

University of Saint Francis

GRADUATE CATALOG

2010-2011



University Profile

Mission Statement

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

Franciscan Values

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

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

The Graduate School

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

The Graduate School enrolls approximately 325 students in its degree and certification programs in art, business administration, healthcare administration, education, school counseling, mental health counseling, pastoral counseling, psychology, nursing, physician assistant, theology, and environmental science. In the past two decades, more than 5,000 graduate degrees have been conferred.

Objectives

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

Academic Calendar

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

Scheduling of Classes

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

Cancellation of Classes

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

The History of the University of Saint Francis

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 in Fort Wayne, Indiana, on the sixty-five 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 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 and became the Print Shop until it was later moved to Trinity Hall. 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 seventy 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 in the first floor of the Campus Ministry Building, which was renamed Padua North.

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

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 new title is used hereafter in this history.)

In 1996, University received its most recent renewal of North Central accreditation for the maximum period granted by the Association, namely, ten years.

The undergraduate teacher education programs were accredited by the National Council for the Accreditation of Teacher Education (NCATE) IN 1972. This accreditation was renewed in 1976 and in

1986. The University was visited by NCATE in Spring, 1994, with a revisit in Spring, 1995. The University was visited again in 1997 and in April, 1998, was awarded accreditation.

In 1976, the Social Work program received initial accreditation by the Council on Social Work Education (CSWE). This accreditation was renewed in 1980 and in 1988. The most recent CSWE visit was held in Fall, 1994. The University was given conditional accreditation with a follow-up report in April, 1996. In July, 1996, the University received word of full accreditation for social work.

The University of Saint Francis inaugurated its first associate degree program in 1975, and two-year programs were offered in business administration, commercial art, and Radiologic technology.

In 1981 the University began a Bachelor of Science in Nursing degree-completion program for registered nurses 1) on campus, 2) in Hammond, Indiana, and 3) in Evanston, Illinois. On the recommendation of the National League for Nursing (NLN), this program was discontinued as of January, 1987. In August, 1987, the University received formal authorization from the Indiana State Board of Nursing to begin a four-year baccalaureate degree program in Nursing on the Fort Wayne campus. The first class of nursing students graduated in 1991, and the program was reviewed for initial accreditation by NLN in Spring, 1992. In October, 1992, the University was notified by NLN that the baccalaureate program is accredited and the accreditation is retroactive to the first graduating class.

In 1978 and 1979, the University received Title III and Title IV grants. One of the major uses of this funding was the establishment of an academic opportunity center called ACCESS (Academic, Counseling, and Cultural Excellence: Special Services). This center provided supplementary instruction and other supportive services for Saint Francis students, primarily those who qualified under the guidelines of the grant. When the federal funding expired in 1987, the University chose to maintain the Center, which was called the Student Services Center. In 1998, the design and name of the center was changed to Student Academic Support Services (SASS). In 1999, the Student Learning Center was created to assist students with Learning Disabilities.

In 1980 the University of Saint Francis was admitted to membership in the Associated Colleges of Indiana, an organization composed of twenty of the thirty-two independent colleges in the State, which has as its purpose to do joint fundraising in behalf of the member institutions. In 1991, the Associated Colleges of Indiana and the organization of independent colleges merged to form the Independent College of Indiana (ICI) to which all Indiana independent colleges are invited to belong. This association has benefited the University considerably since 1980.

In December 1986, the Indianapolis-based Lilly Endowment announced a "Dream of Distinction" program whereby matching grants were awarded to the independent colleges of Indiana for projects that would substantially move these institutions ahead. The University of Saint Francis applied for, and received, the maximum award of \$500,000 for partial funding of the Hutzell Athletic Center, a \$2.2 million facility completed in 1990. The University not only has a fine athletic facility, but in 1990 commencement exercises were held on campus for the first time in 20 years.

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 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.

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

weekend.

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.

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

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

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

During the 2004-05 academic year, the University divided into six schools: The Keith Busse School of Business and Entrepreneurial Leadership, The School of Creative Arts, The School of Health Sciences, The School of Liberal Arts, the School of Math and Science and the School of Professional Studies.

The Crown Point satellite campus was established in 2005.

In August 2006 we began moving into the new Pope John Paul II Center. The building houses three of our Schools: The Schools of Liberal Arts, Professional Studies, and 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 we implemented a new innovative General Education curriculum which was developed by faculty working together across campus. We also instituted the Office of Provost to over see academic matters.

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 cross shows his choice of that symbol as his distinguishing mark and represents his conformity right arm passing over the left arm of Francis. The arm of Francis set against the background of the 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.

Degrees Awarded

The university awards the following graduate degrees:

Master of Arts (MA)

With programs in studio art and theology.

Master of Business Administration (MBA)

Master of Science in Education (MSEd)

With programs in school counseling and exceptional needs.

Master of Science (MS)

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

Master of Science in Nursing (MSN)

Accreditation

The University of Saint Francis is accredited by the Academic Quality Improvement Program (AQIP) of the Higher Learning Commission's North Central Association of Colleges and Schools. Programs in the Graduate School are accredited by one of the following, depending on discipline: the Indiana State Department of Education, the National Council for the Accreditation of Teacher Education (NCATE), the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), and the Commission on Collegiate Nursing Education (CCNE). Graduate programs in the School of Business have received candidacy status from the Association of Collegiate Business Schools and Programs (ACBSP).

Institutional Memberships

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

The Faculty

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

The Campus

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

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

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

Trinity Hall, the main administration building, includes offices, the University of Saint Francis Chapel, the Guild Room, dining room, Social Room, and student housing. Other residence facilities include **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, volleyball, cross country, soccer, tennis, track and field, and softball for women. Intramural, coeducational sports are offered year-round for fitness and fun. Athletic awards are offered to both men and women in all intercollegiate sports.

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

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

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

The Lee and Jim Vann Library

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

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

Research assistance and individual training for any library resource is available on a walk-in basis, but appointments can be made to guarantee that a librarian will be available when you arrive. Appointments can be made calling the library's main circulation desk at 260-399-8060 or in-person at the Ask A Librarian station on the second floor of the library. Basic questions can also be directed to library staff via the Ask A Librarian Chat Service, located on the library's website, via telephone or in-person.

In addition to our in-house and online resources, the library provides access to many other collections through our Interlibrary Loan Service and consortium agreements.

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

The library also provides student group study rooms which can be reserved online, over the phone (260-399-8060) or in person at the main circulation desk on the second floor. There is also one quiet study room located on in first floor of the library which provides quiet space for individuals needing a 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/library>

University Technology Services (UTS)

Teresa Sordelet, Executive Director of University Technology Services
Pope John Paul II Center, Room 212C, 399-7700, ext. 6020

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

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

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

User Support Services and the USF Help Desk

Andrew Repp, Director of User Support Services

Jon Youse, Assistant Director

USF Help Desk: Pope John Paul II Center, Room 211D, 399-7700, ext. 6027, www.sf.edu/sf/uts/uss

The purpose of the User Support Services area, which includes the USF Help Desk, is to serve the technology needs of the students, faculty and staff of the University of Saint Francis by offering friendly hands-on instruction and support. USS is located on the main floor of the Pope John Paul II Center, room 211D. The User Support Services area offers a broad range of free and pay services to meet the needs of USF students. Currently many presentation preparation services are offered at a low cost including picture

mounting, lamination, poster printing, and transparency services. All of these services can be paid for with cash.

Hours of Operation

Monday – Thursday 7:30 a.m. – 9:00 p.m.

Friday 7:30 a.m. – 5:00 p.m.

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

USF User Account and E-mail

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

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

Password Reset Application

All students are encouraged to enroll their USF Computer User Account in the Anixis password reset application (located at <http://ecampus.sf.edu/pwreset/>). Enrolling your account simply means setting security questions known only to you. After enrolling, you will be able to unlock or reset a forgotten password without contacting the Help Desk or visiting campus.

Computer Labs and Facilities

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

USF 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. Currently enrolled students are also able to access

personal account information, view grades and register online via Cougar Connection.

Cougar Connection

Cougar Connection is an exciting resource available to all currently enrolled students at USF. Using Cougar Connection, students can complete many tasks from the convenience of a home or lab 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.

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.

Student Academic Support Services (SASS)

Location: Pope John Paul II Center, Suite 210

Phone: 399-7700 ext. 6012

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

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

Career Services

Location: Pope John Paul II Center-Suite 209

Office Hours: 8:30 a.m.-5:00 p.m. Monday-Friday or by appointment.

Phone: 260-399-7700 ext. 6012

Student Academic Support Services also offers career planning and development services to students and alumni; and serves as the coordinating office for professional development opportunities for USF students. Some of the services offered through SASS in career services include:

- Résumé Development Assistance
- Volunteer Opportunities
- Mock Interviews
- Career Counseling
- Job Shadowing Information
- Internship Assistance
- Service Learning Programs
- Full and Part-time Job Search Assistance

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

Student Learning Center (Disability Support Services)

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

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

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

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

Enrollment

The annual enrollment at the University of Saint Francis is approximately 2,165 with 1,845 undergraduates and 325 graduate students. More than half the students are women, and approximately 20 percent of the full-time undergraduate students live in on-campus housing. The majority of students come from Indiana, Illinois and Ohio; however, students representing other states and foreign countries help make up the total student body. While Catholic and other Christian denominations predominate, the

student body represents many religious persuasions. The acceptance of students of all races and creeds is a reflection of the university's acceptance of a pluralistic and ecumenical philosophy. Approximately 31 percent of student enrollment is made up of adults, 25 years and older.

Affirmative Action Statement

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

Admissions Information

Entrance Requirements

Admission to a Degree Program

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

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

Application forms are available from the Office of Admissions in Trinity Hall, room 112, or online at www.sf.edu. Prior to acceptance into a specific graduate program, the application fee (waived if completed online), completed application form, and other required documents must be on file with the Office of Admissions. Questions should be addressed to the Office of Admissions at 260-399-8000 or 1-800-729-4732.

Conditional Admission

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

Provisional Admission

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

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

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

Non-degree Students

Individuals interested in taking graduate work for credit without pursuing a graduate degree are classified as Non-degree students. Non-degree students need to file an Application for Admission, pay the

application fee and submit an undergraduate transcript from the regionally accredited institution in the United States of America from which they received their undergraduate or graduate degree. In addition, permission from the dean of the school or department chair or program director is required for admission and entry into a course(s). These students are allowed to register for classes only after degree-seeking students have registered. Registration dates are posted in each term's course schedule.

Audit Students

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

International Students

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

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

Applicants must be thoroughly conversant with the English language. Skill level is determined by results of either the Test of English as a Foreign Language (TOEFL) given by the Educational Testing Service or the International English Language Testing System (IELTS). Complete information may be obtained by visiting the TOEFL website at www.ets.org/toefl or the IELTS website at www.ielts.org. The minimum TOEFL score is 550 on the paper-based test, 213 on the computer-based test or 79-80 on the internet-based test and the minimum IELTS score is 6.5.

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

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

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

Second Master's Degree

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

Academic Policies

Rights and Responsibilities

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

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

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

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

Academic Integrity Policy

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

Plagiarism

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

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

- Copying word-for-word from another source and not giving that source credit.
- Cutting and pasting from an Internet or database source without giving that source credit.
- Paraphrasing the work of another and not giving that source credit.
- Adopting a particularly apt phrase as your own.
- Reproducing any published or copyrighted artwork, both fine and commercial.
- Digitally duplicating or downloading any copyrighted software, programs or files.
- Paraphrasing another's line of thinking in the development of a topic as your own.

- Receiving excessive help from a friend or elsewhere, or using another project as your own.

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

Academic Consequences and Student Rights

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

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

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

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

Registration

Students register each semester on dates specified in the Schedule of Courses. The registration procedure is outlined in the schedule.

Web Registration

Consult the University of Saint Francis website or the current schedule for further information concerning registration on the Web.

Application for Graduation

Candidates for graduation must apply for the degree in the academic year in which they intend to graduate. The Application for Graduation form is available on the Graduate School website.

Transcript of Credits

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

In compliance with the Family Educational Rights and Privacy Act (FERPA), directory information

includes dates of attendance, date of graduation, verification of birth date, current address, and telephone number. At the student's request, any one of these items of information will be withheld.

Prior Learning Assessment Credit

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

Time Limits

Enrolling for Initial Coursework

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

Completing Degree Requirements

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

Interruption of Studies

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

Course Load

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

Course Limit Policy

Students enrolled in a graduate program will take no more than a total of 12 graduate credit hours during any one semester of study without special permission from the Program Director/Chair. Students who are enrolled in multiple graduate programs will take no more than a total of 12 graduate credit hours during any one semester without special permission from the Program Director/Chair.

Class Attendance

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

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

examinations of all types and to meet the requirements of the course.

Grading System

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

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

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

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

******A grade of Incomplete (I) 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” is not appropriate when a student has missed most classes or has failed to complete assignments other than the final assignments for the semester. To request an incomplete the student must fill out an Incomplete Request Form before the instructor turns in final grades. This form must be signed by the student and the instructor and indicates a specific date no longer than eight weeks after the last day of the semester when work must be completed. A grade of “F” will be recorded on the permanent record if the work is not completed within the specified time. The final grade will replace the “I”. If time extensions beyond the original agreement are needed, students will be required to make a request in writing to the faculty member supervising the course (or to the Graduate Program Director as determined by each Graduate Program).

Graduate Program Progression/Dismissal

No graduate course with a grade below “C” (2.0) may be counted toward any degree program. Individual departments may have higher minimum grade requirements.

All graduate grades earned at the University of Saint Francis are used in computing the student's cumulative grade point average (GPA).

An overall scholastic ratio of at least 3.0 must be maintained. Individual departments may have higher minimum GPA requirements.

If the cumulative grade point average drops below 3.0, the student will be placed on academic probation for the next 6 credit hours of graduate work.

A graduate student may take a maximum of six credit hours while on academic probation.

If an overall GPA of 3.0 or greater is not achieved by the completion of the probation period after those 6 credit hours, the student will be dismissed from the graduate program. Individual departments may have higher minimum GPA requirements.

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

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

Withdrawal

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

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

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

Pass/Fail (P-F) Grading Option

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

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

Grade Appeal Policy and Procedure

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

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

Steps in Grade Appeal Process

- 1. Appeal to the Faculty Member.** The student shall, in good faith, attempt to settle the grade in dispute by meeting with the faculty member who issued the grade. This meeting shall be accomplished within 10 university business days from the date on which the student received official notification of his or her final grade from the university registrar.
- 2. Appeal to the Academic Department Chair/ Program Director.** If the student is not satisfied with the result of his or her meeting with the faculty member, he or she can appeal the decision to the Academic Department Chair/Program Director. To do so the student shall submit a letter not to exceed two typed pages to the Academic Department Chair/Program Director within 10 university business days of receiving the faculty member's decision on the grade appeal. The letter must include an explanation of the disputed elements in the student's final grade, and a clear statement of what outcome the student seeks from his or her grade appeal to the Chair/Director. The student may also attach supporting documents to this letter. In departments such as Nursing, in which Program Directors carry significant administrative responsibility, the Department Chair may include the Program Director in reviewing the student's appeal. The Academic Department Chair or appropriate Program Director will meet with the student within 10 university business days after the receipt of the letter. For distance education or northwest students, teleconferencing or videoconferencing may be used to conduct the meeting. The Academic Department Chair/Program Director will respond, in writing, to the student and the faculty member within five university business days after the meeting.
- 3. Appeal to the Dean of the School.** If no resolution is reached at the level of the Academic Department Chair, then the student has the option of appealing to the Dean of the School. To activate this option, the student shall submit a letter to the Dean of the School in which the student earned the grade in dispute. The letter must include an explanation of the disputed elements in the student's final grade, a clear statement of what outcome the student seeks from his or her grade appeal to the Dean, and any relevant new information derived from the student's appeal to the Academic Department Chair. The student may also attach supporting documents to this letter. If the Dean of the School is also the Department Chair whose decision the student is appealing, then the student may proceed to step four below. The Dean of the School will respond in writing to the student, faculty member and Department Chair within 10 university business days from the receipt of the student appeal letter.

- 4. Appeal to the Provost.** If the student is not satisfied with the decision of the Dean of the School, or if the Dean of the School was also the Academic Department Chair who rendered a decision on the grade dispute in step two above, then the student has the option of appealing to the Provost. To activate this option the student shall submit a written request to the Provost to convene an Academic Appeals committee. The student shall submit the written request within 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 Provost 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 Provost.

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

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

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

The Academic Appeals committee shall notify the student, faculty member, Department Chair and Dean of its decision in writing and issues its written recommendation to the President within 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 Provost, the student, Department Chair, Dean, and the faculty member of her decision in writing. The decision of the President shall be final.

General Provisions of the Grade Appeal Process

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

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

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

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

Thesis

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

Exceptions to Policies

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

Directed and Independent Study

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

Directed Study (590)

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

Independent Study

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

Transfer of Courses

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

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

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

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

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

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

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

Institutional Review Board (IRB)

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

Educational Expenses

Tuition and Fees

While every effort is made to keep costs at a reasonable level, annual inflationary increases should be expected. Information regarding tuition and fees set by the Board of Trustees is located on the USF Internet site (sf.edu). If you have any questions or need additional information on current tuition and fees, please contact the Business Office.

Senior Citizen Discount

Students aged 55 and older 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 a deferred payment plan 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 plan by paying a non-refundable fee and agreeing to pay a portion of their tuition and fees for Semesters I and II in 10 equal payments that are due monthly from July 1st through April 1st. 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 Deferred Payment Plan option.

Refund Policy

Complete Withdrawal from School

1. Registration constitutes a contract between the student and the University of Saint Francis.
2. Should a student decide not to attend classes at the University, the student must notify the Registrar's office in writing and the student must complete an exit interview for any applicable Federal Loan programs.
3. In order to receive a 100 percent refund, the student must notify the Registrar's office in writing prior to the first day of the academic term/semester.
4. Failure to attend classes does not withdraw a student from classes.
5. If a student stops attending classes without processing an official withdrawal, grades of "F" will be posted for all classes in which the student is enrolled.

6. If a student does not begin the withdrawal process or otherwise notify the University of intent to withdraw due to illness, accident, grievous personal loss, or other circumstances beyond the student's control, the University may determine the appropriate withdrawal date.
7. Withdrawals can be processed at any time during the term, except during final examinations week.

Change of Schedule after Registration

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

Refunds

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

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

Semester I and Semester II Refund Schedule

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

Week During the Semester	Tuition & Fees Refundable
Prior to the first day of the semester	100% - no refund of semester fee
During the first week of the semester	93% - no refund of semester fee
During the second week of the semester	87% – no refund of semester fee
During the third week of the semester	80% – no refund of semester fee
During the fourth week of the semester	The lesser of: 73% all institutional charges less semester fee or 73% Federal Financial Aid received
During the fifth week of the semester	The lesser of: 67% all institutional charges less semester fee or 67% Federal Financial Aid received
During the sixth week of the semester	The lesser of: 60% all institutional charges less semester fee or 60% Federal Financial Aid received
During the seventh week of the semester	The lesser of: 53% all institutional charges less semester fee or 53% Federal Financial Aid received
During the eighth week of the semester	The lesser of: 47% all institutional charges less semester fee or 47% Federal Financial Aid received
During the ninth week of the semester	The lesser of: 40% all institutional charges less semester fee or 40% Federal Financial Aid received
Tenth week of the semester or later	No refund

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

Summer Session Refund Schedule

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

Week During the Semester	Tuition & Fees Refundable
Prior to the first day of Summer Session	100% - no refund of semester fee
During the first week of Summer Session	80% - no refund of semester fee
During the second week of Summer Session	60% – no refund of semester fee
During the third week of Summer Session	40% – no refund of semester fee
During the fourth week or later	No refund

Refunds for Special Courses

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

Refunds for Room and Board

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

Processing Refunds

1. Refunds are processed through the Business Office, and any refunds will be available approximately one month after a student withdraws officially and after all debts are paid and all charges/credits are posted.
2. A completed official withdrawal form from the Registrar's office is required for a refund to be processed.

Appeals

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

Student Life

Graduate student life on the University of Saint Francis campus is enhanced through a variety of campus social, recreational, vocational, entertainment, intellectual, cultural, and service opportunities. Graduate students have representation in the campus shared governance structure.

Activities

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

Campus Ministry

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

Commuter Life

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

Counseling Services

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

Insurance

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

Involvement on Campus

Clubs and organizations

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

Campus committees

Opportunities are available to be appointed to campus committees through Student Government Association.

Student Government Association (SGA)

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

Offices and Resources

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

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

Orientation

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

Residence Halls

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

Places to Relax and Study

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

Student Life Office

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

Directors

Mr. William G. Berghoff, Sr.
Fort Wayne, IN

Mr. John F. Blum
J.P. Morgan Chase Bank, N.A.

Mr. Keith Davis
Star Wealth Management

Mr. Ronald K. Dick
Design Collaborative, Inc.

Mr. Steven D. Doepker
Doepker Educational Consulting LLC

Mr. Thomas M. Gallmeyer
Hawk Haynie Kammeyer Chickedantz, LLP

Ms. Jane M. Gerardot
Boeglin, Troyer & Gerardot, PC

Dr. B. Matthew Hicks
Fort Wayne Orthopaedics

Mr. Joel P. Hoff
Sisters of Saint Francis Health Services

Mr. William J. Hoot
Hoot Lawn and Design, Inc.

Hon. Phillip E. Houk
Allen Superior Court

Ms. Julianne Lassus
Net Insurance

Mr. Lawrence H. Lee
Leepoxy Plastics, Inc.

Mr. Jeffrey J. Leffers
Allen Superior Court

Mr. Arthur E. Mandelbaum
Carson Boxberger LLP

Mr. Donald L. Menze
Retired, Old Fort Supply Co.

Mr. Matthew J. Momper
Momper Insulation

Sister M. Marie Morgan, OSF
Sisters of Saint Francis of Perpetual Adoratio

Mr. Eric Olson
T-E Incorporated

Mr. John M. Prendergast
Retired, Essex Group, Inc.

Mr. John C. Reibold
Reibold & Anderson

Mr. Tony Richards
Federated Media

Mr. Scot C. Schouweiler
SCS Associates, Inc.

Miss Florence Seculoff
retired school teacher

Mr. James Shields
Fort Wayne, IN

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

Ms. Dawn M. Starks
Fort Wayne Community Schools

Mr. John V. Tippmann, Jr.
Tippmann Group

Mr. Craig L. Vanderwall II
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Mr. Richard E. Fox
Barrett and McNagy LLP

Mr. Stephen R. Gillig
Retired, National City Bank

Sister M. Arlene Gonsiorowski, OSF
Sisters of Saint Francis

Mr. Jeffrey W. Graves
SGI, Inc.

Mr. William T. Hopkins
Barnes & Thornburg

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

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

Sister M. Ruth Luthman, OSF *ex officio*
Saint Francis Hospital and Health Center

Dr. Michael J. Mastrangelo
Retired Physician

Mr. Douglas G. McKibben
Glenbrook Dodge, Inc.

Sister M. Angela Mellady, OSF *ex officio*
Sisters of Saint Francis of Perpetual Adoration

Ms. Jeanne E. Mirro
Fort Wayne, IN

Ms. Helen J. Murray
Indiana Michigan Power

Mr. Mark Nafziger
Parkview Health

Ms. Debra A. Niezer *Secretary*
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Mr. William G. Niezer *Board Chair*
Wells Fargo Insurance Services of Indiana, LLC

Mr. Thomas G. Obergfell
Grabill Bank

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Mr. Patrick W. Pasterick
Design Collaborative, Inc.

Sister M. Clare Reuille, OSF *ex officio*
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Most Reverend Kevin C. Rhoades *Honorary*
Diocese Fort Wayne-South Bend

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

Sister M. Aline Shultz, OSF
Sisters of Saint Francis Health Services

Sister M. Dorothy Speckhals, OSF *ex officio*
Sisters of Saint Francis of Perpetual Adoration

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

Mr. Richard A. Yarger
Custom Radio Corporation

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School of Arts and Sciences

Master of Arts in Theology

Master of Science in Environmental Science

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

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

Master of Arts in Theology (MA)

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

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

Admission Requirements

Prospective students must have a Bachelor's degree with a strong liberal arts component, preferably some coursework in theology, and an undergraduate GPA of 3.0 or better on a 4.0 scale. Upon admission, student will take a placement exam testing his/her general knowledge of theology. If in the opinion of the Department of Philosophy-Theology the student is deficient in basic theological preparation, he/she may be required to take remedial courses on the undergraduate level.

The program reflects the commitment of USF to the faith and teachings of the Catholic Church. The program consists of 24 semester hours of core course and 12 credit hours concentrated in one of three areas: (1) Moral Theology, (2)Marriage and Family, or (3)General Theology.

Core Courses:

THEO 500: Foundations of Scripture	3 credits
THEO 510: Systematic Theology	3 credits
THEO 520: Moral Theology	3 credits
THEO 522: Liturgy	3 credits
THEO 525: Church History	3 credits
THEO 595: Master's Thesis/Fieldwork	3 credits
THEO 596: Comprehensive Exam	3 credits
THEO 597: Oral Defense	3 credits

Moral Theology Concentration:

THEO 521: Catholic Social Teaching	3 credits
THEO 528: Contemporary Moral Issues	3 credits
THEO 562: Catholic Bio-Medical Ethics	3 credits
THEO 575: History of Church-State Relations	3 credits

Marriage and Family:

THEO 521: Catholic Social Teaching	3 credits
THEO 564: Social and Political Theology of Marriage and Family	3 credits

Two courses from the following:

THEO 561: Ethics in Marriage and Family	3 credits
THEO 563: Sacrament of Marriage	3 credits
THEO 564: Domestic Church	3 credits

General Theology:

Four courses from the following:

THEO 501: Franciscan Intellectual and Spiritual Tradition	3 credits
THEO 515: Christology	3 credits
THEO 521: Catholic Social Teaching	3 credits
THEO 526: Ecclesiology	3 credits
THEO 527: Sacraments	3 credits
THEO 528: Contemporary Moral Issues	3 credits
THEO 529: Mariology	3 credits
THEO 531: Readings in Medieval Theology	3 credits
THEO 532: Readings in Early Church Theology	3 credits
THEO 533: Readings in Reformation and Post-Reformation Theology	3 credits
THEO 534: Scriptural Topics	3 credits
THEO 535: Women's Spirituality	3 credits
THEO 536: Theology of the New Testament	3 credits
THEO 537: Theology of the Old Testament	3 credits
THEO 555: Catechetical Methods	3 credits
THEO 561: Ethics in Marriage and Family	3 credits
THEO 562: Catholic Bio-Medical Ethics	3 credits
THEO 563: Sacrament of Marriage	3 credits
THEO 564: Social and Political Theology of Marriage and Family	3 credits
THEO 565: The Domestic Church	3 credits
THEO 575: History of Church-State Relations	3 credits

Students may take up to three courses (nine credit hours) each term.

Theology Courses

THEO 500

FOUNDATIONS OF SCRIPTURE

3 credit hours

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

THEO 501

FRANCISCAN INTELLECTUAL AND SPIRITUAL TRADITION

3 credit hours

An exploration of the Franciscan charism in its 13th century roots. Using primary sources, it will attend to what is spiritually distinctive in the lives of Francis and Clare, the context in which their spirituality emerges, and their impact on early Franciscan movements. The course will trace the charism through later spiritual movements and note how individuals fruitfully integrate this spirituality into their intellectual endeavors. The mutual influence of charism and intellect will be examined in the contributions of Alexander of Hales, Bonaventure, John Duns Scotus, Roger Bacon, William of Ockham, Teilhard de Chardin, John XXIII and others.

THEO 510

SYSTEMATIC THEOLOGY

3 credit hours

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

THEO 515

CHRISTOLOGY

3 credit hours

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

THEO 520

MORAL THEOLOGY

3 credit hours

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

THEO 522

LITURGY

3 credit hours

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

**THEO 525
CHURCH HISTORY**

3 credit hours

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

**THEO 526
ECCLESIOLOGY**

3 credit hours

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

**THEO 527
SACRAMENTS**

3 credit hours

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

**THEO 528
CONTEMPORARY MORAL ISSUES**

3 credit hours

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

**THEO 530
PASTORAL THEOLOGICAL METHOD**

3 credit hours

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

**THEO 531
READINGS IN MEDIEVAL THEOLOGY**

3 credit hours

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

**THEO 532
READINGS IN EARLY CHURCH THEOLOGY**

3 credit hours

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

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

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

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

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

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

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

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

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

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

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

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

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

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

THEO 555
CATECHETICAL METHODS

3 credit hours

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

THEO 560
BASIC PASTORAL CARE

3 credit hours

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

THEO 570
SPIRITUALITY AND SPIRITUAL FORMATION

3 credit hours

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

THEO 595
MASTER'S THESIS/FIELD WORK

3 credit hours

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

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

Or

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

THEO 596
Comprehensive Exams

3 credit hours

The comprehensive exam is based upon a reading list of texts over relevant areas of theology. This list is determined by the faculty who teach courses in the program. Students must pass this with a B or higher in order to complete the program.

THEO 597
Oral Defense

3 credit hours

Students will be required to defend before a panel of theology faculty 1) their completed THEO 595 project and 2) specific areas of theology which need to be strengthened in light of the THEO 596 comprehensive exam. Students must pass this with a B or higher in order to complete the program.

Master of Science in Environmental Science (MS)

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

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

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

Admission Requirements

Prospective students must have a Bachelor's degree with an undergraduate GPA of 3.2 on a 4.0 scale. A background in environmental science, biology or chemistry is preferred. Students who have not taken two semesters of Principles of Chemistry with labs and Organic Chemistry must enroll in ENVS 500 Review of Environmental Chemistry to provide the needed background in chemistry. Students who have not had a major, minor, Associate Degree or 18 credit hours in Environmental Science subjects must enroll in ENVS 512 Advanced Environmental Studies to provide the necessary environmental science background. These courses are graduate courses, but will not count toward the 36 credit hours needed for the Master of Science Degree. Professional experience in the environmental field is recommended.

The program requires 36 credit hours of study, consisting of 30-33 credit hours of coursework and a 3 credit hour professional internship or 6 credit hour master's thesis.

Program Outline

Required Practical Courses (3-6 hours):

ENVS 650 Internship

or

ENVS 696 Thesis

Required Core Courses (choose 30-33 hours):

ENVS 520 Advanced Environmental Chemistry/Environmental Instrumentation

ENVS 525 Environmental Epidemiology

ENVS 530 Occupational Health & Safety

ENVS 535 Environmental Law

ENVS 540 Industrial Hygiene

ENVS 545 Environmental Ethics & Professional Practice

ENVS 610 Advanced Topics in Environmental Science

ENVS 615 Emergency Response/Homeland Security Administration

ENVS 620 Integrated GPS and GIS

ENVS 625 Applied Statistics for Environmental Science

ENVS 630 Site Evaluation & Remediation

ENVS 640 Groundwater Hydrology

Environmental Courses

ENVS 500

REVIEW OF ENVIRONMENTAL CHEMISTRY

3 credit hours

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

ENVS 512

ADVANCED ENVIRONMENTAL STUDIES

3 credit hours

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

ENVS 520

ADVANCED ENVIRONMENTAL CHEMISTRY/ENVIRONMENTAL INSTRUMENTATION

3 credit hours

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

ENVS 525

ENVIRONMENTAL EPIDEMIOLOGY

3 credit hours

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

ENVS 530

OCCUPATIONAL HEALTH AND SAFETY

3 credit hours

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

ENVS 535

ENVIRONMENTAL LAW

3 credit hours

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

ENVS 540

INDUSTRIAL HYGIENE

3 credit hours

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ENVS 696

THESIS

3 credit hours

In-depth research project planned and conducted by the student, their major professor, and their thesis committee. These credits will need to be taken at least two terms.

Keith Busse School of Business and Entrepreneurial Leadership

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

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

Master of Business Administration (MBA)

The MBA Program prepares students to:

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

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

Admission Requirements

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

- Possess a bachelor's degree from a regionally accredited institution.
- Possess a minimum 2.75 grade point average (GPA)
- Submit official transcripts from all undergraduate & graduate school programs
- Submit three letters of recommendation, preferably at least one from an employer or supervisor who has observed the applicant in a professional setting, and one from a college/university professor if applicable
- Submit a letter expressing goals in pursuing the degree
- Submit a current resume

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

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

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

Program Outline

(33-42 Semester Hours)

Foundation Core/Executive Skills (0-9 hours):

ACCT 511 Essentials of Accounting	3 credits
BUS 540 Research Methods and Statistics	3 credits
BUS 565 Managerial Economics	3 credits

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

Business Core (27 hours):

ACCT 515 Managerial Accounting	3 credits
BUS 551 Financial Management	3 credits
BUS 631 Human Resource Management	3 credits
BUS 639 Operations Management	3 credits
BUS 670 Law and Ethics in the Business Environment	3 credits
BUS 676 Managerial Consulting Project	3 credits
BUS 680 Marketing Management	3 credits
BUS 690 Business Policy and Strategy (capstone)	3 credits
BUS 693 Sales	3 credits

Directed Electives (6 hours):

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

Accounting Courses

ACCT 511

ESSENTIALS OF ACCOUNTING

3 credit hours

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

ACCT 515

MANAGERIAL ACCOUNTING

3 credit hours

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

ACCT 585

ANALYSIS OF FINANCIAL STATEMENT AND DISCLOSURE

3 credit hours

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

Prerequisite: ACCT 515 or equivalent.

Business Administration Courses

BUS 508

INTRODUCTION TO HEALTHCARE

3 credit hours

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

BUS 540

RESEARCH METHODS & STATISTICS

3 credit hours

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

BUS 543

PHYSICIAN LEADERSHIP AND RELATIONS

3 credit hours

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

Prerequisite: BUS 508-Introduction to Healthcare.

BUS 551
FINANCIAL MANAGEMENT

3 credit hours

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

Prerequisite: ACCT 515

BUS 565
MANAGERIAL ECONOMICS

3 credit hours

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

Prerequisite: Working knowledge of statistics.

BUS 566
HEALTHCARE ECONOMICS

3 credit hours

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

Prerequisite: Working knowledge of statistics.

BUS 571
HEALTHCARE INFORMATION SYSTEMS

3 credit hours

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

Prerequisite: BUS 508-Introduction to Healthcare.

BUS 572
SEMINAR IN ENTREPRENEURSHIP

3 credit hours

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

BUS 580
LEADING CHANGE

3 credit hours

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

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

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

Prerequisite: ACCT 515 or equivalent.

BUS 623**PUBLIC POLICY AND FREE ENTERPRISE****3 credit hours**

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

BUS 631**HUMAN RESOURCE MANAGEMENT****3 credit hours**

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

BUS 633**ORGANIZATIONAL BEHAVIOR****3 credit hours**

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

BUS 639**PRODUCTION/OPERATIONS MANAGEMENT****3 credit hours**

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

BUS 641**E-COMMERCE****3 credit hours**

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

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

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

Prerequisite: 15 credit hours of graduate work.

BUS 650
QUALITY MANAGEMENT IN HEALTHCARE

3 credit hours

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

Prerequisite: BUS 508-Introduction to Healthcare.

BUS 654
MERGERS AND ACQUISITIONS

3 credit hours

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

Prerequisite: BUS 551.

BUS 655
INVESTMENT ANALYSIS

3 credit hours

Alternative concepts and theories involved in management of debt and equality security portfolios. Definition of investment objectives, analysis of likely risks and gains of investments, selection of portfolios within various securities markets.

Prerequisite: BUS 551.

BUS 670
LAW AND ETHICS IN THE BUSINESS ENVIRONMENT

3 credit hours

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

BUS 671
HEALTHCARE LAW

3 credit hours

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

Prerequisite: BUS 508-Introduction to Healthcare.

BUS 676
ENTREPRENEURIAL CONSULTING

3 credit hours

Centered around student teams working with existing small business clients to conduct analysis, determine managerial priorities, and provide a series of deliverables that will enable the business to operate more efficiently and to grow. Students will follow a systematic small business consulting methodology.

Co-Requisite: BUS 572

BUS 680
MARKETING MANAGEMENT

3 credit hours

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

BUS 690
BUSINESS POLICY AND STRATEGY

3 credit hours

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

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

BUS 691
HEALTHCARE POLICY AND ADMINISTRATION

3 credit hours

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

Prerequisite: Completed 15 credit hours of graduate work.

BUS 693
SALES

3 credit hours

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

Prerequisite: BUS 572 and BUS 680

BUS 694
INTERNSHIP IN HEALTHCARE ADMINISTRATION

3 credit hours

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

School of Creative Arts

Master of Arts in Studio Art (MA)

Overview

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

Its academic programs are accredited by The National Association of Schools of Art and Design (NASAD). USF is one of 288 schools accredited in the United States and one of only twelve in the state of Indiana.

Students study with a distinguished faculty comprised of artists, designers and scholars who continuously demonstrate excellence in their fields through their publication and exhibition records.

Facilities – The Rolland Center

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

On-Campus/ Off-Campus Concepts

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

Program Goals and Curriculum

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

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

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

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

The program requires 33 credit hours of study:

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

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

Admission Requirements

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

Each applicant must submit:

- Graduate school application
- Official transcripts from each college or university previously attended
- A letter expressing goals in pursuing the degree
- A resume
- A portfolio of art work in the form of 20 slides or digital images
- Three letters of recommendation

Art Courses

ART 501

DRAWING

3 credit hours

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

ART 502-505

ADVANCED DRAWING

3 credit hours

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

ART 506

DIGITAL IMAGING

3 credit hours

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

Prerequisite: ART 550

ART 508

COMPUTER GRAPHICS

3 credit hours

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

ART 509

DESKTOP PUBLISHING

3 credit hours

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

ART 510

PAINTING

3 credit hours

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

ART 511-514

ADVANCED PAINTING

3 credit hours

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

ART 515
INTERACTIVE MULTIMEDIA PRESENTATIONS

3 credit hours

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

Prerequisite: ART 506, 508

ART 516
PUBLICATION AND DESIGN IN INTERNET

3 credit hours

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

Prerequisites: ART 506, 508

ART 517
INTRODUCTION TO 3/D COMPUTER ANIMATION

3 credit hours

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

Prerequisites: ART 506, 508

ART 518
ADVANCED 3/D COMPUTER ANIMATION

3 credit hours

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

Prerequisites: ART 506, 508, 517

ART 520
PRINTMAKING

3 credit hours

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

Prerequisite: ART 501

ART 521-524
ADVANCED PRINTMAKING

3 credit hours

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

Prerequisites: ART 501, 520

ART 530
SCULPTURE

3 credit hours

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

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

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

Prerequisite: ART 530

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

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

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

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

Prerequisite: ART 535

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

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

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

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

Prerequisite: ART 540

ART 545**FIBER ART****3 credit hours**

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

ART 546-547**ADVANCED FIBER ART****3 credit hours**

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

Prerequisite: ART 545

ART 550
PHOTOGRAPHY

3 credit hours

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

ART 551-554
ADVANCED PHOTOGRAPHY

3 credit hours

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

Prerequisite: ART 550

ART 555
ADVANCED RENDERING

3 credit hours

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

Prerequisites: ART 517, or by instructor's approval

ART 556
PHOTOGRAPHIC LIGHTING AND EXPERIMENTAL PHOTOGRAPHY

3 credit hours

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

Prerequisite: ART 550

ART 557
CHARACTER MODELING/PUPPET/ANIMATION

3 credit hours

Create highly articulated models for animation. Study the use of rigid and smooth skinning, envelope weighting, flexors, lattices, non-linear and sculpt deformers. Prerequisite: ART 518.

ART 558
SHORT-FORM COMPOSITING WITH COMPOSER

3 credit hours

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

Prerequisite: ART 518

ART 559
FX ANIMATION-PARTICLES AND DYNAMICS

3 credit hours

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

Prerequisite: ART 518

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

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

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

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

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

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

Prerequisite: ART 508

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

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

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

Individualized study of an academic area of interest for which the student has an adequate background. Prerequisite: major or minor in art at undergraduate level, or permission of program director.

School of Health Sciences

Department of Nursing

- **Master of Science in Nursing (MSN)**
 - *Family Nurse Practitioner (FNP)*
 - *Community Health and Education (CHE)*
- **RN-MSN Transition Sequence (RN-MSN)**

Purpose of the Program

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

There are two tracks in the MSN program:

The Family Nurse Practitioner track prepares graduates to function in an advanced practice capacity. Courses emphasize health promotion, health protection, and diagnosis and management of common acute and chronic illnesses of individuals, families, and the community. This track consists of 39-45 semester credits and 645 hours of clinical (sufficient for certification eligibility).

The Community Health and Education track prepares graduates to function in an advanced practice role in specified arenas; education, acute care, administrative, community health, parish nursing, occupational health nursing, etc. Courses emphasize health promotion, epidemiology, community health, and grant writing. This track consists of 47 semester credits and 648 hours of clinical (sufficient for certification eligibility).

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

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

Admission Requirements

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

Prospective students who do not meet all of the above criteria may be admitted “provisionally.” These graduate students must earn a GPA of 3.20 in the first six (6) hours of graduate nursing core courses at USF to be fully admitted to the Graduate Nursing program.

Students seeking admission who have earned less than B- in a nursing course(s) at another institution will be denied admission to the nursing program and are not eligible for future nursing admission consideration. Students seeking admission to the Graduate Nursing program who have earned less than a B- in a nursing course(s) and hold a license will be considered on an individual basis.

Curriculum

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

Core Curriculum

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

Family Nurse Practitioner Track

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

Advanced Practice Residency & Synthesis 6 credits

Community Health and Education Track

Epidemiology & Health Promotion 3 credits

Scholarship of Teaching I 3 credits

Clinical: Educational Role Practicum I 2 credits

Health Culture & Community 3 credits

Clinical: Advanced Community Health Nursing 3 credits

Scholarship of Teaching II 3 credits

Clinical: Educational Role Practicum II 2 credits

Writing Grant Proposals 2 credits

Advanced Community & Educational Roles & 2 credits

Issues

Advanced Practice Residency & Synthesis 6 credits

Total Credits for Degree

Family Nurse Practitioner Track (645 Total Clinical Hours) 45

Community Health and Education Track (648 Total Clinical Hours) 47

RN-MSN Transition Sequence

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

Transition Sequence

Entry into the Transition Sequence of courses is fall semester only. Students are ready to enter the Graduate Nursing Program after two academic semesters. Students with an ASN or diploma who do not have a bachelor’s degree in another field take a 16 credit package of courses to prepare for the Graduate Nursing Program. These courses include:

- Two general education courses:
 - ENGL 204 Advanced Expository Writing 102 English Composition II
 - MATH 302 Statistics
- Three nursing courses taught in an intensive block format. Nursing courses are offered on the same night of the week throughout the fast track using a hybrid model that involves both campus and web-based meetings:
 - NURS 502 Professional Communication (2 cr. theory)
 - NURS 500 Professional Nursing Concepts I (4 cr. theory)
 - NURS 503 Professional Nursing Concepts II (4 cr. theory)
- Students with an ASN or diploma and a bachelor’s or master’s degree in another field take 8 credits of nursing courses to prepare for the Graduate Nursing Program. These courses include:
- Two nursing courses taught in an intensive block format. Nursing courses are offered on the same time of the week throughout the fast track using a hybrid model that involves both campus and web-based meetings:

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

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

Students will **not** be awarded a BSN at the completion of the nursing courses, but will be able to begin Graduate Nursing coursework at USF.

Course Sequence

Fall Semester	Spring Semester
ENGL 204 - entire 15 week semester NURS 502 Professional Communications - 5 week block NURS 500 – Professional Nursing Concepts I – 10 week block	MATH 302 - entire 15 week semester NURS 503 Professional Nursing Concepts II 10 week block

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

Accreditation

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

Certification

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

After graduation from the FNP track, students are eligible to take the following certification exams:

1. Family Nurse Practitioner through the American Nurses Credentialing Center (ANCC) <http://www.nursecredentialing.org/cert/index.htm>
2. Family Nurse Practitioner through the American Academy of Nurse Practitioners (AANP) <http://www.aanp.org/Certification/Certification.asp>

After graduation from the CHE track, students are eligible to take the following certification exams:

1. Nurse Educator through the National League of Nursing (NLN) after two years of full-time teaching experience in an academic setting <http://www.nln.org/facultycertification/Information/eligibility.htm>
2. Clinical Nurse Specialist in Public/Community Health Nursing through the American Nurses Credentialing Center (ANCC) http://www.nursecredentialing.org/cert/eligibility/CNS_CommHealth.html
3. Additionally, completion of the CHE will promote success in obtaining the Nursing Professional Development Certification through the American Nurses Credentialing Center (ANCC) http://www.nursecredentialing.org/cert/PDFs/NursingProfDev_App.pdf

Technology Requirements

- A. Graduate students are required to have a personal desktop or laptop computer with high speed internet access.
- Your computer must be Windows XP or newer. A computer with wireless capabilities that is less than 3 years old is recommended.
 - You must have an up to date virus protection program and your computer must be virus free.
 - No Spyware is to be on the computer.
 - All Windows software programs must have the most current updates. Microsoft Office software (Word, Power Point, Excel) and Adobe Acrobat Reader software are required.
- B. Graduate Students are required to have a mobile learning device that will support the *Clinical Constellation* software package from the vendor *Skyscape*. The software package is compatible with 1) BlackBerry OS 4.1 or higher, 2) iPhone/iPod Touch 2.0 or higher, 3) Palm OS 3.5 or higher, 4) Windows Mobile Pocket PC (all versions), 5) Windows 98SE/2000/ME/XP/Vista/Tablet PC. This package will encompass approximately 25 tools that are used routinely by advanced practice nurses. The software will be supported by *Skyscape* and includes tutorials and 24 hour user support: (see <http://www.skyscape.com/index/home.aspx>).
1. The term “Mobile Learning Device” (MLD) includes Personal Digital Assistants, Smart Phones and tablet computers. Make sure that you select a device that is compatible with the required *Skyscape* software (see above for compatible devices).
 2. Device management is a student responsibility.
 3. For questions regarding types of mobile learning devices that will support the software, contact Robin Huffman, (260) 399-7700 ext 6710 at the Campus Shoppe bookstore rhuffman@sf.edu.
 4. Helpful tips:
 - **You do not have to have internet access on your mobile learning device.** You will be receiving the updates by synching with your home computer.
 - You will not have to incur additional expense if you already have a compatible device (ie. smart phone or PDA) that supports the software.
 - You can order your software package by visiting the USF Campus Shoppe or by going through My Cougar Connection, and looking at the bookstore link. Options for the *Clinical Constellation* package are listed under required course textbooks for NURS 530.
 - Please direct your questions about specific devices to Robin Huffman, (260) 399-7700 ext 6710 at the Campus Shoppe bookstore rhuffman@sf.edu.

Transfer Policies

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

Clinical Placement

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

Graduate Student Nurse Association (GSNA)

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

MSN Courses

NURS 500

PROFESSIONAL NURSING CONCEPTS I

4 credit hours

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

Prerequisite RN LICENSURE

NURS 501

NURSING THEORY

3 credit hours

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

(Offered Summer Session only)

NURS 502

PROFESSIONAL COMMUNICATION

2 credit hours

Employs principles of effective communication related to professional presentations in written, verbal and computer-based formats. Focuses on use of computer applications as they apply to the professional nurse role. Serves as a foundation to expand professional practice through exploration of concepts including diversity, collaboration, effective communication, technology, self-awareness, and reflective practice.

(Hybrid course that involves both campus and web-based meetings).

Prerequisite RN LICENSURE

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

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

Prerequisite RN LICENSURE

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

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

Corequisite: NURS 595

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

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

Prerequisite: Statistics course within 5 years

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

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

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

Begins with an in-depth study of cell structure and function as a foundation to understanding physiologic as well as pathophysiologic processes. A systems perspective is used to examine normal human physiology followed by the pathophysiology of common diseases, including the incidence, etiology, manifestation, and prognosis. The physiologic basis for selected complimentary/alternative therapeutic interventions is addressed. Throughout the course, great emphasis is placed on students' ability to analyze

and articulate the changes in normal physiologic function that occur with disease as a basis for advanced practice assessment and intervention in primary health care settings. Application is stressed through use of critical thinking questions and case studies.

Pre-requisite BIOL 270

NURS 535
ADVANCED HEALTH ASSESSMENT

3 credit hours

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

Corequisite: NURS 537

NURS 537
CLINICAL : ADVANCED HEALTH ASSESSMENT

1 credit hour

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

Corequisite: NURS 535

NURS 538
EPIDEMIOLOGY & HEALTH PROMOTION

2 credit hours

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

NURS 542
HEALTH, CULTURE & COMMUNITY

3 credit hours

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

Prerequisite: NURS 562 Corequisite: NURS 542, (Pre or Corequisite: NURS 528)

NURS 543
CLINICAL: ADVANCED COMMUNITY HEALTH NURSING

3 credit hours

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

Prerequisite: NURS 562 Corequisite: NURS 542, (Pre or Corequisite: NURS 528)

NURS 555**PRIMARY CARE OF CHILDREN****3 credit hours**

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

Prerequisite: NURS 528 530, NURS 570/572 Corequisite: NURS 556

NURS 556**CLINICAL: PRIMARY CARE OF CHILDREN****2 credit hours**

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

Prerequisite: NURS 528, NURS 570/572 Corequisite: NURS 555

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

Provides students with a framework for advanced practice in community health. Emphasis is on application of public and community health theory and research in providing health care for aggregate populations at risk and the community as a whole. Principles of epidemiology, population demographics, and culture care are integrated into the design and evaluation of community-focused health care delivery models to improve health status of the population. Explores in-depth sociocultural, ecological and systems of care delivery factors that contribute to health disparities. Health promotion, disease prevention and risk reduction are emphasized in order to identify population needs, community resources, and programmatic interventions.

NURS 565**SCHOLARSHIP OF TEACHING I****3 credit hours**

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

Prerequisite: NURS 528, Corequisite: NURS 566

NURS 566**EDUCATIONAL ROLE PRACTICUM I****2 credit hours**

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

Prerequisite: NURS 528, Corequisite: NURS 565

NURS 567
SCHOLARSHIP OF TEACHING II
3 credit hours

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

Prerequisite: NURS 565/566 Corequisite: NURS 568

NURS 568
EDUCATIONAL ROLE PRACTICUM II
2 credit hours

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

Prerequisite: NURS 565/566; Corequisite: NURS 567

NURS 570
PRIMARY CARE OF ADULTS
3 credit hours

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

Prerequisite: NURS 530, NURS 535/537; Corequisite: NURS 572

NURS 572
CLINICAL: PRIMARY CARE OF ADULTS
2 credit hours

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

Prerequisite: NURS 530, NURS 535/537; Corequisite: NURS 570

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

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

NURS 574
MARKETING, ENTREPRENEURSHIP AND MANAGEMENT
3 credit hours

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

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

Focus is on the advanced health assessment, health promotion and disease prevention from a holistic perspective covering menarche through menopause. Course content covers physical and environmental assessment, non-traditional therapies, risk analysis and reduction and the health restoration in the diagnosis and management of acute and chronic health conditions specific to women. Emphasizes the reproductive, genitourinary and endocrine systems as a basis for the comprehensive assessment, diagnosis, and advanced management of women in the primary care setting. Family, nursing and developmental theories and evidence based practice are incorporated to promote effective patient-centered care.

Prerequisite: NURS 581/582 Corequisite: NURS 578

NURS 576**CLINICAL: FNP BANKING****0 credit hours (optional)**

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

NURS 578**CLINICAL: PRIMARY CARE OF WOMEN****1 credit hour**

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

Prerequisite: NURS 530, NURS 581/582 Corequisite: NURS 575

NURS 581**PRIMARY CARE OF ADULTS & AGING****3 credit hours**

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

Prerequisite: NURS 570/572 Corequisite: NURS 582, Pre or corequisite NURS 528

NURS 582**CLINICAL: PRIMARY CARE OF ADULTS & AGING****2 credit hours**

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

Prerequisite: NURS 530, NURS 570/572 Corequisite: NURS 581, Pre or corequisite NURS 528

NURS 586**WRITING GRANT PROPOSALS****2 credit hours**

Explores the basics of grantmanship including researching potential funders, preparing proposal materials, and making long-range programmatic and financial plans. Using online and print resources, students will learn about the variety of grant opportunities available through private foundation, corporations, and state and federal government. Other topics include understanding the review process, the politics of grantmanship and using technology to support the grant proposal.

Prerequisite or Corequisite: NURS 562

NURS 588**ADVANCED COMMUNITY HEALTH & EDUCATION ROLES & ISSUES****2 credit hours**

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

Corequisite: NURS 595

NURS 595**CLINICAL: ADVANCED PRACTICE RESIDENCY & SYNTHESIS****5-6 credit hours**

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

**FNP Track: Prerequisites: NURS 555/556; Corequisite: NURS 510; Pre or Co NURS 575/578)*

CHE Track: Prerequisites: NURS 542/543, NURS 567/568, Corequisite: NURS 588

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

Department of Physician Assistant Studies

Master of Science in Physician Assistant Studies (MS)

Program Overview

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

Program Outcomes

Upon completion of the program the student will:

- Successfully complete the National Certifying Examination for Physician Assistants.
- Provide primary health care services with an emphasis on human caring and the underserved.
- Perform diagnostic and therapeutic health services appropriate for a wide range of pathophysiologic processes.
- Develop and implement effective treatment plans for care of common conditions.
- Perform technical and surgical procedures within the scope of practice.
- Monitor and manage patient care in outpatient, emergency room/department, inpatient, operating room, and long term care settings.
- Facilitate patient referral to appropriate specialty practices and community agencies.
- Collaborate with the health care team to provide effective and efficient care.
- Use clinical problem solving to integrate knowledge from the biological and behavioral sciences with medical knowledge and current standards of clinical practice.
- Demonstrate a commitment to professional growth and life-long learning.
- Enhance the knowledge of the discipline by participating in the research process.
- Demonstrate professional behavior.

Admission Criteria

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

- Submission of scores from the Graduate Record Exam (GRE)
- Satisfactorily complete 12 semester hours of credit in chemistry courses, including general

- chemistry, organic chemistry, and biochemistry.
- Satisfactorily complete 15 semester hours of credit in biology courses, including anatomy/physiology and microbiology.
 - Satisfactorily complete 6 semester hours of credit in the area of psychology.
 - Possess direct patient care experience. The most direct and responsible forms of patient care experience in a compensated position are preferred.

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

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

Note: The personal computer (PC) is used extensively throughout the program for communication, instruction and assessment. It is advisable for students to own a personal computer with hardware and software compatible with that of the university. A laptop is very helpful in class activities. Being “on line” with an Internet Service Provider (ISP) is also recommended. The university does provide these services on campus for students during normal business hours.

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

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

Enrollment Requirements

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

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

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

Observation: Candidates and students must be able to observe lectures, demonstrations, research, and patient situations in the practice of health care professions. Observation is necessary to perform competent health assessments and interventions and necessitates functional use of vision, hearing, tactile and somatic senses.

Communication: Candidates and students must have the ability to use multiple communication techniques (verbal, written, nonverbal, group processes, and information technology) that enable them to communicate effectively with clients, teachers and all members of the health care team. They must be able to speak, read and write in English. Candidates and students must be able to report to members of the health care team, express appropriate information to others, communicate with sensitivity and teach, explain, direct and counsel clients.

Intellectual, Conceptual, Integrative and Quantitative Abilities: Candidates and students must have the ability to measure, calculate, reason, analyze and synthesize data in a timely manner. Problem solving, a critical skill demanded of health care practitioners, requires all these intellectual abilities. Additionally, candidates and students must be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

Motor Skills: Candidates and students must possess fine and gross motor function necessary to perform patient assessment and therapeutic interventions. Such interventions require coordination of both gross and fine muscular movements, stamina, equilibrium and functional use of touch and vision.

Behavioral and Social Attributes: Candidates and students must possess the emotional health required for full use of their intellectual abilities, demonstration of good judgment, prompt and safe completion of all responsibilities, and development of mature and effective relationships with patients. They must be able to work cooperatively with others, adapt to rapidly changing environments, think clearly and tolerate physically and mentally taxing workloads under stressful situations. Additionally they must demonstrate moral reasoning and ethical behaviors.

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

1. **Tests and Evaluations:** Periodic examinations, both written and practical, are an essential component of the curriculum. In order to progress through the curriculum students must successfully fulfill examination requirements.
2. **Clinical Assessment:** Essential to the success of a student enrolled in a health care program is the demonstration of clinical competency. The process of evaluation of the clinical performance is an essential component of the curriculum. Participation in clinical experiences and evaluation of that performance is required.

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

- Validation of ability to meet the Clinical Requirements of the School of Health Sciences.

Background Check Requirement

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

Substance Abuse Testing

Students are prohibited from the use of illegal ("street") drugs and use of prescription drugs not supported by a current, valid prescription written for that student. All PA students will annually

complete drug testing at their expense and sign a release to have results sent to the department of Physician Assistant Studies.

Further Requirements:

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

Progression Criteria

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

- Complete all courses with a minimum grade of "C" or equivalent.
- Comply with the PA Program Attendance Policy.
- Maintain a minimum cumulative GPA of 3.0.
- Complete all 500 level didactic courses before entry into the clinical year curriculum.
- Complete any incomplete grades prior to the conclusion of the next grading period.
- Satisfactorily complete all clinical rotation objectives.
- Successfully complete didactic and clinical comprehensive exams.
- Successfully complete didactic year summative evaluations.
- Successfully complete clinical year summative evaluations.

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

Graduation Requirements

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

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

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

Certification

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

Accreditation

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

Didactic Year Course Descriptions

First Summer Semester

PAC 510

BIOMEDICAL SCIENCES

6 credit hours

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

Prerequisite: Enrollment in the PA program.

PAC 520

FOUNDATIONS OF PA STUDIES

2 credit hours

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

PAC 530

PHARMACOLOGY FOR PAs

2 credit hours

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

First Year Fall Semester

PAC 540

PHARMACOLOGY II

2 credit hours

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

Prerequisite: PAC 530 Pharmacology for PAs.

PAC 545

CLINICAL MEDICINE FOR PAs

2 credit hours

This course has two principle elements. The first is to introduce the student to the broad concepts of medical care emphasizing health promotion, disease prevention, nutrition, lifestyle, and the psychosocial aspects of disease. The second is to begin surveying the etiology, pathophysiology, diagnosis, and treatment of some common diseases and disorders found in each body system. *Prerequisite: PAC 520 Foundations of PA Studies.*

PAC 550

PATHOPHYSIOLOGY

2 credit hours

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

Prerequisite: PAC 510 Biomedical Sciences.

PAC 555

CLINICAL PROBLEM SOLVING

6 credit hours

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

Prerequisite: PAC 520 Foundations of PA Studies.

First Year Spring Semester

PAC 560

MEDICAL DIAGNOSTICS

6 credit hours

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

epidemiology, infectious disease control, community health assessment, and community health services.
Prerequisite: PAC 555 Clinical Problem Solving.

PAC 565

MEDICAL THERAPEUTICS

6 credit hours

This course addresses the clinical problems encountered by the physician assistant and the professional role of the PA in primary care, as well as surgical and specialty care of adults, children, and geriatric populations. The learning method is a problem-oriented approach, which challenges students to seek diverse treatment options for a particular disorder, understand the consequences of each option, and develop an optimal treatment plan. The course allows for extensive study of certain drug therapies as well as physical therapies, psychological therapies, nutritional therapies, and various methods of alternative medicine.

Corequisite: PAC 560 Medical Diagnostics.

PAC 570

RESEARCH METHODS FOR PAs

1 credit hour

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

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

Second Summer Semester

PAC 580

MEDICAL DIAGNOSTICS II

5 credit hours

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

Prerequisite: PAC 560 Medical Diagnostics.

PAC 585

MEDICAL THERAPEUTICS II

5 credit hours

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

Corequisite: PAC 580 Medical Diagnostics II.

PAC 590

MEDICAL ETHICS

1 credit hour

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

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

PAC 615**MASTER'S PROJECT I****1 credit hour**

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

Prerequisite: PAC 570 Research Methods for PAs

Clinical Year Course Descriptions

The clinical year of instruction begins in the fall semester and continues for 12 months with a total of 49 credits. In the clinical experience, courses titled Clinical Experience I-IX, the student is assigned a specific clinical preceptor for each rotation period. Each student will complete a series of core rotations and an elective rotation. Additional rotations will be chosen from a particular clinical track designed to meet the professional goals of the student. Concurrent with the clinical rotations is the Clinical Year Seminar and Master's Project courses that meet the needs of the graduate student in medical science related to clinical problem solving and research.

PAC 613**CLINICAL YEAR SEMINAR****2 credit hours**

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

Prerequisite: Completion of the PA didactic year curriculum.

PAC 616**MASTER'S PROJECT II****1 credit hour**

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

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

PAC 617**MASTER'S PROJECT III****1 credit hour**

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

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

PAC 621-631**CLINICAL EXPERIENCE I-IX****5 credit hours each**

These clinical experiences are medical rotations in which students are assigned with a physician preceptor or other appropriate preceptor who supervises the clinical experience. Students work with the preceptor for a minimum of 40 hours per week primarily engaging in direct patient care. All students must complete

a core of clinical experiences which includes rotations in family medicine, internal medicine, emergency medicine, general surgery, and an elective. Students also must have experiences with a pediatric, an obstetrician/gynecology, and a psychiatry preceptor and in a long term care setting. Beyond the required core, students may choose to complete one of four clinical tracks in the areas of trauma/ surgery subspecialty, internal medicine, family practice, or hospital care. At least one rotation during the clinical year will be with an underserved population. If the mandated experiences are not met satisfactorily during core rotations, students will be assigned supplemental activities during all or part of one or more elective or track rotations to generate the additional experiences.

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

Core Rotations

(All students complete each of the following rotations)

FAMILY MEDICINE ROTATION

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

INTERNAL MEDICINE ROTATION

The Internal Medicine rotation provides the student with knowledge and skill in the area of general internal medicine. The rotation focuses on the indications for therapeutic measures used in the treatment of common medical disorders. The student will be exposed to outpatient as well as inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. Some Internal Medicine sites may be classified as Internal Medicine/Hospitalist. At these sites patient encounters will be limited to the inpatient setting.

GENERAL SURGERY ROTATION

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

EMERGENCY MEDICINE ROTATION

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

ELECTIVE ROTATION

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

Specialty Tracks

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

Trauma/Surgery Subspecialty Track

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

OUTPATIENT CLINIC-OCCUPATIONAL MEDICINE ROTATION

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

SURGERY SUBSPECIALITIES ROTATION

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

TRAUMA-FOCUSED EMERGENCY MEDICINE ROTATION

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

MEDICAL OFFICE ORTHOPEDICS ROTATION

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

RADIOLOGY ROTATION

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

Family Practice Track

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

PEDIATRICS ROTATION

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

GERIATRICS ROTATION

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

OBSTETRICS AND GYNECOLOGY ROTATION

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

MENTAL HEALTH ROTATION

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

URGENT CARE ROTATION

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

Hospital Inpatient Care Track

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

CARDIOLOGY ROTATION

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

PULMONOLOGY ROTATION

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

ONCOLOGY ROTATION

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

GERIATRICS ROTATION

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

INTENSIVE/CRITICAL CARE UNIT ROTATION

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

NEUROLOGY ROTATION

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

ENDOCRINOLOGY ROTATION

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

GASTROENTEROLOGY ROTATION

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

NEPHROLOGY ROTATION

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

Internal Medicine Track

(for the student interested in the subspecialties of internal medicine) Students should complete an Internal Medicine Rotation within the Core Rotations before beginning the Internal Medicine Track. Students may choose two track rotations from cardiology, pulmonology, nephrology, gastroenterology, endocrinology, neurology, rheumatology, geriatrics, or other PA faculty-approved specialty.

CARDIOLOGY ROTATION

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

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

PULMONOLOGY ROTATION

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

NEUROLOGY ROTATION

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

NEPHROLOGY ROTATION

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

GASTROENTEROLOGY ROTATION

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

ENDOCRINOLOGY ROTATION

This rotation provides the student with knowledge and skill in the area of endocrinology. The rotation focuses upon the indications for therapeutic measures used in the treatment of common endocrine diseases and disorders. Students will be expected to integrate written information from prior didactic

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

GERIATRICS ROTATION

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

RHEUMATOLOGY ROTATION

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

School of Professional Studies

- Department of Education
- Department of Psychology and Counseling

Degrees offered:

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

Mission Statement

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

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

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

Graduate Programs

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

Graduate Certificate Programs

- Response to Intervention
- Pastoral Counseling

Department of Education

Master of Science in Education (MSEd)

- School Counseling
- Exceptional Needs (Mild Intervention, Intense Intervention)

Pre-School Licensure in Mild and Intense Intervention

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

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

Admission Requirements

(Exceptional Needs)

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

- A composite score of 800 (verbal and quantitative subtests) on the Graduate Record Exam (GRE) or 389 on the Miller Analogies Test (MAT) if the candidate’s undergraduate GPA is below a 3.0.
- A Standard Teaching License and/or a baccalaureate degree from a regionally accredited institution. NOTE: Completion of the teaching license coursework is part of the program requirements for exceptional needs if the candidate does not hold a valid teaching license.
- Non-licensed candidates must pass the PRAXIS I exam.
- Undergraduate GPA of 2.8 or better.
- A statement of career goals.
- An official recommendation form from two people capable of speaking authoritatively about the applicant’s academic ability and teaching potential.
- Candidate interview with the Department of Education.

Admission Requirements

(School Counseling)

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

- A composite score of 800 (verbal and quantitative subtests) on the Graduate Record Exam (GRE) or 389 on the Miller Analogies Test (MAT).
- Have on file two recommendations (on forms supplied by the Office of Admissions), preferably one from an employer or supervisor who has observed the applicant in a professional setting, and one, if appropriate, from a former college professor.
- Applicant’s goals being consistent with the purpose and focus of the MSEd in School Counseling Program, as well as indicative of commitment to the counseling profession.
- Demonstration of proficiency regarding academic performance. Applicants must have a minimum 2.8 GPA in undergraduate coursework, as recorded on official transcripts.
- Undergraduate coursework should include a minimum of 6 hours of coursework in Psychology (may be augmented by coursework in closely related fields or may reflect life experience).

- Indication of sufficient emotional maturity and stability to complete the rigors of graduate study as well as maintain ethical practice regarding counselee welfare. This includes, but is not limited to, openness and introspective ability regarding how applicant's own issues impact his/her work as a counseling professional.
- Presentation of willingness to develop a non-judgmental attitude and awareness of need to refer counselees who are outside the applicant's range of competence.
- Candidates for the degree in school counseling will have an interview with the Psychology and Counseling Admissions Committee.

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

- **Accept:** Registration for courses will be permitted and applicant will contact the Director of School Counseling or the Exceptional Needs advisor for an advising appointment.
- **Deny:** Application has been denied at this time.
- **Conditional:** Candidate's full acceptance is contingent on submission of all admission requirements.
- **Provisional:** Out of commitment to see the applicant succeed and because certain areas of perceived deficiency exist, the applicant is provisionally accepted. These provisions may include additional coursework, assignments or restrictions being successfully met before full admission is granted. The applicant will meet with the Director of School Counseling or the Exceptional Needs advisor for advisement and to contract any provisions. All provisions need department chair approval.

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

School Counseling (MSEd)

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

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

School Counselor Licensure Track

Students with a master's degree in counseling or a closely aligned area may apply for the School Counseling License (non-degree licensure) upon successful completion of the following required courses not completed in their master's program. A review of transcripts will determine what additional courses might be required. An MEd in elementary, secondary or other related educational areas does not meet the State of Indiana Criteria for school counseling licensure.

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

MSEd School Counseling Program Outline

(42-45 Semester Hours)

Required Core Courses

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

TRACK A:

Students with two (2) years verifiable teaching experience as determined by the Indiana State Department of Education will complete 42 hours of coursework. Track A students are not required to complete the one-year internship. A professional portfolio must be successfully completed and presented at the end of the program. They will also select two electives from the following choices:

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

TRACK B:

Students without two (2) years verifiable teaching experience will complete 45 hours of coursework. Included in the 45 hours, Track B students are required to complete PSYC 583, a one year internship (six [6] credit hours) in a public or parochial school environment (511 IAC 10-1-65.5 [1] [A] or [B]). A professional portfolio must be successfully completed and presented at the end of the program. Upon successful completion of one of the above tracks, the school counseling candidate will be eligible for the Standard School Services License (first) as a school counselor (K-12) in the State of Indiana. The

Standard License will be valid for five years and may be renewed. The Standard License may be converted to a Professional License after five years experience as a counselor and 18 additional hours of graduate coursework.

Practicum and Internship

The Indiana Division of Professional Standards requires supervised practicum and internship experience in a school setting with students at all levels. The 105 clock-hours practicum experience of PSYC 579 is designed primarily to enhance the student's one-to-one counseling skills in an approved school setting. Other experiences, i.e., group counseling, group guidance, testing, record keeping, etc., are also included in the practicum. Students must have on file proof of professional liability insurance and a signed contract with the host school and the University of Saint Francis before registering for class. Additional information is available from the Director of School Counseling. Six months advanced planning is recommended for this course. Internship in School Counseling, PSYC 583, is designed only for those students who lack two years of valid teaching experience. Pursuant to 511 IAC 10-1-65.5 [1] (A) or (B), intern students are required to complete a one year (host school calendar year), 600 clock-hours minimum internship in a school setting. The intern is mentored on site by a Professionally Licensed school counselor with five years counseling experience. Throughout the year the intern will be involved in the day-to-day activities of a school counselor. Six months advanced planning is recommended for this course. Internships may be paid; however, this occurs only occasionally.

Exceptional Needs (MSEd)

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

Students completing an Exceptional Needs program will be expected to:

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

Program Outline

(36 hours which may include a practicum)

Required Core (15 Semester Hours)

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

At least two of the following as directed by your advisor: 3-6 credits

SPED 507 Methods and Techniques for Teaching Pre-Kindergarten Exceptional Needs Children	
SPED 508 Methods and Techniques for Teaching Exceptional Elementary Children	
SPED 509 Advanced Methods for Teaching Exceptional Middle and High School Youth	
SPED 547 Curriculum Planning	

At least one of the following: 3-6 credits

SPED 550 Teacher Inquiry	
SPED 551 Advanced Seminar	

Area of Concentration (select one):

Emotionally Disabled

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

(24 Hours of Content/Practicum)

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

Mild Intervention

(21 Hours of Content/Practicum)

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

Intense Intervention

(21 Hours of Content/Practicum)

SPED 513 Practicum	3 credits
SPED 514 Severe Disabilities/Intense Intervention	3 credits
SPED 516 Health and Related Issues	3 credits
SPED 517 Language and Communication Development	3 credits
or	
SPED 544 Total Communication	3 credits
SPED 518 Functional Curriculum/Assistive Technology	3 credits
SPED 532 Psychoeducational Behavior Analysis	3 credits

SPED 537 Collaboration and Communication 3 credits

Pre-Kindergarten

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

SPED 507 Methods and Techniques for Preschool 3 credits

Exceptional Needs

SPED 513 Practicum 3 credits

SPED 516 Health and Related Issues 3 credits

SPED 517 Language and Communication 3 credits

Development or Total Communication

or

SPED 544 Total Communication 3 credits

** Must be taken within the first 12 hours*

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

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

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

SPED 527 Foundations in Exceptionalities

EDUC 482/483 Student Teaching

READ 502 Reading Methods

Education Courses

EDUC 500

RESEARCH METHODS AND STATISTICS

3 credit hours

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

EDUC 505

TECHNOLOGY APPLICATIONS IN TEACHING

3 credit hours

A course designed to present topics related to recent curriculum innovations in technology education in the schools. Includes discussion appropriate to elementary, secondary and exceptional needs classes and curriculum. Presents the use of technology as learning tools in the classroom. Skills are developed in areas such as, but not limited to, desktop publishing, data management, software evaluation, image editing, and multimedia. There is an emphasis on cross-curricular integration.

EDUC 553

ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES

3 credit hours

A seminar-type course dealing with issues faced by the professional school counselor, i.e., philosophical, ethical, legal, political, cultural, economic, and counselor self-development. Also explored will be the planning, implementation, and administration of guidance services.

EDUC 590

DIRECTED STUDY

3 credit hours

Individualized study of an academic area of interest for which the student has adequate background.
Prerequisite: Consent of Department Chair and Associate Vice President for Academic Affairs.

Reading Courses

READ 502

METHODS AND MATERIALS OF TEACHING READING

3 credit hours

Understanding dynamics of reading classroom theoretical beliefs. Analysis of interactive nature of reading practices and procedures. Make curriculum decisions in a reading classroom based on careful, informed observation. Knowledge of developmental, corrective, and supplementary reading materials and approaches. Emphasis on evaluating the strengths and weaknesses of various materials and approaches. Identification of strategies and skills materials designed to develop/correct. Selection and adaption of materials/strategies/skills to individual needs. Design of appropriate materials, methods and learning environments for instruction. Understand research-based effective teaching of reading.

Exceptional Needs Course Descriptions

SPED 507

METHODS AND TECHNIQUES PRE-K EXCEPTIONAL NEEDS CHILDREN

3 credit hours

Techniques and strategies for small group and individual customized instruction with multidisciplinary approaches for the LRE and IFSP implementation.

SPED 508

METHODS AND TECHNIQUES FOR TEACHING EXCEPTIONAL ELEMENTARY CHILDREN

3 credit hours

Techniques, including specific and applied teaching for group and individual instruction design, scheduling, multidisciplinary approaches, and curriculum planning for least restrictive environment (LRE); legal responsibilities; application of instructional design will be demonstrated by a customized instructional planning tool that can be used for IEP documentation. All instruction is based on the academic standards. Development of competency in the use of computers and other instructional multimedia tools. Planning for paraprofessional assignments and responsibilities is included.

SPED 509

ADVANCED METHODS FOR TEACHING EXCEPTIONAL MIDDLE AND HIGH SCHOOL YOUTH

3 credit hours

Methods, materials, and strategies, including transition, future careers, and curriculum planning; accommodations for an age-appropriate inclusive environment; effective planning for paraprofessional assignments and responsibilities. The current academic standards are used as the basis for instructional planning. Development of competency using multimedia tools for secondary levels.

SPED 510

MILD DISABILITIES

3 credit hours

Historical development of the category, including definitions and characteristics, underlying rationale for teaching; continuum of services, multidisciplinary approaches; procedures for families and teachers; and legal issues. Research investigation of the relationship of juvenile delinquency and mildly disabled youth.

SPED 513

PRACTICUM

3 credit hours

Practical on-campus or site-based lab experience in teaching, assessing, and formulating the prescriptive IEP under supervision of a university instructor and school administrator. Seminars provide selection and use of instructional procedures and assessments, effective case study and parent partnerships; development of strategies to facilitate success in an inclusive environment (Must be completed in first 21 hours).

SPED 514

SEVERE DISABILITIES/INTENSE INTERVENTION

3 credit hours

Identification, development, assessment, and training of Pre-K children, review of family-centered intervention and programs, services provided including transition to public/private school.

SPED 516
HEALTH AND RELATED ISSUES

3 credit hours

This course is designed to provide educators and related professionals with knowledge of health and related issues for children with disabilities. A review and discussion of interventions, services, and providers are included.

SPED 517
LANGUAGE AND COMMUNICATION DEVELOPMENT

3 credit hours

This course includes knowledge of communication development and its link to other aspects of development in young children. The course will present communication development in common with acquisition of communication skills, during verbal phases of development, receptive and expressive language, spoken, non-spoken, and sign language means of expression, the use of augmentative communication devices, and speech production and perception.

SPED 518
FUNCTIONAL CURRICULUM/ASSISTIVE TECHNOLOGY

3 credit hours

Develop knowledge and the skills to design, implement, and deliver appropriate intervention services designed to meet the developmental needs of young children with disabilities.

SPED 522
DEVELOPMENT OF COMPETENT MILDLY DISABLED YOUTH

3 credit hours

A theoretical framework and practical model for assisting the mildly disabled student to develop appropriate adaptive behaviors, focusing on personal habits, academic skills, and leisure-time activities. The development of social competencies that enable transition to a competent, productive and well-adjusted member of society are studied. Active research activities and data collection techniques to be applied in the classroom environment are part of the expectation.

SPED 527
FOUNDATIONS OF EXCEPTIONALITIES

3 credit hours

The purpose of this course is to introduce and familiarize students with individuals who have learning, behavioral, sensory, and physical differences. Learning and social characteristics of individuals with disabilities and giftedness will be explored. The human services available to those individuals will be examined.

SPED 530
EMOTIONAL DISABILITIES

3 credit hours

Identification, definition, etiology, correlating conditions, legal issues, and major service delivery models for individuals K-12 who are emotionally disabled. Evolution of the continuum of services and the implications for best practice.

SPED 532
PSYCHOEDUCATIONAL BEHAVIOR ANALYSIS

3 credit hours

Survey of various psychoeducational strategies from various theoretical models that have been field tested with emotionally disabled students. Intervention plan development and management options for LRE. Presentations of models and research implications.

SPED 537
COLLABORATION AND COMMUNICATION IN EXCEPTIONAL NEEDS

3 credit hours

Presentation of various collaboration models, roles and responsibilities of professionals and parents who serve as members of an interdisciplinary team. The role of the teacher as a manager of human and material resources; principles for influencing school organizations and systems.

SPED 540
DIAGNOSTIC/PRESCRIPTIVE TEACHING OF EXCEPTIONAL STUDENTS

3 credit hours

Review of currently used diagnostics which provide a variety of assessment information and develop the Individual Educational Plan (IEP) for emotionally disabled (ED) and mildly disabled (MiDis) students. Problem-solving discussions about effectiveness of assessments and basic statistics relating to interpreting educational diagnostics. Application and the use of diagnostic/prescriptive techniques with various teaching applications to slow, accelerate or otherwise accommodate the teaching pace, style or strategies to provide K-12 students with optimum educational learning experience for success.

SPED 541
BEHAVIOR/CLASSROOM MANAGEMENT

3 credit hours

Theories and systems of behavior management; application in working with groups and individuals. Use of behavior assessment tools and the development of a matrix for target behaviors. Focus on acquisition and/or improvement of competencies necessary for good interpersonal skills that facilitate teacher/student/parent/peer cooperation and successful interaction. Design a management system (BIP) for success in the learning environment.

SPED 542
EDUCATION OF THE PRESCHOOL EXCEPTIONAL CHILD

3 credit hours

Identification, development, assessment, and training of children between birth and five years of age; review of the family-centered interventions and programs/services provided, including transition to public school. Discussion of various teaching and organizational strategies.

SPED 543
SPECIFIC TECHNIQUES IN EDUCATIONAL COUNSELING OF PARENTS OF EXCEPTIONAL CHILDREN

3 credit hours

Specific techniques in educational counseling of parents for teachers and paraprofessionals who work with exceptional children. Focuses on the development of effective family partnerships. Develop an awareness of needs and family support.

SPED 544**TOTAL COMMUNICATION****3 credit hours**

Theories and methods for using total communication in teaching individuals with handicaps. Sign language, use of computers, augmentative communication systems, and adaptive equipment are reviewed and discussed. Emphasizes receptive and expressive language.

SPED 547**CURRICULUM PLANNING****3 credit hours**

Curriculum design that focuses on the implementation of the IEP for students with exceptional needs and the continuum of services that may impact planning. General and specific content for different levels that teachers of exceptional needs students must be able to adapt for successful learning. Review in detail historical curricular approaches and their effectiveness; examination of current curricular strategies.

SPED 548**TEACHING THE WHOLE CHILD****3 credit hours**

Education of the whole child K-12, physical, psychological, social, and the impact of dealing with special needs students within the general education environment. Deviations from commonalities with human growth and development sequence norms. A close look at the relationship of cognition and learning differences of typical and exceptional needs individuals. Consideration of emotional health and physical well being.

SPED 550**TEACHER INQUIRY****3 credit hours**

This course is designed to support the professional inquiries of teachers who see themselves as more than content specialists. Teachers receive guidance on how to integrate the forms of inquiry into ongoing reflections on their craft. This class will provide the graduate student with an opportunity to review the research on the effectiveness of various teaching methods and theoretical models in an educational setting with children who are experiencing learning difficulties. Class meetings will review and apply the use of constructivism in today's classroom. In addition, discussions will focus on current issues of research and practice in the field of disabilities, and will provide a forum for students to discuss particular cases and programs. Students will pose an important question regarding behavior management, curriculum methodology, or other related instructional problem; complete a literature review to find a possible solution(s) to the instructional question posed; identify the best solution discovered and propose the research design that will be used to study the effectiveness of implementing the solution. A formal publishable research paper will be completed following APA current edition and/or the requirements of the professional journal to which the paper will be submitted.

Prerequisite: Certification in at least one area of Exceptional Needs OR at least three required courses in the student's area of concentration.

Prerequisite or Corequisite: EDUC 500—Research and Evaluation.

SPED 551**ADVANCED SEMINAR****3 credit hours**

Students will design and execute a specific approach/model reviewed in the research (literature review section of paper) with which the individual or group has not had previous experience. Ongoing judgments will be made relating to the usability and relevance of the selected approach/model and appropriate generalization(s) and/or application of the result for the benefit of the exceptional student(s), including

possible changes in service delivery will be presented. Students will work closely with the professor and submit all data sheets, worksheets, etc. during the individual meetings. Students will submit all proposals regarding specific student(s) and include school system approval for applied research to insure that nothing is done that might be contrary to the rules and regulations of that school district. If work is to be done directly with children, signed permission must be obtained from the parents or guardians. Present the project and be prepared to discuss the outcome(s) of your research.

Prerequisite: SPED 550 or Permission of Instructor.

SPED 552

PREVOCATIONAL WORK TRAINING AND ADULT LIVING SKILLS FOR MILDLY DISABLED YOUTH

3 credit hours

Study of future career planning and skills training necessary for mildly disabled youth to make a successful transition into society. The relationship of work and personal habits, leisure-time activities, and productivity versus delinquency. Students will conduct active research experiences within the community to determine societal needs, career and independence opportunities as well as availability of community resources for teachers, parents and MiDis students.

SPED 560

TRENDS AND ISSUES

3 credit hours

Addresses current topics of particular relevance to general and special educators. Present and emerging challenges will be studied and researched. Opportunities for professional growth through reading, discussion and problem-solving activities.

SPED 583

IMPLEMENTATION FOR NEW DELIVERY SYSTEMS

3 credit hours

Provides a base for instructional design by looking at the learning process, principles of learning and the purpose for instructional design. It facilitates a systems approach and investigates planned instruction, conditions of learning, and building blocks of instruction. Includes extensive literature review, philosophical belief exploration and the development of a comprehensive delivery system.

Department of Psychology and Counseling

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

Mental Health Counseling – MS

The program of study leading to the Master of Science (MS) degree in Mental Health Counseling is designed to prepare persons to function as Licensed Mental Health Counselors (LMHC) in healthcare, residential, private practice, community agency, governmental, business, and industrial settings. The scope of practice for mental health counseling is defined in Section 24. IC 25-23.6-1-7.5 of the Indiana Code, which is available from the Psychology and Counseling Department.

To successfully complete the MS in Mental Health Counseling, students will:

- Demonstrate ability to analyze, synthesize, and critique in a scholarly manner academic subject matter, professional journal articles, and other professional resources. Students will demonstrate ability to write coherently and professionally according to the Publication Manual of the American Psychological Association (5th edition) standards.
- Promote and adhere to the standards/guidelines for ethical and professional conduct in all classroom and field experiences (i.e., American Counseling Association's Ethical Standards for Mental Health Professionals, and the American Psychological Association's Ethical Principles), as well as legal mandates regarding the practice of their profession.
- Demonstrate an ability to synthesize, evaluate, and articulate broad knowledge of counseling theories and approaches. This will include ability to apply scientific and measurement principles to the study of psychology.
- Develop a capacity to communicate respect, empathy, and unconditional positive regard toward others, including demonstration of a tolerant, non-judgmental attitude toward different ethnic/cultural heritages, value orientations, and lifestyles.
- Recognize and effectively conceptualize the exceptional needs of persons with varying mental, adjustment, developmental and/or chemical dependence disorders. Students will recognize the need for, request, and benefit from consultation and supervision when practicing in areas of insufficient competence.
- Demonstrate competence to counsel/interview using basic listening and influencing skills in one-to-one, marital, family, and group counseling modalities.
- Be prepared to seek employment as a Licensed Mental Health Counselor, enter a program of additional education/training, and/or seek other appropriate certifications.

Admission Requirements

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

- File a concise, typed, two-page statement of his/her professional goals, including why he/she wishes to become a licensed counselor. One could also include specific training objectives and long-term career goals following graduation.
- Have on file two recommendations (on forms supplied by the Office of Admissions), preferably one from an employer or supervisor who has observed the applicant in a professional setting, and one, if appropriate, from a former college professor.

- Have an interview with the Psychology and Counseling Admissions Committee. The interview will be conducted ONLY if the applicant has filed all of the above.

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

- Applicant's goals being consistent with the purpose and focus of the MS in Mental Health Counseling program as well as indicative of commitment to the counseling profession.
- Demonstration of proficiency regarding previous academic performance. Applicants must have a minimum of a 3.0 GPA on a 4.0 scale in undergraduate coursework, as recorded on official transcripts. Quality written/oral communication skills are highly desired.
- Undergraduate coursework should include a minimum of 9-12 hours of coursework in psychology (may be augmented by coursework in closely related fields and/or reflect life experience).
- Indication of sufficient emotional maturity, stability and poise to complete the rigors of graduate study as well as maintain ethical practice regarding client welfare. This includes, but is not limited to, openness and introspective ability regarding how applicant's own issues impact their work as counseling professionals.
- Willingness to develop a non-judgmental attitude, clarity of values, and awareness of need to refer clients who are outside the applicant's range of competence and objective practice.

The Office of Admissions will inform the applicant in writing of the decision of the Psychology and Counseling Admissions Committee. This decision may take one of these four forms:

1. **Accept:** Registration for courses will be permitted and applicant will contact the Director of Mental Health Counseling for an advising appointment.
2. **Deny:** Applicant has been denied at this time.
3. **Provisional:** Out of commitment to see the applicant succeed and because certain areas of perceived deficiency exist, the applicant is provisionally accepted. These provisions may include additional coursework, assignments or restrictions being successfully met before full admission is granted. The applicant will meet with the Director, Mental Health Counseling for advisement and to contract any provisions. All provisions are made in consultation with the Department Chair.
4. **Conditional:** Candidate's full acceptance is contingent on submission of all admission requirements.

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

Program Outline

(61 Semester Hours)

Core Courses: 27 semester hours (required)

PSYC 500 Research Methods and Statistics	3 credits
PSYC 501 Advanced Human Growth and Development	3 credits
PSYC 502 Foundations and Contextual Dimensions of Mental Health Counseling	3 credits
PSYC 518 Lifestyle/Career Counseling	3 credits
PSYC 522 Social and Cultural Issues	3 credits
PSYC 528 Testing and Appraisal of Individuals	3 credits
PSYC 530 Personality/Counseling Theories	3 credits
PSYC 544 Counseling Skills	3 credits
PSYC 548 Group Processes in Counseling	3 credits

Concentration Courses: 25 semester hours (required)

PSYC 535 Psychopathology	3 credits
PSYC 570 Marriage and Family Counseling	3 credits
PSYC 576 Psychopharmacology	3 credits
PSYC 577 Psychodiagnosis	3 credits
PSYC 578 Professional Orientation: Ethical and Legal Issues	3 credits
PSYC 580 Practicum: Mental Health Counseling	3 credits
PSYC 582 Internship: Mental Health Counseling	4 credits
PSYC 591 Advanced Mental Health Internship	3 credits

Elective Courses 9 semester hours (choose 3 courses)

PSYC 529 Human Sexuality	3 credits
PSYC 545 Substance Abuse Counseling	3 credits
PSYC 550 Behavior Modification	3 credits
PSYC 566 Play Therapy	3 credits
PSYC 574 Specialized Techniques in Counseling	3 credits

Mental Health Counseling Clinical Instruction

Clinical instruction includes supervised Practicum (100 hours), Internship (600 hours), and Advanced Internship (300 hours) completed within a student's program of study. Well-planned clinical instruction is vital to subsequent effective professional practice and is taken at the end of a student's course of study. Given the extensive time requirements for clinical work, students should consider from the outset of their program how, when, and where they will meet these clinical requirements.

The following information will assist students in planning their clinical experiences:

- Students must meet with the Director, Mental Health Counseling program six (6) months prior to registering for clinical coursework to plan the type of experience, agency, and location most appropriate for each individual student's clinical training needs. No "last-minute" arrangements will be accommodated.
- All counseling agencies serving as training sites must be pre-approved by the Director, Mental Health Counseling program.
- Once a verbal agreement has been reached between the participating training site/agency and the student, the course instructor, student, and on-site supervisor will meet to formally sign any and all contractual arrangements. Contract signing should be completed at least six weeks prior to the beginning of the clinical experience.
- Students must have on file proof of student-counselor liability insurance (\$1 million each incident/ \$3 million annual aggregate limits) and a signed contract before registration for Practicum, Internship, and/or Advanced Internship will be allowed.
- It is strongly suggested that students maintain adequate medical insurance during their clinical instruction.
- A student's personal employment is not customarily considered appropriate to serve as a *student-structured, focused learning clinical experience*.

PSYC 580 - Practicum is a fifteen (15) week, one (1) semester course. Practicum students complete a minimum of 100 hours of clinical work during the semester, including a minimum of 40 hours of face-to-face client contact (1/4 of these face-to-face hours are to be spent conducting group therapy). Practicum

usually requires working approximately 8-10 hours per week at the agency. One and a half (1.5) hours of on-campus group supervision and one (1) hour of individual face-to-face supervision are also required each week. A grade of “Pass” must be achieved before proceeding to internship.

PSYC 582 - Internship includes 600 hours of clinical work where 240 hours involve providing face-to-face client service. There are two options for completing the requirements for PSYC 582 - Internship:

- **One Semester Option:** 15 weeks, 600 agency hours minimum including 240 hours of face-to-face client service. Requires forty (40) hours full-time work for 15 weeks, and 2 hours of individual face-to-face supervision per week in addition to 1.5 hours of on-campus group supervision.
- **Two Semester Option:** 30 weeks, 300 agency hours minimum including 120 hours of face-to-face client service during each of the two semesters. Requires approximately 20 hours per week for 30 weeks, and 1 hour of individual face-to-face supervision per week in addition to 1.5 hours of on-campus group supervision over the course of the two semesters.

PSYC 591 - Advanced Internship is a fifteen (15) week, one (1) semester course. Advanced Internship students complete a minimum of 300 hours of clinical work during the semester, including a minimum of 120 hours of face-to-face client service. Advanced Internship requires working approximately 20 hours per week at the agency. One and a half (1.5) hours of on-campus group supervision and one (1) hour of individual face-to-face supervision are also required each week.

Note: Since the purpose of Practicum, Internship, and Advanced Internship is to give students as broad an exposure to clinical treatment areas as possible, fulfilling the scope of practice for Licensed Mental Health Counselors as defined in Indiana code, selection of appropriate sites will be made in careful consultation with the Director, Mental Health Counseling program. Site selection will be based on educational need rather than convenience, and students can anticipate over the course of their clinical instruction potentially working at more than one site.

Pastoral Counseling — MS

Pastoral counselors have become major providers of mental health services in this country, accounting for more than three million hours of treatment annually in both institutional and private settings. Pastoral counselors are often on the front line in helping individuals and families cope with serious problems. These include mental and emotional illness, drug and alcohol abuse, family conflict, depression and suicide, child and spouse abuse, juvenile delinquency, as well as other problems.

The University of Saint Francis is in a unique position to train highly skilled counselors and offers a pastoral, faith-based counseling program for those students wishing to have advanced education and experience in this area.

The university offers a Master of Science in Pastoral Counseling for individuals who wish to become counselors serving non-profit religious organizations and an Advanced Certificate in Pastoral Counseling for already licensed counselors. Both are Interfaith Franciscan Pastoral Counseling programs. This focus on the Franciscan tradition allows students of all faiths to explore their faith in the light of the Franciscan tradition.

Requirements for Master of Science

Program Outline

(51 Semester Hours)

Core Clinical Courses 18 semester hours (required)

PSYC 570 Marriage and Family Counseling	3 credits
PSYC 578 Ethical and Legal Issues	3 credits
PSYC 522 Social and Cultural Issues	3 credits
PSYC 530 Personality/Counseling Theories	3 credits
PSYC 544 Counseling Skills	3 credits
PSYC 548 Group Processes in Counseling	3 credits

Elective Courses (choose six hours)

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

Pastoral Counseling Courses 27 semester hours (required)

THEO 500 Foundations of Scripture	3 credits
THEO 510 Systematic Theology	3 credits
THEO 520 Moral Theology	3 credits
THEO 530 Pastoral Theological Method	3 credits
THEO 540 History of Pastoral Care and Counseling	3 credits
THEO 550 Pastoral Diagnosis	3 credits
THEO 560 Basic Pastoral Care	3 credits
THEO 501 Franciscan Intellectual and Spiritual Traditio	3 credits
PSYC 620 Pastoral Care Specialist Training	3 credits

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

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

Psychology – MS

The Master's of Science in Psychology is designed to provide students with a fundamental background in psychology. In order to work as a professional psychologist, it is necessary to earn a doctoral degree. This program is intended to meet the needs of students who either do not have a background in psychology or who need further preparation in psychology before continuing on at a doctoral level. Additionally, in some instances, the degree may enhance standing in or qualifications for one's current career.

Students will:

- Demonstrate, promote, and adhere to the American Psychological Association's Ethical Principles, as well as Christian values as modeled in a Franciscan Institution.
- Demonstrate the ability to write, argue and critique classical psychology studies.

- Demonstrate the ability to write coherently and professionally according to the Publication Manual of the American Psychological Association (5th edition) standards.
- Demonstrate the ability to use and analyze statistical data.
- Demonstrate the ability to understand human nature through the use of individual and group skills.
- Be prepared to seek employment and/or seek admission to a program for additional education or training.

Admission Requirements

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

- File a concise, typed, two-page statement of his/her professional goals, including why he/she wishes to seek a degree in Psychology. One could also include specific training objectives and long-term career goals following graduation.
- Have on file two recommendations (on forms supplied by the Office of Admissions), preferably one from an employer or supervisor who has observed the applicant in a professional setting, and one, if appropriate, from a former college professor.

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

- Applicant must hold an undergraduate degree with a 3.0 GPA on a 4.0 scale or the equivalent thereof.
- In addition, applicant's psychology background must include at least one class in the following: general psychology, abnormal psychology, and developmental psychology.

The Office of Admissions will inform the applicant in writing of the decision of the Psychology and Counseling Admissions Committee. This decision may take one of four forms:

1. **Accept:** Registration for courses will be permitted and applicant will contact the Director of MS in Psychology for an advising appointment.
2. **Deny:** Applicant has been denied at this time.
3. **Provisional:** Out of commitment to see the applicant succeed and because certain areas of perceived deficiency exist, the applicant is provisionally accepted. These provisions may include additional coursework, assignments or restrictions being successfully met before full admission is granted. The applicant will meet with the Director of MS in Psychology for advisement and to contract any provisions. All provisos need Department Chair approval.
4. **Conditional:** Candidate's full acceptance is contingent on submission of all admission requirements.

Program Outline

(45 Semester Hours)

Core Courses 30 semester hours (required)

PSYC 500 Research Methods and Statistics	3 credits
PSYC 501 Advanced Human Growth and Development	3 credits
PSYC 520 History and Systems of Psychology	3 credits
PSYC 528 Testing and Appraisal of Individuals	3 credits
PSYC 530 Personality and Counseling Theories	3 credits
PSYC 535 Psychopathology	3 credits
PSYC 541 Social Psychology	3 credits
PSYC 548 Group Processes in Counseling	3 credits
PSYC 550 Behavior Modification	3 credits
PSYC 567 Human Neuropsychology	3 credits

Electives (Choose 15 semester hours)

BUS 512 Industrial/Organizational Psychology	3 credits
PSYC 518 Lifestyle and Career Counseling	3 credits
PSYC 522 Social and Cultural Issues in Counseling	3 credits
PSYC 529 Human Sexuality	3 credits
PSYC 545 Substance Abuse Counseling	3 credits
PSYC 568 Health Psychology	3 credits
PSYC 576 Psychopharmacology	3 credits
PSYC 588 Practicum in Psychology	3 credits
PSYC 590 Directed Study	3 credits
PSYC 699 Thesis Option	3/6 credits

Additional elective coursework may be selected with the approval of the Director of MS in Psychology and the Department Chair.

Psychology Practicum [Optional]

- 105 clock hours of practical field experience tailored individually for students in the MS Psychology Program. Students will have the opportunity to integrate work and formal education under the guidance of professionals in the field.
- Students will be under the supervision of an “on-site” supervisor who will mentor and give direction to their activities. Specific objectives and duties of the practicum will be collaboratively defined by the University of Saint Francis instructor and the “on-site” supervisor.
- Planning six (6) months in advance in order to arrange an approved placement site is recommended. Students must have on file in the departmental office proof of liability insurance and a signed contract with the placement site and University of Saint Francis **BEFORE** registration for class is permitted.
- A minimum of ten (10) hours per week at the practicum site is required. In addition, students will meet for 15 hours per semester on campus with the University of Saint Francis instructor for support and class work. Students will be visited at their host site by their practicum instructor. A grade of “Pass” or “Fail” will be awarded for this course.

Prerequisite: Successful completion of core courses (30 semester hours).

Pastoral Counseling-MS

Pastoral Counseling-Advanced Certificate

Pastoral counselors have become major providers of mental health services in this country, accounting for more than three million hours of treatment annually in both institutional and private settings. Pastoral counselors are often on the front line in helping individuals and families cope with serious problems. These include mental and emotional illness, drug and alcohol abuse, family conflict, depression and suicide, child and spouse abuse, juvenile delinquency, as well as other problems.

The University of Saint Francis is in a unique position to train highly skilled counselors and offers a pastoral, faith-based counseling program for those students wishing to have advanced education and experience in this area.

The university offers a Master of Science in Pastoral Counseling for individuals who want to provide counseling services in a non-profit religious oriented environment. An Advanced Certificate in Pastoral Counseling for already licensed counselors/ psychologists/social workers is also available for those already having advanced degrees in the counseling professions. Both the MS and Advanced Certificate programs in Pastoral Counseling are Interfaith Franciscan Pastoral Counseling programs. This focus on the Franciscan tradition allows students of all faiths to explore their faith in the light of the Franciscan tradition.

Requirements for Master of Science

Program Outline

(51 Semester Hours)

Core Clinical Courses 18 semester hours (required)

PSYC 570 Marriage and Family Counseling	3 credits
PSYC 578 Ethical and Legal Issues	3 credits
PSYC 522 Social and Cultural Issues	3 credits
PSYC 530 Personality/Counseling Theories	3 credits
PSYC 544 Counseling Skills	3 credits
PSYC 548 Group Processes in Counseling	3 credits

Elective Courses (choose six hours)

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

Pastoral Counseling Courses

THEO 500 Foundations of Scripture	3 credits
THEO 510 Systematic Theology	3 credits
THEO 520 Moral Theology	3 credits
THEO 530 Pastoral Theological Method	3 credits
THEO 540 History of Pastoral Care and Counseling	3 credits
THEO 550 Pastoral Diagnosis	3 credits
THEO 560 Basic Pastoral Care	3 credits
THEO 501 Franciscan Intellectual and Spiritual Tradition	3 credits
PSYC 620 Pastoral Care Specialist Training	3 credits

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

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

Psychology Courses

PSYC 500

RESEARCH METHODS AND STATISTICS

3 credit hours

Basic methods of research and evaluation in the behavioral sciences. An overview of research and evaluation designs, their strengths and limitations. Application of statistical methods and data gathering techniques.

PSYC 501

ADVANCED HUMAN GROWTH AND DEVELOPMENT

3 credit hours

Physiological, social and psychological developmental processes from conception to maturation. Review of stages of development, patterns of behavior, and exploration of current social issues related to development.

PSYC 502

FOUNDATIONS AND CONTEXTUAL DIMENSIONS: MENTAL HEALTH COUNSELING

3 credit hours

Studies include examination of the historical, societal, cultural, economic, and political dimensions of mental health counseling, as well as the assumptions and roles mental health counselors play within the context of health and human services systems.

PSYC 518

LIFESTYLE AND CAREER COUNSELING

3 credit hours

Career counseling theories and skills across the lifespan will be explored. Recent developments in lifestyle, theorists and theoretical constructs, as well as practical delivery systems in school and community mental health agencies will be examined.

PSYC 520

HISTORY AND SYSTEMS OF PSYCHOLOGY

3 credit hours

Overview of the history of psychology with its roots in philosophy to present-day contemporary psychology is explored. Classical psychological theories are examined as well as an analysis of the foundations of contemporary psychology and their systems.

PSYC 522

SOCIAL AND CULTURAL ISSUES IN COUNSELING

3 credit hours

Major social problems in contemporary society and their impact upon counseling will be probed. Exploration of sub-groups and cross-cultural issues as well as emphasis on sensitizing students to ethnocentrism and development of respect for diversity in all its guises.

PSYC 528
TESTING AND APPRAISAL OF INDIVIDUALS

3 credit hours

Introduction to the major concepts of psychological testing: reliability and validity; standardized tests; ethnic, cultural, sexual and age related factors; ethical standards for development and usage; test construction; interpretation.

Prerequisite: PSYC 500.

PSYC 529
HUMAN SEXUALITY

3 credit hours

Physiological, social, and psychological factors in human sexual behavior at various ages and stages of development: normal and deviant behavior, physiological processes and correlates, attitudes and stereotypes, description and etiology of sexual dysfunctions and common treatment strategies.

PSYC 530
PERSONALITY AND COUNSELING THEORIES

3 credit hours

Introduction to counseling theories and psychological processes involved in individual counseling. Including but not limited to analytical, phenomenological, person-centered, existential, behavioral, cognitive/behavioral. Students will refine their own theory of personality and counseling. Case studies.

PSYC 535
PSYCHOPATHOLOGY

3 credit hours

Overview of psychopathology, with emphasis on etiology, symptoms, sociocultural factors, system effects of disorders and maladaptive patterns of behavior. Current diagnostic and classification systems and treatment approaches will be explored.

PSYC 541
SOCIAL PSYCHOLOGY

3 credit hours

Overview of the dynamics of social and behavioral development of the individual and groups. Topics explored but not limited to the following: social attitude changes, prejudice and stereotypical behavior, changing roles of men and women, rural vs. urban societies, subcultures, ethnic diversity, measurement and research.

PSYC 544
COUNSELING SKILLS

3 credit hours

Demonstration and supervised practice (role play) of micro-counseling skills, including attending behaviors, questioning, paraphrasing, summarization, reflection of feeling, confrontation, and reflection of meaning. Students will refine their counseling techniques, integrating acquired skills and influencing strategies with personal style.

Prerequisite: PSYC 530.

PSYC 545
SUBSTANCE ABUSE COUNSELING

3 credit hours

Overview of the physiological, biochemical, social and psychological aspects of psychoactive substance disorders. Examination of the rehabilitative potential of Alcoholics Anonymous/Alanon and the major propositions of the disease concept of alcoholism. Differential diagnosis of psychoactive substance use, abuse and dependence will be explored.

PSYC 548
GROUP PROCESSES IN COUNSELING

3 credit hours

Group work studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, other group work approaches, and ethical issues related to group work.

Prerequisite: PSYC 530.

PSYC 550
BEHAVIOR MODIFICATION

3 credit hours

Explores the principles and specific procedures of behavior modification. Including but not limited to collection of behavioral baseline data, setting objectives, analysis of procedures, evaluating behavioral programs, record keeping and impact on the behavior of individuals.

PSYC 567
HUMAN NEUROPSYCHOLOGY

3 credit hours

This course provides an introduction to human brain-behavior relationships including neuroanatomy, neurophysiology, cognitive processes, sensory and motor processes, and their interactions with emotion and personality. Brain organization, neurodevelopment, individual differences, and clinical neuropsychological assessment will also be presented.

PSYC 568
HEALTH PSYCHOLOGY

3 credit hours

This course is an introduction to health psychology by focusing on biological, psychological, social, cultural, and spiritual factors in health and illness. An examination of how psychological processes influence attitudes, health behaviors, disease prevention, medical treatment, stress and coping, and adjustment to illness will also be presented.

PSYC 566
PLAY THERAPY

3 credit hours

Designed to provide an understanding of the theoretical/pragmatic aspects of children's play. Play will be discussed both as a developmental "phase stage" and as a therapeutic process. Course focus will be upon the psychological world of the child, including the relationship between the child's internal world and external manifestations through play.

PSYC 570
MARRIAGE AND FAMILY COUNSELING

3 credit hours

System approach, theoretical formulations, counseling techniques/strategies, research findings, treatment issues, and ethical/social concerns in marriage and family counseling are studied.

Prerequisites: PSYC 530, 544.

PSYC 574
SPECIALIZED TECHNIQUES IN COUNSELING

3 credit hours

Prepares students to function effectively in managed care environments by examining treatment protocols for commonly encountered emotional/behavioral diagnoses, including, but not limited to, depressive disorders, panic and anxiety disorders, eating disorders, ADHD, parenting skills training, and sexually abused/abusing populations.

Prerequisite: PSYC 530.

PSYC 576
PSYCHOPHARMACOLOGY

3 credit hours

Psychopharmacology as related to the professional practice of mental health counseling. Includes basic physiology and neurobiochemistry: nervous system, neuron functioning and neurotransmitter substances. Introduction to pharmacokinetics and pharmacodynamics. Clinical psychopharmacology related to anxiety, mood, and psychotic disorders and geriatric, child, addiction, personality, and impulse disorder populations.

PSYC 577
PSYCHODIAGNOSIS

3 credit hours

Overview of the benefits and limitations of clinical diagnosis. Intensive examination of the current edition of the Diagnostic and Statistical Manual of Mental Disorders (American Psychiatric Association), including but not limited to the criteria for differential diagnosis. Clinical interviews and mental status exams (to obtain sufficient information for diagnosing) plus the compilation for information into a cohesive report will be emphasized.

Prerequisite: PSYC 535.

PSYC 578
PROFESSIONAL ORIENTATION: ETHICAL AND LEGAL ISSUES

3 credit hours

Studies that provide an understanding of all aspects of professional functioning, including history, roles, organizational structures, ethics, standards, and credentialing. In-depth study of ethical and legal codes of conduct of the counseling profession, i.e., American Counseling Association, American Association of School Counselors, American Psychological Association. Focus on ethical decision making related to the counseling process. Value clarification, rights and responsibilities of both counselor and counselee, competence, working with culturally diverse populations, as well as current legal guidelines related to maintenance of records, confidentiality, reporting child abuse/neglect, duty to warn and protect, and involuntary commitment will be examined.

PSYC 579**PRACTICUM IN SCHOOL COUNSELING****3 credit hours**

105 clock hours of practical field experience in an approved school setting designed to enhance the practicum student's one-to-one counseling skills. Included in the 105 clock hours will be 40-60 hours of face-to-face counseling of host school students, and other diverse counselor activities. Practicum students will meet on campus with a University of Saint Francis instructor for 1.5 hours per week during the semester for support and class work. Students will be visited at their host schools by their practicum instructor.

Prerequisites: Program Director approval; to be taken towards the end of the academic program.

PSYC 580**PRACTICUM IN MENTAL HEALTH COUNSELING****3 credit hours**

Practicum provides for the development of individual counseling and group work skills under supervision. Required are a minimum of 100 agency clock hours, of which 40 hours minimum are direct service with clients (1/4 of these hours should be in group work). This represents approximately 2 1/2 days per week of work over the 15-week semester. Students receive a minimum of 1 hour per week of face-to-face supervision from the on-site supervisor and 1.5 hours of on-campus group supervision by the course instructor. Students will be visited at their host agency by their practicum instructor. Practicum will be taken prior to and may not be taken concurrently with internship.

Prerequisites: PSYC 544, 548, 577, 578; Program Director approval; to be taken towards the end of the academic program.

PSYC 582**INTERNSHIP IN MENTAL HEALTH COUNSELING****4 credit hours (4 hours 1 semester, or 2 hours for 2 semesters)**

Internship in Mental Health Counseling provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed staff member in a mental health treatment setting would be expected to perform. PSYC 582 Internship is completed either over 1 or 2 semesters for a minimum of 600 agency hours, which includes 240 direct client service hours.

Prerequisites: PSYC 580; Program Director approval.

PSYC 583**INTERNSHIP IN SCHOOL COUNSELING****3 credit hours**

A practical field placement of actual "on-the-job" experience in an approved school setting, including activities and roles an employed school counselor would perform. Interns will spend one complete school year (i.e., host school's schedule) at their placement (fall/spring) for a minimum of 600 contact/clock hours. Intern students will also meet for 1.5 hours per week on campus during each semester with a University of Saint Francis instructor for support, staffing and coursework. Students will be visited at their host school by their intern instructor.

Prerequisites: PSYC 579; Program Director approval.

PSYC 588**PRACTICUM IN MS PSYCHOLOGY****3 credit hours**

105 clock hours of practical field experience tailored individually for students in the MS Psychology program. Students will have the opportunity to integrate work and formal education under the guidance of professionals in the field.

Prerequisite: Program Director approval.

PSYC 590
DIRECTED STUDY
1-3 credit hours

Designed as individualized study of an academic area of interest for which the student has adequate background. Written permission is required of instructor and Department Chair.

Prerequisite: Program Director approval.

PSYC 591
ADVANCED INTERNSHIP IN MENTAL HEALTH COUNSELING
3 credit hours

Advanced Internship requires an additional 300 hours of clinical experience in a mental health agency/facility, of which 120 are direct client service. Advanced Internship is completed over one semester and requires approximately 20 hours work for 15 weeks.

Prerequisite: PSYC 582; Program Director approval.

Note: While students may be paid for their clinical experiences (such paid positions are rare), it is as a student employee, and all aspects of the clinical experience must reflect a structured, student-status, learning experience. Students' current employment is NOT automatically acceptable as a substitute for their course-of-study clinical experience requirements. No Prior Learning Assessment credit (PLA) will be granted for clinical experience requirements.

PSYC 620
PASTORAL CARE SPECIALIST TRAINING
3 credit hours

This course seeks to strengthen the personal pastoral identity and spirituality of caregivers and to enable them to provide pastoral care in a way that integrates the spiritual dimension and resources of one's faith tradition with current theoretical understandings and practical skills. Seminar components include didactic seminars, clinical consultation and peer support. Topics focus upon the theoretical foundations and practical aspects of pastoral care and supportive counseling. Special attention will be given to supportive techniques for use in short-term, grief, marital, divorce and crisis intervention counseling and to issues and problem areas cited by the participants. Clinical consultation will be conducted within a group atmosphere of acceptance and support where participants will share verbatims of brief pastoral care and counseling experiences in order to foster personal and professional integration and skill development as a pastoral care specialist. Peer support group meetings provide a confidential setting in which personal growth is encouraged through:

- Processing of feelings and reactions
- Exploration of personal and professional issues
- Feedback from peers
- Prayer and sharing of one's faith journey.