identification, feeding strategies and behavior, life history, and classification. Field experiences. How to record observations using drawing and photography like many of the naturalist greats (e.g. John James Audubon). Develop an understanding of how and why birds have always held the fascination of people all over the world and across cultures. (Lecture 2 hours, Lab 2 hours)
Occasional
BIOL 190
PRINCIPLES OF BIOLOGY I
4 credit hours
This course focuses on the morphology, physiology, life history and ecology of animals. Special attention is paid to the practice and history of the science of biology, and to the principles of organic evolution. Students conduct a research project and prepare a written report. The laboratory introduces general principles and specific examples of taxonomy and phylogeny. (Lecture 3 hours, Lab 3 hours)

Fall

BIOL 191
PRINCIPLES OF BIOLOGY II
4 credit hours
Basic cell metabolism and principles of molecular genetics are introduced. Thallophytes and tracheophytes are studied emphasizing principles of plant taxonomy, anatomy, morphology, biochemistry and biogeography. Students prepare a research proposal based on an extensive literature search. (Lecture 3 hours, Lab 3 hours)

Spring

BIOL 208
Animal Nutrition
3 credit hours
Students will learn the essential principles of animal nutrition, with special attention given to the diversity of digestive structures and functions among taxa, which allow for adaptations to various niches. Clinical implications will be explored for important domesticated species, with regard to nutrient chemistry, physiology and balance. Production and analysis of animal diets will be addressed.

Spring, Odd Years
Prerequisites: BIOL 190 and BIOL 191

BIOL 218
Human Anatomy
3 credit hours
Structure and function of various cells, tissues, organs, and organ systems of the human body, with special emphasis on the integumentary, skeletal, muscular, nervous system and sense organs. Mammalian dissection in laboratory. (Lecture 2 hours, Lab 2 hours)

Spring

BIOL 221
HUMAN ANATOMY AND PHYSIOLOGY I
3 credit hours
Structure and function of various cells, tissues, organs, and organ systems of the human body, with special emphasis on the integumentary, skeletal, muscular, nervous system and sense organs. Mammalian dissection in laboratory. (Lecture 2 hours, Lab 3 hours)

Fall, Spring and Summer
BIOL 222
HUMAN ANATOMY AND PHYSIOLOGY II
3 credit hours
Structure and function of various systems of the human body with special emphasis on the circulatory, respiratory, digestive, endocrine, urinary and reproductive systems. Mammalian dissection in laboratory. (Lecture 2 hours, Lab 3 hours)
Fall, Spring and Summer
Prerequisite: BIOL 221

BIOL 223
INTRODUCTION TO MICROBIOLOGY
3 credit hours
The study of the biology of microorganisms and their significance to human health with emphasis on microbial structure and function, pathogenicity, control and chemotherapeutic agents. (Lecture 2 hours, Lab 3 hours)
Fall, Spring, Summer
Prerequisite: BIOL 122 or BIOL 221 and 222

BIOL 226
MICROBIOLOGY
4 credit hours
Morphology, physiology, ecology, epidemiology and genetics of microorganisms. Nutritional and cultural requirements. Relationships of microorganisms to infectious disease and introduction to immunology. Laboratory emphasis on culturing, methods of transfer, isolation, identification and staining techniques. (Lecture 3 hours, Lab 3 hours)
Spring, Even Years
Prerequisites: BIOL 190 and CHEM 141

BIOL 227
MARINE BIOLOGY
3 credit hours
This course explores basic principles of oceanic and estuarine life. Topics include biological and physical factors that influence the survival and ecology of marine organisms. Special emphasis is given to groups of organisms unique to the marine environment, such as whales, corals, penguins, plankton, and multicellular algae. (Lecture 2 hours, Lab 3 hours and one day-long weekend fieldtrip)
Fall, Even Years
Prerequisite: BIOL 121 or BIOL 190 or BIOL 191

BIOL 240
SECTIONAL ANATOMY
3 credit hours
The study of human anatomy from the perspective of transverse, sagittal and coronal views. Particular emphasis is given to organ and vessel relationships important in understanding anatomy applicable to radiologic science and imaging modalities. (Lecture 2 hours, Lab 2 hours)
Fall
Prerequisites: BIOL 221 and BIOL 222
BIOL 257
BIOLOGICAL FIELD STUDIES
3 credit hours
This course introduces students to the geology, ecology and biological anthropology of a particular geographic region. Students may take this course two times at two different locations for credit toward their degree.
*Fall, Spring*

BIOL 270
PATHOPHYSIOLOGY
3 credit hours
This course is designed to provide advanced study of human physiology followed by the pathophysiology of diseases commonly seen in the healthcare field. The course focuses on a working knowledge of etiology, manifestation and prognosis.
*Fall, Spring, Summer*
Prerequisites: BIOL 221 and BIOL 222

BIOL 271
MAMMALIAN ANATOMY AND PHYSIOLOGY I
3 credit hours
This course is designed to provide advanced study of mammalian anatomy and physiology. Integument, skeletal, muscular, and nervous systems will be examined. Intended for students wishing to pursue advanced coursework in medicine and related fields. Laboratory Required.
*Fall*
Prerequisites: BIOL 190 and BIOL 191
Co-requisite: BIOL 272

BIOL 272
MAMMALIAN ANATOMY AND PHYSIOLOGY I LAB
1 credit hour
Integument, skeletal, muscular, and nervous systems will be examined in human cadavers. Dissection required. Intended for students wishing to pursue advanced coursework in medicine and related fields.
*Fall*
Prerequisites: BIOL 190 and BIOL 191
Co-requisite: BIOL 271

BIOL 273
MAMMALIAN ANATOMY AND PHYSIOLOGY II
3 credit hours
This course is designed to provide advanced study of anatomy and physiology. Respiratory, cardiovascular, digestive, excretory, endocrine, and reproductive systems will be examined. Intended for students wishing to pursue advanced coursework in medicine and related fields. Laboratory required.
*Spring*
Prerequisites: BIOL 190 and BIOL 191
Co-requisite: BIOL 274
BIOL 274
MAMMALIAN ANATOMY and PHYSIOLOGY II LAB
1 credit hour
Respiratory, cardiovascular, digestive, excretory, endocrine, and reproductive systems will be examined in human cadavers. Dissection required. Intended for students wishing to pursue advanced coursework in medicine and related fields.
Spring
Prerequisites: BIOL 190 and BIOL 191
Co-requisite: BIOL 273

BIOL 290
COMPARATIVE ANATOMY
4 credit hours
Comparative study of the structure of the vertebrate body emphasizing the functional morphology of the anatomical systems and the major adaptive changes encountered in vertebrate evolution. Laboratory work will emphasize dissection of representative vertebrates as well as appropriate physiological experiences. (Lecture 3 hours, Lab 3 hours)
Spring, Even Years
Prerequisites: BIOL 190 and BIOL 191

BIOL 295
GENETICS
4 credit hours
Introduction to the concepts and principles of genetics. Transmission (classical) genetics, molecular genetics and population genetics with an emphasis on recent developments in these areas. Laboratory activities will involve a variety of organisms and stress data collection, interpretation and presentation. Technology Applications. (Lecture 3 hours, Lab 3 hours)
Fall
Prerequisites: BIOL 190 and BIOL 191

BIOL 296
ECOLOGY AND DIVERSITY
4 credit hours
Students explore concepts and mechanisms that explain the organization and diversity of life on earth. Through lab experiences, lectures, discussion and engagement in scientific literature and research, they build upon genetic, ecologic and other biologic principles to develop a firm understanding of population biology, evolution, physiological ecology, and systems ecology. (Lecture 3 hours, Lab 3 hours)
Spring
Prerequisites: BIOL 190 and BIOL 191
BIOL 344
DEVELOPMENTAL BIOLOGY
3 credit hours
Examination of the development of animals from the single celled egg to the multicellular adult. The organisms to be studied will include the nematode, *Caenorhabditis*, the insect, *Drosophila*, and vertebrates including the frog, chicken and mouse. Genetic, cellular and molecular mechanisms and processes will be emphasized. (Lecture 2 hours, Lab 3 hours)
*Spring, Odd Years*
Prerequisite: BIOL 295

BIOL 349
VERTEBRATE PHYSIOLOGY
4 credit hours
A study of the mechanisms underlying vertebrate function. Emphasis on homeostasis of the organism. (Lecture 3 hours, Lab 3 hours)
*Fall, Odd Years*
Prerequisites: BIOL 190 and BIOL 191

BIOL 350
CELL BIOLOGY
3 credit hours
This course covers various topics in cell biology including: membrane transport, cell-cell communication, intracellular trafficking of biological molecules, the cell cycle, intracellular signaling cascades and their receptors, the cytoskeleton, extracellular matrix, cell motility and cancer. The disease consequences of failed cellular mechanisms are addressed.
*Spring, Even Years*
Prerequisites: BIOL 190 and BIOL 191

BIOL 351
CELL BIOLOGY LABORATORY
1 credit hour
An introduction to the basic techniques used in the study of cells. Tissue culture, metabolic assays, fractionation, sorting, cell morphology, intracellular labeling, and cell imaging.
*Spring, Even Years*
Prerequisites: BIOL 190 and BIOL 191
Co-requisite: BIOL 350

BIOL 352
ADVANCED TOPICS AND TERMINOLOGY IN MEDICINE
3 credit hours
An online, self-paced, mastery-based course designed to prepare students for advanced professional medical and scientific courses and to prepare them for professional school admission tests like the GRE, MCAT, PCAT and DAT. Through a web-based textbook with lectures and visual aids, the course will explain the use of word combinations to describe medical conditions, definitions and spelling. The etymology of words used to describe all major body systems as well as topics in most areas of health and medicine will be covered.
*Fall, Spring*
BIOL 366
EXPERIMENTAL DESIGN AND RESEARCH METHODS
3 credit hours
This course introduces the experimental and statistical methodology used in scientific research. Student problem-solving skills are developed. Collection and analysis of data, record keeping, testing of hypotheses, literature searching, elements of experimental design, reading and writing of journal articles, and the use of technology is emphasized.
Fall, Odd Years
Prerequisite: BIOL 190 and BIOL 191

BIOL 367
BIOTECHNOLOGY LABORATORY
1 credit hour
This course introduces the molecular and biochemical techniques used in a modern biotechnology laboratory. Chromatography, PCR, blotting, spectrophotometry, ELISA, and centrifugation.
Spring
Co-requisite: BIOL 440 or CHEM 333

BIOL 401
SENIOR CAPSTONE IN BIOLOGY
3 credit hours
The capstone experience for the biology major consists of a research project or internship approved by the Biology Department that meets USF general education learning outcomes required of a capstone course.
Fall, Spring
Prerequisite: Senior status

BIOL 421
ECOLOGY
4 credit hours
Characteristics of the population, community and ecosystem; organisms in the environment. Off-campus field trips in September and October on some weekends. Students prepare a research proposal based on extensive literature research. Technology Applications. (Lecture 3 hours, Lab 3 hours)
Fall, Odd Years
Prerequisites: BIOL 190, BIOL 191 and BIOL 296

BIOL 438
EVOLUTION
3 credit hours
The history and philosophy of science and evolutionary thought. Microevolution, speciation, macroevolution, geological record, trends, rates, extinction and biogeography. An exploration of human evolution. (Lecture 2 hours, Lab 3 hours)
Fall, Even Years
Prerequisite: BIOL 295
BIOL 439
INTRODUCTION TO ORNITHOLOGY
3 credit hours
Birds: their anatomy, physiology, behavior, ecology, phylogeny and field identification. (Lecture 2 hours, Lab 2 hours)
Occasional
Prerequisite: BIOL 190

BIOL 440
MOLECULAR BIOLOGY
3 credit hours
In-depth examination of fundamental cellular processes, such as DNA replication, transcription, splicing, translation and post-translational processing.
Spring, Even Years
Prerequisite BIOL 295 and CHEM 142

BIOL 448
TAXONOMY OF FLOWERING PLANTS
3 credit hours
Vascular plant families: their phylogeny, identification, classification and preservation. (Lecture 2 hours, Lab 2 hours)
Spring or Summer
Prerequisite: BIOL 191

BIOL 465
ADVANCED PHYSIOLOGY/PATHOPHYSIOLOGY
3 credit hours
Begins with an in-depth study of cell structure and function as a foundation to understanding physiologic as well as pathophysiologic processes. A systems perspective is used to examine normal human physiology followed by the pathophysiology of common diseases, including the incidence, etiology, manifestation and prognosis. The physiologic basis for selected complimentary/alternative therapeutic interventions is addressed. Emphasis placed on students' ability to analyze and articulate the changes in normal physiologic function that occurs with disease as a basis for advanced practice assessment and intervention in primary health care settings. Application is stressed through use of critical thinking and case studies.
Spring
Prerequisites: BIOL 221 and BIOL 222 or BIOL 271 and BIOL 273
Recommended: Anatomy and Physiology taken within the last five years

BIOL 471
IMMUNOLOGY
3 credit hours
Antibody-antigen reactions, antibody structure and formation, complement, natural resistance and acquired immunity, antibody-mediated and cell mediated hypersensitivity and immunity and antigens on cell surfaces. Relationships to human health and disease.
Spring, Odd Years
Prerequisite: BIOL 295
BIOL 474  
**VIROLOGY**  
*3 credit hours*  
An introduction to the structure and function of the major classes of viruses. Emphasis is placed on the molecular mechanisms controlling viral replication cycles, immune response to infection, epidemiology and newly emerging diseases.  
*Fall, Odd Years*  
Prerequisite: BIOL 295

BIOL 480  
**BIOLOGY SEMINAR**  
*0 credit hours*  
Readings, discussion and presentations on current scientific topics and student research. All biology majors are required to take the seminar each semester.  
*Fall, Spring*

BIOL 481  
**BIOLOGY SEMINAR**  
*1 credit hour*  
Research and presentation on current scientific topic or issue.  
*Fall, Spring*

BIOL 496-499  
**SPECIAL PROBLEMS IN BIOLOGY**  
*1-3 credit hours*  
Research project planned and conducted by the student and supervised by a biology faculty member; an in-depth investigation of a topic or problem. Written proposal and final report. No more than three credit hours may be awarded for BIOL 496-499.  
*Fall, Spring*  
Prerequisites: BIOL 190, BIOL 191 and Permission Form signed by faculty supervisor  
Recommended: BIOL 366

**Environmental Science Course Descriptions**

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 that must be successfully completed before enrolling in other courses as indicated.

Co-requisite: This indicates a course that 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.
ENVS 232
INTRODUCTION TO ENVIRONMENTAL SCIENCE
3 credit hours
Fundamentals of the biological and physical sciences which underlie environmental science and their application to the study of the environment. Focus on resources, their management, their effect on the state of the biosphere and their effect on the quality of human health. Meteorology as related to air pollution. Required field trips to off-campus sites arranged for some afternoons and weekend days. Writing intensive. (Lecture 2 hours, Lab 2 hours)
Fall, Spring

ENVS 332
INTRODUCTION TO ENVIRONMENTAL REGULATIONS
3 credit hours
Focus on environmental law and regulations, including the economic, social, political and legal background as well as the intent and provisions of major environmental acts such as RCRA, CERCLA/SARA, EPCRA, TSCA, CWA, CAA, SDWA and their recent amendments.
Fall, odd years
Prerequisites: CHEM 141 and ENVS 232

ENVS 343
ENVIRONMENTAL CHEMISTRY
3 credit hours
Study of the interaction of chemicals in the environment, greenhouse effect, industrial production of material and waste; air, water and land pollution; disposal and recycling of waste. (Lecture 2 hours, Lab 2 hours)
Occasional
Prerequisites: CHEM 141 and CHEM 142

ENVS 385
SURFACE/SUBSURFACE PROCESSES AND ANALYSIS
4 credit hours
Laboratory survey course in two parts. The course will cover subsurface analysis and processes including stratigraphy, well logging, basic sedimentology and ground water hydrology. The course will also cover surficial analysis including hydro-geomorphology, soils and soil development and cartography. (Lecture 3 hours, Lab 3 hours)
Fall, Even Years
Prerequisite: SCIE 276

ENVS 432
ADVANCED ENVIRONMENTAL SCIENCE
3 credit hours
History and ethics of the environmental movement, environmental organizations and their agendas, environmental issues and policy formation from national to local level, environmental ethics, risk assessment; organization and authority of regulatory agencies such as EPA, IDEM and others.
Spring, Even Years
Prerequisites: ENVS 232
ENVS 480
ENVIRONMENTAL SCIENCE SEMINAR
BIOL 480
BIOLOGY SEMINAR
0 credit hours
Readings, discussion and presentations on current scientific topics and student research. All environmental science majors are required to take the seminar each semester.
Fall, Spring

ENVS 481
ENVIRONMENTAL SCIENCE SEMINAR
1 credit hour
Research and presentation on current scientific topic or issue.
Fall, Spring

ENVS 495
ENVIRONMENTAL SCIENCE INTERNSHIP
3 credit hours
An internship program designed to aid the student in gaining practical experience in an environmental laboratory, environmental agency, or commercial setting involved with the application of environmental regulations.
Fall, Spring, Summer
Prerequisite ENVS 232, Permission of Program Director

ENVS 496
ENVIRONMENTAL SCIENCE RESEARCH
3 credit hours
Research project planned and conducted by the student and supervised by an environmental science faculty member; an in-depth investigation of a topic or problem. Written proposal and final report.
Fall, Spring
Department of Chemistry

Program Overview

The Department of Chemistry is dedicated to educating the next generation of chemical science professionals who will take on leadership positions in research, industry, medicine and education. We offer an educational and research experience that engages our students in the challenges and excitement of the chemical professions. Our programs in Chemistry, Pre-Pharmacy, Forensic Chemistry and Pre-Medicine are demanding and require determination and dedication to scholarship and inquiry.

Our faculty are highly qualified and devoted to helping our students attain their goals and our laboratories focus on engaging the students in the safety, techniques, instrumentation and record keeping necessary for scientific exploration. The Department of Chemistry provides the opportunity to obtain a fundamental knowledge of many fields of chemistry.

The physical setting aptly supports the learning environment. The Schouweiler Planetarium and modern laboratories in Organic, Biochemistry, Physics, Geology, and Analytical Science house instrumentation, that enable students to interact with and encounter the concepts, materials and equipment of science. Students gain experience in the use of instrumentation in the laboratory and in undergraduate research experiences. Laboratory instrumentation includes: Chromatography: GC, GC-MS and HPLC, Spectroscopy: FTIR, IR, UV, Vis, AA, a 60MHz NMR, a scanning electron microscope and other specialized instrumentation of biotechnology.

Our programs reflect an education tailored to the unique needs of each of our students who thrive in an atmosphere where they receive interaction with and guidance from the faculty. Our students often develop long-lasting relationships as a consequence of such collaborations. Upon graduation, our majors are well prepared for careers in industry, medicine, research, pharmacy and forensic analysis. Many of our students pursue further study at graduate schools and schools of medicine and pharmacy.

Purpose Statement

The study of chemistry and physical sciences prepares program participants to provide stewardship of natural resources and to contribute to society in careers in industry, research, medicine, secondary education and forensic science.

Pharmacy Dual Acceptance Program

Under an agreement with Midwestern University’s Chicago College of Pharmacy, USF offers a Dual Acceptance program which permits students to complete their prerequisite requirements during two years at the University of Saint Francis, then matriculate into Midwestern University’s Chicago College of Pharmacy to begin a four-year Doctor of Pharmacy program.

Eligible students must:
1. be accepted into USF in their senior year of high school,
2. rank in the top 25 percent of their high school graduating class, score in the top 25 percent on a college entrance examination (ACT 24 or SAT 1175),
3. be selected for an interview by the Chicago College of Pharmacy Admission Committee
Degree Requirements

Bachelors of Science programs of the Chemistry Department require students to maintain an overall GPA of 2.0 or better to remain in good standing. Our BS in Chemistry, Pre-Med Chemistry, and Forensic Chemistry also requires a grade of C or better in all science courses required by the major, including directed electives. These science courses may be repeated only once. All students enrolled in the BS degrees of Chemistry, Pre-Med Chemistry and Forensic Chemistry are required to complete a nationalized exam by the end of their senior year. All students enrolled in a BS degree in the department must complete an internship, a significant project or research. All students are expected to participate in a weekly science seminar and make a public presentation at least once during their tenure at USF. See the School of Professional Studies for guidelines and progression standards for Secondary Education Majors.

Major/Minor

Majors: Bachelor of Science in Chemistry, Bachelor of Science in Chemistry-Pre Med, Bachelor of Science in Forensic Chemistry, Bachelor of Science in Science and Entrepreneurship, Secondary Education Chemistry/Mild Intervention, and Associate of Science in Chemistry/pre-Pharmacy

Minors: Chemistry, Forensic Chemistry

Chemistry Course Descriptions

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

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

Co-requisite: This indicates a course that 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.

CHEM 121
INTRODUCTORY CHEMISTRY
3 credit hours
A focus on the basics of chemistry, the language, formulas, equations, and fundamental theories. Applications and examples of chemistry “in action” demonstrated. No credit awarded toward a science degree.

Fall, Spring, Summer
Recommended Background: MATH 122
CHEM 131
CHEMISTRY CALCULATIONS I
1 credit hour
Applications of mathematics in chemistry. Topics included: number system and notation, measurement, scientific notation and significant figures; problem solving using factor label and dimensional analysis; proportional relationships in mass, moles, stoichiometry and gas laws; percentage for example: yield, natural elemental abundance, elemental composition of compounds and error reporting; balancing chemical equations and relationships of energy and light; meaning of quantum numbers for the atom and algebra of linear equations associated with chemistry.
Fall
Co-requisite: CHEM 141

CHEM 132
CHEMISTRY CALCULATIONS II
1 credit hour
Spring
Co-requisite: CHEM 142

CHEM 141
PRINCIPLES OF CHEMISTRY I
4 credit hours
Study of matter, its phases and its transformations. Understanding of atoms, the periodic table, bonding, and chemical reactions. The mathematics of proportion is emphasized. Lab includes basic techniques and application of concepts studied and includes a special emphasis on scientific writing.
(Lecture 3 hours, Lab 3 hours)
Fall
Prerequisite: MATH 122 or MATH 125
Co-requisite: CHEM 141L
Recommended Background: High school chemistry, CHEM 121 or equivalent

CHEM 142
PRINCIPLES OF CHEMISTRY II
4 credit hours
Continuation of CHEM 141 includes an introduction and the study of chemical bonding, equilibrium, acids and bases, pH, solutions, kinetics, and electrochemistry. Lab includes experience with the above concepts with emphasis on data analysis and designing experiments. (Lecture 3 hours, Lab 3 hours)
Spring
Prerequisite: CHEM 141 or equivalent; MATH 125
Co-requisite: CHEM 142L
CHEM 241
ORGANIC CHEMISTRY I
4 credit hours
Chemistry of carbon compounds, nomenclature of hydrocarbons, functional groups, and introduction to organic reactions and mechanisms including addition, substitution, and elimination. Introduction to spectral analysis for structure determination (IR and NMR spectroscopies). Lab emphasizes techniques for synthesis, purification and analysis of product purity. Emphasis is placed on learning techniques and applying principles learned throughout the chemistry sequence to explain reactivity and properties of organic molecules. (Lecture 3 hours, Lab 3 hours)

Fall
Prerequisite: CHEM 142 or equivalent
Co-requisite: CHEM 241L

CHEM 242
ORGANIC CHEMISTRY II
4 credit hours
Continuation of the study of organic compounds. Explorations of stereochemistry, reactivity, energetics and mechanisms of aromatic compounds and carbonyl compounds. Further analysis of spectral data for structure determination (IR and NMR spectroscopies). Lab highlights the use of techniques learned in the previous semester, synthesis, and introduction to experimental design. (Lecture 3 hours, Lab 3 hours)

Spring
Prerequisite: CHEM 241 or equivalent
Co-requisite: CHEM 242L

CHEM 243
ORGANIC AND BIOCHEMISTRY
4 credit hours
Introduction to the structure and function of alkanes, aromatics and carbonyl compound and the biochemistry of life: proteins, enzymes, lipids and carbohydrates. Lab activities include experiments that illustrate reactivity and theory. (Lecture 3 hours, Lab 3 hours)

As needed
Prerequisite: CHEM 121 or equivalent
Co-requisite: CHEM 243L

CHEM 333
BIOCHEMISTRY
3 credit hours
An exploration of the structure and function of the molecules of life: proteins, lipids, carbohydrates, and nucleic acids Special attention paid to the structure, kinetics, regulation and specificity of enzymes. An introduction to the chemistry of metabolism and respiration.

Spring
Prerequisite: CHEM 241 or equivalent
Co-requisite: CHEM 367 or BIOL 367
Recommended Background: BIOL 226
CHEM 343
ENVIRONMENTAL CHEMISTRY
3 credit hours
Study of the interaction of chemicals in the environment, greenhouse effect, industrial production of materials, and waste, as well as air, water, and land pollution, disposal, recycling. Lab includes collection and analysis of environmental toxins regulated by EPA and NIOSH standards. (Same as ENVS 343)
(Lecture 2 hours, Lab 2 hours)
Fall, Even Years
Prerequisite: CHEM 142
Recommended Background: CHEM 241
Co-requisite: CHEM 343L

CHEM 344
INORGANIC CHEMISTRY
3 credit hours
Introduction and study of coordination compounds, bonding in transition metals, reaction mechanisms, symmetry, descriptive chemistry of the elements, and complex ions. Special topics introduced based upon student interests include: solid state chemistry, materials chemistry, organometallics, main group chemistry, nanotechnology and bio-inorganic chemistry.
Spring, Odd Years
Prerequisite: CHEM 142 or equivalent
Recommended Background: CHEM 242 or equivalent

CHEM 345
ANALYTICAL CHEMISTRY
4 credit hours
Further studies of equilibrium topics (acid/base, titrations, buffers and solubility). Analysis by a variety of techniques: gravimetric, volumetric, instrumental, critical and statistical analysis of data, techniques for solution preparation and electrochemistry are discussed. Lab emphasizes preparation of solutions, titrations, precision, statistical analysis of data, water-based spectroscopy and an overview of standard methods. Classical and instrumental methods used to determine amounts of analyte. (Lecture 3 hours, Lab 3 hours)
Fall
Prerequisites: CHEM 142 or equivalent
Co-requisite: CHEM 345L

CHEM 348
ADVANCED ORGANIC CHEMISTRY
3 credit hours
Further study of topics in organic chemistry with emphasis on reaction mechanisms, bonding theories, advanced spectral analysis, and multi-step synthesis. Special topics introduced based upon student interests include: polymers, macromolecules, drug design, retrosynthesis, nanotechnology and photochemistry.
Spring, Odd Years
Prerequisite: CHEM 242
CHEM 367
BIOTECHNOLOGY LABORATORY
1 credit hour
Introduces the molecular and biochemical techniques used in a modern biotechnology laboratory. Chromatography, protein purification, spectrophotometry, electrophoresis, cloning and centrifugation. Technology applications.
Spring
Co-requisite: BIOL 440 or CHEM 333

CHEM 447
PHYSICAL CHEMISTRY I
4 credit hours
Kinetics, thermodynamics, gas phase properties, phase diagrams, chemical potential, and other applications of thermodynamics. Lab includes measurement of kinetic, physical and thermodynamic properties. (Lecture 3 hours, Lab 3 hours)
Fall, Odd Years
Prerequisites: MATH 223 and SCIE 258
Co-requisite: CHEM 447L

CHEM 448
PHYSICAL CHEMISTRY II
4 credit hours
Continuation of CHEM 447 includes the study of kinetics and quantum mechanics, NMR and energetics of molecules. (Lecture 3 hours, Lab 3 hours)
Spring, Even Years
Prerequisite: CHEM 447 or equivalent
Co-requisite: CHEM 448L

CHEM 449
INSTRUMENTAL ANALYSIS
3 credit hours
Introduction to theory, the use and electronics of instruments used in chemical analysis. Instrumentation includes: gas chromatography, atomic absorption spectroscopy, high performance liquid chromatography, infrared spectroscopy, and NMR spectroscopy. Students design a project and develop protocols using an instrument of their choosing. (Lecture 2 hours, Lab 3 hours)
Spring, Even Years
Prerequisite: CHEM 345

CHEM 480
CHEMISTRY SEMINAR
0 credit hours
Discussions of current topics, readings, career opportunities. A forum for speakers and for presentations by students. All Chemistry majors are required to take the seminar each semester.
Fall, Spring
CHEM 481
CHEMISTRY SEMINAR
1 credit hour
Discussions of current topics, readings, career opportunities, forum for speakers and for presentations by students. To earn one hour credit, the student must present their research or research in the field to an audience. Students may present no more than twice, that is, a limit of two semester hours. A student typically takes CHEM 480 for seven semesters and CHEM 481 one semester for one hour.
*Fall, Spring*

CHEM 496-499
CHEMICAL RESEARCH
1-4 credit hours
Research project planned and conducted by the student and supervised by a chemistry faculty member. An in-depth investigation of a topic or problem in chemistry using the literature and laboratory. Offered individually for each chemistry major. A written proposal and final report is required. No more than three credit hours may be awarded for CHEM 496-499.
*Fall, Spring, Summer*
Recommended Background: 16 credits in Chemistry and permission form signed by faculty supervisor

Forensic Course Descriptions

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

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

Co-requisite: This indicates a course that 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.

FORE 101
INTRODUCTION TO FORENSIC SCIENCE
3 credit hours
Study of the application of knowledge to legal matters and crime solving. Introduces students to the criminal justice system of the United States and its function in contemporary society. Examines principles and laws that govern the investigation and data collection of crime scenes and the presentation of evidence in the courtroom. Introduces the analysis of physical evidence in the forensic science laboratory.
*Fall, as needed*
FORE 201
CRIMINAL EVIDENCE
3 credit hours
This course introduces the collection, examination, and presentation of evidence. Participants will study methods for the examination of physical evidence in the criminal justice system; an overview of the forensic analysis of firearms, fingerprints, drugs, blood, hair, fibers, paint, glass, arson debris, etc. The course presents the concept of “Chain of Custody” and examines the implications and the consequences of violation.
Spring, Every third year as needed

FORE 301
EXPERT WITNESS TESTIMONY
2 credit hours
Study of the presentation of legal testimony in the context of ethical issues relating to the expert witness, qualifications of scientific experts, and the elements of courtroom testimony for the expert witness.
Fall, as needed

FORE 401
FORENSIC MICROSCOPY
3 credit hours
Introduction to microscopic analysis of evidence: identification and characterization of materials, such as glass, hair, fiber, paint and soil. (Lecture 2 hours, Lab 3 hours)
Spring, Every third year as needed
Prerequisite: CHEM 142 or equivalent
Co-requisite: FORE 401L

FORE 440
FORENSIC PRACTICUM
3 credit hours
Experimental, on-site supervised learning opportunity consisting of a minimum of 100 contact hours per semester in a forensics lab, coroner’s office, criminal investigative agency or other forensics related venue. The experience should complement the student’s educational and long-term professional goals. Selection of a practicum site must be approved by the student’s major advisor.
as needed
Prerequisite: FORE 101

Science Course Descriptions

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 that must be successfully completed before enrolling in other courses as indicated.

Co-requisite: This indicates a course that 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.

**SCIE 130**  
**INTRODUCTORY ASTROLOGY**  
3 credit hours  
Introduction to the physical concepts, theories, and observational basis of modern astronomy. Students learn the physical structure of Sun, planets, and other orbiting bodies in the solar system as well as the setting of the solar system in the universe and among galaxies, stars and the other physical bodies in the universe. The course also provides a scientific examination of the origin of the universe and the genesis of matter.  
*(Lecture 2 hours, Lab 2 hours)*  
*Occasional*  
Co-requisite: SCIE 130L

**SCIE 235**  
**ENERGY: SCIENCE AND SUSTAINABILITY**  
3 credit hours  
Provides a scientific basis for successful energy practices that range from household applications to the larger world view of national energy needs. Students will develop skills and vocabulary that will enable them to critique, from a scientific perspective, the many possible energy alternatives. Hands-on activities will be used to further develop understanding. Topics will include global users and suppliers of energy, application to home energy efficiency, and large scale energy production including comparisons of traditional and non-traditional sources: solar, wind, nuclear, carbon-based and others.  
*As Needed*

**SCIE 257**  
**PHYSICS I**  
4 credit hours  
Physics I is a mathematics-based overview of the interaction of mass and energy. Study of International Standard Measurements, motion, forces, gravitation, work and energy, and thermodynamics. Laboratory experiences involve measurement, data collection, analysis, and interpretation. *(Lecture 3 hours, Lab 3 hours)*  
*Fall*  
Prerequisite: MATH 125 or MATH 223  
Co-requisite: SCIE 257L

**SCIE 258**  
**PHYSICS II**  
4 credit hours  
Physics II is the continuation of SCIE 257 and is a mathematics-based study of forms of energy and their usefulness. Course content covers wave motion, sound, light, electricity, and magnetism. Laboratory experiences incorporate meters and computer interfaced probes for data collection. *(Lecture 3 hours, Lab 3 hours)*  
*Spring*  
Prerequisites: MATH 125 or MATH 223; SCIE 257  
Co-requisite: SCIE 258L
SCIE 273
PHYSICAL SURVEY
3 credit hours
Study of the basic concepts of physics, electricity, robotics, and chemistry. Explores relationships of matter and energy. Laboratory involves “hands-on” experience with the materials of chemistry and physics. (Lecture 2 hours, Lab 3 hours)
*Spring*
Co-requisite: MATH 122 or equivalent; SCIE 273L

SCIE 276
GEOLOGY
3 credit hours
Study of the structure of Earth and forces that formed it: plate tectonics, volcanism, erosion and sedimentation. Lab includes uses of topographical maps, study of rocks and minerals, experience with processes that erode and transform the earth. (Lecture 2 hours, Lab 3 hours)
*Spring*
Co-requisite: SCIE 276L

SCIE 291
CONCEPTS OF SCIENCE
3 credit hours
Exploration of “What is science and its way of knowing?” Original writings of scientists who have contributed to the central theories of astronomy, physics, chemistry, biology, psychology, geology, and nuclear physics are studied. Amazing experiments that have changed our view of the world are reviewed along with the methodology used. Hands on experience with major steps in the scientific method are part of the practical aspects of this course. (Lecture 2 hours, Lab 2 hours)
*As needed*
Co-requisite: SCIE 291L
Department of English and Foreign Languages

Program Overview

The Department of English and Foreign Languages is an essential academic component of the University of Saint Francis, supporting the university’s liberal arts tradition by instructing and engaging all students in the areas of writing, literature and the study of languages.

The Department of English and Foreign Languages provides students with the best possible foundations in the basics of written and spoken English, together with the corollary skills of reading and critical thinking. In addition, the Department of English and Foreign Languages offers a Spanish minor, and French, German, Latin and Spanish courses. Opportunities for study abroad, including a trip to a Spanish-speaking country and a trip to England, are offered on a rotating basis.

The Bachelor of Arts in English prepares students for a wide variety of career opportunities, including writing, business, editing, library science, journalism, travel, civil service, human resources and administration. In addition, the major is an excellent preparation for graduate level studies in English, law, business and related areas. Students who major in English focus their studies by choosing a concentration in Literature, Professional Writing or Creative Writing.

The major in Secondary Education Language Arts prepares students for teaching and administrative careers in middle and secondary schools. In addition to the courses offered for the majors and minors, the department also offers many courses that satisfy general education requirements.

The Department of English and Foreign Languages offers student and alumni writers an outlet for their creative talents in The Sullivan, a literary magazine published both online and in an annual print edition. In addition, the department organizes numerous events for majors that offer opportunities to learn beyond the classroom, such as visits by nationally recognized authors, trips to plays, and excursions to undergraduate research conferences.

Licensure/Certification

Students majoring in Secondary Education in Language Arts must meet all requirements outlined by the Department of Education and the State of Indiana to obtain teacher licensure.

Degree Requirements

The major in English requires completion of 120 credit hours. The major in Secondary Education Language Arts requires completion of 123-126 credit hours.

Majors/Minors/Concentrations

Majors: English, Secondary Education Language Arts

Minors: Professional Writing, Spanish
**Concentrations:** Creative Writing, Literature, Professional Writing

**English Course Descriptions**

**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 that must be successfully completed before enrolling in other courses as indicated.

**Co-requisite:** This indicates a course that 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.

**ENGL 100**
**INTRODUCTION TO COLLEGE WRITING**
**2 credit hours**
Intensive practice in the fundamentals of writing sentences, paragraphs and short essays, with emphasis on grammar, prewriting, usage and mechanics. Individualized instructional modules assigned according to needs indicated by a diagnostic writing sample. A grade of "C" or better is required to progress to ENGL 101. No credit toward a degree.
*Fall, Spring*
Recommended Background: Placement

**ENGL 101**
**RHETORIC AND COMPOSITION**
**3 credit hours**
Principles and techniques of expository writing; review of the fundamentals of grammar, usage, mechanics and style. Preparation and writing of the documented research paper. A grade of "C" or better fulfills the 3 hours of writing requirement.
*Fall, Spring*
Prerequisite: ENGL 100 or placement

**ENGL 103**
**COLLEGE WRITING**
**5 credit hours**
Students placed into ENGL 103 will take part in an intensive review of fundamental writing skills. They will also be introduced to expository writing and the preparation and writing of a documented research essay. A grade of "C" or better fulfills the requirements of ENGL 100 and ENGL 101. Three hours toward a degree.
*Fall*
Recommended background: Placement
ENGL 111
SENTENCE FUNDAMENTALS
1 credit hour
Students in this course will learn to identify elements that make up grammatically correct sentences and how they can be combined to create a variety of sentence types. Students will learn both to identify whether a sentence is correct or not and to determine why it is or is not correct. Students will apply these skills to their own writing, crafting their own sentences based on their knowledge of the fundamentals.
Fall

ENGL 112
SENTENCE PUNCTUATION AND CLARITY
1 credit hour
This course gives students a greater command of the variety of sentence structures they can use to express their ideas clearly. Particular attention will be paid to the correct use of punctuation and to the combination of short sentences into more complex and nuanced ones.
Fall

ENGL 113
SENTENCE VARIETY AND STYLE
1 credit hour
Students will expand their repertoire of sentence structures and work on crafting more effective writing by increasing the variety of sentence lengths and structures in their prose. Particular attention will be paid to the link between sentence structure and meaning.
Fall

ENGL 153
INTRODUCTION TO LITERATURE
3 credit hours
A study of literature by genres including the short story, poetry, drama and the novel, and featuring writers from various countries of the world. Includes principles of criticism.
Fall, Spring

ENGL 199
RHETORIC OF SPORTS
3 credit hours
This course will focus on practical rhetorical skills that build on those introduced in ENGL 101. Sports, broadly defined, will provide the theme of the readings and the written assignments, involving topics such as the social role of sports, the coverage of sports and athletes in the media, and the kind of writing required in fields involving athletics (e.g., coaching, teaching, sports marketing, etc.).
As needed
Prerequisite: ENGL 101
ENGL 200
BUSINESS AND PROFESSIONAL COMMUNICATION
3 credit hours
An advanced course in oral and written communication with attention to settings often encountered in business and the professions. Elements of writing for business and the professions with emphasis on memos, letters, proposals, feasibility studies, progress reports, recommendations, evaluations, and other correspondence related to employment. Use of presentation software. Voice mail and e-mail use and etiquette. This course is cross-listed with BUS 200.
Fall, Spring
Prerequisites: ENGL 101 and COMM 121

ENGL 201
TOPICS COURSE
3 credit hours
Exploration of a theme, area or topic in English Studies chosen by the instructor. Possible topics include: Literature by Women, African-American Literature, Classic Novels into Film, and Science Fiction and Fantasy. This course may be repeated for credit if taken with different topic.
Fall, Spring

ENGL 202
INTRODUCTION TO THEATRE
3 credit hours
Introduction to Theatre introduces students to the major elements of play production through the study of dramatic literature and live performance. Students will write, design, direct and perform their own short plays at the end of the semester. This course is cross-listed with COMM 141 Theatre Appreciation.
Spring, odd

ENGL 203
INTRODUCTION TO CREATIVE WRITING
3 credit hours
Practice the craft of creative writing through a combination of close reading and workshop techniques with emphasis on peer evaluation, collaborative learning and revision.
Fall
Prerequisite: ENGL 101

ENGL 204
ADVANCED EXPOSITORY WRITING
3 credit hours
This course helps students further hone their expository writing skills by developing a sense of their own writing. The primary focus will be on argumentation and the development of a sense of writing style and voice. Additionally, the course will foster a deeper awareness of audience and purpose.
Fall (RN-BSN and RN-MSN students only), Spring (all students)
Prerequisite: ENGL 101
ENGL 205
LITERATURE AND THE NATURAL ENVIRONMENT
3 credit hours
This course studies a range of works from different periods and genres that raise questions about humanity’s relationship to nature. The course will address the literary expressions of the many ways we interact and have interacted with the natural environment. Furthermore, through the literature, students will be encouraged to consider their own personal response and responsibility to the natural environment.
Fall, Spring

ENGL 210
LATINA/O LITERATURE
3 credit hours
A survey of Latina/o literature in the United States from 1950 to the present. This course is cross-listed with SPAN 210.
As needed

ENGL 231
WORLD LITERATURE TO 1660
3 credit hours
This course will survey literary masterpieces from the ancient world through the Renaissance, with emphasis on a global approach. The course will also introduce knowledge of literary periods, movements and conventions.
Fall

ENGL 232
WORLD LITERATURE 1660 TO PRESENT
3 credit hours
This course will survey literary masterpieces from the Restoration to the present, with emphasis on a global approach. The course will also introduce knowledge of literary periods, movements and conventions.
Spring

ENGL 241
AMERICAN LITERATURE TO 1865
3 credit hours
This course will survey American literature to approximately 1865. The course will also introduce knowledge of literary periods, movements and conventions.
Fall

ENGL 242
AMERICAN LITERATURE 1865 TO PRESENT
3 credit hours
This course will survey American literature from approximately 1865 to the present. The course will also introduce knowledge of literary periods, movements and conventions.
Spring
ENGL 251
BRITISH LITERATURE TO 1785
3 credit hours
This course will survey British literature through 1785. The course will also introduce knowledge of literary periods, movements and conventions.
Fall

ENGL 252
BRITISH LITERATURE 1785 TO PRESENT
3 credit hours
This course will survey British literature from the Romantic period to the present. The course will also introduce knowledge of literary periods, movements and conventions.
Spring

ENGL 255
CREATIVE WRITING: GENRES
3 credit hours
Practice creative and critical writing and reading among a variety of practical genres (such as sports writing, film writing, music writing).
Spring

ENGL 299
WRITING CENTER TUTOR PRACTICUM
1 credit hour
The course consists of five hours of lecture taught by the Director of Writing or his/her designee concerning the theory and practice of tutoring writing. There will also be 10 hours of practicum experience for the student where the student will shadow a tutor, take part in lab activities, and have supervised tutoring sessions under the supervision of the Director for Student Academic Support Services or his/her designee. At the completion of this course, the student can begin a paid position as a Writing Center tutor.
As needed

ENGL 300
RHETORICAL TRADITIONS
3 credit hours
This course covers a survey of Western thought about rhetoric from its classical origin to its post-modern permutations. Emphasis is on the interactions between rhetorical theories and practices in historical contexts through time.
Spring, Odd Years
Prerequisite: ENGL 204
ENGL 302
INTERMEDIATE CREATIVE WRITING
3 credit hours
This course offers student authors an opportunity to continue their pursuit of writing through workshops that focus on a specific genre. The workshops also integrate in-depth craft discussions and extensive outside reading to deepen students’ understanding of the genre and broaden their knowledge of the evolution of literary forms and techniques. The focus of this course will rotate among the following genres: poetry, fiction, drama and creative non-fiction. This course may be repeated for credit if taken in different genres.

Spring
Prerequisite: ENGL 203

ENGL 320
POETRY
3 credit hours
The study and analysis of poetry, including history, structure and technique. The course will emphasize the link between important poets of the past (such as Donne, Keats, Whitman, Dickinson, Eliot, Hughes, Stevens and Plath) to contemporary poets whose works show how poetry continues to be a vibrant and necessary art form.

Fall, Odd Years
Prerequisites: ENGL 101 & any courses from the following: ENGL 153, 231, 232, 241, 242, 251 or 252

ENGL 321
WRITING AND TECHNOLOGY
3 credit hours
This course explores how writing and technology are inextricably linked. This course will develop strategies for learning and using a variety of technologies to compose print and online texts, help students to learn to analyze writing situations, and select the best technologies for each project, audience and subject, and critically analyze the effects that various technologies have on the definitions and conceptions of writing.

Fall, Even Years
Prerequisite: ENGL 204

ENGL 330
DRAMA
3 credit hours
This course analyzes the components, forms, and history of drama written in or translated to English and synthesizes these elements into a holistic understanding of the genre. Additionally, the course will include discussion and examples of theatrical performance. The course will be comparative and historical, tracing developments of drama from its beginning to present.

Fall, Even Years
Prerequisites: ENGL 101 & any courses from the following: ENGL 153, 231, 232, 241, 242, 251 or 252
ENGL 340
THE NOVEL
3 credit hours
This course examines origins and development of literary conventions unique to the novel as developed by writers from a variety of cultural experiences.
Spring, Even Years
Prerequisites: ENGL 101 & any courses from the following: ENGL 153, 231, 232, 241, 242, 251 or 252

ENGL 342
THEORIES AND PRACTICES OF EDITING
3 credit hours
This course provides instruction and practice in the mechanical, stylistic, and substantive editing of English nonfiction prose. This course focuses on mechanical editing, changing prose to make it “correct,” to make it conform to certain conventions, stylistic and substantive editing, and changing prose to make it more effective.
Spring, Odd Years
Prerequisite: ENGL 204

ENGL 350
MYTHOLOGY
3 credit hours
Nature and functions of myth. Principle types of tales. Comparison of Greek, Roman, Norse and contemporary myths. Recurring motifs, including creations, destruction, love and war cycles.
Spring, Even Years
Prerequisites: ENGL 101 & any courses from the following: ENGL 153, 231, 232, 241, 242, 251 or 252

ENGL 362
AMERICAN WRITERS FOR THE MASS AUDIENCE
3 credit hours
Interaction of style and audience in American popular writing from the 18th century to the present. Investigation of advertising, newspapers, magazines, best sellers and classics.
As needed
Prerequisites: ENGL 101 & any courses from the following: ENGL 153, 231, 232, 241, 242, 251 or 252

ENGL 365
STUDIES IN THE SHORT STORY
3 credit hours
The study and analysis of the short story, including history, structure, and technique. The course will emphasize the link between important short story authors of the past (such as Hawthorne, Poe, Melville, Gilman, Ellison, O’Connor, Kafka and Carver) to contemporary short story authors whose works show how the short story continues to be a vibrant and necessary art form.
Spring, Odd Years
Prerequisites: ENGL 101 & any courses from the following: ENGL 153, 231, 232, 241, 242, 251 or 252
ENGL 390
ASSOCIATESHIP
1-3 credit hours
An associateship is an internship opportunity for English majors and minors to participate in a faculty member’s teaching, scholarship or administrative responsibilities. The student in this class will work closely with the faculty member to arrive at a hands-on understanding of teaching, scholarly work or administration. The student will, in assisting the instructor, produce a tangible artifact by the end of the semester. Depending on the type of associateship, these artifacts may include--but are not limited to--a lesson plan, a conference presentation, a publication, a planned event or a special program. A student may take ENGL 390 for a total of three times, but may only participate in each type of associateship once. As an independent study course, the course will carry an independent study fee.
Fall, Spring
Prerequisites: ENGL 153, sophomore standing and approval by instructor

ENGL 401
SENIOR CAPSTONE
3 credit hours
This course serves as the capstone course in the English major and focuses on sharpening and polishing critical writing, analysis, research, composition and speaking skills. This course will prepare students for their own self-directed research and writing, and will also include some career planning.
Fall
Prerequisite: Senior status or permission of the instructor

ENGL 402
INTERNSHIP
3 credit hours
Placement of advanced students into application of career or professional opportunities for English majors.
Fall, Spring
Prerequisite: Junior or Senior status as English major

ENGL 405
LANGUAGE: HISTORY, STRUCTURE AND USE
3 credit hours
Course covers phonetics, phonology, morphology, syntax, semantics and historical linguistics. Course also treats dialects, writing systems, registers, pragmatics, conversation, language universals and language acquisition.
Spring, Even Years

ENGL 452
SHAKESPEARE
3 credit hours
Principal comedies, histories and tragedies; special attention to Shakespeare’s development as a dramatist.
Spring, Odd Years
Prerequisites: ENGL 101 & any courses from the following: ENGL 153, 231, 232, 241, 242, 251 or 252
ENGL 456
MAJOR BRITISH WRITERS
3 credit hours
Principal works and ideas of two or three major British authors.
*Fall, Even Years*
Prerequisites: ENGL 101 & any courses from the following: ENGL 153, 231, 232, 241, 242, 251 or 252

ENGL 463
MAJOR AMERICAN WRITERS
3 credit hours
Principal works and ideas of two or three major American authors.
*Fall, Odd Years*
Prerequisites: ENGL 101 & any courses from the following: ENGL 153, 231, 232, 241, 242, 251 or 252

ENGL 490
DIRECTED STUDY
1-3 credit hours
A course in which the student engages in an individual project to investigate an area that is not included in regular course offerings. The project may be of the nature of research or advanced study in a selected area of interest.
*As needed*
Prerequisite: ENGL 101

**Foreign Language 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 that must be successfully completed before enrolling in other courses as indicated.

**Co-requisite:** This indicates a course that 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.

**FREN 131**
ELEMENTARY FRENCH I
3 credit hours
Aural comprehension, oral expression and moderate proficiency in reading and writing. Fundamentals of grammar.
*Fall*
FREN 132
ELEMENTARY FRENCH II
3 credit hours
Aural comprehension, oral expression and moderate proficiency in reading and writing. Fundamentals of grammar.
Spring
Prerequisite: By placement or FREN 131

FREN 231
INTERMEDIATE FRENCH I
3 credit hours
This course offers a comprehensive review of basic first-year grammar structures, while developing students’ reading, writing, speaking and listening skills, and increasing their awareness of the cultures from the French-speaking world. It prepares intermediate students to use French in real-life situations by emphasizing oral communication and by developing other basic language skills.
As needed
Prerequisite: By placement or FREN 132

FREN 232
INTERMEDIATE FRENCH II
3 credit hours
This course offers a comprehensive review of first-semester intermediate grammar structures, while developing students’ reading, writing, speaking and listening skills, and increasing their awareness of the cultures from the French-speaking world. It prepares intermediate students to use French in real-life situations by emphasizing oral communication and by developing other basic language skills.
As needed
Prerequisite: By placement or FREN 231

GERM 141
ELEMENTARY GERMAN I
3 credit hours
As needed

GERM 142
ELEMENTARY GERMAN II
3 credit hours
As needed
Prerequisite: By placement or GERM 141
GERM 241
INTERMEDIATE GERMAN I
3 credit hours
This course offers a comprehensive review of first-year grammar structures, while developing students’ reading, writing, speaking and listening skills, and increasing awareness of the cultures from the German-speaking world. It prepares intermediate students to use German in real-life situations by emphasizing oral communication and by developing other basic language skills.
As needed
Prerequisite: By placement or GERM 142

GERM 242
INTERMEDIATE GERMAN II
3 credit hours
This course offers a comprehensive review of first-year grammar structures, while developing students’ reading, writing, speaking and listening skills, and increasing their awareness of the cultures from the German-speaking world. It prepares intermediate students to use German in real-life situations by emphasizing oral communication and by developing other basic language skills.
As needed
Prerequisite: By placement or GERM 241

LATN 141
ELEMENTARY LATIN I
3 credit hours
Introduction to the Latin language with emphasis on vocabulary, grammar and reading ability, as well as familiarization with Roman culture and mythology. This course is restricted to students who have not taken Latin before, either in high school or college.
As needed

LATN 142
ELEMENTARY LATIN II
3 credit hours
Introduction to the Latin language with emphasis on vocabulary, grammar and reading ability, as well as familiarization with Roman culture and mythology. This course is restricted to students who have not taken Latin before, either in high school or college.
As needed
Prerequisite: By placement or LATN 141

SPAN 170
BASIC SPANISH FOR HEALTHCARE PROFESSIONALS
3 credit hours
This user-friendly course focuses principally on verbal communication. This will help professionals who work with non-English speaking families receiving medical treatment.
Fall, Spring
SPAN 171
ELEMENTARY SPANISH I
3 credit hours
An introduction to the Spanish language through aural, oral and written communicative exercises; as well as emphasis on the development of reading skills.
Fall

SPAN 172
ELEMENTARY SPANISH II
3 credit hours
An introduction to the Spanish language through aural, oral and written communicative exercises; as well as emphasis on the development of reading skills.
Spring
Prerequisite: By placement or SPAN 171

SPAN 180
BASIC SPANISH FOR HEALTHCARE PROFESSIONALS II
3 credit hours
A continuation of SPAN 170, this user-friendly course focuses principally on verbal communication. This will help professionals who work with non-English speaking families receiving medical treatment.
Spring

SPAN 210
LATINA/O LITERATURE
3 credit hours
A survey of Latina/o literature in the United States from 1950 to the present. This course is cross-listed with ENGL 210.
As needed

SPAN 250
SPANISH IMMERSION: LANGUAGE, ENVIRONMENTAL SUSTAINABILITY AND CULTURE
3 credit hours
This is a study abroad course in a Spanish-speaking country. Spanish language classes focus on communication skills, including comprehension, spoken fluidity, reading, and writing in Spanish as well as the history and culture of the local region. Special emphasis will be given to an examination of issues related to the environment and sustainability in the host country.
Spring, Even Years
Recommended Background: Permission of Instructor

SPAN 271
INTERMEDIATE SPANISH I
3 credit hours
This course offers a review and expansion of basic grammar structures, while developing students’ reading, writing, speaking and listening skills, and increasing their awareness of the cultures from the Spanish-speaking world.
Fall
Recommended Background: SPAN 172 or by placement
SPAN 272
INTERMEDIATE SPANISH II
3 credit hours
This course continues to expand intermediate students’ knowledge of grammar structures, while developing students’ reading, writing, speaking and listening skills, and increasing their awareness of the cultures from the Spanish-speaking world.
Spring
Prerequisite: SPAN 271 or by placement

SPAN 275
CONVERSATIONAL SPANISH
3 credit hours
This course provides students with the opportunity to improve their spoken Spanish. Through an emphasis on oral communication, students will expand vocabulary, broaden cultural awareness and enhance fluency. The course will give students some proficiency in the Spanish language in verbal and cultural aspects.
As needed
Prerequisite: SPAN 272

SPAN 310
HISPANIC LITERATURE AND CULTURE
3 credit hours
This course will provide an understanding of Spanish-speaking countries and cultures through short works of fiction and non-fiction Hispanic literature. Emphasis will be on political, economic, and social issues, both historical and contemporary.
As needed
Prerequisite: SPAN 272 or by placement
Department of Exercise Science & Health

Program Overview

The Department of Exercise Science & Health emphasizes teaching excellence in a supportive learning environment. Students are provided an array of learning experiences so that they become well versed in critical, controversial and traditional health and exercise science topics including: care and prevention of injury, movement techniques, kinesiology, exercise physiology, liability, fitness conditioning, health planning and health promotion. Students have the opportunity to observe and use their knowledge, skills and educational techniques in classroom and community settings throughout their college experience. State-of-the-art laboratory equipment is available for student use in several courses and students are provided with the challenge of real life problems through assigned projects. The department collaborates with the community to provide experiences for their students in fitness, rehab and education facilities where they can work with qualified professionals in their chosen field.

Students pursuing a bachelor of science in health and exercise science select one of three tracks: Community Health, Wellness and Fitness, and Exercise Science. Upon graduation these majors are prepared for careers in community health education, public health, fitness training and management, cardiac rehab, worksite health promotion and other health related fields. Health and exercise science majors may choose to continue their education through graduate programs in community health education, athletic training, exercise physiology and physical therapy. Students who pursue an associate’s degree in Physical Therapy Assistant may also be able to complete a bachelor’s degree in Exercise Science within a four year time period.

Students completing the Secondary Health and Physical Education degree are prepared for licensure in health and physical education and can pursue a teaching position in preschool through grade 12. Special Education and Adaptive P.E. coursework improve the career prospects as the public education environment becomes increasingly diverse.

Purpose Statement

The Department Exercise Science and Health shares the University’s broader vision of student-centered learning and commitment to our Franciscan values. We strive to provide consistent health, fitness and wellness messages in our general education courses so that all students can benefit from up-to-date research on improving and maintaining personal health. We offer a high-quality major in the Bachelor of Science in Health and Exercise Science. We continually update our program to ensure that our students are competitive in application for advanced degrees and for careers in health, fitness and exercise rehabilitation. We work closely with our Secondary Education/Health and Physical Education students to ensure that we produce educators with a thorough understanding of the content areas and who represent the Franciscan Values in the classroom. The Department endeavors to create community connections not only to improve the potential for service learning and internships, but also to become a recognized center for health and wellness.
Licensure/Certification

Secondary Education Students are licensable in Health and Physical Education with a school setting of preschool through grade 12. Courses within the Community Health Promotion track prepare students to qualify and take the Certified Health Education Specialist (CHES) exam. Courses within the Wellness and Fitness track prepare students to qualify and take the certified clinical exercise specialist (ACSM), certified personal trainer (ACSM), health/fitness instructor (ACSM), and/or certified strength and/or conditioning specialist (NSCA) exam. Once students have completed the coursework for group exercise instruction or personal training, at any time during their college career, they are eligible and prepared to certify as a personal trainer or group exercise instructor.

Majors

Health and Exercise Science
Health and Physical Education

Exercise Science and Health Course Descriptions

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 that must be successfully completed before enrolling in other courses as indicated.

Co-requisite: This indicates a course that 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.

PHES 134
INTRODUCTION TO EXERCISE SCIENCE
2 credit hours
Basic principles of fitness testing will be covered along with an overview of the most current science-based recommendations on individualizing fitness programs to develop cardiovascular/respiratory health, muscular strength and flexibility, and optimal body composition through physical activity and health behaviors. Careers in exercise science and preparation for them will be explored through guest speakers and various assignments.
Fall, Spring
PHES 135  
JAZZ STYLES  
3 credit hours  
This course provides students with the study of jazz dance technique and history for the beginner to intermediate dancer. Classes will incorporate movement experiences, discussion, improvisation, composition and dance viewing to acquaint students with a range of jazz dance styles within a cultural and historical context. Musicality, movement dynamics, personal and period style, as well as the scientific and anatomical principles of dance technique will be discussed and emphasized. The student will be asked to investigate and explore their own mental, physical (behaviors, attitudes and principles that impact health and wellness) and emotional nature in relation to dance and their dancing so as to inform and expand their capabilities as a dancer and artist. Emphasis will be placed on the student expressing themselves fully through movement. Various exercises and techniques in support of this process will require the student’s active participation. These exercises will require students to participate in activities that demonstrate the importance of integrating physical activity into one’s lifestyle.  
Fall

PHES 136  
BEGINNING BALLET  
3 credit hours  
This course provides a study of classical ballet for the beginner dancer. Classes are participatory, focusing on the development of proficiency in the execution of classical ballet movement vocabulary. The anatomical and scientific principles of dance techniques along with musicality, phrasing and movement dynamics will also be emphasized throughout the course. Students will be involved in barre and center work along with in-class discussions, readings, video viewing and dance compositions to form a deeper understanding and appreciation of the art of dance.  
Fall

PHES 140  
BACKPACKING  
2 credit hours  
Introduction to the life sport of backpacking through participation in several training hikes and a culminating multi-night wilderness experience. Introduction to healthy habits, no impact hiking and an orientation to topographical maps. Allows participants the unique opportunity to participate in and experience a planned multi-day backpacking excursion in a remote area of the U.S. Requires additional fees to cover food, travel and entry expenses.  
Spring
PHES 141
CHALLENGE
2 credit hours
A weekend long course to challenge students’ team building skills and develop confidence in a variety of physical activities and behavioral techniques to enhance both physical and mental health, wellness, and personal safety. Students will take part in activities centered on three confidence courses: a ground level obstacle course, wall climbing and an aerial obstacle course. In addition to the weekend activities, students will be challenged academically through online modules on disease and injury prevention and health promotion. A fee per student will be assessed in addition to normal class tuition. A mandatory orientation session for the course will be held at the beginning of the semester.
Fall, Spring

PHES 150
PERSONAL FITNESS
2 credit hours
Students will gain a basic understanding their personal behaviors, attitudes and practices that affect their health in a positive or negative way. They will explore ways to make appropriate changes in behaviors to enhance personal wellness and fitness. The activity portion of the course will focus on stress management, flexibility, and low impact exercise to promote weight management and general fitness.
Fall, Spring

PHES 175
ZUMBA WELLNESS
2 credit hours
Zumba®, a fitness program inspired by Latin dance, combines rhythms with cardiovascular exercise using the principles of fitness interval training and resistance training to maximize caloric output, fat burning and total body toning. The course focuses on academic understanding of cardiovascular endurance, low-impact exercises, muscle tone and bone development through weight resistance training, along with overall wellness and changing health behaviors to reduce the risk of disease.
Fall, Spring

PHES 201
YOGA
2 credit hours
Wellness enhancement agenda will include issues centered around the academic understanding of cardiovascular endurance, low-impact exercises for calorie control, muscle tone and bone development through weight resistance training, along with overall wellness centered on changing health behaviors to reduce the risk of disease. Techniques and skills of basic yoga to more advanced yoga if class ability allows. Overall fundamental yoga techniques.
Fall, Spring
PHES 202
AEROBICS
2 credit hours
The course includes topics such as cardiovascular endurance, muscle tone, bone development and overall wellness. Aerobic activities such as kickboxing, step aerobics, circuit training and muscular endurance will enhance teaching skills to promote methods in the classroom. The course is based on individual intensity levels. The percentages of body fat and proper eating habits are addressed for weight loss and weight management. Prospective physical education teachers will understand instructional teaching methods through modeling of proper exercise techniques.
Fall, Spring

PHES 210
SQUARE DANCE AND LINE DANCE
2 credit hours
Basic movement skills and fundamentals of American square dance, modern line dance and contra dance. Methods and teaching strategies for teaching of square dance and line dancing in a physical education class will be covered for the secondary health and physical education candidates.
Fall, Spring

PHES 230
BEGINNING TENNIS
2 credit hours
Wellness enhancement agenda will include issues centered around the academic understanding of cardiovascular endurance, low-impact exercises for calorie control, muscle tone and bone development through weight resistance training, along with overall wellness centered on changing health behaviors to reduce the risk of disease. Techniques and skills of basic tennis. Rules and strategy of the game. Singles and doubles play.
Fall, Spring

PHES 235
INTERMEDIATE JAZZ STYLE
3 credit hours
Wellness enhancement agenda will include issues centered around the academic understanding of cardiovascular endurance, low-impact exercises for calorie control, muscle tone and bone development through weight resistance training, along with overall wellness centered on blood lipids, stress relief, sleep and eating disorders. The study of jazz dance technique and history for the intermediate dancer. Classes will incorporate movement experiences, discussion, improvisations, composition, and dance viewing to acquaint students with a range of jazz dance styles within a cultural and historical context. Various exercises and techniques in support of this process will require the student’s active participation.
Spring
Prerequisite: PHES 135
PHES 237  
WELLNESS ENHANCEMENT PILATES  
2 credit hours  
Wellness enhancement agenda will include issues centered around the academic understanding of cardiovascular endurance, low-impact exercises for calorie control, muscle tone and bone development through weight resistance training, along with overall wellness centered on changing health behaviors to reduce the risk of disease. Mind-body mat exercises that include inner mental focus of muscular movement, synchronization of movements with breathing patterns, and attention to body form and alignment. Designed to promote healthy lifestyles through wellness-centered lectures on current wellness topics. Concerns of obesity, cholesterol related cardiac health issues and the hazard of sedentary lifestyles.  
*Fall, Spring*

PHES 240  
NUTRITION AND EXERCISE FOR THE TRAINING ATHLETE  
2 credit hours  
This course will take an in-depth look at nutrition as it relates to all types of athletes in a variety of sports. Nutrition topics will include conditioning, pregame meals, body composition and others. Wellness topics will include stress relief, sleep disorders, and fitness monitoring. Approximately half of the class will be devoted to low impact, life-long activities that improve athletic performance and fitness.  
*Fall, Spring*

PHES 241  
FUNDAMENTALS OF TAI CHI  
2 credit hours  
Students will gain a basic understanding and appreciation for the physical and therapeutic aspects of the Chinese martial art of T'ai Chi Ch'uan. Movements will be practiced and mastered and the unique techniques for wellness, physical fitness and meditation will be related to lifelong fitness and chronic disease prevention. Basic information on a variety of wellness-related topics will also be addressed. Students will be challenged to explore the use of Tai Chi in their own personal wellness and/or for use in their profession.  
*Fall, Spring*

PHES 245  
PERSONAL TRAINING  
2 credit hours  
A focus on the complex process of designing safe, effective and goal-specific resistance, aerobic, plyometric and speed training programs for individuals. Featuring a step-by-step approach to designing exercise programs with special attention to the application of principles based on age, fitness level and health status. Using comprehensive guidelines and sample client, students can learn appropriate ways to adjust exercise programs to work with a variety of clients while accommodating each client’s individual needs. This will also prepare the student for national certification in personal training.  
*Spring*

Prerequisites: BIOL 218, 221 or 271; and PHES 134 or 356
PHES 250
GROUP EXERCISE INSTRUCTION
3 credit hours
This course is designed to provide students with a working knowledge of movement in the human body and the components of safe, effective group exercise class. Students will gain competence in modifying class design. A variety of aerobic and resistance exercise classes will be explored with opportunities to practice in class and in required practicum hours. Content and knowledge base will prepare students for national certification in group exercise.
Fall
Prerequisites: BIOL 218, 221 or 271

PHES 260
Stress Management and Fitness
3 credit hours
An introduction to the philosophies and techniques for achieving individual wellness through stress management, lifestyle planning, creative approaches, exercise, nutrition and psycho-social wellbeing. Physical activity will be an integral part of the course as well as a variety of participatory learning activities.
Fall, Spring

PHES 306
HEALTH PROMOTION PROGRAMMING
3 credit hours
An exploration of the major components of planning, implementing, and evaluating health promotion programs. Field observations of health promotion programs, case studies and simulations will enhance the learning in a primarily discussion-based setting.
Spring
Pre- or corequisites: COMM 121

PHES 315
NUTRITION
3 credit hours
This course is designed to advance students’ understanding of the principles of nutrition in relationship to human physiology, biochemistry, life cycle, health and disease prevention and treatment. Dietary choices will be explored in relationship to human behavior, culture, health beliefs, media influence and social attitudes. The course will promote application of learning to personal, professional, familial and community needs. Students will be exposed to a variety of eating patterns and special diets in the United States, prejudice and discrimination related to body size or dietary choices, and social responsibility in preventing malnutrition and other diseases related to food.
Fall, Spring
Recommended: Sophomore status or above
PHES 320
CURRENT ISSUES IN HEALTH
3 credit hours
A seminar course on current information from personal health throughout the life span to the effects of lifestyle and environment on community health. Topics of discussion typically include consumer health, HIV/AIDS, mental health, disease prevention, stress management, intentional and unintentional injury. Critical thinking skills will be developed to analyze and evaluate scientific research and media presentation of health issues. Class participation is essential to this discussion-based course.

Spring

PHES 326
TEACHING STRATEGIES AND METHODS OF RACQUET SPORTS
2 credit hours
This course focuses on instructional teaching strategies and methods to apply the fundamental skills of badminton and tennis. Students will acquire and/or refine skills and learn approaches for teaching those skills.

Spring

PHES 327
WEIGHT TRAINING
2 credit hours
This course focuses on instructional teaching strategies and methods to apply the fundamental skills of weight training. Instructional teaching strategies include safety, techniques of lifting, strength and tone development, and legal and safety issues. The course will provide models for development of a weight training program. Health and Physical Education majors will spend 8 hours during the semester completing an on-campus field experience. This field experience will be organized by the student with the assistance of the instructor.

Spring

PHES 328
TEACHING STRATEGIES AND METHODS OF BASKETBALL, SOCCER AND VOLLEYBALL
2 credit hours
This course focuses on instructional teaching strategies and methods to apply the fundamental skills of basketball, soccer and volleyball. Students will acquire and/or refine skills and learn approaches for teaching those skills. The course will also present methods for organizing, implementing and assessing team sports in a physical education class.

Fall, Odd Years

PHES 335
INTRODUCTION TO ADAPTED PHYSICAL EDUCATION
3 credit hours
This course provides an introduction to disabling conditions that affect movement, performance, physical education, and fitness. The course addresses general characteristics pertaining to disabilities, least restrictive environment placement options, teaching standards, strategies, methods, and federal and state laws that pertain to the physical education of special populations. The course will include a supervised field experience in an adapted physical education school environment.

Spring
PHES 350
Food Science  
3 credit hours  
This course explores all aspects of food science including food preservation, production and processing, food safety, food additives, legislation and regulation. In the Food Science lab, students will test the theoretical principles of food science using the scientific method and observation. Although not a required prerequisite, a semester of Chemistry or Biology would be useful to take prior to this course. 
*Occasional*

PHES 351
PHYSICAL GROWTH K-12  
2 credit hours  
Examination of physical growth of students K-12; methods of conducting physical education classes; sources and use of instructional materials at those levels.  
*Spring*

PHES 356
HEALTH AND SAFETY  
3 credit hours  
A study of the relationship of personal health and safety behaviors, self-care, and individual decisions to wellness, disease and injury prevention, and their influence on the dimensions of health. Areas of concentration include chronic and communicable disease prevention, safety, consumer health and substance abuse. A variety of teaching methods are modeled in the course. Students observe and evaluate health education programs and present a lesson on a safety topic to the class.  
*Fall*

PHES 360
EXERCISE PHYSIOLOGY  
3 credit hours  
A course that investigates the physiologic adaptations of the human body in response to physical activity. This includes a review of the functions of various organs and systems involved. The physiological basis for commonly used physical training techniques are presented through laboratory and practicum experiences.  
*Fall, Spring*
Prerequisite: BIOL 218, 221 or 271

PHES 361
ECG INTERPRETATION FOR EXERCISE SCIENCE  
1 credit hour  
Basic ECG interpretation is designed for students without a healthcare major. Participants will develop a functional understanding of electrocardiographs and learn the basics of electrocardiographic problem solving through lecture, audiovisuals, case studies, lab and clinical observations. The course will be condensed to 6 weeks of class time plus 2-4 hours of observation outside of class.  
*Spring*
Prerequisite: PHES 360
PHES 405  
CARE AND PREVENTION OF INJURY IN THE PHYSICALLY ACTIVE  
2 credit hours  
A survey of strategies for the care and prevention of injury and illness in the physically active population. Topics include taping, padding and bracing techniques, protective equipment, universal precautions and disease transmission. Emphasis is on recognition, assessment and immediate treatment of injuries. Red Cross certifications in standard first aid and infant and child CPR will be obtainable through the course.  
*Fall, Spring*

PHES 408  
LIFESPAN NUTRITION AND ASSESSMENT  
3 credit hours  
A study of the nutritional needs and health issues common to individuals at different periods of the life cycle from conceptions through late adulthood, including pregnancy and lactation. Nutrition screening parameters to assess nutrition risk for each age group will also be addressed. The course requires 25-50 hours of practicum, observation and / or service learning.  
*Occasional*  
Prerequisite: PHES 315  
Co-requisite: PSYC 232

PHES 410  
KINESIOLOGY  
3 credit hours  
Position, movement and tension of parts of the human body as studied through muscle systems. Anatomy of the human body will also be covered. A course emphasizing the application of concepts of musculoskeletal anatomy and physiology to the study of human movement and skill analysis.  
*Spring*  
Prerequisite: BIOL 218, 221 or 271

PHES 456  
SCHOOL HEALTH  
3 credit hours  
A study of the relationship of school health services, a healthy school atmosphere, and the school health curriculum as they relate to the education of students. Emphasis is placed on the philosophy, principles and practices involved in developing a comprehensive school health program. Required field work includes preparing case studies for local schools to address such issues as alcohol, smoking, drugs, teen pregnancy, STIs and violence.  
*Spring, Even Years*

PHES 457  
COMMUNITY HEALTH  
3 credit hours  
A study of community health and epidemiology including foundations, the tools of community health, community organization, disease prevention and health promotion. Students will evaluate a community health program and shadow a community health professional. Students will investigate a local community health problem and work on a plan to resolve the problem.  
*Fall*  
Prerequisite: MATH 302 or EDUC 201
PHES 460
SPECIAL TOPICS IN NUTRITION AND FITNESS
2-3 credit hours
Seminar examining a selected topic, theme and/or problem in nutrition or fitness. The course will thoroughly explore the particular topic using current research and best practices. May be repeated twice for credit with change of topic.
Occasional

PHES 465
EXERCISE PRESCRIPTION
3 credit hours
Students apply their knowledge of the effects of exercise on the human body to the vast array of clientele. All different types of diseases and conditions will be explored to address exercise needs for the individual with the particular condition. Students will be prepared to individualize exercise prescription for a diverse clientele.
Spring
Prerequisite: PHES 360

PHES 475
PHYSICAL EDUCATION, HEALTH, EXERCISE SCIENCE CAPSTONE
3 credit hours
The capstone experience for PHES majors consists of a project or internship approved by the Department that meets USF general education learning outcomes required of a capstone course.
Fall, Spring
Prerequisite: Senior status

PHES 480
INTERNSHIP IN HEALTH/EXERCISE SCIENCE
3 credit hours
Students will be placed according to their area of career interest.
Fall, Spring
Prerequisite: Must be Junior or Senior

PHES 485
ADVANCED STUDY OF STRENGTH AND CONDITIONING
3 credit hours
Advanced knowledge in effective development and implementation of resistance training, exercise prescription, and healthy lifestyles for physically active individuals. Emphasizes the physiological and biomechanical aspects of exercise, resistance training, health and wellness.
Spring
Prerequisites: PHES 315, PHES 405, and BIOL 218, 221 or 271
Department of History and Social Sciences

Department Mission Statement

The Department of History and Social Sciences is an integral part of the liberal arts experience at the University of Saint Francis. Its programs of History, Legal Studies, Political Science, Secondary Education/Social Studies, and Sociology promote the spirit of inquiry and an appreciation for the diversity of the human experience. The department encourages an interdisciplinary approach to research, scholarship, teaching, learning and service that permeates all of its social science programs. Our courses promote critical thinking, active research, emphasis on written and oral communication and an engagement with the broader community. Franciscan values are tightly interwoven into the department’s fabric. We stress the value of the social sciences in providing greater insight into issues like community building, the promotion of peace and justice in the face of intolerance and persecution, stewardship of natural resources and the dignity of each person in a global context. As a result of this rigorous education, our students are prepared for a wide range of post-collegiate careers in public and private fields.

Licensure/Certification

In conjunction with the Department of Education, the Department of History and Social Sciences also offers history and social science courses to satisfy state-mandated requirements for teacher certification in social studies at the secondary level. Students majoring in Secondary Education in Social Studies must meet all requirements outlined by the Department of Education and the State of Indiana to obtain teacher licensure.

Progression Requirements for Bachelor of Arts in History, Legal Studies, Political Science and Sociology

Bachelor of Arts History, Legal Studies, Political Science and Sociology majors must maintain a minimum GPA of 2.0 overall, a minimum grade of “C” in all major courses, and a passing grade in required senior research and/or capstone courses.

Majors/ Minors

Majors: History, Legal Studies, Political Science, Social Studies/Secondary Education, Sociology

Minors: History, Sociology, Sports and Society

History and Geography 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 that must be successfully completed before enrolling in other courses as indicated.

Co-requisite: This indicates a course that 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.

Geography Courses

GEOG 231
PHYSICAL GEOGRAPHY
3 credit hours
Features of man’s natural environment: climate, topography, soils, waters, the earth’s universe.
As needed

History Courses

Surveys

HIST 101
WORLD CIVILIZATIONS I
3 credit hours
General introduction to political, social, economic and intellectual developments in major world civilizations to 1500.
Fall, Spring

HIST 102
WORLD CIVILIZATIONS II
3 credit hours
General introduction to political, social, economic and intellectual developments in major world civilizations from 1500 to the present.
Fall, Spring

HIST 105
U.S. HISTORY I
3 credit hours
General introduction to political, social, economic, cultural and intellectual development of the United States to 1865.
Fall, Spring

HIST 106
U.S. HISTORY II
3 credit hours
General introduction to political, social, economic, cultural and intellectual development of the United States from 1865 to the present.
Fall, Spring
HIST 319
AFRICAN AMERICAN HISTORY
3 credit hours
Advanced introduction to the history and culture of Africans in the Americas from the 15th century to the present.
Occasional

HIST 322
AMERICAN ENVIRONMENTAL HISTORY
3 credit hours
The course will explore the changing American attitudes and actions toward the natural environment. Topics discussed will include the rise of the conservation movement, the impact of government policies, and the major development of an ecological perspective.
Fall, Spring

HIST 325
WOMEN IN AMERICAN HISTORY
3 credit hours
History of women in the United States from Colonial Era through the 20th century. Topics include women’s legal status in society; the suffrage movement; the portrayal of women in popular culture; as well as social, political and economic contributions.
Occasional

HIST 326
AMERICAN FRONTIER AND WEST
3 credit hours
Advanced introduction to the history and culture of frontiers in North America, including European and American movement west, and impact on peoples and resources of the continent.
Occasional

HIST 328
HISTORY OF INDIANA
3 credit hours
This course will explore the history of Indiana from its frontier era to the 20th century. Topics include significant events and individuals, minority populations, the role of the government, and the state’s place within the context of our national history.
Fall, Spring

HIST 330
WOMEN, MEDIA AND WORLD WAR II
3 credit hours
This course will look at women during World War II, and their roles in society and the war effort. History will then be viewed through film/media with a focus on interpreting the portrayal of women, and comparing and contrasting perceptions with reality (same as HUMN 330).
Occasional
HIST 332
NATIVE AMERICAN HISTORY
3 credit hours
This course will explore the history of the Native Americans from the United States colonial era to the 20th century. Topics include the social impact of European contact, government policies and the discussion of significant events and individuals.
Occasional

HIST 350
COLONIAL AND REVOLUTIONARY AMERICA
3 credit hours
This course discusses America from its colonial era to the ratification of the United States Constitution. Topics include the colonial/revolutionary economy, the bond and break with Great Britain, contact with the Native Nations and the culture of slavery.
Occasional

HIST 351
EARLY AMERICAN REPUBLIC
3 credit hours
This course covers the growth of political parties, the economy, land acquisition, contact with the Native Nations, foreign affairs and industrial growth. Emphasis will be given to Jeffersonian and Jacksonian democracy and the rise of sectional tensions.
Occasional

HIST 352
SECTIONALISM AND THE CIVIL WAR
3 credit hours
This course will emphasize the causes of the Civil War and the reconstruction of the Union. Topics discussed will include the early women’s rights movement, slavery and its controversial expansion, and the rise of Lincoln and the Republican Party.
Occasional

HIST 371
VIETNAM WAR
3 credit hours
The American and Vietnamese experience in the Vietnam War from several perspectives; social/cultural/political origins of the war and U.S. escalation; media coverage; public opinion and antiwar movements; U.S. withdrawal and communist victory; war in retrospect as seen in American and Vietnamese popular and national culture, political debate and foreign policy.
Occasional

HIST 421
GILDED AGE AND PROGRESSIVE ERA
3 credit hours
Exploration of the development of the United States from the Civil War to the election of President Wilson, featuring social, economic and political trends.
Occasional
HIST 422  
U.S. HISTORY 1912-1945  
3 credit hours  
Exploration of the development of the United States from President Wilson through World War II, featuring social, economic and political trends.  
Occasional

HIST 423  
U.S. HISTORY SINCE 1945  
3 credit hours  
Exploration of the development of the United States since World War II, featuring social, economic and political trends.  
Occasional

European/World

HIST 302  
ANCIENT EGYPT/MESOPOTAMIA  
Topics include the Neolithic Revolution, early human settlements and major river civilizations in the area including Egypt, Babylon, Samaria, and Assyria. The course studies each civilization’s art, politics, social life, and religion.  
Occasional

HIST 304  
MEDIEVAL EUROPE  
3 credit hours  
Covers European History from the fall of the Western Roman Empire to the Renaissance (400-1300 AD). Topics include Church-State relations, Byzantium, economic and political development in Western Europe, the Crusades and intellectual developments of the period.  
Occasional

HIST 305  
EARLY MODERN EUROPE  
3 credit hours  
Covers the period from 1300 to 1789. Topics include the Italian Renaissance, Black Death, the Age of Discovery, Protestant and Catholic Reformations, colonialism and the Enlightenment.  
Occasional

HIST 313  
RUSSIAN HISTORY  
3 credit hours  
History of Imperial Russia, the Soviet Union, and the Russian Republic, emphasizing culture, political and economic evolution, and role as a world power.  
Occasional
HIST 315
HISTORY OF EAST ASIA
3 credit hours
The history of China and Japan from their beginnings to the present, including a focus on the interaction of these cultures with each other and with the wider world.
Occasional

HIST 318
THE AGE OF WORLD WARS
3 credit hours
Study of the origins of the Second World War covering WWI, the interwar years and WWII. Topics include Fascism, the Holocaust, military campaigns, leaders, strategy, technological developments and diplomacy.
Occasional

HIST 327
HISTORY OF MODERN GERMANY
3 credit hours
This course examines modern German history from the Protestant Reformation until German reunification of 1989/90. It focuses on a wide range of issues, including politics, social change, warfare, religion, economics, gender and race, that shaped Germany’s difficult path between monarchy, democracy and dictatorship.
Occasional

HIST 329
LATIN AMERICAN SURVEY
3 credit hours
Latin American culture and history from earliest migrations to the present with emphasis on indigenous cultures, Iberian conquest and adaptation, independence movements, modern states, accomplishments and problems.
Occasional

HIST 331
THE COLD WAR
3 credit hours
A study of the origins, events and legacy of the Cold War. Topics include Classical Liberalism, Communism, the German question, Korean and Vietnamese conflicts, nuclear arms race, non-aligned movement, effects on domestic and foreign policies of various nations, and the legacy of this struggle in today’s world.
Occasional

HIST 334
COMPARATIVE GENOCIDE
3 credit hours
This course explores multiple cases of genocide in the modern world. It uses a comparative approach to examine characteristics of the victims and the perpetrators, including differences in race, gender, nationality, and religion, and the effects of colonization and decolonization.
Occasional
HIST 340
MIDDLE EASTERN HISTORY
3 credit hours
Covers the history of the region from the beginning of the Islamic period in the 7th century. Topics include Islam, Umayyad and Abbasid Empires, the Mongols, Mamelukes and Turks, Crusades, the Ottoman Empire, imperialism and the modern Arab-Israeli conflict.
Occasional

Common Upper Level History Courses

HIST 404
SENIOR CAPSTONE
3 credit hours
This course serves as the common capstone course for History, Political Science, Sociology and Secondary Ed/Social Studies majors and focuses on writing, analysis, research and discipline-specific knowledge and skills. This course will help students sharpen writing and critical thinking skills while they gain a greater depth of knowledge about key issues in the social sciences.
Spring
Prerequisite: Senior status or permission of instructor

HIST 439
HISTORIOGRAPHY AND RESEARCH
3 credit hours
This course introduces students to historiography and research methods. It will focus on how to select an appropriate research topic, gather relevant background materials, and begin the research process for the Senior Thesis (HIST 440).
As Needed
Recommended Background: Junior status required

HIST 440
SENIOR THESIS
3 credit hours
Advanced seminar in history for majors; research and writing a seminar paper with the goal of publication, using primary sources. Open to non-majors with permission of instructor.
Prerequisite: HIST 439
As Needed

HIST 497-498-499
INTERNSHIP: HISTORY
1-3 credit hours
An internship provides an opportunity for a student to integrate work and formal education under the guidance of a professional in his/her major field of study, and to test career choice decisions. Internships will be content based, skill related, academically substantive, value related, and integral to the student’s academic and career choice.
As Needed
Political Science 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 that must be successfully completed before enrolling in other courses as indicated.

Co-requisite: This indicates a course that 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.

POLI 101
INTRODUCTION TO POLITICAL SCIENCE
3 credit hours
Introductory political science with emphasis on political theory, ideas and comparative political systems. *Fall*

POLI 102
AMERICAN GOVERNMENT AND POLITICS
3 credit hours
Introduction to American government and politics with emphasis on constitutionalism, political parties, interest groups, elections, policy processes and issues, and problems in contemporary government. *Spring*

POLI 200
CITIZENSHIP
3 credit hours
The rights and responsibilities of U.S. citizenship, as well as the nature of citizenship in general: how citizens participate in public affairs as members of a democratic society. Attention is given to citizen roles in different countries and to new concepts of citizenship such as global citizenship. *Occasional*

POLI 212
SOCIAL AND POLITICAL PHILOSOPHY
3 credit hours
Persons as social beings, analysis of political systems, authority, personal freedom, rights and duties, justice.  
Cross-listed with PHIL 212
*Occasional*
POLI 230
RESEARCH METHODS IN THE SOCIAL SCIENCES
3 credit hours
A survey of quantitative and qualitative research methods in the social sciences. Topics include research design; measurement; sampling logic; experiments; surveys; data analysis; association and causation; ethics and the uses of research. Includes an introduction to the use of computers in data storage, retrieval, organization and analysis.
Prerequisite: POLI 101 or SOCI 101
Cross-listed with SOCI 230
Occasional

POLI 300
AMERICAN CONSTITUTIONAL LAW
3 credit hours
A survey of U.S. constitutional law from the early Republic to the present. The major U.S. Supreme Court decisions in our history in the areas of the powers of government, federalism, and individual rights, and the philosophical and historical background of American constitutional law are considered. The operation and intended role of the U.S. Supreme Court is also examined.
Occasional

POLI 301
STATE AND LOCAL GOVERNMENT
3 credit hours
State and local politics and government structure, rationale and operations; students will be encouraged to observe hearings and deliberations of governing bodies as they work.
Occasional

POLI 302
THE AMERICAN CONGRESS
3 credit hours
An examination of the national legislature, comparing the understanding of Congress at the Founding with contemporary practice. Emphasis on the transformation of Congress and of the making of public policy after the post-1965 consolidation of the administrative state. Elections, representation, the internal workings of Congress, relations among the branches, and the role of the bureaucracy.
Occasional

POLI 303
THE AMERICAN PRESIDENCY
3 credit hours
A study of the constitutional design and practical operation of the U.S. Presidency. The selection of presidents, the rise of the modern presidency, the character of executive power, and the nature of democratic leadership will be examined.
Occasional
POLI 304
THE AMERICAN JUDICIARY
3 credit hours
A study of significant operations and powers of federal and state courts. The course also considers the impact of judicial decisions and the possible political role of the judiciary in the United States.
*Occasional*

POLI 305
COMPARATIVE POLITICAL AND LEGAL SYSTEMS
3 credit hours
A study of the government, politics and law of selected foreign countries, usually including certain Western European countries and one or two others. Similarities and differences among foreign governments and between foreign governments and the U.S. government are stressed, along with the political and legal philosophies underlying the other countries' institutions. Certain general topical areas, such as comparative law, are sometimes treated in addition to individual countries.
*Occasional*

POLI 306
CATHOLIC POLITICAL THOUGHT
3 credit hours
A study of key works, in whole or in part, of major Catholic thinkers and commentators, and selected papal encyclicals.
*Occasional*

POLI 307
INTERNATIONAL RELATIONS
3 credit hours
An introduction to the analysis of the contemporary international system, including the role of NGOs, and its evolution in the twentieth century. The course will examine various approaches to explaining major international wars, ethnic conflicts, and economic problems.
*Occasional*

POLI 310
U.S. POLITICAL PARTIES AND ELECTIONS
3 credit hours
Examines the historical development and functions of political parties and elections in American politics. Topics include nominations, elections, political campaigns, voting behavior, and party realignment.
*Occasional*

POLI 312
CIVIL RIGHTS AND CIVIL LIBERTIES
3 credit hours
Overview of the development of the legal and political reasoning of the U.S. Supreme Court regarding civil rights and civil liberties. Topics may include the Court’s reasoning on freedom of speech, religion and assembly, due process and equal protection, as well as the Court’s reasoning on the right to privacy.
*Occasional*
POLI 340
INTERNATIONAL LAW AND ORGANIZATIONS
3 credit hours
Study of the basic theories, origins, development, and problems of international law. Special emphasis will be given to the origins, structure, and functions of the United Nations and its specialized agencies. 
Occasional

POLI 380
TOPICS IN POLITICAL SCIENCE
3 credit hours
Seminar examining selected topics, themes, and/or problems in Political Science. May be repeated once for credit with change of topic.
Occasional

POLI 400
INTERNSHIP
3 credit hours
An integrated academic work experience in a government, legal or administrative agency for a semester. Possible positions include state legislature, U.S. Congress, police agencies, planning units, newspapers and radio stations. Students work a minimum of 20 hours per week in close cooperation with political leaders and officials and participate in a weekly academic seminar. Instructors hold frequent individual conversations with interns as well as the agency supervisors.
As needed

POLI 404
SENIOR CAPSTONE
3 credit hours
This course serves as the common capstone course for History, Political Science, Sociology, and Secondary Ed/Social Studies majors and focuses on writing, analysis, research, and discipline-specific knowledge and skills. This course will help students sharpen writing and critical thinking skills while they gain a greater depth of knowledge about key issues in the social sciences.
Prerequisite: Senior status or permission of instructor
Spring
Prerequisite: Senior status or permission of instructor

POLI 440
SENIOR THESIS IN POLITICAL SCIENCE
3 credit hours
Advanced seminar for senior political science majors; research and writing a seminar paper in political science with the goal of publication.
Prerequisite: Political Science major, Senior status, and SOCI/POLI 230
As needed
Legal Studies 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 that must be successfully completed before enrolling in other courses as indicated.

Co-requisite: This indicates a course that 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.

LGST 101
INTRODUCTION TO LEGAL STUDIES
3 credit hours
This course is the introductory survey for the Legal Studies major. Students will develop important critical thinking skills and become acquainted with major topics pertaining to the role of law in society. Topics covered include: the meaning of law; the history and development of legal structures; legal institutions; legal theory; the role of individuals and groups in the legal system.
Fall

LGST 206
LAW AND SOCIETY
3 credit hours
An examination of the manner in which law influences economic, political, and social institutions and norms and how law is influenced by these institutions and norms. Specific topics may include legal reasoning and political culture, the relationship between law and morality, law and social problems, and the criminal justice system.
Occasional
Prerequisite: LGST 101

LGST 210
LEGAL RESEARCH
3 credit hours
This course introduces students to the basic methods, skills, and current resources in the practice of legal research, including the use of internet resources and electronic databases in performing legal research. Students will also be familiarized with basic legal analysis and common forms of legal writing such as case briefs and memoranda.
Occasional
Prerequisite: LGST 101
LGST 301
CRIMINAL LAW
3 credit hours
The course offers an overview of the concept of punishment and examines the burden of proof and criminal defenses. It also provides a critical look at common crimes and terminology in criminal law including: principles of criminal liability; complicity; inchoate crimes; defenses; justifications; crimes against persons; crimes against property; and crimes against public order.

Occasional
Prerequisite: LGST 101

LGST 306
POLICING AND SOCIETY
3 credit hours
This course explores the interrelationship between law enforcement and society pertaining to issues including: the historical development of policing; social conflict; crime prevention; community policing; conflict resolution; and law enforcement ethics. The theories and elements of crime investigation will also be examined.

Occasional
Prerequisite: LGST 101

LGST 308
JURISPRUDENCE
3 credit hours
This course introduces students to foundational questions and competing traditions in philosophy of law and legal institutions. Topics may include the nature and purpose of law, the nature of legal reasoning, traditions of constitutional interpretation, rights and duties, liberty, equality, and justice.

Occasional
Prerequisite: LGST 101

LGST 310
LAW AND CONTRACTS
3 credit hours
This course covers the theory and practice of contracts and contract law in the American legal system. Specific topics may include offer and acceptance, performance of contract, breach of contract, liability, fraud, remedies, and other topics relevant to the formation and enforcement of contracts.

Occasional
Prerequisite: LGST 101

LGST 400
SENIOR RESEARCH SEMINAR
3 credit hours
This course serves as the senior seminar for all LGST majors. Students will select a research topic in coordination with the course instructor and will apply advanced research methods and tools to complete the project. The project will be developed incrementally over the course of the semester and students will be expected to present the results of their findings in both written and oral form to the class by seminar’s end.

Occasional
Prerequisite: Satisfactory completion of all other required LGST courses
LGST 404
SENIOR CAPSTONE
3 credit hours
This course serves as the common capstone course for History, Political Science, Sociology, and Secondary Ed/Social Studies majors and focuses on writing, analysis, research, and discipline-specific knowledge and skills. This course will help students sharpen writing and critical thinking skills while they gain a greater depth of knowledge about key issues in the social sciences.
Prerequisite: Senior status or permission of instructor
Spring
Prerequisite: Senior status or permission of instructor

Sociology 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 that must be successfully completed before enrolling in other courses as indicated.

Co-requisite: This indicates a course that 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.

SOCI 101
INTRODUCTION TO SOCIOLOGY
3 credit hours
Introduction to the theoretical paradigms, methods of inquiry and analytical tools of sociology. Develop the critical thinking skills necessary to actualize the sociological imagination. While learning how to think sociologically, will be exposed to various sub-specializations, key concepts, and major findings in the field.
Fall, Spring

SOCI 135
INTRODUCTION TO RACE AND ETHNICITY
3 credit hours
Introduction to the sociological study of race and ethnicity, with a focus on the US. Examination of ethnic and racial stratification, related inequalities, and how ethnic and racial groups are imagined, constructed, identified, and represented.
Occasional
SOCI 230
SOCIAL RESEARCH METHODS
3 credit hours
A survey of quantitative and qualitative research methods in the social sciences. Topics include research design: measurement; sampling logic; experiments; surveys; data analysis; association and causation; ethics and the uses of research. Includes an introduction to the use of computers in data storage, retrieval, organization, and analysis.
Cross-listed with POLI 230
Occasional

SOCI 240
CAUSES OF CRIME AND DELINQUENCY
3 credit hours
A survey of criminological theories exploring why some people are more likely to engage in crime than others and why crime rates vary over time and space and across social groups. Attendant policy issues will also be discussed.
Occasional

SOCI 241
VIOLENCE AND VICTIMOLOGY
3 credit hours
This course covers contemporary developments in the global study of violence and the field of victimology, their conceptual boundaries, their basic concepts and literature, and their roles as fields of study within criminology. The historical role of violence and criminology and the emerging role of victimology is examined and discussed in depth. Special attention is paid to applied learning objectives based on contemporary programs and trends in the criminal justice system's response to violence and victims.
Occasional

SOCI 250
INTRODUCTION TO SOCIOLOGICAL THEORY
3 credit hours
Examines the major theoretical perspectives in sociology. Emphasis on classical thinkers in the sociological tradition, including Marx, Weber, Durkheim, with time devoted to contemporary perspectives. Topics include modernization, industrialization, capitalism, imperialism, inequality, gender, sciences and religion.
Occasional
Prerequisite: SOCI 101
SOCIOLOGY OF HEALTH

This course introduces sociological perspectives on health and wellness within American and global contexts. These perspectives include the relationship between social organization and health, social constructions and meanings of health, social epidemiology, health beliefs and behavior, and the experience of illness. The course focuses on the struggles of the poor and needy in obtaining healthcare and the social barriers to accessing health and wellness. The course includes an applied research project in which students will exhibit leadership skills through the organization of services for the disadvantaged in the Fort Wayne and surrounding area. The projects will also promote education as it relates to health and wellness in the USF community.

SOCIOLOGY OF SPORTS

This course introduces students to sports as a social institution, including promotion of peace, unity, the conveyance of value, and culture from a sociological perspective. The course focuses on sports as a cultural universal through global comparisons, focusing on issues of the role of governments, politics, nationality, poverty, family and religion. The process of socialization in human behavior and the development of self via sports are also covered, with a focus on sports as a conduit for social change and social justice. The course also includes an applied research project in which students will participate with youth sports leagues or similar organizations to study and positively influence children’s experiences of sports in Fort Wayne and the surrounding community to promote peace, diversity and justice.

SOCIOLOGY OF EDUCATION

This course introduces students to the study of basic sociological concepts such as status, role, and bureaucracy as they apply to the institution of education. It examines current perspectives and research findings about the social aspects of the learning process. This course provides an introduction to the study and practice of education. The structure of education and its relation to the rest of the society are reviewed. Comparisons with education and schooling in other countries are made. Issues surrounding the role of students, faculty, administration, and social structural forces are examined. The course focuses on the role of educational institutions in fostering, preventing, and maintaining equality, peace and social justice. A major focus of this course will be an applied research project in which students will utilize Blackboard software to develop instructional modules that can be used for faculty development and for student instruction that focus on the promotion of social justice in educational institutions in Fort Wayne and the surrounding community.
SOCI 260
MARRIAGE AND FAMILY
3 credit hours
This course examines the most basic social structure in all societies -- the family. All aspects of family life are examined from how families are formed to how they are dissolved. The course covers changing structure and functions of marriage and the family in modern society with an emphasis on family violence, divorce, dating, mate selection, gender roles, childbearing and eldercare. The primary focus of this course is on the influence that family has on human behavior and the ability that the social institution of family has to foster social justice. The course includes an applied research project in which students will select and study one aspect of inequality within families and develop a group service project that will positively influence social change in that area to promote social justice and foster a more just and peaceful world.
Occasional

SOCI 272
CONTEMPORARY SOCIAL PROBLEMS
3 credit hours
Views social problems as social constructs and explores the creation of solutions. Examines how issues in society become defined as problems, the diverse responses to issues defined as social problems, and how groups and institutions create solutions.
Occasional

SOCI 300
CRIMINAL JUSTICE SYSTEMS
3 credit hours
Study of the internal and external structures, functions, and activities of the criminal justice system. Primary focus on the United States criminal justice system, supplemented with a comparative study of criminal justice systems in other societies.
Occasional
Prerequisite: SOCI 101

SOCI 302
STATISTICS
3 credit hours
Descriptive and inferential statistics. Measures of central tendency, sampling, hypothesis testing. Use of appropriate software for correlation and regression. Applications in the social and behavioral sciences (same as MATH 302).
Fall, Spring, Summer
Prerequisite: MATH 122

SOCI 310
CORRECTIONS
3 credit hours
Study of the perspectives of corrections, its relationship to other criminal justice agencies, various forms of sentencing and punishment, corrections administration and issues in the field.
Occasional
Prerequisite: SOCI 101
SOCI 355
INEQUALITY, CLASS AND SOCIAL JUSTICE
3 credit hours
Nature and causes of inequality in human societies, emphasis on U.S. class structure within larger context of global economy. Theories of class and social stratification, forms of inequality and attempts at ameliorating inequality. Movements for social justice and formation of utopian communities as it relates to class struggle.
Occasional
Prerequisite: SOCI 101

SOCI 395
COMPARATIVE RACIAL AND ETHNIC RELATIONS
3 credit hours
Comparative study of the social construction of race in the U.S. and the world. Examines ethnic and racial relations in the US and around the world, and the effects of globalization and of increased personal interaction on these relations.
Occasional
Prerequisite: SOCI 101

SOCI 401
INTERNSHIP
3 credit hours
An integrated academic work experience in a government, legal, or social service agency, community organization or administrative agency for a semester. Students work a minimum of 20 hours per week in close cooperation with community leaders and participate in a weekly academic seminar. Instructors hold frequent individual conversations with interns as well as the agency supervisors.
As needed

SOCI 404
SENIOR CAPSTONE
3 credit hours
This course serves as the common capstone course for History, Political Science, Sociology, and Secondary Ed/Social Studies majors and focuses on writing, analysis, research, and discipline-specific knowledge and skills. This course will help students sharpen writing and critical thinking skills while they gain a greater depth of knowledge about key issues in the social sciences.
Spring
Prerequisite: Senior status or permission of instructor

SOCI 405
CONTEMPORARY ISSUES IN CRIMINAL JUSTICE
3 credit hours
Advanced study of the terms, concepts and debates necessary for analyzing criminal justice and criminology in the 21st century. Topics of discussion for this course will include, but are not limited to, new issues in law enforcement, ethical issues, terrorism, race and gender issues, crime and technology, trans-national criminal justice, and new or alternative frameworks and directions in criminal justice.
Occasional
Prerequisite: SOCI 101
SOCI 410
COMMUNITY STUDIES
3 credit hours
Designed to highlight community-based approaches in rural and urban sociology. Rural-urban continuum stressed. Processes of urbanization as related to modernization, industrialization, capitalism, suburbanization, segregation, migration, deindustrialization, globalization, and social justice. Fort Wayne will serve as a social laboratory for class and students are expected to complete an applied research project on one major issue facing the local community.

Occasional

SOCI 440
NATURE AND SOCIETY
3 credit hours
Examines the socio-historical relationship between the natural and built environment. Critical interrogation of the social construction of nature from political ecology to environmental sociology approaches. Case studies may include environmental racism, second contradiction, global commodity chain analysis, urban-rural continuum, or other topics as determined by the professor.

Fall, Spring

SOCI 445
POPULATION AND DEMOGRAPHY
3 credit hours
This course introduces the basic techniques of demographic analysis and population studies. Students will become familiar with population measures of mortality, fertility, marriage, and migration levels and patterns. The course is applicable to both humans and animal populations.

Occasional

SOCI 450
SELF AND SOCIETY
3 credit hours
Study of how the self is constructed from a sociological viewpoint. Pragmatist, symbolic interactionist, dramaturgical, social psychological, feminist standpoint, and postmodernist approaches will be explored. Major focus on identity construction and the impact of social forces.

Occasional
Prerequisite: SOCI 101

SOCI 460
SOCIOLOGY OF RELIGION
3 credit hours
Explores the role of religion in social life. Focus on religion by classical theorists as well as contemporary sociologists of religion will be examined. Special focus on role of Catholicism in society. Specific topics may include the influence of liberation theology in Latin America, history of mission movement in Southwestern United States, Catholicism and ethnic/immigrant identities, or other topics at professor’s discretion.

Occasional
Prerequisite: SOCI 101
Department Of Mathematics

Program Overview

The department offers mathematical courses for all USF majors. Offerings include remedial courses, general education requirements, courses that support other programs, and major courses. The Department of Mathematics offers Secondary Education Mathematics and Liberal Arts Mathematics majors and a Mathematics minor.

Purpose Statement

The mission of the Department of Mathematics is to help students increase their knowledge and understanding of mathematical concepts, develop their critical thinking and problem solving skills, and improve their ability to apply mathematics in a variety of areas in order to prepare them to become better teachers, businessmen, scientists, nurses, and artists, and also, to prepare them for graduate study in related areas.

Licensure/Certification

Students majoring in Secondary Education in Mathematics must meet all requirements outlined by the Department of Education and the State of Indiana to obtain teacher licensure.

Progression Requirements for Bachelor of Science in Mathematics

Maintain a GPA of 2.7 or above. Maintain a grade of “C” or better in Mathematics courses (both majors and minors).

Majors/Minor

Majors: Mathematics, Secondary Education Mathematics

Minors: Mathematics

Mathematics 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 that must be successfully completed before enrolling in other courses as indicated.

Co-requisite: This indicates a course that 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.
MATH 120
FOUNDATIONS OF MATHEMATICS
3 credit hours
Operations with numbers, fractions, decimals, percents, and measurements. Properties, notation symbols and logic. Some geometry, statistics and beginning algebra.
Fall, Spring, Summer
Recommended Background: By placement

MATH 122
COLLEGE ALGEBRA
3 credit hours
Fall, Spring, Summer
Recommended Background: MATH 120 or by placement

MATH 125
ALGEBRA AND TRIGONOMETRY
3 credit hours
Strategies and skills of solving algebraic equations and inequalities further developed. Investigation of quadratic, polynomial, exponential, and logarithmic functions and equations. Functions are the central concept of the course. Trigonometric functions, their graphs, properties, and identities.
Fall, Spring, Summer
Recommended Background: MATH 122 or by placement

MATH 126
INFORMAL GEOMETRY
3 credit hours
Study of basic geometric figures (line, angle, triangle, parallelogram, trapezoid, circle) and solids (pyramid, prism, cone, cylinder, cube, sphere) and their properties. Relationships between geometric figures: co-linearity, congruency, proportionality, similarity, and symmetry. Reasoning and solving geometric problems based on “heuristic method”.
Fall, Spring
Recommended Background: MATH 122 or by placement

MATH 223
CALCULUS I
3 credit hours
Functions, graphs, limits, derivatives, and their applications. Introduction to integrals and their applications. Geometric concepts, such as area under a curve, slope, tangent line. Applications in business and science.
Fall
Prerequisite: MATH 125 or by placement
MATH 224
CALCULUS II
3 credit hours
Continuation of differential and integral calculus: transcendental functions, partial derivatives, methods of integration. Functions of several variables. Series. Introduction to differential equations. Quadrics and some analytical geometry included.
Spring
Prerequisite: MATH 223

MATH 246
MATHEMATICS LABORATORY I
3 credit hours
Extremely intense and practical course focused on exploring and applying basic ideas, methods and techniques of problem solving. Every class module contains a particular set of mathematical problems centered on one certain method or strategy.
Occasional
Prerequisites: MATH 223 and MATH 316

MATH 270
HISTORY OF MATHEMATICS
3 credit hours
An examination of the history of world mathematics and its relationship to the intellectual disciplines as well as its social, economic, and religious context. The course will use examples from all parts of the world and from all time periods and will demonstrate methods for using the history of mathematics in the primary and secondary school classroom.
Occasional
Prerequisite: Math 122 or by placement

MATH 271
CRYPTOLOGY
3 credit hours
This course is a practical application of fundamental mathematical principles. It uses cryptology (the science of keeping secrets) as a vehicle for mastering these principles. Topics include: induction, prime number theory, modular arithmetic, probability, algebra and matrices. Along with some of the history of cryptology and its current uses, various enciphering techniques and the analysis of ciphers will be studied.
Occasional
Prerequisite: Math 125 or by placement

MATH 275
MATHEMATICAL RIDDLES AND GAMES
3 credit hours
Wide spectrum of math riddles, logical puzzles, and intriguing math games and tricks is considered (including magic squares, tic-tac-toe, M. Gardner’s collection of math tricks and games). Hands-on math activities based on investigation and discovery are introduced.
Occasional
Prerequisite: Math 125 or by placement
MATH 302
STATISTICS
3 credit hours
Descriptive and inferential statistics. Measures of central tendency, sampling, hypothesis testing. Use of appropriate software for correlation and regression. Applications in the social and behavioral sciences. Fall, Spring, Summer
Prerequisite: MATH 122 or equivalent

MATH 306
LINEAR ALGEBRA
3 credit hours
Study of systems of linear equations and real vector spaces; linear dependence, bases, linear transformations, and matrix calculus, determinants, and ranks as well as eigenvalues and eigenvectors. Occasional
Prerequisite: MATH 125

MATH 309
PROBLEM SOLVING
3 credit hours
Strategies for solving problems, organizing, visualizing, modeling. Development of techniques for communicating data and solutions. Use of appropriate technology, spreadsheets and graphing software. May be taken as LIBS 410 Interdisciplinary Capstone – Problem Solving as credit for senior capstone. Occasional
Prerequisite: MATH 122 or equivalent

MATH 315
DIFFERENTIAL EQUATIONS
3 credit hours
Ordinary differential equations and methods of their solution including numerical methods and the Laplace transform. Applications of differential equations in physics, chemistry, biology, and psychology. Occasional
Prerequisite: MATH 224

MATH 316
COLLEGE GEOMETRY
3 credit hours
Problem solving-oriented course of Euclidean plane and solid geometry from a modern viewpoint, with emphasis on deductive approach and methods of reasoning. Geometric properties, relationships, measurements. Constructions, computing and proofs. Introduction to non-Euclidean geometry. Occasional
Prerequisites: MATH 122 and MATH 126
MATH 323
PROGRAMMING AND DESIGN
3 credit hours
Introduction to computer programming in high level third-generation language, for example, C++. Structured programming, data types, assignments, input/output procedures. Concepts of iteration, arrays, record, files, and a brief introduction to classes and object-oriented programming.
Occasional
Prerequisite: MATH 122 or equivalent

MATH 345
DISCRETE MATHEMATICS
3 credit hours
Topics include logic, induction, recursion, combinatorics, matrices, graph theory, set theory, relations, and elementary number theory.
Occasional
Prerequisite: MATH 125

MATH 422
ABSTRACT ALGEBRA
3 credit hours
Basics of logic, sets, and number theory as well as introduction to groups and other algebraic structures. Isomorphism and homomorphism. Rings, integral domains, and fields.
Occasional
Prerequisite: MATH 306

MATH 446
MATHEMATICS LABORATORY II
3 credit hours
Continuation of Mathematics Laboratory I. Further mathematical enrichment involving advanced mathematical topics, ideas and methods. History, foundations and philosophy of mathematics. This course develops student’s abilities to post and solve mathematical problems.
Occasional
Prerequisite: MATH 246

MATH 476
MATHEMATICAL OLYMPIADS
3 credit hours
Study of special techniques for solving competition-level math problems. Elegance and efficiency of different problem-solving approaches to the same problems are discussed. In addition, G. Polya’s principle of math heuristic, discovery methods, and plausible reasoning.
Occasional
Prerequisite: Math 275 and MATH 446
MATH 496-499
SPECIAL PROBLEMS IN MATHEMATICS

1-9 credit hours
Research project planned and conducted by the student and supervised by a math faculty member; an in-depth investigation of a topic or problem. Written proposal and final report.

Occasional
Prerequisite: All required MATH 200-400 level courses.
Department of Philosophy and Theology

Department Overview

The Department of Philosophy and Theology is committed to the philosophical and theological enrichment of students and faculty and to being a resource for the Fort Wayne community. Courses taught in the Department of Philosophy and Theology stress the Catholic and Franciscan character of the University. Specifically, its courses and programs are designed to: 1) explore the Catholic and Franciscan philosophical, spiritual, and theological tradition; 2) foster interfaith dialogue and understanding; 3) promote scholarship, critical thinking and the development of interpersonal skills; 4) encourage personal faith development; and 5) provide a theoretical basis and effective practical experience for all who seek to serve others.

Degree Programs

Ministry (Major, Associate, Certificate)
Ministry proceeds from the heart of the Church. It flows from Jesus, is energized by the Holy Spirit and points to the Father in Heaven. Its purpose is to become a doorway into the Kingdom of God. Ministry courses (prefixed MIN) introduce students to the various ministries, basic resources in ministry, and the nature and purpose of ministry within the Church and for the world.

The Ministry program prepares graduates for professional and volunteer pastoral ministries through a strong foundation in theology and guided field experience. Ministry courses explore various ministries and develop the skills for those ministries.

Philosophy (Major and Minor)
Philosophy is one of the most versatile majors in the university. Students completing majors and minors in philosophy are better suited for a variety of careers and life challenges. It prepares students to think through problems, consider widely different approaches and methodologies, and assess various courses of action, and appreciate the meaning of different ways of life. Philosophy students are well prepared for advanced studies in philosophy, medicine, law and business.

Philosophy courses (prefixed PHIL) introduce students to significant thinkers, fundamental issues and comprehensive theories of reality, knowledge, values and action. Such courses promote critical thinking and self-understanding. These classes allow the student to develop a well-grounded view of this world, of society and politics, and of family and culture. Study of philosophy prepares them to become better citizens, parents, writers, speakers, thinkers and leaders in today’s world.

Theology (Major and Minor)
Theology is a discipline that is rooted in faith that seeks an understanding of God, creation, sin, and salvation. Students who take theology classes will explore some of the most important questions in life. Students learn to examine God’s word as it is manifested in the sources of the Catholic faith and the whole of the Christian tradition, while reflecting on their own personal experience. Students will be prepared

- for graduate school in theology.
- to become a theology or religion teacher.
• to serve the diocese or work in a parish.

Many continue on to law, medicine or other fields for which this liberal arts degree provides an outstanding basis. Theology majors will learn how to think and reflect with depth and breadth. They will gain a flexibility of thought that allows them to see other points of view and enter into the arguments of others while knowing where they stand and how they can best present their views and positions. They will be better citizens, parents and leaders in today’s culture.

Catholic Studies (Minor)
The Catholic Studies minor enables a student in any discipline to integrate the Catholic faith into their course of study and ultimately into their professional life.

Franciscan Studies (Minor or certificate)
The Franciscan Studies program grounds the student in the Franciscan Intellectual and Spiritual Tradition through
• the study of Saints Francis and Clare of Assisi and the spirituality that flowed from their experiences of God and
• the application of the Franciscan way of being to one’s major discipline.

Teaching Certificate for Theology Majors (certificate, not for licensure)
This certificate is beneficial for theology majors who are interested in teaching religion and theology classes in parochial senior and junior high programs.

Centers

Center for Franciscan Spirit and Life
The Center for Franciscan Spirit and Life promotes the unique spirituality of Saints Francis and Clare of Assisi which animates the university. Through a program which includes speakers, discussion groups, and prayer, the Center reaches out to students, faculty, staff, as well as the larger community to foster the Franciscan way of life, serving God, others and all of creation.

InterFaith Center
The department sponsors the USF InterFaith Center, a partnership of the department with other USF departments and religious organizations in the city and region. Its mission includes (1) fostering personal development of all participants' faith and understanding, (2) sharing the Catholic and Franciscan intellectual traditions, and (3) occasioning interfaith dialogue whenever possible.

Major/Minor

Majors: Ministry, Philosophy, Theology

Minors: Catholic Studies, Franciscan Studies, Philosophy, Theology

Philosophy 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 that must be successfully completed before enrolling in other courses as indicated.

**Co-requisite:** This indicates a course that 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.

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**PHIL 121**  
**HISTORY OF PHILOSOPHY I**  
**3 credit hours**  
Greek, Roman and medieval philosophers and their central themes. Some attention paid to corresponding Asian thinkers. Analysis and position papers.  
*Occasional*

**PHIL 122**  
**HISTORY OF PHILOSOPHY II**  
**3 credit hours**  
Modern and Contemporary Western and Eastern philosophers and their central themes. Analysis and position papers.  
*Occasional*

**PHIL 181**  
**PROBLEMS IN PHILOSOPHY**  
**3 credit hours**  
Classical and contemporary views on some fundamental questions. Individual position-taking with attention to presuppositions, impact and soundness of that position.  
*Fall*

**PHIL 211**  
**PHILOSOPHY OF THE HUMAN PERSON**  
**3 credit hours**  
Images and identity of being human. Meaning of life. Ideals, models, goals, values. The nature of body, mind, free will, self.  
*Spring, Even Years*

**PHIL 212**  
**SOCIAL AND POLITICAL PHILOSOPHY**  
**3 credit hours**  
Persons as social beings. Analysis of political systems, authority, personal freedom, rights and duties, justice.  
*Spring, Odd Years*
PHIL 222
FRANCISCAN PHILOSOPHY
3 credit hours
The interests and impact of Franciscan thinkers including: Alexander of Hales, St. Bonaventure, Roger Bacon, Bl. John Duns Scotus, William of Ockham. Examination of their texts, in their contexts and ours. 
Occasional

PHIL 311
METAPHYSICS
3 credit hours
This course inquires into the order, unity, beauty and the mystery of all Reality. An examination of the fundamental nature of reality and the universe. Problems studied include determination, the mind-body problem, monism vs. dualism, the self and other persons, multiplicity vs. unity. 
Occasional

PHIL 312
LOGIC: CREATIVE AND CRITICAL THINKING
3 credit hours
Occasional

PHIL 313
SYMBOLIC LOGIC
3 credit hours
Spring, Odd Years

PHIL 323
ETHICS
3 credit hours
Using critical thinking to analyze and resolve questions and problems in ethics. Principal ethical theories and their application. Discerning and applying one’s own approach to moral questions and problems. 
Case Study. 
Fall, Spring
Recommended Background: Sophomore standing

PHIL 325
PHILOSOPHY OF ART AND BEAUTY
3 credit hours
A study of the central problems in aesthetics, such as the possibility of objectivity in criticism, modern and traditional definitions of a work of art, truth and meaning in the fine arts, natural beauty and its relation to excellence in other art forms. 
Occasional
PHIL 370
TOPICS IN PHILOSOPHY
3 credit hours
Exploration of a theme, area or topic in philosophy chosen by the instructor. Possible topics include: philosophical traditions such as Platonism, Existentialism, etc; philosophical themes, such as the nature of the mind, free will, human nature, philosophy of science, etc; and, specific philosophers, such as LaoTzu, Plato, Descartes, Shankara, Kant, etc. This course may be repeated for credit if taken with different topic.
Occasional
Prerequisite: Department approval

PHIL 421
PHILOSOPHY OF RELIGION
3 credit hours
May not take for credit if credit was earned for THEO 421
Occasional
Recommended Background: Sophomore standing

PHIL 424
PHILOSOPHY OF KNOWLEDGE
3 credit hours
Occasional

PHIL 434
TOPICAL SEMINAR
3 credit hours
Exploration of an area or theme in philosophy chosen by the instructor in consultation with the students. Primarily for philosophy majors.
Occasional
Required Background: Junior or Senior standing

PHIL 444
PHILOSOPHER SEMINAR
3 credit hours
Examination of key texts and central concerns of one philosopher. Consideration of the thinker’s context and impact.
Occasional
Required Background: Junior or Senior standing
PHIL 474
PHILOSOPHY SEMINAR
0 credit hours
Readings, discussion and presentations on philosophical topics and student research. Philosophy majors are required to take the zero credit PHIL 474 every semester, except when taking PHIL 475
Fall, Spring

PHIL 475
PHILOSOPHY CAPSTONE SEMINAR
3 credit hours
In depth exploration of an area or theme in philosophy. The scope includes integrating past learning and advancing a clear topic. A project demonstrates ability to interpret philosophical writings, to write creatively, to clearly express, and defend one’s position.
Occasional

PHIL 483
SCIENCE AND HUMAN VALUES
3 credit hours
Moral problems due to advances in science and technology, including experimentation, death and dying, behavior control, environmental issues. May not take for credit if credit was earned for PHIL 484 or 485.
Fall
Recommended Background: Sophomore standing

PHIL 484
PROFESSIONAL ETHICS
3 credit hours
Moral models for decision making in professional and business contexts. Personal and organizational aspects. Selected issues/cases including: whistle-blowing, paternalism, responsibility. May not take for credit if credit was earned for PHIL 483 or 485.
Spring
Recommended Background: Sophomore standing

PHIL 485
MEDICAL ETHICS
3 credit hours
Ethical systems for resolving ethical dilemmas. Professional ethics and codes. Moral agency. Cases in medical and professional ethics. May not take for credit if credit was earned for PHIL 483 or 484.
Fall, Spring
Recommended Background: Sophomore standing

Theology, Religious Studies and Ministry 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 that must be successfully completed before enrolling in other courses as indicated.
Co-requisite: This indicates a course that 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.

Ministry Courses

MIN 140
PROSEMINAR IN MINISTRY
3 credit hours
Exploration of the nature and types of ministry within the Church. Introduction to documents, literature and methods of the field, especially in light of Vatican II.
As needed

MIN 241-244
MINISTRY PRACTICUM 1-4
1-3 credit hours
In-depth field experience under the direct guidance of an experienced pastoral minister. Participation in a ministry program through a complete cycle. Each practicum is an experience of a different ministry and in a different environment. Scheduled individually.
As needed

MIN 474
MINISTRY SEMINAR
0 credit hours
Readings, discussion and presentations on ministry topics and student research. Ministry majors are required to take the zero credit MIN 474 every semester except when taking MIN 475.
Fall, Spring

MIN 475
MINISTRY CAPSTONE SEMINAR
3 credit hours
Reflections upon and evaluation of the personal, social, cultural, magisterial, theological, and pastoral elements within the practicum(a) that they have completed. Students will give a major presentation to complete the capstone.
Occasional

Religious Studies Courses

RELI 155
SACRED TEXTS AND THEIR INTERPRETATION
3 credit hours
An examination of two or more religious traditions and their sacred texts: what are they, how did they come to be, how are they lived, how are they interpreted, and by whom?
Occasional
RELI 210
RELI GIONS EAST AND WEST
3 credit hours
Nature and dynamics of religion and its expressions. Study of major eastern and western religions in their history, beliefs, practices, and impact.
Fall, Spring

RELI 225
CHRISTIANITY, JUDAISM AND THE HOLOCAUST
3 hours
An examination of the encounter between Christianity and Judaism, studied in their historical, theological and political contexts, culminating in a study of the Shoa (Holocaust) and its impact on Christian-Jewish relations.
Fall, Spring

RELI 235
EASTERN CHRISTIANITY AND THE ENCOUNTER WITH ISLAM
3 credit hours
An exploration of the main theological beliefs of two unique religious traditions (Eastern Christianity and Islam) and their sometimes amicable but often acrimonious and violent encounters over the last 1400 years.
Fall

RELI 241
FAITHS IN DIALOGUE
3 credit hours
Engages in inter-religious dialogue on pivotal faith topics: E.g.: God, salvation, afterlife, evil, prayer, creation, ritual. Affords practice in methods of authentic dialogue with representatives of other faith traditions.
Recommended Background: 3 semester hours of THEO or RELI
Fall, Spring

RELI 250
Religions, Peace and Violence
3 credit hours
An examination of two or more religious traditions and their views on peace and the use of violence (for example: capital punishment, war, abuse). An analysis of religious conflict in the world, historically and currently.
Fall, Spring
RELI 370
TOPICS IN RELIGION
3 credit hours
Explorations on themes, areas or topic in religion chosen by the Instructor. Possible religious traditions include: Christian Gnosticism, Taoism, Confucianism, Hinduism, Buddhism, and others.
This course may be repeated for credit if taken on a different topic. Possible religious themes include: the nature of God, free will, attachment and karma, the role of myth, and others. Possible contributors include: Shankara, Buddha, Krishna, Lao Tzu, St. Paul, Castaneda, Eliade, and others.
Students should anticipate the appropriate academic rigor of an upper division course, which may include multiple readings, written papers, in-class presentations, etc.
Occasional
Pre-Requisite: Departmental Approval

Theology Courses

THEO 106
PRAYER AND WORSHIP
3 credit hours
Fall, Spring

THEO 115
INTRODUCTION TO CATHOLIC THEOLOGY
3 credit hours
Systematic survey of Roman Catholic theology and practice. Emphasis on principal doctrines and their contexts.
Fall, Spring

THEO 129
INTRODUCTION TO CATHOLIC MORAL THEOLOGY
3 credit hours
Occasional

THEO 131
THE CATHOLIC CHURCH IN HISTORY
3 credit hours
Exploration of the nature and mission of the Church from its founding in the 1st century A.D. to the present. The course highlights images and models of the Church, particularly the Church as the Mystical Body of Christ. These are studied in relation to pluralism, the struggle for Christian unity, the Church among developing peoples, and the Church’s encounter with other worldviews.
Occasional
THEO 135
CHRISTIAN SPIRITUALITY
3 credit hours
Introductory survey of Christian spirituality. Focus will be on key personalities and movements from the Catholic, Orthodox and Protestant traditions.
Occasional

THEO 140
INTRODUCTION TO FRANCISCAN SPIRITUALITY
3 credit hours
Brief overview of the lives of Saints Francis and Clare of Assisi and their writings. Study of and reflection on the facets of Franciscan spirituality including conversion, obedience, poverty, humility, simplicity, chastity, prayer and joy, as well as how these are lived out or expressed.
Occasional

THEO 145
INTRODUCTION TO PROTESTANT THEOLOGY
3 credit hours
Historical roots and traditions. Key doctrinal themes. Recent appraisals and developments.
Occasional

THEO 150
INTRODUCTION TO THE BIBLE
A basic introduction to the Bible. What is it? What is in it? How did it come to be? Will examine questions of canonicity, apostolicity, authority, hermeneutics, exegesis. Ways of applying the Bible to one’s personal spirituality.
Fall, Spring

THEO 206
JESUS, PERSON AND MYSTERY
3 credit hours
The historical Jesus. Person and mission of Jesus in Scripture, the Fathers and councils. God redefined as Trinity. Current faith portraits of Jesus.
Occasional

THEO 228
THE JEW AND HIS/HER WORLD
3 credit hours
Forces and ideas that have created the contemporary Jew. Teachings and background of Judaism.
Spring

THEO 231
ISLAM
3 credit hours
An introduction to the faith and practices of the world’s Muslim peoples. Life of Mohammed. The Quran. Historical development. Contemporary issues.
Occasional
THEO 240
SACRED IMAGES: EASTERN ORTHOCOX ICONOGRAPHY
3 credit hours
An exploration of icons as “theology in color”. The course will study the connection between artistic beauty and Orthodox theology as expressed in Eastern Christian icons (both Byzantine and Coptic). The theology and history behind icons, and the processes of making them, will be examined, aided by visits to churches and hands-on use made of the collection of icons in the possession of the university. 
Occasional

THEO 245
SACRAMENTS
3 credit hours
An historical and systematic study of the seven sacraments of the Church. Emphasis on the sacraments as instituted by Jesus Christ and developed in Church Tradition. Sacramental history and theology will be treated comparatively so that students gain a well-developed understanding of sacraments in both the Christian East and West.
Fall

THEO 250
CATHOLIC SOCIAL TEACHING
3 credit hours
Study of Catholic Church teaching on: life and dignity of the Human Person, Family, Peace and Justice, the Poor, Work and the Worker, and Care of Creation. Includes examination of key documents. 
Spring

THEO 306
CHRISTIAN MARRIAGE AND FAMILY
3 credit hours
Marriage as charted in theology, founded on love, expressed in sex, experienced as sacrament, seasoned through change, blessed in children, deepened by spirituality. 
Occasional

THEO 320
THE TRIUNE GOD
3 credit hours
The systematic exploration of the meaning and history of the doctrine on the Triune God. 
Occasional

THEO 340
APOLOGETICS
3 credit hours
An introduction to major apologists throughout history in light of how they related faith and reason in evangelizing culture. 
Occasional
Pre-Requisite: THEO 115 or 129 or 131 or 106
THEO 370
TOPICS: A MAJOR THEOLOGICAL TEXT
3 credit hours
Students will be introduced to the art of theological interpretation through a careful reading and investigation of a major theological text chosen by the instructor.
Occasional
Prerequisite: PHIL 211 or 212 or 222 or 311 or 421 or 424; THEO 106 or 115 or 129

THEO 389
ST. CLARE: LIFE AND LIGHT
3 credit hours
Life and writings of Clare of Assisi, her spirituality and holiness. Importance in the Franciscan tradition.
Occasional

THEO 390
ST. FRANCIS: TIMES AND CHARISM
3 credit hours
Occasional

THEO 410
THEOLOGICAL TOPICS
3 credit hours
A topic of current religious interest and urgency will be studied.
Occasional

THEO 421
PHILOSOPHY OF RELIGION
3 credit hours
Nature of religion. Ways of justifying religious claims. Modern philosophies and belief in God. Religion and science. Problem of evil. Religious language. May not take for credit if credit was earned for PHIL 421.
Occasional
Recommended Background: Sophomore standing

THEO 474
THEOLOGY SEMINAR
0 credit hours
Readings, discussions, and presentations on theological topics and student research.
Theology majors are required to take the zero credit THEO 474 every semester once the major is declared, except when taking THEO 475.
Fall, Spring
THEO 475
THEOLOGY CAPSTONE SEMINAR
3 credit hours
Students taking the capstone seminar will refine their ability to understand the resources in Sacred Scripture and Sacred Tradition and will integrate these resources historically and systematically in service to the Church and to the transformation of culture. Students will give a major presentation to complete the capstone. 
Occasional

THEO 491
PILGRIMAGES
3 credit hours
Pre-study and post-reflection on a pilgrimage to significant sites in a faith tradition. 
Occasional

THEO 499
INTERNSHIP
3 credit hours
An internship provides an opportunity for a student to integrate work and formal education under the guidance of a professional in his/her major field of study, and to test career choice decisions. Internships will be content based, skill related, academically substantive, value related, and integral to the student’s academic and career choice. 
Occasional
KEITH BUSSE SCHOOL OF BUSINESS AND ENTREPRENEURIAL LEADERSHIP

Program Overview

The Keith Busse School of Business and Entrepreneurial Leadership offers a variety of bachelor’s degree tracks. The curriculum prepares the student to meet effectively the challenges of the business world. Experience, entrepreneurship and ethics define both the Business Administration and Accounting programs of Keith Busse School of Business and Entrepreneurial Leadership. Our graduates are prepared to launch new businesses and lead existing companies in a global arena. We do this through rigorous academic programs that embrace different learning styles. Our students learn through a combination of case studies, projects, presentations, business experience, and travel abroad. Courses prepare students to be highly competitive, entrepreneurial and ethical leaders.

Keith Busse School of Business and Entrepreneurial Leadership faculty has excellent academic credentials and extensive experience in all areas of business. They represent diverse ethnicity and culture.

- EPIC Bachelor of Accounting / CPA track
- EPIC Bachelor of Business Administration track
- Bachelor of Accounting traditional track
- Bachelor of Business Administration with a choice of one of the following concentrations: Management, Marketing, Sports Management

EPIC Overview

Busse EPIC removes the walls between the classroom and the workplace. It provides students with two to three years of work experience without increasing the time required to complete a bachelor’s degree.

EPIC Program Benefits

- Higher starting salary upon graduation
- Immediate placement in the field of training
- Extensive industry connections with prestigious companies
- Mentoring by experienced business executives
- Cooperative Experience
  - Two years of real world experience
  - Rotations through multiple departments within a company
  - Hands-on experience
  - Increased opportunities and responsibilities
  - Placement in the fastest growing and most strategic industries
  - Group learning
  - Connects classroom learning with job experience
EPIC Admission Requirements

- Graduate from a High School with a GPA of 3.0 or higher
- Complete and submit an application at the Office of Admissions
- Submit a three hundred word essay on why you should be selected for the Busse EPIC program in Accounting or Business Administration.
- Complete and submit two EPIC Reference Request forms
- Complete entrance interview with EPIC Program Coordinator
- ACT 23 or SAT 1080 (Verbal & Math)

Accounting 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.

Co-requisite: 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.

ACCT 106
SURVEY OF FINANCIAL REPORTING
3 credit hours
Fall, Spring

ACCT 110
BASICS OF MANAGERIAL ACCOUNTING
3 credit hours
How managers use financial information to make business decisions. Cost systems; production cost flow through accounting system; budgeting; cash flow; Contribution margin and break-even analysis; earnings before and after taxes; ratios and trend analysis.
Fall, Spring
Prerequisite: ACCT 106
ACCT 206
FINANCIAL ACCOUNTING AND REPORTING 1
3 credit hours
A more detailed understanding of how accountants gather, summarizes, analyze, and report financial information.
History and theory of GAAP and IAS, understanding GAAP compliance, understanding form and content of annual report, creating annual report using GAAP standards, detailed study of form and content of financial statements, use and interpretation of financial statements, time value of money, detailed understanding, recording, analysis and use of information in involved current assets, conducting accounting research using secondary sources such as company data and specialized data sites.
Fall

ACCT 210
FINANCIAL ACCOUNTING AND REPORTING 2
3 credit hours
Second in a three-course series that prepares future accountants in the proper methods of gathering.
Detailed understanding, recording and use of information for (stockholders’ equity, PPE, intangibles, L investments, current and long-term liabilities, EPS
Spring
Prerequisite: ACCT 206

ACCT 214
FINANCIAL ACCOUNTING AND REPORTING 3
3 credit hours
Final course in a three-part series that prepares accountants.
Detailed understanding, recording and use of information for advanced topics such as leases, pensions, deferred income taxes, changes in accounting principles, disclosure, financial statement analysis
Spring
Prerequisite: ACCT 206, ACCT 210

ACCT 315
COST ACCOUNTING
3 credit hours
This course provides an understanding of cost accounting systems and practices.
More advanced understanding of concepts of costs, cost accounting systems, cost allocations, cost analysis by management, standard costs, direct costing, static and flexible budgeting and performance analysis inventory management, make or buy, transfer pricing, relevant costs, international issues
Spring, even years
Prerequisite: ACCT 110

ACCT 316
FEDERAL INCOME TAXES
3 credit hours
This course introduces the students to the Federal Income tax laws and regulations.
Study of tax laws and return preparation for individuals and corporations. Tax implications of business form: S Corp, LLC, proprietorships and partnerships
Fall, Odd Years
Prerequisite: ACCT 110
ACCT 320
ACCOUNTING FOR NOT-FOR-PROFIT ORGANIZATIONS
3 credit hours
This course introduces students to accounting principles and procedures that are unique to the government and other not-for-profit entities.
GASB, fund-based accounting for municipal government, CAFR, accounting for hospitals, universities and social service agencies
Fall, Even Years
Prerequisite: ACCT 214

ACCT 417
ADVANCED ACCOUNTING
3 credit hours
This course is the last in a four-part series on the accounting and reporting process. It is a compilation of advanced accounting topics not covered in previous courses.
Business combinations, partnerships: formation, profit/loss distribution, dissolution and liquidation, international accounting, corporate liquidation and reorganization, fiduciary accounting
Fall, Even Years
Prerequisite: ACCT 214

ACCT 418
AUDITING
3 credit hours
This course develops skills needed to perform independent audits.
GAAS, Internal control, SOX, audit planning, fieldwork and audit report, internal audit, professional ethics
Spring, Odd Years
Prerequisite: ACCT 210, BUS 360
Recommended Background: 18 Hours Accounting

ACCT 420
ACCOUNTING INFORMATION SYSTEMS
3 credit hours
This course develops a conceptual understanding of business cycles, internal controls and AI technology.
Business cycles and processes; internal control and security, information and communication technology, accounting software solution, ethics. Design and implement automated accounting system for a virtual company.
Fall, Odd Years

Business Administration 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.
Co-requisite: 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.

**BUS 101**  
**INTRODUCTION BUSINESS PRINCIPLES**  
3 credit hours  
An introduction to functional areas of business, tracing the evolution of business, business forms, the role of government and society, relationships between administrators and employees, ethical issues, and the globalization of world markets. Additional focus on management, finance and marketing principles will also be presented.  
*Fall, Spring*

**BUS 106**  
**INTRODUCTION TO EPIC**  
2 credit hours  
An introduction for students enrolled in the EPIC Scholars Track to Northeast Indiana industries with emphasis on preparation the cooperative experience. Orientation to the EPIC cooperative course, resume and cover letter development, and interviewing techniques.  
*Fall*

**BUS 200**  
**BUSINESS AND PROFESSIONAL COMMUNICATION**  
3 credit hours  
An advanced course in oral and written communication with attention to settings often encountered in business and the professions. Elements of writing for business and the professions with emphasis on memos, letters, proposals, feasibility studies, progress reports, recommendations, evaluations, and other correspondence related to employment. Use of presentation software. Voice mail and e-mail use and etiquette.  
*Fall, Spring*  
Prerequisites: ENGL 101/ ENGL 103 or Co-requisites

**BUS 205**  
**QUICKBOOKS FOR ENTREPRENEURS**  
3 credit hours  
This course is designed to give students the skills to utilize QuickBooks as a small business enterprise management software. Accounting, invoicing, inventory management, and other functionality will be explored.  
*Spring*
BUS 230
PRINCIPLES OF MANAGEMENT
3 credit hours
The process of management; functions of management; understanding human behavior; organizational structure and environment; corporate culture; organizational change and development; human resource development; leadership; operational considerations.
*Fall, Spring*

BUS 233
HUMAN RESOURCE MANAGEMENT
3 credit hours
The purpose of this course is to enhance your awareness and understanding of the importance and function of human resource management. During the course, you will learn about ethical approaches to human resource management; how human resource management is affected by legal, global, and economic environments; and the importance of organizing the HR function, as well as its role in managing, motivating and rewarding employees.
*Fall*

BUS 240
PERSONAL INVESTMENT
3 credit hours
Personal Investing: The course is a survey of investment principles, portfolio construction, security valuation, and financial markets. The definition of investment objectives and the likely risks and gains associated with security investments will be examined. The course is intended for non-business students.
*Fall*

BUS 270
BUSINESS LAW
3 credit hours
The judicial system, lawsuit, contracts, uniform commercial code, agency and employment, partnerships, corporations, creditors’ rights, and property law.
*Fall, Spring*

BUS 272
MANAGEMENT INFORMATION SYSTEMS
3 credit hours
Importance, need, and effective management of the information function in an organization. Interrelationships of data required for various operational areas of an organization; processing such data in an integrated fashion via current database applications, and presenting such information using current presentation applications.
*Fall, Spring*

(Updated 05/13)
BUS 275
INTRODUCTION TO ENTREPRENEURSHIP
3 credit hours
The theme for this course revolves around creating and maintaining sustainable competitive advantage in a small business. In today’s business climate, it has become important for businesses to hold a competitive advantage. Running a small business is like being in a race with no finish line. You must continually strive to satisfy the changing wants and needs of your customers.
Fall, Spring

BUS 281
INTRODUCTION TO MARKETING
3 credit hours
Social, economic, legal, global and other environmental aspects of marketing. Impact of microeconomic theory on an organization’s product or service offerings. Special emphasis on the changing environment and its effect on marketing strategy and marketing variables; product, price, channels of distribution and promotion necessary when developing a marketing plan.
Fall, Spring

BUS 282
CONSUMER BEHAVIOR
3 credit hours
Concepts and research findings from the behavioral and social sciences in the solution of marketing problems; consumer affect, cognition and decision making.
Fall, every 2 even years
Prerequisite: BUS 181

BUS 307
FUNDAMENTALS OF INTERNATIONAL BUSINESS
3 credit hours
An introduction to international business theory and practice. Fundamental concepts and issues in the marketing, management and financing of international business and commerce.
International Trip Only
Spring

BUS 317
CULTURE AND INTERNATIONAL MANAGEMENT
3 credit hours
Explores complex topics such as language and communication, cultural and pragmatic disparities of background, and other issues vital to success in international business ventures; negotiating; selection and training of expatriates, compensation, and repatriation issues in international management.
Fall, every 2 even years
BUS 321
PROMOTIONS MANAGEMENT
3 credit hours
The four elements of the promotional mix - advertising, sales promotion, personal selling, and public relations. Development and formal planning of promotional campaigns, including advertising campaigns, public relations efforts, personal selling efforts, and other various media campaigns. Social responsibility, ethics, and regulation
Spring

BUS 330
LABOR RELATIONS
3 credit hours
Evolution, role and structure of unions in private and public sectors; organizational elections and certification procedures; theory and practice of collective bargaining; issues in collective bargaining; the labor agreement; grievance handling; strikes and their legality; settlement of industrial disputes; unions in the international arena.
Spring, every 2 odd years
Recommended Background: Permission of the Dean

BUS 331
BRAND MANAGEMENT
3 credit hours
In-depth coverage of new product and development; management of existing products and product lines; pricing decisions, impacts on product development and pricing strategies; international product development, management, and pricing issues. Emphasis on strategic decision making in changing environments.
Spring, every 2 odd years
Prerequisites: BUS 281; ECON 208

BUS 341
INTRODUCTION TO E-COMMERCE
3 credit hours
Overview of electronic commerce, infrastructure issues, ISPs, e-commerce marketing (including web page design), Internet-based commerce transactions (services and physical goods), payment mechanisms/financial services, critical success factors for e-commerce, and the future of e-commerce.
Fall, Spring
Prerequisite: BUS 281

BUS 345
PERSONAL SELLING
3 credit hours
An overview of the sales process through interpersonal communications with sales prospects. Examines the role of the salesperson as a means of promoting and distributing a product, with a particular emphasis on ethical considerations. Various types of sales positions and compensation structures available to new salespeople are examined.
Fall, Spring
BUS 350
MANAGERIAL FINANCE
3 credit hours
Overview of the theories used by financial managers in organizations with the objective of maximizing its value. Topics include working capital management, valuation theory, security investment analysis, capital budgeting, cost-of-funds estimation, capital structure analysis, dividend policy.
Fall, Spring
Prerequisites: ACCT 106; ECON 207

BUS 360
BUSINESS STATISTICS
3 credit hours
Descriptive statistics; elements of probability; sampling and sampling distributions; estimation; testing of hypotheses and inferences; correlation and regression analysis.
Fall, Spring
Prerequisite: MATH 122 or higher

BUS 370
RISK MANAGEMENT
3 credit hours
An in-depth analysis of the insurance industry. Attention is given to business as well as individual and governmental insurance programs. Discussion of risk management principles and theories related to business operations.
Fall, every 2 odd years
Prerequisites: BUS 350

BUS 380
ENTREPRENEURIAL FINANCE
3 credit hours
This course will focus on sound financial Management practices for an entrepreneur to start and grow a business venture. It will address the dynamic challenges faced by entrepreneurs in securing financial backing to support future growth and development. It will provide the students with practical insights on a number of issues including sources of finance, negotiating and structuring deals, pricing equity stakes and managing the relationship with resource providers.
Fall, Spring

BUS 391
INTERNSHIP IN BUSINESS
1 credit hour
An internship program designed to aid the student in gaining practical experience.
Fall, Spring
Recommended Background: Junior standing, permission of Undergraduate Program Director
BUS 393
INTERNERSHIP IN BUSINESS
1 credit hour
An internship program designed to aid the student in gaining practical experience.
Fall, Spring
Recommended Background: Junior standing, permission of Undergraduate Program Director

BUS 433
ORGANIZATIONAL DYNAMICS
3 credit hours
The organizational environment and internal dynamics; organizational change; application of behavioral
science to the organization; techniques of motivation, communication and leadership; goal
management; interpersonal effectiveness; problem management; team building; time management.
Fall, Spring

BUS 439
PRODUCTION/OPERATIONS MANAGEMENT
3 credit hours
Definition and scope of production/operations management; review of basic management concepts;
systems concept, analytical techniques of POM, product selection and design; layout and location of
facilities; inventory control and scheduling.
Fall, Spring
Prerequisites: BUS 230; BUS 360

BUS 441
SUPPLY CHAIN MANAGEMENT
3 credit hours
A study of supply chain management and linkage to corporate strategy and customer fulfillment. This
includes the critical elements of supply chain design and a focus on building and managing more
collaborative relationships with core competencies, strategic costing, environmental scanning, and
outsourcing.
Fall, Spring
Prerequisite: BUS 230, BUS 360

BUS 462
INTERNATIONAL MARKETING
3 credit hours
Methods of establishing and servicing international and global markets amid the complexities of
differing cultures, legal and business environments. Focus on identifying potential target markets,
product development, pricing, promotion, and distribution strategies.
Fall, every 2 odd years
Prerequisites: BUS 307; BUS 281
BUS 472
ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT
3 credit hours
Small business operations; the balance between business and managerial functions; starting the small business; financial and administrative controls, strategic planning.

Spring, every 2 even years
Recommended Background: Junior Standing

BUS 486
MARKETING RESEARCH
3 credit hours
Concepts and techniques of market research for decision making the research process; problem definition; questionnaire development; methods of collecting and analyzing data; presentation of findings for management.

Spring, every 2 even years
Recommended Background: Limited to seniors only
Prerequisites: BUS 281; BUS 360

BUS 489
BUSINESS SYSTEM ANALYSIS AND DESIGN
3 credit hours
Integration of the functional areas of business; applied analysis of business situations; study of advanced information systems, business systems analysis and design, and strategic management.

Fall, Spring
Recommended Background: Senior standing; coursework in all functional areas of Business Administration

Economics 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.

Co-requisite: 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.

ECON 207
MACROECONOMICS THEORY
3 credit hours

Fall, Spring
Recommended Background: Sophomore standing
ECON 208
MICROECONOMIC THEORY
3 credit hours
Consumer behavior, behavior of the firm. Price information, market structure, and antitrust regulations. Distribution of income, international trade, theory of growth.
Fall, Spring
Recommended Background: Sophomore standing

ECON 328
ECONOMICS OF SOCIAL ISSUES
3 credit hours
An economic analysis of the current macro and microeconomic issues facing society including: education, poverty, welfare, crime, urbanization, and the environment. Intended primarily for non-business majors.
Fall

Sports Management 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.

Co-requisite: 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.

SMGT 175
INTRODUCTION TO SPORTS MANAGEMENT
3 credit hours
Fundamental management and business principles applied to sports in the professional, scholastic and recreational setting—in both profit and non-profit organizations. Major topics include evolution, career and internship opportunities, research, organizational theory, and ethical theories.
Fall

SMGT 275
SPORTS IN AMERICAN SOCIETY
3 credit hours
The basic concepts of sociology reinforced in the realm of sports. Theories and paradigms of sociology that relate to sports and the athlete. Classifications such as race, gender, age, culture, political systems, economic background, and social influences are used to discuss topics such as sports and mass media, institutionalized structures of social stratification, and sports as a cultural product and a social institution.
Spring, every 2 odd years
Prerequisite: SMGT 175
SMGT 375
FACILITIES MANAGEMENT
3 credit hours
The phases of planning, developing, constructing, managing, and staffing new and existing sports facilities. Discussion includes many issues such as the needs of the handicapped and special needs population.

Fall, every 2 odd years
Prerequisite: BUS 230

SMGT 475
SPORTS MARKETING
3 credit hours
Basic concepts and theories of marketing reinforced by the realm of sports. Major topics include public and community relations, fundraising, promotions, sponsorship, and advertising in all types of sports settings. Sports product and apparel licensing, signage, and endorsements are discussed with emphasis on legal and financial implications.

Spring, every 2 even years
Prerequisite: SMGT 175, 275
SCHOOL OF CREATIVE ARTS

- Art Education—Visual Arts All Grade
- Art History
- Communication
- Communication Arts and Graphic Design
- Computer Art
- Dance
- Pre-Art Therapy
- Studio Art
- META (Media Entrepreneurship Training in the Arts)
- Music Technology

Program Overview

The School of Creative Arts (SOCA) at the University of Saint Francis provides an exceptional education and is dedicated to developing students who can express their talents and achieve their career goals.

The University offers one of the largest visual art programs among the private schools in the state of Indiana. It is one of fourteen universities in the state that is fully accredited by the National Association of Schools of Art and Design (NASAD). The students and faculty actively exhibit and perform their work, attend and present at national conferences and nurture a creative environment that is both collaborative and progressive.

To support the curriculum, SOCA provides state-of-the-art facilities, a vibrant lecture series, performances, regional, national and international gallery exhibitions and opportunities to study abroad. Each program has its own club or organization which allows students to engage in extracurricular activities related to their area of study. Our active relationships with professionals in community organizations, internship programs and guest lectures reinforce the professional world of work outside the normal classroom experience. Students work closely with the faculty in small classes, resulting in tremendous artistic and academic growth. SOCA offers coursework in the visual arts, communication, dance, music, music technology, and theatre.

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. The Annex contains ten individual studio spaces available to students for their creative use. Graphic design and art education classrooms support all types of instructional technology. The Computer
Animation Lab is a state of the art facility set up to act as a CGI production studio. Networked, high-end computers are able to process 3-D graphics quickly, enabling students to work with animation and video efficiently.

The North Campus facilities house the 500 seat auditorium, dance studio, gallery space and Music Technology classrooms, including computer music labs, a recording studio, and rehearsal spaces. The music technology facilities include a control room that features a Digidesign ICON console with a Pro Tools HD-3 system that allows students to gain practical experience on a professional recording console. The computer music lab serves many functions such as a MIDI lab, piano lab, and audio editing lab that features Pro Tools LE software, virtual instruments and musical notation software.

The USF Performing Arts Center, part of the University's downtown campus provides a performance hall with over 2,000 seats for SOCA’s theatrical and musical productions.

The dance program coursework is held at the facilities of Fort Wayne Ballet in at Auer Arts Center, just 2 miles east of the university. The Ballet’s beautiful space in downtown Fort Wayne offers four state-of-the-art rehearsal studios complete with sprung floors, pianos and proper dance flooring (either marley or hard wood, depending on technique), feature four large, mirrored dance studios, equipped with barres, observation windows, and pianos for live accompaniment. Each studio is also equipped with specially-designed “sprung” dance floors and Marley surface which helps protect the dancers from injury. The Auer Center for Arts & Culture is also home to an art gallery, a coffee shop and bakery, a comfortable lounge area, and ample safe parking.

The curriculum is flexible and broad based and satisfies many student needs. The school offers degrees in Studio Art with concentrations in Drawing, Ceramics, Painting, Sculpture, Crafts, Photography and Printmaking. The Communication Arts and Graphic Design programs have concentrations in Illustration, Photography, Web Design and Computer Graphics. The Art History program develops skills in research, writing, creative analysis and innovative thought. The Computer Art program has concentrations in Multimedia Design and 3/D Computer Animation. The Music Technology programs have concentrations in Music Technology Sales/Marketing/Management, Recording, Engineering & Production, and Audio for the Creative Arts. The Pre-Art Therapy program blends a solid curriculum in the Studio Arts with courses in Psychology, Sociology and Social work to prepare students for graduate study in Art Therapy as well as other related post-graduate fields. The Communication major includes concentrations in Film/Video/Media Production, Public Relations and Organizational Communication and Theatre. The Dance programs are products of an exciting partnership between the University and the Fort Wayne Ballet that prepare students for professional careers in dance. The META (Media Entrepreneurship Training in the Arts) program is a cross-disciplinary collaborative that focuses on rigorous project-based learning to uniquely address the changing landscape of creative industries. The courses prescribed for the associate degree in Music Technology, Communication Arts and Graphic Design, Dance and Studio Arts satisfy all the requirements for a bachelor’s degree should a student decide to continue a four-year degree track. The Master of Art program builds upon a baccalaureate foundation to provide a student with expertise in a specific major and minor.
Mission Statement

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

In order to fulfill its mission, the School addresses the following goals:

1. Provide a sound traditional core curriculum for each program that allows the student to develop a conceptual understanding and competence of the components, techniques and processes integral to work in the fields of the Visual and Performing Arts and Communication.
2. Encourage students to develop an intellectual curiosity ensuring a life-long interest in their discipline and the creative process.
3. Provide students with courses/experiences that develop oral and written critical interpretation skills of their work as well as the work of other professionals.
4. Provide students with an environment that encourages and develops service to the community, respect for the unique dignity of others, and an understanding of the visual and performing arts’ psychological aspects and of their cultural responsibility within the global environment.
5. Prepare qualified students for graduate study.
6. Remain current in both technological developments and in contemporary trends in the fields of the arts, communication, music, theatre and dance.
7. Provide courses and programs of study that provide knowledge of the traditional liberal arts.
8. Provide the skills necessary for entry level positions in related job markets.
9. Provide courses/experiences that promote critical thinking about the arts, communication, music, theatre and dance.
10. Provide courses/experiences that develop the students’ aesthetic sensitivities.
11. Provide courses/experiences that allow students to develop projects with a clear purpose and the ability to work independently.

Admissions Criteria

Art Education-Visual Arts All Grade

Visual Arts candidates must complete the Application for Admission to Teacher Education (Transition Point 1) in Taskstream upon successful completion of:

1. EDUC 140 and EDUC 201 in addition to maintaining an overall grade point average (GPA) of 2.5. Teacher education majors will not be recommended for teacher education if they achieve less than a grade of “C-” (C minus) in content and professional education courses. Candidates completing courses in Education programs approved for Fall 2013 start date must meet the 2.5 GPA in content and professional education courses, including completion of EDUC 304 with a minimum of “C-” (C minus).
   a. Deficiency points are assigned for the grades of “D” and “F.” A calculation of deficiency points is based on the following scale: a “D” is equal to three (3) deficiency points; an “F” is equal to four (4) deficiency points. Accumulation of 12 deficiency points in the major and professional education courses results in dismissal from or non-admittance to the Teacher Education program.
b. Candidates who earn less than a “C-” (C minus) in any professional education and/or content course must retake the course. Professional education and content courses may only be repeated one time for admission to or retention in the Teacher Education program. Grades of WP and WF are counted as having been taken ‘one time’ and, thus, are subject to the “repeated course” rule. Deficiency points cannot be removed by retaking courses.

2. Achieve Successful completion of Initial Portfolio and Portfolio Interview.
3. Achieve successful EDUC 201 Field Evaluation scores in Education program courses or achieve successful field evaluation scores by completion of EDUC 304.
4. Demonstrate Basic Skills in one of the following ways:
   - Pass PRAXIS I Tests: Reading (176), Writing (172) and Math (175).
   - ACT with a score of at least 24.
   - SAT with composite Critical Reading and Math score at least 1100.
   - GRE with a score of at least 1100 based on Verbal and Quantitative prior to 8/1/11.
   - GRE with a score of at least 301 based on Verbal and Quantitative after 8/1/11.
   - Earn a Master’s Degree from a regionally accredited institution.
   - Praxis 1 composite score of 527 (Reading, Writing, and Math).
5. Clearance of National Sex Offender check.
7. Submit proof of 10 hours of Service Engagement.
8. Submit proof of one Professional Development activity.
9. Submit Application for Admission into Teacher Education.

**Progression Requirements**

**Bachelor of Arts in Art History, Bachelor of Arts in Computer Art, Bachelor of Arts in Studio Art, Bachelor of Arts in Communication, Bachelor of Arts in Communication Arts and Graphic Design, Bachelor of Arts in Pre-Art Therapy, Bachelor of Fine Arts in Dance, and Bachelor of Science in Music Technology**

Complete a sophomore and senior portfolio review.

**Associate of Arts in Studio Art, Associate of Science in Music Technology, Associate of Arts in Communication Arts and Graphic Design, and Associate of Arts in Dance**

Complete a senior portfolio review

**Art Education-Visual Arts All Grade**

Visual Arts Candidates are not permitted to enroll in any Education methods course unless they have formally been accepted into the Teacher Education program. Candidates must meet the following criteria to be accepted into the Student Teaching phase of the program (Transition Point 2):

1. Be admitted into the Teacher Education program.
2. Submit the completed Application for Student Teaching.
3. Successfully complete the Developing Portfolio and Interview.
4. Submit an Expanded Criminal History check.
5. Clearance of National Sex Offender check.
6. Achieve a cumulative GPA of 2.5.
7. Achieve a GPA of 2.8 in Professional Education and content area coursework (see Teacher Education Handbook for courses).
8. Pass all Professional Education or content major courses with a grade of “C-” or higher.
9. Achieve successful EDUC 301 Field Evaluations or achieve successful field evaluations by the end of EDUC 396.
11. Submit proof of 30 hours of Service Engagement.
12. Submit proof of 3 Professional Development activities.

After admission to the Teacher Education program, Student Teaching is undertaken in either semester of the candidate’s senior year. Upon successful completion of Student Teaching (Transition Point 3), candidates must submit and successfully present their Proficient Portfolio to be eligible for recommendation for teacher licensure. In addition, candidates must submit proof of a total of 40 hours of Service Engagement and 6 Professional Development activities. To apply for teacher licensure, candidates must meet the above criteria in addition to completing the following:

1. Pass Praxis II or other State of Indiana required licensure tests in the appropriate licensing area(s).
2. Submit the online Application for an Indiana Teaching License which includes an application fee.
3. Submit proof of Certification from either an American Red Cross or an American Heart Association approved program in cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED) at the adult and child levels with the online application or to the Licensing Advisor at the University of Saint Francis.
4. Submit proof of a research-based Suicide Prevention Training.

**Major/Minor**

**Associate of Arts in Communication Arts and Graphic Design** (Illustration, Photography, Computer Graphics, Web Design)

**Associate of Arts in Dance**

**Associate of Arts in Studio Art** (Painting, Sculpture, Crafts, Photography, Drawing, Printmaking, Ceramics)

**Associate of Science in Music Technology**

**Bachelor of Arts in Art History**

**Bachelor of Arts in Communication Art and Graphic Design** (Illustration, Photography, Computer Graphics, Web Design)

**Bachelor of Arts in Computer Art** (Multimedia Design, 3/D Computer Animation)

**Bachelor of Arts in Communication** (Public Relations, Organizational Communication, Film/Video/Media Production, Theatre)

**Bachelor of Arts in Pre-Art Therapy** (Painting, Sculpture, Crafts, Photography, Drawing, Printmaking, Ceramics)

**Bachelor of Arts in Studio Art** (Painting, Sculpture, Crafts, Photography, Drawing, Printmaking, Ceramics)

**Bachelor of Fine Arts in Dance**

**Bachelor of Science in Art Education** (Visual Art All Grades)
Bachelor of Science in Music Technology (Music Technology Sales/Marketing/Management; Recording, Engineering & Production; Audio for the Creative Arts)

Liberal Arts Minor-Studio Art – 2/D
Liberal Arts Minor-Studio Art – 3/D
Liberal Arts Minor-Studio Art – Photography
Liberal Arts Minor-Art History
Liberal Arts Minor-Communication
Liberal Arts Minor-Music Technology
Liberal Arts Minor-Speech
Liberal Arts Minor-Theatre

Art Course Descriptions

Course Descriptions: The hours identified with each course description represent the amount of credit hours a student will earn upon successful completion of the course.

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

Co-requisite: 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.

ART 105
INTRODUCTION TO VISUAL ARTS
2-3 credit hours
This course is an introduction to key concepts about the visual arts. Art from diverse cultures will be studied in order to develop visual and cultural literacy. At least one field trip is required.
Fall, Spring, Summer

ART 106
2/D COMPOSITION
3 credit hours
Students learn to compose the visual elements of line, value, shape, color, and texture according to two-dimensional principles of design. Use of a wide range of media including: painting, graphics and drawing. Lectures contain strong historical perspective.
Fall

ART 107
DRAWING
3 credit hours
Drawing techniques and media; fundamentals of representation, composition and figure drawing.
Fall, Spring, Summer
ART 108
3/D COMPOSITION
3 credit hours
A basic course in the three-dimensional area. Introduction to varied media, techniques and design principles as they apply to three-dimensional work.
Spring

ART 109
HISTORY OF ART I
3 credit hours
Survey of Western art from the Prehistoric period to the Middle Ages.
Fall, Spring

ART 110
HISTORY OF ART II
3 credit hours
Survey of Western art from the Renaissance to the 20th Century.
Spring

ART 150
INTRODUCTION TO 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.
Spring
Prerequisite - Art 107 and Art 108

ART 180
PHOTOGRAPHY
3 credit hours
Students learn to see photographically and build a personal aesthetic through an exploration of the basic tools, techniques, and aesthetics of 35mm black-and-white photography, with the emphasis on creative use of camera controls, film exposure and development, printmaking, and proper use of chemistry. Students will also learn photographic history as it relates to photography assignments. This will include the study of various photographers and techniques from around the world. The course is a combination of lectures, demonstrations, supervised lab work, and critiques.
Fall, Spring

ART 205
GRAPHIC DESIGN
3 credit hours
A basic course in graphic design, including creation of symbol design, typographic design problems and other related design situations.
Spring
Prerequisite: ART 106
ART 206  
**DESKTOP PUBLISHING**  
3 credit hours  
A course which deals with the basics of computer design and the layout of various real-world graphic arts print projects using current layout software. Design emphasis on utilization of type, photography, space, and color. Coursework will include designing and layout of various ads, brochures, etc. Class critiques.  
*Fall*  
Prerequisite: ART 205, ART 208

ART 207  
**PAINTING**  
3 credit hours  
Pictorial composition involving problems of form, theme and techniques. Media applications of oil or acrylic.  
*Fall, Spring*

ART 208  
**COMPUTER GRAPHICS**  
3 credit hours  
A design class dealing with computer illustration utilizing current vector software. will utilize type, illustration, space, and color. Coursework will include design of corporate logos, book and editorial illustrations, etc. Class critiques.  
*Fall, Spring*  
Prerequisite: ART 106

ART 210  
**FIBER ART**  
3 credit hours  
This is an introduction to fiber art. Traditional as well as contemporary techniques in using fibers will be covered. Students will gain exposure to various types of fibers, fiber construction, decoration, hand methods, dyeing, painting, and knot tying.  
*Spring, Odd Years*  
Prerequisite: ART 108

ART 211-215  
**ADVANCED FIBER ART**  
1-3 credit hours  
Continuation of skills developed in ART 210.  
*Spring, Odd Years*

ART 218-222  
**ADVANCED DRAWING**  
1-3 credit hours  
Continuation of skills developed in ART 107, with further emphasis on conceptual and expressive application of drawing skills, and a wider diversity of drawing media. Emphasis on the figure.  
*Fall, Spring, Summer*  
Prerequisite: ART 107
ART 230
COMPUTER MODELING
3 credit hours
In-depth presentation of tools and techniques for the generation of polygonal, NURBS, and subdivision surface computer models. Industry standards of good construction are presented.
Fall
Prerequisite - Art 108

ART 235
AMERICAN ART TO 1945
3 credit hours
This course examines major issues and developments in American art, focusing primarily on painting and sculpture from the early colonial period to 1945 when American art became an internationally recognized phenomenon. Topics include portraiture, landscape painting, publicly funded art projects, and world’s fairs. This course will also examine mainstream depictions of African Americans and Native Americans.
Fall, Odd Years

ART 245
FUNDAMENTALS OF ART I
2 credit hours
Study and exploration for two and three dimensional materials appropriate for use in the elementary or middle school classroom.
Fall

ART 246
FUNDAMENTALS OF ART II
2 credit hours
Methods of adapting various media and techniques to art classroom teaching.
Spring

ART 280 - 285
ADVANCED PHOTOGRAPHY
3 credit hours
This course further explores the creation of the fine art photographic print as well as the formation of the photographic portfolio. Areas of examination include papers, chemicals, aesthetic enhancements, and issues in contemporary photography and in photographic history.
Spring
Prerequisite: ART 180

ART 301-305
ADVANCED PAINTING
1-3 credit hours
In this course the student develops an individualized course of study meant to extend and augment personal expression in his or her chosen paint media.
Spring
Prerequisite: ART 207
ART 307
WATERCOLOR PAINTING
3 credit hours
Use of transparent and opaque watercolors. Tools, papers, resists, transfers, other techniques. Slides, filmstrips.
*Fall, Even Years*
Prerequisite: ART 106

ART 308
DIGITAL IMAGING
3 credit hours
This course is an introduction to photographic image modification in the visual arts, utilizing interactive computer software and highlighting aesthetic as well as technological potential.
*Fall, Spring*
Prerequisite: ART 180

ART 310
ILLUSTRATION I
3 credit hours
General problems in illustration. Various media in relation to illustration: pen and ink, paint, graphite etc.
*Fall, Spring*
Prerequisites: ART 219

ART 311
ILLUSTRATION II
3 credit hours
Continuation of ART 310, with emphasis on specific areas of illustration: cartooning, story and advertising. Refinement of established techniques and problems of illustration for reproduction.
*Fall, Spring*
Prerequisite: ART 310

ART 315
LIGHTING AND RENDERING
3 credit hours
Study of advanced rendering techniques using industry standard renderers. Create custom shaders and develop an understanding of the rendering process.
*Fall*
Prerequisites: Art 150 or Art 230

ART 321
INDEPENDENT CONCENTRATION
3 credit hours
Independent study in an area to a greater depth than offered in regular courses.
*Arranged*
Recommended Background: Approval of Art Faculty
ART 326
PROCESS AND PRODUCTION
3 credit hours
A course which explains the process of taking a project from concept to finished printed piece. Work will include project design, computer layout, color mockups, paper stocks, and estimating. Field trip to printing company and guest speakers. Class critiques.
Spring
Prerequisites: ART 206; ART 208; ART 308

ART 330
INTERNSHIP
3 credit hours
Study in the field; area of special interest Studio Art, Computer Art or Communication Arts and Graphic Design.
Fall, Spring, Summer
Recommended Background: Approval of Art Faculty

ART 331
INTERNSHIP
3 credit hours
Study in the field; area of special interest Studio Art, Computer Art or Communication Arts and Graphic Design.
Fall, Spring, Summer
Recommended Background: Approval of Art Faculty

ART 332
INTERNSHIP
3 credit hours
Study in the field; area of special interest Studio Art, Computer Art or Communication Arts and Graphic Design.
Fall, Spring, Summer
Recommended Background: Approval of Art Faculty

ART 335
GREAT ART OF THE WESTERN WORLD
3 credit hours
Discover the unique cultural differences that formulate the art of the Western world. Visit historical places, homes, gardens and museums housing major collections of art ranging from the ancient to the modern.
Arranged
ART 339
HIGH RENAISSANCE AND MANNERIST ART
3 credit hours
Through the works of artists such as Leonardo, Michelangelo, Raphael, and their Venetian counterparts, this course will examine the major developments in Italian art from 1480 to 1580. It will explore an array of artistic and cultural issues, including the notion of artistic genius, the relationship between the study of nature and artistic invention, and the changing status of the visual arts. Close attention will also be given to the political and religious contexts in which the works of art were created.
Fall, Odd Years
Recommended Background: sophomore standing

ART 340
BAROQUE ART: ITALY, SPAIN, NETHERLANDS
3 credit hours
Caravaggio, Bernini, Velasquez, and Rembrandt are among the artists who will be studied in this course dedicated to the art and architecture of 17th-century Europe. The aim of this course is to arrive at an understanding of the complex artistic, religious, and social influences underlying the creation of some of the greatest masterpieces of the Baroque era.
Spring, Even Years
Recommended Background: Sophomore standing

ART 345
CONTEMPORARY ART
3 credit hours
This course will cover a wide range of developments in art since 1960. Emphasis will be on foundations of contemporary art such as postmodernism, pop art and conceptual art.
Fall, Spring
Recommended Background: Sophomore standing

ART 348
SURVEY OF CHINESE ART
3 credit hours
This course surveys the development of the arts in China from prehistory to the present day. Particular attention will be paid to the sociological, historical, economic, technological and political factors that shape the creation of art.
Fall, Even Years
Recommended Background: Sophomore standing

ART 351
SCULPTURE
3 credit hours
Continued study of the elements and principles of the design learned in three-dimensional composition. Technical methods considered will be additive, subtractive, manipulation, and substitution. Aesthetics, content and historical precedents will also be studied.
Fall, Spring
Prerequisite: ART 108
ART 352-356
ADVANCED SCULPTURE
1-3 credit hours
Continuation on the advanced level of ART 351 with an emphasis on developing a personal direction conceptually. Concentration in a particular medium or technical method.

Fall
Prerequisite: ART 351

ART 358
PAINTING IN 19TH CENTURY FRANCE
3 credit hours
Focusing on the movements of Realism and Impressionism, this course explores the emergence of an artistic avant-garde in 19th-century France. The works of Courbet, Manet, Degas, and their contemporaries provide the means for exploring the social and artistic implications of innovations in style and subject matter.

Fall, Even Years
Recommended Background: Sophomore standing

ART 359
EUROPEAN ART IN THE 20TH CENTURY
3 credit hours
This course will address Post-impressionism, Symbolism and Surrealism. Key figures in Fauvism, Dada, Cubism, and Constructivism will be addressed.

Spring, Even Years
Recommended Background: Sophomore standing

ART 360
PHOTOGRAPHIC LIGHTING
3 credit hours
This course teaches the practices of artificial lighting in the studio using both strobe and hot lights, working with the figure, still life and product as well as the use of digital media in commercial photography.

Fall
Prerequisite: ART 180

ART 362
CERAMICS
3 credit hours
Preparing, forming and decorating various clay forms; firing processes. Hand methods of building; use of potter’s wheel; mold making.

Fall, Spring
ART 363
ADVANCED CERAMICS
3 credit hours
Exploration of handbuilding and wheellthrowing techniques. Emphasis placed on wheellthrowing, decorating techniques, glazing, and firing methods.
Spring
Prerequisite: ART 362

ART 364
ADVANCED CERAMICS
3 credit hours
Exploration of handbuilding and wheellthrowing techniques. Emphasis placed on handbuilding, mold making, wall tiles, and combination projects. Advanced decorating processes, alternative methods of firing, glazing and clay bodies will be discussed.
Spring
Prerequisite: ART 362

ART 365-367
ADVANCED CERAMICS
1-3 credit hours
Continuation of techniques learned in ART 363 or 364. Emphasis on developing a personal aesthetic in ceramic work, and responsibility for firing and glaze development.
Spring
Prerequisite: ART 362

ART 370
METALCRAFT
3 credit hours
Simple construction; decorative and finishing processes for metal. Relation of physical nature of metal, potential of tools and function of each piece of metalwork. Use of silver, copper and inexpensive metals.
Fall

ART 371-375
ADVANCED METALCRAFT
1-3 credit hours
Continuation of techniques learned in ART 370 with an emphasis on developing personal aesthetic in metalwork.
Fall
Prerequisite: ART 370

ART 383
INTERNET DESIGN & PUBLICATION
3 credit hours
Introduction to the world wide web focusing on the design and basic publication of websites. Current related technology will be utilized.
Fall
Prerequisite: ART 208
Co-requisite: ART 308
ART 384
INTERACTIVE
3 credit hours
Introductory study of interactivity for digital media. This class will combine text, static graphics, sound, and motion graphics. Current related technology will be utilized.
Fall
Prerequisite: ART 208
Co-requisite: ART 308

ART 403
LAB ART TEACHING WITH CHILDREN
4 credit hours
Laboratory experience in teaching art to children. Saturday morning classes with controlled groups from grades 1 to 8.
Fall, Spring, Summer
Recommended Background: Admission into Teacher Education
Prerequisites: ART 245; ART 246

ART 404
LAB ART SECONDARY EDUCATION
4 credit hours
Laboratory experience in teaching art to children. Summer classes with controlled groups from grades 9 to 12.
Summer
Recommended Background: Admission into Teacher Education
Prerequisites: ART 245; ART 246

ART 415
2/D ADVERTISING DESIGN
3 credit hours
A course focusing on graphic design and advertising including the various movements in western culture. A strong emphasis on graphic design history. Studio work focuses on print advertising, graphic design elements and principles. Students will produce professional level work suitable for their portfolio. Various software and presentation skills along with research are required. Class critiques.
Spring
Prerequisites: ART 205; ART 206; ART 208; ART 308

ART 417
GRAPHIC DESIGN THEORY
3 credit hours
This course will deal with graphic design and how it relates to the current graphics industry. Students will study the process of conceptualization and creative thinking. Design will utilize type, imagery, space, and color. This class will help students to understand the need for creativity and problem solving in the current graphic design industry. Class critiques.
Fall
Prerequisites: ART 205; ART 206; ART 308
ART 420
PRINTMAKING
3 credit hours
Basic printmaking; the study and use of printmaking including relief, wood cuts, lithography, and intaglio.
Fall, Spring
Prerequisites: ART 106; ART 107

ART 421-425
ADVANCED PRINTMAKING
3 credit hours
Continuation of techniques learned in ART 420.
Fall, Spring
Prerequisites: ART 106; ART 107

ART 431
TOPICS IN ART HISTORY
3 credit hours
Designed to supplement our regular course offerings, the changing topics of this course will reflect the evolving interests of students and faculty as well as the most recent developments in art historical inquiry. Topics to be considered include the history of drawing, the art of non-Western cultures, and contemporary art theory.
Fall, Even Years
Recommended Background: Permission of the Instructor

ART 432
TOPICS IN ART HISTORY
3 credit hours
Designed to supplement our regular course offerings, the changing topics of this course will reflect the evolving interests of students and faculty as well as the most recent developments in art historical inquiry. Topics to be considered include the history of drawing, the art of non-Western cultures, and contemporary art theory.
Spring, Odd Years
Recommended Background: Permission of the Instructor

ART 437
ADVANCED INTERNET
3 credit hours
Advanced study of web site design, implementation, and client side administration. Design studies and discussion on the uses of recent technologies in the web design field.
Spring
Prerequisite: ART 383
ART 438
ADVANCED WEB & MULTIMEDIA
3 credit hours
Advanced studies in web and multimedia. Students will participate in advanced web page design and development. Further design theory focusing on, user experience, and integration of web-based multimedia objects.
Spring
Prerequisites: ART 383 & ART 384

ART 445
ADVANCED 3/D COMPUTER ANIMATION
3 credit hours
Advanced techniques in modeling, animation and rendering. Movements of objects, actors and cameras along with animated affects of attributes will be demonstrated and discussed
As needed
Prerequisites: ART 150

ART 456
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.
Spring
Prerequisite: ART 150

ART 457
CHARACTER MODELING/ PUPPET/ANIMATION
3 credit hours
Create highly articulated models for animation. Study the use of rigid and smooth skinning, envelope weighting, flexors, lattices, non-linear, and sculpt deformers.
Fall
Prerequisite: ART 150

ART 458
SHORT FORM COMPOSING
3 credit hours
Compositing of computer generated elements with live action footage to create photo-realistic effects, as well as motion graphics and titling.
Spring
Prerequisite: ART 208
ART 460
ALTERNATIVE PROCESSES IN PHOTOGRAPHY
3 credit hours
This course consists of alternative printing techniques and creation of digital negatives. Processes include Cyanotype, Pinhole, Mordancage, Liquid Emulsion and Polaroid. Emphasis will be placed on contemporary and historical photography and issues.
Fall, Odd Years
Prerequisite: ART 180

ART 490
DIRECTED STUDY
3 credit hours
A course in which the student engages in an individual project to investigate an area that is not included in regular course offerings. The project may be of the nature of research or advanced study in a selected area of interest.
Arranged

ART 498
SENIOR PROJECT
3 credit hours
This senior capstone course is an intensive, individual research course requiring a student to produce a final project in his/her area of concentration under the guidance of their faculty supervisor. The student will be required to develop a portfolio/demo reel, professional statement, résumé, job cover letter and participate in a mock job interview/portfolio presentation. The student must be in his/her senior year and have completed all relevant course requirements.
Fall, Spring

Communication Course Descriptions

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.

Co-requisite: 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.
COMM 121
FUNDAMENTALS OF PUBLIC COMMUNICATION
3 credit hours
Fundamental concepts and skills for effective public speaking: preparation and delivery of informative, persuasive, entertainment and group presentations. Includes instruction in use of visual aids, organizing materials, demographics, listening and evaluation skills as a respective audience member. Group activities will evaluate the ability to interact in a respectful manner, listen to group members and communicate orally and nonverbally as a group member.
*Fall, Spring, Summer*

COMM 211
INTRODUCTION TO MASS COMMUNICATION
3 credit hours
Survey of mass media and developing communication technology growth, role in society and culture, economic structure, organizational patterns. Media values, principles, function, and ethics examined.
*Fall, Even Years*

COMM 215
WRITING FOR THE MEDIA
3 credit hours
Writing for all phases of mass media. Students learn formats and requirements for press releases, PSAs, commercials, news, treatments, and scripts. The use of wire services and formatting software will be addressed. Students learn the function of writing in mass media, and develop individual writing skills.
*Spring*

COMM 221
ADVANCED PRESENTATIONAL SPEAKING
3 credit hours
Expanding on basic public speaking skills to include composition and delivery of various types of speeches for special events: corporate board rooms, training seminars, orientation meetings, banquet halls, and public forums. Special emphasis on speeches related to the student’s vocational area and the effective use of visual and technological support.
*Spring, Odd Years*
Prerequisite: COMM 121

COMM 250
INTERPERSONAL SKILLS
3 credit hours
A course designed to focus on the characteristics of human communication and the practical implications of these characteristics for various forms of oral communication.
*Fall, Odd Years*

COMM 310
GROUP COMMUNICATION
3 credit hours
A study of group interaction with focuses on leadership, problem solving methods, negotiation, and conflict resolution.
*Spring, Odd Years*
COMM 320
TOPICS OF DEBATE AND DISCUSSION
3 credit hours
Emphasis on critical thinking, gathering supportive materials, logic and reasoning to deliver presentations on current issues utilizing both an individual and team approach.
*Fall, Even Years*
Prerequisite: COMM 121

COMM 330
INTRODUCTION TO VIDEO/AUDIO PRODUCTION
3 credit hours
Introduction to the equipment and technology in video and studio production. Practical application in both studio and location shooting. All phases of production emphasized.
*Fall*

COMM 335
ADVANCED VIDEO/AUDIO PRODUCTION
3 credit hours
Advanced study of the processes of video/audio production in relation to the planning of programming, documentaries and broadcasts. Pre-production, production, post-production, and evaluation techniques emphasized. Concentration on editing styles and technologies.
*Spring, Even Years*
Prerequisite: COMM 330

COMM 340
INTRODUCTION TO TRADITIONAL ANIMATION
3 credit hours
An introduction to the history of animation and animation techniques. Production from planning to execution. Study of the basic movements, timing, storyboarding, special effects, and filming techniques.
*Fall*

COMM 341
EDITING THEORY AND PROCESSES
3 credit hours
This course involves the theoretical and technical aspects of editing. Students are provided with training and are required to produce various editing exercises. This includes editing techniques in both narrative and non-narrative contexts.
*Spring, Odd Years*

COMM 360
FILM AS ART AND COMMUNICATION
3 credit hours
The study of film as a medium of artistic and creative expression as well as a form of communication. Analysis of film movements in the United States and Europe.
*Spring*
COMM 370
COMMUNICATION APPRENTICESHIP
3 credit hours
Laboratory experience in production and communication management. Experiences in press releases, writing, studio work, and editing. Student functions as a production or public relations assistant. Experience building prior to the internship.
Fall, Spring, Summer

COMM 385
PUBLIC RELATIONS
3 credit hours
Development, structure and rationale of public relations: role of the public relations practitioner in business, government, nonprofit, and community organizations. Student examines practices and strategies through case studies.
Spring

COMM 440
PUBLIC RELATIONS CASE STUDIES
3 credit hours
Case Studies in Public Relations is a survey of contemporary and modern cases in public relations that are renowned for their successful response to crises or notorious for their failure to do so. The goal of the course is to give students a thorough understanding of how and why various public-relations strategies succeeded or failed. Students will be taught to analyze successful and failed public-relations strategies and apply lessons learned to other real or invented public-relations scenarios.
Fall, Even Years
Prerequisite: COMM 385

COMM 450
MASS MEDIA AND MULTIMEDIA LAW
3 credit hours
Fall, Odd Years

COMM 470
COMMUNICATION INTERNSHIP
3 credit hours
Placement of advanced students into a practical application of media/public relations knowledge within the community. Juniors and seniors accepted.
Fall, Spring, Summer
Prerequisite: COMM 370
COMM 490
DIRECTED STUDY
1-3 credit hours
A course in which the student engages in an individual project to investigate an area that is not included in regular course offerings. The project may be of the nature of research or advanced study in a selected area of interest.
Arranged

COMM 497
SENIOR PROJECT
3 credit hours
This senior capstone course is an intensive, individual research course requiring a student to produce a final project in their area of concentration under the guidance of their faculty supervisor. The student will be required to develop a portfolio/demo reel, professional statement, résumé, job cover letter and participate in a mock job interview/portfolio presentation. The student must be in his/her senior year and have completed all relevant course requirements.
Fall, Spring

Dance Course Descriptions

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.

Co-requisite: 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.

DANC 110-114
BALLET I
3 credit hours
Introduction to and development of the fundamentals of classical ballet and pointe technique.
Fall, Spring
Dance audition required, Admission by placement
DANC 135
JAZZ STYLES
3 credit hours
This course provides students with the study of jazz dance technique and history for the beginner to intermediate dancer. Classes will incorporate movement experiences, discussion, improvisation, composition, and dance viewing to acquaint students with a range of jazz dance styles within a cultural and historical context. Musicality, movement dynamics, personal and period style, as well as the scientific and anatomical principles of dance technique will be discussed and emphasized. The student will be asked to investigate and explore their own mental, physical (behaviors, attitudes and principles that impact health and wellness), and emotional nature in relation to dance and their dancing, so as to inform and expand their capabilities as a dancer and artist. Emphasis will be placed on the student expressing themselves fully through movement. Various exercises and techniques in support of this process will require the student’s active participation. These exercises will require students to participate in activities that demonstrate the importance of integrating physical activity into one’s lifestyle.
Fall

DANC 136
BEGINNING BALLET
3 credit hours
This course provides a study of classical ballet for the beginner dancer. Classes are participatory, focusing on the development of proficiency in the execution of classical ballet movement vocabulary. The anatomical and scientific principles of dance techniques along with musicality, phrasing and movement dynamics will also be emphasized throughout the course. Students will be involved in barre and center work along with in-class discussions, readings, video viewing, and dance compositions to form a deeper understanding and appreciation of the art of dance.
Fall, Spring

DANC 150-154
CONTEMPORARY DANCE I
3 credit hours
Exploration of contemporary dance technique with an emphasis on movement phrasing, rhythmic variation and use of space.
Fall, Spring
Dance audition required, Admission by placement

DANC 210-214
BALLET II
3 credit hours
Emphasis on technical growth and strength with total body awareness. The theory, vocabulary and historical significance of ballet as an art form are emphasized.
Fall, Spring
Prerequisite: Dance audition required, Admission by placement
DANC 235
INTERMEDIATE JAZZ STYLES
3 credit hours
This course provides a study of classical ballet for the beginner dancer. Classes are participatory focusing on the development of proficiency in the execution of classical ballet movement vocabulary. The anatomical and scientific principles of dance techniques along with musicality, phrasing and movement dynamics will also be emphasized throughout the course. Students will be involved in barre and center work along with in class discussions, readings video viewing and dance compositions to form a deeper understanding and appreciation of the art of dance. Students will be asked to discuss and recognize human behaviors, attitudes and current principles that impact health and wellness. Student exercises will require students to participate in activities that demonstrate the importance of integrating physical activity into one’s lifestyle.

Spring
Prerequisite: DANC 135

DANC 250-254
CONTEMPORARY DANCE II
Continuing development of contemporary dance technique at an advanced intermediate level with emphasis on refining performance quality, depth of physicality, dramatic expression, and individual style.

Fall, Spring
Prerequisite: Dance audition required, Admission by placement

DANC 260
DANCE HISTORY AND CRITICISM I
3 credit hours
This course begins with the study of the origins of dance through the Diaghilev Era. Focus will be on the development of dance as a performance art.

Fall, Spring

DANC 261
DANCE HISTORY AND CRITICISM II
3 credit hours
This course study includes the post-Diaghilev Era through present day, including the evolution of modern dance and the current trend to contemporary movement. This course will culminate in a research paper of the students’ choosing, pending faculty approval.

Fall, Spring
Prerequisite: DANC 260

DANC 280
DANCE REPERTORY
3 credit hours
This course allows students the opportunity to study and practice selected works of dance repertory.

Fall, Spring
Prerequisite: Dance audition required
DANC 310-314
BALLET III
3 credit hours
The study of advanced ballet technique and correct alignment with focus on aesthetic style and refinement of movement quality. Pointe work is strongly emphasized with overall growth in artistic interpretation and ability.
*Fall, Spring*
Prerequisite: Dance audition required, Admission by placement

DANC 320
DANCE COMPOSITION I
3 credit hours
This course in an exploration of basic rhythmic, spatial and dynamic materials in the designing of dance movements; improvisation and exploration of various ideological and aesthetic sources. Students will work primarily without musical accompaniment in class and will study the foundations of crafting movement. This includes symmetry and asymmetry, movement motifs and phrases, motivation and gesture and form.
*Fall, Spring*
Prerequisite: Dance audition required

DANC 321
DANCE COMPOSITION II
3 credit hours
This course incorporates more advanced study of choreographic forms and structures; musical forms; extended dynamic studies; components of dramatic and stylistic forms. Sources of subject matter, themes, choreographing for more than one body, incorporation of sound sources and personal style are investigated and developed. Students will be required to prepare more extended choreographic assignments and be prepared to evaluate own and peer's work at a deeper, more analytical manner.
*Fall, Spring*
Prerequisite: Dance audition required

DANC 350
CHOREOGRAPHIC PROJECT
3 credit hours
This course is an advanced composition class, in which the student proposes a concept for a dance work in writing, casts, choreographs, rehearses and performs (either informally or in a formal venue) the work. Special attention is given to weekly evaluation and discussion of progress as the student develops and fine-tunes his or her craft.
*Fall, Spring*
Prerequisite: Dance audition required

DANC 380
METHODS AND MATERIALS IN DANCE EDUCATION
3 credit hours
This course will explore concepts, methods, materials and practices in teaching, specifically dance. Although Ballet pedagogy will be the focus, cross curricular concepts through movement will be explored.
*Fall, Spring*
DANC 390
DANCE TEACHING PRACTICUM
3 credit hours
Students will explore methods of measure, review and evaluation. Classroom observations of assigned student levels will be part of the laboratory experiences.
Fall, Spring
Prerequisite: DANC 380

DANC 420
CHARACTER DANCE
3 credit hours
This studio course studies various European-based folk dances. Included is character work, rhythm studies, character repertory including, but not limited to, variations found within classical ballets.
Fall, Spring
Prerequisite: Dance audition required

DANC 425
JAZZ DANCE
3 credit hours
This course is an exploration of jazz dance techniques and styles including studies in basic positions, placement, isolations and jazz rhythms. Students study the development and philosophies of Jazz Dance from inception to present day. Focus is placed on Jazz Dance as it relates to Musical Theatre.
Fall, Spring
Prerequisite: Dance audition required

DANC 430
TAP DANCE
3 credit hours
This course emphasizes the development of fundamental skills, origins of Tap technique and vocabulary. Periodic lectures occur to study Tap Dance as it formed in the United States in regard to its cultural, historical and social significance.
Fall, Spring
Prerequisite: Dance audition required

DANC 450
DANCE PERFORMANCE
3 credit hours
This course provides students with practical experience in the areas of performance, repertory, choreography and outreach opportunities through the rehearsal process and performance within professional standards.
Fall, Spring
Prerequisite: Dance audition required
DANC 470
DANCE INTERNSHIP
3 credit hours
Study in the field. The student will spend a semester interning in the dance area of choice.
Fall, Spring
Prerequisite: Dance faculty approval

DANC 498
SENIOR PROJECT IN DANCE
3 credit hours
This course, to be taken during the dance major’s senior year, is a performance or research based project representative of the student’s interest, talents, and cumulative experience in dance. Projects are pending faculty approval. This course culminates with a presentation by the student to faculty and peers.
Fall, Spring
Prerequisite: Dance faculty approval

Music Course Descriptions

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.

Co-requisite: 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.

MUSC 131
MUSIC APPRECIATION
2-3 credit hours
The meaning of music materials, representative music literature. Listening to and becoming acquainted with masterpieces and their composers.
Fall, Spring
MUSC 135  
FUNDAMENTALS OF MUSIC TECHNOLOGY  
3 credit hours  
This course covers the basic fundamental skills of music technology as needed for successful completion of the Music Technology degree. Topics such as acoustics, human hearing, signal processing, and audio console signal flow are covered in detail. This class will also compare and contrast the differences between analog and digital recording equipment and techniques. Students will be introduced to recording equipment used in the program such as microphones, reference monitors, and audio measuring equipment. Finally, this class will explore non-linear audio editing software, plug-ins, and virtual instruments as needed for later courses.  
*Fall, Spring*

MUSC 136  
MUSIC THEORY I  
3 credit hours  
A study of the rudiments of music, their notation and the tools with which to learn theory. Introduction of intervals, scales, triads and simple harmonic progressions will be aided by MT (Music Technology). Emphasizing clef readings, modulation and rhythmic devices, harmonic patterns, chromatic materials and more. This class will also coincide with Piano I and Ear Training I.  
*Fall*

MUSC 137  
PIANO I  
2 credit hours  
This course will introduce students to piano skills required to succeed in the music technology field. Students will learn the fundamentals of keyboard technique and reading keyboard music. Drills will include practicing basic rhythmic structures, note-reading and sight-reading five-finger melodies. Piano skills will include playing chord patterns and intervals and developing basic hand technique.  
*Fall*

MUSC 138  
EAR TRAINING I  
1 credit hour  
This course will introduce students to sight singing and solfege, melodic, and rhythmic dictation. Students will also cover note, interval, and scale identification.  
*Fall*

MUSC 142  
MUSIC THEORY II  
3 credit hours  
A continuation of Music Theory I and the analysis of harmony and form. Students will continue to develop a deeper understanding of the fundamentals of music. Basic instrumentation, arranging and compositional styles are introduced.  
Prerequisite: MUSC 136  
*Spring*
MUSC 143
PIANO II
2 credit hours
This course will introduce students to intermediate and advanced piano skills required to succeed in the music technology field. Students will learn the fundamentals of two-handed keyboard technique and advanced reading of keyboard music to include bass and treble clefs. Drills will include practicing rhythmic structures, note-reading and sight-reading five-finger melodies with chordal accompaniment. Piano skills will include playing chord patterns and intervals and continue to build upon one and two-hand techniques.
Prerequisite: MUSC 137
Spring

MUSC 144
EAR TRAINING II
1 credit hour
This course will cover intermediate and advanced sight singing and solfege, melodic, and rhythmic dictation. Students will also cover advanced note, interval, and scale identifications beyond the major and minor scales.
Prerequisite: MUSC 138
Spring

MUSC 145
BEGINNING PIANO (Non-Majors)
3 credit hours
This class is for non-Music Technology majors who desire to learn the piano. Students will learn the fundamentals of reading music and beginning chord theory in a piano lab. Drills will include practicing basic rhythmic structures, note-reading and sight-reading five-finger melodies. Piano skills will include playing chord patterns and intervals and developing basic hand technique.
Fall, Spring

MUSC 153
GUITAR I-BEGINNING
3 credit hours
This course is intended for students who have no experience playing the guitar. The focus is on fundamental skills, including reading traditional sheet music, tablature and chord charts. Students will learn to play finger-style and with a pick, identify and play chords and scales, strum basic patterns, and tune the guitar. Emphasis on formal technique through contemporary and folk repertoire. Students provide their own acoustic guitar in good playing condition.
Fall, Spring
MUSC 154
GUITAR II-INTERMEDIATE
3 credit hours
A continuation of MUSC 153, this course concentrates on classical and contemporary music with emphasis on complete fingerboard mastery through formal technique and repertoire. Students will learn elementary music theory to play complex chords, play chords and scales in all positions of the guitar, and improve all aspects of reading skills associated with guitar. Students must purchase a capo and a footstool.
Spring
Recommended Background: Permission of the Instructor
Prerequisite: MUSC 153

MUSC 220
MIDI TECHNOLOGY
3 credit hours
In this basic lecture course students will become familiar with MIDI (Musical Instrument Digital Interface) history and concepts: MIDI connections, MIDI sequencing, Quantization, numerical MIDI values and MIDI controllers, MAC vs. PC MIDI vs. standalone MIDI, using MIDI for automation, MIDI loops, Sampling, MIDI editing and MIDI filtering and MIDI interfaces. Advanced topics include Programming for MIDI devices using MAX/MSP, C, etc. Study of software sequencers, interfaces, virtual instruments, drivers, and hardware support will be included.
Fall

MUSC 230
AUDIO RECORDING AND PRODUCTION I
3 credit hours
This course will serve as an introduction to studio recording and the basis for further study of the recording arts. This course will cover the Pro Tools DAW software in detail, as well as digital plug-ins and virtual instruments utilized in the computer music lab. Students will also gain their first hands-on knowledge of a recording studio by completing individual projects and assignments. Students will also learn and experience different jobs available in the recording studio by filling such roles as Producers, Engineers, assistants and Technicians.
Prerequisite: MUSC 135
Fall

MUSC 240
MUSICAL ACOUSTICS
3 credit hours
In this course students will acquire a fundamental understanding of acoustics, psychoacoustics and the science of sound wave mechanics as they relate to music and musical instruments. Students will learn the basic fundamentals of sound wave measurement, propagation, harmonics, and structural acoustics as well as how to correct acoustical inadequacies. The creation of sound from various acoustic and electronic instruments is also covered in detail. Students should also note that this is a math intensive course that utilizes algebraic equations to solve acoustical problems.
Prerequisite: MUSC 135 & MATH 122
Spring
MUSC 250
AUDIO RECORDING AND PRODUCTION II
3 credit hours
This course is the second of a four part sequence in audio production. Students will continue to develop skills in recording, audio editing, and production established in previous classes. This class also introduces live sound recording techniques as well as creating more professional quality multi-track productions. Students work together filling various roles within the recording studio. Also covered are microphones, signal processing equipment, and more detail instruction of the Digidesign ICON console.
Prerequisite: MUSC 230
Spring

MUSC 271
HISTORY OF ROCK AND ROLL MUSIC
3 credit hours
The various styles of rock and roll from 1950 through 1975 along with the cultural situation and themes that affected the music and the ways the music has influenced culture.
Fall, Spring

MUSC 272
JAZZ APPRECIATION
3 credit hours
A survey of the periods, significant performers and stylistic idioms related to the history of Jazz music.
Fall, Spring

MUSC 300
SYNTHESIS
3 credit hours
An exploration of the potentials of computer and electronic music synthesis. Basic concepts in the synthesis of music including generation of sound, voltage control and treatment of sound are covered. Students complete laboratory tasks on computer-based and standalone analog synthesizers and create a project that demonstrates the application of basic concepts. Also covered are types of synthesis in sound and music and their applications, such as Virtual Instruments, Samplers, and Soft Synths.
Fall, Even Years

MUSC 315
AUDIO RECORDING AND PRODUCTION III
3 credit hours
This course is the third part of a four part sequence in audio recording and production. Students will continue to advance their skills in recording, audio editing, and production established in previous classes. Voice over, audio for film and media is introduced. ADR, SMPTE, and Foley production techniques are covered. This class also continues to build upon previous knowledge and skills of microphones, signal processing equipment, surround sound and advanced uses of the Digidesign ICON console.
Prerequisite: MUSC 250
Fall
MUSC 320
MUSIC TECHNOLOGY SALES
3 credit hours
Students will learn how to qualify a customer and his needs. How to create an exchange of information with customers that will keep them coming back to your store and asking for you. Sales experts will teach you the most effective way of conducting a customer interview, and the right way to demonstrate music products. Other topics covered are long-term customer/salespeople relationships, growing customers is growing the business, online sales, and proper customer communications.
Prerequisite: MUSC 220, MUSC 230
Spring, Even Years

MUSC 370
AUDIO RECORDING AND PRODUCTION IV
3 credit hours
This course is the fourth and final part of a four part sequence in audio production. Students will actively pursue audio recording projects of their own as well as projects assigned by the instructor to simulate a real-world recording environment. These will include live recordings, studio productions, ADR, audio for film and video, radio/broadcast production, web-casts, and voice-overs. Also advanced post production processes will be discussed.
Prerequisite: MUSC 315
Spring

MUSC 380
LIVE AUDIO PRACTICUM
3 credit hours
Students will learn operation of small, medium and large and portable sound systems, utilizing live sound mixing boards, microphones, compressors, EQ, RTAs, and delays. Study of integration and playback of prerecorded material such as tape, CD and digital. Also involves proper monitoring levels and solving common feedback problems. General ‘Soundman’ philosophies and problem solving also covered.
Fall, Odd Years
Prerequisite: MUSC 230

MUSC 400
STUDIO BUSINESS
3 credit hours
Basic lecture class introducing students to the business of starting, maintaining and profitably running a recording studio. Topics include record companies, management, promotion, publicity, radio, TV, film and online business. Also discussed will be employment opportunities, legalities, bookkeeping and computers for business.
Prerequisite: BUS 281
Fall, Odd Years
MUSC 405
AUDIO FOR FILM, VIDEO & ANIMATION
3 credit hours
This course examines the relationship of music to image. The roles of music supervisor, music editor, orchestrator, arranger, and composer are covered. Students spot and cut music to moving images and are introduced to the vocabulary needed to work with music editors, composers and the related business and legal aspects of the industry are examined. Also covered are stylistic arranging, instrumentation and orchestration to achieve specific emotion in the viewer/listener. Covers the concepts and applications of audio production for film and video. Students will explore the history of sound for film, filmmaking practices, THX and theatre sound formats, television audio production and synchronization with SMPTE. Industry techniques such as Foley and audio post-production will be examined. Also covered is audio production in the radio on and off-air studios.

Spring
Prerequisite: MUSC 230

MUSC 415
MASTERING AND PRODUCTION
3 credit hours
This course will cover the advanced topics of the audio mastering process and CD production. Also covered are other types of post production and authoring techniques for surround, CD, DVD, gaming, film, and online music. Finally students will explore the steps needed to professionally produce an audio project and prepare work for duplication, distribution, and consumer sales.

Fall
Prerequisite: MUSC 305

MUSC 425
FILM SCORE / EMOTION VIA ORCHESTRATION & ARRANGEMENT
3 credit hours
This course entails analyzing the different audio components of a film score (music, dialog, sound effects, sound design). Students will be required to note the film theme, how it was developed, where it enters and exits the film and how it supports the dramatic intentions of the filmmaker. Students will produce scores for animation, TV shows and film shorts in this class.

Spring, Odd Years
Prerequisite: MUSC 385

MUSC 480
MUSIC PRODUCTION SENIOR SEMINAR
3 credit hours
Advanced issues of music production are discussed and practiced. These include musicality, client relations, engineering, budgets, etc. An individual emphasis is provided to help the student focus on these technical, artistic, organizational and personal aspects. The course centers on completion of a major project. The students' professional goals are solidified through examination of professional career opportunities. Students develop résumés and portfolio material that help them realize their career goals. Capstone class.

Fall, Spring
Recommended Background: The student must be in his/her senior year and have completed all relevant course requirements.
MUSC 496  
INTERNSHIP  
3 credit hours  
Study in the field; area of special interest – Music Technology Sales/Marketing/Management; Recording, Engineering and Production; Audio for the Creative Arts  
Fall, Spring, Summer  
Recommended Background: Approval of Music Technology faculty

MUSP 100, 101, 102, 103, 104, 105, 106, 107  
UNIVERSITY SINGERS  
1 credit hour  
The University Singers’ is comprised of both undergraduate and graduate students and is open to students in all majors. This choral group performs on campus at University functions and off campus for various community events. Also, the Singers occasionally perform with the Heartland Chamber Chorale, the premier vocal ensemble in northeastern Indiana. Besides performing, the University Singers teaches vocal techniques, classical and contemporary choral literature, and basic musicality. A vocal audition is required for placement but no previous vocal performing experience is necessary. Scholarships are available for participation and students may choose to register for no credit in order to maintain scholarship eligibility.  
Fall, Spring

MUSP 110, 111, 112, 113, 114, 115, 116, 117  
UNIVERSITY PEP BAND  
1 credit hour  
The Pep Band is comprised of both undergraduate and graduate students and is open to students in all majors. This instrumental group performs at all home football games in the fall as well as for select men’s and women’s basketball games in the spring. The Pep Band also performs off campus for local community events throughout the year. This ensemble does not march and no previous marching band experience is necessary. Besides performing, the Pep Band teaches rehearsal techniques, contemporary marching-style literature, and basic musicality. Scholarships are available for participation and auditions are required for placement and for scholarships. Students may choose to register for no credit in order to maintain scholarship eligibility.  
Fall, Spring

MUSP 120, 121, 122, 123, 124, 125, 126  
UNIVERSITY JAZZ ENSEMBLE  
1 credit hour  
The University Jazz Ensemble is comprised of both undergraduate and graduate students and is open to students in all majors. This instrumental group performs on campus at University functions and off campus for various community events. Also, the ensemble will break down into smaller ensembles for various performances throughout the semester. Besides performing, the University Jazz Ensemble teaches jazz techniques, big-band and contemporary jazz literature, and basic musicality. No previous jazz experience is necessary and auditions are required for entry and placement. Scholarships are available for participation and students may choose to register for no credit in order to maintain scholarship eligibility.  
Fall, Spring
MUSP 140, 141, 142, 143, 144, 145, 146, 147
UNIVERSITY PERCUSSION ENSEMBLE
1 credit hour
The Percussion Ensemble is comprised of both undergraduate and graduate students and is open to students in all majors. This group consists of percussionists with various levels of ability and experience. This ensemble performs on campus for University functions. Besides performing, the ensemble teaches percussion techniques and familiarizes students with percussion literature and musical styles. No previous drumming experience is necessary and auditions are required for scholarships and placement. Scholarships are available for participation and students may choose to register for no credit in order to maintain scholarship eligibility.

Fall, Spring

MUSP 130, 131, 132, 133, 134, 135, 136, 137
GUITAR ENSEMBLE
1 credit hour
The Guitar Ensemble is comprised of both undergraduate and graduate students and is open to students in all majors. This group consists of guitarists with various levels of ability and experience. This ensemble performs on campus for University functions. Besides performing, the ensemble teaches rehearsal techniques and familiarizes students with classical and modern guitar literature and basic musicianship. Rudimentary guitar skills are required and members must possess their own acoustic or electric guitar. Auditions are required for scholarships and placement. Scholarships are available for participation and students may choose to register for no credit in order to maintain scholarship eligibility.

Fall, Spring

MUSP 200, 201, 202, 203, 204, 205, 206, 207
Instrumental Lessons, Voice
1 Credit Hour
An opportunity for all University of Saint Francis students to study a musical instrument in a formal lesson setting. Instrumental Lessons, Voice, students are not required to perform a recital. The lessons are arranged with the instructor for 50 minutes of weekly instruction.

Fall, Spring

MUSP 210, 211, 212, 213, 214, 215, 216, 217
Instrumental Lessons, Winds
1 Credit Hour
An opportunity for all University of Saint Francis students to study a musical instrument in a formal lesson setting. Instrumental Lessons, Winds, encompasses all wind instruments to include both brass and woodwind families of musical instruments. Students are not required to perform a recital. The lessons are arranged with the instructor for 50 minutes of weekly instruction.

Fall, Spring

MUSP 220, 221, 222, 223, 224, 225, 226, 227
Instrumental Lessons, Piano
1 Credit Hour
An opportunity for all University of Saint Francis students to study a musical instrument in a formal lesson setting. Instrumental Lessons, Piano, students are not required to perform a recital. The lessons are arranged with the instructor for 50 minutes of weekly instruction.

Fall, Spring
MUSP 230, 231, 232, 233, 234, 235, 236, 237
Instrumental Lessons, Guitar
1 Credit Hour
An opportunity for all University of Saint Francis students to study a musical instrument in a formal lesson setting. Instrumental Lessons, Guitar, students are not required to perform a recital. The lessons are arranged with the instructor for 50 minutes of weekly instruction.
Fall, Spring

MUSP 240, 241, 242, 243, 244, 245, 246, 247
Instrumental Lessons, Percussion
1 Credit Hour
An opportunity for all University of Saint Francis students to study a musical instrument in a formal lesson setting. Instrumental Lessons, Percussion, encompasses both snare drum and drum set. Other percussion instruments and techniques are available at the student’s request. Students are not required to perform a recital. The lessons are arranged with the instructor for 50 minutes of weekly instruction.
Fall, Spring

Theatre Course Descriptions

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.

Co-requisite: 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.

THEA 141
THEATRE APPRECIATION
3 credit hours
This course is an overview of Western Theatre and the basic elements of dramatic theatre.
Fall, Odd Years

THEA 250
THEATRE HISTORY
3 credit hours
In this survey of theatre history, the class will explore theatrical productions and events from the Greeks to modern day productions. Students will discover the important trends, exciting changes, and progressive movements that have shaped the face of theatre today. Students will focus on important productions, innovative theatre practitioners, and profound pieces of literature from the past that has shaped the future of theatre.
Spring, Even Years
THEA 210
VOICE AND MOVEMENT
3 credit hours
This class will explore how to effectively speak and move while on stage. Voice work will focus on daily exercises to strengthen vocal production, the creation of proper breathing techniques, and an introduction to dialect work. Movement activities will concentrate on stage balance, group awareness, and basic stage combat techniques.

Spring, Odd Years

THEA 215
STAGECRAFT
3 credit hours
Students will learn the ‘behind-the-scenes’ work that goes into a theatrical production in a “hands on” environment. Students will learn the fundamentals of set construction, the basic terminology of the stage, and the art of enhancing a production through lights, sounds, and sets. Students will work with constructing sets for the major USF production and design elements for smaller shows.

Fall, Odd Years

THEA 225
ACTING
3 credit hours
This course explores the fundamental skills of acting through the discovery of connections between real life experiences and theatrical life. Students will unlock their vocal and physical potential to bring characters to life. The difference between stage and film/animation acting will be explored. This is an introductory course to support further study and discovery in the area of performing arts.

Fall, Even Years

THEA 300
DIRECTING
3 credit hours
This advanced course will explore techniques and fundamentals to the art of directing. Students will review the works of past directors and analyze their importance in the development of theatrical improvements. Students will be given opportunities to create their own directing projects focusing on crafting exciting theatrical pictures, establishing fundamental staging elements, and tell meaningful stories.
Prerequisite: THEA 225

Fall, Even Years
Theatre performances classes are those in which a student receives credit for participating in the productions at the University.

THEP 101
TECHNICAL
1 credit hour
An introduction to set construction and working backstage during a USF theatre production.
Fall, Spring

THEP 102
TECHNICAL
1 credit hour
Advanced set construction and working backstage during a USF theatre production.
Fall, Spring

THEP 103
TECHNICAL
1 credit hour
Advanced set construction and working backstage during a USF theatre production.
Fall, Spring

THEP 110
REHEARSAL AND PERFORMANCE
1 credit hour
An introduction to performing in a theatre production at USF.
Fall, Spring

THEP 111
REHEARSAL AND PERFORMANCE
1 credit hour
Advanced experience performing in a theatre production at USF.
Fall, Spring

THEP 112
REHEARSAL AND PERFORMANCE
1 credit hour
Additional advanced experience performing in a theatre production at USF.
Fall, Spring
SCHOOL OF HEALTH SCIENCES

- Department of Nursing  *(updated 05/13)*
- Department of Physical Therapist Assistant Studies
- Department of Physician Assistant Studies
- Department of Radiologic Technology
- Department of Surgical Technology

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 lifelong 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.

**Parkview Health Alliance**

The Parkview Health Alliance, a collaborative relationship between the University of Saint Francis and Parkview Health, serves to advance health care education, nursing research and student scholarships.
Department of Nursing

- Associate of Science in Nursing Program
- LPN-ASN Program
- Bachelor of Science in Nursing Program
- RN-BSN Completion Program

Mission of the Department of Nursing

Rooted in Franciscan Values, the Nursing faculty engage a diverse community of students in preparation for professional nursing, lifelong learning, service, and leadership.

Vision Statement

The Department of Nursing will become a leader in nursing education, recognized nationally for academic excellence and service, distinguished faculty, and exceptional graduates who lead the profession with wisdom, vision, and compassion.

Purpose Statement

The Department of Nursing exists to prepare undergraduate and graduate students for careers in professional nursing practice. The Associate of Science in Nursing degree prepares students in the basic roles of providers and managers of care, and as active members of the discipline of nursing utilizing numerous technical skills and nursing concepts. The Bachelor of Science in Nursing degree, in addition to basic nursing roles, prepare students to practice in structured and unstructured settings, fulfill leadership roles, and evaluate and apply research to improve client outcomes. The graduate degrees in nursing builds upon the baccalaureate curriculum to prepare students for advanced practice by promoting the development of advanced knowledge and therapeutic nursing interventions, theory evaluation, and research applications. The faculty of the Department of Nursing facilitates learning and personal and professional development in an environment that reflects the university’s Franciscan values and encourages life-long learning.

External Assessment Program

The Department of Nursing uses a system of external assessment and remediation for pre-licensure students. All pre-licensure students purchase a designated testing package upon enrollment in the first nursing course. The primary purpose is to help prepare students for NCLEX-RN success. Testing results are also used to evaluate course outcomes.

Pre-licensure students are required to complete designated tests including content mastery assessments at specified points in the curriculum. Additionally, a nationally-normed comprehensive examination designed to predict success on the NCLEX-RN will be administered during the final clinical nursing course. Students must achieve a designated satisfactory score on the comprehensive examination in order to meet course requirements.
Clinical Requirements

In order to participate in clinical experiences, clinical requirements as set by the Department of Nursing and clinical agencies must be met including, but not limited to, criminal background checks and drug testing.

Social Media Standards

Social media standards are designed to protect sensitive and confidential information and to protect personal, professional, departmental and university reputations. The department of nursing adheres to social media principles as outlined by the American Nurses Association (ANA), the National Council of State Boards of Nursing (NCSBN) and the National Student Nurse Association (NSNA).

Associate of Science in Nursing
(Available at Fort Wayne Campus and Crown Point Campus)

Program Overview

The Associate of Science in Nursing degree prepares graduates for entry-level nursing practice as nurse generalists. Students are assisted to value service and develop caring behaviors in clinical practice by recognizing, responding and valuing caring as the foundation for the profession of nursing. The nursing roles of provider of care, manager of care and active member of the discipline are emphasized as students progress through the curriculum. Students integrate concepts from physical, social and behavioral sciences and humanities with nursing knowledge and evidence-based practice. Using the nursing process as a critical thinking framework, students provide safe, accurate and individualized nursing care to select individuals and groups with health needs or common well-defined health problems. Students care for a variety of patient populations across the life span and the health care continuum in acute care, long-term care and community based settings. After completing the degree, graduates are eligible to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

ASN Student Learning Outcomes

Graduates of the University of Saint Francis Associate of Science in Nursing Program are prepared for entry level nursing practice as nurse generalists who will:

- Value service and caring behaviors that assist individuals and groups to achieve optimal health.
- Maintain effective communication and collaborative working relationships with clients, significant support persons, and members of the health care team.
- Use the nursing process as a critical thinking framework within diverse health care settings to provide individualized nursing care.
- Demonstrate a commitment to professional growth and life-long learning.
• Integrate related concepts from physical, social and behavioral sciences and humanities with nursing knowledge, evidence-based practice and ethical practice.
• Demonstrate the roles of provider of care, manager of care and active member of the discipline.
• Use technology and information management resources to promote safe and accurate care.

Accreditation

The Associate of Science in Nursing Program is accredited by the Indiana State Board of Nursing, www.in.gov/pla/nursing.htm, and the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404-975-5000, www.acenursing.org.

Licensure

After successful completion of the ASN program, the graduate is eligible to apply to the State Board of Nursing for licensure as a registered nurse by examination. The test used to determine licensure is the National Council Licensure Examination for Registered Nurses (NCLEX-RN). In Indiana and many other states, graduates must complete an application which requires disclosure of criminal history including, but not limited to, charges pending against the applicant or conviction regarding a violation of any federal, state or local law relating to the use, manufacturing, distribution or dispensing of controlled substances, alcohol or other drugs or drug addiction; and/or conviction of any offense, misdemeanor or felony in any state. This excludes minor violations of traffic laws resulting in fines. If the graduate responds affirmatively to any of the items on the application, all related details must be submitted to the board. The application is completed under penalty of perjury.

In addition Indiana applicants must complete a criminal background check at the time of NCLEX-RN application. The Board of Nursing reviews the application and determines the applicant’s eligibility to take the licensure exam. The State Board of Nursing may request a personal appearance dependent on the criminal history. Final approval of the candidate’s NCLEX-RN application is at the discretion of the State Board of Nursing.

Applicants should contact their respective Board of Nursing for further information or clarification. Graduates with special learning needs must contact the State Board of Nursing if special consideration for testing needs to be made.

Successful completion of the NCLEX-RN entitles the graduate to practice as a registered nurse in that state. Applications may be made for reciprocal privileges with other states.

Admissions Requirements for ASN Program

A point system is used to evaluate applications of qualified candidates in order to accept applicants into the program as either a pre-nursing or nursing major. The point system used by the Nursing Program Admissions Committee will be provided to an applicant upon request.

Traditional Students (under age 24 and has not attended college or university)
   a. Graduate from an accredited high school.
   b. Have a 2.7 grade point average on a 4.0 scale.
c. Earn a Scholastic Aptitude Test (SAT) re-centered score of 1000 or above or an American College Test (ACT) composite score of 21 or above.
d. Have successfully completed ("C" or better) one year of high school algebra and biology and one year of high school chemistry with a "B-" or better.
e. Have completed TEAS (Test of Essential Academic Skills).

**Adult Students (24 years of age and older and has not attended college or university)**
a. Graduate from an accredited high school.
b. Have a 2.7 grade point average on a 4.0 scale.
c. Students who did not graduate from high school must have completed the General Education Development (GED) tests with a combined total battery GED score of 2500 with no sub-test score below 500.
d. Have Scholastic Aptitude Test (SAT) or American College Test (ACT) scores from high school that would be equivalent to the current requirement of 1000 SAT or 21 ACT.
e. Have successfully completed ("C" or better) one year of high school algebra and biology and one year of high school chemistry with a "B-" or better.
f. Have completed TEAS (Test of Essential Academic Skills).

**Transfer Students (previously attended another college or university)**
a. Meet university entrance requirements for transfer students.
b. Have a minimum transfer cumulative GPA of 2.7.
c. Have successfully completed ("C" or better) one year of high school algebra and biology and one year of high school chemistry with a grade of "B-" or better or one semester of college level algebra, chemistry and biology with a grade of "C" or better.
d. Only nursing courses with a grade of "B-" or better can be considered for transfer credit.
e. A minimum of 26 credit hours in nursing must be taken at the University of Saint Francis to be awarded an associate degree in nursing from the University of Saint Francis.
f. Have completed TEAS (Test of Essential Academic Skills).

Students who do not meet the nursing admission criteria may be admitted to the university as a pre-nursing major. Each applicant is reviewed on an individual basis.

The following criteria must be met before a pre-nursing student can request a change of status to be considered for admission to the nursing major. The Program Director will determine course requirements based on evaluation of the student’s academic qualifications at the time of initial admission consideration.

1. Completion of all courses required by placement.
2. Completion of a minimum of 12 hours at USF. Students must have a biological science course (BIOL 221, BIOL 222, BIOL 223, or BIOL 270) as part of the required 12 credit hours at USF.
3. ICON 100, iConnect – First Year Experience
4. CHEM, 121, Introductory Chemistry, if required
5. MATH 122, College Algebra
6. A grade of C or above in all required courses
7. Cumulative GPA of 2.7 or above earned at USF
8. TEAS (Test of Essential Academic Skills) entrance examination
Once admitted to the nursing major, students must maintain a cumulative GPA of 2.7, achieve a “B-” or better in all nursing courses and earn a grade of “C” or better in all required non-nursing courses.

In order to participate in clinical experiences, clinical requirements as set by the Department of Nursing and clinical agencies must be met including, but not limited to, criminal background checks and drug testing.

Entry into the clinical sequence is based on availability of enrollment openings for the course. When necessary to form a waiting list for clinical courses the following criteria are used for prioritizing students to begin the clinical sequence:

1. GPA earned at the University of Saint Francis.
2. Date of entry into the nursing program.
3. Number of credit hours completed toward the degree, including transfer credit.
4. Grades in non-nursing courses, especially science and math courses.

Progression Requirements

Each level of nursing courses builds on the knowledge and skills of the level preceding it. Nursing process skills of assessing, interpreting, analyzing, and synthesizing begin in the first semester and are progressively developed in succeeding semesters. In order to progress in the nursing sequence, students must meet the prerequisites and co-requisites for each course in the ASN curriculum. The following criteria must be met in order to progress in the nursing sequence:

1. Maintain a cumulative GPA of 2.7.
2. Must achieve a “B-” or better in all nursing theory courses and achieve a “P” in all nursing clinical courses.
3. Must receive a minimum of “C” in the following courses:
   a. All required biology courses
      BIOL 221
      BIOL 222
      BIOL 223
      BIOL 270
   b. All required chemistry courses
      CHEM 121 (if taken)
   c. All required psychology courses
      PSYC 121
      PSYC 232
   d. All required math courses
      MATH 120 (if taken)
      MATH 122
      MATH 302 or equivalent (if taken)
   e. Other required courses
      ENGL 101
      SOCI 101, 135 or 251
4. Failure to maintain the academic standards for progression will result in academic probation or dismissal. A change of major from pre-nursing major to nursing major does not provide an additional opportunity for academic probation. Only one academic probation is allowed during enrollment as a nursing student.

5. Nursing majors will be placed on Academic Probation for failure to:

   a. Earn a minimum cumulative GPA of 2.7
   b. Earn a minimum grade of “B-“ in a nursing theory course and a “P” in a nursing clinical course.
   c. Earn a minimum grade of “C” in a required non-nursing course.

The probation period will be one semester in length. A second probation period will result in dismissal from the nursing major.

A student may repeat only one nursing course one time. When repeating a nursing course a student who receives less than a “B-“ will be dismissed from the nursing major.

If a nursing course must be repeated for either clinical failure or for a theory grade below “B-“, both the theory course and the concurrent clinical course must be repeated at the same time.

A student who earns less than a “B-“ in a nursing course may not take additional nursing courses until the failed course is successfully completed.

If the cumulative GPA has not reached the minimum requirement of 2.7 by the end of the probation period, the student will be dismissed from the nursing major.

If a student earns less than a “C“ in a required non-nursing course, the non-nursing course may be repeated only once. Upon a second attempt, if the student does not earn a minimum grade of “C“ the student will be dismissed from the nursing major.

6. All Nursing Department academic standards will be applied to Academic Exploration and Exploratory Healthcare majors or other USF majors seeking a change of status. Students who fail to meet nursing academic standards will not be eligible for consideration as a nursing major.

7. During the duration of the student’s enrollment as a nursing or pre-nursing major a student may have a maximum of two “withdraw passing” after midterm from nursing courses. Upon a third “withdrawal passing” the student will be dismissed from the nursing program. A nursing course that includes both theory and clinical will represent one course withdrawal.

8. The Department of Nursing uses a system of external assessment and remediation for pre-licensure students. All pre-licensure students purchase a designated testing package upon enrollment in the first nursing course. The primary purpose is to help prepare students for NCLEX-RN success. Students are required to complete designated assessments including content mastery assessments at specified points in the curriculum. Additionally, a nationally-normed comprehensive examination designed to predict success on the NCLEX-RN will be administered during the final capstone nursing course. Students must achieve a designated satisfactory score on the comprehensive examination in order to meet course requirements.
9. A student who is dismissed from the nursing major may reapply no sooner than two years from the date of dismissal and must follow University and Department of Nursing admission criteria. A student seeking readmission to the nursing major must provide evidence of improving one’s potential for success. Readmission is not guaranteed.

ASN Academic Requirements for Graduation

To complete the Associate of Science in Nursing degree, students must meet the following criteria:

1. Students in the ASN program (generic ASN track or LPN-ASN track) must take a minimum of 26 credit hours in nursing at the University of Saint Francis to be awarded an Associate of Science in Nursing degree.
2. Completion of all required nursing and non-nursing courses.
3. Meet the requirements for academic standards (see ASN Progression, Probation and Dismissal sections of the ASN Handbook).
4. Payment of all financial obligations to the University.
5. Complete requirements for University graduation no more than eight (8) semesters (Fall & Spring) after starting nursing clinical course work.

Courses described in the ASN curriculum are representative of the requirements to complete the stated major. Requirements are subject to change. Students should consult with their department advisor to determine the exact requirements needed to complete the degree.

Career Advancement

The University of Saint Francis also offers RN-BSN and RN-MSN options. Students who achieve an ASN degree and meet all RN-BSN or MSN admission criteria may be admitted into the respective program. See Undergraduate Catalog for RN-BSN admission and program requirements, and the Graduate Catalog for RN-MSN admission and program.

ASN 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 course which must be successfully completed before enrolling in other courses as indicated.

Co-requisite: A course which must be taken no later than the same semester as the course described. All nursing clinical courses must be taken concurrently with the corresponding nursing theory course.

Recommended Background: Indicates level of course background or other criteria a student needs to be successful in a course.
NURS 121
FUNDAMENTALS OF NURSING
3 credit hours
This course introduces the nursing role of provider of care, the nurse-client relationship, caring behaviors, health states, geriatric nursing principles, cultural and spiritual components of nursing care, and the nursing process. Emphasis is placed on developing communication and nursing assessment skills, identifying measures that prevent the spread of infection, and planning care that meets the hygiene, mobility and safety needs of adults. (Theory 3 hours)
Fall, Spring
Co-requisites: NURS 122, BIOL 221; MATH 122; ENGL 101

NURS 122
CLINICAL: FUNDAMENTALS OF NURSING
1 credit hour
This course introduces the nursing role of provider of care, the nurse-client relationship, caring behaviors, health states, geriatric nursing principles, cultural and spiritual components of nursing care, and the nursing process. In supervised clinical practice, students use therapeutic communication techniques, complete client assignments, implement nursing measures to prevent the spread of infection, and plan and implement nursing care to meet hygiene, mobility needs and safety needs of adults. (Clinical 3 hours)
Fall, Spring
Co-requisite: NURS 121

NURS 161
MEDICAL-SURGICAL NURSING I
3 credit hours
This course focuses on identifying appropriate nursing measures for the care of adult and geriatric clients with alterations in health perception/health management, nutritional/metabolic, elimination, cognitive/perceptual, and sexuality/reproductive functional health patterns. Emphasis is placed on developing a knowledge base and nursing skills for medication administration, pain management, preoperative, intra-operative and post-operative care and aseptic technique. (Theory 3 hours)
Fall, Spring
Prerequisites: NURS 121 & 122; BIOL 221; MATH 122; ENGL 101
Co-requisites: NURS 162; NURS 270; BIOL 222

NURS 162
CLINICAL: MEDICAL-SURGICAL NURSING I
2 credit hours
This course focuses on applying the nursing process in the care of the adult and geriatric clients with alterations in health perception/health management, nutritional/metabolic, elimination, cognitive/perceptual, and sexuality/reproductive functional health patterns. Students use therapeutic communication principles to establish effective nurse/client relationships and function in the provider of care role in structured acute care settings to administer medications, provide preoperative, intra-operative and post-operative care, identify client teaching needs and implement nursing procedures using aseptic technique. (Clinical 6 hours)
Fall, Spring
Co-requisite: NURS 161
NURS 175
MENTAL HEALTH NURSING
2 credit hours
This course applies the nursing process as the framework to provide psychiatric and/or mental health care. Students focus on the development of effective caring nurse-client interactions using principles of therapeutic communication integrated with the knowledge of psychiatric disorders, psychosocial/stress management needs, and theories relevant to mental health. Students also analyze teaching plans used with individual clients and families. Emphasis is placed on the personal, professional and legal implications in meeting client psychosocial needs. Clinical practice is synthesized with the clinical nursing course (NURS 176), which is provided in structured healthcare settings. (Theory 2 hours)

Fall, Spring
Prerequisites: NURS 121 & 122; PSYC 121; BIOL 221; ENGL 101
Co-requisite: NURS 176; NURS 270; BIOL 222

NURS 176
CLINICAL: MENTAL HEALTH NURSING
1 credit hour
This course applies the nursing process as a critical thinking framework to provide psychiatric and/or mental health care throughout the lifespan. Emphasis is placed on the development of therapeutic nurse-client relationships. Knowledge of psychiatric disorders, mental health theoretical frameworks, teaching/learning principles, and psychosocial needs are integrated in planning care. Clinical practice is provided in structured healthcare settings. (Clinical 3 hours)

Fall, Spring
Co-requisite: NURS 175

NURS 223
MEDICAL-SURGICAL NURSING II
3 credit hours
This course focuses on learning injury/disease processes and the appropriate nursing measures for the provision of nursing care for adults, geriatric clients and their families who are experiencing altered health in the nutritional-metabolic, elimination, and activity-exercise functional health patterns. Students continue to learn about their role as provider of care. Emphasis is placed on identifying client learning needs and providing appropriate teaching. Students continue to expand their knowledge of communication principles as they establish helping relationships with clients and collaborative relationships with members of the health care team. (Theory 3 hours)

Fall, Spring
Prerequisites: NURS 161 & 162; NURS 175 & 176; NURS 270; BIOL 221 & 222
Co-requisites: NURS 224; BIOL 270
NURS 224
CLINICAL: MEDICAL-SURGICAL NURSING II
3 credit hours
This course focuses on applying the nursing process as a critical thinking framework for identifying and meeting needs of adults, geriatric clients and their families whose problems are in the nutritional-metabolic, elimination, and activity-exercise functional health patterns. Students assess learning needs of clients and plan appropriate teaching. They apply communication principles to establish and maintain helping relationships with clients and families and to work collaboratively with health team members. Students continue to function in the provider of care role and begin to develop the skills of the manager of care role. Clinical practice occurs in structured acute care settings and in simulation and computer laboratories. (Clinical 9 hours)
Fall, Spring
Co-requisite: NURS 223

NURS 245
MATERNITY NURSING
2 credit hours
This course focuses on nursing care of women related to the sexuality-reproductive functional health pattern. Emphasis is placed on pregnancy, childbirth, postpartum, and the newborn. Selected women’s health issues are included that pertain to the childbearing cycle. Ethical and Religious Directives for Catholic Health Care Services are reviewed in relationship to the course. (Theory 2 hours)
Fall, Spring
Prerequisites: NURS 161 & 162; NURS 175 & 176; NURS 270; BIOL 221; BIOL 222; PSYC 232
Co-requisites: NURS 246; BIOL 270;

NURS 246
CLINICAL: MATERNITY NURSING
2 credit hours
This course focuses on nursing care of women related to the sexuality-reproductive functional health pattern. Emphasis is placed on pregnancy, childbirth, postpartum, and the newborn. Selected women’s health issues are included that pertain to the childbearing cycle. Practice experiences include simulated laboratory and structured healthcare settings. Ethical and Religious Directives for Catholic Health Care Services are reviewed in relationship to care of clients. (Clinical 6 hours)
Fall, Spring
Co-requisite: NURS 245

NURS 265
CHILD HEALTH NURSING
2 credit hours
This course focuses on the healthcare needs of children. The roles of the pediatric nurse in health promotion, health maintenance, and health restoration are examined. Developmental and family-centered nursing care concepts are integrated with knowledge from the sciences and humanities to identify nursing care needs of children and their families. (Theory 2 hours)
Fall, Spring
Prerequisites: NURS 223 & 224; NURS 245 & 246; BIOL 270; PSYC 232
Co-requisite: NURS 266
NURS 266
CLINICAL: CHILD HEALTH NURSING
1 credit hour
This clinical course focuses on providing nursing care to meet the health care needs of children. The role of provider of care is demonstrated in areas of health promotion, health maintenance and health restoration. Developmental and family-centered nursing care concepts, integrated with knowledge from the sciences and humanities, are utilized in applying the nursing process to provide comprehensive health care for children and their families. Clinical experiences will occur in a variety of selected inpatient, outpatient and community settings. (Clinical 3 hours)
Fall, Spring
Co-requisite: NURS 265

NURS 270
PHARMACOLOGY IN HEALTHCARE
3 credit hours
This course introduces drug therapy detailing drug classifications, purposes of drug administration, mechanisms of drug action, adverse effects of drugs, and clinically significant drug interactions. The nursing process is used to define nursing responsibilities in drug administration. Course emphasizes nursing implications of drug therapy with application of knowledge to care of clients across the lifespan. (Theory 3 hours)
Fall, Spring (Summer as needed)
Prerequisite: NURS 121/122; BIOL 221
Co-requisite: BIOL 222

NURS 285
MEDICAL-SURGICAL NURSING II
3 credit hours
This course focuses on the role of the nurse as manager of care for adults and groups of adults with altered cognitive-perceptual and activity-exercise functional health patterns. There is also a focus on collaborative health problems and inter-related disease processes. (Theory 3 hours)
Fall, Spring
Prerequisites: NURS 223 & 224; NURS 245 & 246; BIOL 223; BIOL 270
Co-requisite: NURS 286

NURS 286
CLINICAL: MEDICAL-SURGICAL NURSING III
4 credit hours
This course focuses on the role of the nurse as manager of care for adults and groups of adults with altered cognitive-perceptual and activity-exercise functional health patterns. There is also a focus on collaborative health problems and inter-related disease processes. Clinical experience is provided in simulated laboratory, structured acute care, rehabilitative, and critical care settings. (Clinical 12 hours)
Fall, Spring
Co-requisite: NURS 285
NURS 290
THE NURSE AS A PROFESSIONAL
2 credit hours
This course focuses on the role of the nurse as a professional. Emphasis is placed on enhancing the socialization of students as members within the discipline of nursing. The evolution of nursing and the changing health care system are examined to analyze the impact on nursing practice. Strategies are identified to facilitate transition to the professional nursing role. Legal, ethical, political and economic issues, as well as *Ethical and Religious Directives for Catholic Health Care Services* are analyzed in relation to nursing practice. (Theory 2 hours)
*Fall, Spring*
Co-requisite: Must be taken with last clinical nursing course(s) (NURS 285/286 and/or NURS 265/266) in the final semester of the ASN Program.

NURS 292
CRITICAL THINKING SEMINAR
1 credit hour
This course is designed to offer additional opportunities in developing health assessment and clinical reasoning skills. Building on prior knowledge the course emphasizes problem-focused assessment, the correlation of key assessment data with disease processes and the selection and prioritization of appropriate nursing care. Students will analyze patient case scenarios across the lifespan and apply best clinical practice. Theoretical concepts will be applied in active learning experiences including virtual learning modules and simulation activities. (Theory 1 hour)
*Fall, Spring*
Co-requisite: Must be taken with NURS 290

NURS 235
BASIC CARDIAC DYSRHYTHMIA (Elective course)
1 credit hour
This course is designed to educate the student in the general principles of cardiac electrophysiology and telemetry monitoring. Cardiac anatomy and electrical pathways are reviewed and emphasis is placed on interpretation of normal and abnormal rhythms. Sinus, atrial, junctional, AV node blocks, ventricular, and paced rhythms will be analyzed in a systematic approach.
*Occasional*
Prerequisite: BIOL 221 & BIOL 222

NURS 241
TEACHING IN HEALTHCARE (Elective course)
1 credit hour
This course provides an understanding of teaching strategies used in the health care environment when working with clients, families, and their communities. Topics include utilization of teaching/learning theory, examination of specific teaching strategies, collaboration with other health professionals, and evaluation of teaching effectiveness to enhance client health and welfare. (Web-based course)
*Occasional*
NURS 242
SPIRITUALITY IN HEALTHCARE (Elective course)
3 credit hours
This course consists of modules that explore practical approaches to bringing spirituality into health and wellness care. Topics include evidenced based findings that identify diverse perspectives of spirituality, how spirituality mediates health choices, using healing intention and presences, quantum healing and balanced living, partnering with patients to accomplish what they care about, transcendence, valued directions, and community as strategy. (Web-based course)
Occasional

NURS 243 Genomics in Healthcare (Elective course)
1 credit hour
This course introduces the topic of genomics detailing its impact on health care. Emphasizes genomic principles with application of knowledge to care of clients across the lifespan.
Occasional

NURS 250
HISTORY OF NURSING (Elective course)
3 credit hours
Focus is on the history of nursing, nursing education, and healthcare from primitive times to current day. Course content includes study of historical periods and figures such as Florence Nightingale, Lavinia Dock and Lillian Wald. Emphasis is on the relationship between nursing and society and the impact on modern nursing. NURS 250 involves travel to various historical sites related to nursing.
Occasional

NURS 255
TRANSCULTURAL HEALTHCARE (Elective course)
3 credit hours
Prepares the students to provide culturally competent healthcare to diverse populations. Self-awareness of cultural values and respect for differing values of each individual is cultivated. Emphasis is placed on identifying and applying key components in transcultural healthcare including; defining terminology, assessing cultural values, recognizing health disparities in diverse populations, and identifying appropriate communication skills.(Theory 3 hours, web-based)
Occasional
Prerequisite: NURS 121/ NURS 122 (ASN) or NURS 211/NURS 212 (BSN)

NURS 299
INTEGRATIVE HEALTH (Elective course)
3 credit hours
This course consists of modules that explore the mind-body-spirit connection and integrative health practices. Topics include the history of mind-body-spirit healing, roots of the mind-body-spirit disconnect, psychoneuroimmunology, the mind-body-spirit connection with specific illnesses, eastern healing traditions, mindful mediation, spiritual practices, ayurvedic medicine, healing touch, yoga, massage, relaxation response, music, and laughter, Explores health advocacy roles and evidence-based practice within the framework of Barbara Carper’s Ways of Knowing. (Theory 3 hours, web-based)
Occasional
Prerequisite: PSYC 121
NURS 309  
CRITICAL CARE NURSING
3 credit hours
This course is designed to prepare nurses to assume an entry level role of a critical care nurse in the acute care setting. The student will be introduced to cardiac rhythm interpretation, invasive monitoring and hemodynamics, medical interventions/treatments, pharmacologic modalities, and nursing care in the Intensive Care Unit setting. The focus will be on the cardiovascular, respiratory, renal, endocrine, neurological, gastrointestinal, and hematological systems.

Occasional
Prerequisites: NURS 223/NURS 224 and NURS 245/NURS 246; NURS 248/249 (ASN) or NURS 322/323 and NURS 325/326 (BSN)

Note: Nursing courses offered at the Crown Point Campus may not be offered both Fall and Spring Semesters. Contact the Crown Point Campus for specific schedule information.

Associate of Science in Nursing LPN to ASN-Program
(Available at the Fort Wayne Campus and Crown Point Campus)

Program Overview

The LPN-ASN program recognizes and gives credit for previous education as a licensed practical nurse. Advantages of becoming a registered nurse include expanded nursing knowledge and skill, greater career mobility, increased employment opportunities, and increased income.

The Associate of Science in Nursing Program prepares graduates for entry-level nursing practice as nurse generalists. Students are assisted to value service and develop caring behaviors in clinical practice by recognizing, responding and valuing caring as the foundation for the profession of nursing. The nursing roles of provider of care, manager of care and active member of the discipline are emphasized as students progress through the curriculum. Students integrate concepts from the physical, social and behavioral sciences and humanities with nursing knowledge and evidence-based practice. Using the nursing process as a critical thinking framework students, provide safe, accurate and individualized nursing care to select individuals and groups with health needs or common well-defined health problems. Students care for a variety of patient populations across the life span and the health care continuum in acute care, long term care and community based settings. After completing the degree, graduates are eligible to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

ASN Student Learning Outcomes

Graduates of the University of Saint Francis Associate of Science in Nursing Program are prepared for entry level nursing practice as nurse generalists who will:

- Value service and caring behaviors that assist individuals and groups to achieve optimal health.
- Maintain effective communication and collaborative working relationships with clients, significant support persons, and members of the health care team.
- Use the nursing process as a critical thinking framework within diverse health care settings to provide individualized nursing care.
- Demonstrate a commitment to professional growth and life-long learning.
- Integrate related concepts from physical, social and behavioral sciences and humanities with nursing knowledge, evidence-based practice and ethical practice.
- Demonstrate the roles of provider of care, manager of care and active member of the discipline.
- Use technology and information management resources to promote safe and accurate care.

**Accreditation**

The Associate of Science in Nursing program is accredited by the Indiana State Board of Nursing, [www.in.gov/pla/nursing.htm](http://www.in.gov/pla/nursing.htm), and the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404-975-5000, [www.acenursing.org](http://www.acenursing.org).

**Licensure**

After successful completion of the ASN program, the graduate is eligible to apply to the State Board of Nursing for licensure as a registered nurse by examination. The test used to determine licensure is the National Council Licensure Examination for Registered Nurses (NCLEX-RN). In Indiana and many other states, graduates must complete an application which requires disclosure of criminal history including, but not limited to, charges pending against the applicant or conviction regarding a violation of any federal, state or local law relating to the use, manufacturing, distribution or dispensing of controlled substances, alcohol or other drugs or drug addiction; and/or conviction of any offense, misdemeanor or felony in any state. This excludes minor violations of traffic laws resulting in fines. If the graduate responds affirmatively to any of the items on the application, all related details must be submitted to the board. The application is completed under penalty of perjury.

In addition Indiana applicants must complete a criminal background check at the time of NCLEX-RN application. The Board of Nursing reviews the application and determines the applicant’s eligibility to take the licensure exam. The State Board of Nursing may request a personal appearance dependent on the criminal history. Final approval of the candidate’s NCLEX-RN application is at the discretion of the State Board of Nursing.

Applicants should contact their respective Board of Nursing for further information or clarification. Graduates with special learning needs must contact the State Board of Nursing if special consideration for testing needs to be made.

Successful completion of the NCLEX-RN entitles the graduate to practice as a registered nurse in that state. Applications may be made for reciprocal privileges with other states.

**Admission Requirements for LPN-ASN Program**

A point system is used to evaluate applications of qualified candidates in order to accept applicants into the program as either a pre-nursing or nursing major. The point system used by the Nursing Program Admissions Committee will be provided to an applicant upon request.

1. Meet university entrance requirements for transfer students.
2. Submit a current active LPN license.
3. Have earned a GPA of 2.7 or better from the LPN program attended.
4. Have completed TEAS (Test of Essential Academic Skills).
5. A minimum of 26 credit hours in nursing must be taken at the University of Saint Francis to be awarded an associate degree in nursing from the University of Saint Francis.

Students who do not meet the nursing admission criteria may be admitted to the university as a pre-nursing major. Each applicant is reviewed on an individual basis.

The following criteria must be met before a pre-nursing student can request a change of status to be considered for admission to the nursing major.

1. Completion of all courses required by placement.
2. Completion of a minimum of 12 hours at USF. Students must have a biological science course (BIOL 221, BIOL 222, BIOL 223, or BIOL 270) as part of the required 12 credit hours at USF.
3. ICON 100, iConnect – First Year Experience
4. CHEM, 121, Introductory Chemistry, if required
5. MATH 122, College Algebra
6. A grade of C or above in all required courses
7. Cumulative GPA of 2.7 or above earned at USF
8. TEAS (Test of Essential Academic Skills) entrance examination

Graduates of non-accredited LPN programs who meet minimum admission requirements are eligible for admission as pre-nursing majors. Graduates of non-accredited LPN programs must meet the following criteria to be considered a LPN-ASN major:

1. Completion of all courses required by placement (English, Reading, Math)
2. Completion of a minimum of 12 hours at USF
3. Students must have a biological science course (BIOL 221, BIOL 222, BIOL 223, or BIOL 270) as part of the required 12 credit hours at USF
4. ICON 100, iConnect-First Year Experience
5. MATH 122, College Algebra
6. NURS 100, LPN Transitions
7. NURS 270, Pharmacology in Healthcare
8. A grade of C or above in all required non-nursing courses
9. A grade of B- or above in all nursing courses
10. Cumulative GPA of 2.7 or above earned at USF

Once admitted to the nursing major, students must maintain a cumulative GPA of 2.7, achieve a “B-“ or better in all nursing courses and earn a grade of “C” or better in all required non-nursing courses.

In order to participate in clinical experiences, clinical requirements as set by the Department of Nursing and clinical agencies must be met including, but not limited to, criminal background checks and drug testing.

Entry into the clinical sequence is based on availability of enrollment openings for the course. When necessary to form a waiting list for clinical courses the following criteria are used for prioritizing students to begin the clinical sequence:

1. GPA earned at the University of Saint Francis.
2. Date of entry into the nursing program.
3. Number of credit hours completed toward the degree, including transfer credit.
4. Grades in non-nursing courses, especially science and math.

**Progression Requirements**

Each level of nursing courses builds on the knowledge and skills of the level preceding it. Nursing process skills of assessing, interpreting, analyzing, and synthesizing begin in the first semester and are progressively developed in succeeding semesters. In order to progress in the nursing sequence, students must meet the prerequisites and corequisites for each course in the LPN-ASN curriculum. The following criteria must be met in order to progress in the nursing sequence:

1. Maintain a cumulative GPA of 2.7.
2. Must achieve a “B-” or better in all nursing theory courses and achieve a “P” in all nursing clinical courses.
3. Must receive a minimum of “C” in the following courses:
   a. All required biology courses
      - BIOL 221
      - BIOL 222
      - BIOL 223
      - BIOL 270
   b. All required chemistry courses
      - CHEM 121 (if taken)
   c. All required psychology courses
      - PSYC 121
      - PSYC 232
   d. All required math courses
      - MATH 120 (if taken)
      - MATH 122
      - MATH 302 or equivalent (if taken)
   e. Other required courses
      - ENGL 101
      - SOCI 101, 135 or 251
4. Failure to maintain the academic standards for progression will result in academic probation or dismissal. A change of major from pre-nursing major to nursing major does not provide an additional opportunity for academic probation. Only one academic probation is allowed during enrollment as a nursing student.
5. Nursing majors will be placed on Academic Probation for failure to:
   a. Earn a minimum cumulative GPA of 2.7
   b. Earn a minimum grade of “B-” in a nursing theory course and a “P” in a nursing clinical course.
   c. Earn a minimum grade of “C” in a required non-nursing course.

The probation period will be one semester in length. A second probation period will result in dismissal from the nursing major.
A student may repeat only one nursing course one time. When repeating a nursing course a student who receives less than a “B-” will be dismissed from the nursing major.

If a nursing course must be repeated for either clinical failure or for a theory grade below “B-“, both the theory course and the concurrent clinical course must be repeated at the same time.

A student who earns less than a “B-“ in a nursing course may not take additional nursing courses until the failed course is successfully completed.

If the cumulative GPA has not reached the minimum requirement of 2.7 by the end of the probation period, the student will be dismissed from the nursing major.

If a student earns less than a “C” in a required non-nursing course, the non-nursing course may be repeated only once. Upon a second attempt, if the student does not earn a minimum grade of “C” the student will be dismissed from the nursing major.

6. All Nursing Department academic standards will be applied to Academic Exploration majors, Exploratory Healthcare majors or other USF majors seeking a change of status. Students who fail to meet nursing academic standards will not be eligible for consideration as a nursing major.

7. During the duration of the student’s enrollment as a nursing or pre-nursing major a student may have a maximum of two “withdraw passing” after midterm from nursing courses. Upon a third “withdrawal passing” the student will be dismissed from the nursing program. A nursing course that includes both theory and clinical will represent one course withdrawal.

8. The Department of Nursing uses a system of external assessment and remediation for pre-licensure students. All pre-licensure students purchase a designated testing package upon enrollment in the first nursing course. The primary purpose is to help prepare students for NCLEX-RN success. Students are required to complete designated assessments including content mastery assessments at specified points in the curriculum. Additionally, a nationally-normed comprehensive examination designed to predict success on the NCLEX-RN will be administered during the final clinical nursing course. Students must achieve a designated satisfactory score on the comprehensive examination in order to meet course requirements.

9. A student who is dismissed from the nursing major may reapply no sooner than two years from the date of dismissal and must follow University and Department of Nursing admission criteria. A student seeking readmission to the nursing major must provide evidence of improving one’s potential for success. Readmission is not guaranteed.

**LPN to ASN Academic Requirements for Graduation**

To complete the Associate of Science in Nursing degree, LPN-ASN students must meet the following criteria:

1. Students in the ASN program (generic ASN track or LPN-ASN track) must take a minimum of 26 credit hours in nursing at the University of Saint Francis to be awarded an Associate of Science in Nursing degree.
2. Completion of all required nursing and non-nursing courses.
3. Meet the requirements for academic standards (see ASN Progression, Probation and Dismissal sections of the ASN Student Handbook).
4. Payment of all financial obligations to the University.
5. Complete requirements for University graduation no more than eight (8) semesters (Fall & Spring) after starting nursing clinical course work.

Courses described in the ASN curriculum are representative of the requirements to complete the stated major. Requirements are subject to change. Students should consult with their department advisor to determine the exact requirements needed to complete the degree.

Career Advancement

The University of Saint Francis also offers RN-BSN and RN-MSN options. Students who achieve an ASN degree and meet all RN-BSN or MSN admission criteria may be admitted into the respective program. See Undergraduate Catalog for RN-BSN admission and program requirements, and the Graduate Catalog for RN-MSN admission and program.

LPN to ASN 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 course which must be successfully completed before enrolling in other courses as indicated.

Co-requisite: A course which must be taken no later than the same semester as the course described. All nursing clinical courses must be taken concurrently with the corresponding nursing theory course.

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

NURS 100
LPN TRANSITIONS
2 credit hours
This course provides an overview of nursing concepts to facilitate transition of students to an associate nursing degree curriculum. Concepts include role transition, process of change, caring, culture, transitions in nursing, nursing theory, critical thinking, nursing process, teaching-learning process, therapeutic communication, managing client care, and ethical issues, including the Ethical and Religious Directives for Catholic Health Care Services. These concepts are viewed within the context of the nursing roles of provider of care, manager of care and member of the discipline of nursing. (Theory 2 hours)

Fall
Prerequisite: LPN Licensure; ENGL 101
Corequisite: MATH 122
NURS 175
MENTAL HEALTH NURSING
2 credit hours
This course applies the nursing process as the framework to provide psychiatric and/or mental health care. Students focus on the development of effective caring nurse-client interactions using principles of therapeutic communication integrated with the knowledge of psychiatric disorders, psychosocial/stress management needs, and theories relevant to mental health. Students also analyze teaching plans used with individual clients and families. Emphasis is placed on the personal, professional and legal implications in meeting client psychosocial needs. Clinical practice is synthesized with the clinical nursing course (NURS 176), which is provided in structured healthcare settings. (Theory 2 hours)
Fall, Spring
Prerequisite: BIOL 221; BIOL 222; PSYC 121
Co-requisites: NURS 100; NURS 270; NURS 176

NURS 176
CLINICAL: MENTAL HEALTH NURSING
1 credit hour
This course applies the nursing process as a critical thinking framework to provide psychiatric and/or mental health care throughout the lifespan. Emphasis is placed on the development of therapeutic nurse-client relationships. Knowledge of psychiatric disorders, mental health theoretical frameworks, teaching/learning principles, and psychosocial needs are integrated in planning care. Clinical practice is provided in structured healthcare settings. (Clinical 3 hours)
Fall, Spring
Co-requisite: NURS 175

NURS 223
MEDICAL-SURGICAL NURSING II
3 credit hours
This course focuses on learning injury/disease processes and the appropriate nursing measures for the provision of nursing care for adults, geriatric clients and their families who are experiencing altered health in the nutritional-metabolic, elimination, and activity-exercise functional health patterns. Students continue to learn about their role as provider of care. Emphasis is placed on identifying client learning needs and providing appropriate teaching. Students continue to expand their knowledge of communication principles as they establish helping relationships with clients and collaborative relationships with members of the health care team. (Theory 3 hours)
Fall, Spring
Prerequisites: NURS 100; NURS 270; MATH 122; BIOL 221 & BIOL 222
Co-requisites: NURS 224; BIOL 270
NURS 224
CLINICAL: MEDICAL-SURGICAL NURSING II
3 credit hours
This course focuses on applying the nursing process as a critical thinking framework for identifying and meeting the needs of adults, geriatric clients and their families whose problems are in the nutritional-metabolic, elimination, and activity-exercise functional health patterns. Students assess learning needs of clients and plan appropriate teaching. They apply communication principles to establish and maintain helping relationships with clients and families and to work collaboratively with health team members. Students continue to function in the provider of care role and begin to develop the skills of the manager of care role. Clinical practice occurs in structured acute care settings and in simulation and computer laboratories. (Clinical 9 hours)
Fall, Spring
Co-requisite: NURS 223

NURS 248
LPN-ASN MATERNITY NURSING
2 credit hours
This course focuses on nursing care of women related to the sexuality-reproductive functional health pattern. Emphasis is placed on pregnancy, childbirth, postpartum, and the newborn. Selected women’s health issues are included that pertain to the childbearing cycle. Ethical and Religious Directives for Catholic Health Care Services are reviewed in relationship to the course. (Theory 2 hours)
Fall, Spring
Prerequisites: NURS 270; BIOL 221 & BIOL 222
Co-requisites: NURS 100, NURS 249; PSYC 232

NURS 249
CLINICAL: LPN-ASN MATERNITY NURSING
1 credit hour
This course builds upon previously acquired experience to emphasize the professional nurse’s role in maternity nursing. The focus is on nursing care of women related to the sexuality-reproductive functional health pattern. Emphasis is placed on pregnancy, childbirth, postpartum, and the newborn. Selected women’s health issues are included that pertain to the childbearing cycle. Practice experiences include simulated laboratory and structured healthcare settings. Ethical and Religious Directives for Catholic Health Care Services are reviewed in relationship to care of clients. (Clinical 3 hours)
Fall, Spring
Co-requisite: NURS 248

NURS 265
CHILD HEALTH NURSING
2 credit hours
This course focuses on the healthcare needs of children. The roles of the pediatric nurse in health promotion, health maintenance, and health restoration are examined. Developmental and family-centered nursing care concepts are integrated with knowledge from the sciences and humanities to identify nursing care needs of children and their families. (Theory 2 hours)
Fall, Spring
Prerequisites: NURS 100; NURS 248 & 249; NURS 270; BIOL 221 & BIOL 222
Co-requisite: NURS 266; PSYC 232
NURS 266
CLINICAL: CHILD HEALTH NURSING
1 credit hour
This clinical course focuses on providing nursing care to meet the health care needs of children. The role of provider of care is demonstrated in areas of health promotion, health maintenance and health restoration. Developmental and family-centered nursing care concepts, integrated with knowledge from the sciences and humanities, are utilized in applying the nursing process to provide comprehensive health care for children and their families. Clinical experiences will occur in a variety of selected inpatient, outpatient and community settings. (Clinical 3 hours)
Fall, Spring
Co-requisite: NURS 265

NURS 270
PHARMACOLOGY IN HEALTHCARE
3 credit hours
This course introduces drug therapy detailing drug classifications, purposes of drug administration, mechanisms of drug action, adverse effects of drugs, and clinically significant drug interactions. The nursing process is used to define nursing responsibilities in drug administration. Course emphasizes the nursing implications of drug therapy with application of knowledge to care of clients across the lifespan. (Theory 3 hours)
Fall, Spring
Prerequisite: BIOL 221
Co-requisite: BIOL 222

NURS 285
Medical-Surgical Nursing III
3 credit hours
This course focuses on the role of the nurse as manager of care for adults and groups of adults with altered cognitive-perceptual and activity-exercise functional health patterns. There is also a focus on collaborative health problems and inter-related disease processes. (Theory 3 hours)
Fall, Spring
Prerequisites: NURS 175 & 176; NURS 223 & 224; NURS 248 & 249; BIOL 223; BIOL 270
Co-requisites: NURS 265 & 266; NURS 286

NURS 286
Clinical: Medical-Surgical Nursing III
4 credit hours
This course focuses on the role of the nurse as manager of care for adults and groups of adults with altered cognitive-perceptual and activity-exercise functional health patterns. There is also a focus on collaborative health problems and inter-related disease processes. Clinical experience is provided in simulated laboratory, structured acute care, rehabilitative, and critical care settings. (Clinical 12 hours)
Fall, Spring
Co-requisite: NURS 285
NURS 290  
The Nurse as a Professional  
2 credit hours  

This course focuses on the role of the nurse as a professional. Emphasis is placed on enhancing the socialization of students as members within the discipline of nursing. The evolution of nursing and the changing healthcare system are examined to analyze the impact on nursing practice. Strategies are identified to facilitate transition to the professional nursing role. Legal, ethical, political, and economic issues, as well as *Ethical and Religious Directives for Catholic Health Care Services* are analyzed in relation to nursing practice. (Theory 2 hours)  
*Fall, Spring*  

Co-requisite: Must be taken with last clinical nursing course(s) (NURS 285/286 and/or NURS 265/266) in the final semester of the LPN to ASN Program.  

NURS 292  
Critical Thinking Seminar  
1 credit hour  

This course is designed to offer additional opportunities in developing health assessment and clinical reasoning skills. Building on prior knowledge the course emphasizes problem-focused assessment, the correlation of key assessment data with disease processes and the selection and prioritization of appropriate nursing care. Students will analyze patient case scenarios across the lifespan and apply best clinical practice. Theoretical concepts will be applied in active learning experiences including virtual learning modules and simulation activities. (Theory 1 hour)  
*Fall, Spring*  

Co-requisite: Must be taken with NURS 290  

NURS 241  
TEACHING IN HEALTHCARE (Elective course)  
1 credit hour  

This course provides an understanding of teaching strategies used in the health care environment when working with clients, families, and their communities. Topics include utilization of teaching/learning theory, examination of specific teaching strategies, collaboration with other health professionals, and evaluation of teaching effectiveness to enhance client health and welfare. (Web-based course)  
*Occasional*  

NURS 242  
SPIRITUALITY IN HEALTHCARE (Elective course)  
3 credit hours  

This course consists of modules that explore practical approaches to bringing spirituality into health and wellness care. Topics include evidenced based findings that identify diverse perspectives of spirituality, how spirituality mediates health choices, using healing intention and presences, quantum healing and balanced living, partnering with patients to accomplish what they care about, transcendence, valued directions, and community as strategy. (Web-based course)  
*Occasional*
NURS 243 Genomics in Healthcare (Elective course)
1 credit hour
This course introduces the topic of genomics detailing its impact on health care. Emphasizes genomic principles with application of knowledge to care of clients across the lifespan.
Occasional

NURS 235
Basic Cardiac Dysrhythmia (Elective course)
1 credit hour
This course is designed to educate the student in the general principles of cardiac electrophysiology and telemetry monitoring. Cardiac anatomy and electrical pathways are reviewed and emphasis is placed on interpretation of normal and abnormal rhythms. Sinus, atrial, junctional, AV node blocks, ventricular, and paced rhythms will be analyzed in a systematic approach.
Occasional
Prerequisites: BIOL 221 & BIOL 222

NURS 250
History of Nursing (Elective course)
3 credit hours
Focus is on the history of nursing, nursing education, and healthcare from primitive times to current day. Course content includes study of historical periods and figures such as Florence Nightingale, Lavinia Dock and Lillian Wald. Emphasis is on the relationship between nursing and society and the impact on modern nursing. NURS 250 involves travel to various historical sites related to nursing.
Occasional
No prerequisites or co-requisites

NURS 255
Transcultural Healthcare (Elective course)
3 credit hours
Prepares the students to provide culturally competent healthcare to diverse populations. Self-awareness of cultural values and respect for differing values of each individual is cultivated. Emphasis is placed on identifying and applying key components in transcultural healthcare including; defining terminology, assessing cultural values, recognizing health disparities in diverse populations, and identifying appropriate communication skills. (Theory 3 hours, web-based)
Occasional
Prerequisite: NURS 121 & NURS 122 (ASN) or NURS 211 & NURS 212 (BSN)

NURS 299
Integrative Health (Elective course)
3 credit hours
This course consists of modules that explore the mind-body-spirit connection and integrative health practices. Topics include the history of mind-body-spirit healing, roots of the mind-body-spirit disconnect, psychoneuroimmunology, the mind-body-spirit connection with specific illnesses, eastern healing traditions, mindful mediation, spiritual practices, ayurvedic medicine, healing touch, yoga, massage, relaxation response, music, and laughter, Explores health advocacy roles and evidence-based practice within the framework of Barbara Carper’s Ways of Knowing. (Theory 3 hours, web-based)
Occasional
Prerequisite: PSYC 121
NURS 309

Critical Care Nursing (Elective course)

3 credit hours

This course is designed to prepare nurses to assume an entry level role of a critical care nurse in the acute care setting. The student will be introduced to cardiac rhythm interpretation, invasive monitoring and hemodynamics, medical interventions/treatments, pharmacologic modalities, and nursing care in the Intensive Care Unit setting. The focus will be on the cardiovascular, respiratory, renal, endocrine, neurological, gastrointestinal, and hematological systems.

Occasional

Prerequisite: NURS 223/NURS 224 and NURS 245/NURS 246; NURS 248/249 (ASN) or NURS 322/323 and NURS 325/326 (BSN)

Note: Nursing courses offered at the Crown Point Campus may not be offered both Fall and Spring Semester. Contact the Crown Point Campus for specific schedule information.

Bachelor of Science in Nursing

Program Overview

The Bachelor of Science in Nursing Program prepares graduates for entry level practice as nurse generalists to practice professional nursing with individual clients, families, groups and communities across the life span in a variety of settings. Guided by the Franciscan Values, students are assisted to value service, lifelong learning and caring behaviors as the foundation for professional nursing. In addition to basic nursing roles, students practice in structured and unstructured settings, fulfill leadership roles, and evaluate and apply research to improve client outcomes. Knowledge from humanities, social and behavioral sciences, and life and physical sciences are synthesized with nursing theory and practice. The curriculum provides an academic background which serves as the basis for graduate education and continued personal and professional growth. After completing the degree, graduates are eligible to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The purpose of the RN to BSN program is to allow licensed RNs with a diploma or Associates Degree from an accredited nursing program to earn a Bachelor of Science Degree in Nursing.

BSN Program Goals

Graduates of the University of Saint Francis Bachelor of Science in Nursing Program are prepared for entry level nursing practice as nurse generalists who will:

1. Integrate the concepts of holistic person and a multidimensional definition of health into nursing practice.
2. Integrate critical thinking and evidence-based practice to promote safe, patient centered care for individual clients, families, groups, and communities across the life span in a variety of settings.
3. Synthesize knowledge from humanities, social and behavioral sciences, and life and physical sciences with nursing theory and practice.
4. Foster a caring presence through modifying communication techniques and establishing therapeutic relationships with individuals, families, groups and communities.
5. Collaborate with members of the health team to promote clients’ health and welfare in an ever changing practice environment.
6. Assume a leadership role in directing nursing activities and initiating change to improve health care delivery integrating information and health care technologies within a diverse world.
7. Demonstrate legal ethical and social responsibility and accountability for professional nursing care.
8. Implement a plan for professional growth and development as a member of the nursing profession.
9. Evaluate research and integrate evidence based findings to improve nursing practice.

Accreditation

The Bachelor of Science in Nursing program is accredited by the Indiana State Board of Nursing and Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202-887 6791, www.aacn.nche.edu.

Licensure/Certification

Licensure
After successful completion of the BSN program, the graduate is eligible to apply to the State Board of Nursing for licensure as a registered nurse by examination. The test used to determine licensure is the National Council Licensure Examination for Registered Nurses (NCLEX-RN). In Indiana and many other states, graduates must complete an application which requires disclosure of criminal history including, but not limited to, charges pending against the applicant or conviction regarding a violation of any federal, state or local law relating to the use, manufacturing, distribution or dispensing of controlled substances, alcohol or other drugs or drug addiction; and/or conviction of any offense, misdemeanor or felony in any state. This excludes minor violations of traffic laws resulting in fines. If the graduate responds affirmatively to any of the items on the application, all related details must be submitted to the board. The application is completed under penalty of perjury.

In addition Indiana applicants must complete a criminal background check at the time of NCLEX-RN application. The Board of Nursing reviews the application and determines the applicant’s eligibility to take the licensure exam. The State Board of Nursing may request a personal appearance dependent on the criminal history. Final approval of the candidate’s NCLEX-RN application is at the discretion of the State Board of Nursing.

Applicants should contact their respective Board of Nursing for further information or clarification. Graduates with special learning needs must contact the State Board of Nursing if special consideration for testing needs to be made.

Successful completion of the NCLEX-RN entitles the graduate to practice as a registered nurse in that state. Applications may be made for reciprocal privileges with other states.
Admissions Requirements for the BSN Program

A point system is used to evaluate applications of qualified candidates in order to accept applicants into the program as either pre-nursing or nursing majors. The point system used by the Nursing Program Admissions Committee will be provided to an applicant upon request.

Traditional Students (up to age 24)

a. Graduate from an accredited high school.
b. Have a 2.7 grade point average on a 4.0 scale.
c. Earn a Scholastic Aptitude Test (SAT) re-centered score of 1000 or above or an American College Test (ACT) composite score of 21 or above.
d. Have successfully completed (“C” or better) one year of high school algebra, biology and one year of high school chemistry with a “B-” or better.
e. Have completed TEAS (Test of Essential Academic Skills).

Adult Students (25 years & older)

a. Graduate from an accredited high school.
b. Have a 2.7 grade point average on a 4.0 scale.
c. Students who did not graduate from high school must have completed the General Education Development (GED) tests with a combined total battery GED score of 2500 with no sub-test score below 500.
d. Have Scholastic Aptitude Test (SAT) or American College Test (ACT) scores from high school that would be equivalent to the current requirement of 1000 SAT or 21 ACT.
e. Have successfully completed (“C” or better) one year of high school algebra, biology and one year of high school chemistry with a “B-“ or better.
f. Have completed TEAS (Test of Essential Academic Skills).

Transfer Students

a. Meet university entrance requirements for transfer students.
b. Have a minimum transfer cumulative GPA of 2.7.
c. Have successfully completed one year of high school algebra and biology with a grade of “C” or better and one year of high school chemistry with a grade of “B-“ or better or one semester of college level algebra, chemistry and biology with a grade of “C” or better.
d. Have completed TEAS (Test of Essential Academic Skills).
e. Only nursing courses with a grade of "B-" or better can be considered for transfer credit.
f. A minimum of 32 credit hours in nursing must be taken at the University of Saint Francis to be awarded a bachelor degree in nursing from the University of Saint Francis.

Students who do not meet the nursing admission criteria may be admitted to the university as pre-nursing major. Each applicant is review on an individual basis.

Students who do not meet nursing admission criteria may be admitted to the university as a pre-nursing nursing major. The following criteria must be met before a pre-nursing student can request a change of status to be considered for admission to the nursing major.

1. Completion of all course required by placement testing.
2. Completion of a minimum of 12 hours at USF. Students must have a biological science course (BIOL 221, BIOL 222, BIOL 223, or BIOL 270) as part of the required 12 credit hours at USF.)
3. CHEM, 121, Introductory Chemistry, if required
4. MATH 122, College Algebra
5. A grade of C or above in all required courses
6. Cumulative GPA of 2.7 or above earned at USF
7. TEAS (Test of Essential Academic Skills) entrance examination

Entry into the clinical sequence is based on availability of enrollment openings for the course. When necessary to form a waiting list for clinical courses the following criteria are used for prioritizing students to begin the clinical sequence:

1. GPA earned at the University of Saint Francis.
2. Date of entry into the nursing program.
3. Number of credit hours completed toward the degree, including transfer credit.
4. Grades in non-nursing courses, especially science and math courses.

Once admitted to the nursing major, students must maintain a cumulative GPA of 2.7, achieve a “B-” or better in all nursing courses and earn a grade of “C” or better in all required non-nursing courses.

In order to participate in clinical experiences, clinical requirements as set by the Department of Nursing and clinical agencies must be met including, but not limited to, criminal background checks and drug testing.

**Progression Requirements**

Each level of nursing courses builds on the knowledge and skills of the level preceding it. Nursing process skills of assessing, interpreting, analyzing, and synthesizing begin in the first semester and are progressively developed in succeeding semesters. In order to progress in the nursing sequence, students must meet the prerequisites and corequisites for each course in the ASN curriculum. The following criteria must be met in order to progress in the nursing sequence:

1. Maintain a cumulative GPA of 2.7.
2. Must achieve a “B-” or better in all nursing theory courses and achieve a “P” in all nursing clinical courses.
3. **Must** receive a minimum of "C" in the following required, non-nursing courses:
   a. All required biology courses
      i. BIOL 221
      ii. BIOL 222
      iii. BIOL 223
      iv. BIOL 270
   b. All required chemistry courses
      i. CHEM 121 (if taken)
   c. All required psychology courses
      i. PSYC 121
      ii. PSYC 232
   d. All required math courses
      i. MATH 120 (if taken)
ii. MATH 122
iii. MATH 302 or equivalent (BSN)
e. Other required courses
   i. SOCI 101, SOCI 135, SOCI 250, SOCW 160 or SOCW 377
   ii. ENGL 101
4. Failure to maintain the academic standards for progression will result in academic probation or
dismissal. A change of major from a pre-nursing to nursing major does not provide an additional
opportunity for academic probation. Only one academic probation is allowed during enrollment
as a nursing student.
5. Nursing majors will be placed on Academic Probation for failure to:
   a. Earn a minimum cumulative GPA of 2.7
   b. Earn a minimum grade of “B-” in a nursing theory course and a “P” in a nursing clinical
course.
   c. Earn a minimum grade of “C” in a required non-nursing course.
The probation period will be one semester in length. A second probation period will result in
dismissal from the nursing major. A student may repeat only one nursing course one time. When
repeating a nursing course a student who receives less than a “B-” will be dismissed from the
nursing major. If a nursing course must be repeated for either clinical failure or for a theory grade
below “B-”, both the theory course and the concurrent clinical course must be repeated at the same
time. A student who earns less than a “B-” in a nursing course may not take additional nursing
courses until the failed course is successfully completed. If the cumulative GPA has not reached the
minimum requirement of 2.7 by the end of the probation period, the student will be dismissed from
the nursing major. If a student earns less than a “C” in a required non-nursing course, the non-
nursing course may be repeated only once. Upon a second attempt, if the student does not earn a
minimum grade of “C” the student will be dismissed from the nursing major.
6. All Nursing Department academic standards will be applied to Academic Exploration, Healthcare
Exploration, and other USF majors seeking a change of status. Students who fail to meet nursing
academic standards will not be eligible for consideration as a nursing major.
7. During the duration of the student’s enrollment as a nursing or pre-nursing major a student may
have a maximum of two “withdraw passing” after midterm from nursing courses. Upon a third
“withdrawal passing” the student will be dismissed from the nursing program. A nursing course
that includes both theory and clinical represents one course withdrawal.
8. The Department of Nursing uses a system of external assessment and remediation for pre-
licensure students. All pre-licensure students purchase a designated testing package upon
enrollment in the first nursing course. The primary purpose is to help prepare students for
NCLEX-RN success. Students are required to complete designated assessments including content
mastery assessments at specified points in the curriculum. Additionally, a nationally-normed
comprehensive examination designed to predict success on the NCLEX-RN will be administered
during the final clinical nursing course. Students must achieve a designated satisfactory score on
the comprehensive examination in order to meet course requirements.
9. A student who is dismissed from the nursing major may reapply no sooner than two years from
the date of dismissal and must follow University and Department of Nursing admission criteria.
A student seeking readmission to the nursing major must provide evidence of improving one’s
potential for success. Readmission is not guaranteed.
BSN Academic Requirements for Graduation

To earn the Bachelor of Science in Nursing degree the student must meet the following criteria:

1. Completion of a minimum of 128 credit hours. Total credit hours completed will depend on placement exams. Transfer students must complete a minimum of 32 credit hours in nursing courses.
2. Completion of all required nursing and non-nursing courses.
3. Meet the requirements for academic standards (see BSN Progression, Probation and Dismissal sections of the BSN Student Handbook).
4. Payment of all financial obligations to the university.
5. Complete requirements for University graduation no more than twelve (12) semesters after starting their nursing clinical course work

Career Advancement

The University of Saint Francis also offers MSN options. Students who meet all MSN admission criteria may be admitted into the program. See the Graduate Catalog for MSN admission criteria and program information.

BSN 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.

Co-requisite: 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.

NURS 101
Introduction to Holistic Health and Nursing
2 credit hours
Socializes beginning students into professional nursing. Topics to be covered include the history of nursing, standards of practice, role of the professional nurse, and philosophy and conceptual framework of the USF program.

Fall, Spring
Pre-requisite: BIOL 221
NURS 201
HEALTH ASSESSMENT
3 credit hours
Focuses on beginning application of the nursing process with an emphasis on the assessment and analysis phases. Incorporates concepts of the holistic person to develop nursing skills for collecting and interpreting physical, psychosocial, developmental, and spiritual health data for well adult and elderly clients. Students begin developing communication skills for establishing and maintaining caring relationships with individual clients.
*Fall, Spring*
Prerequisites: BIOL 221 & BIOL 222; CHEM 121; PSYC 121
Prerequisite or Co requisite: NURS 101
Co requisite: NURS 202

NURS 202
CLINICAL: HEALTH ASSESSMENT
1 credit hour
Focuses on beginning application of the nursing process with an emphasis on the assessment and analysis phases. Incorporates concepts of the holistic person to develop nursing skills for collecting and interpreting physical, psychosocial, developmental, and spiritual health data for well adult and elderly clients. Communication skills for establishing and maintaining caring relationships with individual clients are utilized in laboratory and clinical settings. Interview and physical exam skills are practiced in both college laboratory and clinical settings. Clinical sites include area nursing homes. (Clinical: 3 contact hours)
*Fall, Spring*
Co-requisite: NURS 201

NURS 211
BASIC NURSING
3 credit hours
Applies the nursing process to facilitate health promotion and restoration with adult and elderly clients. Focuses on diagnosis, planning and implementation phases of the nursing process. Basic nursing skills needed for implementation of nursing care are explored. Beginning skills in therapeutic communication are developed to establish a caring presence with individual clients.
*Fall, Spring*
Prerequisites: NURS 201 & 202
Prerequisites or Co requisites: PSYC 232
Co-requisite: NURS 212

NURS 212
CLINICAL: BASIC NURSING
2 credit hours
Focus is on nursing diagnosis, planning and implementation phases. Uses basic nursing skills needed for implementation of nursing care. Uses beginning skills in establishing a caring presence and communication with individual clients. Selected clinical and university laboratories provide opportunities to practice new skills. Clinical sites include area hospitals. (Clinical: 6 contact hours)
*Fall, Spring*
Co-requisite: NURS 211
NURS 230  
EVIDENCE-BASED NURSING  
3 credit hours  
Develop basic understanding of how evidence is developed including the research process, clinical judgment and patient preferences. Emphasis on integration of nursing theory, practice, and research into the evidence based process. Develop beginning competence to utilize evidence-based practice models to systematically evaluate and translate best available evidence related to clinical questions. Disseminate findings of analysis of the evidence to improve client outcomes, client safety, and health care quality in collaboration with other health care professionals.  
*Fall, Spring*

NURS 235  
BASIC CARDIAC DYSRHYTHMIAS (elective course)  
1 credit hour  
This course is designed to educate the student in the general principles of cardiac electrophysiology and telemetry monitoring. Cardiac anatomy and electrical pathways are reviewed and emphasis is placed on interpretation of normal and abnormal rhythms. Sinus, atrial, junction, AV node blocks, ventricular, and paced rhythms will be analyzed in a systematic approach.  
Prerequisites: BIOL 221, BIOL 222.  
*Occasional*

NURS 239  
BACCALAUREATE NURSING SEMINAR I  
0 credit hours  
This is the first in a series of 6 nursing seminar courses. The seminar series is designed to stimulate critical thinking skills through exposure to various current topics pertinent to professional nursing. The series will include topics such as caring, professional communication, legal and ethical dilemmas, human diversity, genetics and genomics, community-based nursing, evidence-based nursing, leadership and role transition into practice. Personal growth and development of professional skills useful in nursing practice will be fostered. Some group and independent student work will be expected. (meets 2 hours, 4 times /semester)  
*Fall, Spring*

NURS 240  
BACCALAUREATE NURSING SEMINAR II  
1 credit hour  
This is the second in a series of 6 nursing seminar courses. The seminar series is designed to stimulate critical thinking skills through exposure to various current topics pertinent to professional nursing. The series will include topics such as caring, professional communication, legal and ethical dilemmas, human diversity, genetics and genomics, community-based nursing, evidence-based nursing, leadership and role transition into practice. Personal growth and development of professional skills useful in nursing practice will be fostered. Some group and independent student work will be expected. (meets 2 hours, 4 times /semester)  
*Fall, Spring*
NURS 250
HISTORY OF NURSING (Elective course)
3 credit hours
Focus is on the history of nursing, nursing education, and healthcare from primitive times to current day. Course content includes study of historical periods and figures such as Florence Nightingale, Lavinia Dock and Lillian Wald. Emphasis is on the relationship between nursing and society and the impact on modern nursing. NURS 250 involves travel to various historical sites related to nursing. Occasional

NURS 255
TRANSCULTURAL HEALTHCARE (elective course)
3 credit hour
Prepares the students to provide culturally competent healthcare to diverse populations. Self-awareness of cultural values and respect for differing values of each individual is cultivated. Emphasis is placed on identifying and applying key components in transcultural healthcare including: defining terminology, assessing cultural values, recognizing health disparities in diverse populations, and identifying appropriate communication skills. (web-based) Occasional Prerequisite: NURS 211/212 or NURS 121/122

NURS 270
PHARMACOLOGY IN HEALTHCARE
3 credit hour
This course introduces drug therapy detailing drug classifications, purposes of drug administration, mechanisms of drug action, adverse effects of drugs, and clinically significant drug interactions. The nursing process is used to define nursing responsibilities in drug administration. Course emphasizes nursing implications of drug therapy with application of knowledge to care of clients across the lifespan. Fall, Spring Prerequisite: BIOL 221; BIOL 222; NURS 211/212

NURS 299
INTEGRATIVE HEALTH (elective course)
3 credit hours
This course consists of modules that explore the mind-body-spirit connection and integrative health practices. Topics include the history of mind-body-spirit healing, roots of the mind-body-spirit disconnect, psychoneuroimmunology, the mind-body-spirit connection with specific illnesses, eastern healing traditions, mindful meditation, spiritual practices, ayurvedic medicine, healing touch, yoga, massage, relaxation response, music, and laughter. Explores health advocacy roles and evidence-based practice within the frame work of Barbara Carper’s Ways of knowing. (web-based) Occasional Prerequisite: PSYC 121
NURS 303
MEDICAL SURGICAL NURSING I
3 credit hour
Uses critical thinking to apply the nursing process to provide therapeutic nursing care to adult and elderly clients and their families. Emphasis on clients with common or recurrent health problems. Focus is on planning, implementation and evaluation of nursing care.

Fall, Spring
Prerequisites: BIOL 223; BIOL 270; PHES 315; PHIL Ethics Requirement, NURS 211/212, NURS 230
Prerequisite or Co requisite: NURS 270
Co-requisite: NURS 304

NURS 304
CLINICAL: MEDICAL SURGICAL NURSING I
2 credit hours
Uses critical thinking to apply the nursing process to provide therapeutic nursing care to adult and elderly clients and their families. Emphasis on clients with common or recurrent health problems. Focus is on planning, implementation and evaluation of nursing care. Implementation and evaluation of teaching plans with clients and their families is expanded. Effective caring relationships are established with clients and their families. University laboratory experiences are provided concomitantly to increase competency in nursing practice. Clinical experience provides opportunities to deliver nursing care in structured settings. Clinical sites include area hospitals and outpatient facilities. (Clinical: 6 contact hours)

Fall, Spring
Co-requisite: NURS 303

NURS 306
PSYCHIATRIC MENTAL HEALTH NURSING
3 credit hours
Applies the nursing process as the framework to provide psychiatric and/or mental health care. Focuses on the development of effective, caring nurse-client interactions. Uses the principles of therapeutic communication integrated with knowledge of psychiatric disorders, psychosocial/stress management needs and theories relevant to mental health. Development and implementation of teaching plans with individual clients is expanded for promoting mental health of families, adult and elderly clients. Emphasizes the personal, professional and legal implications in meeting client psychosocial needs. Expands insights of professional baccalaureate practice beyond core concepts of psychiatric nursing.

Fall, Spring
Prerequisites: BIOL 223; BIOL 270; PHES 315; PHIL Ethics Requirement, NURS 211/212, NURS 230
Prerequisite or Co requisite: NURS 270
Co-requisite: NURS 307
NURS 307
CLINICAL: PSYCHIATRIC MENTAL HEALTH NURSING
2 credit hours
Applies the nursing process as the framework to provide psychiatric and/or mental health care. Focuses on the development of effective, caring nurse-client interactions. Uses the principles of therapeutic communication integrated with knowledge of psychiatric disorders, psychosocial/stress management needs and theories relevant to mental health. Development and implementation of teaching plans with individual clients is expanded for promoting mental health of families, adult or elderly clients. Emphasizes the personal, professional and legal implications in meeting client psychosocial needs. The professional role of the nurse is explored primarily in structured settings. Clinical sites include hospitals, long-term care facilities and psychiatric/mental health facilities. (Clinical: 6 contact hours)
Fall, Spring
Co-requisite: NURS 306

NURS 309
CRITICAL CARE NURSING (Elective course)
3 credit hours
This course is designed to prepare nurses to assume an entry level role of a critical care nurse in the acute care setting. The student will be introduced to cardiac rhythm interpretation, invasive monitoring and hemodynamics, medical interventions/treatments, pharmacologic modalities, and nursing care in the Intensive Care Unit setting. The focus will be on the cardiovascular, respiratory, renal, endocrine, neurological, gastrointestinal, and hematological systems.
Occasional
Pre/co-requisites:
BSN students: NURS 322/323; NURS 325/326
ASN students: NURS 223/224; NURS 245/246

NURS 322
NURSING CARE OF CHILDREN AND ADOLESCENTS
2 credit hours
This course focuses on the health care needs of children. The roles of the pediatric nurse in health promotion, health maintenance and health restoration are examined. Developmental and family-centered nursing care concepts are integrated with knowledge from the sciences and humanities to identify nursing care needs of children and their families.
Fall, Spring
Prerequisites: NURS 303/304; NURS 306/307; NURS 270
Co-requisite: NURS 323
NURS 323
CLINICAL: NURSING CARE OF CHILDREN AND ADOLESCENTS
1 credit hour
This clinical course focuses on providing nursing care to meet the health care needs of children. The role of provider of care is demonstrated in areas of health promotion, health maintenance and health restoration. Developmental and family-centered nursing care concepts, integrated with knowledge from the sciences and humanities, are utilized in applying the nursing process to provide comprehensive health care for children and their families. Clinical experiences will occur in a variety of selected inpatient, outpatient and community settings. (Clinical: 3 contact hours)
Fall, Spring
Co-requisite: NURS 322

NURS 324
NURSING CARE OF CHILDBEARING FAMILY
2 credit hours
Focuses on health promotion and restoration of individuals and families in the childbearing cycle. Therapeutic nursing interventions from primary, secondary and tertiary levels of prevention are utilized in meeting the needs of the developing family. Nursing care incorporates the family as the client with the capacity to adapt to changes in the environment. The professional role of the nurse is explored in both structured and unstructured obstetric settings. Research findings, as well as nursing, developmental, and family theories are utilized in caring for clients in the childbearing cycle. Teaching plans are expanded to include families and groups.
Fall, Spring
Prerequisites: NURS 303/304; NURS 306/307; NURS 270
Co-requisite: NURS 325

NURS 325
CLINICAL: NURSING CARE OF CHILDBEARING FAMILY
1 credit hour
Nursing Care of the Childbearing Family focuses on health promotion and restoration of individuals and families in the childbearing cycle. Therapeutic nursing interventions from primary, secondary and tertiary levels of prevention are utilized in meeting the health needs of the developing family. Nursing care is expanded to include the family as a client with the capacity to adapt to changes in their environment. The development of teaching skills is emphasized as essential to promoting family well-being. The professional role of the nurse is explored in both structured and unstructured obstetric settings. Research findings, as well as nursing, developmental, and family theories are utilized in caring for clients in the childbearing cycle. Clinical sites include area hospitals, home care agencies, physician offices, clinics, childbirth classes, and clients’ homes. (Clinical: 3 contact hours)
Fall, Spring
Co-requisite: NURS 324
NURS 326
MEDICAL-SURGICAL NURSING II
2 credit hours
Provides information on care of the aging adult. Recognition and management of physiologic and psychosocial changes and problems associated with geriatric syndromes are discussed. The interaction of acute and chronic co-morbid diseases that are common to aging adults and appropriate nursing interventions are addressed.
Fall, Spring
Prerequisites: NURS 303/304; NURS 306/307; NURS 270
Co-requisite: NURS 327

NURS 327
CLINICAL: MEDICAL-SURGICAL NURSING II
3 credit hours
Uses critical thinking to apply the nursing process to provide holistic therapeutic nursing care to aging clients and families. Focuses on nursing care for aging adults with common diseases, including the impact of various co-morbid conditions. University laboratory experiences are provided concomitantly to increase competency in nursing practice. Clinical sites may include rehabilitation hospitals, skilled nursing facilities, and area hospitals. (Clinical: 9 contact hours)
Fall, Spring
Co-requisite: NURS 326

NURS 339
BACCALAUREATE NURSING SEMINAR III
0 credit hours
This is the third in a series of 6 nursing seminar courses. The seminar series is designed to stimulate critical thinking skills through exposure to various current topics pertinent to professional nursing. The series will include topics such as caring, professional communication, legal and ethical dilemmas, human diversity, genetics and genomics, community-based nursing, evidence-based nursing, leadership and role transition into practice. Personal growth and development of professional skills useful in nursing practice will be fostered. Some group and independent student work will be expected. (meets 2 hours, 4 times /semester)
Fall, Spring

NURS 340
BACCALAUREATE NURSING SEMINAR IV
1 credit hour
This is the fourth in a series of 6 nursing seminar courses. The seminar series is designed to stimulate critical thinking skills through exposure to various current topics pertinent to professional nursing. The series will include topics such as caring, professional communication, legal and ethical dilemmas, human diversity, genetics and genomics, community-based nursing, evidence-based nursing, leadership and role transition into practice. Personal growth and development of professional skills useful in nursing practice will be fostered. Some group and independent student work will be expected. (meets 2 hours, 4 times /semester)
Fall, Spring
NURS 400 (RN-BSN)
PROFESSIONAL NURSING CONCEPTS I
4 Credit Hours
Emphasizes the transition and socialization to professional nursing practice. Examines the relationship between nursing theory, research and practice. Introduction to selected theories relevant to professional nursing practice. Examination of selected legal and ethical issues of professional nursing. Focuses on broadening the professional nurse's health promotion and health assessment skills 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.
Fall

NURS 403
COMMUNITY HEALTH NURSING
3 credit hours
Emphasizes 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. Focuses on critical thinking, effective communication among health team members, identification of high-risk populations, systematic health status assessment, resource utilization, the impact of research, and the professional role of the nurse in the community
Fall, Spring
Prerequisites: NURS 322/323, 324/325, 326/327
Co-requisite: NURS 404

NURS 404
CLINICAL: COMMUNITY HEALTH NURSING
2 credit hours
Application of community health and nursing theoretical concepts in the care of individuals, groups, aggregates, and communities through primary, secondary and tertiary therapeutic nursing interventions. Focuses on critical thinking, effective communication among health team members, identification of high-risk populations, systematic health-status assessment, resource utilization, the impact of research, and the professional role of the nurse in the community. Teaching plans are extended to include aggregates, groups and communities. Clinical sites include community agencies in Fort Wayne/surrounding areas. (Clinical: 6 contact hours)
Fall, Spring
Co-requisite: NURS 403
NURS 405
MEDICAL SURGICAL NURSING III
3 credit hours
Emphasis on nursing care of clients with more complex common or recurrent health problems in structured and unstructured settings. Utilizes critical thinking to provide therapeutic nursing interventions to adult and elderly clients and their families. Focuses on advanced assessment, health promotion, maintenance, and restoration for the adult as a member of a family and community. Application of knowledge, theory and research findings in the provision of nursing care.
Fall, Spring
Prerequisites: NURS 322/323, 324/325, 326/327
Co-requisite: NURS 406

NURS 406
CLINICAL: MEDICAL SURGICAL NURSING III
3 credit hours
Emphasis on clients with more complex common or recurrent health problems in structured and unstructured settings. Utilizes critical thinking to provide therapeutic nursing interventions to adult and elderly clients and their families. Focuses on advanced assessment and nursing skills needed for implementation of therapeutic nursing interventions. Application of the teaching-learning process, discharge planning, and providing theory and research-based nursing care. Uses therapeutic communication to foster effective, caring relationships with clients and their families. University laboratory experiences are provided concomitantly to increase competency in nursing practice. Clinical experiences provide opportunities to deliver nursing care in structured and unstructured settings. Clinical sites include area hospitals and the community (Clinical: 9 contact hours)
Fall, Spring
Co-requisite: NURS 405

NURS 409 (RN-BSN)
PROFESSIONAL COMMUNICATION
2 Credit Hours
Employs principles of effective communication related to professional presentations in written, verbal and computer-based formats. Focuses on use of computer applications as they apply to the professional nurse role. Serves as a foundation to expand professional practice through exploration of concepts including diversity, collaboration, effective communication, technology, self-awareness, and reflective practice.
Fall

NURS 410 (RN-BSN)
PROFESSIONAL NURSING CONCEPTS II
4 Credit Hours
Focuses on socialization into leadership and management roles, the role of the professional nurse as an individual and group member, and participation in organizational change. Explores evidence based practice and development of strategies to use research in practice. Emphasizes integrating nursing research with nursing theory, knowledge and practice. Exploration of the professional role of the nurse in the community using holistic approach to health promotion and disease prevention in the provision of nursing care to individuals, groups and communities through primary, secondary, and tertiary therapeutic nursing interventions. Explores future issues and trends affecting professional nursing.
Spring
NURS 411
NURSING LEADERSHIP
3 credit hours
Focuses on the development of leadership and management skills and the role of the professional nurse as an individual and a group member. Explores leadership strategies, communication skills, change process, creative and critical thinking, management functions, organizational dynamics, motivation, and personal and professional development. Emphasizes responsibility and accountability in relation to the professional nursing role. Selected nursing and leadership theories are presented, related to the nursing process and considered as a base for professional nursing practice. The applicability of research findings is evaluated to validate and improve nursing practice.
*Fall, Spring*
Prerequisites: NURS 403/404; NURS 405/406
Co-requisites: NURS 414; NURS 415

NURS 414
CLINICAL: LEADERSHIP AND MANAGEMENT IN ADVANCED NURSING CARE *(in spring 2013, title will change to Clinical: Leadership and Management in Medical Surgical Nursing)*
4 credit hours
As a capstone clinical course, the student focuses on the refinement of critical thinking skills when caring for adult clients with multiple, complex problems within the health care system and the community. Collaborates with the healthcare team for coordination of client care and personal development. Utilizes effective communication to facilitate caring, therapeutic relationships with clients. Utilizes nursing research and nursing theory to improve nursing practice. Functions in the role of an RN module leader with an expert nurse preceptor for the development of clinical leadership and management skills. Explores the roles of nursing supervisors and change agents. Emphasizes professional role socialization and career development planning. College laboratory experiences are provided concomitantly to increase competency in nursing practice. Clinical sites include area hospitals, long-term care facilities and community agencies. *(Clinical 12 contact hours)*
*Fall, Spring*
Co-requisites: NURS 411; NURS 415

NURS 415
ADVANCED NURSING CARE *(in spring 2013, title will change to Medical Surgical Nursing IV)*
3 credit hours
Integrates critical thinking into professional nursing care provided to clients of all ages with multiple, complex problems. Analyzes communication skills to foster therapeutic relationships with clients, families and groups. Emphasis on the applicability of nursing research and nursing theory to validate and provide nursing care to clients.
*Fall, Spring*
Prerequisites: NURS 403/404; NURS 405/406
Co-requisites: NURS 411; NURS 414
NURS 418 (RN-BSN)
Applying Professional Nursing Concepts
2 Credit Hours
Applies baccalaureate concepts in selected community settings to achieve individual objectives. Focuses on effective communication among health team members, resource utilization and the role of the professional nurse. Assists in the development of effective leadership and management skills. (Clinical: 6 contact hours= 96 total hours)
Spring

NURS 419
NURSING SYNTHESIS AND PROFESSIONAL ROLE
3 credit hours
This course facilitates transition from the student role to the professional baccalaureate nursing role. Core nursing concepts are analyzed and synthesized into a professional nursing practice role. Students develop a portfolio to validate attainment of program outcomes and to serve as a model for continued professional growth. Social, political, economic, legal, ethical, and caring concepts, as well as the Ethical and Religious Directives for Catholic Health Care Services, are related to practice. Strategies and techniques for preparation for the registered nurse examination are reinforced.
Fall, Spring
Co-requisites: NURS 411; NURS 414; NURS 415

NURS 439
BACCALAUREATE NURSING SEMINAR V
0 credit hours
This is the fifth in a series of 6 nursing seminar courses. The seminar series is designed to stimulate critical thinking skills through exposure to various current topics pertinent to professional nursing. The series will include topics such as caring, professional communication, legal and ethical dilemmas, human diversity, genetics and genomics, community-based nursing, evidence-based nursing, leadership and role transition into practice. Personal growth and development of professional skills useful in nursing practice will be fostered. Some group and independent student work will be expected. (meets 2 hours, 4 times /semester)
Fall, Spring

NURS 440 (starts Spring 2013)
BACCALAUREATE NURSING SEMINAR VI
1 credit hour
This is the last in a series of 6 nursing seminar courses. The seminar series is designed to stimulate critical thinking skills through exposure to various current topics pertinent to professional nursing. The series will include topics such as caring, professional communication, legal and ethical dilemmas, human diversity, genetics and genomics, community-based nursing, evidence-based nursing, leadership and role transition into practice. Personal growth and development of professional skills useful in nursing practice will be fostered. Some group and independent student work will be expected. (meets 2 hours, 4 times /semester)
Fall, Spring
NURS 480 (RN-BSN)  
Nursing Synthesis and Professional Role  
3 Credit Hours  
This senior capstone course facilitates transition from the student role to the professional baccalaureate nursing role. Core nursing concepts are analyzed and synthesized into a professional nursing practice role. Students will develop a portfolio to validate attainment of program outcomes and serve as a model for continued professional growth. As a part of the portfolio process, the student will refine their philosophy of nursing incorporating the nursing met paradigm, BSN conceptual framework and Franciscan values. The student will develop a resume and participate in a mock job interview. Social, political, economic, legal, ethical and caring concepts, as well as the Catholic Health Care Directives, are related to practice. Strategies and techniques for preparation for the registered nurse examination are reinforced. 

Spring  

Courses described in the BSN Curriculum are representative of the requirements to complete the stated major. Requirements are subject to change. Students should consult with their advisor to determine the exact requirements needed to complete the degree.
Department of Physical Therapist Assistant Studies

Vision Statement

The Department will become regionally recognized as the center for physical therapy education, producing life-long learners, exceptional practitioners and leaders who serve the community.

Purpose Statement

The University of Saint Francis Physical Therapist Assistant program is designed to:

1. Prepare students for entry-level practice as physical therapist assistants who work under the direction and supervision of physical therapists.
2. Provide the healthcare community with skilled physical therapy practitioners who are able to apply theoretical knowledge to clinical practice.
3. Provide a learning environment that recognizes individual differences and promotes caring behaviors.
4. Promote critical thinking skills to effectively address patient care problems and to adapt to the rapidly changing challenges of healthcare.
5. Provide students with a strong educational foundation for life-long personal and professional growth.

Program Overview

Physical Therapy is the healthcare field involved in prevention and wellness and in the rehabilitation of individuals in order to restore function and prevent disability following injury, disease or loss of a body part. Therapeutic interventions including, but not limited to, heat, cold, electrical stimulation, traction, and massage may be used in conjunction with positioning, exercise or adaptive equipment to improve circulation, strengthen muscles, promote increased mobility, and train or retrain an individual to perform functional activities. The physical therapist assistant works under the direction and supervision of a licensed physical therapist in order to achieve the rehabilitation goals identified in the patient’s individual physical therapy plan of care.

The University of Saint Francis Physical Therapist Assistant program is a two-year curriculum consisting of four semesters leading to an Associate of Science degree. The program emphasizes academic knowledge while offering hands-on experience in a variety of clinical settings. The program sequence begins each fall semester. Some students may have the opportunity to attend part time based on previous college experience. Some students spread their coursework over three years, often completing many general education courses before enrolling in the four-semester sequence PTA courses. An individual who wants to become a physical therapist can enroll at USF prior to enrolling in a master’s or clinical doctorate level physical therapy education program at another institution. Students enrolled at USF can prepare to enroll in a professional physical therapy education program in two ways:

- Enroll in the USF two-year Physical Therapist Assistant Associate of Science Degree program, followed by completion of a bachelor’s degree that includes physical therapy school
prerequisites. Graduates of USF’s PTA program can practice as PTAs while completing their bachelor’s degree.

- Enroll in and complete a bachelor’s degree at USF that includes the prerequisites for physical therapy school.

The University of Saint Francis has established articulation agreements with the professional physical therapy education programs at the University of Findlay and at Midwestern University. The articulation agreements facilitate enrollment of qualified USF graduates in these programs.

Accreditation

The Physical Therapist Assistant Program of The University of Saint Francis is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; telephone: (703)706-3245; email: accreditation@apta.org; website: www.capteonline.org.

Technical Standards and Clinical Requirements

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. These standards include Observation; Communication; Intellectual, Conceptual, Integrative and Quantitative Abilities; Motor Skills; Behavioral and Social Attributes; Tests and Evaluations; and Clinical Assessment.

Clinical Requirements include a criminal background check, a driving history, and a drug screen. 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 a health sciences program. Students will be required to complete a technical standards and clinical requirement form before full acceptance to a SOHS program is granted. More information will be made available to candidates from the SOHS programs.

Licensure/Certification

Graduates of accredited Physical Therapist Assistant educational programs are eligible to sit for the National Physical Therapy Examination (NPTE) for Physical Therapist Assistants in order to obtain licensure or certification to practice. Most states require licensure or certification of the physical therapist assistant.

Criminal History

An applicant for certification as a physical therapist assistant in Indiana should be aware that a criminal history may adversely affect the decision rendered by the Physical Therapy Committee of the Indiana Medical Licensing Board related to granting certification. These decisions are rendered on a case-by-case basis. This is the situation in other jurisdictions as well.
Admissions Criteria

The University of Saint Francis accepts a limited number of students each year into this academically competitive program. The candidate’s high school record should reflect a college preparatory curriculum including four years of English, three years of mathematics, two years of social sciences, and three years of laboratory science, including one year of physics. In addition to meeting University of Saint Francis’ admission criteria, candidates will be considered for admission to the program who meet the following criteria:

1. A minimum one year of high school algebra, chemistry and biology or its equivalent with a grade of “C” or better.
2. Exposure to work in the health field through observation, volunteer service or employment.
3. Knowledge concerning the profession of physical therapy.
4. Two of the following criteria for admission:
   - High school cumulative GPA of “B” or better (3.0 on a 4.0 scale)
   - SAT I re-centered math and verbal composite score of 1000 or above or an ACT composite score of 21 or higher. For SAT test administrations prior to April 1995, a composite score of 800 is required.*
   - 12 or more credit hours in applicable college subjects with a cumulative GPA of 2.3 or above. It is strongly recommended that at least three credit hours be from a physical or biological science course.
   - Associate or higher level degree from a regionally accredited institution of higher education.
   - 12 credits at the University of Saint Francis with a grade of “2.3” or above in each class. It is strongly recommended that at least three credit hours be from a physical or biological science course.

* The Psychological Services Bureau (PSB) for Health Occupations Aptitude Examination may be substituted for the SAT or ACT. Applicants who take the PSB will be provided Admission Committee criteria of the results upon request.

The Physical Therapist Assistant Program Admissions Committee will identify those qualified applicants who will be offered admission. Each application will be reviewed on an individual basis. Review of applications for fall PTA classes will begin the prior November and continue until the program is full. Exceptions to the stated requirements may be made and applied fairly at the discretion of the Admissions Committee.

The Program requires four semesters of coursework once enrolled due to the sequencing of didactic and clinical coursework. Students may attend full time or, if all or some general education courses are completed, students may attend part time.

A candidate’s position in the class will only be guaranteed if
- any subsequent required general education courses for the PTA Program registered for and taken prior to enrollment in the PTA Program are earned at the University of Saint Francis; and
- the candidate’s records for subsequent coursework continues to be at a level that supports the application score required for admission.
University of Saint Francis' Dual Acceptance Program with the Physical Therapy Program (PTP) at Midwestern University

Under the provisions of this agreement, selected students who successfully complete the specified coursework and maintain eligibility requirements at the University of Saint Francis, and who complete the application requirements and take part in the interview day at Midwestern University will be granted acceptance to the Midwestern University Physical Therapy Program in Downers Grove, IL.

Information on this program is available from USF Office of Admissions or from the Chair of the Department of Physical Therapist Assistant Studies.

Progression Requirements

In order to advance in the Physical Therapist Assistant Program, the student must:

1. Complete all prerequisites and enroll in all co-requisites;
2. Achieve a “C” (2.0) or above in each Physical Therapist Assistant and School of Health Sciences course. A grade of “C” or above in the PTA Program courses with laboratory components means that the student has received a 75% or above for both the lecture and laboratory component of the course;
3. Achieve a score of 80% or more and successfully perform all critical elements identified on a practical examination score sheet when taking or retaking a practical exam. Achieve a “P” (pass) for each Clinical Education course;
4. Achieve a “C” (2.0) or above in Human Anatomy and Physiology I and II;
5. Maintain a “C” (2.0) or above cumulative average in all courses taken at University of Saint Francis;
6. Maintain certification in Healthcare Provider Level Cardiopulmonary Resuscitation (formerly called Level C);
7. Exhibit personal and professional behaviors that demonstrate honesty, dependability, responsibility and positive interpersonal skills*; and
8. Demonstrate consistently safe clinical skills and actions. An unsafe clinical skill or action is a single occurrence or pattern of behavior in the classroom lab or clinic involving unacceptable risk or actual harm to the patient, to the student or others.*

*A student who exhibits impaired judgment or is suspected of substance abuse in the classroom, lab or clinic will be removed from the setting promptly, will meet jointly with his or her advisor and the department chair. The situation will be handled by the PTA Program based on the behaviors which resulted in action on the part of university or clinical faculty/staff. Please refer to the USF Student Handbook section on Standard of Conduct for more information.

Failure to meet these requirements will result in dismissal from the PTA Program following review by the PTA Faculty.

A student must receive a “C” or above in both PTA 282 and PTA 284 in order to progress to PTA 288 and PTA 298. PTA 288 and PTA 298 are identified as terminal clinical experiences and are designed to be completed following a student’s successful completion of all didactic components of the PTA curriculum.
Degree Requirements

All students must complete required credits indicated in the Physical Therapist Assistant Program’s curriculum plan with a grade point average (GPA) of at least 2.0 on a 4.0 scale for eligibility to graduate. At least 55 percent of the credits for the Associate of Science degree must be obtained from University of Saint Francis coursework. Competent performance of clinical procedures will be documented from laboratory check-offs and from clinical education evaluations performed on each student. In addition, university requirements for an Associate of Science degree must be met. Students enrolled in the Physical Therapist Assistant program are expected to complete graduation requirements in four to six semesters.

Physical Therapist Assistant Course Descriptions

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.

Co-requisite: 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.

SOHS 108
CONCEPTS OF PATIENT CARE
2 credit hours
This course introduces the allied health student to basic concepts related to patient care. The patient’s needs and rights as a consumer of healthcare services are examined. This course will also explore the role of interpersonal communication in the caregiver/patient relationship. Principles of infection control, routine patient care and emergency procedures are discussed. This course is designed to be taken with the student’s first clinical course. (Theory 2 hours)
Fall

SOHS 110
SERVICE LEARNING
2 credit hours
Adaptation, communication, diversity, self-assessment, helping, and other topics will be examined as students provide service in a social, educational or healthcare setting. Placement for the service experience will be determined based on each student’s needs and interests. Each student, the student’s advisor (facilitator) and the course faculty will mutually determine agency or facility placement. Students will become more aware of the community around them, learn techniques to resolve problems and reflect on their role and responsibility with the community as they pursue other coursework in their curriculum at the University of Saint Francis. (Theory 1.25 hours, Service 1.5 hours)
Fall, Spring (May be taken for 3 credit hours in order to meet Learning Outcome #s 4, 5, 6 and 7)
PTA 150
INTRODUCTION TO PHYSICAL THERAPY
3 credit hours
Students are oriented to physical therapy as a discipline within the healthcare system. This course includes information on the role of the physical therapist assistant and the assistant’s responsibility to and interaction with the patient, the physical therapist and other members of the healthcare team. Common patterns of delivery of physical therapy services, methods of referral, general categories of patient care problems, medical terminology and an introduction to documentation will be presented. The role of the professional organization, professional ethics and legal issues will be explored. (Theory 3 hours)
Fall
Co-requisites: SOHS108; SOHS110; BIOL 261; MATH 122;

PTA 152
PATIENT CARE SKILLS 1
3 credit hours
This course introduces the student to the principles and techniques of physical therapy procedures. Lecture and laboratory activities include presentation of the following content: patient equipment (including hospital beds, mechanical lift equipment, wheelchairs and sliding boards); positioning, draping, body mechanics and transfers; massage and basic myofascial techniques; concepts of augmented soft tissue mobilization; external compression (mechanical pump, elastic bandaging and pressure garments); superficial heat, hydrotherapy, cryotherapy; the use of assistive devices (canes, crutches, walkers); normal gait and gait training; patient interviewing and documentation (Theory 2 hours, Lab 3 hours)
Fall
Co-requisite: PTA 150

PTA 162
PATIENT CARE SKILLS II
3 credit hours
This course continues to introduce the student to the principles and techniques of physical therapy procedures. Lecture and laboratory activities include the following content: Observation and data collection (including cognition, skin integrity, sensation, extremity girth, extremity volume, leg length, and posture), palpation techniques and physical agents. Physical agents that will be presented in this course include ultraviolet light, hyperbaric oxygen, diathermy, light agents, ultrasound and traction. Principles of healing related to bone, soft tissue, open wounds, cardiovascular deficits and post operative management will be presented. Students will be introduced to concepts of arthrokinematic movement and application to gait and exercise program design. Principles and techniques presented in PTA 152 including patient interview, communication, positioning, and draping and gait training will be reviewed, applied and progressed. Therapy related interventions learned in prior and concurrent courses are integrated within the classroom and lab. (Theory 2 hour, Lab 3 hours)
Spring
Prerequisite: PTA 152
Co-requisites: BIOL 262; ENGL 101; PSYC 121; PTA 164; PTA 168; SCIE 273
PTA 164
FUNCTIONAL AND APPLIED ANATOMY
3 credit hours
In this course, the principles of mechanics, musculoskeletal anatomy and neuromuscular physiology are combined to study human movement. The terminology, types of motion and in-depth characteristics of the skeletal and neuromuscular systems will be presented in order for students to understand joint movement. Techniques for performing range of motion, goniometric measurement and manual muscle testing will be integrated with each unit in order to reinforce the clinical applications of the principles of kinesiology presented. (Theory 2 hours, Lab 3 hours)
Spring
Co-requisite: PTA 162

PTA 168
CLINICAL EDUCATION I
1 credit hour
The Clinical Education units of the curriculum are designed to provide the student with opportunities to develop skills in clinical decision-making and patient care. The level of skill development and independence in the clinical setting are expected to progress as the student proceeds through the four levels of clinical experiences. Students’ activities will include, but may not be limited to, patient care experiences in acute and outpatient settings. Clinical Education I is scheduled in Semester II of the PTA curriculum. (Theory 1 hour, Clinical 8 hours for 9 weeks)
Spring
Co-requisite: PTA 162

PTA 272
PATIENT CARE SKILLS III
5 credit hours
This course is a continuation of study of the principles and techniques of physical therapy procedures. Patient tests and measures and assessment techniques will be presented that build on the information from PTA 152, PTA 162 and PTA 164. Tests and measures, assessment techniques and interventions in the areas of cardiac status, respiratory status and balance and function will be presented. Tests and measures and assessment and treatment interventions related to amputation will be presented. Discharge planning and home environment assessment will also be presented in a problem-solving format. The goals and principles of therapeutic exercise and the following types of physical agents will be introduced: electrotherapy (for tone reduction, strengthening, pain reduction, and wound healing), diathermy and laser. Course material will be presented in a contextual framework. (Theory 3 hours, Lab 6 hours)
Fall
Prerequisite: PTA 162
Co-requisites: CIS 190; PSYC 232; PTA 274; PTA 278; RELI
PTA 274
MEDICAL LECTURES
3 credit hours
This course will include the presentation of diagnoses in the medical, orthopedic and neurological areas of medicine. The clinical manifestations of these diagnoses, including etiology, symptomatology, medical management (surgical and non-surgical), and prognosis will be addressed. Healthcare specialists will present topics of relevance to the practice of physical therapy in a lecture/discussion format. (Theory 3 hours)
Fall
Co-requisite: PTA 272

PTA 278
CLINICAL EDUCATION
2 credit hours
The Clinical Education units of the curriculum are designed to provide the student with opportunities to develop skills in clinical decision-making and patient care. The level of skill development and independence in the clinical setting are expected to progress as the student proceeds through the four levels of clinical experiences. Students’ activities will include, but may not be limited to, patient care experiences in acute and outpatient settings. Clinical Education II is scheduled in Semester III of the curriculum. Weekly hour of theory will be used to integrate didactic content with clinical practice. Professional behaviors and clinical reasoning, clinical decision making and implementation of evidence based practice will be discussed and promoted with the assistance of physical therapy practitioners as guests. (Theory 1 hour, Clinical 8 hours for 12 weeks)
Fall
Co-requisite: PTA 272

PTA 282
PATIENT CARE SKILLS IV
5 credit hours
Treatment techniques taught in this unit will be integrated with previous coursework in order to achieve comprehensive management of the patient. Review and update of new techniques with muscle, joint and soft tissue techniques and neurological treatment approaches will be presented in lectures and structured laboratory sessions. Students will be challenged to provide the rationale for patient care plans presented to them and for identifying organized and efficient sequencing of components of given treatment sessions. A unit of study will be presented on the delivery of service for the pediatric population. The sequence of study will include fetal life, premature birth, infancy, childhood, and adolescence. Within each time frame, an integration of motor, cognitive, language and psychosocial development will be discussed. Physical therapy issues pertinent to each stage of development will be covered. Principles and special issues related to treating older adults will also be presented. This course will be offered during the first six weeks of the semester. (Theory 10.5 hours, Lab 8 hours for 6 weeks)
Spring
Prerequisite: PTA 272
Co-requisite: PTA 284
PTA 284
PHYSICAL THERAPIST ASSISTANT SEMINAR
2 credit hours
In a seminar format, selected topics pertinent to the graduating physical therapist assistant will be presented: information related to employment; analytical tools for evaluating physical therapy practice and research (reviewing literature); varied professional roles of the PTA including the PTA as educator; continuous quality improvement; computers in the clinic; licensure application process and exam preparation strategies; review of the Indiana PT Practice Act and Rules and Regulations; the “Ethical and Religious Directives for Catholic Health Care Services”; and the Americans with Disabilities Act (ADA). This course will be offered during the first six weeks of the semester. (Theory 6 hours for 6 weeks)
Spring
Co-requisite: PTA 282

PTA 288
CLINICAL EDUCATION III
5 credit hours
The Clinical Education units of the curriculum are designed to provide the student with opportunities to develop skills in clinical decision-making and patient care. The level of skill development and independence in the clinical setting are expected to progress as the student proceeds through the four levels of clinical experiences. Students’ activities will include, but may not be limited to, patient care experiences in acute and outpatient settings. Clinical Education III is five weeks and will occur during weeks 7 through 11 of Semester IV of the PTA curriculum. (Clinical 40 hours for 5 weeks)
Spring
Prerequisites: PTA 282 and PTA 284

PTA 298
CLINICAL EDUCATION IV
5 credit hours
The Clinical Education units of the curriculum are designed to provide the student with opportunities to develop skills in clinical decision-making and patient care. The level of skill development and independence in the clinical setting are expected to progress as the student proceeds through the four levels of clinical experiences. Students’ activities will include, but may not be limited to, patient care experiences in acute and outpatient settings. Clinical Education IV is five weeks and will occur during weeks 12 through 16 of Semester IV of the PTA curriculum. (Clinical 40 hours for 5 weeks)
Spring
Pre-requisites: PTA 282 and PTA 284
Department of Radiologic Technology

Program Overview

The Radiologic Technology program offers a two-year curriculum leading to an Associate of Science degree. Radiologic technology is the field of study which utilizes radiation to provide images of tissues, organs, bones, and vessels of the human body in the diagnosis of disease and injury. The radiographer performs diversified radiologic procedures utilizing highly technical equipment. Effective radiographers apply principles of radiation protection as they determine exposure factors during the performance of examinations. The radiographer is the person responsible for providing basic patient care while producing radiographic images of optimum quality. This healthcare professional works in close association with the radiologist, a physician specializing in this science.

University of Saint Francis’ Radiologic Technology program consists of four semesters and two summer sessions. It is based upon the curriculum recommended by the American Society of Radiologic Technologists, which is recognized in the Standards for an Accredited Educational program in Radiologic Sciences.

Students receive classroom instruction at the university and clinical experience in various hospital and clinical radiology areas. Progression through the competency-based program is accomplished by means of didactic instruction, laboratory demonstration and practice, and clinical experience. The Radiologic Technology program conducts the majority of classes during the daytime hours. Students will be required to complete some clinical assignments on weekends and evenings.

Various options exist to complete the two-year sequence of classes. Accepted students will develop their individualized plan of completion under the direction of a faculty advisor based upon their placement test scores and their previous academic background. Clinical enrollment is limited. Acceptance into the radiography program does not guarantee an automatic placement into a clinical course. Once students enter the clinical course sequence they are considered full-time radiography students and must complete the curriculum as outlined. Policies exist concerning attendance, standards of conduct, withdrawal, academic standards, clinical policies, etc., and are published in the Student Handbook. The student will receive the Student Handbook at orientation.

Mission Statement

The Department of Radiologic Technology at the University of Saint Francis engages diverse, lifelong learners in an atmosphere of academic and clinical excellence permeated by Franciscan values. The Department exists to support and serve the profession of radiologic technology in its growth and development within the healthcare community.

Goals:

- Prepare individuals for entry level radiologic technology practice as radiographers with knowledge and experience in the specialized areas of radiology.
- Deliver a competency-based curriculum and instructional delivery system, which stresses the
application of theory to the realities of the clinical setting.
• Develop habits of critical thinking and scholarship that leads to effective practice.
• Provide the foundational knowledge and experience in various healthcare settings for the
development of effective communication skills.
• Assist students in internalizing the values, attitudes and professional behaviors necessary to
promote the standards of the profession.

Student Learning Outcomes:

Graduates of the Associate of Science degree program in Radiologic Technology will:

• Be prepared for their first position in the field.
• Be skilled practitioners, producing diagnostic images with regard to patient care and
radiation protection practices.
• Be able to improve their practice through a process of discovery, analysis and application.
• Be capable of communicating effectively in personal and professional interactions.
• Possess professional behaviors that contribute to professional excellence.

Accreditation

The program is accredited by the Joint Review Committee on Education in Radiologic Technology
(JRCERT), located at 20 N. Wacker Drive, Suite 2850, Chicago, Illinois 60606-3182. The JRCERT’s phone
number is (312) 704-5300, email: mail@jrcert.org. The Standards for an Accredited Educational
Program in Radiologic Sciences guide the program through the accreditation process. A copy of the
Standards document is available in the office of the Chair.

Licensure/Certification

Graduates of the program are eligible to take the national exam offered by the American Registry of
Radiologic Technologists (ARRT). Approval to sit for the national boards will not be granted until the
student has completed all of the requirements for graduation. Successful completion of the examination
entitles the graduate to practice as a registered radiologic technologist radiographer.

In the state of Indiana, legislation prohibits the operation of X-ray equipment by unqualified personnel.
Students in the program must apply for and be issued a permit through the Indiana State Department of
Health in order to complete the program’s clinical requirements. In addition, Indiana’s licensure law
states that students of radiography programs are not to be employed in positions performing
radiographic examinations.

Certification through the Indiana State Department of Health is required for technologists who seek
employment in this state. A radiologic technologist who passes the ARRT examination automatically
qualifies for state certification upon submission of an application and payment of the licensing fee.
Admissions Criteria

The University of Saint Francis accepts a limited number of students each year into this academically competitive program. Candidates will be considered for admission to the program who:

1. Have three years of college preparatory math in high school including two years of algebra or an equivalent college level course in algebra.

2. Follow a college preparatory curriculum including four years of English, three years of mathematics, two years of social sciences, and three years of a laboratory science.

3. Submit a candidate’s statement.

4. Submit all previous academic transcripts of attempted coursework and upon review:
   • Demonstrates that no course in the required general education has been repeated more than once for successful completion in the last two years.
   • Displays only one semester of academic credit that is between 2.0 and 2.7 on a 4.0 scale in the last two years of course work.

5. Meet one of the following criteria for admission:
   • SAT score of 1000 or higher.
   • ACT composite score of 21 or higher.
   • Students who have not taken the SAT or ACT will be required to take the Psychological Services Bureau’s Health Occupations Aptitude Examination. A fee is assessed for the standardized testing of applicants. The candidate’s results must be average to above average in all sections of the exam. Standardized tests may be completed once per year and permission will be granted to repeat the exam only one time.

6. Meet one of the following:
   • Graduate from an accredited high school with a cumulative GPA of 2.7 or above. Students who did not graduate from high school must have completed the General Education Development (GED) tests, with a composite score of at least 2,500 and no subscore below 500.
   • Earn 12 or more credit hours, in applicable college subjects, as either a pre-radiologic technology student or a transfer student with cumulative GPA of 2.7 or above. At least three credits must be from a biological or physical science course with a lab component.
   • Possess an associate or higher level degree from a regionally accredited institution with a cumulative GPA of 2.7 or higher.

7. Demonstrate good moral and ethical character.

The determination of acceptance to the Radiologic Technology program will be made after the individual review of each applicant’s file. Additional information may be requested of the individual applicant prior to a decision being made. The Admissions Committee reserves the right to admit a student on a one-semester probationary status. Any students enrolled in the current semester will be admitted conditionally, until the receipt of semester grades.
Students who meet only one of the above radiologic technology admission criterion may be admitted as a pre-radiologic technology student. Applicants to the program will be considered only once after an initial denial has been issued.

Prior to enrollment in the first clinical course, the accepted student must submit proof of a physical exam, required immunizations and ability to meet technical standards required of healthcare students. In addition, proof of certification in cardio-pulmonary resuscitation is required and a current Criminal Background History must be completed. Negative information found in the criminal background check could result in the affiliating agencies withholding the clinical experience. If this were to happen, the student cannot complete all aspects of the program and would be dismissed from the program.

Enrollment in the Radiologic Technology program is based on available resources. Students who are attending the university and meet program requirements for acceptance will have the first opportunity to register for clinical courses. It is never a guarantee that an accepted student automatically has a place in the clinical course. Placement in RAD 168, Clinical Education I, occurs after the issuance of spring semester grades and is based upon the following: date of acceptance to the program, GPA and number of required general education hours completed, either at the university or transferred.

Misdemeanor or Felony Convictions

Eligibility for examination to become certified in radiology requires that the candidate be of good moral character. Conviction of a misdemeanor or felony may indicate lack of good moral character for the American Registry of Radiologic Technologists’ (ARRT) purposes. Pre-application review procedures are in place to allow individuals who are not yet enrolled in an educational program to determine if a conviction would interfere with exam eligibility. Pre-Application Review forms may be requested from the Department of Regulatory Services at the ARRT office or can be obtained online at http://www.arrt.org.

Completion Option

Radiologic Technologists who are graduates of accredited certificate programs may complete requirements of the Associate of Science in Radiologic Technology degree at the University of Saint Francis. Applicants for this completion option must meet both the university and program admissions requirements. Applicants must be registered and in good standing with the American Registry of Radiologic Technologists. Individuals who are registry eligible will be examined on an individual basis. Accepted candidates into this option will be awarded 46 credit hours for their certification status and must complete the core of general education courses. Fifty-five percent of the general education courses must be completed at the University of Saint Francis.

Progression Requirements

To be in good academic standing, students must maintain a GPA of 2.7 on a 4.0 scale, a grade of 85 percent or higher in all professional courses, a “C” or higher in general education courses and achieve all clinical competencies required in each semester or summer session to advance in the program.
Degree Requirements

All students will complete required credits indicated in the program’s curriculum plan with a cumulative GPA of 2.7 on a 4.0 scale for eligibility to graduate. At least 55 percent of the total credit hour requirement for the degree must be completed at the University of Saint Francis. In addition, each student must demonstrate completion of the program’s clinical outline and meet all university associate degree requirements.

Radiologic Technology Course Descriptions

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.

Co-requisite: 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.

RAD 164
FUNDAMENTALS OF CLINICAL PRACTICE
1 credit hour
This course introduces the student to the fundamentals of clinical practice that includes the professional role, behavior and communication. Other topics discussed are: medical terminology, aseptic techniques, affiliate site orientation and student support services. (Theory 1 hour)
Fall
Co-requisites: RAD 166, RAD 167, RAD 168

RAD 166
RADIOGRAPHIC PROCEDURES I
3 credit hours
This is a lecture and laboratory study of the positioning of routine radiographic examinations. Emphasis is placed on the appendicular skeleton, chest, abdomen, and spine. (Theory 2 hours, Lab 4 hours)
Fall
Co-requisites: BIOL 221; RAD 167; RAD 168

RAD 167
PRINCIPLES OF RADIOGRAPHY I
3 credit hours
This course is an introduction to the theory and practice of radiographic principles. Major emphasis is placed on basic fundamentals, production of X-rays, recording the image, equipment and accessories utilized in obtaining quality images. (Theory 3 hours)
Fall
Co-requisites: RAD 166; RAD 168
RAD 168
CLINICAL EDUCATION I
4 credit hours
Clinical application of radiographic positioning, exposure techniques and departmental procedures are covered under the direct supervision of a registered technologist. The course includes an introduction to the program, the radiology profession and terminology pertinent to the medical profession. (Clinical 16 hours)
Fall
Co-requisites: RAD 166; RAD 167

RAD 169
RADIOGRAPHIC PROCEDURES II
3 credit hours
This course includes the continued lecture and laboratory study of routine radiographic positions. Emphasis is placed on the thorax, basic contrast examinations, pregnancy studies, and skull radiography.
(Theory 2 hours, Lab 4 hours)
Spring
Prerequisite: RAD 166
Co-requisites: RAD 171

RAD 170
PRINCIPLES OF RADIOGRAPHY II
3 credit hours
This is a continuation of RAD 167 with major emphasis on the properties that affect the quality of the radiographic image. Practice in film critique and laboratory application of theories is emphasized.
(Theory 2.5 hours, Lab 2 hours)
Spring
Prerequisite: RAD 167
Co-requisites: RAD 171

RAD 171
CLINICAL EDUCATION II
4 credit hours
This is a continuation of RAD 168. Students are under the indirect supervision of a registered technologist following the successful completion of specific category evaluations. Students will broaden their clinical skills, while beginning to internalize professional behaviors. (Clinical 16 hours)
Spring
Prerequisite: RAD 168
Co-requisites: RAD 169; RAD 170

RAD 172
CLINICAL EDUCATION III
3 credit hours
Clinic III is the clinical application of positioning and exposure techniques. Students continue to prove competency in procedural categories. Included will be film evaluations, clinical preparatory lab sessions and patient care skills. (Lab 4 hours, Clinical 8 hours)
Summer
Prerequisite: RAD 171
RAD 173
IMAGE ANALYSIS
1 credit hour
The focus of this course is on the analysis of image quality that include specifics of positioning, principles of technique and radiation protection practices. Students will complete analysis exercises as a requirement of this course. (Theory 1 hour)
*Summer*
Prerequisite: RAD 169, 170
Co-requisite: RAD 172

RAD 273
RADIOGRAPHIC PROCEDURES III
3 credit hours
This course explains various concepts related to advanced radiographic procedures. Emphasis will be placed on pharmacology, contrast media and the legal/ethical issues relative to all imaging procedures.
*Fall*
Prerequisite: RAD 173
Co-requisites: RAD 275

RAD 274
PRINCIPLES OF RADIOGRAPHY III
3 credit hours
This course is designed to instruct the fundamentals of radiation physics, X-ray generation and the operation of imaging equipment and recording devices. Technique applications will be emphasized.
(Theory 2 hours, Lab 2 hours)
*Fall*
Prerequisite: RAD 173
Co-requisites: RAD 275

RAD 275
CLINICAL EDUCATION IV
4 credit hours
This is the clinical application of advanced positioning, exposure techniques and radiographic imaging. An overview of the specialty areas is presented. Adaptability and critical thinking skills are emphasized.
(Clinical 16 hours)
*Fall*
Prerequisite: RAD 172
Co-requisites: RAD 273; RAD 274

RAD 276
PATHOLOGY
2 credit hours
A survey of the changes that occur as a result of disease or injury with a focus on holistic health and wellness. Includes: causes, clinical symptoms, diagnosis, and treatment. Emphasis is on diseases with direct application to radiography. (Theory 2 hours)
*Spring*
Prerequisites: BIOL 240; RAD 273
Co-requisites: RAD 278
RAD 277
RADIATION SCIENCE AND QUALITY ASSURANCE
2 credit hours
This is a study of the biological effects of ionizing radiation and standards and methods of protection. One component of the course requires the student to develop a plan designed to educate the general public regarding ionizing radiation. Additionally, the principles and mechanisms of total quality management are reviewed. (Theory 1.5 hours, Lab 2 hours)
*Spring*
Prerequisite: RAD 274
Co-requisites: RAD 278

RAD 278
CLINICAL EDUCATION V
5 credit hours
This clinical course is designed to enable the student to continue progression through the competency-based program. Focus is on professional responsibilities and the development of career skills. Students will be required to take an assessment test as a component of this course. (Clinical 20 hours)
*Spring*
Prerequisite: RAD 275
Co-requisites: RAD 276; RAD 277

RAD 279
COMPREHENSIVE EXPERIENCE
4 credit hours
In this capstone course, the student will demonstrate mastery of all competencies outlined in the program plan. Continued emphasis is on professional empowerment and characteristics. A final examination must be successfully passed for approval to graduate. (Lab 4 hours, Clinical 12 hours)
*Summer*
Prerequisite: RAD 278
Department of Surgical Technology

Program Overview

Building on a long tradition of excellence, the University of Saint Francis offers northeastern Indiana’s first surgical technology program accredited by the Commission on Accreditation of Allied Health Education Programs in cooperation with the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting. A values-based curriculum leads to the Associate of Science degree, with a completion option available to practicing surgical technologists. University of Saint Francis graduates are known throughout the region for their skills, knowledge, critical thinking ability, and professionalism.

Surgical technologists are crucial members of the surgical team, working closely with surgeons, registered nurses and anesthesiologists to provide the best possible care for the patient in surgery. Traditionally, surgical technologists have organized sterile supplies and instruments and passed them to the surgeon as needed. As their role has expanded, surgical technologists also act as surgical first assistants, providing exposure to the surgical wound by handling tissue under the direction of the surgeon. Surgical technologists may also assist the registered nurse as an unsterile “circulator,” performing patient care, completing documentation of the surgery, and dispensing sterile supplies to the sterile team. A surgical technologist should possess a stable temperament, manual dexterity, physical stamina, and the ability to integrate and prioritize a variety of activities.

The surgical technology curriculum leading to the Associate of Science degree consists of a balance of general education courses and surgical technology professional courses. Concepts relating to patient needs, surgical conditions, asepsis, surgical routines, human behavior, communication, and the surgical technologist’s professional role provide the framework on which the surgical technology curriculum is based. As the student progresses through the curriculum, classroom theory is applied to clinical practice in the operating room. Students are gradually introduced to the operating room environment with a mix of laboratory practice and hospital operating room experience the first year. The second year emphasizes clinical experience in a broad range of surgical specialties and operating room settings to prepare the student for future practice as a surgical technologist.

Surgical technology general education and professional courses are distributed over two academic years and a summer session. The student may elect to extend the program over three academic years by concentrating on general education courses during the first year and surgical technology professional courses during the remaining two years. The surgical technology professional course sequence begins every fall, with courses taken in a prescribed order. Options are available for the student to attend full or part time, however clinical courses take place during the day.

Purpose Statement

The University of Saint Francis Department of Surgical Technology exists to serve its communities of interest in the field of surgical technology by providing a learning environment that emphasizes Franciscan values, the liberal arts tradition and professional excellence.
The program is designed to:

1) Prepare competent entry level surgical technologists in the cognitive, psychomotor and affective learning domains.
2) Provide employers with skilled surgical technologists who effectively apply theory to practice.
3) Promote development of clinical competencies adhering to best practices.
4) Enhance the surgical technology student personally and professionally through general education.
5) Assist students in developing effective learning patterns on which to build further professional growth.

Program Learning Outcomes

Reflecting Franciscan values, the Surgical Technology graduate will:
1. Respect and protect each patient’s right to privacy, dignity, safety and comfort.
2. Demonstrate compassion in perioperative patient care and professional relations.
3. Utilize strong surgical conscience to ensure the environmental safety of patients, health care personnel and self.
4. Skillfully apply scientific and surgical theory to aseptic technique, instrument handling skills, tissue manipulation and patient care.
5. Use critical thinking skills to anticipate the needs of the surgeon and other members of the surgical team.
6. Utilize technology in preparation for expanded roles as a surgical technologist.
7. Integrate concepts from the social and behavioral sciences into interpersonal relations.
8. Demonstrate effective oral and written communication skills.
9. Assume responsibility for self-direction by participating in activities that contribute to personal and professional growth.

Accreditation

The USF Surgical Technology program has been accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in collaboration with the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC-STSA) since 1978. A copy of the Standards and Guidelines for an Accredited Program in Surgical Technology is available in the office of the Chair, Department of Surgical Technology. Questions regarding surgical technology program accreditation may be directed to CAAHEP, 131 Park Street, Clearwater, FL 33756 727-210-2350 or the ARC-STSA, 6 West Dry Creek Circle, Suite 110, Littleton, CO 80120, 303-694-9262.

Licensure/Certification

Upon completion of the surgical technology program, students are eligible to sit for the National Certifying Examination offered by the National Board of Surgical Technology and Surgical Assisting. This credential validates essential skills and knowledge necessary for practice as a surgical technologist. Certification is recognized nationally and is required by some states and/or employers in order to practice as a surgical technologist. In the State of Indiana, certification is required to enter practice as a surgical technologist. At the conclusion of their final semester, University of Saint Francis surgical
technology students participate in pre-graduation group testing to obtain certification as surgical technologists.

Upon successful completion of the exam, practitioners may use the title Certified Surgical Technologist (CST).

**Admissions Criteria**

The applicant without previous college experience must meet two of the following criteria:

1. Rank in the upper half of the high school graduating class.
2. Have a high school GPA of 2.4 or higher on a 4.0 scale.
3. Earn an SAT score of 1,000 (verbal/critical reading and math combined) or above or an ACT composite score of 21 or higher. For SAT test administrations prior to April 1995, a score of 800 or above is required.
4. Possess a General Educational Development (GED) total score of 2,500, with no sub-score below 500. Prior to 2002, a composite score of at least 50 and no sub-score below 40 is required.

Applicants who have previously attended an accredited college or university must submit official college transcripts with a GPA of 2.4 or higher on a 4.0 scale in 12 credit hours of academic subjects.

Previous healthcare experience is helpful, but not required.

Final consideration for acceptance will be made by the Surgical Technology Admissions Committee. Each applicant will be reviewed on an individual basis. Exceptions to the stated requirements may be made at the discretion of the Admissions Committee.

**Transfer Student Admissions**

**Surgical Technology Courses**

Applicants meeting admissions criteria who have completed surgical technology courses at another institution may apply for transfer credit. The courses must have been completed at a CAAHEP accredited surgical technology program no more than two years prior to the semester in which the student enrolls in the surgical technology sequence at the University of Saint Francis. The following will be considered in the approval of transfer credit:

1. Similarity of course content.
2. Two professional references from the previously attended surgical technology program.
3. Evaluation of clinical competency by University of Saint Francis faculty.
4. Availability of space in the appropriate surgical technology course.

At least 55 percent of the degree requirements must be completed at the University of Saint Francis.
Clinical Experience Requirements

To ensure the safety of self and others, clinical students are required to complete a variety of activities prior to working with patients on a clinical unit:

- Submit proof of currency in CPR Certification for Health Professionals
- Submit a completed health history and physical examination form
- Provide documentation of immunizations, including Hepatitis B status
- Submit a negative TB skin test each year
- Sign confidentiality forms
- Annually complete drug testing
- Annually undergo a background check, which includes criminal history, driving history and Office of Inspector General’s list of excluded individuals
- Meet technical standards related to: observation; communication; intellectual, conceptual, integrative and quantitative abilities; motor skills; behavioral and social attributes; tests and evaluations and clinical assessment.
- Attend orientation and compliance sessions as required by clinical facilities

The cost of the above activities is at the student’s own expense.

Affiliating agencies may withhold clinical experiences for students with the following records:

- Positive drug screen
- Crimes against the person such as battery or assault
- Crimes based on dishonesty or untruthfulness such as theft or embezzlement
- Drug and other substance abuse related crimes
- History of recent DUI or other driving violations/penalties

Without clinical experiences, the student cannot complete all aspects of the program and will be dismissed from the program.

Progression Requirements

In order to advance in the surgical technology clinical sequence, the student must achieve the following:

1. Complete all prerequisites and enroll in all co-requisites.
2. Achieve a “C” (2.0) or above in each surgical technology and science course.
3. Maintain a “C” (2.4) or above cumulative GPA in all courses taken at the University of Saint Francis.
4. Demonstrate satisfactory clinical competencies and appropriate professional traits.
5. Maintain currency and eligibility in requirements for clinical practice.

A student receiving an “F” or “WF” in a general education course, but maintaining a cumulative GPA above 2.4, may repeat the failed course. A second failure results in dismissal from the Surgical Technology program.

Evaluation of overall student progress will be made by the Surgical Technology Faculty Committee after completion of each semester.
Degree Requirements

The Associate of Science degree with a major in Surgical Technology is awarded after the student meets all university requirements for an associate degree and meets the following:

1. Completion of required credits indicated in the curriculum plan.
2. Achievement of a final grade of “C” (2.0) or above in each surgical technology and science course and a 2.4 or above cumulative GPA.
3. Completion of the program requirements within eight semesters once enrolled in the surgical technology course sequence.
5. Completion of the National Examination for the Certified Surgical Technologist offered by the National Board of Surgical Technology and Surgical Assisting.
6. Exhibition of desirable professional behaviors.

To meet Surgical Technology Core Curriculum standards, all students must complete at least 120 surgical procedures in the first scrub or second scrub role by the end of the program. Of these, at least 80 cases must be in the first scrub (independent and proficient) role. The experiences must be appropriately distributed between general surgery and specialty procedures.

Surgical Technology Course Descriptions

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.

Co-requisite: 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.

SOHS 108
CONCEPTS OF PATIENT CARE
2 credit hours
This course introduces the allied health student to basic concepts related to patient care. The patient’s needs and rights as a consumer of healthcare services are examined. This course will also explore the role of interpersonal communication in the caregiver/patient relationship. Principles of infection control, routine patient care and emergency procedures are discussed. This course is designed to be taken with the student’s first clinical course. (Theory 2 hours)

Fall
SURG 151
FUNDAMENTALS OF SURGICAL TECHNOLOGY I
4 credit hours
This course introduces the student to the role of the surgical technologist as a member of the healthcare team. Operating room organization, medical terminology, aseptic technique, surgical supplies, instrumentation, and basic surgical routines are emphasized. Learning activities take place in the classroom and surgical technology laboratory. (Theory 3.5 hours, Lab 2 hours)
Fall
Co-requisite: SURG 155

SURG 155
CLINICAL EDUCATION I
2 credit hours
Application of theoretical concepts with emphasis on basic instrumentation, supplies, surgical routines, and aseptic technique. Clinical sessions take place in the surgical technology laboratory and hospital operating rooms under the direct supervision of a USF faculty member. The expected outcome of this course is to be a safe, sterile second assistant. (Clinical 6 hours)
Fall
Co-requisite: SURG 151

SURG 171
FUNDAMENTALS OF SURGICAL TECHNOLOGY II
4 credit hours
This course is a continuation of SURG 151 with an emphasis on the instrument handling, assisting and circulating duties of the surgical technologist. Students expand their study of medical terminology and surgical routines, culminating with an introduction to basic surgical specialty procedures. Learning activities take place in the classroom and surgical technology laboratory. (Theory 3.5 hours, Lab 2 hours)
Spring
Prerequisite: SURG 151
Co-requisite: SURG 175

SURG 175
CLINICAL EDUCATION II
2 credit hours
Application of theoretical concepts with emphasis on sterile field organization and the instrument handler role in basic surgical procedures. Clinical sessions take place in hospital operating rooms under the direct supervision of a USF faculty member. The expected outcome of this course is to be a safe, sterile beginning instrument handler. (Clinical 6 hours)
Spring
Prerequisites: SURG 155
Co-requisite: SURG 171
SURG 261
SURGICAL PROCEDURES I
4 credit hours
Students integrate knowledge of anatomy and surgical routines to general, gynecologic, genitourinary, and otorhinolaryngologic specialty procedures. Clinical decision-making is discussed in relation to the supplies, equipment, instrumentation, and sequence of the procedure. Students investigate diagnostics, pathology and expected patient outcomes as related to perioperative patient care. Concepts of ambulatory surgery and minimally invasive modalities are incorporated. (Theory 4 hours)
Fall
Prerequisite: SURG 171
Co-requisites: SURG 265

SURG 265
CLINICAL EDUCATION III
6 credit hours
Application of theoretical concepts with emphasis on the instrument handler, assistant and circulator roles in surgical specialties. Clinical sessions take place in hospital and ambulatory surgery centers under the direct supervision of a USF faculty member or approved preceptor. The expected outcome of this course is to be a safe, sterile instrument handler and assistant to the surgeon
Fall
Prerequisite: SURG 175
Co-requisites: SURG 261; SURG 280

SURG 280
SURGICAL PHARMACOLOGY
2 credit hours
This is the study of basic medications and anesthetics used in the care of the surgical patient. The surgical technologist’s role in their use is examined. (Theory 2 hours)
Fall
Co-requisite: SURG 265

SURG 281
SURGICAL PROCEDURES II
4 credit hours
This course is a continuation of SURG 261 Surgical Procedures I, with an emphasis on orthopedics, neurosurgery, cardiovascular, thoracic, reconstructive, and trauma procedures. Clinical decision-making is discussed in relation to the supplies, equipment, instrumentation, and sequence of the procedure. Students investigate diagnostics, pathology and expected patient outcomes as related to perioperative patient care. The special needs pediatric and geriatric surgical patients are also incorporated. (Theory 4 hours)
Spring
Prerequisite: SURG 261
Co-requisites: SURG 285; SURG 290
SURG 285
CLINICAL EDUCATION IV
6 credit hours
Application of theoretical concepts with emphasis on validating competency in capstone surgical procedures. The course culminates with an internship specifically designed for each student. Clinical sessions take place in hospital and ambulatory surgery centers under the direct supervision of a USF faculty member or approved preceptor. The expected outcome of this course is to be an independent instrument handler and assistant to the surgeon and circulator. (Clinical 18 hours)
Spring
Prerequisite: SURG 265
Co-requisite: SURG 281

SURG 290
THE PROFESSIONAL SURGICAL TECHNOLOGIST
2 credit hours
In this course, the student prepares for professional practice by examining legal and ethical dimensions, certification, organizational behavior, and job search skills. Planning for future development as a surgical technologist is included. (Theory 2 hours)
Spring
Co-requisite: SURG 281
Bachelor of Science in Health Services

Program Overview

A Bachelor of Science in Health Services is a degree completion program offered to associate degree graduates of a health-related discipline, providing the opportunity for healthcare professionals to advance their degree and career. Students build upon their current experience in healthcare to develop skills in health service administration and leadership and gain a broader understanding of the complex healthcare environment. Credits from the associate degree are applied to the 128 semester hour requirement for a bachelor’s degree. In addition to completion of general education requirements, students complete 30 hours of core courses in health services management and leadership. Students select an internship in their area of interest and help design individualized goals. A maximum of 50 semester credit hours from the associate degree major courses may be applied to the Bachelor of Science in Health Services degree in addition to transferable general education courses.

The Bachelor of Science in Health Services program can be completed entirely online in 15 months, taking a full time course load. The core curriculum courses are set up to begin in May and be completed in August of the following year.

Options exist to complete the degree on a part time basis or taking a combination of online and on ground courses. Accepted students will develop their individualized plan of completion under the direction of a faculty advisor based upon their completion option preference and their previous academic background.

Purpose Statement

The program prepares graduates to serve in management and leadership roles in today’s dynamic health services delivery system.

Graduates of the BSHS program have numerous possibilities for career advancement including healthcare management and supervision, hospital administration, positions within insurance, pharmaceutical, rehabilitation, long-term care organizations, and government health agencies. In addition to career advancement, graduates of the Bachelor of Science in Health Services may continue their education to pursue graduate and doctorate degrees within their field.

Admission Criteria

The applicant must hold an associate degree in a health-related discipline or be concurrently enrolled in an associate degree program in a healthcare discipline prior to admission to the Bachelor of Science in Health Services program. For acceptance to the Bachelor of Science in Health Services degree program, the applicant must:

1. Meet one of the following criteria:
   • Possess an active license or certification in a healthcare discipline.
   • Hold an associate degree from an accredited program in a healthcare discipline.
• Be currently enrolled in an associate degree program in the School of Health Sciences at the University of Saint Francis.

2. Have a cumulative GPA of 2.3 on a 4.0 scale in college coursework.

Students working toward admission requirements for a healthcare major are not eligible to enroll in the Bachelor of Science in Health Services program

Applicants with a professional certificate or diploma must meet associate degree requirements in their healthcare discipline.

**Progression Requirements**

In order to advance in the program the student must earn a minimum of “C” in all core courses and maintain a cumulative GPA of 2.3 on a 4.0 scale.

**Degree Requirements**

The Bachelor of Science degree is awarded after the student completes a minimum of 128 credit hours indicated in the curriculum plan with a minimum GPA of 2.3. Students must meet all University of Saint Francis requirements for a bachelor’s degree, as well as specific management core classes. The curriculum includes courses in leadership and management, communication, quality management, research methods, accounting, marketing, economics, and current issues in healthcare to prepare leaders for healthcare facilities, government agencies, private practices, managed care facilities, and healthcare-related businesses.

**Health Services Course Descriptions**

**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.

**Co-requisite:** 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.

**HEAS 325**
**ISSUES IN HEALTH CARE DELIVERY**
**3 credit hours**

Seminar on current issues which affect control and implementation of healthcare services. Topics include, but are not limited to, ethics, risk management, professionalism, managed care, credentialing, and interdisciplinary healthcare and future trends.

*Fall, Spring*
HEAS 330
HEALTHCARE MARKETING
3 credit hours
An overview of health care market trends, market competition and health manpower shortages and surpluses. Case studies will be utilized to develop an understanding of the complexities of the health care marketplace.

Fall

HEAS 332
EXPLORATION OF THE HEALTHCARE ENVIRONMENT
3 credit hours
This course introduces students to the current healthcare environment in the United States. The course will explore the organization and delivery of healthcare as well as serve as an overview for students entering management roles within the U.S. healthcare system. This course will serve as the cornerstone for all further study during the BSHS curriculum.

Summer

HEAS 335
HEALTHCARE COMMUNICATION
3 credit hours
This course will focus on personal and professional communication within the healthcare environment. Topics that will be covered in this course include the modes and function of healthcare communication, conflict management, performance evaluations, negotiation, interviewing, and cross-cultural communication within the context of creating effective healthcare teams.

Summer

HEAS 415
QUALITY MANAGEMENT IN HEALTHCARE
3 credit hours
This course examines the quality management function required in the health care environment. The course will introduce the definitions and standards of quality in health care, as well as the various tools used to measure, evaluate and improve quality. Emerging issues affecting the management of health care quality will be discussed.

Spring

HEAS 420
HEALTHCARE LEADERSHIP AND MANAGEMENT
3 credit hours
This course is an overview of leadership and management theories to prepare students for advanced leadership roles within the healthcare environment. Through the examination of management topics and healthcare situations, the student will explore the skills and knowledge needed to be successful in a diverse healthcare environment. Topics include human resource issues and policy, personnel planning, staffing, development, and training of employees.

Spring
HEAS 450
RESEARCH METHODOLOGIES IN HEALTHCARE
3 credit hours
This course is designed as an introduction to critical analysis of research and medical literature as well as basic research methodologies in healthcare. Students will perform individualized research with the intention of publication in a professional journal. In addition, each student will give a professional presentation on their selected research topic.
Summer

HEAS 480
INTERNSHIP IN HEALTH SERVICES
3 credit hours
An internship program designed to aid the student in gaining practical experience in health service management. Objectives are collaboratively agreed upon by the student, faculty and preceptor.
Fall, Spring, Summer
Prerequisite: HEAS 325, Senior standing
SCHOOL OF PROFESSIONAL STUDIES

• Department of Education
• Department of Psychology and Counseling
• Department of Social Work

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:

Education Programs

• Special Education – Mild Intervention – Pre-K-12
• Elementary Education – K-6 with Minor** or Mild Intervention Certification (Licensing)***
• Visual Art – Grades P-12
• Business Secondary Education – Grades 5-12
• Chemistry Secondary Education – Grades 5-12
• Health and Physical Education – Grades P-12
• Language Arts (English) Secondary Education – Grades 5-12
• Life Science (Biology) Secondary Education – Grades 5-12
• Mathematics Secondary Education – Grades 5-12
• Social Studies Secondary Education – Grades 5-12
• Teacher Licensure – Elementary, Secondary and Special Education
• Transition to Teaching Visual Art – Grades P-12

USF Department of Education is authorized to recommend candidates for state of Indiana teacher licensing in all Education Programs, with the exception of Minor discipline areas.

**USF Department of Education is not authorized to recommend teacher candidates for state of Indiana teacher licensing in Minor discipline areas.

***The terms “certification” and “licensing” are synonymous and used interchangeably throughout USF Department of Education literature.
Psychology Programs

- Applied Human Development & Management
- Psychology

Social Work Programs

- Social Welfare, Associate of Arts
- Social Work, BSW

Overview

The School of Professional Studies (SOPS) at the University of Saint Francis provides an exceptional learning experience and is committed to developing teachers, psychologists, counselors, and social workers who exceed standards of professional excellence and realize their futures to the fullest potential.

The Department of Education endeavors to train candidates who blend the most current research-based pedagogical practices with time-honored educational principles. In addition to intensive field-based experiences in public and parochial school setting, teacher candidates have numerous opportunities to be involved in civic engagement endeavors. These activities have included work with the homeless and immigrant populations, literacy outreach, and environmental initiatives. The department’s programs are accredited by the Indiana Office of Educator Licensing and Development (IOELD) and the National Council for Accreditation of Teacher Education (NCATE), now known as the Council for the Accreditation of Educator Preparation (CAEP).

The Department of Psychology and Counseling prepares majors in psychology to develop critical thinking, an appreciation for individual differences, and an understanding of human behavior. As scientists, psychologists study the relationship between brain function and behavior, and the relationship between the environment and behavior. Psychology is one of the fastest growing areas for employment in America.

The Department of Social Work offers a professional degree program with a liberal arts foundation that prepares students for immediate entry into a wide range of entry-level, generalist social work positions. Students must master knowledge and skills in the following areas: generalist social work practice, social work values and ethics, human behavior in the social environment, diversity, at-risk populations, social and economic justice, social welfare policy and services, and social research. The Bachelor of Social Work program is accredited by the Council on Social Work Education (CSWE).

The School of Professional Studies resides in the Pope John Paul II Center (PJP2), which is a 93,000 square feet facility situated next to Mirror Lake. The Center’s renovation and expansion project was completed summer 2006. The School is housed in two suite areas which offer a main greeting area, 22 offices and 2 conference/work areas. The Center provides state of the art technology to support faculty in delivering instruction. As well, it houses the Lee and Jim Vann Library with over 60,000 volumes and 500 periodicals. SOPS has designated computer banks in the library and training lab.
Department of Education

Program Overview

The University of Saint Francis Department of Education prepares candidates to successfully engage with diverse learners by developing and refining candidates’ knowledge and skills in curriculum design, instructional strategies, observation and assessment, communication, collaboration, technology, and positive classroom management. In addition to clinically-based endeavors, teacher candidates are provided with opportunities for formal interviews, ample field work, service learning projects, and informational seminars that provide them with the critical knowledge and skills needed to teach all children.

The Department’s undergraduate programs lead to a Bachelor of Science in Education and Indiana licensing (certification) in Elementary, Middle School, Secondary, and Special Education. The Visual Arts program leads to a Bachelor of Science degree. The Department of Education offers a four-year teacher preparation program in which Elementary Education candidates may choose to add certification (licensing). This integrated approach to teacher education promotes an understanding of content and pedagogy, thereby preparing graduates to meet the needs of diverse student populations. At the graduate level, programs prepare candidates for licensure Special Education: Mild Intervention and Intense Intervention and School Counseling.

The Department is accredited by the North Central Association of Colleges and Schools of the Higher Learning Commission, the Indiana Department of Education, and the National Council for Accreditation of Teacher Education, which is now known as the Council for the Accreditation of Educator Preparation (CAEP).

Purpose Statement

The Department’s theme, “Educators facilitating and advancing learning in a diverse, ever-changing society,” expresses the program’s over-arching purpose: to develop scholarly, technologically skilled, accomplished, empathetic educators who maintain a stable sense of self in a constantly changing and multi-faceted world. The Department envisions the educator as one who places the student at the center of the educational process, strives to assist students in achieving standards of excellence, and is committed to enabling students to realize their talents to the fullest.

As educators, teacher candidates strive to be independent thinkers who live responsibly in an interdependent world. The Department endeavors to train candidates who blend the most current research-based pedagogical practices with time-honored educational principles. The ultimate outcome of programs is the preparation of educators who can demonstrate the dispositional, skill-oriented, and knowledge-based performances synonymous with quality professional educators.

In keeping with our Franciscan values, the USF Department of Education requires teacher candidates to serve others in the local and global communities. Numerous opportunities exist for candidates to involve themselves in civic engagement endeavors. These activities include work with the homeless and immigrant populations, literacy outreach, and environmental initiatives.
Department of Education Program Goals

I. Knowledge of Self as an Individual and Professional
Goal: The candidate engages in critical self-analysis and on-going development of personal attributes that promote professional competencies.

II. Knowledge of Content
Goal: The candidate demonstrates facility with discipline-specific knowledge and skills and their related pedagogical principles.

III. Knowledge of the Learner
Goal: The candidate accesses resources and applies appropriate practices to ensure that all students fulfill their intellectual, social, and personal potential.

IV. Knowledge of Pedagogy
Goal: While incorporating understanding of students’ diverse learning and demographic profiles, the candidate develops, implements, and assesses teaching-learning processes.

V. Knowledge of Self as a Partner in a Learning Community
Goal: The candidate engages with constituencies to advance student success.

VI. Knowledge of Spiritual Self
Goal: The candidate explores spiritual ideas and ideals, and engages in endeavors compatible with Franciscan values.

Licensure/Certification

All education programs prepare candidates to apply for licensure to the Indiana Office of Educator Licensing and Development. The State of Indiana has reciprocity agreements with 43 other states. Competency tests are required for initial Indiana teacher licenses.

Teacher Licensure Only
(Non-degree)

Candidates who have already earned a Bachelor Degree in another area from an accredited institution may apply for the Teacher Licensure program which will allow them to take coursework to satisfy the requirements to become a licensed teacher. Teacher licensure applicants must meet Department of Education criteria and submit all required documentation. Official transcripts from all prior college coursework will be evaluated to determine the remaining courses required to complete the requirements for teacher licensure. The teacher education programs outlined in this Undergraduate Catalog are based on the certification requirements under State of Indiana Teacher Licensing Rules for Educator Preparation and Accountability (REPA). The following licensure areas are available at the University of Saint Francis:

- Elementary Education – K-6 with Minor or Mild Intervention P-6 Certification (Licensing)
- Special Education: Mild Intervention – Pre-K-12 and Intense Intervention – Pre-K-12
Admissions Criteria

All Education programs have been revised to conform to State of Indiana REPA licensing criteria. Admissions Criteria and Program Progression Requirements that apply to programs approved to begin in Fall 2013 are indicated in *italics and bold print*.

Candidates majoring in teacher education must complete the Application for Admission to Teacher Education (Transition Point 1) in TaskStream upon successful completion of:

1. EDUC 140 and EDUC 201 in addition to maintaining an overall grade point average (GPA) of 2.5. Teacher education majors will not be recommended for teacher education if they achieve less than a grade of “C-” (C minus) in content and professional education courses. *Candidates completing courses in Education programs approved for Fall 2013 start date must meet the 2.5 GPA in content and professional education courses, including completion of EDUC 304 with a minimum of “C-” (C minus).*
   a. Deficiency points are assigned for the grades of “D” and “F.” A calculation of deficiency points is based on the following scale: a “D” is equal to three (3) deficiency points; an “F” is equal to four (4) deficiency points. Accumulation of 12 deficiency points in the major and professional education courses results in dismissal from or non-admittance to the Teacher Education program.
   b. Candidates who earn less than a “C-” (C minus) in any professional education and/or content course must retake the course. Professional education and content courses *may only be repeated one time* for admission to or retention in the Teacher Education program. Grades of WP and WF are counted as having been taken ‘one time’ and, thus, are subject to the “repeated course” rule. Deficiency points cannot be removed by retaking courses.

2. Achieve Successful completion of Initial Portfolio and Portfolio Interview.

3. Achieve successful EDUC 201 Field Evaluation scores in Education program courses or *achieve successful field evaluation scores by completion of EDUC 304*.

4. Demonstrate Basic Skills in one of the following ways:
   - Pass PRAXIS I Tests: Reading (176), Writing (172) and Math (175).
   - ACT with a score of at least 24 based on Math, Reading, Grammar, and Science.
   - SAT with a score of at least 1100 based on Critical Reading and Math.
   - GRE with a score of at least 1100 based on Verbal and Quantitative prior to 8/1/11.
   - GRE with a score of at least 301 based on Verbal and Quantitative after 8/1/11.
   - Praxis I composite score of at least 527 based on Reading, Writing, and Math.
   - Earn a Master’s Degree from a regionally accredited institution.
Notes: ACT, SAT and GRE scores do not include writing.

5. Clearance of National Sex Offender check.
7. Submit proof of 10 hours of Service Engagement.
8. Submit proof of one Professional Development activity.
9. Submit Application for Admission into Teacher Education.

Progression Requirements

All Education programs have been revised to conform to State of Indiana REPA licensing criteria. Admissions Criteria and Program Progression Requirements that apply to programs approved to begin in Fall 2013 are indicated in *italics and bold print*.

Candidates must meet the following criteria to be accepted into the Student Teaching phase of the program (Transition Point 2):

1. Be admitted into the Teacher Education program.
2. Submit the completed Application for Student Teaching.
3. Successfully complete the Developing Portfolio and Interview.
4. Submit an Expanded Criminal History check.
5. Clearance of National Sex Offender check.
6. Achieve a cumulative GPA of 2.5.
7. Achieve a GPA of 2.8 in Professional Education and content area coursework (see Teacher Education Handbook for courses).
8. Pass all Professional Education or content major courses with a grade of “C-” or higher.
9. Achieve successful EDUC 301 Field Evaluations or achieve successful field evaluations by the end of EDUC 396.
11. Submit proof of 30 hours of Service Engagement.
12. Submit proof of 3 Professional Development activities.

After admission to the Teacher Education program, Student Teaching is undertaken in either semester of the candidate’s senior year. Upon successful completion of Student Teaching (Transition Point 3), candidates must submit and successfully present their Proficient Portfolio to be eligible for recommendation for teacher licensure. In addition, candidates must submit proof of a total of 40 hours of Service Engagement and 6 Professional Development activities. To apply for teacher licensure, candidates must meet the above criteria in addition to completing the following:

1. Pass Praxis II or other State of Indiana required licensure tests in the appropriate licensing area(s).
2. Submit the online Application for an Indiana Teaching License which includes an application fee.
3. Submit proof of Certification from either an American Red Cross or an American Heart Association approved program in cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED) at the adult and child levels with the online application or to the Licensing Advisor at the University of Saint Francis.
4. Submit proof of a research-based Suicide Prevention Training.
Majors

- Special Education – Mild Intervention – Pre-K-12
- Elementary Education – K-6 with Minor** or Mild Intervention Certification (Licensing)***
- Visual Art – Grades P-12
- Business Secondary Education – Grades 5-12
- Chemistry Secondary Education – Grades 5-12
- Health and Physical Education – Grades P-12
- Language Arts (English) Secondary Education – Grades 5-12
- Life Science (Biology) Secondary Education – Grades 5-12
- Mathematics Secondary Education – Grades 5-12
- Social Studies Secondary Education – Grades 5-12
- Teacher Licensure – Elementary, Secondary and Special Education
- Transition to Teaching Visual Art – Grades P-12

Education Course Descriptions

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

Co-requisite: 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.

EDUC 102
DISCOVERY SEMINAR: EXPLORING LEARNING AND TEACHING
1 Credit Hour
An exploratory course providing an overview of the contemporary, rapidly-evolving field of education. Topics include: Responsibilities and expectations of professional educator, teaching and learning modalities, and the range of materials and technologies available to educators and learners.
Fall, Spring

EDUC 103
CONTEMPORARY LEARNERS
1 Credit Hour
Foundational course studying factors that influence academic success of all P-12 students, including those from diverse and challenging backgrounds. Introduces foundational aspects of major theories, the roles of standards, and the relation between content disciplines and teaching-learning processes. Open to all majors and to students in the exploratory phase of their university careers.
Fall, Spring
EDUC 105
FOUNDATIONAL THEORIES FOR LEARNER SUCCESS
3 Credit Hours
Understanding major theories and their connections to successful academic learning and effective teaching. Study of critical thinking and methodological practices as related to theory, tools for instructional and behavioral differentiation, and understanding how content and pedagogy standards inform instructional planning.
Fall, Spring
Prerequisite: EDUC 102 and EDUC 103

EDUC 140
INTRODUCTION TO EDUCATION IN INCLUSIVE SETTINGS
4 credit hours
This class introduces students to the world of education. Emphasis is placed on the knowledge, skills, and dispositions necessary to teach all Pre-School – 12 students. Specific course content focuses on the teaching profession, the learner (diversity and exceptionalities), and the teaching/learning process. Issues influencing education are addressed requiring research and the utilization of technology. Field trips and field experiences are required.
Fall, Spring

EDUC 201
PRACTICUM IN TEACHER EDUCATION
3 credit hours
An on-campus and off-campus experience to familiarize the student with many of the functions of the teacher in various educational settings. All education students will meet on campus for the purpose of developing an understanding of lesson planning and shared vision of collaboration for successfully taught integrative, multidisciplinary instruction. Off-campus practicum placement will provide students with 50 hours of authentic Pre-School -12 classroom experiences. Classes will be collaboratively taught and students will work in cooperative
Fall, Spring
Prerequisites: EDUC 140

EDUC 203
LEGAL AND ETHICAL FOUNDATIONS OF EDUCATION
1 Credit Hour
Study of legal rights and responsibilities expected of professional educators working with student populations, both in general and special education settings. Explores requisite ethical principles, practices, and attitudes of education professionals.
Fall, Spring

EDUC 205
TECHNOLOGY APPLICATIONS IN TEACHING
3 credit hours
A course designed to present topics related to recent curricular innovations in technology education in the schools. This includes technology applications appropriate to elementary, secondary and exceptional needs curriculum. Students are presented technology as a teaching/learning tool in the classroom. Skills developed in desktop publishing, data management, software evaluation, image editing, and multimedia.
Fall, Spring
Prerequisite: EDUC 140
EDUC 207
LEARNING ENVIRONMENTS I: LEARNING & PEDAGOGY
3 Credit Hours
Fall, Spring
Prerequisite: EDUC 102

EDUC 208
TRANSITIONAL SEMINAR I: FOUNDATIONS
0 Credit Hours
Students synthesize and demonstrate knowledge, skills, and dispositions acquired during the foundational phase of the education program. Students’ performance-based assessments will be refined and presented for review by peers, faculty, and clinical practitioners.
Occasional
Prerequisite: EDUC 203 and EDUC 207

EDUC 211
SPECIFIC SETTING FIELD BASED PRACTICUM
1-3 credit hours
Off-campus practicum placement will provide students with authentic classroom experiences in the appropriate school setting [developmental level].
Fall, Spring
Prerequisite: EDUC 140
Approval of Director of Field Placement and Licensing Advisor

EDUC 250
EDUCATION PSYCHOLOGY AND MEASUREMENT
3 credit hours
This course combines psychology and study of the learner as a growing and developing individual from preschool through adolescence. Studies will focus on student learning, language development, moral and social influences, culture and ethnicity, socioeconomic status, and gender. Topics regarding learners with exceptionalities will include behaviorism, Social Cognitive Theory, Information Processing, and Constructivism. Examination of the relationships among learner motivation, classroom management, instruction, culturally responsive teaching, and assessment will be integrated into course assignments. Comparisons of teacher-centered and learner-centered approaches to learning will be based on assessment and measurement. Includes application of theory into practice in a Pre-School—12 classroom.
Fall, Spring
Prerequisites: EDUC 140, EDUC 201
EDUC 301  
ADVANCED PRACTICUM IN TEACHER EDUCATION (TEE 3)  
3 credit hours  
This advanced level practicum is designed for students committed to becoming teaching professionals. The foundational component of this seminar-style course is a 75-hour field placement. In-class sessions focus on dialogue and reflection about field placements. Topics include: classroom organization and student management, techniques for refining lesson plans and lesson delivery, profiling of assigned schools, and researching goals related to professional development. The class provides students with guidance in completing their Developing Portfolios.  
*Fall, Spring*  
Prerequisites: EDUC 201, Admission into Teacher Education

EDUC 303  
ASSESSMENT PRINCIPLES AND PRACTICES  
3 Credit Hours  
Application of best assessment practices based on principles that inform their use in P-12 settings. Focus on analyzing P-12 students’ learning needs and designing a range of standards-driven assessment and instructional experiences that address learning strengths and challenges.  
*Occasional*  
Prerequisite: EDUC 208

EDUC 304  
DEVELOPING EFFECTIVE LEARNING & TEACHING COMPETENCIES  
3 Credit Hours  
Focus on the application of research-based clinical practices in field settings. Analysis and application of methods that promote content literacy in planning and delivery of learning experiences for all PK-12 students.  
*Occasional*  
Prerequisite: EDUC 208

EDUC 322  
CHILDREN'S LITERATURE  
3 credit hours  
Survey of all categories of books. Caldecott and Newbery award books, multi-cultural literature and literature concerning children with special needs are considered. Investigation into the techniques and curriculum planning that support active involvement of children with literature and workshop approaches used to integrate reading and writing.  
*Fall*  
Prerequisite: EDUC 201
EDUC 350
DIAGNOSTIC AND CORRECTIVE TEACHING IN ELEMENTARY AND SECONDARY EDUCATION
3 credit hours
Determination of appropriate level of developmental, remedial and adaptive instruction (reading, math and special needs) based on continuous evaluation with various diagnostic instruments to develop individual educational approaches for at-risk students in core curriculum areas. Assessment of achievement and identification of strengths and weaknesses in pupils’ abilities. Analysis of formal and informal instruments for strengths and weaknesses. Identification of symptoms that contribute to pupils’ disabilities. Identification of methods and materials for disabled learners, developmental learners, exceptional students, and inclusion pupils (emphasis on reading and language arts). Matching instructional materials to individual needs and learning styles. Development of diagnostic/prescriptive techniques and various teaching approaches to slow, accelerate, or otherwise modify teaching pace, style or techniques. Develop case studies. Opportunities for field experiences.

Fall
Prerequisites: [EDUC 250, READ 200] or [EDUC 250, READ 230]

EDUC 355
INTEGRATED METHODS FOR SECONDARY EDUCATION
2 credit hours
With national and State of Indiana academic standards as a point of reference, this course develops methods of presentation, instructional techniques, and assessment tools, and the utilization of technology, commonly employed in classrooms serving all students. Major schools of thought with regard to education theory and practice are incorporated in the course. Students will develop standards based differentiated lessons, units, and assessments suitable for 5-12 grade students in diverse settings. Field visits and experiences are required.

Spring
Prerequisites: EDUC 201, EDUC 250

EDUC 356
LEARNING ENVIRONMENTS II: APPLYING SKILLS & METHODS
4 Credit Hours
Second in a series of field-intensive experiences. Advanced study of differentiation methods, instructional collaboration, types of student assessments, use of performance data, and application of technology to develop and deliver complex and layered learning experiences.

Occasional
Prerequisites: EDUC 303 and EDUC 304

EDUC 372
INTEGRATED CONTENT CURRICULUM FOR YOUNG LEARNERS
3 Credit Hours
Incorporates principles of learning theory, student development, multiculturalism, and literacy to promote integrated approaches to core content learning (math, science, language arts, and social studies). Also, explores approaches for integrating supporting academic content, such as art, music, and movement into the core content curriculum. Incorporates print and electronic resources for various group-based project and problem-solving models in the context of 21st century skills. Includes study of effective approaches to integrating individual, self-directed learning.

Occasional
Prerequisites: READ 200 and EDUC 303
EDUC 378
METHODS FOR HEALTH AND PHYSICAL EDUCATION, ALL-GRADE
3 Credit Hours
In this course teacher education students acquire, apply, and analyze instructional methods, materials, techniques, and assessment approaches for delivering standards-based health and physical education content, and skills in Pre-School through Grade 12 school settings.
Occasional
Pre-requisite: EDUC 208

EDUC 389
SPECIAL SECONDARY METHODS IN VISUAL ARTS
3 credit hours
With the State of Indiana academic standards as its point of reference, this course develops methods of presentation, instructional techniques and assessment tools commonly employed in classrooms serving students in regular, special and gifted education. As well, the course exposes teacher candidates to a variety of specific content instructional materials, and requires candidates to explore extracurricular, and content support activities. Fieldwork may be required.
Fall, Spring
Prerequisites: EDUC 201

EDUC 390
SPECIAL SECONDARY METHODS IN MATHEMATICS
2 credit hours
With the State of Indiana academic standards as its point of reference, this course develops methods of presentation, instructional techniques and assessment tools commonly employed in classrooms serving students in regular, special and gifted education. As well, the course exposes teacher candidates to a variety of specific content instructional materials, and requires candidates to explore extracurricular, and content-support activities. Fieldwork is required.
Fall, Spring
Prerequisite: EDUC 201

EDUC 393
CURRICULUM AND METHODS IN MATHEMATICS
3 credit hours
This course is designed to introduce content and methods for teaching mathematics to all students in the elementary school setting. Topics include theory, instruction and assessment pertinent to mathematical content. The course focus is development of a personal teaching philosophy, acquisition of creative methodologies and assessment techniques. A component of this class is the planning and implementation of a family math event.
Fall
Prerequisites: EDUC 201, Admission into Teacher Education
EDUC 394
CURRICULUM AND METHODS IN SCIENCE
3 credit hours
This course will explore the use of materials and methods for teaching science in elementary schools. Key experiences occur in educational/classroom settings, and consist of micro-teaching via videotape analysis and use of inquiry techniques. Course assignments include analysis of textual materials and instructional media, and the roles they play in developing students’ scientific literacy. The course includes the study of general academic and organizational guidelines for working with children with special needs in inclusive settings.
Fall
Prerequisites: EDUC 201, Admission into Teacher Education

EDUC 395
INTEGRATED CURRICULUM IN LANGUAGE ARTS AND SOCIAL STUDIES
3 credit hours
A study of the methods of teaching the Language Arts from a literacy philosophy interrelated with Social Studies. A thematic unit approach will enhance understanding of integrating listening, speaking, reading, and writing skills with the basic social heritage concepts of multiculturalism, values, citizenship, self-worth, and geographic/historical/biographical appreciation.
Spring
Prerequisites: EDUC 201, Admission into Teacher Education

EDUC 396
TRANSITIONAL SEMINAR II: ANALYSIS & APPLICATIONS
0 Credit Hours
Students synthesize and demonstrate knowledge, skills, and dispositions acquired during the analysis-application phase of the education program. Students’ performance-based assessments will be refined and presented for review by peers, faculty, and clinical practitioners.
Occasional
Prerequisites: EDUC 356

EDUC 410
CREATIVE CLASSROOM
3 credit hours
This course explores interdisciplinary and creative approaches to teaching all subjects to all students in the elementary school setting. Pre-service educators will explore music, art, movement, literature and poetry, drama and life skills in order to integrate the academic and aesthetic worlds. An integral part of the course includes field trips and guest presenters.
Spring
Prerequisite: EDUC 201
EDUC 412
EFFECTIVE PRACTICES FOR PEDAGOGICAL PROFICIENCY
3 Credit Hours
Teacher education students design, create, and critique essential elements of assessment, instruction, and collaboration for application during field intensive experiences. Focus on the pedagogies of global competency and cultural diversity.
Occasional
Prerequisites: EDUC 396, Co-requisite: EDUC 413

EDUC 413
LEARNING ENVIRONMENTS III: CRITUQING PEDAGOGIES IN PRACTICE
4 Credit Hours
Third and last in a series of field-intensive experiences. Creation, application, and critique of effective teaching practices for PK-12 students.
Occasional
Prerequisites: EDUC 396, Co-requisite: EDUC 412

EDUC 425
SEMINAR FOR STUDENT TEACHING
3 credit hours
This seminar encourages students to engage in thoughtful analysis of their teaching experiences and to synthesize the knowledge, skills and disposition acquired during the course of the pre-service program. The seminar will also consider legal and ethical aspects of teaching, job search process and interviewing, as well as the presentation of the Proficient Portfolio. Through collaboration and dialog both personal and electronic, each person will receive both encouragement and assistance during this culminating experience.
Fall, Spring
Co-requisites: EDUC 480 or EDUC 482 or EDUC 483 or EDUC 486

EDUC 460
SENIOR CAPSTONE IN EDUCATION
3 credit hours
This capstone course for education majors guides participants to synthesize professional dispositions through the exploration of fifteen fundamental life issues, basic beliefs and assumptions and through the study of prominent figures who have offered insight into each topic. The course will culminate in the development of a personal – professional perspective. Students will develop a proposal that applies professional insights to working with populations served by modern day educators.
Fall
Prerequisites: Junior Status
EDUC 480-482-483
STUDENT TEACHING
3-6 credit hours
Application of educational principles and methods in the classroom through gradual introduction into the teaching-learning situation. Student teaching is the summative point in the Teacher Education program through which standard-based competencies are demonstrated. Elementary and secondary education/exceptional needs-mild intervention majors complete student teaching in each area of licensure at their developmental level for a total of 16 weeks and ten credit hours. All-grade exceptional needs and all-grade art education majors complete student teaching in required developmental levels needed for licensure for a total of 16 weeks and ten credit hours. Additional fees assessed.

*Fall, Spring*
Prerequisites: EDUC 301, EDUC 389, EDUC 390, EDUC 355, Senior Standing, Admission into Teacher Education and Student Teaching
Co-requisite: EDUC 425 or SPED 405

EDUC 486
STUDENT TEACHING—MIDDLE/SECONDARY VISUAL ARTS
3-10 credit hours
Application of educational principles and methods in the classroom through gradual introduction into the teaching-learning situation. Student teaching is the summative point in the Teacher Education program through which standard-based competencies are demonstrated. Education majors complete 16 weeks for ten credit hours of student teaching. Additional fees assessed. (Art Transition to Teaching Students take for 3 credit hours.)

*Fall, Spring*
Prerequisites: EDUC 301, EDUC 389, Senior Standing, Admission into Teacher Education and Student Teaching
Co-requisite: EDUC 425 or SPED 405

EDUC 491
CLINICAL INTERNSHIP: GRADES P-5
Credit Hours 3
Clinical internship is the summative point in teacher education preparation. Student interns meet licensing requirements during a 16 week field experience in which they demonstrate standards-based competencies in school settings through co-teaching and independent teaching models.

*Fall, Spring*
Prerequisites: EDUC 413, Co-requisite: EDUC 498

EDUC 492
CLINICAL INTERNSHIP: GRADE 6-12
Credit Hours 3
Clinical internship is the summative point in teacher education preparation. Student interns meet licensing requirements during a 16 week field experience in which they demonstrate standards-based competencies in school settings through co-teaching and independent teaching models.

*Fall, Spring*
Prerequisites: EDUC 413, Co-requisite: EDUC 498
EDUC 493
CLINICAL INTERNSHIP: SPECIAL EDUCATION
Credit Hours 3
Clinical internship is the summative point in teacher education preparation. Student interns meet licensing requirements during a 16 week field experience in which they demonstrate standards-based competencies in school settings through co-teaching and independent teaching models.
Fall, Spring
Prerequisites: EDUC 413, Co-requisite: EDUC 498

EDUC 498
TRANSITIONAL SEMINAR III: CULMINATING CRITIQUE
3 Credit Hours
Teacher education students synthesize and demonstrate knowledge, skills, and dispositions acquired over the course of the education program. Students’ performance-based assessments will be refined and presented for review by peers, faculty, and clinical practitioners.
Fall, Spring
Co-requisite: EDUC 491, or EDUC 492, or EDUC 493

Reading Course Descriptions

READ 200
TEACHING READING IN THE ELEMENTARY SCHOOL
3 credit hours
The course combines theory and practice in the teaching of reading. Cognitive, affective, physical, and language development factors related to emergent literacy, beginning reading instruction, and developmental reading are addressed. Major emphasis is placed on the five areas of reading instruction: phonetic awareness, phonics, fluency, vocabulary, and comprehension. Opportunities to understand the integration of reading and writing effectively will be provided. Strategies for teaching study skills/reading skills with content subject areas will be presented. Emphasis is placed on current research and methods used in reading instruction. READ 200 includes a field-based experiential component in the elementary classroom.
Fall
Prerequisite: EDUC 201

READ 230
TEACHING READING IN MIDDLE AND SECONDARY SCHOOLS
3 credit hours
Methods and materials designed to promote literacy in the secondary classroom. Emphasis on methods for improving the effectiveness of textbook reading in the content areas with emphasis on learning study skills with vocabulary and comprehension strategies related to each subject. Focus on the development of literacy content lessons and integrated technology content lessons. Recent research based on the interactive model of reading with an emphasis on holistic methods and assessment. Emphasis on using brain-compatible strategies integrated into content lessons.
Spring
Prerequisite: EDUC 201
READ 302  
METHODS AND MATERIALS IN TEACHING READING FOR ALL CHILDREN  
3 credit hours  
The course focuses on current research, methods and theories of teaching reading. A variety of literacy methods will be modeled. Course activities include analysis of classroom practices and the effective use of materials to enhance the teaching of reading. An emphasis is placed on matching the elementary student’s learning needs with materials and strategies used in the classroom.  
*Spring*  
Prerequisites: READ 200, Admission into Teacher Education

Exceptional Needs Course Descriptions

SPED 137  
ADVANCED FOUNDATIONS  
3 Credit Hours  
In-depth study of major learning and behavior theories complemented with analysis of effective use of tools for differentiating instruction, assessment, and behavior interventions as they apply to students with special needs. Explores unique challenges posed by laws and ethics as they apply to P-12 special education, including screening, pre-referral, referral, and classification procedures; conversely, explores the unique opportunities in schools and communities for provision of adaptive services to populations with special needs. Includes analysis of Individual Education Programs (IEPs) and other prescriptive instruments.  
*Occasional*  
Prerequisites: EDUC 105 and EDUC 203

SPED 218  
METHODS AND TECHNIQUES FOR TEACHING ELEMENTARY EXCEPTIONAL CHILDREN  
3 credit hours  
Specific and applied instructional design for group and individual teaching in the least restrictive environment. Includes classroom environment design, adapting and modifying curriculum, practice in designing and planning curriculum, application of the IEP in the instructional process, and aligning instruction with the academic standards.  
*Spring*  
Prerequisites: EDUC 201, SPED 237, Admission into Teacher Education

SPED 226  
CONTENT INTERVENTIONS FOR EXCEPTIONAL LEARNERS I  
3 Credit Hours  
Extends pre-service educators’ understanding of adaptive communication, developmental learning, and transitional assessments to serve P-12 students with exceptional learning needs. Explores research-based literacy as the framework for designing differentiated learning experiences in core content subjects, such as math, social studies, science, and language arts; Introduction of specialized physical and communication assistive technologies. Includes how to translate Individual Education Programs (IEPs) and other prescriptive instruments into powerful tools for intervention. 3 credit hours, non-variable.  
*Occasional*  
Prerequisite: SPED 137
SPED 230
CONTENT INTERVENTIONS FOR EXCEPTIONAL LEARNERS II
3 Credit Hours
Application of research-based literacy approaches to teach core content, such as math, social studies, science, and language arts. Applying differentiated pedagogical interventions to develop P-12 students’ skills for critical thinking, communication, and collaboration. Extends understanding of exceptional learners to encompass needs of children with disabilities, English Language Learners, and children identified as high ability gifted and talented, and “twice exceptional.” Introduction to planning student transitions across school, community, and work settings. Includes Field Practicum.
Occasional
Prerequisite: SPED 226

SPED 237
MILD DISABILITIES/INTERVENTIONS
3 credit hours
This course is designed to develop an awareness of instructional and curriculum methods for students with Mild Disabilities in the Least Restrictive Environment. This includes general education/special education collaboration and practical issues in education including: inclusive practices, adaptation and modification of materials, evaluation of student progress, and appropriate use of Individual Education Plans. As a field-based course, students are provided with opportunities to work with school administrators, classroom teachers, and students in developing their knowledge and practical experience for working with students with mild disabilities.
Fall
Prerequisites: EDUC 140

SPED 326
METHODS & TRANSITIONS
3 Credit Hours
Study of specific learning skills needed by P-12 students for use in cognitive strategies, such as self-assessment and problem-solving. Use of instructional methods and resources to reinforce strengths and compensate for deficits in perception, memory, and retrieval. Methods to implement systematic instruction for teaching content area reading and written language. A multidisciplinary approach addresses language development as it relates to communication task demands and social interactions. Collaborative transition management models identify roles and responsibilities of professionals and parents who serve as members of an interdisciplinary team. Field Practicum.
Occasional
Prerequisite: SPED 230
SPED 328
METHODS FOR TEACHING EXCEPTIONAL MIDDLE AND HIGH SCHOOL YOUTH
4 credit hours
An upper level Exceptional Needs methods course taught in an urban high school setting. Continuum of services, program models, techniques and strategies for transition and instruction are studied. The Individualized Education Program process is presented, including the Transition Plan, Functional Behavior Assessment and the Behavior Intervention Plan. Faculty and staff within the high school will provide relevant information regarding the high school students and the environment of a diverse urban high school. Candidates will be assigned to high school classrooms for opportunities to interact with teachers and students for one half of the class time. An additional 15 hours of involvement within the school is required. Candidates are encouraged to attend meetings, conferences and extra curricular events, as appropriate.
Fall
Prerequisites: EDUC 201, Admission into Teacher Education

SPED 405
EFFECTIVE COLLABORATION & USE OF COMMUNITY RESOURCES
3 credit hours
This course explores opportunities for collaboration between the school and community. Students will learn of resources beyond the P-12 classroom that are available to teachers. These resources include social support services and philanthropic cultural agencies. Field trips and guest speakers will be utilized throughout the semester. Various strategies are introduced that serve as tools to develop, promote, and maintain educational partnerships in the classroom, school, home, and community.
Fall, Spring
Prerequisite: Admission into Teacher Education
Co-requisite: EDUC 480, 482, 483, or 486

SPED 420
BEHAVIOR ASSESSMENT & ANALYSIS I
3 Credit Hours
In-depth analysis and application of major theoretical models and strategies for addressing behavior and emotional problems in the classroom setting, including principles of learning theory and behavior modification, and positive behavioral supports. Advanced skills will emphasize selection of target behaviors, techniques for increasing and decreasing behaviors, contingency contracting, and group management strategies using the lens of function. Includes Field Practicum.
Occasional
Prerequisite: SPED 230
SPED 421
BEHAVIOR ASSESSMENT & ANALYSIS II
3 Credit Hours
Cross-cultural perspectives will provide a context for understanding and addressing student behavior that impedes learning and social success. Students will learn to problem-solve, anticipate and prevent problem behaviors, plan and implement interventions, and evaluate and modify interventions based on monitoring data. Students will apply these skills as they conduct functional behavioral assessments. Students will generate a repertoire of strategies, including Conflict Resolution, and learn to analyze data to guide appropriate approaches for individuals or groups of children. Includes Field Practicum.
Occasional
Prerequisite: SPED 420

SPED 430
BEHAVIOR/CLASSROOM MANAGEMENT
3 credit hours
Theories and systems of behavior management; practice in working with groups and individuals. Focus on acquisition and improvement of good interpersonal skills to facilitate cooperation among teachers, parents, professionals, students, and paraprofessionals. Exploring management systems for a successful learning environment through the use of behavior assessment tools and the development of problem solving, reasoning and collaborative learning skills.
Fall, Spring
Prerequisites: EDUC 140, EDUC 201, Admission into Teacher Education

SPED 473
TOTAL COMMUNICATION: SIGNING
3 credit hours
Theories and methods for using total communication in teaching individuals with handicaps. Sign language, use of computers, augmentative communication systems, and adaptive equipment. Emphasizes receptive and expressive language.
As Needed
Department of Psychology and Counseling

Purpose Statement

The mission of the Psychology and Counseling Department at the University of Saint Francis is to provide a quality education for our undergraduate and graduate majors in the liberal arts tradition. The Department of Psychology and Counseling strives to achieve the highest standards of excellence in both teaching and promoting the field of psychology as a science. These standards of excellence are met by placing importance on scholarship, acquisition of skills and practices within the various domains of psychology, consistent with the University’s Franciscan values.

Applied Human Development & Management Program Overview

The Applied Human Development & Management program leads to a Bachelor of Science degree preparing graduates for positions in the professional services sector. Graduates are prepared for entry level positions serving populations across the lifespan. Students will choose program focus in one or more of three Applied Human Development & Management fields: Education, Psychology, and Social Work. The Applied Human Development & Management program requires two field experiences including a Service Engagement course and a Field Internship course. These field based experiences prepare students for the reality of the job market. Through mentoring by professionals in community organizations, students learn to apply theory and skills while they develop dispositional behaviors critical to workplace success.

Psychology Program Overview

Psychology is the scientific study of behavior and mental processes. Psychology is one of the fastest growing areas for employment in America. As scientists, psychologists study two critical relationships: the relationship between brain function and behavior, and the relationship between the environment and behavior. As health service professionals, psychologists treat people with emotional and mental problems. Other psychologists concentrate on behaviors that affect healthy individuals, such as in the areas of business and athletics. To become a psychologist, one needs to complete a doctoral degree in psychology.

The major in psychology at the University of Saint Francis is designed to prepare the student for further graduate study in psychology or related fields. Both the major and minor in psychology are also designed to help the student develop critical thinking, an appreciation for individual differences and an understanding of human behavior. These skills are useful in a number of different professions such that an undergraduate degree in psychology can be useful in preparing for a career in business, health science or other professions.

Progression Requirements for Applied Human Development & Management and Psychology Degrees

Students must maintain a minimum GPA of 2.0 or above.
Major Degree Requirements

Graduation requirements for the Applied Human Development & Management and Psychology degrees include the successful completion of program requirements with a minimum of 120 credit hours, including the completion of PSYC 495 Contextual Dimensions of Professional Psychology capstone course.

Major/Minor

Bachelor of Science – Applied Human Development & Management
Bachelor of Arts – Psychology
Minor - Psychology

Applied Human Development & Management and Psychology Course Descriptions

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.

Co-requisite: 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.

Applied Human Development & Management Courses

AHDV 300
SERVICE ENGAGEMENT IN APPLIED HUMAN DEVELOPMENT & Management
This course introduces students to the preparation and planning needed to deliver services across the life span to community organizations in accordance with service engagement theory. Students complete this course in a community organization.
Prerequisite: Junior status. Only open to majors.

AHDV 400
FIELD INTERNSHIP IN APPLIED HUMAN DEVELOPMENT & Management
This course provides students professional experience in community organizations. Students’ work focuses on a developmental lifespan stage that is a component of social/human services and/or educational systems.
Prerequisite: AHDV 300; Senior Status; Only open to majors
Psychology Courses

**PSYC 121**
**GENERAL PSYCHOLOGY**
3 credit hours
Principles and methods in the field of psychology, including individual differences, personality, behavior disorders and therapy, physiological and psychological effects of drugs, measurement, learning, and motivation.
*Fall, Spring*

**PSYC 212**
**INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY**
3 credit hours
Principles of motivation, perception, learning, attitude formation, exchange, socialization, decision-making, and task performance applied to behavior in organizational contexts. Basic characteristics of organizational structure and group processes from the perspective of a variety of social science concepts and theories (same as BUS 412).
*As needed*
Prerequisite: PSYC 121

**PSYC 220**
**HISTORY AND SYSTEMS OF PSYCHOLOGY**
3 credit hours
History and development of ideas and methods of contemporary psychology, including philosophy of science and evolution of major schools of psychological inquiry.
*Spring, Even Years*
Prerequisite: PSYC 121

**PSYC 232**
**HUMAN GROWTH AND DEVELOPMENT**
3 credit hours
This course examines the biopsychosocial aspects of development across the lifespan. Growth and development of the physical body, motor skills, intellectual skills, emotional and social behavior will be traced from the prenatal period through late adulthood, including the processes of dying and bereavement.
*Fall, Spring*
Prerequisite: PSYC 121

**PSYC 241**
**SOCIAL PSYCHOLOGY**
3 credit hours
General principles of social psychology, including socialization of the individual, attitude formation, conformity, group identification, and group dynamics.
*Spring, Odd Years*
Prerequisite: PSYC 121
PSYC 250
INTERPERSONAL RELATIONSHIP SKILLS
3 credit hours
An experiential laboratory course which focuses on developing effective listening and interviewing skills. Use of the problem-solving method. Role playing, group exercises, audio taping, and videotaping experiences (same as COMM 250, SOCW 250).
As needed
Prerequisite: PSYC 121

PSYC 251
Research Methods in Psychology
AN introduction to the scientific method in psychology allowing students to become informed consumers of psychological research and provide a foundation to engage in psychological research.
Spring
Prerequisite: PSYC 121

PSYC 302
STATISTICS
3 credit hours
Introduction to descriptive and inferential statistics. Measures of central tendency and variability, correlation and regression, sampling distributions, and hypothesis testing. Use of appropriate computer software. Applications to problems in social and behavioral sciences (same as MATH 201 and SOCI 302).
Fall, Spring, Summer
Prerequisite: MATH 122

PSYC 321
GENDER PSYCHOLOGY
3 credit hours
An introduction to the study of gender issues and an understanding of both classic and recent research on gender. Topics covered will include theories of development, gender bias in research, and gender related physiological, socioemotional and intellectual differences. Topics that are particularly gender related will also be covered, including sexual victimization, aggression, competition, achievement, nurturing, and caretaking.
Fall, Odd Years
Prerequisite: PSYC 121

PSYC 325
ABNORMAL PSYCHOLOGY
3 credit hours
The course of Abnormal Psychology focuses upon developing an understanding of individual, group, and cultural pathology including: historical perspective, diagnostic classification, etiology, symptom manifestation, treatment approaches, and prevention.
Fall
Prerequisite: PSYC 121
PSYC 339  
**CHILD AND ADOLESCENT PSYCHOLOGY**  
3 credit hours  
Human development from conception through adolescence. Physical, cognitive, psychosocial, and moral development. Special emphasis will be placed on holistic health themes.  
*Fall, Spring*  
Prerequisite: PSYC 121

PSYC 344  
**PSYCHOLOGY OF PERSONALITY**  
3 credit hours  
Development, dynamics and maintenance of behavior patterns that give rise to the individual personality. Major theories of personality will be studied.  
*Spring, Odd Years*  
Prerequisite: PSYC 121

PSYC 345  
**INTRODUCTION TO SUBSTANCE ABUSE DISORDERS**  
3 credit hours  
An introduction to the physiological, biochemical, social, and psychological aspects of psychoactive substance disorders. This course will also introduce the student to treatment strategies and intervention approaches. The course is intended to increase understanding of substance abuse disorders for individuals intending to enter a number of different professions, including education, health services, business management, and the mental health fields.  
*Fall, Even Years*  
Prerequisite: PSYC 121

PSYC 360  
**Principles of Learning and Behavior**  
This course is an introduction to the theories of learning and behaviorism. This course will also examine social learning theory and the principles of behavior analysis and behavior modification.  
*Fall, Even Years*  
Prerequisite: PSYC 121

PSYC 385  
**PSYCHOLOGY OF AGING**  
3 credit hours  
An introduction to the later stages of lifespan development focusing on cognitive, physiological and socio-emotional aspects of maturing and aging in modern society. Emphasizes practical application of theoretical knowledge to critical periods in the later years, including illness, retirement, old age, institutionalization, terminal illness, and end of life issues.  
*Fall*  
Prerequisite: PSYC 121
PSYC 462  
Cognitive Neuroscience  
3 Credit hours  
An introduction to cognitive neuroscience focusing on the neurological basis of behavior including neuroanatomy, synaptic transmission, and basic sensory and motor processes, framed within a cognitive theoretical approach investigating memory, language, and other higher cognitive functions.  
*Spring, Odd Years*  
Prerequisite: PSYC 121  
Recommended Background: Junior or senior status

PSYC 495  
Contextual Dimensions of Professional Psychology [Capstone]  
This capstone course is an overview of research, diagnostic and therapeutic issues in Psychology. Contextual dimensions include, but not limited to, ethics and diversity. The course is designed to assist students in preparation for entering graduate school in the applied fields of psychology. Students will meet GE requirements through written assignments, case study presentations and discussions, as well as an understanding of professional standards in accordance with discipline specific organizations in the Franciscan tradition.  
*Spring*  
Prerequisite: Psychology major with senior status and PSYC 460

PSYC 496  
SPECIAL STUDIES IN PSYCHOLOGY  
3 credit hours  
Supervised reading, fieldwork placement or experimental research by individual arrangement. (Senior psychology placements in clinical or industrial settings should be discussed with the department head before the senior year.)  
*As needed*  
Recommended Background: Limited to seniors only
Department of Social Work

The Department of Social Work offers two majors and five minors:

- Major in Social Work (B.S.W.)
- Major in Social Welfare (A.A.)
- Minor in Child Welfare and Advocacy
- Minor in Diversity Studies
- Minor in Gerontology
- Minor in Social Work (only open to non-majors)

Program Overview

The Department of Social Work offers two degree programs: the Baccalaureate of Social Work (BSW) and the Associate of Arts in Social Welfare.

The Bachelor of Social Work Program (BSW Program) offers a four-year, professional degree program based on a liberal arts foundation. The BSW Program prepares students for entry-level generalist social work positions, to pursue graduate studies in social work, and to advance the profession through scholarly endeavors.

Students are required to master knowledge and skills in the following areas: 1) professional, generalist social work practice with individuals, families, groups, organizations and communities, 2) social work values and ethics, 3) culturally competent practice with diverse groups, 4) advocacy for human rights and social justice, 5) social welfare policy and services, 6) research, and 7) human behavior in the social environment. The program offers two field placements totaling 475 field hours. The field opportunities provide students with supervised learning experiences in which they apply academic learning to social work practice in a social service agency.

The Associate of Arts in Social Welfare is a two-year degree. Students gain an introductory knowledge of the social service field, develop effective listening and interviewing skills, and create a greater awareness about the relationship between human behavior and social environments. Students seeking to continue their education may transition to the BSW degree.

Purpose Statement

The Bachelor of Social Work Program (BSW Program) at the University of Saint Francis educates students to become professional, generalist social workers. Students integrate Franciscan and social work values into a professional identity that advocates for social justice and human rights and provides service and leadership to communities. The BSW Program prepares its graduates for entry-level, generalist social work positions, to pursue graduate studies in social work, and to advance the profession through scholarly endeavors.

The Associate of Arts in Social Welfare program is designed to prepare students for entry-level work in a variety of human service settings. The courses required for this degree are also required for the BSW degree.
CSWE Accreditation

The Bachelor of Social Work Program (BSW Program) is accredited by the Council on Social Work Education (CSWE). The accreditation enhances our graduates’ employment opportunities, in most states leads to licensure, and allows them to seek advanced standing in most graduate social work programs. The BSW Program was reaffirmed as an accredited program in June 2012 and is scheduled for review during the 2018-2019 academic year.

Admission Requirements for the BSW Degree

Social work is a rewarding career, but a profession that is not the best fit for everyone. Students considering social work as a career choice must carefully evaluate their commitment to the profession, to the needs of oppressed and diverse people, to the aspects of a social ministry, and to caring for others who are hurting. Students applying for admission to the BSW Program must commit themselves to uphold the profession’s ethical principles and actively participate in experiences that challenge them and expose them to skill development, values clarification, and diverse populations.

The BSW is a professional degree and with it comes specific knowledge, values, and skills that equip the BSW graduate to provide quality services. In the interest of best serving diverse and at-risk populations, it is essential that all students who are admitted to the BSW Program are qualified, motivated, capable, and committed to the goals of the profession. The BSW Program emphasizes admitting students who reflect and/or value diversities in society. These standards maintain both the integrity and credibility of the program and the BSW degree.

Admission to the BSW Program is meant to be the first step in students’ professionalization as a worker, and a collaborative process through which students and faculty carefully assess students’ “fit” with the social work profession.

ADMISSION REQUIREMENTS

Students who are fully or provisionally admitted to the Social Work Program must:

1) Have successfully completed the following courses:
   - SOCW 125 Intro to Social Work and Social Welfare (formerly SOCW 185)
   - SOCW 220 Social Work Ethics
   - SOCW 250 Interpersonal Skills
   - ENGL 101 Rhetoric & Composition OR ENGL 103 College Writing
   - COMM 121 Fundamentals of Public Speaking

2) Have and maintain a 2.5 GPA in social work courses and a 2.0 in a cumulative GPA. All social work course grades must be a “C” or better.

3) Have and acquire no criminal convictions. If students have or acquire criminal convictions and can demonstrate successful rehabilitation, then students may petition for a waiver. Each case is evaluated on an individual basis.

4) Comply with the program’s Academic and Professional Dispositions Policy and Procedures.

5) Additional admission requirements are specified in the Social Work Program’s Admission Application.
BSW Degree Requirements

The BSW degree requires 46 – 49 credit hours of general education courses, 51 credit hours of social work courses, and 21 – 23 credit hours in elective courses to reach 120 credit hours. For detailed information about the BSW Program, obtain the BSW Program Handbook and the Field Manual for BSW Students and Field Instructors. Both are available from the Department of Social Work.

Social Work 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.

Co-requisite: 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.

SOCW 125
INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE
3 Credit Hours
This course provides a historical and current overview of generalist social work practice. The social work profession’s mission, purpose, value base and ethical standards of practice are introduced. The profession’s knowledge base including systems theory and strengths perspectives are introduced. Diverse people groups, who are vulnerable to oppression and discrimination, are discussed. Practice settings that typically employ generalist social workers are explored.
Fall, Spring

SOCW 160
GRIEF AND LOSS
3 Credit Hours
This course explores basic principles related to grief and loss. Losses, which may occur throughout a lifetime, may be related to geographical or legal separations; physical, psychological, economic or employment changes; and war, natural disaster, or accidental traumas. Knowledge about the grieving process is developed. Coping skills used to grieve and professional interventions are examined.
Fall, Spring
SOCW 170  
SOCIAL RESPONSIBILITY, LEADERSHIP AND OUR ELDERS  
3 Credit Hours  
The course is designed to deepen our appreciation of society’s older adults and expand our sense of social responsibility, and promote leadership and advocacy for and with our elders. The lives of our elders are examined within their cultural context. Unique challenges, such as physical and psychological changes, limited economic and social resources, discrimination, and inadequate social policies, are discussed. Promotion of our elders’ well-being involves advocating for compassionate care, just social policies, developing social supports, and identifying research-informed practices that promote autonomy, personal fulfillment, spirituality, and dignity.  
*Fall, Spring*

SOCW 192  
HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT  
3 Credit Hours  
This course examines biological, psychological, social, cultural, and spiritual development of individuals, families, groups, organizations, and communities. Research-informed theories are used to assess the development of human behavior and social systems, to evaluate the interactions and relationships between and among systems, and to examine how social systems promote or deter people in maintaining or achieving well-being.  
*Fall*

SOCW 195  
SOCIAL WORK IN HEALTHCARE SETTINGS  
3 Credit Hours  
This course provides an overview of generalist social work practice in healthcare settings, such as public health agencies, clinics, hospitals, nursing homes, and hospice programs. Beginning engagement, assessment, discharge planning, and multidisciplinary teamwork skills are introduced. Ethical and research-informed practice is introduced. Actions that promote leadership, social responsibility, advocacy, and social action as they intersect with health care are developed.  
*Fall*

SOCW 198  
SOCIAL RESPONSIBILITY, LEADERSHIP AND INTERPERSONAL VIOLENCE  
3 Credit Hours  
This course examines the impact of interpersonal violence on individuals, small groups and communities. Types of violence include domestic violence, dating violence, school violence, and violence based on perceived differences, such as racial, cultural, and sexual preference. Current laws regarding violence are reviewed. Research-informed prevention and intervention programs are introduced. Actions that promote leadership, social responsibility, advocacy, and social action as they intersect with interpersonal violence are developed.  
*Spring*
SOCW 200
CHILD WELFARE
3 Credit Hours
This course provides a historical overview of the child welfare system and examines the children and families involved with this system. Cultural, economic, and sociopolitical issues related to child welfare are discussed. Current laws regarding child neglect and abuse are examined. Assessment of child maltreatment and research-informed prevention and intervention programs are introduced. Advocacy techniques that promote human rights and social justice are presented. Actions that promote leadership, social responsibility, advocacy, and social action as they intersect with child welfare are developed.

*Fall, Spring*

SOCW 220
SOCIAL WORK ETHICS
3 Credit Hours
This course provides an examination of social work codes of ethics, values clarification between personal and professional values, consideration of the ambiguity related to ethical dilemmas, and application of ethical reasoning to arrive at principled decisions.

*Spring*

SOCW 250
INTERPERSONAL SKILLS
3 Credit Hours
This course develops effective listening, interpersonal, and communication skills necessary to complete professional assessments and interviews. Research-informed knowledge creates a basic foundation for the development of multicultural engagement, assessment, planning, intervention, and closure skills. Professional ethical practice is developed. Written documentation and professional communication and demeanor necessary for working within an organization are introduced.

*Spring*

SOCW 281
SOCIAL WELFARE POLICIES AND SOCIAL JUSTICE
3 Credit Hours
This course examines the connection between social problems, policies, and service delivery systems. Social problems include national and global poverty, oppression, discrimination, human rights violations, and social injustices. The impact of social problems on the well-being of vulnerable populations such as children, elderly, women, and minority people groups is assessed. Based on injustices, social policy is critiqued, and service delivery systems are evaluated. Leadership and social responsibility in the forms of policy critique and development, advocacy, and social action are developed.

*Spring*
SOCW 352
JUNIOR PRACTICUM/SEMINAR
3 Credit Hours
This course provides exposure to generalist social work activities in an approved field agency. Educational learning activities develop ethical practice and professional demeanor in behavior, appearance, and communication, advocacy skills, roles, boundaries, and use of supervision necessary to work within a social service agency. The first three weeks involve preparation for the practicum experience in a seminar format. Students are assigned a field agency and begin this experience by week four of the semester. Additional seminar classes are held throughout and at the end of the semester. During the course of the semester, the practicum requires a minimum of 75 contact hours in a field agency.
Spring
Prerequisite: Admission to the Social Work Program

SOCW 377
CULTURAL DIVERSITY AND HUMAN RIGHTS
3 Credit Hours
This course provides a framework for understanding how cultural differences shape life experiences specifically the impact of minority status and the effect of prejudice, oppression, and discrimination. National and international diverse groups are explored in terms of historical and contemporary justice and human rights issues. Personal biases regarding diverse groups are compared and contrasted to professional values and ethics. Actions that promote leadership, social responsibility, advocacy, and social action as they intersect with human rights and cultural diversity are developed.
Fall, Spring

SOCW 382
MICRO PRACTICE
3 Credit Hours
This course develops generalist social work knowledge, values, and skills necessary for practice with individuals and families. Research-informed knowledge and culturally competent practice provide a foundation for the development of engagement, assessment, intervention and evaluation skills. Professional development is guided by the ethical standards set forth in the social work codes of ethics.
Fall
Prerequisite: Admission to the Social Work Program

SOCW 405
MEZZO PRACTICE
3 Credit Hours
This course develops generalist social work knowledge, values, and skills necessary for practice with treatment and task groups. Research-informed knowledge and culturally competent practice provide a foundation for the development of engagement, assessment, intervention and evaluation skills. Professional development is guided by the ethical standards set forth in the social work codes of ethics.
Spring
Prerequisite: Admission to the Social Work Program
SOCW 470
MACRO PRACTICE
3 Credit Hours
This course develops generalist social work knowledge, values, and skills necessary for practice with organizations and communities. Research-informed knowledge and culturally competent practice provide a foundation for the development of engagement, assessment, intervention and evaluation skills. Professional development is guided by the ethical standards set forth in the social work codes of ethics with a special emphasis on advocacy, social justice, and human rights. This course fulfills the general education learning objectives for a writing intensive course.
Fall
Prerequisite: Admission to the Social Work Program

SOCW 488
SENIOR PRACTICUM
9 Credit Hours
This course provides opportunities to apply and adapt classroom learning to generalist social work practice in an approved field agency. This educational experience is supervised by a Field Instructor who has a MSW or BSW degree and is approved by the Social Work Department. Educational learning activities provide opportunities to demonstrate competency of generalist social work knowledge, values, and skills. The practicum requires a minimum of 400 contact hours during the course of the semester.
Spring
Prerequisite: Admission to the Field Program
Corequisite: SOCW 492 Senior Seminar/Capstone

SOCW 492
SENIOR SEMINAR/CAPSTONE
3 Credit Hours
This course provides learning opportunities to connect generalist social work practice experiences in an approved field agency to the social work program’s competencies and practice behaviors. Under the direction of faculty, students complete their senior portfolio, which provides evidence of competent generalist social work practice and fulfillment of general education learning outcomes.
Spring
Prerequisite: Admission to the Field Program
Corequisite: SOCW 488 Senior Practicum