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Introduction ............................................................................................................................................................................................................................................ 2
INTRODUCTION

The University of Saint Francis College of Adult Learning Catalog contains the rules, regulations and policies which outline the policies applicable to USF students enrolled in the College of Adult Learning. It is the student’s obligation to be informed about the policies and standards contained in this catalog. The university reserves the right to unilaterally change the provisions of this catalog. Such changes will become effective whenever proper university authorities so determine and will apply to those who are matriculated as well as to prospective students. Students will be informed of such changes. Questions may be directed to the Vice President for Academic Affairs.

Non-Discrimination Statement

In its employment practices, selection of students, and administration of all programs, the University of Saint Francis maintains a policy of non-discrimination regarding age, race, creed, national origin, religion, gender, disability, genetics, and veteran status. The University has appointed the Dean of Students to serve as the coordinator of compliance with Title IX. Student inquiries or complaints should be directed to the Dean of Students (260-399-7700 ext. 6745; smejeur@sf.edu; Trinity Hall room 133). Employees should direct inquiries and complaints to the Director of Human Resources (260-399-7700, ext. 6901).

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 University Diversity Mission Statement is:

As a reflection of the Franciscan value of respecting the unique dignity of each person, the University of Saint Francis will develop and cultivate learning and a work environment that embraces diversity. We will value and respect all members of our campus community and encourage them to contribute their unique talents, skills and abilities to our university, the community and the world.

The University of Saint Francis Seal

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

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

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

THE HISTORY OF THE UNIVERSITY OF SAINT FRANCIS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

During the 2004-05 academic year, the university divided into six schools: The Keith Busse School of Business and Entrepreneurial Leadership, School of Creative Arts, School of Health Sciences, School of Liberal Arts, School of Math and Science, and School of Professional Studies. During the 2007-2008 academic year, the university merged the School of Liberal Arts and the School of Math and Science into the School of Arts and Sciences.

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

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

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

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

The university offers over 70 undergraduate and graduate programs.
THE COLLEGE OF ADULT LEARNING
The College of Adult Learning was established in 2012 to combine the newly formed Virtual Campus with the Graduate School and satellite campuses. The Vice President for Academic Affairs provides leadership for all programs within the College of Adult Learning. With a focus on reaching the adult learner, the college provides quality degree programs in formats designed to accommodate students with life responsibilities beyond the campus.

Objectives
Scholarship and professional development are the general objectives of the College of Adult Learning. Through its faculty and programs, the university provides adult 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 College of Adult Learning 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.

Degrees Awarded
The university awards the following degrees through our College of Adult Learning:

GRADUATE DEGREES:

- Master of Business Administration (MBA)
- MBA in Sustainability (MBA)
- Master of Environmental Health (MEH)
- Master of Healthcare Administration (MHA)
- Master of Organizational Leadership (MOL)
- Master of Arts in Theology (MA)
- Master of Science in Education (MEd)
  - School Counseling
  - Special Education
- Master of Science in Clinical Mental Health (MS)
- Master of Science in Pastoral Counseling (MS)
- Master of Science in Psychology (MS)
- Master of Science in Rehabilitation Counseling (MS)
- Master of Arts in Studio Art (MA)
- Master of Science in Nursing (MSN)
  - MSN
  - RN to MSN
- Master of Science in Physician Assistant Studies (MS)

UNDERGRADUATE DEGREES

- Associate Degree in General Studies (AGS)
- Associate of Science in Nursing (ASN)
  - ASN
  - LPN to ASN
- Associate of Arts in Liberal Studies (AALS)
- Associate of Science (AS)
  - Medical Lab Technician
  - Paramedic Medicine
- Bachelor of Business Administration (BBA)
- Bachelor of Science in Nursing (BSN)
  - RN to BSN
**The Campus**
The University of Saint Francis is located on the west side of Fort Wayne, Indiana. The beautiful 108-acre campus, with its rolling lawns and tree-shaded coves, surrounds scenic Mirror Lake.

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

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

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

**Trinity Hall**, the main administration building, includes Admissions Office, Office of Financial Aid, Student Life Offices, Business Office, the University of Saint Francis Chapel, the Guild Room, dining room, mail room and copy center.

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

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

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

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

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

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

**Enrollment**
The annual enrollment at the University of Saint Francis is approximately 2,400 students. More than half the students are women, and approximately 20 percent of the full-time undergraduate students live in on-campus housing. The majority of students come from Indiana, Illinois and Ohio; however, students representing other states and foreign countries help make up the total student body. While Catholic and other Christian denominations predominate, the student body represents many religious persuasions. The acceptance of students of all races and creeds is a reflection of the university’s acceptance of a pluralistic and ecumenical philosophy. Approximately 30 percent of student enrollment is made up of adults, 25 years and older.
**ACCRREDITATION**
The University of Saint Francis has been accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools since 1957 for the undergraduate programs and 1961 for the graduate programs and has been continuously renewed to the present time. In addition to this institutional accreditation, the University of Saint Francis has the following academic accreditations: Indiana State Board of Nursing, National League for Nursing Accreditation Commission, Collegiate Commission on Nursing Education, Indiana Department of Education, National Council for Accreditation of Teacher Education, Council on Social Work Education, Commission on Accreditation of Allied Health Programs, Accreditation Review Commission on Education for the Physician Assistant, Commission on Accreditation in Physical Therapy Education, Joint Review Committee on Education in Radiologic Technology, Accreditation Council for Business Schools and Programs, and the National Association of Schools of Art and Design.

**TEACH-OUT POLICY**
The University of Saint Francis (USF) will follow the guidelines of The Higher Learning Commission (HLC) if programs need to be closed for any reason. USF will write a formal plan specific to the program being closed that is congruent with the HLC policies. Information can be found at the following website: http://www.ncahlc.org/download/TeachOut2010.pdf.

**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).

**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**
To be considered for admission to a degree program in the College of Adult Learning at the University of Saint Francis, the student must:

- Complete the online application for admission.
- 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 https://ecampus.sf.edu/ICS/Admissions/. 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 traditional graduate programs 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 graduate assistantship or graduate scholarship.

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

**NON-DEGREE STUDENTS**
Individuals interested in taking graduate work for credit without pursuing a graduate degree are classified as Non-degree students. Non-degree students need to file an Application for Admission, pay the application fee, and submit a transcript from the regionally accredited institution in the United States of America from which they received their undergraduate or graduate degree. In addition, permission from the 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. Non-degree students are not permitted to take courses through the Virtual Campus.
**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. Audit students are not permitted to take courses through the Virtual Campus.

**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 pay tuition and book expenses in full prior to the start of each semester.

For traditional programs or online programs requiring a field placement within the US, international students must show proof of financial responsibility so that the necessary funds are available for two semesters of full-time graduate study by providing proof of personal or family funding for tuition, room and board, and expenses for the Fall and Spring semesters.

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.

An I-20 will be issued only after the student has supplied the above documentation and has been fully accepted into a traditional graduate program of study or program requiring a field placement within the US.

**Additional Graduate Degrees**

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

- **Acceptance into the program:** The student must meet the entrance requirements for each degree program. Acceptance into one program does not qualify as acceptance into another.
- **Transfer credits:** Transfer credits accepted for the initial graduate degree may be accepted for an additional graduate degree.
- **Minimal Requirements:** A graduate degree from USF consists of a minimum of 32 credit hours. Classes from another USF degree program may be used to meet the requirements for an additional degree. A minimum of 15 hours taken through USF must be distinct to the additional degree.
- **Individual program requirements:** Each USF graduate program has a policy on acceptance of transfer credits and on the number of distinct credit hours required for an additional degree. The student should consult the appropriate graduate program director for further details.
**STUDENT SERVICES**

**PHONE NUMBERS**

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Receptionist</td>
<td>260-399-7999</td>
</tr>
<tr>
<td>Admissions Office</td>
<td>260-399-8000</td>
</tr>
<tr>
<td>Admissions Office (Virtual Campus)</td>
<td>855-873-2527</td>
</tr>
<tr>
<td>Academic Support Services</td>
<td>260-399-8065</td>
</tr>
<tr>
<td>Business Office</td>
<td>260-399-8004</td>
</tr>
<tr>
<td>Campus Shoppe</td>
<td>260-399-8075</td>
</tr>
<tr>
<td>Career Services</td>
<td>260-399-8059</td>
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<tr>
<td>Center for Service Engagement</td>
<td>260-399-8080</td>
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<tr>
<td>Financial Aid</td>
<td>260-399-8003</td>
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<tr>
<td>Help Desk (Cougar Connection/Blackboard)</td>
<td>260-399-8195</td>
</tr>
<tr>
<td>Help Desk (Virtual Campus)</td>
<td>855-USF-CLASS/855-873-2527</td>
</tr>
<tr>
<td>Lee and Jim Vann Library</td>
<td>260-399-8060</td>
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<tr>
<td>Registrar</td>
<td>260-399-8061</td>
</tr>
<tr>
<td>Student Life</td>
<td>260-399-8100</td>
</tr>
<tr>
<td>Security</td>
<td>260-399-7888</td>
</tr>
</tbody>
</table>

**THE LEE AND JIM VANN LIBRARY**

The Lee and Jim Vann Library strives to deliver up-to-date and relevant resources for USF students, faculty and staff. We provide access to over 203,000 volumes including more than 73,000 eBooks and thousands of online journal titles in a variety of subject areas. The Vann Library has an expansive online collection including, but not limited to, the following subject areas: reference materials, medical, nursing, allied health, art, sciences, education, journals, microform, newspapers, and over 8,000 streaming online videos. Other services available in the library include reference and research assistance and interlibrary loan.

The library maintains regular evening and weekend hours with holiday and other closings posted on the library’s homepage.

**Online Resources**

The Vann Library website ([http://wwwsf.edu/library](http://wwwsf.edu/library)) provides access to library resources for students who are either on or off campus. Database access includes, but is not limited to, the following: Academic Search Premier, ARTStor, ATLA, Business Source Premier, CINAHL, Corporate ResourceNet, CQ Researcher, ERIC, JStor, LexisNexis Academic, MasterFILE Premier, MEDLINE, PsychARTICLES, PsychBOOKS, SocINDEX with Full Text and Credo Reference, among others.

As a USF student, you have access to full text online journal articles through the library databases ([http://www.sf.edu/sf/library/help/databases](http://www.sf.edu/sf/library/help/databases)). You will need to login with your USF username and password. If you find an article you want that is not online, just use the ILL Express Request service ([http://www.sf.edu/sf/library/services](http://www.sf.edu/sf/library/services)) and the Vann library will obtain a copy of the article for you through our interlibrary loan network.

If you have questions about how to access or use any of our resources or how to proceed with your research, feel free to contact a librarian via our Ask A Librarian service ([http://www.sf.edu/sf/library/ask](http://www.sf.edu/sf/library/ask)) at 260-479-5001 via phone or text or you can email ask@sf.edu. Online tutorials ([http://www.sf.edu/sf/library/help/tutorials](http://www.sf.edu/sf/library/help/tutorials)) are also available to help with many of the commonly used resources.

**Research Assistance**

To request assistance with a specific assignment or get help using a particular database, call or text Ask- A- Librarian at 260-479-5001 or send an e-mail detailing your request to ask@sf.edu. Online tutorials ([http://www.sf.edu/sf/library/help/tutorials](http://www.sf.edu/sf/library/help/tutorials)) and research guides ([http://stfrancis.libguides.com/](http://stfrancis.libguides.com/)) are also available for your convenience.

**Interlibrary Loan**

Materials not in the library’s collection can be requested through interlibrary loan. Online students, faculty, and staff may request articles, book chapters (one chapter per book), theses, and dissertations. Because of national Interlibrary Loan Policy restrictions and copyright laws, we are not able to borrow books for online students. Online users can use their local libraries for Interlibrary Loan Services or might be able to take advantage of our reciprocal borrowing agreements, dependent upon their location.

First time ILL Express users will need to create an ILL Express Request Account. To create an account, go to the Library homepage and click on the Interlibrary Loan link found on the left hand side of the page under My Account. This service is provided to all students of the university to support them in completing assignments required in their coursework. Further details on Interlibrary Loan policy and procedure are available in the Interlibrary Loan FAQ located at [www.sf.edu/sf/library/services/loan](http://www.sf.edu/sf/library/services/loan).

If you have further questions, please contact the Interlibrary Loan Department by phone at 260-399-7700 x 6061 or by email at ill@sf.edu.
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. Virtual Campus students are invited on campus to obtain a student ID to facilitate free or reduced admittance to USF events.

COUNSELING SERVICES
Whether a Virtual Campus student has concerns about personal issues or managing academic stress, counseling assistance is available to students through the Student Life Office.

INSURANCE
An insurance plan is available for Virtual Campus students. Students sign up directly with the insurance carriers. Information is available through the Student Life Office.

STUDENT ORGANIZATIONS
Clubs and organizations
The University has various student clubs and organizations that are listed on the school’s web site. If you are interested in getting in contact with any of the clubs or organizations at USF, please contact the Student Life Office.

ORIENTATION
Crown Point offers orientation onsite during new student registration. At this new student orientation, students are offered onsite assistance in a variety of service areas, and assigned an academic advisor.

An online graduate school orientation is available to students and includes valuable resources that will assist them with their transition to graduate school. The online graduate school orientation is available at: www.sf.edu/sf/graduate/admissions/orientation. Some programs provide specialized orientation at the beginning of their program.

Virtual Campus RN-BSN students’ first course (ICON 200) will include orientation to the online learning platform used in the USF Virtual Campus; therefore there is no separate orientation course offered to RN-BSN students. The course is made available 48 hours prior to the start of the session.

Virtual Campus Graduate students will take part in a self-paced orientation course to explain how the Virtual Campus environment and courses work. The course starts one week prior to the first day of the session and will be displayed in the Virtual Campus under My Courses Dashboard. Click the link to launch the course and begin reviewing the material.

Adult Accelerated students will complete a course providing orientation information and introduction to adult accelerated learning strategies for success at the beginning of their program.

PRINCIPLES AND POLICIES OF STUDENT LIFE
The University of Saint Francis is a unique community of individuals who have come together for the purpose of education in an environment that is marked by Christian and Franciscan values. In this community, every individual is encouraged to respect the rights, dignity and feelings of all community members. It is intended that the University of Saint Francis be a place where all are challenged to aspire to the highest ideals, both personally and academically, and where Christian ideals and values are lived out.

RIGHTS AND RESPONSIBILITIES
Because of the University of Saint Francis’ deep commitment to the spiritual and intellectual growth of its students, the university affirms the right of academic freedom for each student. Students who avail themselves of these rights must remember that the University of Saint Francis is not a public forum. Consequently, some activities that may be permitted at other institutions are inappropriate at the University of Saint Francis. Specifically, activities that promote otherwise lawful actions that are in direct conflict with the teachings of the Catholic Church will not be permitted. However, debates and open discussions of topics are encouraged. The University of Saint Francis insists that every student abide by the laws of the United States, the State of Indiana and established institutional rules and regulations.

Students must make themselves aware of the values, standards and policies of the university as contained in the Catalog/Student Handbook. Concerns and suggestions are always welcomed; however, threats, disturbances or force of any nature by a single student, a minority or majority will not be tolerated. The trustees, administration, faculty, and student body all have the obligation to protect the rights of students to the peaceful and orderly use of its resources, personnel and facilities.

The University of Saint Francis affirms the right of each student to study without undue restriction or disruption. It is the goal of the university to provide an atmosphere conducive to study. The university believes disruptive actions should be controlled from within the university community without involvement from outside authorities; however, if such instances should occur where outside enforcement of basic laws is necessary, local law enforcement agencies will be contacted.

A student has the right to be represented in the governance of the university through the Student Government Association. Students may also express their opinions on policies to other student representatives who serve on university committees.
JURISDICTION OF THE UNIVERSITY
A student is subject to university jurisdiction as long as he/she is registered or enrolled at the university. Any misconduct which brings discredit upon the university will subject the student to strict sanctions.

The university administration reserves the right to refuse readmission at the beginning of any semester to students who, in its opinion, have failed to give evidence of constructive citizenship.

OFF-CAMPUS CONDUCT
The university may discipline a student based upon off-campus misconduct or violation of university policies. The university may conduct an on-campus hearing independent of, and without waiting for, the result of off-campus criminal proceedings. The university also may report, and in some cases may have the obligation to report, violations of the law to civil authorities.

The university may deem any finding of a violation of the law by a civil authority as sufficient grounds for university discipline, up to and including expulsion, but the university in its sole discretion may conduct its own proceedings prior to and in addition to a civil proceeding.

In the event of any criminal charge by a civil authority or other circumstance, disciplinary action as outlined in Nonacademic Disciplinary and Appeal Procedures may be taken, up to and including suspension, if the circumstances require immediate action to protect a student or students, other members of the university community or university property.

CLUBS, ORGANIZATIONS OR GROUPS
Student clubs, organizations or groups on or off campus are subject to the same conduct regulations as individual students. A club, organization or group is responsible for the conduct of its members and will be held accountable if the misconduct of its members is related, in any way, to the group or organization. Disciplinary action may be taken against a group or individual depending upon the findings of the judicial officer.

STANDARD OF CONDUCT
All communities must develop a standard of conduct, which serves as a guideline for fostering a healthy and productive environment. The University of Saint Francis has developed policies and procedures in accordance with both its mission statement and values to serve as its standard of conduct.

This standard of conduct comes with the expectation that all university community members, including students, will reverently consider and follow the Franciscan values and will respect and follow the various policies and regulations of the university in a spirit of understanding and cooperation.

In a learning community, students must assume responsibility for their actions. In doing so, students will be subject to the university disciplinary process and sanctions should misconduct or a policy violation occur. Since some of the violations of these standards are also a violation of local, state and federal law, students may be accountable to both civil authorities and to the university for their actions. Disciplinary action at the university will proceed normally, notwithstanding any civil or criminal proceeding.

Misconduct or violation of student policies on campus, on university-related premises or off campus may subject the student to discipline.

Students shall govern their behavior so as to safeguard the educational process, protect individual and institutional rights and property, and ensure the safety of all members of the University of Saint Francis. Sanctions may result from the commission of any of the following offenses or violations of the standard of conduct policies or of policies outlined in other areas of the Student Handbook. The following list of types of misconduct is illustrative and not exclusive; any form of misconduct, even if it is not listed below, can be grounds for discipline.

1. Violation of any applicable law.
2. Acts that endanger the student in question, other persons or property.
3. Threatening behavior of any type including, but not limited to, threats of bodily harm, veiled threats, intimidation, and stalking.
4. Dishonesty, including cheating or knowingly furnishing false information to the university or other constituted authority.
5. Forgery, malicious destruction, damage, modification, or misuse of university documents, records or identification. (See Plagiarism, Campus Policies.)
6. Obstruction or disruption of teaching, administration, disciplinary procedures, or other university activities, or other authorized activities on university premises.
7. Theft of or damage to property of the university or member of the university community or campus visitors.
8. Unauthorized use, possession or duplication of university keys, and any unauthorized entry to or use of university facilities.
9. Possession or keeping of any type of firearms (including air or gas operated weapons), fireworks, knives, swords, dangerous chemicals, or explosive materials in university residence halls, classroom buildings, university related premises, or in a vehicle brought to the campus is prohibited. Any item brandished in a manner designed to cause harm or threaten another individual will not be tolerated. Further, knives over four inches in length, not purposely used for eating, are not permitted in the residence halls. Also, any decoration with a blade (i.e. swords, machetes, saws) is not permitted within the residence halls. All confiscated weapons will be turned over to the Fort Wayne Police Department.
10. Initiating, circulating or reporting to an official or an official agency a warning or report concerning a fire, bomb or other emergency or catastrophe that is known to be false.
11. Lewd, indecent, obscene, or otherwise illegal or immoral conduct or expression.
12. Failure to comply with direction of university staff or officials acting in the performance of their duties.
13. Violation of university policy regarding the use, possession or sale of alcoholic beverages or paraphernalia. \(\text{(See General Campus Policies and Principles of Student Life.)}\)
14. Violation of university policy regarding the use, possession or sale of illegal drugs or paraphernalia. \(\text{(See Principles and Policies of Student Life.)}\)
15. Any threat of bodily harm, injury or deliberate injury to any person on university premises or university-related premises.
16. Tampering with fire safety equipment, sounding false alarms or creating a fire hazard. Also, intentional interference with emergency evacuation procedures prescribed for any building, structure or facility on university premises or university-related premises.
17. Gambling on university premises or university-related premises. Gambling includes any money making or property exchanging events such as raffles, lotteries, bingo, and casino-type games.
18. Misuse of the campus telephone system including the charging of any long distance call to any other telephone without proper authorization, making obscene calls, making nuisance calls, or other misuse of university phones.
19. Violation of the university computer use policy. \(\text{(See General Campus Policies.)}\)
20. Transmitting inappropriate photographs or drawings (for example nude or semi-nude pictures, etc.) is outside the appropriate behavior for a student. Students receiving such pictures should report it to the Student Life Office.

**STUDENT LEADER EXPECTATIONS**

Student leaders at the University of Saint Francis have a unique position of privilege and, as such, they both benefit from the learning opportunities of their offices and positions and bear a special behavioral responsibility as they represent their club, organization, team and the university. Student leaders will at all times, both on and off campus, exemplify the Franciscan values of the university, exhibit socially acceptable behavior and obey local, state and federal laws. Because inappropriate or illegal behavior of student leaders can have such a damaging effect on community life and the reputation of organizations, teams, students and the university, such behavior will not be tolerated and can result in a variety of sanctions, including, but not limited to, removal from the position with no opportunity for regaining the position.

**STANDARD OF CONDUCT POLICIES**

**Alcohol Policy**

The University of Saint Francis supports a student life environment where the absence of alcohol is evident. The possession, consumption, serving, and selling of alcoholic beverages on university premises is limited to University of Saint Francis sponsored functions in restricted areas. When the university sponsors an event where alcohol is sold or served, all participants must be of legal age as governed by the laws of Indiana.

The University of Saint Francis will not tolerate drunkenness or public intoxication on university premises or university-related premises.

Consumption and/or possession of alcohol is also prohibited in the residence halls, at co-curricular events sponsored by Student Life, Student Government Association, Student Activities Council, and all other university clubs and organizations, while attending university-sponsored functions off campus and in vehicles owned or in use by the University of Saint Francis.

**Drug Policy**

In order to foster the personal health and development of students and to support an environment that is wholesome and supportive of the growth of students, the University of Saint Francis supports an environment where there is abstinence from illicit drugs.

The use of illicit drugs (including prescription drugs not prescribed for the user) is harmful and potentially life threatening. The use of these substances at a minimum can lead to an impairment of physical and mental capacities and at a maximum may lead to addiction and death.

Therefore, in order to support the current environment, the University of Saint Francis does not permit the possession, manufacture, sale, use, or sharing of illicit drugs or other controlled substances such as hallucinogenic herbs as defined in the Indiana Criminal Code by students on university premises or university-related premises. Students will be subject to prosecution by civil authorities as well. All individuals in a room where drugs are present, whether they have been engaged in the use of the drugs or not, will be held responsible for the actions taking place in the area. It should be further noted that a host or hosts of a party are subject to more severe sanctions. Host is defined as the resident(s) of the room(s) who is/are present in the room at the time the party was being held.
**Description of the Law – Federal Sanctions**

A person may not knowingly or intentionally manufacture, distribute or dispense a controlled substance without federal authorization. It is also illegal to create, distribute or dispense, or possess with the intent to distribute or dispense a counterfeit substance. 21USCA §841

Under federal law, a person may not knowingly or intentionally possess a controlled substance unless that substance was obtained directly or pursuant to a prescription from a practitioner.

Any person who attempts or conspires to commit any offense defined by these federal laws is punishable by imprisonment or a fine or both. The penalties for the violation of the federal statutes include imprisonment and fines.

**Description of the Law – State Sanctions**

Like federal law, Indiana law provides sanctions for the unlawful possession, use and distribution of illicit drugs and alcohol. Indiana bases legal sanctions on its classification of the substance. This classification is based on potential for abuse, the existence of a medical use and the possibility of dependency upon the drug. Therefore, sanctions may range from a Class A misdemeanor to a Class A felony. Violations become more serious and the penalty more severe if the person the drug was delivered to is under 18 years of age and at least three years younger than the deliverer, or if the delivery occurred on or near school property or on a school bus. The amount in question and an individual’s past record are also considered.

Indiana makes it a Class D felony to deliver a substance represented to be a controlled substance, or to manufacture a substance represented to be a controlled substance.

Under Indiana law it is a misdemeanor for a person to be in a public place while in a state of intoxication, or to operate a vehicle under the influence of drugs or alcohol while intoxicated. It is a Class C infraction for a minor to make a false statement of his or her age, or to possess or present false or fraudulent evidence of majority or identity. It is also a Class C misdemeanor for a person to sell, barter, exchange, provide, or furnish an alcoholic beverage to a minor. Finally, inducing a minor to unlawfully possess alcoholic beverages is a Class C infraction.

**Health Risks**

Many areas of a person’s life can be affected by drug or alcohol use/abuse. The negative physical and mental effects of the use of alcohol and other drugs are well documented.

Some of the health risks include the following:

Abusers have higher than normal incidents of illness, ranging from lethargy, depression, irritability, malnutrition, high blood pressure, blackouts, deterioration of brain cells, cirrhosis of the liver, heart collapse, damage to major organs, and sexually transmitted diseases including HIV complex (AIDS). The onset of these effects can be immediate.

The withdrawal from chemical dependency may also cause serious physical and psychological problems.

In addition to the physical risks, drug or alcohol use is often associated with increased social isolation, public embarrassment, date/acquaintance rape, vandalism, financial problems, and the deterioration of personal relationships and work or school performance. Alcohol use/abuse is also associated with poor academic performance.

**Treatment Available**

Students may seek help for drug or alcohol problems through the Student Life Office; referrals are made to outside agencies.

**Nondiscrimination Statement**

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

**Harassment**

Harassment is the commission of any act, or conspiring to commit any act that taunts, injures, degrades, disgraces, or tends to injure, frighten, degrade, or disgrace any person including, but not limited to, unwelcome phone calls, obscene or not. The University of Saint Francis reaffirms the principle that its students, faculty, staff, and administrators have a right to be free from harassment, (gender, sexual, racial, handicapped, or otherwise) by any member or practice of the University of Saint Francis community. Harassment is clearly inconsistent with the nature of an academic community and is a violation of state and federal law. Harassment on the part of students is prohibited. Cases of harassment on the part of faculty, administrators or staff will be handled under appropriate personnel policies. The Dean of Students (Sharon Mejeur, 399-7700 ext. 6745) is the contact person for informal discussions or making an informal or formal complaint. The right to confidentiality of all members of the community will be respected, in so far as practical, given the need for a thorough and complete investigation.
Sexual Harassment
The University of Saint Francis affirms the principle that its students, faculty and staff have a right to be free from sexual discrimination in the form of sexual harassment by any member of the academic community.

Sexual harassment is defined as an attempt to coerce an unwilling person into a sexual relationship, or to subject to unwanted sexual attention, or to punish a refusal to comply, or to create a sexually intimidating, hostile, or offensive working or education environment. Sexual harassment is understood to include a wide range of behaviors, from the actual coercing of sexual relations to the unwelcome emphasizing of sexual identity. This definition will be interpreted and applied consistent with accepted standards of mature behavior, academic freedom and freedom of expression. Please contact the Dean of Students (Sharon Mejeur, 399-7700 ext. 6745) for more information.

Community Members’ Responsibility
University community members, faculty, staff, and students are expected to conduct themselves so that the employment and educational environment is free of harassment and intimidation. Individuals must realize that a person who does not object to sexual or discriminatory comments or jokes may still be offended by them. University community members are expected to use common sense and good taste in their relationships and to treat one another with courtesy and respect. As examples, the following conduct could violate this policy:

- Making offensive sexual comments directed at particular individuals.
- Making offensive comments about another person’s body.
- Making any offensive sexual advances.
- Engaging in offensive touching of another person.
- Having or attempting to develop a romantic or sexual relationship with an individual who is a supervisor or who is in a less powerful position.
- Harassment on the basis of gender.
- Bullying or harassment including cyber bullying/harassment.

Complaint Procedure
Students experiencing problems with discrimination or harassment are encouraged to report the problems as soon as possible. The Dean of Students and the Title IX Coordinator has been designated by the university to meet with students to discuss their concerns and receive informal and formal verbal and written complaints.

Investigation, Resolution or Disciplinary Action
The circumstances of the alleged offense will be investigated to the extent necessary to make a determination as to whether the allegations contained in a complaint constitute a violation of the university’s policies. This investigation should normally be completed within 30 working days or less. If the investigation cannot be completed within that time, the complainant and the accused will be informed.

Resolution of any complaint of discrimination or harassment may take place by informing, educating, mediating, or negotiating informal agreements or disciplinary action. After a decision has been made, the accused may appeal the findings and/or proposed remedies to the Executive Vice President within three working days of the receipt of the decision. The appeal must be made in writing with specific reasons stated as to why the individual believes an appeal is in order. (See Appeal of Title IX Investigation Decisions) The decision of the appeals committee is final; there shall be no further appeals. The right to confidentiality of all members of the community will be respected, in so far as practical, given the need for a thorough investigation and following Title IX guidelines.

The university explicitly prohibits retaliation against individuals for bringing a complaint to the attention of the university.

Hazing
Indiana law prohibits hazing. Hazing means forcing or requiring another person, with or without the other person’s consent, to perform an act that creates a substantial risk of bodily injury as a condition of association with a group or organization. Like any other state law, this applies at the University of Saint Francis. The university supports this law and sets it forth in order to educate its students. The responsibility for complying with the hazing law and other laws rests with the students and the organizations they create.

Any violation of the hazing law of which the university becomes aware can be the basis of disciplinary action, up to and including expulsion.

Our Franciscan values call upon us to create a trustful and affirming community. It is inconsistent with our Franciscan values for one student to subject another student, with or without the other student’s consent, to physical, mental, emotional, or psychological abuse or intimidation as a condition of association with a group or organization.

Responsibility for compliance with these Franciscan values rests with the students and organizations they create. Any violation of these Franciscan values of which the university becomes aware can be the basis of disciplinary action, up to and including expulsion.
Sexual Assault and Misconduct Policy

This policy applies to student-to-student conduct. The University of Saint Francis affirms respect, responsibility and caring between students. Sexual misconduct on the part of students is clearly inconsistent with the purposes of an academic community and thus is a violation of the Standard of Conduct as well as a violation of state and federal law. To file a complaint or learn more, contact Sharon Mejeur, Dean of Students at 399-7700 ext. 6745 or smejeur@sf.edu.

Sexual misconduct includes, but is not limited to:

- Unwanted verbal (including telephone), written (including electronic media), pictorial, or physical conduct of a sexual nature which a reasonable person would consider intimidating, hostile, offensive, and/or which adversely affects the learning or living environment of any student.
- Non-consensual touching of any sexual or intimate part of the body.
- Unwanted forceful sexual contact. The use of force may include, but is not limited to, use of body weight, pushing or hitting, coercion, or threats.
- The use of force (body weight, hitting or pushing, use of a weapon, threats to kidnap or kill, for example) to overcome earnest resistance to engage in sexual intercourse.
- Earnest resistance may be verbal or physical, or lack of express consent.
- Sexual intercourse with an individual under the age of 16, with or without consent.
- Sexual intercourse when the victim is incapable of consent by reason of mental incapacitation or physical helplessness and force is not used. (See Commentary on Consent.)

Commentary on Consent

Because sexual misconduct between students often occurs in the context of the use of alcohol or other controlled substances, it is important to stress the critical significance of clear communication and levels of responsibility for behavior while under the influence. Under theories of consent, when an individual is intoxicated to the point of physical helplessness, and is unable to communicate consent or lack thereof, that individual can no longer be responsible for himself/herself, and the other individual must assume the responsibility not to have sexual contact. Therefore, if an individual is severely intoxicated, and unable to consent or to indicate lack of consent, having sexual contact will be considered sexual misconduct by the university.

Programs

For incoming students, the University of Saint Francis provides educational programs for the purpose of promoting awareness of sexual assault, date rape and other types of sexual misconduct. In addition, the Residence Life staff receives training before the beginning of the semester to assist students who may encounter such incidents.

JUDICIAL POLICIES

Immediate Disciplinary Action

1. If the circumstances require immediate action, disciplinary action may be taken, up to and including suspension, without notification to the student of the misconduct and without provision for meeting informally with the student to hear the student response to the misconduct.
2. In the event of such immediate disciplinary action, notification to the student of misconduct and provision for the student to meet informally with a university official to respond to the misconduct issue will occur within ten business days of the immediate disciplinary action. Following the informal meeting, the sanction may be retained, reversed or an alternative discipline may be imposed.

Nonacademic Disciplinary Procedures

1. Misconduct by any member of the university student community may be reported to the appropriate university official. Incidents related to residence halls shall be directed to the Director of Residential Life and Housing or his/her designee; other campus incidents should be directed to the Associate Dean of Students.
2. The appropriate university official will address the misconduct by the following:
   a. Informing the student of the misconduct.
   b. Providing the student an opportunity to meet informally or communicate with a university official so that the student can respond to the misconduct issue. Because this is a non-adversarial disciplinary procedure, judicial procedures including, but not limited to, legal counsel, witness testimony and cross-examination will not apply. In his or her sole discretion, however, the university official may interview others.
   c. Imposing disciplinary sanctions if warranted. The university official will respond to the student in writing within ten university business days of the initial meeting or communication with the university official. While the student is encouraged to attend, his/her presence is not required for sanctions to be set.
3. The Dean of Students or his or her designee is responsible for university suspensions or expulsions related to nonacademic issues or incidents.
Sanctions

Some actions are obviously inconsistent with the ideals of the university community and raise the question of whether the offender wishes to remain a member of this voluntary community, and whether the community wishes him/her to remain here.

When a violation occurs, there are a variety of sanctions which may be imposed as disciplinary responses. Sanctions may be used independently or in combination, depending upon the circumstance of the violation, and will not necessarily be prescribed in sequence. The University of Saint Francis is free to modify these sanctions in accordance with individual circumstances.

- Warning - A notice in writing to the student that the student is violating or has violated any institutional regulations.
- Disciplinary Agreement - An agreement between the student and disciplinary officer.
- Probation - A written reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to be violating an institutional regulation(s) during the probationary period.
- Loss of Privileges - Denial of specified privileges for a designated period of time.
- Fines - Fines may be imposed.
- Restitution - Compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement.
- Educational Sanctions - Work assignments, service to the university, or other related educational assignments. In some cases special educational seminars, classes or workshops may be required.
- Activity Suspension - The student is removed from campus involvement for a period of time, including, but not limited to, club, athletic or activity involvement. Conditions for lifting the activity suspension may be specified.
- Disciplinary Hold - The student’s ability to obtain his or her official transcript or to register for classes may be put on disciplinary hold until the student satisfies the university’s concerns.
- University Expulsion - Permanent separation of the student from the university. Any student expelled from the university must refrain from visiting the university premises except when engaged in official business and with prior written approval from the Student Life Office.

Sanctions may be appealed to the next administrative level. For nonacademic disciplinary decisions, the Dean of Students is the highest level of appeal and for Title IX decisions the highest level of appeal is the Executive Vice President.

**APPEAL OF NONACADEMIC DISCIPLINARY DECISION**

1. The student may appeal a nonacademic disciplinary decision by submitting a written request to the Dean of Students within three business days of receiving the disciplinary decision. This procedure does not apply for sanctions/decisions from Title IX investigations. See Appeal of Title IX Investigation Decisions.

2. The appeal request should be typed and include the following: what specific decisions/sanction(s) are being appealed, in regard to the specific decisions/sanction(s) what change is being requested, and why the decision/sanction should be changed. The appeal can be emailed to the Dean of Students at smejeur@sf.edu.

3. Failure to submit the written request within three business days waives the right to request an appeal and causes the decisions and sanctions to become final.

4. The Dean of Students will appoint and chair an Appeals Committee comprised of a faculty member, a student and another member of the university community. The Appeals Committee will review the student’s written request and meet informally with the appropriate university official.

5. Because this is a non-adversarial disciplinary procedure, judicial procedures including, but not limited to, legal counsel, witness testimony and cross examination will not apply.

6. The Appeals Committee may uphold the discipline imposed, reverse it or impose alternative discipline.

7. The Dean of Students will respond to the student in writing within ten university business days of the Appeals Committee meeting regarding the decision of the committee.

8. The decision of the Appeals Committee is final; there shall be no further appeals.

**APPEAL OF TITLE IX INVESTIGATION DECISIONS**

1. All Title IX related sanctions/decisions are appealed to the Executive Vice President. Title IX investigations typically originate with a complaint made by a member of the campus community and includes areas such as gender discrimination, sexual harassment, sexual violence, and bullying and discrimination harassment.

   a. The student may appeal a Title IX decision by submitting a written request to the Executive Vice President or her designee within three business days of receiving the decision.

   b. The appeal request should be typed and include the following: what specific decision/sanction(s) are being appealed, in regard to the decision/sanction(s) what change is being requested, and why the decision/ sanction(s) should be changed. The appeal can be emailed to the Dean of Students at smejeur@sf.edu.

   c. Failure to submit the written request within three business days waives the right to request an appeal and causes the decisions and sanctions to become final.

   d. The Executive Vice President will appoint and chair an Appeals Committee comprised of a faculty member, a student and another member of the university community. The Appeals Committee will review the student’s written request and meet informally with the student and other individuals as needed.
e. Because this is a non-adversarial disciplinary procedure, judicial procedures including, but not limited to, legal counsel, witness testimony and cross examination will not apply.
f. The Appeals Committee may uphold the discipline imposed, reverse it or impose alternative discipline.
g. The decision of the Appeals Committee is final; there shall be no further appeals.

**GENERAL CAMPUS POLICIES**

**Complaint and Comment Procedures**
The university and its staff strive to improve student services and welcome input from students. All students are encouraged to resolve concerns or complaints directly with the appropriate faculty, staff, department chairs, or deans in an informal manner unless a university policy or procedure exists (examples are the academic grade appeal policy and procedure and the harassment/sexual harassment policy and procedure). If the informal communication does not adequately address a student’s concerns, the student may contact the Vice President for Academic Affairs for academic concerns and the Dean of Students for nonacademic or student life concerns.

The Vice President for Academic Affairs or the Dean of Students will review the situation with the appropriate area and will either respond personally to the complaint or direct the appropriate member of the institution to do so within ten days of receipt of the written complaint.

Please note: Due to federal regulations the university generally only corresponds with students, not parents or guardians.

**Fundraising Policy**
For complete explanation of policy and online request form: sf.edu/sf/campus/fundraising
An online Fundraising Request Form must be completed by the requester and will be automatically submitted to the Student Life Office for distribution to appropriate parties for approval.

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

The consequences of a hold on a student’s record could include any or all of the following:

- The student’s registration for classes will be delayed.
- The student will not receive a copy of his/her university transcript.
- The student will not receive a copy of his/her semester grades.
- A graduating student will not receive a diploma.

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

**Medical Withdrawal**
*(BY PERMISSION OF THE STUDENT LIFE OFFICE)*
The University of Saint Francis seeks to establish a community environment that is safe, orderly and conducive to its students’ personal and intellectual growth. Students enter and remain at the university on the condition that they accept and comply with the university’s Franciscan values, principles, policies, and standards of conduct. Consequently, the university may ask a student to withdraw voluntarily or a student may be withdrawn involuntarily if the student possesses a physical, emotional or psychological condition which:

- Has a significant danger of causing imminent harm to him/herself or to others.
- Substantially impedes the lawful activity of other members of the campus community.
- Reasonably indicates that he/she is unable to meet minimal standards of academic performance and/or accepted social norms.
- Cannot be effectively treated or managed while the student is a member of the university community.

**Emergency Action (Medical Withdrawal)**
A student may be immediately and involuntarily withdrawn without prior consultation with physicians, counselors, the student, or any other person if necessary to protect the student, other members of the university community or university property (“Emergency Action”). In that event, the procedure described below will occur within ten university business days of the Emergency Action.
Procedure (Medical Withdrawal)

- **Investigation.** Except in the case of Emergency Action, the Dean of Students or designee will conduct an investigation before imposing an involuntary medical withdrawal. A Statement of the student’s physical and emotional well-being may be requested from a qualified healthcare professional of the university’s choosing. The student (or his or her parent or guardian if the student is a minor) shall sign a waiver so that the university may receive all medical records and consult with any healthcare providers as necessary to investigate and decide the matter. If the student refuses to execute the waiver and release, the student may be expelled immediately.

- **Informal Meeting.** During the investigation, an informal meeting or communication with the student will take place and, as appropriate, other persons may be involved. The purpose of the meeting is to determine whether the student is able to continue at the university prior to receipt of the Statement. If needed, others will be consulted to provide additional information. If it is determined that the student is unable to continue at the university prior to receipt of the Statement, the Dean of Students or designee will impose appropriate conditions including, but not limited to, immediate suspension pending receipt of the Statement and completion of this procedure.

- **Decision.** The Dean of Students or designee will determine whether an involuntary medical withdrawal is required and communicate that decision to the student in writing. Instead of imposing an involuntary withdrawal, the following actions may be taken: (a) impose appropriate conditions for continuance at the university or (b) impose no conditions if none are required. A student upon whom an involuntary withdrawal is imposed may elect a voluntary medical withdrawal. The decision regarding all aspects of the Medical Withdrawal is final; there are no appeals.

- **Re-admittance.** If a medical withdrawal occurs, conditions for re-admittance may also be imposed. In addition, any student hospitalized for psychiatric care, whether or not that hospitalization occurred as the result of a medical withdrawal under this policy, may be asked to submit prior to resuming classes or on-campus residence, a letter must be sent to the Student Life Office from his/her psychiatrist/psychologist indicating that he/she is emotionally capable of resuming academic coursework and, if applicable, the responsibilities of on-campus residency. Such a student must also respond to any request for information by the Student Life Office for release of any necessary healthcare information, healthcare records and any other information required to make an informed decision.

- **Refunds.** A student withdrawn from classes under this policy is eligible for tuition and fee refunds according to the refund policies.

**Solicitation Policy**

No student or student organization may sell goods or services or solicit for any purpose whatsoever without prior written permission from the Student Life Office. Non-student and non-university related organizations may not solicit or sell to University of Saint Francis students using University facilities without written authorization from the Student Life Office. No door-to-door solicitation is permitted if a student is on campus.

**Student Educational Records**

The University of Saint Francis supports and is subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). This act affords students certain rights with respect to their educational records. The rights afforded by FERPA are:

1) The right to inspect and review the student’s education record within 45 days of the day the university receives a request for access. A student wishing to review his or her academic education records must make a written request to the Registrar’s Office. A student wishing to review his/her student life records must make a written request to the Student Life Office. The request must list the specific records the student wishes to inspect and review. The Registrar and/or Student Life Office will make arrangements for access and notify the student of the time and place where the records may be inspected.

2) The right to request the amendment of any part of the student’s education records that he or she believes is inaccurate. Students may ask the university to amend a record that they believe is inaccurate or misleading. They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3) The right to consent to disclosures of personally identifiable information contained in the student’s education record, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic, or support staff position (including law enforcement and health staff); a person or company with whom the university has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the university may disclose education records without consent to officials of another school in which a student seeks or intends to enroll. Another exception is release of the student’s educational record to parents of a dependent student.

4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the office that administers FERPA is available from the Registrar’s Office.
Directory Information

The university may disclose directory information about a student without prior consent of the student. “Directory information” means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed and includes the student’s name, addresses (local and permanent), e-mail address, telephone number, date and place of birth, photograph, major field of study, dates of attendance, grade level, enrollment status (e.g. undergraduate or graduate, full time or part time), degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, and the most recent educational institution attended. A student has the right to withhold the release of directory information. Students may withhold directory information by notifying the Registrar in writing. The university will honor these requests for one academic year; therefore, authorization to withhold directory information must be filed by students annually in the Registrar’s Office.

If a student wishes to grant someone else, such as a parent, access to information contained in the student’s educational record (i.e. financial aid, billing, grades, etc.), the student must fill out and sign an Authorization for Release of Information form. These forms are available in the Registrar’s Office.

Emergency Notifications

The University uses ConnectEd, a campus-wide notification system. The system can store several phone numbers and email addresses for all members of the campus community and reaches all of those numbers simultaneously. Students should be sure the Registrar’s Office has the most up-to-date cell phone numbers, landline numbers, and email addresses. Should an emergency arise on campus, or should classes be canceled for any reasons, students will be notified through the system. If classes are canceled, announcements will also be made on local radio and television stations as well as www.cancellations.com.

Survey Policy

Anyone who wishes to survey all students, or large groups of students, must first obtain written approval from the Office of Institutional Research and Effectiveness (OIRE). Please allow at least one week for the OIRE approval process. Surveys that are part of an academic requirement must first have the instructor’s written approval before authorization will be given by the OIRE. This policy does not apply to classroom opinion polls or questionnaires that will be distributed to a single class by a faculty member. Formal research projects done by students, faculty or staff will require approval from the Institutional Review Board (IRB). Please note that the IRB process can take several weeks to complete.

OFFICES

BUSINESS OFFICE
Trinity Hall, Room 100, 260-399-8004, busofc@sf.edu, Fax: 260-399-8156

Payment for tuition and other fees is processed in the Business Office. The Business Office coordinates the university’s payment plans and outside agencies such as VA and Vocational Rehabilitation. Students may request book vouchers online through Cougar Connection to utilize excess financial aid to pay for their books. Payment deferral is available to students receiving employer reimbursement through Cougar Connection by providing credit card information and documentation of benefits from the employer.

The Business Office is available to students during regular office hours, Monday through Friday 9:00 a.m. to 4:00 p.m., and outside of regular office hours by appointment.

CAMPUS MINISTRY
Campus Ministry Building, 260-399-8010, campusministry@sf.edu

Campus Ministry is a part of the fabric of the University of Saint Francis providing opportunities for worship and fellowship with a full schedule of masses, plus various groups and events. All of the activities in Campus Ministry are open to everyone, so do not feel as if you need to be Catholic to join in on Campus Ministry opportunities. The chapel is located on the west end of Trinity Hall and is open during the week for prayer.

The Campus Ministry Center is located behind the Brookside Mansion and is where you will find the CM staff plus areas intended for anyone’s use – two kitchens (one on the first floor and one in the basement), a spacious basement with multiple little rooms that are great for studying and a large den with couches, a TV, and a pool table! The building is open daily from 7:30 a.m.- 11:30 p.m. during the semester, so feel free to come in and use the space!

For updates on all events and groups, go to the Campus Ministry website at http://www.sf.edu/sf/campus-ministry. God bless you in your time at USF and welcome to the community!

CAMPUS SHOPPE
Pope John Paul II Center, 260-399-8075

The Campus Shoppe bookstore sells textbooks, course materials, emblematic clothing, supplies, gifts, and sundries. In addition, a number of new and innovative services focused on delivering cost savings and convenience will be introduced to students. The University of Saint Francis students have access to:
In-store and online textbook rentals - Students now have the option of getting rentals either online or in the bookstore. Students opting for textbook rentals will save more than 50 percent over the cost of a new printed book and can pay for rental fees by using cash, checks, credit, or student financial aid.

Rapidly expanding selection of eTextbooks - In addition to offering savings of up to 60 percent over new printed books, Barnes & Noble’s revolutionary and free Nook Study™ application serves up eTextbooks in an engaging format that enhances the overall learning experience.

Generous cash-for-books program - Students with books faculty plan to reuse next semester will be eligible for a 50 percent cash payout, up to needed inventories.

Registration Integration – A user-friendly Registration Integration system allows students to reserve and order textbooks immediately after they register for courses online, automatically populating carts with the right books for the right class and making the purchasing process more convenient than ever.

The Campus Shoppe bookstore also has its own locally managed Facebook page and will have access to FourSquare promotions and the student focused blog, CollegeJuice.com. Additionally, students have access to the latest innovation in online shopping, known at social commerce, which allows students to shop for books, clothing, or school merchandise directly from the bookstores’ Facebook page at www.facebook.com/USFCampusShoppe. For more information, visit us online at www.usf.bncollege.com.

CAREER SERVICES
Pope John Paul II Center 210, 260-399-8065
Career Services 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 career services include:

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

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

CENTER FOR SERVICE ENGAGEMENT
Campus Ministry Building, 260-399-8080, serve@sf.edu
The Center for Service Engagement creates and coordinates opportunities for students, staff, and faculty to lead, serve and learn outside of the classroom through engagement in meaningful service and service learning. Through established partnerships with campus and community agencies and organizations, the Center seeks to promote civic awareness of community needs and social justice issues through commitment towards making a difference in our world.

Students with a class assignment related to community service, service learning or action research or student clubs, organizations or sports teams who desire or are required to participate in a service project should visit the Center for Service Engagement website to view and register for service opportunities. During the first visit to the CSE website, students should begin their search at the “Getting Started” link. Participant login is your USF user-name and password. You will be prompted to complete an online orientation and score 8/10 or better on a short quiz that follows before you can register for a service opportunity. Once you pass the quiz, you may register for activities and will not need to complete the orientation or quiz again. Service activities are categorized by community partner agency, area of interest and length of commitment. Students may also elect to sign up for a one page bi-weekly e-newsletter about upcoming opportunities by an email to serve@sf.edu or by visiting our website.

The Center for Service Engagement promotes and supports:

- Student, faculty and staff service in the community
- Service Learning (Service tied to an academic course and academic learning outcomes)
- Days of Service, such as the Annual Martin Luther King, Jr. Day of Service
- Campus-wide service initiatives
- Monthly student service project opportunities
- Alternative service trips
- Grant opportunities for service events and projects
- Alumni and post college service opportunities
- Summer service opportunities
- Service recognition
- Official service transcripts which detail your service activities for future employers

The Center for Service Engagement is open daily from Monday through Friday, 9:00 – 5:00 p.m. (office door will be locked when staff is not present). Alternately, students may contact us via phone or email to make an appointment for more assistance.
**FINANCIAL AID**

Trinity Hall, Office of Financial Aid, 260-399-8003, finaid@sf.edu

All financial aid applicants (undergraduates and graduates) must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA is a confidential form which provides the financial aid staff with the expected family contribution as calculated by the U.S. Department of Education. Students must complete the FAFSA each year during their enrollment to be considered for financial aid. To be considered for state funding, Indiana residents must complete the FAFSA by the March 10 deadline prior to the beginning of the fall semester.

The philosophy of student financial aid is based on the rationale that the student and family, where applicable, are the primary resources in funding the student’s education. The university will use the expected family contribution as determined by the U.S. Department of Education to determine available funding from federal and state resources. Students in the Virtual Campus and Accelerated Programs will receive significantly reduced tuition, and therefore not be eligible for additional institutional funds.

The University of Saint Francis offers the following kinds of financial aid: Federal and state grants, Federal loans, and private/alternative loans. Complete information on each type of financial aid assistance offered can be found on the university website.

**REGISTRAR**

Pope John Paul II Center, Room 207, 260-399-8061, registrar@sf.edu, Fax: 260-399-8161

The Registrar’s Office maintains official academic records for all students, and will gladly assist with questions related to academic status. Services provided by this office include issuing transcripts ($5 per copy; unofficial copies are free), transcript evaluation for transfer credit, Veteran Benefits Assistance, enrollment certification for insurance, student loan deferments, publishing the semester course schedules and final exam schedules, online and traditional registration for courses, adding/dropping of courses, changing majors, and diploma distribution at graduation.

Further information about services offered by the Registrar’s Office is available at sf.edu/registrar.

**STUDENT ACADEMIC SUPPORT SERVICES (SASS)**

Pope John Paul II Center, Suite 210, 260-399-8065, tbugajski@sf.edu

SASS offers resources and assistance at no cost to the student to encourage academic success. Tutoring is available online to students through SmarThinking. A link is provided through Blackboard and the Virtual Campus depending on the learning platform utilized by the student’s program.

**Student Disability Support Services**

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

Students who present appropriate paperwork and qualify for support services may receive modifications and accommodations to facilitate academic access. Paperwork must be sent to Student Academic Support Services so a Confidential Student Summary letter can be prepared and sent to the individual student.

Once the student receives the letter it is the student’s discretion to submit the letter to each faculty member. Students are not required to use their accommodations however; accommodations are not retroactive and can only be utilized from day of presentation to faculty forward. Students may access the Student Disability Services at http://www.sf.edu/sf/studentservices/academics/disability.

**STUDENT LIFE OFFICE**

Trinity 137, 260-399-8100, studentlife@sf.edu

The Student Life Division promotes student learning and personal growth and development. Students who have identified a learning or personal need are encouraged to contact the Student Life Office.
EDUCATIONAL EXPENSES

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

ALUMNI SECOND DEGREE DISCOUNT
Alumni who have received a bachelor’s or master’s degree at USF, and enroll in one of our Master’s Degree programs, will automatically receive a substantial tuition discount. Other scholarships and discounts offered through USF cannot be stacked on top of this discount.

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

STUDENT ACCOUNT RECORD
Students can access their Student Account Record on “Cougar Connection.” Students are expected to use “Cougar Connection” whenever they need to review their Student Account Record, check their balance due, verify transaction activity and/or print their Student Account Record History and 1098T. Students can obtain login assistance at the Help Desk in the Lee and Jim Vann Library in Pope John Paul II Center or by calling 260-399-8195.

RETURNED CHECKS
Checks returned unpaid because of insufficient funds or for any other reason are considered a serious matter by the university. There is a $25 service charge if a check is returned to the University for any reason. The student whose account was credited will be notified that the check has been returned. Returned checks must be redeemed at the Business Office with cash, cashier’s check or money order by the due date on the notice sent to the student. Personal checks are not acceptable for the redemption of a returned check. The ability to pay with a personal check will be suspended with the second returned check.

PAYMENT OF TUITION
Tuition is to be paid each semester. Payment must be received in the form of financial aid, cash, check or credit card (online) no later than the published due date. Late fees will be added to a past due account after the published due dates. Students may send their payments through the mail, pay on-line through CashNET on Cougar Connection, or at the Business Office during operating hours or use the afterhours drop box. Students with a past due balance on their student account are placed on Business Office Hold. Students who have a Business Office Hold on their account will not be able to register for classes, and may have future enrollment cancelled until the student account is paid in full.

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.

DELINQUENT ACCOUNTS
All unpaid bills are subject to the following regulations:

• Credit for university work will not be given to any student for a diploma, a teacher’s certificate, or for transfer purposes, until all debts to the university have been paid.
• Students will not be eligible for readmission unless accounts are paid in full.
• Students who have delinquent accounts may be restricted from attending classes until satisfactory arrangements have been made for payment of their past due obligations to the university.

REFUND POLICY
1) Registration constitutes a contractual agreement between the student and the University of Saint Francis.
2) Should a student decide not to attend classes at the University, the student must notify their Academic Advisor in writing and the student must complete an exit interview for any applicable Federal Loan programs.
3) Failure to attend classes does not withdraw a student from classes.
4) Students that drop a class during the drop/add period may have a refund due to them. This refund amount will be calculated based on revised billing and financial aid packaging.
5) If a student does not begin the withdrawal process or otherwise notify the University of their intent to withdraw due to illness, accident, grievous personal loss, or other circumstances beyond the student’s control, the University may determine the appropriate withdrawal date.
6) Students who receive Title IV funding (Federal Pell Grant, Federal Stafford Loans, PLUS Loan, etc.) and completely withdraw from USF are subject to the Title IV return of funds calculation, as mandated by the Department of Education. The Title IV refund calculation is different than USF’s refund calculation; therefore, a student who withdraws before completing 60 percent of an enrollment period may owe USF for charges no longer covered by returned federal aid.
7) Refunds will be made in the following order:
   a) Unearned Federal Aid
   b) Outside agencies
   c) The student
8) 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.
9) Students are responsible to pay any outstanding balance owed to USF after all adjustments have been made to their account based on the state, Federal (Title IV), and USF refund policies.

**REFUND SCHEDULE – TRADITIONAL**

**Fall and Spring Semester Refund Schedule**

The following schedule reflects the percentage of tuition and fees refund allowable to students who officially withdraw from all of their courses for a traditional Fall or Spring Semester:

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

**Summer Term Refund Schedule**

Refund schedule for traditional Summer Term tuition and fees for students who completely withdraw from all of their traditional summer courses:

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

**REFUND SCHEDULE – ACCELERATED**

The following schedule reflects the percentage of tuition refund allowable to students who completely withdraw officially from any semester in the virtual campus or accelerated programs. After the drop/add period, refunds only apply to students who withdraw from all of their courses.

<table>
<thead>
<tr>
<th>Week During the Session</th>
<th>Tuition Refundable</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the first week of the session</td>
<td>100%</td>
</tr>
<tr>
<td>During the second week of the session</td>
<td>50%</td>
</tr>
<tr>
<td>After second week of the session</td>
<td>0%</td>
</tr>
</tbody>
</table>

**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.

**BUSINESS OFFICE 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:
   Business Office Appeals Committee
   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 Business Office Appeals Committee are final.
FINANCIAL AID

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

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

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

VERIFICATION PROCESS
During the processing of a student’s FAFSA, the U.S. Department of Education will select files for a process called verification. Students who are selected for verification will be notified by the school and must provide the requested documentation to be eligible for federal, state or institutional funds.

Students who are selected for verification will not receive funding until the verification materials have been submitted and the financial aid file is completed. Students who do not comply with the request for additional information are responsible for making the necessary payment arrangements with the University’s business office. The University of Saint Francis reserves the right to adjust a student’s award as necessary in order to comply with federal, state and institutional financial aid guidelines and federal regulations.

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

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

SOURCES OF FINANCIAL AID
The university offers financial assistance to College of Adult Learning students through:

- Federal Pell Grants
- Frank O’Bannon State Grants
- Federal Stafford loans
- Federal Grad PLUS loans
- Institutional Funds for Crown Point and traditional Graduate Programs

Federal Pell Grants
The Federal Pell Grant is awarded to those students who demonstrate financial need as determined by the completion of the FAFSA. Students must be enrolled in three or more credit hours and meet university academic standards. Otherwise eligible students must be enrolled in an undergraduate degree program and cannot have previously earned a bachelor’s degree. Please note that once a student earns a bachelor’s degree the student is no longer eligible for the Federal Pell grant even if the student continues with undergraduate coursework.

Frank O’Bannon State Grants
The Frank O’Bannon Grant Program consists of the Freedom of Choice Award (FOC) or 21st Century Scholar Program. The FOC is awarded to full-time undergraduate students who demonstrate financial need and attend an eligible private institution within the State of Indiana. The 21st Century Scholars program is a state program eligible students sign up for in 7th or 8th grade. At a private school, it is equal to the average of all state tuition rates.

Indiana residents who wish to have their eligibility for funds determined by the Indiana Commission for Higher Education (ICHE) must be sure to file the FAFSA so that it is received by the central processing system by March 10th. Eligible students must also
determines the dollar amount of each student's award based on the family contribution, the diploma type, and the cost of attendance. Funds provided by the State of Indiana are limited to tuition and fee costs incurred at the institution.

**Federal Stafford Loans**

There are two types of Federal Stafford Loan, subsidized and unsubsidized. Students must demonstrate financial need to qualify for a subsidized loan. The federal government will pay (subsidize) the interest that accrues on subsidized Stafford loans while the student is enrolled at least half time and during the grace period. For the 2012-2013 the interest rate for the loan is 3.4%. Unsubsidized loans are not need-based, and the student is responsible for paying the interest that accrues until the loan is paid in full. The student can opt to pay the interest while in school or allow it to be capitalized (add to the principal of the loan) when he or she goes into repayment. For the 2012-2013 the interest rate for the loan is 6.8%

Students must have a valid FAFSA on file and be enrolled at least half time to be eligible to borrow the Stafford loan. Students will be notified of their Stafford loan eligibility via the award notification. Students who wish to borrow the Stafford loan must complete a [Master Promissory Note](#) (MPN) and [entrance counseling](#). Once the MPN is signed, it is valid for 10 years while attending USF. After the MPN and entrance counseling are completed, students will automatically have loan funds they are eligible for disbursed to their student accounts unless they notify the Office of Financial Aid in writing that they wish to decline all or a portion of the loan.

Students are not required to make payments on Stafford Loans while they are enrolled at least half-time (at least 6 credit hours per semester). Students have a six month grace period prior to entering repayment on Federal Stafford loans. The grace period begins when the student graduates, drops below half-time, or ceases to be enrolled.

**Federal Grad PLUS Loans**

The Federal Grad PLUS loan program is for graduate students. The graduate student borrower must be a U.S. citizen or permanent resident and must be enrolled at least half-time. Eligibility is based on credit. Students may borrow up to the cost of attendance, minus any other aid received. Applicants must complete a FAFSA and must have applied for their maximum annual loan eligibility through the Federal Subsidized and Unsubsidized Stafford Loan Program before applying for the Grad PLUS loan. The loan has a fixed interest rate of 7.90%. Repayment will be deferred while the student is enrolled at least half time, though interest will accrue after full disbursement of the loan.

**Institutional Aid**

**Graduate Student Assistantships**

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

**Graduate Scholarships**

Students in traditional USF graduate programs may apply for one-semester need-based scholarships awarded annually. To apply for a graduate scholarship, complete the Graduate Scholarship Application (Online) or download and submit the Graduate Scholarship Application (PDF) to the Office of Financial Aid. Additional information is available at the Graduate School Office, which can be reached at 260-399-7700 extension 8400.

**Academic Scholarships**

Students attending the Crown Point location may qualify for academic scholarships upon admission to the university. First-time freshmen are awarded based on an institutional ranking determined by a combination of high school GPA and SAT/ACT scores. Transfer students are awarded based on cumulative college GPA. Contact your admissions counselor for more details.

**USF Affordability Grant**

The USF Affordability Grant is awarded to full-time CrownPoint students who demonstrate financial need as determined by the FAFSA. Students who wish to have their eligibility for the USF Affordability Grant determined by the Office of Financial Aid must be sure to file the FAFSA so that it is received by the central processing system by the March 10th priority deadline. Students who submit the FAFSA after the March 10th priority deadline may jeopardize their eligibility for this grant. Receipt of additional Federal, State or Institutional funds may adjust/replace the University of Saint Francis Affordability Grant. Contact the Office of Financial Aid with questions about the USF Affordability Grant.

**USF 2nd Undergraduate Degree Grant**

The USF 2nd Undergraduate Degree Grant is awarded to full-time Crown Point students with a prior bachelor's degree. Recipients must demonstrate financial need and be pursuing an additional undergraduate degree. The maximum annual amount of this grant is $2,500. Contact the Office of Financial Aid with questions about the USF 2nd Undergraduate Degree Grant.
**USF 21st Century Scholars Grant**

The USF 21st Century Scholars Grant is awarded to full-time Crown Point students who are participants in the Twenty-first Century Scholars Program. Students who are Twenty-first Century Scholars will receive a minimum of $4,500 in institutional funding, which can include academic, athletic or other aid from USF. Recipients must be in good standing with the Twenty-first Century Scholars Program and must be sure to file the FAFSA so that it is received by the central processing system by March 10th. Contact the Office of Financial Aid with questions about the USF 21st Century Scholars Grant.

**USF Recognition Award**

The University of Saint Francis Recognition Award is awarded to full-time Crown Point students who were not awarded an academic scholarship (including department awards) upon entry to the University, have reached Sophomore Standing or above (32+ Credit Hours), and have a cumulative GPA of 3.5 or above. The award can be renewed for a total of eight semesters provided the student maintains a cumulative GPA of 3.5 or higher. Students enrolled prior to May 1 will be evaluated to determine eligibility and/or renewal of the award for the following year. The university has a priority FAFSA filing deadline of March 10 prior to the student’s fall enrollment. The FAFSA must be received by the central processing system by March 10th prior to the beginning of the students fall enrollment. Receipt of additional Federal, State or Institutional funds may adjust/replace the USF Recognition Award.

**USF Franciscan Alliance Scholarship**

Employees of the Franciscan Alliance may qualify for a scholarship up to 50% of tuition and fees minus state, Federal, and other Institutional Aid. This scholarship cannot be combined with discounted tuition, such as Virtual Campus or Alumni Second Degree. For more information, see the application posted on the website.

**Financial Aid Appeal Process**

If for any reason a student is dissatisfied with a financial aid award and cannot resolve his or her differences with the Office of Financial Aid, a written appeal may be submitted to finaid@sf.edu or mailed to:

Scholarship and Financial Aid Committee
University of Saint Francis
2701 Spring Street
Fort Wayne, Indiana, 46808

This committee will review the appeal and is responsible for rendering a final decision.
Satisfactory Academic Progress (SAP)

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

Qualitative Requirement for SAP

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

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

Quantitative Requirement for SAP (Pace of Progression)

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

Repeated Coursework

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

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

Maximum Timeframe

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

Failure to meet SAP requirements

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

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

SAP Appeals

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

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

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

Approved Academic Plans will be evaluated at the end of each term. Failure to meet the criteria of the Academic Plan will result in Financial Aid Suspension. Appeals will be reviewed by the Director of Financial Aid who will consult with appropriate staff or faculty members as needed.

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

The academic year for the virtual campus consists of three semesters: Fall, Spring, and Summer. Each semester will be divided into three types of course lengths. Most traditional programs are offered in full sixteen week courses. Virtual Campus courses generally Enrollment load is based on the combination of each session within a semester.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Term Dates</th>
<th>Sub-term</th>
<th>Start Day</th>
<th>Start Date</th>
<th>End Day</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>8/26/2013 - 12/13/2013</td>
<td>Full 16 week term</td>
<td>Monday</td>
<td>8/26/2013</td>
<td>Friday</td>
<td>12/13/2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1st 5-weeks</td>
<td>Monday</td>
<td>8/26/2013</td>
<td>Friday</td>
<td>9/27/2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd 5-weeks</td>
<td>Monday</td>
<td>9/30/2013</td>
<td>Friday</td>
<td>11/1/2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3rd 5-weeks</td>
<td>Monday</td>
<td>11/4/2013</td>
<td>Friday</td>
<td>12/6/2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1st 8-weeks</td>
<td>Monday</td>
<td>8/26/2013</td>
<td>Friday</td>
<td>10/18/2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd 8-weeks</td>
<td>Monday</td>
<td>10/21/2013</td>
<td>Friday</td>
<td>12/13/2013</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>1/13/2014 - 5/2/2014</td>
<td>Full 16 week term</td>
<td>Monday</td>
<td>1/13/2014</td>
<td>Friday</td>
<td>5/2/2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1st 5-weeks</td>
<td>Monday</td>
<td>1/13/2014</td>
<td>Friday</td>
<td>2/14/2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd 5-weeks</td>
<td>Monday</td>
<td>2/17/2014</td>
<td>Friday</td>
<td>3/21/2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3rd 5-weeks</td>
<td>Monday</td>
<td>3/24/2014</td>
<td>Friday</td>
<td>4/25/2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1st 8-weeks</td>
<td>Monday</td>
<td>1/13/2014</td>
<td>Friday</td>
<td>3/7/2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd 8-weeks</td>
<td>Monday</td>
<td>3/10/2014</td>
<td>Friday</td>
<td>5/2/2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1st 5-weeks</td>
<td>Monday</td>
<td>5/5/2014</td>
<td>Friday</td>
<td>6/6/2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd 5-weeks</td>
<td>Monday</td>
<td>6/9/2014</td>
<td>Friday</td>
<td>7/11/2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3rd 5-weeks</td>
<td>Monday</td>
<td>7/14/2014</td>
<td>Friday</td>
<td>8/15/2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1st 8-weeks</td>
<td>Monday</td>
<td>5/5/2014</td>
<td>Friday</td>
<td>6/27/2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd 8-weeks</td>
<td>Monday</td>
<td>6/30/2014</td>
<td>Friday</td>
<td>8/22/2014</td>
</tr>
</tbody>
</table>

### CANCELLATION OF CLASSES

The university reserves the right to cancel courses from the course schedule because of insufficient enrollment.
ACADEMIC POLICIES

RIGHTS AND RESPONSIBILITIES
The University of Saint Francis has established policies that recognize the academic rights of students, faculty, and administrators. 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 Virtual Campus Catalog. 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 University of Saint Francis.

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.


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 Office of the Vice President of Adult Learning. The student, or students, will be sent a certified letter.

Upon a second offense the student, or students, will receive an F in the course in which the offense occurred. The information pertaining to the offense will be brought before a committee that consists of the following:

- Vice President of Adult Learning, Chair
- School Dean
- 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 Adult Learning Senate

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

REGISTRATION
Registration information (course schedules, registration dates and deadlines, etc.) is available at the USF website. The Registrar’s pages have all the details required for registering http://www.sf.edu/sf/registrar/schedules/registration-schedule. Students are responsible to make sure they meet all degree requirements for their program. Regular consultation with the academic advisor is recommended.
APPLICATION FOR GRADUATION
The university has Commencement services once a year, typically on the first weekend in May. Students who complete their degree requirements during an academic year (fall, spring, or summer term) may participate in Commencement. Candidates for graduation must apply for the degree in the academic year in which they intend to graduate. Applications must be submitted by April 1 in order to be listed in the Commencement Program. The Application for Graduation form is available from student’s Academic Advisor or on the registrar’s forms page.

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

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

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

TRANSCRIPT OF CREDITS
A transcript of credits is obtained from the Office of the Registrar. A written request should include the student’s Social Security Number and current address for proper identification, the student’s signature, and a $5.00 payment by cash or check for each official copy (with imprinted seal and signature). There is no charge for unofficial copies of transcripts. Transcripts can also be ordered with a credit card online through the National Student Clearinghouse.

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.

GRADUATE PRIOR LEARNING ASSESSMENT CREDIT
Prior Learning Assessment credit (PLA) is college credit given for graduate level learning acquired through job training programs, significant work experience which shows a progression of responsibility and sophistication in a field, and can be shown to be related to the objectives of the university and the respective program. Credit is given for the learning and skills acquired and not for the experience itself. Information concerning this process is available on the Registrar’s webpage at http://www.sf.edu/sf/registrar/transfer-credit/prior-learning-assessment.

UNDERGRADUATE PRIOR LEARNING ASSESSMENT CREDIT
Prior learning can be demonstrated through a variety of methods such as professional development activities (conferences, continuing education activities, specialty certifications) and work or life experiences. Each program will list examples of experiences that would be relevant to their program.

A maximum of 32 credit hours can be earned toward a Bachelor’s degree and 16 credit hours can be earned toward an Associate degree. A maximum of 14 credit hours can be earned toward the RN-BSN degree. While credit is awarded for prior learning, no grades are assigned. Certain programs cannot award credit for prior learning because of rules created by Indiana licensing and regulatory agencies. No duplication of credit is allowed.

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 College of Adult Learning program or it will be necessary to repeat the admission process. Specific programs have the discretion to adhere to a shorter timeframe.

COMPLETING DEGREE REQUIREMENTS
Once a student has begun coursework toward a 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 College of Adult Learning, his or her file will be kept for an additional two semesters. Candidates must reapply to the program if they discontinue coursework for two or more consecutive semesters. 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 program.
COURSE LOAD
Twelve (12) semester hours or more constitutes full-time status for undergraduate programs. Nine (9) semester hours or more constitutes full-time status for graduate programs. Individual course loads are determined by the Academic Advisor in consultation with the student.

COURSE LIMIT POLICY
Students enrolled in a College of Adult Learning program will take no more than a total of eighteen (18) undergraduate credit hours or twelve (12) graduate credit hours during any one semester of study unless granted special permission from the program director/chair/advisor.

CLASS ATTENDANCE
Student attendance in online and applicable blended courses is defined as active and consistent participation in the course as described in the individual course syllabus. Online and blended courses will, at a minimum, have weekly requirements for student participation which can be documented by any or all of the following methods:

- Completion of tests
- Submission/completion of assignments as specified by the professor/instructor
- Communication with the professor/instructor

Students in online or blended courses must demonstrate their participation by the last day of the published add/drop period for the term or semester in order to verify their enrollment. Students who fail to verify their enrollment will be dropped from the course. Students who fail to maintain active participation in an online or blended course will not receive credit for the course.

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). GPA required to graduate is determined by the program.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Distinguished Performance</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Superior</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>Passing, but below average</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure in course or unofficial withdrawal</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete work</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
</tr>
</tbody>
</table>

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

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

It is the student’s responsibility to request an Incomplete. The student must fill out an Incomplete Grades Form before the instructor turns in final grades. This form must be signed by the student, the instructor, and the program director/department chair. A summary of the work to be completed is to be included with the form. All Incomplete grades are given a deadline of no more than eight weeks after the last day of the semester. If no grade is submitted the Registrar’s office is authorized to change the Incomplete to an F.
RETAI0G A COURSE
Currently enrolled students may retake a course in the current catalog (for which he/she received a “C” or lower) 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.
- Courses previously passed can only be counted in enrollment for financial aid when repeated one time.

DROP/ADD PERIOD
Students in traditional semester programs have one (1) week to drop or add courses to their schedule. Students have until 5:00 P.M. on the Friday of the first week of classes to drop/add their courses either on Cougar Connection or in writing to the registrar’s office.

Students in accelerated programs have 48 hours after a course begins to drop or add a course in his/her schedule. Students have until 11:59 P.M. on Tuesday of the first week of the session for their course to drop or add classes. This can be done either on Cougar Connection or in writing to the student’s advisor.

Before dropping or adding a course, students should verify with Financial Aid the impact the change in enrollment will have on their financial aid eligibility.

- Financial Aid for students who drop or add courses will be recalculated based on their new enrollment levels.
- After the drop/add period, students will be required to submit an email to their advisor stating their intent to withdraw from a course.

After this drop/add period, students who withdraw from courses will receive the appropriate W/WP/WF grade based on their program policies.

WITHDRAWAL
After the drop/add period students who want to drop their courses must withdraw from those courses. It is important for students to settle their affairs with the university prior to withdrawal.

In order to properly complete the withdrawal process, prior to formally withdrawing, make sure you contact:

- Office of Financial Aid to make sure you understand any effect your withdrawal will have on your current and future financial aid eligibility
- Business Office to understand effect on your bill, if any
- Academic Advisor to request a withdrawal from any or all courses and to understand your academic status if leaving the university and upon potential return

The student must contact his/her advisor to formally withdraw from any course and request to withdraw in writing.

- All withdrawals are made officially by the Registrar’s Office to safeguard the accuracy of the student’s permanent record.
- Changes in full-time and part-time status may affect student financial aid.

Students in traditional length courses:

- Will receive a grade of “W” after the first week and up to mid-semester;
- Will receive a grade of “WP” if passing or “WF” if failing after mid-semester and up to the end of the term;
- Must withdraw from the course by 5:00 P.M. on the Friday prior to final exams. Withdraws will not be processed during finals week.

Students in accelerated format classes:

- Will receive a grade of “W” after Tuesday of the first week of the session and up to the end of the session;
- Must withdraw prior to 5:00 P.M. on Friday of the last week of the session. Withdraws will not be processed after 5:00 P.M. on the Friday of the last week of a session.

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

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

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

STEPS IN GRADE APPEAL PROCESS
1. Appeal to the Faculty Member. The student shall, in good faith, attempt to settle the grade in dispute by meeting with the faculty member who issued the grade. This meeting shall be accomplished within ten university business days from the date on which the student received official notification of his or her final grade from the university registrar.
2. **Appeal to the 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 program director. To do so, the student shall submit a letter, not to exceed two typed pages, to the 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 Director. The student may also attach supporting documents to this letter. The Program Director will meet with the student within ten university business days after the receipt of the letter. For distance education or northwest students, teleconferencing or videoconferencing may be used to conduct the meeting. The program director will respond, in writing, to the student and the faculty member within ten university business days after the meeting.

3. **Appeal to the Vice President of Adult Learning.** If the student is not satisfied with the decision of the program director who rendered a decision on the grade dispute in step two above, then the student has the option of appealing to the Vice President of Adult Learning. To activate this option the student shall submit a written request to the Vice President of Adult Learning to convene an Academic Appeals committee. The student shall submit the written request within ten university business days of receiving the decision of the program director. The student may attach materials previously submitted to the program director, but no additional materials are to be submitted.

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

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

- The Vice President of Adult Learning, chair.
- Two faculty members appointed by the Vice President for Academic Affairs.
- 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 a family member 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. Teleconferencing or videoconferencing may be used to conduct the meeting for students not within a reasonable driving distance.

The Academic Appeals committee shall notify the student, faculty member, and program director of its decision in writing and issues its written recommendation to the President within ten working days after considering the issue. The President shall either accept or reject the recommendation of the Academic Appeals committee within fifteen working days of the recommendation. The President shall notify the Vice President of Adult Learning, the student, program director, 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 partied involved.

**UNDERGRADUATE PROBATION, SUSPENSION, AND DISMISSAL**

A student in good standing at the university must maintain a minimum cumulative GPA of 2.00. Incoming transfer students are considered in good academic standing if the combined, cumulative GPA from all previous institutions is a minimum of 2.0.

Failure to maintain academic standards required for specific programs will result in probation, suspension, or dismissal. A student whose cumulative GPA is below 2.0 is placed on academic probation. When placed on academic probation, a student must correspond weekly with her/his academic advisor to address issues relating to academic performance. Academic probation is a serious warning to a student that his/her scholastic record may result in suspension of one year or permanent dismissal from the university. In order to continue at the University of Saint Francis, satisfactory improvement must be shown in each semester.

A Bachelor degree student will be placed on academic suspension for one year if the cumulative GPA is below 1.66 after attempting 32 hours; 1.80 after attempting 64 hours; 2.00 after attempting 96 hours.

For an Associate degree student, the above cumulative GPAs apply at the end of 16 attempted hours, 32 attempted hours, and 48 attempted hours, respectively.
The final decision concerning all matters of academic probation, suspension and dismissal rests with the Admissions and Academic Progress Committee. The committee reserves the right to suspend or dismiss a student at any time if he/she is not making satisfactory progress toward a degree. Refer to the Student Handbook for non-academic sanction policies.

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

**Graduate Progression/Dismissal**

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

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

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

**Transfer of Course Credit**

Students may request transfer of credit for work completed at another accredited institution. The maximum number of credit hours that may be accepted are determined by the specific program requirements. No credit will be given for Graduate courses in which the grade was below a “B” or Undergraduate courses in which the grade was below a “C” unless otherwise indicated by specific program requirements. In some instances, 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 courses for which transfer credit is requested. Approval of all transfer credit is the prerogative of the program director and the Registrar for undergraduate programs or Director of the Graduate School for graduate programs. Some programs may have additional criteria required for the transfer of credit.

Students may request transfer of credit for graduate work completed at another accredited institution. A range of 1-15 credit hours (determined by the department chair/program director) of graduate credit which meet degree requirements may be accepted at the master’s level. Transfer grades will not be included in the cumulative Grade Point Average.

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 Registrar prior to registering for coursework at another institution. All other transfer policies will apply to the transfer of newly earned credit at another institution.

**Thesis and Extended Registration**

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

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

A. A grade of incomplete is recorded for the thesis course and the student is required to register for a non-credit, continuous registration course, USF 500 Thesis Completion.

B. The Thesis Completion course is for one term and has a $500 fee. For each subsequent term (Fall, Spring, Summer) when a grade is not submitted, the student is again required to register for USF 500, as many times as needed, for as long as it is within the five-year limit for the completion of the degree.

C. The grade of incomplete remains on record as long as the student remains registered for the Thesis Completion course. If the thesis is not completed within the five-year time limit for all degree requirements, an F will be entered for the final grade of the course.

D. Upon the successful defense of the thesis, the faculty member submits a grade for the thesis, which is recorded for the original course registration. All USF 500 classes receive a NC (No Credit) and are not figured in the GPA.

E. In the event a student does not finish all degree requirements within an academic year, that student is removed from the anticipated year of graduation and moved into the following year’s class. (This applies even if the student is listed in the Commencement program or participates in Commencement.) The diploma will show the year of completion, based on the last term in which the student is registered. Students will only be listed once in the Commencement Program, regardless of the actual year of completion.
F. The continuous registration requirement is waived if the student has submitted a final copy of the thesis and a defense is scheduled. In that case an incomplete is assigned for a maximum of eight weeks as per the policy on incomplete grades. The student is not required to register if the delay is due to the need to schedule faculty for a defense of the thesis.

**USF 500 Thesis Completion**

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

**INSTITUTIONAL REVIEW BOARD (IRB)**

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

**EXCEPTIONS TO POLICIES**

All appeals for exceptions to stipulated policies and requirements must be submitted in writing to the Vice President of Adult Learning for presentation to the Adult Learning Senate.
TRADITIONAL GRADUATE PROGRAMS

MASTER OF ARTS IN THEOLOGY (MA)

DR. ADAM DEVILLE, PROGRAM DIRECTOR

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

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

The program reflects the commitment of USF to the faith and teachings of the Catholic Church.

ADMISSION REQUIREMENTS

- A Bachelor’s degree with a strong liberal arts component, preferably some coursework in theology, and an undergraduate GPA of 3.0 or better on a 4.0 scale.
- Two letters of recommendation regarding their personal dedication to theology and their academic qualifications.
- GRE may be required at the discretion of the Program Director.
- Writing sample on a theological topic, with a minimum of 1250 words.
- Admission interview with the Program Director, or an individual designated by the department Chair may be required at the discretion of the Program Director.
- Upon admission, student will take a placement exam testing his/her general knowledge of theology. If in the opinion of the Department of Philosophy-Theology, the student is deficient in basic theological preparation, he/she may be required to take remedial courses at the undergraduate level.

PROGRAM OUTLINE

The program consists of 36 semester hours. 21 semester hours of core courses and 15 credit hours concentrated in one of three areas: (1) Moral Theology, (2) Marriage and Family, or (3) General Theology. Students may take up to three courses (nine credit hours) each term.

CORE COURSES:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>THEO 500</td>
<td>Foundations of Scripture</td>
<td>3</td>
</tr>
<tr>
<td>THEO 510</td>
<td>Systematic Theology</td>
<td>3</td>
</tr>
<tr>
<td>THEO 520</td>
<td>Moral Theology</td>
<td>3</td>
</tr>
<tr>
<td>THEO 522</td>
<td>Liturgy</td>
<td>3</td>
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<tr>
<td>THEO 525</td>
<td>Church History</td>
<td>3</td>
</tr>
<tr>
<td>THEO 595</td>
<td>Master’s Thesis/Fieldwork</td>
<td>3-6</td>
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</tbody>
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ORAL THEOLOGY CONCENTRATION:

Core Requirements plus 9 required hours and 6 elective hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>THEO 521</td>
<td>Catholic Social Teaching</td>
<td>3</td>
</tr>
<tr>
<td>THEO 528</td>
<td>Contemporary Moral Issues</td>
<td>3</td>
</tr>
<tr>
<td>THEO 575</td>
<td>History of Church-State Relations</td>
<td>3</td>
</tr>
<tr>
<td>Two electives</td>
<td>6</td>
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</tbody>
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MARRIAGE AND FAMILY:

Core Requirements plus 9 required hours and 6 elective hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>THEO 521</td>
<td>Catholic Social Teaching</td>
<td>3</td>
</tr>
<tr>
<td>THEO 564</td>
<td>Social and Political Theology of Marriage and Family</td>
<td>3</td>
</tr>
<tr>
<td>THEO 564</td>
<td>Domestic Church</td>
<td>3</td>
</tr>
<tr>
<td>Two electives</td>
<td>6</td>
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GENERAL THEOLOGY:

Core Requirements plus 15 hours from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>THEO 501</td>
<td>Franciscan Intellectual and Spiritual Tradition</td>
<td>3</td>
</tr>
<tr>
<td>THEO 515</td>
<td>Christology</td>
<td>3</td>
</tr>
<tr>
<td>THEO 521</td>
<td>Catholic Social Teaching</td>
<td>3</td>
</tr>
<tr>
<td>THEO 526</td>
<td>Ecclesiology</td>
<td>3</td>
</tr>
<tr>
<td>THEO 527</td>
<td>Sacraments</td>
<td>3</td>
</tr>
<tr>
<td>THEO 528</td>
<td>Contemporary Moral Issues</td>
<td>3</td>
</tr>
<tr>
<td>THEO 529</td>
<td>Mariology</td>
<td>3</td>
</tr>
<tr>
<td>THEO 531</td>
<td>Readings in Medieval Theology</td>
<td>3</td>
</tr>
<tr>
<td>THEO 532</td>
<td>Readings in Early Church Theology</td>
<td>3</td>
</tr>
<tr>
<td>THEO 533</td>
<td>Readings in Reformation and Post-Reformation Theology</td>
<td>3</td>
</tr>
</tbody>
</table>
THEO 534 Scriptural Topics 3 credit hours
THEO 535 Women’s Spirituality 3 credit hours
THEO 536 Theology of the New Testament 3 credit hours
THEO 537 Theology of the Old Testament 3 credit hours
THEO 555 Catechetical Methods 3 credit hours
THEO 561 Ethics in Marriage and Family 3 credit hours
THEO 562 Catholic Bio-Medical Ethics 3 credit hours
THEO 563 Sacrament of Marriage 3 credit hours
THEO 564 Social and Political Theology of Marriage and Family 3 credit hours
THEO 565 The Domestic Church 3 credit hours
THEO 575 History of Church-State Relations 3 credit hours

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

**Thesis/Field Experience:**
The graduate student should consult with potential advisor(s) regarding the feasibility and merit of topics of interest. The student recommends someone to be his faculty research director with that person’s consent; this choice must be approved by the Program Director. The graduate student, the research director, and the Program Director determine the time and place of the Defense of the Thesis/Field Experience.

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

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

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

THEO 500: FOUNDATIONS OF SCRIPTURE, 3 CREDIT HOURS
An introduction to the Hebrew Scriptures and the New Testament with attention to the cultural contexts in which the texts were formed, canon formation, their transmission and translation, the nature of biblical authority, and methods of interpretation. The close study of a variety of selected texts will also take note of their use by individuals and faith communities.

THEO 501: FRANCISCAN INTELLECTUAL AND SPIRITUAL TRADITION, 3 CREDIT HOURS
An exploration of the Franciscan charism in its 13th century roots. Using primary sources, it will attend to what is spiritually distinctive in the lives of Francis and Clare, the context in which their spirituality emerges, and their impact on early Franciscan movements. The course will trace the charism through later spiritual movements and note how individuals fruitfully integrate this spirituality into their intellectual endeavors. The mutual influence of charism and intellect will be examined in the contributions of Alexander of Hales, St. Bonaventure, Bl. John Duns Scotus, Roger Bacon, William of Ockham, Teilhard de Chardin, Bl. John XXIII and others.

THEO 510: SYSTEMATIC THEOLOGY, 3 CREDIT HOURS
Theology is seen as faith seeking understanding. This course will attend to basic beliefs, the development of doctrine, and models of articulation in the historical and contemporary life of the applicant’s faith community. The course will examine the role of religious reflection and interpretation in major doctrinal movements.

THEO 515: CHRISTOLOGY, 3 CREDIT HOURS
A historical and systematic study of the person and mission of Jesus Christ as revealed in Sacred Scripture and Church Tradition. Special emphasis will be placed upon the early ecumenical councils as well as contemporary Christological issues.

THEO 520: MORAL THEOLOGY, 3 CREDIT HOURS
An examination of how faith defines and seeks the good life. The course will study how, through reflection and spiritual practices, the individual and the faith tradition articulate values, undergo conversion and reform, and struggle to express their mission in the contexts they find themselves.

THEO 521: CATHOLIC SOCIAL TEACHING, 3 CREDIT HOURS
Examination of the theological foundations of the Church’s teaching on questions of poverty, justice, human rights, ecology, peace, war, and the right ordering of society. The historical development of Catholic social teaching will be surveyed, and contemporary challenges will also be explored.

THEO 522: LITURGY, 3 CREDIT HOURS
An examination of the theological foundations of the Roman Catholic Liturgy. The course will explore the nature of worship, the historical roots and development of the Liturgy and contemporary issues relating to the celebration of the Liturgy.

THEO 525: CHURCH HISTORY, 3 CREDIT HOURS
A survey of the history of the Catholic Church from its foundations in the Gospels to the late 20th century. Special emphasis will be placed on the Church as an institution as well as the development of various spiritual and theological movements in the Church.

THEO 526: ECCLESIOLOGY, 3 CREDIT HOURS
A study of the continuity and change in the Church’s self-understanding of her nature, with special attention being paid to the ecclesiological vision and ecumenical implications of Lumen Gentium, Orientalium Ecclesiarum, and Unitatis Redintegratio of the Second Vatican Council. Attention will be paid to the Eucharistic foundations of the Church and also the practical-structural outworking of that communio theology in the episcopal and papal offices.

THEO 527: SACRAMENTS, 3 CREDIT HOURS
An historical and systematic study of the seven sacraments of the Catholic Church. Emphasis will be upon the sacraments as instituted by Jesus Christ and developed in Church Tradition, as well as their being reflected upon by Catholic thinkers throughout history.

THEO 528: CONTEMPORARY MORAL ISSUES, 3 CREDIT HOURS
Selected issues in personal and social morality will be addressed within the framework of Catholic moral teaching. Areas include human sexuality, human life issues (abortion, euthanasia, stem cell research), war and peace issues, and economics.

THEO 529: MARIOLOGY, 3 CREDIT HOURS
An examination of the significance of Mary, the Mother of God both in her person and in the history of salvation. A theological examination of the major declarations on Mary from her identity as the New Eve and the Mother of God to her role as the Queen of heaven. Prerequisite: THEO 510

THEO 530: PASTORAL THEOLOGICAL METHOD, 3 CREDIT HOURS
An introduction to various theological methods that are useful in the integrative discipline of pastoral counseling. Students will explore the historical and theological foundations for the ministry of pastoral counseling, its grounding in congregational and specialized ministry, and its critical relationship to behavioral and other sciences. The course will frame the approach to methodological issues historically, allowing
students to locate various methods in relating to the long history of this discipline including contemporary national and intercultural contexts. Methods for critical reflection and decision-making will be presented and implemented through case studies and examination of problems and procedures in counseling.

**THEO 531: READINGS IN MEDIEVAL THEOLOGY, 3 CREDIT HOURS**
Selected readings of key thinkers and texts in the medieval Church (400 A.D. – 1400 A.D.).

**THEO 532: READINGS IN EARLY CHURCH THEOLOGY, 3 CREDIT HOURS**
Selected readings of key thinkers and texts in the Early Church (90 A.D. – 400 A.D.).

**THEO 533: READINGS IN REFORMATION AND POST REFORMATION THEOLOGY, 3 CREDIT HOURS**
Selected readings of key thinkers and texts in the Reformation and Post Reformation Church (1500 A.D. – 2000 A.D.).

**THEO 534: SCRIPTURAL TOPICS, 3 CREDIT HOURS**
Selected study of a particular genre of biblical literature (wisdom literature, historical literature, gospels, epistles, apocalyptic, etc.).

**THEO 535: WOMEN’S SPIRITUALITY, 3 CREDIT HOURS**
Study of themes pertaining to women’s spirituality. Potential topics include women in Scripture, models of female holiness, incarnation, embodiment, and women’s bodies, women mystics, and contemporary women’s spirituality.

**THEO 536: THEOLOGY OF THE NEW TESTAMENT, 3 CREDIT HOURS**
Study of theological themes as they emerge in the New Testament writings. Also covers the various forms of textual criticism.

**THEO 537: THEOLOGY OF THE OLD TESTAMENT, 3 CREDIT HOURS**
A study of the unfolding of God’s self-communication through the Old Covenant and its preparatory role in the Incarnation, life, suffering, death, resurrection, ascension, and second coming of Jesus Christ. **Pre-Requisite: THEO 500**

**THEO 540: HISTORY OF PASTORAL CARE AND COUNSELING, 3 CREDIT HOURS**
This course prepares pastoral counselors to understand his/her contemporary ministry cast within the rich tradition of religious care of the whole person. Content of the course will include:

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

**THEO 550: PASTORAL DIAGNOSIS, 3 CREDIT HOURS**
This course will interface contemporary practices in diagnosing and treating emotional disorders with theological resources for assessment in religious contexts. The course will relate current psychiatric and systemic diagnostic categories and their differential treatment strategies to religious understandings of the human person, functional theological norms, and pastoral roles and tasks. Case studies and other practical diagnostic exercises will frame the content of the course.

**THEO 555: CATEchetical METHODS, 3 CREDIT HOURS**
An examination of the nature and history of catechesis. The course focuses on Creed, Code and Cult within the Catholic tradition and discusses their role in faith formation. The course also explores the fundamental elements of catechetical work and critically examines various curricula used in catechesis.

**THEO 560: BASIC PASTORAL CARE, 3 CREDIT HOURS**
This course surveys basic pastoral responses to care of the human person through the life course and situational crises in human life. The course will provide a beginning understanding of human emotional and physiological processes in grief, trauma, crises and developmental transition, and draw both from contemporary and historic models of care to develop a basic frame for pastoral responses in these crises and transitions.

**THEO 561: ETHICS IN MARRIAGE AND FAMILY, 3 CREDIT HOURS**
An examination of the ramifications of the 4th, 6th, and 9th commandments upon ethical life in the family, including the formation of a life of virtue in spouses and children, modern ethical challenges to family life (such as contraception, abortion, pornography, sterilization, in vitro fertilization, and surrogacy), and the theological implications of this ethical life. **Pre-Requisite: THEO 520**

**THEO 562: CATHOLIC BIO-MEDICAL ETHICS, 3 CREDIT HOURS**
A study of Catholic teachings on bio-medical ethics in a variety of magisterial and theological writings including universal and national health care directives. These teachings will be framed within a theological context of Catholic social teaching and tradition and then applied to current issues. **Pre-Requisite: THEO 521**

**THEO 563: SACRAMENT OF MARRIAGE, 3 CREDIT HOURS**
A consideration of the sacramental reality of marriage. Its examination will be historical—surveying how the notion of sacrament and its practice has changed over the centuries—and also an analysis in terms of the “two lungs of the Church”: Western and Eastern Christian rituals for marriage, along with their underlying theological similarities and differences. **Pre-Requisite: THEO 522**

**THEO 564: SOCIAL AND POLITICAL THEOLOGY OF MARRIAGE AND FAMILY, 3 CREDIT HOURS**
The social and political implications of the Church’s theology of marriage and family as enshrined in such documents as the 1983 “Charter of the Rights of the Family” published by the Holy See. Special attention will be paid to sociopolitical challenges to the Church’s teaching. **Pre-Requisite: THEO 521**
**THEO 565: THE DOMESTIC CHURCH, 3 CREDIT HOURS**
An examination of the way the family is a central element in God’s gifts for human redemption. It will focus upon the family as a “center of living, radiant faith” and the “first school of Christian life” as it exercises the “priesthood of the baptized” in sacrifice and prayer. (*Catechism of the Catholic Church*, paragraphs 1655-1657). **Pre-Requisite: THEO 522**

**THEO 570: SPIRITUALITY AND SPIRITUAL FORMATION, 3 CREDIT HOURS**
The objectives of this introductory course will help students (re)discover the sources of their own spirituality. It will acquaint them with a variety of spiritual resources from other religious traditions—especially the traditions of Buddhist mindfulness practice and Christian contemplative prayer. The course will help them experience the relational and communal nature of spirituality. The course will help individuals acquire an appreciation for the vital connection between spirituality and pastoral counseling.

**THEO 575: HISTORY OF CHURCH-STATE RELATIONS, 3 CREDIT HOURS**
An historical and ecumenical study of the relations between the Church and the various manifestations of state power and agency over the last two millennia, concentrating on three particular eras: the Constantinian, the medieval (particularly the Gregorian revolution of the late 11th century), and the modern (from 1870 onwards). In each case the question of the *libertas Ecclesia* will be given close attention. Modern challenges to church-state relations, primarily in the United States, will be examined. **Pre-Requisite: THEO 525**

**THEO 595: MASTER’S THESIS/FIELD WORK, 3-6 CREDIT HOURS**
In his or her final semester the student will do one of the following:
- Complete six credit hours of independent scholarly research culminating in a Master’s thesis (approx. 75 pages) under the direction of a faculty member in the Department of Philosophy and Theology, or
- Complete three credit hours of pastoral field work under the supervision of the director of the Pastoral Ministry program in the Department of Philosophy and Theology.

Prerequisite: Successful completion of Comprehensive Exams
**Note:** Failure to complete a thesis within the term registered will require registering for USF 500 Thesis Completion.
MASTER OF ARTS IN STUDIO ART (MA)

DR. ESPERANCA CAMARA, PROGRAM DIRECTOR

ADMISSION REQUIREMENTS

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

Each applicant must submit:

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

PROGRAM OVERVIEW

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

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

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

Facilities – The Rolland Center

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

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

On-Campus/ Off-Campus Options

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

PROGRAM GOALS AND CURRICULUM

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

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

- technical mastery in their studio major and the ability to explore the creative possibilities of their chosen medium
- technical competence in their supporting area and an understanding of its creative possibilities
- the ability to compose a clearly-articulated artistic philosophy which includes an understanding of the relationship between the form and content of their art
- the ability to evaluate critically the formal and expressive elements of works of art and to situate works of art in their historical and theoretical context
The 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.

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.

**Course Descriptions**

**ART 500: Continuing Education in the Arts, 3 credit hours**
This course allows students to continue their education in the arts without enrolling in a degree program. The specific topics taught in this course vary and may include workshops in digital photography, sculpture, and watercolor. This course counts toward Continuing Education Units for teacher recertification. It is not applicable toward the M.A. in Studio Art degree.

**ART 501: Drawing, 3 credit hours**
Introduction to graduate drawing; exploring media, researching content, and developing personal style.

**ART 502-505: Advanced Drawing, 3 credit hours**
Advanced drawing, stressing individual problem solving. The student will be expected to design his/her personal curriculum with the approval of the instructor or attend regularly scheduled classes with advanced course syllabi. Each course will be of increasing complexity and proficiency.

**ART 506: Digital Imaging, 3 credit hours**
An introductory study of digital imaging processes and techniques in both the visual and commercial arts. Computer imagery will be generated using interactive processing software. Students will study photo manipulation, retouching, etc., in single and multiple color images. **Prerequisite: ART 550 or instructor's permission**

**ART 508: Computer Graphics, 3 credit hours**
A design class dealing with computer illustration utilizing current vector software. Designs will utilize type, illustration, space, and color. Course work will include the design of corporate logos, book and editorial illustrations, etc. Both Macintosh and PC platforms are taught.

**ART 509: Desktop Publishing, 3 credit hours**
A course which deals with the complexities of computer design and the layout of various real-world graphics arts print projects using current layout software on both PC and Macintosh platforms. Design emphasis on utilization of type, photography, space, and color. Course work will include design and layout of various ads, brochures, etc.

**ART 510: Painting, 3 credit hours**
Pictorial composition involving problems of form, theme and techniques. Students will explore and utilize the painting media best suited for their creative endeavors.

**ART 511-514: Advanced Painting, 3 credit hours**
Advanced painting, stressing individual problem solving. The student will be expected to design his/her personal curriculum with the approval of the instructor or attend regularly scheduled classes with advanced course syllabi. Each course will be of increasing complexity and proficiency.

**ART 515: Interactive Multimedia Presentations, 3 credit hours**
Study of interactive multimedia presentations. Combining text, graphics, music, speech, and animation with various electronic devices. Utilizing multimedia computer technology to create interactive presentational works of art. **Prerequisite: ART 506, 508**

**ART 516: Publication and Design in Internet, 3 credit hours**
An introduction to the World Wide Web and the creation of websites and home pages. **Prerequisites: ART 506, 508**

**ART 517: Introduction to 3/D Computer Animation, 3 credit hours**
A comprehensive overview of the 3/D computer animation production process and hands-on experience of creating 3/D models with surface control. Principles and processes to be discussed include storyboarding, modeling, camera lighting, surface control, motion scripting and rendering. **Prerequisites: ART 506, 508**

**ART 518: Advanced 3/D Computer Animation, 3 credit hours**
Advanced techniques in modeling, animation, and rendering. Movements of objects, actors, and cameras along with animated effects of attributes will be demonstrated and discussed. **Prerequisites: ART 506, 508, 517**
ART 520: PRINTMAKING, 3 CREDIT HOURS
Study and use of printmaking including relief, woodcuts, lithography, and intaglio. With approval of instructor, student may concentrate in one of the three processes. Prerequisite: ART 501

ART 521-524: ADVANCED PRINTMAKING, 3 CREDIT HOURS
Advanced printmaking, stressing individual problem solving. The student will be expected to design his/her personal curriculum with the approval of the instructor or attend regularly scheduled classes with advanced course syllabi. Each course will be of increasing complexity and proficiency. Prerequisites: ART 501, 520

ART 530: SCULPTURE, 3 CREDIT HOURS
The exploration of fundamental principles of sculptural forms. Technical methods considered will be additive, subtractive, manipulation, and substitution. Aesthetics, content and historical precedents will also be studied.

ART 531-534: ADVANCED SCULPTURE, 3 CREDIT HOURS
Advanced sculpture, stressing individual problem solving. The student will be expected to design his/her personal curriculum with the approval of the instructor or attend regularly scheduled classes with advanced course syllabi. Each course will be of increasing complexity and proficiency. Prerequisite: ART 530

ART 535: METALCRAFT, 3 CREDIT HOURS
The construction, decoration and finishing processes for metal. Relation of physical nature of metal, potential of tools and function of piece of metalwork. Use of silver, copper and inexpensive metals.

ART 536-537: ADVANCED METALCRAFT, 3 CREDIT HOURS
Advanced metalcraft, stressing individual problem solving. The student will be expected to design his/her personal curriculum with the approval of the instructor or attend regularly scheduled classes with advanced course syllabi. Each course will be of increasing complexity and proficiency. Prerequisite: ART 535

ART 540: CERAMICS, 3 CREDIT HOURS
Techniques of forming clay by wheel and hand-built methods; glazing and firing. Emphasis on the creative possibilities of this craft.

ART 541-544: ADVANCED CERAMICS, 3 CREDIT HOURS
Advanced ceramics, stressing individual problem solving. The student will be expected to design his/her personal curriculum with the approval of the instructor or attend regularly scheduled classes with advanced course syllabi. Each course will be of increasing complexity and proficiency. Prerequisite: ART 540

ART 550: PHOTOGRAPHY, 3 CREDIT HOURS
Advanced principles of photographic processes, with emphasis on self-expression through visual interpretation. Creation, development and composition of the photograph; darkroom techniques.

ART 551-554: ADVANCED PHOTOGRAPHY, 3 CREDIT HOURS
Advanced photography, stressing individual problem solving. The student will be expected to design his/her personal curriculum with the approval of the instructor or attend regularly scheduled classes with advanced course syllabi. Each course will be of increasing complexity and proficiency. Prerequisite: ART 550

ART 555: ADVANCED RENDERING, 3 CREDIT HOURS
Study of advanced rendering techniques using industry standard renderers. Create custom shaders and develop an understanding of the rendering process. Prerequisites: ART 517, or by instructor’s approval

ART 557: CHARACTER MODELING/PUPPET/ANIMATION, 3 CREDIT HOURS
Create highly articulated models for animation. Study the use of rigid and smooth skinning, envelope weighting, flexors, lattices, non-linear and sculpt deformers. Prerequisite: ART 518.

ART 558: SHORT-FORM COMPOSING 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 562: INTRODUCTION TO RESEARCH METHODS IN CONTEMPORARY ART, 3 CREDIT HOURS
This course is an introduction to theory, methodology, and research focusing on art history of the contemporary period from 1945 to the present.
ART 566: INTERACTIVE INTERNET, 3 CREDIT HOURS
Explore the study of interactivity for use on the Internet. Design principles and discussion of the uses of interactive technologies now and in the future. Prerequisite: ART 508

ART 570: ART THESIS, 3 CREDIT HOURS
A thesis will be written in this course, the topic and length of which will be decided by the student’s art advisor and the student. The final paper will be delivered orally to a group meeting of art faculty and art student body. NOTE: Failure to complete the thesis in one semester will require registering for USF 500 Thesis Completion until thesis is complete.

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 – GRADUATE PROGRAMS

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

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

MASTER OF SCIENCE IN NURSING (MSN)/FAMILY NURSE PRACTITIONER (FNP)

WENDY CLARK, PROGRAM DIRECTOR

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

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

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.

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

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

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

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

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

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

- **Tests and Evaluations:** Periodic examinations, both written and practical, are an essential component of the curriculum. In order to progress through the curriculum students must successfully fulfill examination requirements.
Clinical Assessment: Students enrolled in health care programs must demonstrate clinical competency. The process of evaluation of the clinical performance is an essential component of the curriculum and participation in clinical experiences and evaluation are required.

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

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

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

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

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

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

Family Nurse Practitioner Track
- Primary Care of Adults (3 credits)
- Clinical: Primary Care of Adults (2 credits)
- Primary Care of Adults and Aging (3 credits)
- Clinical: Primary Care of Adults and Aging (2 credits)
- Primary Care of Children (3 credits)
- Clinical: FNP - Primary Care of Children (2 credits)
- Primary Care of Women (2 credits)
- Clinical: FNP - Primary Care of Women (1 credit)
- Advanced Practice Roles and Issues (2 credits)
- Advanced Practice Residency and Synthesis (6 credits)
- Family Nurse Practitioner Track (645 Total Clinical Hours) (45 credits)

RN-MSN Transition Sequence
The RN-MSN Transition Sequence of courses is intended to prepare the adult ASN or diploma nurse for entrance into the Graduate Nursing Program. Students must be accepted into the Graduate Nursing Program in order to be eligible for the transition sequence of courses.

Students enroll as Graduate Nursing students, but are not allowed to take courses toward the graduate nursing degree until the transition courses in the “transition sequence” are satisfactorily completed.

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

The Transition Sequence of courses includes:

- Two general education courses:
  - ENGL 204 Advanced Expository Writing
  - MATH 302 Statistics
- Three nursing courses taught in an intensive block format:
Students with an ASN or diploma and bachelor’s or master’s degree in another field take 8 credits of nursing courses to prepare for the Graduate Nursing Program. These courses include:

- Two nursing courses taught in an intensive block format:
  - NURS 500 Professional Nursing Concepts I (4 cr.)
  - NURS 503 Professional Nursing Concepts II (4 cr.)

The ASN/Diploma must complete 1000 clinical hours within the past 5 years as a paid registered nurse prior to starting 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**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 204 - 15 weeks</td>
<td>MATH 302 - 15 weeks</td>
</tr>
<tr>
<td>NURS 502 Professional Communications – 5 weeks</td>
<td>NURS 503 Professional Nursing Concepts II - 10 weeks</td>
</tr>
<tr>
<td>NURS 500 – Professional Nursing Concepts I – 10 weeks</td>
<td></td>
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</tbody>
</table>

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: Family Nurse Practitioner through the American Nurses Credentialing Center (ANCC) [http://www.nursecredentialing.org/cert/index.htm](http://www.nursecredentialing.org/cert/index.htm)

Family Nurse Practitioner through the American Academy of Nurse Practitioners (AANP) [http://www.aanp.org/Certification/Certification.asp](http://www.aanp.org/Certification/Certification.asp)

**ADMISSION REQUIREMENTS**

1. Meet general admission standards for graduate education at the University of Saint Francis.
2. Hold an associate or baccalaureate degree in nursing:
   a. Associate degree graduates apply for the RN-MSN track
   b. Baccalaureate degree graduates apply to the MSN program
3. Hold a current license as a registered nurse.
4. Have an undergraduate GPA of 3.2 on a 4.0 scale.
5. GRE is required if GPA is less than 3.0. The following minimum scores must be achieved:
   - 400 (old format) or 150 (new format) on the verbal,
   - 400 (old format) or 150 (new format) on the quantitative, and
   - 4.0 on the analytical writing
6. Satisfactorily complete a graduate or undergraduate statistics course within the last five years or complete MATH 302 during the transition sequence.
7. Submit a résumé or curriculum vitae.
8. Submit three (3) letters of reference.
9. Complete and submit the USF MSN Essay
10. Complete admission interview (Personal Interview). Current interview dates can be found at [www.sf.edu](http://www.sf.edu).

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

**TECHNOLOGY REQUIREMENTS**

1. Graduate students are required to have a personal desktop or laptop computer with high speed internet access. A computer with wireless capabilities that is less than 3 years old is recommended.
2. Graduate students are required to have the most current Microsoft Office software (Word, Power Point, and Excel) and Adobe Acrobat Reader software on their computer.

3. In order to use a laptop on campus:
   a. You must have an up to date virus protection program and your computer must be virus free.
   b. No Spyware is to be on the computer.
   c. For instructions to prepare your computer for wireless connection at USF, go to www.sf.edu/computing/wireless_instructions.shtml.

4. 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 at www.skyscape.com/usftf.
   a. The term “Mobile Learning Device” (MLD) includes Personal Digital Assistants, Smart Phones and tablet computers. Make sure that you select a device that is compatible with the required Skyscape software (see Skyscape website for compatible devices).
   b. Device management is a student responsibility.
   c. 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.
   d. Helpful tips:
      i. You do not need to have internet access on your mobile learning device. You will be receiving the updates by synching with your home computer.
      ii. You will not have to incur additional expense if you already have a compatible device (i.e. smart phone or PDA) that supports the software.
      iii. 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.
      iv. 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.
   a. Students must request in writing that credit be transferred to the University of Saint Francis.
   b. The Graduate Nursing Program Director must approve and request acceptance of the credits from the Dean of the Graduate School.
   c. The Dean of the Graduate School will provide written acceptance or denial of the credit to the student.

2. Post-Master’s FNP students complete 39 credits of coursework to obtain a post-MSN Family Nurse Practitioner degree.
   a. USF FNP courses may be waived only if the student’s transcript indicates that the required NP course or its equivalent has already been taken. Students will submit a copy of course descriptions and syllabi upon request to the Graduate Nursing Program Director. The Graduate Nursing Program Director will complete a gap analysis, reviewing the materials for comparability to USF FNP course requirements.

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 degree. Credit is accepted using the following process:
   a. Submit an official transcript, copies of course descriptions, and course syllabi for all previously completed courses to the Graduate Nursing Program Director for review.
   b. The Graduate Nursing Program Director, in conjunction with graduate faculty, will complete a gap analysis, reviewing the materials for comparability to USF FNP course requirements.
   c. The Graduate Nursing Program Director will meet with the prospective FNP student to discuss previous academic work and create an individual plan of study that is based on completed didactic courses and supervised clinical experiences.

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.
**Course Descriptions**

**NURS 500: Professional Nursing Concepts I, 4 Credit Hours**

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

This course facilitates transition from the registered professional 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 evidence 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 Credits**

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 501**

**NURS 530: Advanced Pharmacology, 3 Credits**

Explores knowledge of the principles of pharmacodynamics, pharmacotherapeutics, pharmacokinetics, diagnostic test interferences, drug interactions, incompatibilities, pathophysiologic impact, patient issues and implications relevant to the complex decisions to be made in the pharmacologic management of common acute and chronic illnesses across the lifespan. Students learn how to write medication prescriptions used to manage common acute and chronic conditions in patients treated in the primary care setting.

**NURS 532: Advanced Physiology/Pathophysiology, 3 Credits**

Builds on existing knowledge 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 across the lifespan followed by the pathophysiology of common diseases, including the incidence, etiology, manifestation, and prognosis. The physiologic basis for selected complimentary/alternative therapeutic interventions is addressed. Emphasis is placed on the ability to analyze and apply knowledge regarding changes in physiologic function of common diseases treated in primary health care settings. **Pre-requisite BIOL 270 or equivalent**

**NURS 535: Advanced Health Assessment, 3 Credits**

Builds on existing skills in interviewing and assessment, integrating concepts and approaches based on patient factors such as age, ethnicity and educational background. Stresses comprehensive history taking, interviewing, health assessment of all human systems, and advanced assessment techniques. Provides the basis for decision making and management of care for patients across the lifespan. **Corequisite: NURS 537**

**NURS 537: Clinical: Advanced Health Assessment, 1 Credit**

Provides a simulated experience in the nursing laboratory for students to learn and develop competency of physical assessment skills for patients across the lifespan. Physical assessment competencies are completed using a systems perspective that follows the theory format from NURS 535. **Corequisite: NURS 535**

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NURS 555: PRIMARY CARE OF CHILDREN, 3 CREDITS
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, NURS 570/572 Corequisite: NURS 556

NURS 556: CLINICAL: PRIMARY CARE OF CHILDREN, 2 CREDITS
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 557: PRIMARY CARE OF ADULTS, 3 CREDITS
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 532

NURS 558: PRIMARY CARE OF ADULTS, 2 CREDITS
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 559: CLINICAL: BANKING FOR ADVANCED PRACTICE RESIDENCY, 1 CREDIT HOUR
Students are permitted to bank clinical hours toward NURS 595 clinical hour requirements. See “Banking of Clinical Hours” in Clinical Information section of this handbook.

NURS 560: PRIMARY CARE OF WOMEN, 2 CREDITS
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 561: CLINICAL: FNP BANKING, 0 CREDIT (OPTIONAL)
48 hours of summer banking toward NURS 595 clinical hour requirements. See “Banking of Clinical Hours” policy in Clinical Information section of the Graduate Nursing Student Handbook.

NURS 562: PRIMARY CARE OF WOMEN, 1 CREDIT
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 581/582 Corequisite: NURS 575

NURS 563: PRIMARY CARE OF ADULTS & AGING, 3 CREDITS
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 Co: NURS 528
NURS 582: CLINICAL: PRIMARY CARE OF ADULTS & AGING, 2 credits
Guided preceptorship in the clinical role of the advanced family nurse practitioner focusing on management of chronic conditions and conditions affecting the elder adult. This course assists students to develop and broaden clinical judgment and skills in the care of adult clients. Focus is on the differential diagnosis, clinical decision making and management, as well as patient and family education within the context of primary care. Prerequisite: NURS 570/572 Corequisite: NURS 581 Pre or Co: NURS 528

NURS 595 (FNP track): CLINICAL: ADVANCED PRACTICE RESIDENCY & SYNTHESIS, 5-6 credits
Capstone clinical course in which students demonstrate competency in their professional roles as beginning Family Nurse Practitioners. Students provide advanced therapeutic nursing interventions to clients through the synthesis of nursing theory, application of nursing research and commitment to community and global service. The student demonstrates skills in comprehensive assessment, management, and evaluation of health and illness states. Students utilize effective collaboration and communication with health team members, individual clients, families and communities in order to provide assistance with health promotion, maintenance and restoration. Self-actualization principles guide this clinical course as students assimilate the FNP role, use research to validate and improve the delivery of holistic nursing care and integrate nursing theory into their advanced practice. Prerequisites: NURS 555/556, Corequisite: NURS 510, (Pre or Co NURS 575/578)

NOTE: In the final semester of NURS 595, students must plan clinical hours with their clinical Instructor. It is important that the majority of clinical hours be spent in a primary care setting, to help prepare for the FNP certification exam.
**Program Overview**
The University of Saint Francis Physician Assistant Program is an intense, full-time 27-month cohort curriculum comprised of 98 credits. A Master of Science degree in Physician Assistant Studies is awarded upon completion of the curriculum and fulfillment of University of Saint Francis requirements. Students must attend the program on a full-time basis. The first 15 months of the program are spent primarily in the classroom obtaining a foundation of medical knowledge in the areas of anatomy, physiology, pharmacology, physical assessment and various medical specialties. Problem-based learning techniques are introduced early in the curriculum and used exclusively in the third and fourth semesters in medical diagnosis and therapeutic courses. During the last 12 months of the program, students are assigned to clinical rotations spending a minimum of 40 hours per week working with a physician preceptor in settings such as physician offices, clinics, extended care facilities and hospitals. All students complete a core of rotations in areas of Family Medicine, Emergency Medicine, General Surgery, Internal Medicine, and an elective as well as specialized experiences in pediatrics, women’s health, mental health, and long term care. Students also choose from a series of rotations in the areas of trauma/surgery subspecialty, hospital inpatient care, family practice, or internal medicine.

**Program Outcomes**
Upon completion of the program the student will:

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

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

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

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

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

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

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

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

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

- **Validation of ability to meet the Clinical Requirements of the School of Health Sciences.**
- The University of Saint Francis has identified non-academic technical standards critical to the success of students in health sciences programs. These standards are designed not to be exclusionary, but to establish performance expectations that will enable students to provide safe patient practice with or without accommodations. The standards are program requirements, not individual functional ability requirements.
- **Observation:** Candidates and students must be able to observe lectures, demonstrations, research, and patient situations in the practice of health care professions. Observation is necessary to perform competent health assessments and interventions and necessitates functional use of vision, hearing, tactile and somatic senses.
- **Communication:** Candidates and students must have the ability to use multiple communication techniques (verbal, written, nonverbal, group processes, and information technology) that enable them to communicate effectively with clients, teachers and all members of the health care team. They must be able to speak, read and write in English. Candidates and students must be able to report to members of the health care team, express appropriate information to others, communicate with sensitivity and teach, explain, direct and counsel clients.
- **Intellectual, Conceptual, Integrative and Quantitative Abilities:** Candidates and students must have the ability to measure, calculate, reason, analyze and synthesize data in a timely manner. Problem solving, a critical skill demanded of health care practitioners, requires all these intellectual abilities. Additionally, candidates and students must be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.
- **Motor Skills:** Candidates and students must possess fine and gross motor function necessary to perform patient assessment and therapeutic interventions. Such interventions require coordination of both gross and fine muscular movements, stamina, equilibrium and functional use of touch and vision.
- **Behavioral and Social Attributes:** Candidates and students must possess the emotional health required for full use of their intellectual abilities, demonstration of good judgment, prompt and safe completion of all responsibilities, and development of mature and effective relationships with patients. They must be able to work cooperatively with others, adapt to rapidly changing environments, think clearly and tolerate physically and mentally taxing workloads under stressful situations. Additionally they must demonstrate moral reasoning and ethical behaviors.
- **In addition** to the technical standards stated above, students must be able to successfully complete all required components of the curriculum.
  1. **Tests and Evaluations:** Periodic examinations, both written and practical, are an essential component of the curriculum. In order to progress through the curriculum students must successfully fulfill examination requirements.
  2. **Clinical Assessment:** Essential to the success of a student enrolled in a health care program is the demonstration of clinical competency. The process of evaluation of the clinical performance is an essential component of the curriculum. Participation in clinical experiences and evaluation of that performance is required.

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

**Background Check Requirement**

The University of Saint Francis Physician Assistant Program requires individuals who have been accepted to the Program to complete a Background Check, at the student’s expense prior to enrollment into the program to meet requirements of many of our clinical training affiliates.

Evidence of positive drug screens, any DUI, driving violations or penalties, crimes such as battery or assault, theft or embezzlement, and drug or other substance abuse-related crimes may make students ineligible to participate in clinical experiences and therefore ineligible to be admitted to the PA program.

**Substance Abuse Testing**

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

**Further Requirements:**

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

**PROGRESSION CRITERIA**

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

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

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

**GRADUATION REQUIREMENTS**

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

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

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

**CERTIFICATION**

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

**ACCREDITATION**

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

**First Summer Semester**

**PAC 510: Biomedical Sciences, 6 credit hours**
Anatomical studies concentrate on an understanding of human neuroanatomy with an emphasis on the peripheral somatic and autonomic nervous systems. Students study the muscles, bones, vessels, organs, and tissues of the body and the nerve paths supplying them. Students study the physiologic control systems of the human body including both nervous and endocrine mechanisms. Medical microbiology is emphasized with the topics of controlling microbial growth, immunology, epidemiology, and infection. Human molecular genetics is studied as it applies to medicine and disease.

**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 621-629: CLINICAL EXPERIENCE I-IX, 5 CREDIT HOURS EACH**
These clinical experiences are medical rotations in which students are assigned with a physician preceptor or other appropriate preceptor who supervises the clinical experience. Students work with the preceptor for a minimum of 40 hours per week primarily engaging in direct patient care. All students must complete a core of clinical experiences which includes rotations in family medicine, internal medicine, emergency medicine, general surgery, and an elective. Students also must have experiences with a pediatric, an obstetrician/gynecology, and a psychiatry preceptor and in a long term care setting. Beyond the required core, students may choose to complete one of four clinical tracks in the areas of trauma/ surgery subspecialty, internal medicine, family practice, or hospital care. The equivalent of at least one rotation during the clinical year will be with an underserved population. If the mandated experiences are not met satisfactorily during core rotations, students will be assigned supplemental activities during all or part of one or more elective or track rotations to generate the additional experiences.  
**Clinical Rotations to Fulfill the Requirements of Clinical Experience Courses I-IX**

**CORE ROTATIONS**
(All students complete each of the following rotations)

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

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

**GENERAL SURGERY ROTATION**

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

**EMERGENCY MEDICINE ROTATION**

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

**ELECTIVE ROTATION**

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

**SPECIALTY TRACKS**

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

**Trauma/Surgery Subspecialty Track**

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

**OUTPATIENT CLINIC-OCCUPATIONAL MEDICINE ROTATION**

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

**SURGERY SUBSPECIALITIES ROTATION**

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

**TRAUMA-FOCUSED EMERGENCY MEDICINE ROTATION**

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

**MEDICAL OFFICE ORTHOPEDICS ROTATION**

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

**RADIOLOGY ROTATION**

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

**Family Practice Track**

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

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

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

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

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

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

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

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

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

**ONCOLOGY ROTATION**
This rotation provides the student with knowledge and skill in the area of oncology. The rotation focuses on the diagnosis and treatment of oncologic diseases. The student will be exposed to assessment, diagnoses, and treatment of cancer patients in the hospital setting. The student will gain a working knowledge of the systemic effects of cancer as well as the patient’s response to and side effects of treatment modalities. The student will be expected to integrate written knowledge from the didactic year with knowledge and skills gained in the clinical rotation.
GERIATRICS ROTATION
This rotation is designed to familiarize the student with the physical, psychological, and social issues related to the elderly population. The student will perform histories and physical exams pertaining to the elderly population and manage biological and physiological changes that occur with the aging process. Counseling of the patient population will be highly emphasized in all aspects of geriatric medicine.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MISSION STATEMENT
The Education and Psychology programs exist to prepare scholar-practitioners who serve their communities, guided by Franciscan values and intellectual tradition.

The mission statement was developed as a collaborative effort within the School of Professional Studies 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

DEGREES OFFERED
- Master of Science in Education (MSEd)
- Master of Science

Graduate Programs Offered
- Special Education
- Clinical Mental Health Counseling
- Pastoral Counseling
- Psychology
- Rehabilitation Counseling
- School Counseling
- Teacher/School Counselor Licensure

Graduate Certificate Programs
- 21st Century Interventions (RtI)
- Pastoral Counseling
- Rehabilitation Counseling

SPECIAL EDUCATION (MS Ed)
DR. DAN TORLONE, PROGRAM DIRECTOR
- Mild Intervention
- Intense Intervention
- Pre-K Licensure Option

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

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

Admission Requirements
In addition to university admission requirements, the Master of Science in Education/Special Education requires the following:

- A composite score of 800 or rescaled 280 (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 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 special education if the candidate does not hold a valid teaching license.
- Non-licensed candidates must demonstrate basic skills competency by one of the following methods:
  - Pass the Praxis I Reading, Writing, and Math exam.
  - Earn a Praxis I composite score of 527 (Reading, Writing, and Math scores =527).
  - Earn an SAT Critical Reading and Math score of 1100.
  - Earn an ACT composite score of 24.
  - Earn a GRE Verbal and Quantitative score of 1100 or 301 rescaled.
  - Earn a prior Master’s Degree from a regionally accredited institution.
- Undergraduate GPA of 2.8 or better.
• Resume (If undergraduate GPA is below 3.0).
• A statement of career goals.
• USF official recommendation form (available from the Admission Office) from two people capable of speaking authoritatively about the applicant’s academic ability and teaching potential.

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

Program Outline
Area of Concentration (Select Mild Intervention or Intense Intervention):

**MILD INTERVENTION - 33-36 HOURS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 500</td>
<td>Research Methods and Statistics</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDUC 605</td>
<td>Technology Applications</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPED 600</td>
<td>Foundations in Exceptionalities</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPED 613</td>
<td>Collaborative Models of Behavior Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPED 615</td>
<td>Language and Social Skills Topics</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPED 625</td>
<td>Instructional Methods Topics</td>
<td>3 credits</td>
</tr>
<tr>
<td>READ 602</td>
<td>Reading Methods</td>
<td>3 credits</td>
</tr>
<tr>
<td>READ 630</td>
<td>Literacy Topics</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPED 635</td>
<td>Assessment Topics</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPED 670</td>
<td>Practicum in Mild Intervention</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPED 675</td>
<td>Teaching Internship (Initial)*</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPED 680</td>
<td>Research Topics</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

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

**PRE-K SPECIAL EDUCATION – MILD INTERVENTION (FOR ADDITION TO AN EXISTING LICENSE.)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 625</td>
<td>Instructional Methods - Pre-Kindergarten</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPED 670</td>
<td>Practicum – Pre-K</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPED 516</td>
<td>Health and Related Issues</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPED 615</td>
<td>Language and Social Skills Topics</td>
<td>3 credits</td>
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</tbody>
</table>

**INTENSE INTERVENTION - 33-36 HOURS**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 500</td>
<td>Research Methods and Statistics</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDUC 605</td>
<td>Technology Applications</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPED 600</td>
<td>Foundations in Exceptionalities</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPED 613</td>
<td>Collaborative Models of Behavior Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPED 615</td>
<td>Language and Social Skills Topics</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPED 626</td>
<td>Functional Curriculum/Assistive Technology</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPED 630</td>
<td>Literacy Topics</td>
<td>3 credits</td>
</tr>
<tr>
<td>SPED 635</td>
<td>Assessment Topics</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
**SPED 671**  Practicum in Intense Intervention  3 credits  
**SPED 675**  Teaching Internship (Initial)  3 credits  
**SPED 680**  Research Topics  3 credits  
TBD  Advisor Approved Elective  3 credits  

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

**PRE-K SPECIAL EDUCATION – INTENSE INTERVENTION (FOR ADDITION TO AN EXISTING LICENSE.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPED 625</td>
<td>Instructional Methods - Pre-Kindergarten</td>
<td>3</td>
</tr>
<tr>
<td>SPED 671</td>
<td>Practicum – Pre-K*</td>
<td>3</td>
</tr>
<tr>
<td>SPED 516</td>
<td>Health and Related Issues</td>
<td>3</td>
</tr>
<tr>
<td>SPED 615</td>
<td>Language and Social Skills Topics</td>
<td>3</td>
</tr>
</tbody>
</table>

**21ST CENTURY INTERVENTIONS CERTIFICATE (RTI)**

21st Century Interventions also known as Response to Intervention (RtI) is a tool to support students of all ability levels. RtI is a tiered instructional process used to provide services for students who may be considered academically or behaviorally “at risk.” RtI services require proper identification of behaviors, data analysis, scientifically/evidenced based instruction, and specific interventions to ensure optimal growth in student performances.

**Admissions Requirements**

All applicants must provide:

- A completed on-line application
- An official transcript of highest earned degree from a regionally accredited institution
- A copy of US educators license (except for Social Worker seeking RtI certification)

**Program Outline**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 539</td>
<td>Behavioral Assessment and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 567</td>
<td>Authentic Creative Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 575</td>
<td>Leveraging Interventions into Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 645</td>
<td>Reflective Tools of Intervention</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 650</td>
<td>Strategies for High Ability and Gifted Students</td>
<td>3</td>
</tr>
</tbody>
</table>

**SCHOOL COUNSELING (MSEd)**

DR. JOHN BRINKMAN, PROGRAM DIRECTOR

**Admission Requirements**

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 or 280 rescaled (verbal and quantitative subtests) on the Graduate Record Exam (GRE) or 389 on the Miller Analogies Test (MAT) if the candidate’s undergraduate GPA is below a 3.0.
- Have on file two recommendations (on forms supplied by the Office of Admissions), preferably one from an employer or supervisor who has observed the applicant in a professional setting, and one, if appropriate, from a former college professor.
- Applicant’s goals being consistent with the purpose and focus of the 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.

**Program Overview/Goals**

The program of study leading to the MS Ed 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 exceptionality 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.

Program Outline
42-45 hours

Required Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 553</td>
<td>Organization and Administration of Guidance</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Services</td>
<td></td>
</tr>
<tr>
<td>PSYC 500</td>
<td>Research Methods and Statistics</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 501</td>
<td>Advanced Human Growth and Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 518</td>
<td>Lifestyle and Career Counseling</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 522</td>
<td>Social and Cultural Issues in Counseling</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 528</td>
<td>Testing and Appraisal of Individuals</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 530</td>
<td>Personality and Counseling Theories</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 535</td>
<td>Psychopathology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 544</td>
<td>Counseling Skills</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 548</td>
<td>Group Processes in Counseling</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 578</td>
<td>Ethical and Legal Issues in Counseling</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 579</td>
<td>Practicum in School Counseling</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 529</td>
<td>Human Sexuality</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 545</td>
<td>Substance Abuse Counseling</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 550</td>
<td>Behavior Modification</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 566</td>
<td>Play Therapy</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 570</td>
<td>Marriage and Family Counseling</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 576</td>
<td>Psychopharmacology</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

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 of 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.
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 MS Ed 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

EDUCATION COURSE DESCRIPTIONS
EDUC 539: BEHAVIORAL ASSESSMENT AND INTERVENTION, 3 CREDIT HOURS
Methods and habits of practice must be aligned to student needs and evidence of learning if progressive instructional options are to prevail in the classroom. This means that many teachers, counselors, social workers, and principals may have a collaborative role in working with students and providing a multitude of services to them. Data collection measures often go unused due to lack of training and support specific to “reading” the outcomes and findings patterns within the data reports. Participants of this course will look at ways to move beyond data collection and begin to process, read, internalize, and evaluate outcomes and implications for use with P-12 students. This work will expand and enrich current movements of “student growth” artifact collection often used with collaborating with colleagues in a P-12 setting. Learning pathways will also be provided for those class participants who wish to expand personal reflection and mental processing equated with data evaluation.

EDUC 553: ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES, 3 CREDIT HOURS
A seminar-type course dealing with issues faced by the professional school counselor, i.e., philosophical, ethical, legal, political, cultural, economic, and counselor self-development. Also explored will be the planning, implementation, and administration of guidance services.

EDUC 567: AUTHENTIC AND CREATIVE ASSESSMENT: SHOWING STUDENT GROWTH THROUGH DATA, 3 CREDIT HOURS
Ongoing educational reform practices require an in-depth understanding of correlations between assessment types and student growth. As many states move to demonstrate academic success through the use of a “student-growth” model, people responsible for the facilitation of learning must also expand their use and appreciation of diverse assessment formats. The work designed for this course will infuse the expansion of conceptual understanding around assessment practices with 21st century skill development. Participants learn to utilize alternative measures of non-traditional testing and assessment forums to show student growth. They plan for instruction using case studies and theory-based practices. Elements of Response to Intervention (RtI) are integrated to show how best to motivate and promote learning for all students through the lens of National Core Standards. Participants share authentic assessment grading approaches, curriculum mapping, unpacking standards, and classroom management.

EDUC 575: LEVERAGING INTERVENTIONS INTO PRACTICE, 3 CREDIT HOURS
Methods and habits of practice must be aligned to student needs and evidence of learning if progressive instructional options are to prevail in the classroom. This means that many teachers, counselors, social workers, and principals may have a collaborative role in working with students and providing a multitude of services to them. Participants will look at case studies and elements of learning transfer, coaching adult learners, and the ethical considerations of intervention and instruction that meet the identified needs of students in the classroom – as ESL/ELL, Special Ed/inclusion, or high-ability/GT learners

EDUC 590: DIRECTED STUDY, 3 CREDIT HOURS
Individualized study of an academic area of interest for which the student has adequate background. Prerequisite: Consent of Department Chair and Associate Vice President for Academic Affairs.

EDUC 605: TECHNOLOGY APPLICATIONS IN TEACHING, 1-3 CREDIT HOURS
Presents topics related to recent innovations in technology education in schools. Promotes discussion of issues for p-12 students with exceptional needs in accessing and utilizing technology. Develops skills for instructional design, delivery and assessment through integration of technology across the curriculum and learning environments.

EDUC 645: REFLECTIVE TOOLS OF INTERVENTION, 3 CREDITS
Through professional development and collaborative settings, we strengthen pedagogy to make better instructional decisions for the students we serve. Course participants learn how student work/artifacts can determine future instructional needs and goals. With such knowledge, participants better integrate instructional/organizational/conceptual strategies and interventions of the 21st century workplace. Reflections and investigations of instructional methods reveal classroom options, assessments, technological supports, National Core Standard integration, and considerations that promote extended learning for all students.

EDUC 650: STRATEGIES FOR HIGH ABILITY AND GIFTED STUDENTS: PRACTICES AND PHILOSOPHIES OF EDUCATION AND INSTRUCTION, 3 CREDIT HOURS
With recent changes to the High-Ability, Gifted and Talented expectations for classroom instruction and services, comes and array of questions and concerns by classroom teachers as they determine how best to support the growth of their students. This course provides diverse 21st century learning experiences around methods and philosophies of education recommended for classroom use with High-Ability students. As course participants prepare themselves to face the challenges of urban and rural education, they will explore such concepts as Problem-Based Learning (PBL), creative problem solving, intervention techniques (RtI), alternative assessment, Discovery Learning, and
additional models of teaching strategies. Case studies and scenarios will be analyzed and integrated in an effort to increase the depth of understanding required to work effectively with P-12 students of high-ability in all content areas.

**READ 602: READING METHODS, 1-3 CREDIT HOURS**
The course combines theory and practice in the teaching of reading. Cognitive, affective, physical, and language development factors related to emergent literacy, beginning reading instruction, and developmental reading are addressed. Major emphasis is placed on the five areas of reading instruction: phonetic awareness, phonics, fluency, vocabulary, and comprehension. Opportunities to understand the integration and continuous assessment of reading and writing effectively will be provided. Strategies for teaching study skills/reading skills with content subject areas will be presented. Emphasis is placed on current research and methods used in reading instruction.

**READ 630: LITERACY TOPICS, 1-3 CREDIT HOURS**
Builds knowledge of research-based effective teaching of literacy skills for p-12 students with exceptional needs. Targets identification of or design of environments, methods, strategies, skills and materials to meet individual needs. Emphasizes criteria for analyzing impact of curricula, materials, and strategies on student performance.

**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 600: FOUNDATIONS IN EXCEPTIONALITIES, 1-3 CREDIT HOURS**
Introduces principles and theories, relevant laws and policies, diverse and historical points of view, human diversity issues and their impact on students and families, relationship of organizations of special education to the organizations and functions of schools. Explores how these foundations influence professional practice.

**SPED 613: COLLABORATIVE MODELS OF BEHAVIOR MANAGEMENT, 1-3 CREDIT HOURS**
Promotes knowledge and understanding for building skills of positive behavioral interventions and supports through collaborative models. Analyzes proven theoretical models that are culturally relevant for students with exceptional needs through collaborative consultative skills of advocacy, conflict resolution, and consensus building for students and families.

**SPED 615: LANGUAGE AND SOCIAL SKILLS TOPICS, 1-3 CREDIT HOURS**
Builds understanding of typical and atypical language development, effective language models, individualized communication strategies for enhancing language development and teaching communication and social skills, and of augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs who do and do not have English as their primary language.

**SPED 625: INSTRUCTIONAL METHODS TOPICS, 1-3 CREDIT HOURS**
Builds understanding of procedures for developing, implementing, monitoring, and amending individualized programs. Explores the impact of learning environments on students with exceptional needs and examines skills to needed to plan, manage, and modify learning environments. Analyzes effective, research-based instructional practices for students that promote students' success in the general curriculum in ways that are age-appropriate and culturally responsive for Mild Intervention.

**SPED 626: FUNCTIONAL CURRICULUM/ASSISTIVE TECHNOLOGY, 1-3 CREDIT HOURS**
Builds understanding of procedures for developing, implementing, monitoring, and amending individualized programs. Explores the impact of learning environments on students with exceptional needs and examines skills to needed to plan, manage, and modify learning environments. Analyzes effective, research-based instructional practices for students that promote students' success in the independence curriculum in ways that are age-appropriate and culturally responsive for Intense Intervention.

**SPED 635: ASSESSMENT TOPICS, 1-3 CREDIT HOURS**
Builds understanding of basic and specialized assessment terminology, theories of measurement, and types of assessment and procedures. Emphasizes legal/ethical issues, eligibility determination, uses and limitations of tools, integration of technology. Targets skills for appropriate design, selection, application and evaluation of tools and for communicating results to all stakeholders.

**SPED 670: PRACTICUM IN MILD INTERVENTION, 1-3 CREDIT HOURS**
Utilizes a variety of approved clinical experiences under the supervision of a university instructor and certified school personnel. Targets implementation of required skills for effective practice as a special educator that results in positive impact on success of p-12 students with mild exceptional needs. Seminars are required. **Prerequisite: SPED 625**

**SPED 671: PRACTICUM IN INTENSE INTERVENTION, 1-3 CREDIT HOURS**
Utilizes a variety of approved clinical experiences under the supervision of a university instructor and certified school personnel. Targets implementation of required skills for effective practice as a special educator that results in positive impact on success of p-12 students with intense exceptional needs. Seminars are required. **Prerequisite: SPED 626**

**SPED 675: TEACHING INTERNSHIP, 3 CREDIT HOURS**
Utilizes a variety of approved clinical experiences under the supervision of a university instructor and certified school personnel. Targets implementation of required skills for effective practice as a special educator that results in positive impact on success of p-12 students with mild or intense exceptional needs. Seminars are required.

**SPED 680: RESEARCH TOPICS, 3-6 CREDIT HOURS**
Targets skills effective special educators must demonstrate to design and implement research activities that foster their professional growth and keep them current with evidence-based best practices. Promotes reflection and evaluation on the effectiveness of their instructional practices as appropriate to their role. **Prerequisite: PSYC 500**
Action Research:
A formal publishable action research proposal will be completed following APA current edition and/or the requirements of the professional journal to which the proposal will be submitted.

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

**Clinical Mental Health Counseling – MS**

*Dr. Carl Jylland-Halverson, Program Director*

**Program Overview**

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.
Program Outline

60 Hours Total

Major Courses – 54 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 500</td>
<td>Research Methods and Statistics</td>
<td>3</td>
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<tr>
<td>PSYC 501</td>
<td>Advanced Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 502</td>
<td>Foundations &amp; Contextual Dimensions of Mental Health Counseling</td>
<td>3</td>
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<tr>
<td>PSYC 518</td>
<td>Lifestyle/Career Counseling</td>
<td>3</td>
</tr>
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<td>PSYC 522</td>
<td>Social and Cultural Issues</td>
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<td>PSYC 548</td>
<td>Group Processes in Counseling</td>
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<tr>
<td>PSYC 535</td>
<td>Psychopathology</td>
<td>3</td>
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<td>PSYC 570</td>
<td>Marriage and Family Counseling</td>
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<td>PSYC 576</td>
<td>Psychopharmacology</td>
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<td>PSYC 577</td>
<td>Psychodiagnosis</td>
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</tr>
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<td>PSYC 578</td>
<td>Professional Orientation: Ethical and Legal Issues</td>
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<td>PSYC 580</td>
<td>Practicum: Mental Health Counseling</td>
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<tr>
<td>PSYC 582</td>
<td>Internship: Mental Health Counseling</td>
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<tr>
<td>PSYC 591</td>
<td>Advanced Mental Health Internship</td>
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Elective Courses – 6 hours

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<tr>
<td>PSYC 529</td>
<td>Human Sexuality</td>
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<td>PSYC 545</td>
<td>Substance Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 566</td>
<td>Play Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 574</td>
<td>Specialized Techniques in Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

Clinical Instruction

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

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

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

PSYC 580 - Practicum is a fifteen (15) week, one (1) semester course. Practicum students complete a minimum of 100 hours of clinical work during the semester, including a minimum of 40 hours of face-to-face client contact (1/4 of these face-to-face hours are to be spent conducting group therapy). Practicum usually requires working approximately 8-10 hours per week at the agency. One and a half (1.5) hours of on-campus group supervision and one (1) hour of individual face-to-face supervision are also required each week. A grade of “Pass” must be achieved before proceeding to internship.

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

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

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

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

PSYCHOLOGY – MS
DR. JOHN BRINKMAN, PROGRAM DIRECTOR

Program Overview
The Master 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.

Program Outline
36 Hours
Core Courses 24 Hours (required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSYC 500</td>
<td>Research methods and Statistics</td>
<td>3</td>
</tr>
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<td>PSYC 501</td>
<td>Advanced Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 520</td>
<td>History and Systems of Psychology</td>
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<td>PSYC 528</td>
<td>Testing and Appraisal of Individuals</td>
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<td>PSYC 530</td>
<td>Personality and Counseling Theories</td>
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<td>PSYC 535</td>
<td>Psychopathology</td>
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<td>PSYC 541</td>
<td>Social Psychology</td>
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<tr>
<td>PSYC 567</td>
<td>Human Neuropsychology</td>
<td>3</td>
</tr>
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</table>

Elective Courses 12 Hours

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

Students may elect to take the Psychology Practicum, but are not required to do so. Practicum details include:

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

Pastoral Counseling

- MS
- Pastoral Counseling-Advanced Certificate

Dr. Carl Jylland-Halverson, Program Director

Program Overview

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.

Program Outline

51 Hours

Core Clinical Courses (18 hours) – required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>PSYC 570</td>
<td>Marriage and Family Counseling</td>
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<tr>
<td>PSYC 578</td>
<td>Ethical and Legal Issues</td>
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<td>PSYC 522</td>
<td>Social and Cultural Issues</td>
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<td>PSYC 530</td>
<td>Personality/Counseling Theories</td>
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<td>PSYC 544</td>
<td>Counseling Skills</td>
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<tr>
<td>PSYC 548</td>
<td>Group Processes in Counseling</td>
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Elective Courses (choose 6 hours)

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSYC 501</td>
<td>Advanced Human Grown and Development</td>
<td>3</td>
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<tr>
<td>PSYC 518</td>
<td>Lifestyle and Career Counseling</td>
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<tr>
<td>PSYC 528</td>
<td>Testing and Appraisal</td>
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<tr>
<td>PSYC 535</td>
<td>Psychopathology</td>
<td>3</td>
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<tr>
<td>PSYC 545</td>
<td>Substance Abuse Counseling</td>
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Pastoral Counseling Courses (27 hours) – required

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<tr>
<td>THEO 500</td>
<td>Foundations of Scripture</td>
<td>3</td>
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<tr>
<td>THEO 510</td>
<td>Systematic Theology</td>
<td>3</td>
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<td>THEO 520</td>
<td>Moral Theology</td>
<td>3</td>
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<tr>
<td>THEO 530</td>
<td>Pastoral Theological Method</td>
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<tr>
<td>THEO 540</td>
<td>History of Pastoral Care and Counseling</td>
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<tr>
<td>THEO 550</td>
<td>Pastoral Diagnosis</td>
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<td>THEO 560</td>
<td>Basic Pastoral Care</td>
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<tr>
<td>THEO 501</td>
<td>Franciscan Intellectual and Spiritual Tradition</td>
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<tr>
<td>PSYC 620</td>
<td>Pastoral Care Specialist Training</td>
<td>3</td>
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</table>
**Advanced Certificate**

The following 18 credit hours can be taken by a currently licensed mental health professional in order to add a certificate for Pastoral Counseling to their existing license.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>THEO 530</td>
<td>Pastoral Theological Method</td>
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<tr>
<td>THEO 540</td>
<td>History of Pastoral Care and Counseling</td>
<td>3 credits</td>
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<td>THEO 550</td>
<td>Pastoral Diagnosis</td>
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<tr>
<td>THEO 570</td>
<td>Spirituality and Spiritual Formation</td>
<td>3 credits</td>
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<tr>
<td>THEO 501</td>
<td>Franciscan Intellectual and Spiritual Tradition</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 620</td>
<td>Pastoral Care Specialist Training</td>
<td>3 credits</td>
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**REHABILITATION COUNSELING – MS**  
**DR. JOHN BRINKMAN, PROGRAM DIRECTOR**

**Program Overview**

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

**Program Objectives**

Students will:

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

**Admission Requirements**

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

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

Applicant selection will be based upon their level of physical, psychological, social, educational, vocational, and economic functioning (listing not prioritized).

**Program Outline**

36 Hours

Core Courses in Rehabilitation Counseling 15 semester hours (required)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 506</td>
<td>Introduction to Rehabilitation Counseling and Case Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 518</td>
<td>Lifestyle and Career Counseling</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 569</td>
<td>Medical and Psychosocial Aspects of Rehabilitation Counseling</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 572</td>
<td>Behavioral Medicine in Rehabilitation</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYC 593</td>
<td>Practicum in Rehabilitation Counseling</td>
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Core Courses in Psychology and Counseling 21 semester hours (required)

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

Advanced Certificate in Rehabilitation Counseling

The following 18 credit hours can be taken by a currently licensed mental health professional in order to add a certificate for Rehabilitation Counseling to their existing license.

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<tr>
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</tr>
<tr>
<td>PSYC 572</td>
<td>Behavioral Medicine in Rehabilitation</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

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

**PSYC 500: Research Methods and Statistics, 3 credit hours**
Basic methods of research and evaluation in the behavioral sciences. An overview of research and evaluation designs, their strengths and limitations. Application of statistical methods and data gathering techniques.

**PSYC 501: Advanced Human Growth and Development, 3 credit hours**
Physiological, social and psychological developmental processes from conception to maturation. Review of stages of development, patterns of behavior, and exploration of current social issues related to development.

**PSYC 502: Foundations and Contextual Dimensions: Mental Health Counseling, 3 credit hours**
Studies include examination of the historical, societal, cultural, economic, and political dimensions of mental health counseling, as well as the assumptions and roles mental health counselors play within the context of health and human services systems.

**PSYC 506: Introduction to Rehabilitation Counseling and Case Management, 3 credit hours**
Introduction to the profession of rehabilitation counseling focusing on the historical, philosophical, and legislative issues, as well as the ethical standards of the rehabilitation counselor. Other topics covered include: the role of the rehabilitation professional; the case management process; and rehabilitation services and resources.

**PSYC 518: Lifestyle and Career Counseling, 3 credit hours**
Career counseling theories and skills across the lifespan will be explored. Recent developments in lifestyle, theorists and theoretical constructs, as well as practical delivery systems in school and community mental health agencies will be examined.

**PSYC 520: History and Systems of Psychology, 3 credit hours**
Overview of the history of psychology with its roots in philosophy to present-day contemporary psychology is explored. Classical psychological theories are examined as well as an analysis of the foundations of contemporary psychology and their systems.

**PSYC 522: Social and Cultural Issues in Counseling, 3 credit hours**
Major social problems in contemporary society and their impact upon counseling will be probed. Exploration of sub-groups and cross-cultural issues as well as emphasis on sensitizing students to ethnocentrism and development of respect for diversity in all its guises.

**PSYC 528: Testing and Appraisal of Individuals, 3 credit hours**
Introduction to the major concepts of psychological testing: reliability and validity; standardized tests; ethnic, cultural, sexual and age related factors; ethical standards for development and usage; test construction; interpretation. **Prerequisite: PSYC 500.**

**PSYC 529: Human Sexuality, 3 credit hours**
Physiological, social, and psychological factors in human sexual behavior at various ages and stages of development: normal and deviant behavior, physiological processes and correlates, attitudes and stereotypes, description and etiology of sexual dysfunctions and common treatment strategies.

**PSYC 530: Personality and Counseling Theories, 3 credit hours**
Introduction to counseling theories and psychological processes involved in individual counseling. Including but not limited to analytical, phenomenological, person-centered, existential, behavioral, cognitive/behavioral. Students will refine their own theory of personality and counseling. Case studies.

**PSYC 535: Psychopathology, 3 credit hours**
Overview of psychopathology, with emphasis on etiology, symptoms, sociocultural factors, system effects of disorders and maladaptive patterns of behavior. Current diagnostic and classification systems and treatment approaches will be explored.

**PSYC 541: Social Psychology, 3 credit hours**
Overview of the dynamics of social and behavioral development of the individual and groups. Topics explored but not limited to the following: social attitude changes, prejudice and stereotypical behavior, changing roles of men and women, rural vs. urban societies, subcultures, ethnic diversity, measurement and research.

**PSYC 544: Counseling Skills, 3 credit hours**
Demonstration and supervised practice (role play) of micro-counseling skills, including attending behaviors, questioning, paraphrasing, summarization, reflection of feeling, confrontation, and reflection of meaning. Students will refine their counseling techniques, integrating acquired skills and influencing strategies with personal style. **Prerequisite: PSYC 530.**

**PSYC 545: SubSTANCE Abuse Counseling, 3 credit hours**
Overview of the physiological, biochemical, social and psychological aspects of psychoactive substance disorders. Examination of the rehabilitative potential of Alcoholics Anonymous/Alanon and the major propositions of the disease concept of alcoholism. Differential diagnosis of psychoactive substance use, abuse and dependence will be explored.

**PSYC 548: Group Processes in Counseling, 3 credit hours**
Group work studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, other group work approaches, and ethical issues related to group work. **Prerequisite: PSYC 530.**

**PSYC 550: Behavior Modification, 3 credit hours**
Explores the principles and specific procedures of behavior modification. Including but not limited to collection of behavioral baseline data, setting objectives, analysis of procedures, evaluating behavioral programs, record keeping and impact on the behavior of individuals.
**PSYC 567: HUMAN NEUROPSYCHOLOGY, 3 CREDIT HOURS**
This course provides an introduction to human brain-behavior relationships including neuroanatomy, neurophysiology, cognitive processes, sensory and motor processes, and their interactions with emotion and personality. Brain organization, neurodevelopment, individual differences, and clinical neuropsychological assessment will also be presented.

**PSYC 568: HEALTH PSYCHOLOGY, 3 CREDIT HOURS**
This course is an introduction to health psychology by focusing on biological, psychological, social, cultural, and spiritual factors in health and illness. An examination of how psychological processes influence attitudes, health behaviors, disease prevention, medical treatment, stress and coping, and adjustment to illness will also be presented.

**PSYC 569: MEDICAL AND PSYCHOSOCIAL ASPECTS OF REHABILITATION COUNSELING, 3 CREDIT HOURS**
An overview of medical information essential to understanding the functional limitations and rehabilitation implications of individuals with disabilities and chronic illnesses. Additionally, this course provides an understanding of the psychological, social, cultural, and environmental implications associated with the adjustment and adaptation to disabling conditions.

**PSYC 566: PLAY THERAPY, 3 CREDIT HOURS**
Designed to provide an understanding of the theoretical/pragmatic aspects of children’s play. Play will be discussed both as a developmental “phase stage” and as a therapeutic process. Course focus will be upon the psychological world of the child, including the relationship between the child’s internal world and external manifestations through play.

**PSYC 570: MARRIAGE AND FAMILY COUNSELING, 3 CREDIT HOURS**
System approach, theoretical formulations, counseling techniques/strategies, research findings, treatment issues, and ethical/social concerns in marriage and family counseling are studied. Prerequisites: PSYC 530, 544.

**PSYC 572: BEHAVIORAL MEDICINE IN REHABILITATION, 3 CREDIT HOURS**
An introduction to the theories and techniques in behavioral medicine. The course will introduce behavioral interventions appropriate for medical conditions, chronic diseases, and health related conditions in the rehabilitation setting. The application of behavioral interventions to psychiatric and neurocognitive disorders will also be presented.

**PSYC 574: SPECIALIZED TECHNIQUES IN COUNSELING, 3 CREDIT HOURS**
Prepares students to function effectively in managed care environments by examining treatment protocols for commonly encountered emotional/behavioral diagnoses, including, but not limited to, depressive disorders, panic and anxiety disorders, eating disorders, ADHD, parenting skills training, and sexually abused/abusing populations. Prerequisite: PSYC 530.

**PSYC 576: PSYCHOPHARMACOLOGY, 3 CREDIT HOURS**
Psychopharmacology as related to the professional practice of mental health counseling. Includes basic physiology and neurobiochemistry: nervous system, neuron functioning and neurotransmitter substances. Introduction to pharmacokinetics and pharmacodynamics. Clinical psychopharmacology related to anxiety, mood, and psychotic disorders and geriatric, child, addiction, personality, and impulse disorder populations.

**PSYC 577: PSYCHODIAGNOSIS, 3 CREDIT HOURS**
Overview of the benefits and limitations of clinical diagnosis. Intensive examination of the current edition of the Diagnostic and Statistical Manual of Mental Disorders (American Psychiatric Association), including but not limited to the criteria for differential diagnosis. Clinical interviews and mental status exams (to obtain sufficient information for diagnosing) plus the compilation for information into a cohesive report will be emphasized. Prerequisite: PSYC 535.

**PSYC 578: PROFESSIONAL ORIENTATION: ETHICAL AND LEGAL ISSUES, 3 CREDIT HOURS**
Studies that provide an understanding of all aspects of professional functioning, including history, roles, organizational structures, ethics, standards, and credentialing. In-depth study of ethical and legal codes of conduct of the counseling profession, i.e., American Counseling Association, American Association of School Counselors, American Psychological Association. Focus on ethical decision making related to the counseling process. Value clarification, rights and responsibilities of both counselor and conselee, competence, working with culturally diverse populations, as well as current legal guidelines related to maintenance of records, confidentiality, reporting child abuse/neglect, duty to warn and protect, and involuntary commitment will be examined.

**PSYC 579: PRACTICUM IN SCHOOL COUNSELING, 3 CREDIT HOURS**
105 clock hours of practical field experience in an approved school setting designed to enhance the practicum student’s one-to-one counseling skills. Included in the 105 clock hours will be 40-60 hours of face-to-face counseling of host school students, and other diverse counselor activities. Practicum students will meet on campus with a University of Saint Francis instructor for 1.5 hours per week during the semester for support and class work. Students will be visited at their host schools by their practicum instructor. Prerequisites: Program Director approval; to be taken towards the end of the academic program.

**PSYC 580: PRACTICUM IN MENTAL HEALTH COUNSELING, 3 CREDIT HOURS**
Practicum provides for the development of individual counseling and group work skills under supervision. Required are a minimum of 100 agency clock hours, of which 40 hours minimum are direct service with clients (1/4 of these hours should be in group work). This represents approximately 2 1/2 days per week of work over the 15-week semester. Students receive a minimum of 1 hour per week of face-to-face supervision from the on-site supervisor and 1.5 hours of on-campus group supervision by the course instructor. Students will be visited at their host agency by their practicum instructor. Practicum will be taken prior to and may not be taken concurrently with internship. Prerequisites: PSYC 544, 548, 577, 578; Program Director approval; to be taken towards the end of the academic program.
PSYC 582: INTERNSHIP IN MENTAL HEALTH COUNSELING, 6 CREDIT HOURS (6 HOURS 1 SEMESTER, OR 3 HOURS FOR 2 SEMESTERS)
Internship in Mental Health Counseling provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed staff member in a mental health treatment setting would be expected to perform. PSYC 582 Internship is completed either over 1 or 2 semesters for a minimum of 600 agency hours, which includes 240 direct client service hours. **Prerequisites:** PSYC 580; Program Director approval.

PSYC 583: INTERNSHIP IN SCHOOL COUNSELING, 3 CREDIT HOURS
A practical field placement of actual “on-the-job” experience in an approved school setting, including activities and roles an employed school counselor would perform. Interns will spend one complete school year (i.e., host school’s schedule) at their placement (fall/spring) for a minimum of 600 contact/clock hours. Interns 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 582; Program Director approval.

PSYC 588: PRACTICUM IN MS PSYCHOLOGY, 3 CREDIT HOURS
105 clock hours of practical field experience tailored individually for students in the MS Psychology program. Students will have the opportunity to integrate work and formal education under the guidance of professionals in the field. **Prerequisite:** Program Director approval.

PSYC 590: DIRECTED STUDY, 1-3 CREDIT HOURS
Designed as individualized study of an academic area of interest for which the student has adequate background. Written permission is required of instructor and Department Chair. **Prerequisite:** Program Director approval.

PSYC 591: ADVANCED INTERNSHIP IN MENTAL HEALTH COUNSELING, 3 CREDIT HOURS
Advanced Internship requires an additional 300 hours of clinical experience in a mental health agency/facility, of which 120 are direct client service. Advanced Internship is completed over one semester and requires approximately 20 hours work for 15 weeks. **Prerequisite:** PSYC 582; Program Director approval.

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

PSYC 593: PRACTICUM IN REHABILITATION COUNSELING, 3 CREDIT HOURS
Practicum provides a supervised experience in a rehabilitation setting working with persons with disabilities and an opportunity for students to demonstrate skills in the field of rehabilitation counseling (e.g., case management). Required are a minimum of 100 agency clock hours, of which 40 hours minimum are direct service with clients (1/4 of these hours will be in group work). Students receive a minimum of 1 hour per week of face-to-face supervision from the on-site supervisor and 1.5 hours of on-campus group supervision by the course instructor. Students will be visited at their host agency by their practicum instructor. **Prerequisite:** PSYC 544, 548, and the 15 hours of required rehabilitation coursework; to be taken towards the end of the academic program; and Program Director approval.

PSYC 620: PASTORAL CARE SPECIALIST TRAINING, 3 CREDIT HOURS
This course seeks to strengthen the personal pastoral identity and spirituality of caregivers and to enable them to provide pastoral care in a way that integrates the spiritual dimension and resources of one’s faith tradition with current theoretical understandings and practical skills. Seminar components include didactic seminars, clinical consultation and peer support. Topics focus upon the theoretical foundations and practical aspects of pastoral care and supportive counseling. Special attention will be given to supportive techniques for use in short-term, grief, marital, divorce and crisis intervention counseling and to issues and problem areas cited by the participants. Clinical consultation will be conducted within a group atmosphere of acceptance and support where participants will share verbatim 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
ACCELERATED GRADUATE PROGRAMS

ONLINE BUSINESS PROGRAMS

MASTER OF BUSINESS ADMINISTRATION (MBA)

Program Overview
The Master of Business Administration online equips graduates for a broad range of national and international careers by expanding their capacity to perceive and adjust to changing global business environments. With the ability to approach complex problems systematically and imaginatively, online MBA graduates are prepared for increased responsibilities that contribute to a high-performing workplace.

This is a cohort program designed to enable students to complete the MBA program in 12 months (11 courses). While it is designed as a cohort program, students can enroll and take 1-4 courses per semester. In this case, students will take longer than 12 months to complete the program.

Program Goals
The MBA from USF provides a well-rounded, individualized program to help you achieve maximum potential:

- Students will demonstrate a comprehension of the strategic decision making process.
- Students will understand the impact of globalization/local enterprise.
- Students will demonstrate a mastery of professional competencies in the following disciplines: 1) accounting, 2) finance, 3) law, 4) quantitative methods, 5) economics, and 6) sales and marketing.
- Students will learn to manage change in an ethical manner guided by Franciscan principles.
- Students will understand managing and leading teams in a diverse multi-cultural environment.

Program Outline
33 credit hours

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<th>Course Title</th>
<th>Credits</th>
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<td>Managerial Accounting</td>
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<td>BUS 680</td>
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<td>Managerial Economics</td>
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<td>BUS 555</td>
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<td>Quantitative Methods</td>
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<td>BUS 580</td>
<td>Leading Change</td>
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<td>BUS 670</td>
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<td>BUS 639</td>
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<td>BUS 631</td>
<td>Human Resource Management</td>
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</tr>
<tr>
<td>BUS 690</td>
<td>Business Policy and Strategy (Capstone)</td>
<td>3</td>
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</tbody>
</table>

Accreditation
USF’s online MBA is accredited by the Association for the Accreditation of College Business Schools and Programs (ACBSP), a leading specialized accreditation association for business education. Our ACBSP accredited online MBA program is evidence the University of Saint Francis is committed to providing the highest quality business education for our students.

Admission Requirements
Applicants to the MBA program must meet the following criteria:

- Possess a bachelor’s degree or higher from a regionally accredited institution
- Possess a minimum 2.75 cumulative GPA on a 4.0 scale.
- If the cumulative GPA is below 2.75 with less than five years professional work experience the applicant must take the GMAT and submit scores to the university for review. If the applicant has 5+ years professional work experience, a resume can be submitted for review.

To apply for the Online MBA, students must:

- Submit online application for admission
- Submit official bachelor or higher degree granting transcript
- Submit a letter expressing professional goals in pursuing the degree

*Note: Transcripts are official only if sent directly to the Office of Admissions from the registrar of the institution attended.
**MASTER OF BUSINESS ADMINISTRATION IN SUSTAINABILITY**

**Program Overview**

The Master of Business Administration online equips graduates for a broad range of national and international careers by expanding their capacity to perceive and adjust to changing global business environments. With the ability to approach complex problems systematically and imaginatively, online MBA graduates are prepared for increased responsibilities that contribute to a high-performing workplace.

This is a cohort program designed to enable students to complete the MBA program in 12 months. While it is designed as a cohort program, students can enroll and take 1-4 courses per semester. In this case, students will take longer than 12 months to complete the program.

The academic year for the virtual campus consists of three semesters: Fall, Spring, and Summer. Each semester will be divided into two distinct sessions. Enrollment load is based on the combination of each session within a semester.

The MBA in sustainability from USF provides a uniquely designed program to meet the demands of today’s business environment:

- Gain a sound knowledge base about functional areas through understanding complex business issues.
- Enhance ability to approach complex problems systematically and imaginatively for solutions.
- Prepare for positions of increased responsibility that contribute to a high performing workplace.
- Expand capacity to perceive and adjust to changing global business environments.
- Build confidence and expertise to make decisions in the face of increasing awareness of environmental issues and green initiatives.
- Obtain a values based skills set that heightens a sense of fulfillment and accomplishment.
- Learn to manage and lead teams in a diverse multi-cultural environment.
- Learn to manage change in an ethical manner guided by Franciscan principles.

**Program Outline**

36 credit hours

<table>
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<tr>
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<tr>
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<td>Marketing Management</td>
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<td>EHS 525</td>
<td>Environmental Epidemiology</td>
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<td>BUS 551</td>
<td>Financial Management</td>
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<td>EHS 535</td>
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<td>BUS 690</td>
<td>Business Policy and Strategy (Capstone)</td>
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</tr>
<tr>
<td>EHS 625</td>
<td>Applied Statistics for Environmental Studies</td>
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**Admission Requirements**

Applicants to the MBA in Sustainability program must meet the following criteria:

- Possess a bachelor's degree or higher from a regionally accredited institution.
- Possess a minimum 2.75 cumulative GPA on a 4.0 scale.
- If the cumulative GPA is below 2.75 with less than five years professional work experience the applicant must take the GMAT and submit scores to the university for review. If the applicant has 5+ years professional work experience, a resume can be submitted for review.

To apply for the Online MBA in Sustainability, students must:

- Submit online application for admission.
- Submit official bachelor or higher degree granting transcript.
- Submit a letter expressing professional goals in pursuing the degree.

*Note: Transcripts are official only if sent directly to the Office of Admissions from the registrar of the institution attended.

**MASTER OF HEALTHCARE ADMINISTRATION (MHA)**

**Program Overview**

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

The MHA trains students to:

- Gain a sound base of knowledge about various administrative functional areas to enhance their understanding of complex healthcare systems.
- Enhance ability to approach complex problems systematically and imaginatively to develop effective solutions.
Prepare for assuming positions of increased managerial/administrative responsibility and contributing to the creation of a high-performing workplace.

Expand capacity to perceive and adjust to changing nonprofit/healthcare organizational environments.

Enhance confidence and expertise to make decisions in the face of ambiguity or conflicting information.

Obtain a set of skills that would contribute to a greater sense of fulfillment and accomplishment in addressing personal and organizational goals.

**Program Outline**

45 credit hours

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<td>BUS 551</td>
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<td>BUS 650</td>
<td>Quality Management in Healthcare</td>
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<td>BUS 656</td>
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<td>BUS 671</td>
<td>Healthcare Law</td>
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<td>BUS 575</td>
<td>Quantitative Methods</td>
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<td>BUS 589</td>
<td>Epidemiology For Healthcare Administration</td>
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<td>BUS 566</td>
<td>Healthcare Economics</td>
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<td>BUS 644</td>
<td>Principles of Managed Care</td>
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<td>BUS 691</td>
<td>Healthcare Strategy</td>
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<tr>
<td>BUS 694</td>
<td>Capstone Project in Healthcare Administration</td>
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</table>

**Accreditation**

The University of Saint Francis is regionally accredited by the Academic Quality Improvement Program (AQIP) of the Higher Learning Commission’s North Central Association of Colleges and Schools.

**Admission Requirements**

Applicants to the MHA program must meet the following criteria:

- Possess a bachelor's degree or higher from a regionally accredited institution
- Possess a minimum 2.75 cumulative GPA on a 4.0 scale.
- If the cumulative GPA is below 2.75 with less than five years professional work experience the applicant must take the GMAT and submit scores to the university for review. If the applicant has 5+ years professional work experience, a resume can be submitted for review.

To apply for the Online MHA, students must:

- Submit online application for admission
- Submit official bachelor or higher degree granting transcript
- Submit a letter expressing professional goals in pursuing the degree

**MASTER OF ORGANIZATIONAL LEADERSHIP**

**Program Overview**

The Master of Organizational Leadership online graduates are equipped with leadership principles for a broad range of national and international careers by expanding their capacity to perceive, adjust, and lead through changing business environments. With the ability to approach complex problems systematically and imaginatively, online MOL graduates are prepared for increased responsibilities that contribute to a high-performing workplace.

This is a cohort program designed to enable students to complete the MOL program in 12 months. While it is designed as a cohort program, students can enroll and take 1-4 courses per semester. In this case, students will take longer than 12 months to complete the program.

The academic year for the virtual campus consists of three semesters: Fall, Spring, and Summer. Each semester will be divided into two distinct sessions. Enrollment load is based on the combination of each session within a semester.

The Master of Organizational Leadership from USF provides a uniquely designed program to provide current and future leaders with the knowledge and skills they need in today’s market:

- Understand and apply effective leadership styles and models
- Utilize frameworks of ethical decision making
- Build and lead teams through coaching and mentoring and develop and retain organizational talent
- Communicate effectively and persuasively within all levels of an organization
- Write and think critically
- Develop conflict resolution and mediation skills
- Understand how to utilize information and financial resources to advance organizations
- Learn to manage change in an ethical manner guided by Franciscan principles

**Program Outline**

36 credit hours: 24 credit hours from core courses + 12 credit hours from concentration area

### Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 555</td>
<td>Leadership Ethics and Franciscan Values</td>
<td>3</td>
</tr>
<tr>
<td>BUS 575</td>
<td>Quantitative Methods for Decision Support</td>
<td>3</td>
</tr>
<tr>
<td>BUS 580</td>
<td>Leading Change</td>
<td>3</td>
</tr>
<tr>
<td>BUS 631</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>ORGL 517</td>
<td>Organizational Leadership: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>ORGL 533</td>
<td>Organizational Communication and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>ORGL 637</td>
<td>Leading the Strategic Plan Process</td>
<td>3</td>
</tr>
<tr>
<td>ORGL 690</td>
<td>Capstone: Senior Project</td>
<td>3</td>
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</table>

### Healthcare Services Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUS 508</td>
<td>Introduction to Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>BUS 651</td>
<td>Healthcare Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BUS 671</td>
<td>Healthcare Law</td>
<td>3</td>
</tr>
<tr>
<td>BUS 683</td>
<td>Nonprofit Financial Management</td>
<td>3</td>
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### Non-Profit Organization Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUS 661</td>
<td>Fund and Resource Development</td>
<td>3</td>
</tr>
<tr>
<td>BUS 665</td>
<td>Program Planning, Management, and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>BUS 658</td>
<td>Nonprofit Governance and Volunteer Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 683</td>
<td>Nonprofit Financial Management</td>
<td>3</td>
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### For-Profit Organization Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUS 551</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>ECON 565</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 670</td>
<td>Law and Ethics in the Business Environment</td>
<td>3</td>
</tr>
<tr>
<td>BUS 639</td>
<td>Operations Management</td>
<td>3</td>
</tr>
</tbody>
</table>

### Higher Education Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 658</td>
<td>Introduction to Higher Education Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 611</td>
<td>Law and Ethics in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>BUS 665</td>
<td>Program Planning, Management, and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>BUS 551</td>
<td>Financial Management</td>
<td>3</td>
</tr>
</tbody>
</table>

### Admission Requirements

Applicants to the MOL program must meet the following criteria:

- Possess a bachelor's degree or higher from a regionally accredited institution
- Possess a minimum 2.75 cumulative GPA on a 4.0 scale.
- If the cumulative GPA is below 2.75 with less than five years professional work experience the applicant must take the GMAT and submit scores to the university for review. If the applicant has 5+ years professional work experience, a resume can be submitted for review.

To apply for the Online MOL, students must:

- Submit online application for admission
- Submit official bachelor or higher degree granting transcript
- Submit a letter expressing professional goals in pursuing the degree

*Note: Transcripts are official only if sent directly to the Office of Admissions from the registrar of the institution attended.
DESCRIPTION OF BUSINESS COURSES

ACCT 515: MANAGERIAL ACCOUNTING, 3 CREDIT HOURS
A study of relevant costs and cost behavior. Explores the manner in which financial and cost analysis can be of use to management in various decision-making and control processes.

BUS 508: INTRODUCTION TO HEALTHCARE, 3 CREDIT HOURS
This course introduces healthcare delivery from a systems approach. The course will explore the history of healthcare, the key functional components of healthcare and the role of healthcare in a free market system. The course will include an overview of the intricacies of healthcare and the need for specialization in areas of finance, administration, quality, operations, and human resources.

BUS 551: FINANCIAL MANAGEMENT, 3 CREDIT HOURS
Nature and scope of the finance function, the business environment, valuation theory, risk concept, analysis of financial statements, long-term and short-term financing, capital budgeting under certainty and risk, working capital management, capital structure, dividend policy, leasing, mergers and bankruptcy.

BUS 555: FRANCISCAN VALUES & ETHICS IN BUSINESS, 3 CREDIT HOURS
Introduces students to ethics-related aspects of the business decision-making process. Students will address a variety of topics, including the theoretical underpinnings of ethics, stakeholders, decision making strategies, and utilization of such strategies in specific areas such as shareholder and employment relations, marketing, and globalization. The emphases of the course are issue recognition, application of ethical principles, application of Franciscan values, and analysis of the consistency of corporate decision-making processes with such principles and values.

BUS 566: HEALTHCARE ECONOMICS, 3 CREDIT HOURS
This course will expand upon current methods and approaches to economic analysis to include the unique challenges facing managers in healthcare organizations. The course will focus on healthcare efficiency and quality through traditional supply and demand principles. Additional concepts of resource allocation, consumer response and related managerial economic principles will be covered.

BUS 575: QUANTITATIVE METHODS FOR DECISION SUPPORT, 3 CREDIT HOURS
Develops basic competency in the application of quantitative methods to help create more effective solutions to business problems. Covers foundations of statistics, probability, hypothesis testing, regression analysis, modeling, linear programming, decision theory, and queuing theory.

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 589: EPIDEMIOLOGY FOR HEALTHCARE ADMINISTRATION, 3 CREDIT HOURS
Introduction to epidemiologic concepts for health care administration. Selected concepts of epidemiology are presented as well as specific epidemiologic methods such as biostatistics 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 epidemiological theories and models to improve health status and access to care for diverse populations.

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 639: 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 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.

BUS 650: QUALITY MANAGEMENT IN HEALTHCARE, 3 CREDIT HOURS
This course will familiarize students with current quality initiatives in healthcare such as patient satisfaction, JCAHO accreditation, and case management. The course will introduce the role of planning and management of outcomes-based quality improvement measures and will identify the potential rewards and costs of quality management efforts. The course will include an exploration of integrated performance improvement for healthcare.

BUS 651: HEALTHCARE LEADERSHIP, 3 CREDIT HOURS
Describes the critical knowledge and skills needed to be effective leaders in today’s complex healthcare environment. Sessions cover conflict resolution, leadership and negotiation skills, strategic planning, and the core body of knowledge and skills of project management specific to the healthcare industry. Students learn how to define, plan and execute a project on time, on budget and within performance specifications. Topics include project life cycle, definition, and charter creation; assembling high performance teams; risk analysis; and project closure.
BUS 656: HEALTH CARE COMPLIANCE FOR HEALTHCARE ADMINISTRATORS, 3 CREDIT HOURS
Introduction to compliance for health care administration. History of compliance is presented as well as required elements for compliance programs in a variety of healthcare delivery settings. Includes but not limited to standard areas of compliance and documentation such as HIPAA, accounting and financial standards, billing and reimbursement, claims submission, recovery auditors, and quality. Applies best practices in healthcare compliance and reviews case studies illustrating diverse compliance issues and topics.

BUS 658: NONPROFIT GOVERNANCE AND VOLUNTEER MANAGEMENT, 3 CREDIT HOURS
Explores the fiduciary responsibilities and structure of boards, the indicators of a healthy board and positive relationship between board and agency leadership, board cultivation, renewal and improvement. This course will also examine the relationship between the agency and programmatic service volunteers.

BUS 661: FUND AND RESOURCE DEVELOPMENT, 3 CREDIT HOURS
Explores the diverse funding streams necessary to support nonprofit organizations including grants, private and corporate donors and sponsorships, fund raising events, collaborations and shared services, capital and annual campaigns, and models for sustainability.

BUS 665: PROGRAM PLANNING, MANAGEMENT, AND EVALUATION, 3 CREDIT HOURS
Emphasizes the key components of designing, maintaining, and improving services through programs, management of staff and resources, and program evaluation for compliance and effectiveness.

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.

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 683: NON-PROFIT FINANCIAL MANAGEMENT, 3 CREDIT HOURS
Emphasizes the development of skills necessary for sound financial decision making within a nonprofit. Includes financial ration analysis, capital budgeting, risk and return analysis and financial forecasting.

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: BUS 551, BUS 631 and BUS 680

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.

BUS 694: CAPSTONE PROJECT IN HEALTHCARE ADMINISTRATION, 3 CREDIT HOURS
Provides the student with an opportunity to practice theory and concepts presented in core courses by applying these to an actual healthcare administration business problem. A program will be designed to aid the student in gaining practical administrative experience within the Healthcare and/or related industries.

ECON 565: MANAGERIAL ECONOMICS, 3 CREDIT HOURS
Aspects of microeconomic theory most relevant to business decisions are addressed. Objectives of the firm, profit and values; risk analysis decision making under uncertainty; demand theory; estimation of demand; production theory, empirical cost analysis; market structure, pricing, and output antitrust regulation; program evaluation and review techniques.

ORGL 517: ORGANIZATIONAL LEADERSHIP: THEORY AND PRACTICE, 3 CREDIT HOURS
Introduces the challenges and realities facing leaders today and the knowledge, skills, and dispositions that today’s leaders must possess. Discusses how these organizational leadership concepts and skills will be integrated throughout the MOL program of study. This course examines prevailing leadership theories, traits, and styles grounded in academic research.

ORGL 533: ORGANIZATIONAL COMMUNICATION AND DIVERSITY, 3 CREDIT HOURS
Focuses on diversity within organizations and how organizational leaders must appreciate and respond to the organizational realities of multicultural differences. Organizational culture, prejudice, discrimination, and institutional racism will be analyzed from an organizational leadership perspective.
**ORGL 637: Leading the Strategic Plan Process, 3 credit hours**
Examines the role of top management in creating a vision for the enterprise and integrating resources to achieve a competitive advantage in carrying out its mission. Focuses on total enterprise objectives with societal values and a global economy.

**ORGL 690: Capstone: Senior Project, 3 credit hours**
Students will design an individualized Capstone Senior Project that integrates the learning objectives of the MOL program. This Capstone should consider the student’s current and future leadership plans and provide a meaningful summary to launch their next phase of growth. Capstone projects may include guided internships, applied research, and/or focused Literature Review that examines and elucidates a current issue in leadership, etc. This Capstone must be discussed and approved by the Program Director.

**Description of Education Courses for MOL**

**EDUC 611: Law and Ethics in Higher Education Administration, 3 credit hours**
This course prepares students to serve as ethical leaders who comprehend and are prepared to meet the legal and moral requirements related to higher education law. Topics include the legal system; religion and private education; liability and litigation; employee, faculty, and student issues; and external private entities.

**EDUC 658: Introduction to Higher Education Administration, 3 credit hours**
This course provides a history of higher education through an overview of American and international institutions of higher learning, a survey of the philosophical missions and purposes served by colleges and universities, and an investigation of some of the pressing challenges and emerging practice issues confronting these institutions. This course presents an overview of higher education, with an emphasis upon the development of colleges and universities, and how these developments help shape and define current institutional practices and policies. A number of curricular, administrative, and policy issues will be examined and selected current problems will also be discussed in greater depth throughout the semester.
MASTER OF ENVIRONMENTAL HEALTH (MEH)

PROGRAM OVERVIEW
For individuals who have a strong interest in environmental health in the private or public sector and wish to develop a deeper and broader foundation of knowledge in the field, the University of Saint Francis offers a Master of Environmental Health. This unique program targets the major issues facing professionals. The focus is on environmental health, hygiene and safety, delivered through a systematic and strategic approach to pollution, toxicology, epidemiology, regulation, statistics, emergency response, and homeland security. In addition, an introduction to techniques in risk assessment, exposure and communication, GPS/GIS, environmental sampling and remediation is incorporated. Courses are taught by professors who are currently practicing professionals in the field. Their professional expertise provides a practical real-world focus to the classes.

In addition to successful completion of coursework, MEH students are required to prepare a professional e-portfolio which demonstrates mastery of competencies associated with professionals in the field.

Coursework is offered completely online through our Virtual Campus in accelerated 8 week courses, allowing flexibility for full-time working professionals. The program can be completed in twelve months when enrolled full-time or 24 months part-time.

Undergraduate coursework in biological, physical or environmental science or professional work experience in environmental health are strongly advised.

PROGRAM GOALS
The faculty has prepared program goals which flow from the established standards for professionals in the field of Environmental Health and Safety. Graduates of the University of Saint Francis Master in Environmental Health Program are prepared for a variety of entry level positions, and can:

• Integrate the concepts of health and safety of human and environmental resources.
• Synthesize knowledge gained through coursework with current best practices in Environmental Health and Safety (EHS).
• Evaluate scholarly research and integrate evidence-based findings to improve practice.
• Practice critical thinking processes to promote operations that are safe, effective, and environmentally friendly, given a variety of applications and settings.
• Employ evidence-based decision making in the field of EHS.
• Assume a leadership role in directing EHS activities and controlling hazards through elimination, mitigation, protection, and workplace practices.
• Collaborate with members of organizations at many levels to promote environmental protection, as well as employee health and safety, in a variety of industries and positions.
• Promote awareness of EHS concerns and programs through professional communication and establishment of relationships with individuals, companies and government agencies within the community.
• Demonstrate legal, ethical and social responsibility and accountability as an EHS professional.

PROGRAM OUTLINE
37 credit hours

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EHS 545</td>
<td>Environmental Ethics and Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>EHS 515</td>
<td>Safety Compliance</td>
<td>3</td>
</tr>
<tr>
<td>EHS 520</td>
<td>Advanced Environmental Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>EHS 530</td>
<td>Occupational Health</td>
<td>3</td>
</tr>
<tr>
<td>EHS 525</td>
<td>Environmental Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>EHS 540</td>
<td>Industrial Hygiene</td>
<td>3</td>
</tr>
<tr>
<td>EHS 615</td>
<td>Emergency Response and Homeland Security</td>
<td>3</td>
</tr>
<tr>
<td>EHS 535</td>
<td>Environmental Law</td>
<td>3</td>
</tr>
<tr>
<td>EHS 620</td>
<td>Integrated Remote Sensing</td>
<td>3</td>
</tr>
<tr>
<td>EHS 610</td>
<td>Advanced Topics in Environmental Studies</td>
<td>3</td>
</tr>
<tr>
<td>EHS 630</td>
<td>Site Evaluation and Remediation</td>
<td>3</td>
</tr>
<tr>
<td>EHS 625</td>
<td>Applied Statistics for Environmental Studies</td>
<td>3</td>
</tr>
<tr>
<td>EHS 660</td>
<td>Professional Portfolio</td>
<td>1</td>
</tr>
</tbody>
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ADMISSION REQUIREMENTS
Applicants to the MEH program must meet the following criteria:

• Possess a bachelor's degree or higher from a regionally accredited institution
• Possess a minimum 2.75 cumulative GPA on a 4.0 scale.
• If the cumulative GPA is below 2.75 with less than five years professional work experience the applicant must take the GRE and submit scores to the university for review. If the applicant has 5+ years professional work experience, a resume can be submitted for review.
To apply for the Online MEH, students must:

- Submit online application for admission
- Submit official bachelor or higher degree granting transcript
- Submit a letter expressing professional goals in pursuing the degree
- Submit a letter of recommendation completed by an academic (i.e. professor or advisor) or professional colleague

*Note: Transcripts are official only if sent directly to the Office of Admissions from the registrar of the institution attended.

**DESCRIPTION OF MEH COURSES**

**EHS 500: REVIEW OF ENVIRONMENTAL CHEMISTRY, 3 CREDIT HOURS**
For the student lacking two courses in college level chemistry. Focus on basics of chemistry, the interaction of chemicals with the environment and living organisms, production of waste and its disposal, production and effect of greenhouse gases and the geochemical cycles.

**EHS 510: ADVANCED ENVIRONMENTAL STUDIES, 3 CREDIT HOURS**
For the students lacking an undergraduate major, minor or sufficient work experience in an environmental field. Resources and their management, the interaction with the bio, litho, geo, hydro and atmosphere; forms of pollution and the dangers of each pollutant.

**EHS 515: SAFETY COMPLIANCE, 3 CREDIT HOURS**
Focus on regulatory compliance with the Occupational Health and Safety Act; environmental health and safety; transportation and disposal of hazardous waste. Overview of basic equipment and techniques.

**EHS 520: ADVANCED ENVIRONMENTAL CHEMISTRY, 3 CREDIT HOURS**
The production and hazards of community and manufacturing waste, the movement of waste in the bio, litho, geo, hydro and atmosphere; selection of appropriate tests for determining the presence and quantity of waste.

**EHS 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 homes; biological markers; exposure assessment.

**EHS 530: OCCUPATIONAL HEALTH, 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. Evaluation methods, preventative measures; safety plans.

Recommended Pre-Requisite: EHS 515 Safety Compliance

**EHS 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.

**EHS 540: INDUSTRIAL HYGIENE, 3 CREDIT HOURS**
Focus on air testing, mold testing, noise testing, phase I and phase II site assessments, remediation for chemicals, allergens, bacteria, molds asbestos, and lead; penalties for violations. Overview of basic equipment and techniques. Recommended Pre-Requisite: EHS 530 Occupational Health

**EHS 545: ENVIRONMENTAL ETHICS AND PROFESSIONAL PRACTICE, 3 CREDIT HOURS**

**EHS 610: ADVANCED TOPICS IN ENVIRONMENTAL STUDIES, 3 CREDIT HOURS**
Interdisciplinary approach to contemporary environmental problems involving interactions of the bio, litho, geo, hydro and atmosphere.

**EHS 615: EMERGENCY RESPONSE AND HOMELAND SECURITY, 3 CREDIT HOURS**
Focus on radiological, chemical and biological and preparedness, homeland security agencies at the local, state, and national level; management plans; coordinating with NIMS. Overview of equipment and techniques.

**EHS 620: INTEGRATED REMOTE SENSING, 3 CREDIT HOURS**
Applications of remote sensing technology and programs in the environmental field; visualization of data, data management and display. Overview of hazardous waste sites and their dangers.

**EHS 625: APPLIED STATISTICS FOR ENVIRONMENTAL STUDIES, 3 CREDIT HOURS**
Emphasis on sampling, environmental design, hypothesis testing, and data analysis.

**EHS 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. Equipment and techniques for site monitoring. Pre-Requisite: EHS 620 Integrated Remote Sensing

**EHS 660: PROFESSIONAL PORTFOLIO, 1 CREDIT HOURS**
Submission, feedback, revision of a professional portfolio developed through the course of the degree curriculum.
ONLINE UNDERGRATE PROGRAMS

BACHELOR OF SCIENCE IN NURSING (RN-BSN Track)

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

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

ACCREDITATION
The Bachelor of Science in Nursing Program at the University of Saint Francis is accredited by the Indiana State Board of Nursing, www.in.gov/pla/nursing.htm and by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202)887-6791 www.aacn.nche.edu

PROGRAM OVERVIEW
The Bachelor of Science in Nursing Program prepares graduates for entry level practice as nurse generalists to practice professional nursing with individual clients, families, groups and communities across the life span in a variety of settings. Guided by the Franciscan Values, students are assisted to value service, lifelong learning and caring behaviors as the foundation for professional nursing. In addition to basic nursing roles, students practice in structured and unstructured settings, fulfill leadership roles, and evaluate and apply research to improve client outcomes. Knowledge from humanities, social and behavioral sciences, and life and physical sciences are synthesized with nursing theory and practice. The curriculum provides an academic background which serves as the basis for graduate education and continued personal and professional growth. After completing the degree, graduates are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). The purpose of the RN to BSN program is to allow licensed RN's with a diploma or Associates Degree to earn a Bachelor of Science Degree in Nursing.

BSN PROGRAM GOALS
The faculty has prepared program goals which flow from the conceptual threads. Graduates of the University of Saint Francis Bachelor of Science in Nursing Program are prepared for entry level nursing practice as nurse generalists who will:

1) Integrate the concepts of holistic person and a multidimensional definition of health into nursing practice.
2) Integrate critical thinking and evidence-based practice to promote safe, client centered care for individual clients, families, groups, and communities across the life span in a variety of settings.
3) Synthesize knowledge from humanities, social and behavioral sciences, and life and physical sciences with nursing theory and practice.
4) Foster a caring presence through modifying communication techniques and establishing therapeutic relationships with individuals, families, groups and communities.
5) Collaborate with members of health teams to promote clients' health and welfare in an ever-changing practice environment.
6) Assume a leadership role in directing nursing activities and initiating change to improve health care delivery integrating information and health care technologies within a diverse world.
7) Demonstrate legal, ethical and social responsibility and accountability as a professional nurse.
8) Implement a plan for professional growth and development as a member of the nursing profession.
9) Evaluate research and integrate evidence based findings to improve nursing practice.
PROGRAM OUTLINE
ASN/Diploma degree 68 credits
Portfolio or Transfer or Elective Credits 13 credits
RN-BSN Program 39 credits (includes 90 clinical hours)
Total Credits 120

RN – BSN Program (39 credits):
ICON 200 Introduction to a Virtual Franciscan Education 2 credits
NURS 409 Professional Communication 2 credits
SOCI 245 Health in the Community 3 credits
NURS 400 Professional Nursing Concepts I 4 credits
NURS Elective TBD 3 credits
PHIL 323 Ethics 3 credits
NURS 420 Evidence-Based Nursing Practice with Applied Statistics 3 credits
NURS 443 Clinical: Applying Professional Nursing Concepts I (16 weeks) 1 credit
NURS 410 Professional Nursing Concepts II 2 credits
NURS 432 Nursing Informatics 3 credits
THEO 106 Prayer and Worship 3 credits
NURS 438 Community Focused Professional Nursing 2 credits
NURS 445 Clinical: Applying Professional Nursing Concepts II (16 weeks) 1 credit
NURS Elective TBD 3 credits
NURS 480 Nursing Synthesis and Professional Role 3 credits

GRADING SCALE
The Nursing Department uses the following grading scale.

A = 93-100
A- = 90-92
B+ = 87-89
B = 83-86

B- = 80-82
C+ = 77-79
C = 74-76
D = 66-73
F = less than 66

ADMISSIONS REQUIREMENTS FOR THE RN-BSN PROGRAM
1) Admission criteria: (a) proof of current, active RN license and official transcript from an associate or diploma degree nursing program, having earned a minimum cumulative GPA of 2.7 on a 4.0 scale.
2) RN-BSN students must maintain RN licensure throughout their entire enrollment in the program.
3) A Pre-RN to BSN admission is also offered for graduating students in the Fall term from an ASN or diploma school program. This category is only for the Spring term to allow timely start to the program. NCLEX-RN must be passed, during the Spring term, in order for a student to continue in the program.

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

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

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

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

Motor Skills: Students must possess fine and gross motor function necessary to perform patient assessment and therapeutic interventions. Such interventions require coordination of both gross and fine muscular movements, stamina, equilibrium and functional use of touch and vision.
Behavioral and Social Attributes: Students must possess the emotional health required for full use of their intellectual abilities, demonstration of good judgment, prompt and safe completion of all responsibilities, and development of mature and effective relationships with patients. They must be able to work cooperatively with others, adapt to rapidly changing environments, think clearly and tolerate physically and mentally taxing workloads under stressful situations. Additionally they must demonstrate moral reasoning and ethical behaviors.

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

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

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

DESCRIPTION OF NURSING COURSES FOR RN-BSN TRACK

All courses in the RN-BSN Track will be in an 8 week format unless otherwise noted. Additional elective courses offered in Generic BSN Track may be offered in the RN-BSN Track.

NURS 241 TEACHING IN HEALTHCARE 1 CREDIT HOUR (LECTIVE COURSE)
This course provides an understanding of teaching strategies used in the health care environment when working with clients, families, and their communities. Topics include utilization of teaching/learning theory, examination of specific teaching strategies, collaboration with other health professionals, and evaluation of teaching effectiveness to enhance client health and welfare. (Web-based course)

NURS 243 GENOMICS IN HEALTHCARE 1 CREDIT HOUR (LECTIVE COURSE)
This course introduces the topic of genomics detailing its impact on health care. Emphasizes genomic principles with application of knowledge to care of clients across the lifespan.

NURS 250: HISTORY OF NURSING, 3 CREDIT HOURS
Focus is on the history of nursing, nursing education, and health care from primitive times to current day. Course content includes study of historical periods and figures such as Florence Nightingale, Lavinia Dock and Lillian Wald. Emphasis is on the relationship between nursing and society and the impact on modern nursing. (Elective course, may include travel) Offered periodically

NURS 255: TRANSCULTURAL HEALTHCARE, 3 CREDIT HOURS
Prepares the students to provide culturally competent healthcare to diverse populations. Self-awareness of cultural values and respect for differing values of each individual is cultivated. Emphasis is placed on identifying and applying key components in transcultural healthcare including; defining terminology, assessing cultural values, recognizing health disparities in diverse populations, and identifying appropriate communication skills. (Theory, web-based) (Elective course) Offered periodically

NURS 299: INTEGRATIVE HEALTH, 3 CREDIT HOURS
This course consists of modules that explore the mind-body-spirit connection and integrative health practices. Topics include the history of mind-body-spirit healing, roots of the mind-body-spirit disconnect, psychoneuroimmunology, the mind-body-spirit connection with specific illnesses, eastern healing traditions, mindful meditation, spiritual practices, ayurvedic medicine, healing touch, yoga, massage, relaxation response, music, and laughter. Explores health advocacy roles and evidence-based practice within the frame work of Barbara Carper’s Ways of knowing. (Theory, web-based) (Elective course) Offered periodically

NURS 309: CRITICAL CARE NURSING, 3 CREDIT HOURS
This course is designed to prepare nurses to assume an entry level role of a critical care nurse in the acute care setting. The student will be introduced to cardiac rhythm interpretation, invasive monitoring and hemodynamics, medical interventions/treatments, pharmacologic modalities, and nursing care in the Intensive Care Unit setting. The focus will be on the cardiovascular, respiratory, renal, endocrine, neurological, gastrointestinal, and hematological systems. (Theory 2 hours) (Elective course) Offered periodically

NURS 400: PROFESSIONAL NURSING CONCEPTS I, 4 CREDIT HOURS
Emphasizes the transition and socialization to professional nursing practice. Examines the relationship between nursing theory, research and practice. Introduction to selected theories relevant to professional nursing practice. Examination of selected legal and ethical issues of professional nursing. Focuses on broadening the professional nurse's health promotion and health assessment skills throughout the lifespan. Assists the student to incorporate knowledge of the patient interview process, as well as knowledge of anatomy, physiology, and pathophysiology into the skills of health assessment. Emphasizes how to perform focused assessment skills on any system-specific problem and utilization of nursing models to address health beliefs. Fall
**NURS 409: Professional Communication, 2 Credit Hours**
Employs principles of effective communication related to professional presentations in written, verbal and computer-based formats. Focuses on use of computer applications as they apply to the professional nurse role. Serves as a foundation to expand professional practice through exploration of concepts including diversity, collaboration, effective communication, technology, self-awareness, and reflective practice. Fall

**NURS 410: Professional Nursing Concepts II, 2 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. Leadership theory and management concepts are studied and evaluated. Explores selected political, social, educational and policy issues influencing the nursing profession and health care. Spring

**NURS 420: Evidence Based Nursing Practice with Applied Statistics, 3 Credit Hours**
Develops basic understanding of how evidence is developed including the research process, clinical judgment and client preferences. Introduction to data analytic and applied statistical methods commonly used in nursing research to facilitate review of the evidence. Emphasis on integration of nursing theory, practice, and research into the evidence based process. Develop beginning competence to utilize evidence-based practice (EBP) models to systematically evaluate and translate best available evidence related to clinical questions. Disseminate findings of analysis of the evidence to improve client outcomes, client safety, and health care quality in collaboration with other health care professionals. Spring

**NURS 432: Nursing Informatics, 3 Credits**
Combines information and technology to communicate, research, manage knowledge, mitigate error, and support decision making in the delivery of health care services. Within this course major topics related to nursing informatics and related fields will be explored. Emphasis is placed on developing an understanding of how automation is used to manage information in health care and the nurse’s role in the process. Spring

**NURS 438: Community Focused Professional Nursing, 2 Credits**
Focuses on the role of the professional nurse as an advocate in health promotion and disease prevention for individuals, aggregates and communities through primary, secondary and tertiary nursing initiatives. Integrates evidence-based practice, community health nursing models, systematic health status assessment, and resource utilization. Emphasizes diversity of community health settings, identification of vulnerable populations, public health nursing issues, and methods for effective communication among health team members. Analysis of the health care delivery system includes the impact of legal, social, economic, cultural and global influences on the health of communities. Summer

**NURS 443: Applying Professional Nursing Concepts & Evidence-Based Practice I (16 weeks), 1 Credit Hour**
Applies baccalaureate concepts in selected community settings to achieve individual objectives. Focuses on effective communication among health team members, resource utilization and the role of the professional nurse. Assists in the development of effective leadership and management skills while assessing, planning, and beginning implementation of innovation/evidence based project. Spring

**NURS 445: Applying Professional Nursing Concepts & Evidence-Based Practice II (16 weeks), 1 Credit Hour**
Applies baccalaureate concepts in selected community settings to achieve individual objectives. Focuses on effective communication among health team members, resource utilization and the role of the professional nurse. Assists in the development of effective leadership and management skills while building upon the innovation/evidence based project identified in NUR 443 to include implementation and evaluation. Summer

**NURS 480: Nursing Synthesis and Professional Role, 3 Credit Hours**
This capstone course facilitates transition from the technical nursing role to the professional baccalaureate nursing role. Core nursing concepts, Franciscan values and the student’s philosophy of nursing are analyzed and synthesized into a professional nursing practice role. Students will develop a portfolio to validate attainment of student learning outcomes and serve as a model for continued professional growth. Summer Courses described in the BSN Curriculum are representative of the requirements to complete the stated major. Requirements are subject to change. Students should consult with their advisor to determine the exact requirements needed to complete the degree.

**RN-BSN Progression Requirements**
In order to progress in the nursing sequence, students must meet the prerequisites and co-requisites for each course as noted on RN-BSN curriculum plans and in the BSN Student Handbook. The following criteria must be met in order to progress in the nursing sequence:

1. Maintain a cumulative GPA of 2.7.
2. Must achieve a "B-" or better in all nursing theory courses and achieve a "P" in all nursing clinical courses.
3. Must receive a minimum of "C" in all other required, non-nursing courses.
4. Must complete requirements for graduation no more than 12 semesters including summer (fall, spring, summer).
**Probation and Dismissal Policies**

Failure to maintain the academic standards for progression will result in academic probation or dismissal as described below. Students will be notified by letter from the Program Director. Only one academic probation is allowed during enrollment as a nursing student.

A. Academic Probation
   1. Nursing majors will be placed on Academic Probation for failure to
      a. earn a minimum cumulative GPA of 2.7.
      b. earn a minimum grade of "B-" in a nursing theory course and a "P" in a nursing clinical course.
      c. earn a minimum grade of "C" in required non-nursing courses
   2. The probation period will be one semester in length.
   3. The student who has failed to meet the minimum cumulative GPA of 2.7, has failed to earn a minimum grade of "B-" in a nursing theory course and a "P" in a nursing clinical course or has failed to earn a minimum grade of "C" in required non-nursing courses may be placed on academic probation only once. A second probation period will result in dismissal from the nursing major.
   4. A student may repeat only one nursing course one time. When repeating a nursing course a student who receives less than a "B-" will be dismissed from the nursing major.
   5. If a nursing course must be repeated for either clinical failure or for a theory grade below "B-", both the theory course and the concurrent clinical course must be repeated at the same time.
   6. If the cumulative GPA has not reached the minimum requirement of 2.7 by the end of the probation period, the student will be dismissed from the nursing major.
   7. If a student earns less than a "C" in a required non-nursing course, the non-nursing course may be repeated only once. Upon a second attempt, if the student does not earn a minimum grade of "C" the student will be dismissed from the nursing major.

B. Academic Dismissal
   1. A student who is dismissed from the nursing major may reapply to the nursing major no sooner than two years from the date of dismissal and must follow the *University of Saint Francis (USF)* criteria for admission.
   2. A student seeking readmission to the nursing major must provide evidence of improving one's potential for success. Evidence may include increased GPA, improved science grades, completion of another academic program or other changes that indicate the student's potential for success has improved.
   3. Readmission to the nursing major is not guaranteed.
   4. After dismissal a readmitted student who fails to achieve any of the following progression criteria will be dismissed from the nursing major and is not eligible for readmission:
      a. earn a minimum cumulative GPA of 2.7
      b. earn a minimum "B-" in nursing theory course or a "P" in a nursing clinical course, and
      c. earn a minimum grade of "C" in a required non-nursing course

C. Dismissal for Unsafe Practice
   1. Unsafe practice in a nursing clinical or violation of the University Standards of Conduct will result in dismissal from the Nursing Program. A student dismissed for unsafe nursing practice or a violation of the University Standards of Conduct is not eligible for readmission to the nursing major.

**RN-BSN Academic Requirements for Graduation**

To complete the Bachelor of Science in Nursing Degree the student must meet the following criteria:

- Complete a minimum of 120 hours of credit. Total credit hours completed will depend on placement exams. Transfer students must complete a minimum of 32 credit hours in nursing courses.
- Complete all required nursing and non-nursing courses.
- Meet the requirements for academic standards (see RN-BSN Progression, Probation and Dismissal Policies).
- Payment of all financial obligations to the University.
- Complete requirements for University graduation no more than twelve (12) semesters after starting their nursing clinical course work.

**Career Advancement**

The University of Saint Francis also offers MSN options. Students who meet all MSN admission criteria may be admitted into the program. See the Graduate Program section of this catalog for MSN admission criteria and program information.
BACHELOR OF BUSINESS ADMINISTRATION (BBA) COMPLETION

PROGRAM OVERVIEW
The accelerated bachelor’s degree program will allow adult students to obtain their Bachelor of Business Administration within five semesters. This program is for individuals with approximately two years of college credit, or 48 credit hours.

A Bachelor of Business Administration will prepare students for any number of career opportunities, including accounting, finance, human resources, marketing or management, to name just a few.

PROGRAM GOALS
- Students demonstrate entrepreneurial leadership and understand the processes of starting and operating a business.
- Students communicate effectively in business and professional interactions.
- Students will demonstrate a mastery of professional competencies in the following disciplines: 1) accounting, 2) economics, 3) management, 4) quantitative business analysis, 5) finance, 6) marketing, 7) legal and social environment, 8) information systems, and 9) international issues.
- Students acquire an understanding of the value of practical, real world business experience.
- Students demonstrate knowledge of professional ethics.

PROGRAM OUTLINE
54 credit hours
ICON 200  Introduction to Virtual Franciscan Education  3 credits
PHIL 323  Ethics  3 credits
BUS 230  Principles of Management  3 credits
ACCT 106  Introduction to Financial Accounting  3 credits
RELI 210  Religions East and West  3 credits
ACCT 110  Basics of Managerial Accounting  3 credits
ECON 208  Macroeconomic Theory  3 credits
BUS 233  Human Resource Management  3 credits
ECON 207  Microeconomic Theory  3 credits
BUS 270  Business Law  3 credits
BUS 360  Business Statistics  3 credits
BUS 281  Introduction to Marketing  3 credits
BUS 350  Managerial Finance  3 credits
BUS 433  Organizational Development  3 credits
BUS 317  Culture and International Management  3 credits
BUS 439  Production/Operational Management  3 credits
BUS 341  E-Commerce  3 credits
BUS 489  Business System Analysis and Design, Senior Capstone  3 credits

ADMISSION
Applicants to the BBA Completion program must meet the following criteria:
- A minimum of 48 college-level credits from an accredited college or university
Credit from the following standardized evaluation programs also applies:
  - CLEP (College Level Examination Program)
  - PEP (Proficiency Examination Program)
  - ACE (American Council on Education)
  - Other standardized evaluations

No specific course prerequisites apply, however; all general education learning outcomes must be met at the conclusion of the program to be conferred the BBA.
- A cumulative GPA of 2.0 on all higher education coursework you’ve completed
- Two years of full-time work experience
- A writing proficiency test may be required based on transcript evaluation
- TOEFL (Test of English as a Foreign Language) may be required for applicants whose native language is not English
DESCRIPTION OF BUSINESS COURSES

ACCT 106: INTRODUCTION TO FINANCIAL ACCOUNTING, 3 CREDIT HOURS
This course prepares students to read and interpret financial information, and provides a brief overview of generally accepted accounting principles, international financial reporting standards and cash flow information.

ACCT 110: BASICS OF MANAGERIAL ACCOUNTING, 3 CREDIT HOURS
Learn how managers use financial information to make business decisions. Study cost systems, production cost flow, budgeting, cash flow, contribution margin and break-even analysis, earnings before and after taxes, ratio and trend analysis.

BUS 101: INTRODUCTION TO BUSINESS PRINCIPLES, 3 CREDIT HOURS
Functional areas of business, the evolution of business, business forms, the role of government and society, relationships between administrators and employees, ethical issues and the globalization of world markets are introduced.

BUS 185: COMPUTER APPLICATIONS IN BUSINESS, 3 CREDIT HOURS
Students will learn about the selection and use of microcomputer software tools for business, industrial and technical applications. Tools studied will include word processors, spreadsheets, desktop publishing and more.

BUS 200: BUSINESS AND PROFESSIONAL COMMUNICATION, 3 CREDIT HOURS
Focus on oral and written communication with attention to settings often encountered in business and the professions. Elements of writing professionally, use of presentation software, voicemail and email use will be covered.

BUS 230: PRINCIPLES OF MANAGEMENT, 3 CREDIT HOURS
Study the process and functions of management, human behavior, organizational structure and environment, corporate culture, organization change and development, human resource development, leadership and operational considerations.

BUS 233: HUMAN RESOURCE MANAGEMENT, 3 CREDIT HOURS
Learn about ethical approaches to human resource management and how it is affected by legal, global and economic environments. Study the importance of the human resource function and its role in managing, motivating and rewarding employees.

BUS 240: PERSONAL INVESTMENT, 3 CREDIT HOURS
Survey investment principles, portfolio construction, security valuation and financial markets, and examine the definition of investment objectives and the likely risks and gains associated with security investments.

BUS 270: FUNDAMENTALS OF BUSINESS LAW, 3 CREDIT HOURS
This course will introduce students to the judicial system, contracts, uniform commercial code, agency and employment law, partnership, corporations, creditors’ rights and property law.

BUS 281: INTRODUCTION TO MARKETING, 3 CREDIT HOURS
Learn about the social, economic, legal, global and other environmental aspects of marketing. The changing environment and its effect on marketing strategy and variables will be studied, along with the components necessary to develop a marketing plan.

BUS 317: CULTURE AND INTERNATIONAL MANAGEMENT, 3 CREDIT HOURS
Explore language and communication, cultural and pragmatic disparities of background, and other issues vital to the success of international business ventures, including negotiating, selection and training of expatriates, compensation and repatriation issues.

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

BUS 350: MANAGERIAL FINANCE, 3 CREDIT HOURS
Study theories used by financial managers in organizations to maximize value, as well as working capital management, valuation theory, security investment analysis, capital budgeting, cost-of-funds estimation, capital structure analysis and dividend policy. Pre-requisite: ACCT 106 and ECON 207.

BUS 360: BUSINESS STATISTICS, 3 CREDIT HOURS
Descriptive statistics; elements of probability; sampling and sampling distributions; estimation; testing of hypotheses and inferences; correlation and regression analysis. Pre-requisite: MATH 122.

BUS 433: ORGANIZATIONAL DYNAMICS, 3 CREDIT HOURS
Learn about organizational environment and internal dynamics; behavioral science in organizations; techniques of motivation, communication and leadership; managing goals, problems and time; interpersonal effectiveness; and team building.

BUS 439: PRODUCTION/OPERATIONAL MANAGEMENT, 3 CREDIT HOURS
Review basic management concepts. Focus on systems concepts, analytical techniques of POM, product selection and design, layout and location of facilities, and inventory control and scheduling. Pre-requisite: BUS 230 and BUS 360.

BUS 489: BUSINESS SYSTEMS ANALYSIS AND DESIGN, 3 CREDIT HOURS
Integrate all the functional areas of business in the senior capstone course. Focus on applied analysis of business situations, advanced information systems, business systems analysis and designs, and strategic management. Pre-requisite: senior standing; coursework in all functional areas of Business Administration.
**ECON 207: Macroeconomic Theory, 3 credit hours**

**ECON 208: Microeconomic Theory, 3 credit hours**
Consumer behavior, behavior of the firm. Price information, market structure, and antitrust regulations. Distribution of income, international trade, theory of growth.
ASSOCIATE OF ARTS IN GENERAL STUDIES (AAGS)

PROGRAM OVERVIEW
The accelerated associate degree program allows students with little to no college credit to complete an Associate of Arts in General Studies within six semesters.

An AA in General Studies provides a solid foundation for professional development. Students who graduate from this program may go on to pursue careers in any number fields. However, with a focus in business, this program is also a perfect stepping stone to USF's accelerated bachelor's degree program. For students who choose to pursue their Bachelor of Business Administration, the transition will be seamless.

PROGRAM OUTLINE
60 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ICON 200</td>
<td>iConnect</td>
<td>3 credits</td>
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<tr>
<td>ENGL 101</td>
<td>Rhetoric and Composition</td>
<td>3 credits</td>
</tr>
<tr>
<td>COMM 121</td>
<td>Fundamentals of Public Communication</td>
<td>3 credits</td>
</tr>
<tr>
<td>MATH 122</td>
<td>College Algebra</td>
<td>3 credits</td>
</tr>
<tr>
<td>THEO 106</td>
<td>Prayer and Worship</td>
<td>3 credits</td>
</tr>
<tr>
<td>BUS 200</td>
<td>Business and Professional Communication</td>
<td>3 credits</td>
</tr>
<tr>
<td>HIST 105</td>
<td>US History</td>
<td>3 credits</td>
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<tr>
<td>SOCI 101</td>
<td>Introduction to Sociology</td>
<td>3 credits</td>
</tr>
<tr>
<td>ART 105</td>
<td>Introduction to Visual Arts</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENGL 204</td>
<td>Advanced Expository Writing</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENGL 153</td>
<td>Introduction to Literature</td>
<td>3 credits</td>
</tr>
<tr>
<td>BUS 240</td>
<td>Personal Investment</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOCI 105</td>
<td>Introduction to Race and Ethnicity</td>
<td>3 credits</td>
</tr>
<tr>
<td>POLI 102</td>
<td>American Government and Politics</td>
<td>3 credits</td>
</tr>
<tr>
<td>SOCI 272</td>
<td>Contemporary Social Problems</td>
<td>3 credits</td>
</tr>
<tr>
<td>COMM 250</td>
<td>Interpersonal Communication</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENGL 205</td>
<td>Literature and the Natural Environment</td>
<td>3 credits</td>
</tr>
<tr>
<td>SCIE 291</td>
<td>Concepts of Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>BUS 101</td>
<td>Introduction to Business Principles</td>
<td>3 credits</td>
</tr>
<tr>
<td>BUS 185</td>
<td>Computer Applications in Business</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

*Descriptions for General Education classes found in Description of General Education Courses. Business class descriptions are found in Description of Business Courses.

ADMISSION
Applicants to the AAGS program must meet the following criteria:

- A high school diploma or GED
- A cumulative GPA of 2.0 on prior college coursework, although none is required
- One year of full-time work experience
- TOEFL (Test of English as a Foreign Language) may be required for applicants whose native language is not English
DESCRIPTION OF GENERAL EDUCATION COURSES

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

ART 105: INTRODUCTION TO VISUAL ARTS, 3 CREDIT HOURS
Key concepts about visual arts will be introduced and art from diverse cultures will be studied in order to develop visual and cultural literacy.

COMM 121: FUNDAMENTALS OF PUBLIC COMMUNICATION, 3 CREDIT HOURS
Fundamental concepts and skills for effective public speaking, including the preparation and delivery of informative, persuasive, entertainment and group presentations, will be covered.

COMM 250: INTERPERSONAL SKILLS, 3 CREDIT HOURS
Focus on the characteristics of human communication and study the practical implications of these characteristics for various forms of oral communication.

ENGL 101: RHETORIC AND COMPOSITION, 3 CREDIT HOURS
Principles and techniques of expository writing, and the fundamentals of grammar, usage, mechanics and style are reviewed in preparation of writing documented research papers.

ENGL 153: INTRODUCTION TO LITERATURE, 3 CREDIT HOURS
Study literature by genres including short story, poetry, drama and the novel, while learning the principles of criticism. Writers from various countries will be featured.

ENGL 204: ADVANCED EXPOSITORY WRITING, 3 CREDIT HOURS
Further hone expository writing skills, focus on argumentation, develop a sense of writing style and voice, and foster a deeper awareness of audience and purpose.

ENGL 205: LITERATURE AND THE NATURAL ENVIRONMENT, 3 CREDIT HOURS
This course studies a range of works from different periods and genres that raise questions about humanity’s relationship to nature. The course will address the literary expressions of the many ways we interact and have interacted with the natural environment. Furthermore, through the literature, students will be encouraged to consider their own personal response and responsibility to the natural environment.

HIST 105: US HISTORY, 3 CREDIT HOURS
This course provides a general introduction to the political, social, economic, cultural and intellectual development of the United States, through 1865.

ICON 200: INTRODUCTION TO A VIRTUAL FRANCISCAN EDUCATION, 3 CREDIT HOURS
iConnect is a course that connects students to the university, the community, and Catholic and Franciscan spiritual and intellectual traditions. Through an exploration of the university’s Franciscan Values and its liberal arts tradition, students will become connected to the university’s unique mission and values while sharpening skills that will ease the transition to college-level study. This course provides an orientation to the Virtual Campus and online learning.

MATH 122: COLLEGE ALGEBRA, 3 CREDIT HOURS
Solve and graph linear, rational, irrational and quadratic equations, systems of equations, while solving real-life problems and learning operations with exponents and polynomials.

PHIL 323: ETHICS, 3 CREDIT HOURS
Use critical thinking to analyze and resolve questions and problems in ethics. Learn about and apply principal ethical theories, as well as how to discern and apply a personal approach to moral questions and problems.

POLI 102: AMERICAN GOVERNMENT AND POLITICS, 3 CREDIT HOURS
This course provides an introduction to American government and politics with an emphasis on constitutionalism, political parties, interest groups, elections, policy processes and issues, and problems in contemporary government.

SOCI 101: INTRODUCTION TO SOCIOLOGY, 3 CREDIT HOURS
Theoretical paradigms, methods of inquiry and analytical tools of sociology will be introduced while students develop the critical thinking skills necessary to actualize the sociological imagination.

SOCI 135: INTRODUCTION TO RACE AND ETHNICITY, 3 CREDIT HOURS
This course introduces students to the sociological study of race and ethnicity, especially in the US. Examine ethnic and racial stratification, related inequalities, and how ethnic and racial groups are imagined, constructed, identified and represented.

SOCI 245: HEALTH IN THE COMMUNITY, 3 CREDIT HOURS
This course introduces students to current issues in health and wellness in American and global communities. The course focuses on the influence that the community has on health care seeking behaviors, well care, disability, the health and wellness industry, and the experience of illness. The course focuses on the struggles of the poor and needy in obtaining healthcare and the barriers to accessing health and wellness. The course includes an applied research project in which students will draw on their professional experience to address a need for healthcare among the poor in their local community. Students will gain experience in formal project management techniques in planning, implementing, monitoring, and concluding their applied research project.
**SOCI 272: Contemporary Social Problems, 3 credit hours**
Learn to view social problems as social constructs and explore the creation of solutions. Examine how issues in society become defined as problems, along with the diverse responses to issues defined as social problems, and how solutions are created.

**SCIE 291: Concepts of Science, 3 credit hours**
Explore science and its way of knowing. Original writings of scientists who have contributed to the central theories of astronomy, physics, chemistry, biology, psychology, geology and nuclear physics are studied.

**THEO 106: Prayer and Worship, 3 Credit Hours**
CROWN POINT PROGRAMS

ASSOCIATE OF ART IN LIBERAL STUDIES

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

PROGRAM OUTLINE
64 credit hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Minimum Credits</th>
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<tbody>
<tr>
<td>READ</td>
<td>0-2 credits</td>
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<tr>
<td>ENGL</td>
<td>0-2 credits</td>
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<tr>
<td>MATH</td>
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<tr>
<td>ICON 100</td>
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<td>ENGL 101</td>
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<td>COMM 121</td>
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<tr>
<td>Humanities</td>
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<tr>
<td>Social Science</td>
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<tr>
<td>Life Science</td>
<td>3-4 credits</td>
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<tr>
<td>MATH 122</td>
<td>3 credits</td>
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<tr>
<td>Religion</td>
<td>3 credits</td>
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<tr>
<td>Concentration</td>
<td>12 credits per concentration</td>
</tr>
<tr>
<td>Electives</td>
<td>From any discipline to complete a minimum of 64 credit hours</td>
</tr>
</tbody>
</table>

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

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

Students who did not graduate from high school must have completed the General Educational Development (GED) tests and must have a total score of 2,500 with no sub-score below 500. Prior to 2002, a composite score of at least 50 and no sub-score below 40 is required.

Candidates who do not meet the criteria for automatic admission to the University of Saint Francis may still apply for admission. Applications for admission will be reviewed by the Academic Review Committee.

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

To be considered for admission to the University of Saint Francis, a transfer student must:

- Send a completed application and a $20 application fee to the Office of Admissions or apply online at http://www.sf.edu for free.
- Request that an official copy of the final high school transcript (must include date of graduation) and/or GED score be sent directly to the Office of Admissions.
- Request that official transcripts from ALL colleges and universities attended be sent directly to the Office of Admissions. Students who have earned a cumulative grade point average of 2.3 or better will be considered for admission.
- Veterans must submit a DD214.

DESCRIPTION OF LIBERAL STUDIES COURSES
Please see Traditional Undergraduate Catalog for applicable course descriptions.
ASSOCIATE OF SCIENCE – MEDICAL LABORATORY TECHNICIAN

Program Overview
The purpose of the MLT curriculum is to prepare students to be medical lab technicians by providing all courses required by NAACLS (accrediting agency) and ASCP (Certification agency), preparing them to sit for the ASCP certification examination at the end of their degree.

Program Outline
66 credit hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ</td>
<td>By Placement</td>
<td>0-2</td>
</tr>
<tr>
<td>ENGL</td>
<td>By Placement</td>
<td>0-2</td>
</tr>
<tr>
<td>MATH</td>
<td>By Placement</td>
<td>0-3</td>
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<tr>
<td>ICON 100</td>
<td>iConnect</td>
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<td>ENGL 101</td>
<td>Rhetoric and Composition</td>
<td>3</td>
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<tr>
<td>MATH 122</td>
<td>Or higher by placement</td>
<td>3</td>
</tr>
<tr>
<td>Religion</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PSYC 121</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Ethics</td>
<td>To fulfill Learning Outcomes 18, 19 and 20</td>
<td>3</td>
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<tr>
<td>CHEM 121</td>
<td>Introduction to Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 243</td>
<td>Organic and Biochemistry</td>
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<td>BIOL 221</td>
<td>Human Anatomy and Physiology I</td>
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<tr>
<td>BIOL 222</td>
<td>Human Anatomy and Physiology II</td>
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</tr>
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<td>BIOL 223</td>
<td>Introduction to Microbiology</td>
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</tr>
<tr>
<td>BIOL 270</td>
<td>Pathophysiology</td>
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<td>MEDT 100</td>
<td>Introduction to the Clinical Laboratory</td>
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<tr>
<td>MEDT 250</td>
<td>Clinical Microbiology</td>
<td>2</td>
</tr>
<tr>
<td>MEDT 251</td>
<td>Clinical Hematology and Coagulation</td>
<td>2</td>
</tr>
<tr>
<td>MEDT 254</td>
<td>Clinical Urinalysis</td>
<td>2</td>
</tr>
<tr>
<td>MEDT 255</td>
<td>Clinical Parasitology and Mycology</td>
<td>2</td>
</tr>
<tr>
<td>MEDT 258</td>
<td>Clinical Immunology</td>
<td>2</td>
</tr>
<tr>
<td>MEDT 264</td>
<td>Clinical Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>MEDT 252</td>
<td>Clinical Immunohematology</td>
<td>2</td>
</tr>
<tr>
<td>MEDT 260</td>
<td>Clinical Practicum Microbiology I</td>
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<td>MEDT 262</td>
<td>Clinical Practicum Urinalysis</td>
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<tr>
<td>MEDT 263</td>
<td>Clinical Practicum Hematology and Coagulation</td>
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<tr>
<td>MEDT 265</td>
<td>Clinical Practicum Immunology</td>
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<td>MEDT 266</td>
<td>Clinical Practicum Chemistry</td>
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<td>MEDT 267</td>
<td>Clinical Practicum Immunohematology</td>
<td>2</td>
</tr>
<tr>
<td>MEDT 268</td>
<td>Clinical Practicum Phlebotomy and Lab Fundamentals</td>
<td>2</td>
</tr>
</tbody>
</table>

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• Veterans must submit a DD214.

**DESCRIPTION OF MEDICAL LABORATORY COURSES**
Please see Traditional Undergraduate Catalog for applicable course descriptions.

**MEDT 100: INTRODUCTION TO THE CLINICAL LABORATORY, 3 CREDITS**
Introduction to the clinical laboratory profession with a focus on different laboratory departments, laboratory regulations, and operations.
LICENSED PRACTICAL NURSE TO ASSOCIATE OF SCIENCE IN NURSING (LPN-ASN)

PROGRAM OVERVIEW
The LPN-ASN program recognizes and gives credit for previous education as a licensed practical nurse. Advantages of becoming a registered nurse include expanded nursing knowledge and skill, greater career mobility, increased employment opportunities, and increased income.

The Associate of Science in Nursing Program prepares graduates for entry-level nursing practice as nurse generalists. Students are assisted to value service and develop caring behaviors in clinical practice by recognizing, responding and valuing caring as the foundation for the profession of nursing. The nursing roles of provider of care, manager of care and active member of the discipline are emphasized as students progress through the curriculum. Students integrate concepts from the physical, social and behavioral sciences and humanities with nursing knowledge and evidence-based practice. Using the nursing process as a critical thinking framework students, provide safe, accurate and individualized nursing care to select individuals and groups with health needs or common well-defined health problems. Students care for a variety of patient populations across the life span and the health care continuum in acute care, long term care and community based settings. After completing the degree, graduates are eligible to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

ASN STUDENT LEARNING OUTCOMES
Graduates of the University of Saint Francis Associate of Science in Nursing Program are prepared for entry level nursing practice as nurse generalists who will:

- Value service and caring behaviors that assist individuals and groups to achieve optimal health.
- Maintain effective communication and collaborative working relationships with clients, significant support persons, and members of the health care team.
- Use the nursing process as a critical thinking framework within diverse health care settings to provide individualized nursing care.
- Demonstrate a commitment to professional growth and life-long learning.
- Integrate related concepts from physical, social and behavioral sciences and humanities with nursing knowledge, evidence-based practice and ethical practice.
- Demonstrate the roles of provider of care, manager of care and active member of the discipline.
- Use technology and information management resources to promote safe and accurate care.

ACCREDITATION
The Associate of Science in Nursing program is accredited by the Indiana State Board of Nursing, www.in.gov/pla/nursing.htm, and the National League for Nursing Accrediting Commission (NLNAC), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404-975-5000, www.nlnac.org.

 LICENSURE
After successful completion of the ASN program, the graduate is eligible to apply to the State Board of Nursing for licensure as a registered nurse by examination. The test used to determine licensure is the National Council Licensure Examination for Registered Nurses (NCLEX-RN). In Indiana and many other states, graduates must complete an application which requires disclosure of criminal history including, but not limited to, charges pending against the applicant or conviction regarding a violation of any federal, state or local law relating to the use, manufacturing, distribution or dispensing of controlled substances, alcohol or other drugs or drug addiction; and/or conviction of any offense, misdemeanor or felony in any state. This excludes minor violations of traffic laws resulting in fines. If the graduate responds affirmatively to any of the items on the application, all related details must be submitted to the board. The application is completed under penalty of perjury.

In addition Indiana applicants must complete a criminal background check at the time of NCLEX-RN application. The Board of Nursing reviews the application and determines the applicant’s eligibility to take the licensure exam. The State Board of Nursing may request a personal appearance dependent on the criminal history. Final approval of the candidate’s NCLEX-RN application is at the discretion of the State Board of Nursing.

Applicants should contact their respective Board of Nursing for further information or clarification. Graduates with special learning needs must contact the State Board of Nursing if special consideration for testing needs to be made.

Successful completion of the NCLEX-RN entitles the graduate to practice as a registered nurse in that state. Applications may be made for reciprocal privileges with other states.
**ADMISSION REQUIREMENTS FOR LPN-ASN PROGRAM**

A point system is used to evaluate applications of qualified candidates in order to accept applicants into the program as either a pre-nursing or nursing major. The point system used by the Nursing Program Admissions Committee will be provided to an applicant upon request.

1) Meet university entrance requirements for transfer students.
2) Submit a current active LPN license.
3) Have earned a GPA of 2.7 or better from the LPN program attended.
4) Have completed TEAS (Test of Essential Academic Skills).
5) A minimum of 26 credit hours in nursing must be taken at the University of Saint Francis to be awarded an associate degree in nursing from the University of Saint Francis.

Students who do not meet the nursing admission criteria may be admitted to the university as a pre-nursing major. Each applicant is reviewed on an individual basis.

The following criteria must be met before a pre-nursing student can request a change of status to be considered for admission to the nursing major.

1) Completion of all courses required by placement.
2) Completion of a minimum of 12 hours at USF. Students must have a biological science course (BIOL 221, BIOL 222, BIOL 223, or BIOL 270) as part of the required 12 credit hours at USF.
3) ICON 100, iConnect – First Year Experience
4) MATH 122, College Algebra
5) A grade of C or above in all required courses
6) Cumulative GPA of 2.7 or above earned at USF
7) TEAS (Test of Essential Academic Skills) entrance examination

Graduates of non-accredited LPN programs who meet minimum admission requirements are eligible for admission as pre-nursing majors. Graduates of non-accredited LPN programs must meet the following criteria to be considered a LPN-ASN major:

1) Completion of all courses required by placement (English, Reading, Math)
2) Completion of a minimum of 12 hours at USF
3) Students must have a biological science course (BIOL 221, BIOL 222, BIOL 223, or BIOL 270) as part of the required 12 credit hours at USF
4) ICON 100, iConnect-First Year Experience
5) MATH 122, College Algebra
6) NURS 100, LPN Transitions
7) NURS 270, Pharmacology in Healthcare
8) A grade of C or above in all required non-nursing courses
9) A grade of B- or above in all nursing courses
10) Cumulative GPA of 2.7 or above earned at USF

Once admitted to the nursing major, students must maintain a cumulative GPA of 2.7, achieve a “B-” or better in all nursing courses and earn a grade of “C” or better in all required non-nursing courses.

In order to participate in clinical experiences, clinical requirements as set by the Department of Nursing and clinical agencies must be met including, but not limited to, criminal background checks and drug testing.

Entry into the clinical sequence is based on availability of enrollment openings for the course. When necessary to form a waiting list for clinical courses the following criteria are used for prioritizing students to begin the clinical sequence:

1) GPA earned at the University of Saint Francis.
2) Date of entry into the nursing program.
3) Number of credit hours completed toward the degree, including transfer credit.
4) Grades in non-nursing courses, especially science and math.

**PROGRESSION REQUIREMENTS**

Each level of nursing courses builds on the knowledge and skills of the level preceding it. Nursing process skills of assessing, interpreting, analyzing, and synthesizing begin in the first semester and are progressively developed in succeeding semesters. In order to progress in the nursing sequence, students must meet the prerequisites and corequisites for each course in the LPN-ASN curriculum. The following criteria must be met in order to progress in the nursing sequence:

1. Maintain a cumulative GPA of 2.7.
2. Must achieve a “B-" or better in all nursing theory courses and achieve a “P” in all nursing clinical courses.
3. Must receive a minimum of “C” in the following courses:
   a. All required biology courses
      i. BIOL 221
      ii. BIOL 222
ii. BIOL 223
iv. BIOL 270

b. All required chemistry courses
i. CHEM 121 (if taken)

c. All required psychology courses
i. PSYC 121
ii. PSYC 232

d. All required math courses
i. MATH 120 (if taken)
ii. MATH 122
iii. MATH 302 or equivalent (if taken)

e. Other required courses
i. ENGL 101
ii. SOCI 101, 135 or 251

4. Failure to maintain the academic standards for progression will result in academic probation or dismissal. A change of major from pre-nursing major to nursing major does not provide an additional opportunity for academic probation. Only one academic probation is allowed during enrollment as a nursing student.

5. Nursing majors will be placed on Academic Probation for failure to:
   a. Earn a minimum cumulative GPA of 2.7
   b. Earn a minimum grade of “B-” in a nursing theory course and a “P” in a nursing clinical course.
   c. Earn a minimum grade of “C” in a required non-nursing course.

   • The probation period will be one semester in length. A second probation period will result in dismissal from the nursing major.
   • A student may repeat only one nursing course one time. When repeating a nursing course a student who receives less than a “B-” will be dismissed from the nursing major.
   • If a nursing course must be repeated for either clinical failure or for a theory grade below “B-”, both the theory course and the concurrent clinical course must be repeated at the same time.
   • A student who earns less than a “B-” in a nursing course may not take additional nursing courses until the failed course is successfully completed.
   • If the cumulative GPA has not reached the minimum requirement of 2.7 by the end of the probation period, the student will be dismissed from the nursing major.
   • If a student earns less than a “C” in a required non-nursing course, the non-nursing course may be repeated only once. Upon a second attempt, if the student does not earn a minimum grade of “C” the student will be dismissed from the nursing major.

5) All Nursing Department academic standards will be applied to Academic Exploration majors, Exploratory Healthcare majors or other USF majors seeking a change of status. Students who fail to meet nursing academic standards will not be eligible for consideration as a nursing major.

6) During the duration of the student’s enrollment as a nursing or pre-nursing major a student may have a maximum of two “withdraw passing” after midterm from nursing courses. Upon a third “withdrawal passing” the student will be dismissed from the nursing program.

A nursing course that includes both theory and clinical will represent one course withdrawal.

7) The Department of Nursing uses a system of external assessment and remediation for pre-licensure students. All pre-licensure students purchase a designated testing package upon enrollment in the first nursing course. The primary purpose is to help prepare students for NCLEX-RN success. Students are required to complete designated assessments including content mastery assessments at specified points in the curriculum. Additionally, a nationally-normed comprehensive examination designed to predict success on the NCLEX-RN will be administered during the final clinical nursing course. Students must achieve a designated satisfactory score on the comprehensive examination in order to meet course requirements.

8) A student who is dismissed from the nursing major may reapply no sooner than two years from the date of dismissal and must follow University and Department of Nursing admission criteria. A student seeking readmission to the nursing major must provide evidence of improving one’s potential for success. Readmission is not guaranteed.

LPN TO ASN ACADEMIC REQUIREMENTS FOR GRADUATION
To complete the Associate of Science in Nursing degree, LPN-ASN students must meet the following criteria:

1) Students in the ASN program (generic ASN track or LPN-ASN track) must take a minimum of 26 credit hours in nursing at the University of Saint Francis to be awarded an Associate of Science in Nursing degree.
2) Completion of all required nursing and non-nursing courses.
3) Meet the requirements for academic standards (see ASN Progression, Probation and Dismissal sections of the ASN Student Handbook).
4) Payment of all financial obligations to the University.
5) Complete requirements for University graduation no more than eight (8) semesters (Fall & Spring) after starting nursing clinical course work.

Courses described in the ASN curriculum are representative of the requirements to complete the stated major. Requirements are subject to change. Students should consult with their department advisor to determine the exact requirements needed to complete the degree.
**CAREER ADVANCEMENT**
The University of Saint Francis also offers RN-BSN and RN-MSN options. Students who achieve an ASN degree and meet all RN-BSN or MSN admission criteria may be admitted into the respective program.

**DESCRIPTION OF LPN TO ASN COURSES**

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

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

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

All nursing clinical courses must be taken concurrently with the corresponding nursing theory course.

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

**NURS 100:** **LPN TRANSITIONS, 2 CREDIT HOURS**
This course provides an overview of nursing concepts to facilitate transition of students to an associate nursing degree curriculum. Concepts include role transition, process of change, caring, culture, transitions in nursing, nursing theory, critical thinking, nursing process, teaching-learning process, therapeutic communication, managing client care, and ethical issues, including the *Ethical and Religious Directives for Catholic Health Care Services*. These concepts are viewed within the context of the nursing roles of provider of care, manager of care and member of the discipline of nursing. (Theory 2 hours) **Prerequisite:** LPN Licensure; ENGL 101. **Corequisite:** MATH 122

**NURS 175:** **MENTAL HEALTH NURSING, 2 CREDIT HOURS**
This course applies the nursing process as the framework to provide psychiatric and/or mental health care. Students focus on the development of effective caring nurse-client interactions using principles of therapeutic communication integrated with the knowledge of psychiatric disorders, psychosocial/stress management needs, and theories relevant to mental health. Students also analyze teaching plans used with individual clients and families. Emphasis is placed on the personal, professional and legal implications in meeting client psychosocial needs. Clinical practice is synthesized with the clinical nursing course (NURS 176), which is provided in structured healthcare settings. (Theory 2 hours) **Prerequisite:** BIOL 221; BIOL 222; PSYC 121. **Corequisites:** NURS 100; NURS 270; NURS 176

**NURS 176:** **CLINICAL: MENTAL HEALTH NURSING, 1 CREDIT HOUR**
This course applies the nursing process as a critical thinking framework to provide psychiatric and/or mental health care throughout the lifespan. Emphasis is placed on the development of therapeutic nurse-client relationships. Knowledge of psychiatric disorders, mental health theoretical frameworks, teaching/learning principles, and psychosocial needs are integrated in planning care. Clinical practice is provided in structured healthcare settings. (Clinical 3 hrs.) **Coreq:** NURS 175

**NURS 223:** **MEDICAL-SURGICAL NURSING II, 3 CREDIT HOURS**
This course focuses on learning injury/disease processes and the appropriate nursing measures for the provision of nursing care for adults, geriatric clients and their families who are experiencing altered health in the nutritional-metabolic, elimination, and activity-exercise functional health patterns. Students continue to learn about their role as provider of care. Emphasis is placed on identifying client learning needs and providing appropriate teaching. Students continue to expand their knowledge of communication principles as they establish helping relationships with clients and collaborative relationships with members of the health care team. (Clinical 3 hrs.) **Prerequisites:** NURS 100; NURS 270; MATH 122; BIOL 221 & BIOL 222. **Corequisites:** NURS 224; BIOL 270

**NURS 224:** **CLINICAL: MEDICAL-SURGICAL NURSING II, 3 CREDIT HOURS**
This course focuses on applying the nursing process as a critical thinking framework for identifying and meeting the needs of adults, geriatric clients and their families whose problems are in the nutritional-metabolic, elimination, and activity-exercise functional health patterns. Students assess learning needs of clients and plan appropriate teaching. They apply communication principles to establish and maintain helping relationships with clients and families and to work collaboratively with health team members. Students continue to function in the provider of care role and begin to develop the skills of the manager of care role. Clinical practice occurs in structured acute care settings and in simulation and computer laboratories. (Clinical 9 hrs.) **Corequisite:** NURS 223

**NURS 248:** **LPN-ASN MATERNITY NURSING, 2 CREDIT HOURS**
This course focuses on nursing care of women related to the sexuality-reproductive functional health pattern. Emphasis is placed on pregnancy, childbirth, postpartum, and the newborn. Selected women’s health issues are included that pertain to the childbearing cycle. *Ethical and Religious Directives for Catholic Health Care Services* are reviewed in relationship to the course. (Theory 2 hours) **Prerequisites:** NURS 270; BIOL 221 & BIOL 222. **Corequisites:** NURS 100, NURS 249; PSYC 232

**NURS 249:** **CLINICAL: LPN-ASN MATERNITY NURSING, 1 CREDIT HOUR**
This course builds upon previously acquired experience to emphasize the professional nurse’s role in maternity nursing. The focus is on nursing care of women related to the sexuality-reproductive functional health pattern. Emphasis is placed on pregnancy, childbirth, postpartum, and the newborn. Selected women’s health issues are included that pertain to the childbearing cycle. Practice experiences include simulated laboratory and structured healthcare settings. *Ethical and Religious Directives for Catholic Health Care Services* are reviewed in relationship to care of clients. (Clinical 3 hrs.) **Coreq:** NURS 248
NURS 265: CHILD HEALTH NURSING, 2 CREDIT HOURS
This course focuses on the healthcare needs of children. The roles of the pediatric nurse in health promotion, health maintenance, and health restoration are examined. Developmental and family-centered nursing care concepts are integrated with knowledge from the sciences and humanities to identify nursing care needs of children and their families. (Theory 2 hours) Prerequisites: NURS 100; NURS 248 & 249; NURS 270; BIOL 221 & BIOL 222. Corequisite: NURS 266; PSYC 232

NURS 266: CLINICAL: CHILD HEALTH NURSING, 1 CREDIT HOUR
This clinical course focuses on providing nursing care to meet the health care needs of children. The role of provider of care is demonstrated in areas of health promotion, health maintenance and health restoration. Developmental and family-centered nursing care concepts, integrated with knowledge from the sciences and humanities, are utilized in applying the nursing process to provide comprehensive health care for children and their families. Clinical experiences will occur in a variety of selected inpatient, outpatient and community settings. (Clinical 3 hours) Corequisite: NURS 265

NURS 270: PHARMACOLOGY IN HEALTHCARE, 3 CREDIT HOURS
This course introduces drug therapy detailing drug classifications, purposes of drug administration, mechanisms of drug action, adverse effects of drugs, and clinically significant drug interactions. The nursing process is used to define nursing responsibilities in drug administration. Course emphasizes the nursing implications of drug therapy with application of knowledge to care of clients across the lifespan. (Theory 3 hours) Prerequisite: BIOL 221 Corequisite: BIOL 222

NURS 285: MEDICAL-SURGICAL NURSING III, 3 CREDIT HOURS
This course focuses on the role of the nurse as manager of care for adults and groups of adults with altered cognitive-perceptual and activity-exercise functional health patterns. There is also a focus on collaborative health problems and inter-related disease processes. (Theory 3 hours) Prerequisites: NURS 175 & 176; NURS 223 & 224; NURS 248 & 249; BIOL 223; BIOL 270. Corequisites: NURS 265 & 266; NURS 286

NURS 286: CLINICAL: MEDICAL-SURGICAL NURSING III, 4 CREDIT HOURS
This course focuses on the role of the nurse as manager of care for adults and groups of adults with altered cognitive-perceptual and activity-exercise functional health patterns. There is also a focus on collaborative health problems and inter-related disease processes. Clinical experience is provided in simulated laboratory, structured acute care, rehabilitative, and critical care settings. (Clinical 12 hours) Corequisite: NURS 285

NURS 290: THE NURSE AS A PROFESSIONAL, 2 CREDIT HOURS
This course focuses on the role of the nurse as a professional. Emphasis is placed on enhancing the socialization of students as members within the discipline of nursing. The evolution of nursing and the changing healthcare system are examined to analyze the impact on nursing practice. Strategies are identified to facilitate transition to the professional nursing role. Legal, ethical, political, and economic issues, as well as Ethical and Religious Directives for Catholic Health Care Services are analyzed in relation to nursing practice. (Theory 2 hours) Corequisite: Must be taken with last clinical nursing course(s) (NURS 285/286 and/or NURS 265/266) in the final semester of the LPN to ASN Program.

NURS 292: CRITICAL THINKING SEMINAR, 1 CREDIT HOUR
This course is designed to offer additional opportunities in developing health assessment and clinical reasoning skills. Building on prior knowledge the course emphasizes problem-focused assessment, the correlation of key assessment data with disease processes and the selection and prioritization of appropriate nursing care. Students will analyze patient case scenarios across the lifespan and apply best clinical practice. Theoretical concepts will be applied in active learning experiences including virtual learning modules and simulation activities. (Theory 1 hour) Corequisite: Must be taken with NURS 290

NURS 294: TEACHING IN HEALTHCARE (ELECTIVE COURSE), 1 CREDIT HOUR
This course provides an understanding of teaching strategies used in the health care environment when working with clients, families, and their communities. Topics include utilization of teaching/learning theory, examination of specific teaching strategies, collaboration with other health professionals, and evaluation of teaching effectiveness to enhance client health and welfare. (Web-based course)

NURS 295: SPIRITUALITY IN HEALTHCARE (ELECTIVE COURSE), 3 CREDIT HOURS
This course consists of modules that explore practical approaches to bringing spirituality into health and wellness care. Topics include evidenced based findings that identify diverse perspectives of spirituality, how spirituality mediates health choices, using healing intention and presences, quantum healing and balanced living, partnering with patients to accomplish what they care about, transcendence, valued directions, and community as strategy. (Web-based course)

NURS 297: GENOMICS IN HEALTHCARE (ELECTIVE COURSE), 1 CREDIT HOUR
This course introduces the topic of genomics detailing its impact on health care. Emphasizes genomic principles with application of knowledge to care of clients across the lifespan.

NURS 298: BASIC CARDIAC DysRHYTHMIA (ELECTIVE COURSE), 1 CREDIT HOUR
This course is designed to educate the student in the general principles of cardiac electrophysiology and telemetry monitoring. Cardiac anatomy and electrical pathways are reviewed and emphasis is placed on interpretation of normal and abnormal rhythms. Sinus, atrial, junctional, AV node blocks, ventricular, and paced rhythms will be analyzed in a systematic approach. Prerequisites: BIOL 221 & BIOL 222
NURS 250: HISTORY OF NURSING (Elective course), 3 credit hours
Focus is on the history of nursing, nursing education, and healthcare from primitive times to current day. Course content includes study of historical periods and figures such as Florence Nightingale, Lavinia Dock and Lillian Wald. Emphasis is on the relationship between nursing and society and the impact on modern nursing. NURS 250 involves travel to various historical sites related to nursing.

NURS 255: TRANSCULTURAL HEALTHCARE (Elective course), 3 credit hours
Prepares the students to provide culturally competent healthcare to diverse populations. Self-awareness of cultural values and respect for differing values of each individual is cultivated. Emphasis is placed on identifying and applying key components in transcultural healthcare including: defining terminology, assessing cultural values, recognizing health disparities in diverse populations, and identifying appropriate communication skills. (Theory 3 hours, web-based) Prerequisite: NURS 121 & NURS 122 (ASN) or NURS 211 & NURS 212 (BSN)

NURS 299: INTEGRATIVE HEALTH (Elective course), 3 credit hours
This course consists of modules that explore the mind-body-spirit connection and integrative health practices. Topics include the history of mind-body-spirit healing, roots of the mind-body-spirit disconnect, psychoneuroimmunology, the mind-body-spirit connection with specific illnesses, eastern healing traditions, mindful meditation, spiritual practices, ayurvedic medicine, healing touch, yoga, massage, relaxation response, music, and laughter, explores health advocacy roles and evidence-based practice within the framework of Barbara Carper’s Ways of Knowing. (Theory 3 hours, web-based) Prerequisite: PSYC 121

NURS 309: CRITICAL CARE NURSING (Elective course), 3 credit hours
This course is designed to prepare nurses to assume an entry level role of a critical care nurse in the acute care setting. The student will be introduced to cardiac rhythm interpretation, invasive monitoring and hemodynamics, medical interventions/treatments, pharmacologic modalities, and nursing care in the Intensive Care Unit setting. The focus will be on the cardiovascular, respiratory, renal, endocrine, neurological, gastrointestinal, and hematological systems. Occasional Prerequisite NURS 223/NURS 224 and NURS 245/NURS 246; NURS 248/249 (ASN) or NURS 322/323 and NURS 325/326 (BSN)

Note: Nursing courses offered at the Crown Point Campus may not be offered both Fall and Spring Semester. Contact the Crown Point Campus for specific schedule information.

ASSOCIATE OF SCIENCE IN NURSING (ASN)

PROGRAM OVERVIEW
The Associate of Science in Nursing degree prepares graduates for entry-level nursing practice as nurse generalists. Students are assisted to value service and develop caring behaviors in clinical practice by recognizing, responding and valuing caring as the foundation for the profession of nursing. The nursing roles of provider of care, manager of care and active member of the discipline are emphasized as students progress through the curriculum. Students integrate concepts from physical, social and behavioral sciences and humanities with nursing knowledge and evidence-based practice. Using the nursing process as a critical thinking framework, students provide safe, accurate and individualized nursing care to select individuals and groups with health needs or common well-defined health problems. Students care for a variety of patient populations across the life span and the health care continuum in acute care, long-term care and community based settings. After completing the degree, graduates are eligible to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

ASN STUDENT LEARNING OUTCOMES
Graduates of the University of Saint Francis Associate of Science in Nursing Program are prepared for entry level nursing practice as nurse generalists who will:

- Value service and caring behaviors that assist individuals and groups to achieve optimal health.
- Maintain effective communication and collaborative working relationships with clients, significant support persons, and members of the health care team.
- Use the nursing process as a critical thinking framework within diverse health care settings to provide individualized nursing care.
- Demonstrate a commitment to professional growth and life-long learning.
- Integrate related concepts from physical, social and behavioral sciences and humanities with nursing knowledge, evidence-based practice and ethical practice.
- Demonstrate the roles of provider of care, manager of care and active member of the discipline.
- Use technology and information management resources to promote safe and accurate care.

ACCREDITATION
The Associate of Science in Nursing Program is accredited by the Indiana State Board of Nursing, www.in.gov/pla/nursing.htm, and the National League for Nursing Accrediting Commission (NLNAC), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404-975-5000, www.nlnac.org.

LICENSURE
After successful completion of the ASN program, the graduate is eligible to apply to the State Board of Nursing for licensure as a registered nurse by examination. The test used to determine licensure is the National Council Licensure Examination for Registered Nurses (NCLEX-RN). In Indiana and many other states, graduates must complete an application which requires disclosure of criminal history including, but not
limited to, charges pending against the applicant or conviction regarding a violation of any federal, state or local law relating to the use, manufacturing, distribution or dispensing of controlled substances, alcohol or other drugs or drug addiction; and/or conviction of any offense, misdemeanor or felony in any state. This excludes minor violations of traffic laws resulting in fines. If the graduate responds affirmatively to any of the items on the application, all related details must be submitted to the board. The application is completed under penalty of perjury.

In addition Indiana applicants must complete a criminal background check at the time of NCLEX-RN application. The Board of Nursing reviews the application and determines the applicant’s eligibility to take the licensure exam. The State Board of Nursing may request a personal appearance dependent on the criminal history. Final approval of the candidate’s NCLEX-RN application is at the discretion of the State Board of Nursing.

Applicants should contact their respective Board of Nursing for further information or clarification. Graduates with special learning needs must contact the State Board of Nursing if special consideration for testing needs to be made.

Successful completion of the NCLEX-RN entitles the graduate to practice as a registered nurse in that state. Applications may be made for reciprocal privileges with other states.

**Admissions Requirements for ASN Program**

A point system is used to evaluate applications of qualified candidates in order to accept applicants into the program as either a pre-nursing or nursing major. The point system used by the Nursing Program Admissions Committee will be provided to an applicant upon request.

**Traditional Students (under age 24 and has not attended college or university)**

1. Graduate from an accredited high school.
2. Have a 2.7 grade point average on a 4.0 scale.
3. Earn a Scholastic Aptitude Test (SAT) re-centered score of 1000 or above or an American College Test (ACT) composite score of 21 or above.
4. Have successfully completed ("C" or better) one year of high school algebra and biology and one year of high school chemistry with a "B-" or better.
5. Have completed TEAS (Test of Essential Academic Skills).

**Adult Students (24 years of age and older and has not attended college or university)**

1. Graduate from an accredited high school.
2. Have a 2.7 grade point average on a 4.0 scale.
3. Students who did not graduate from high school must have completed the General Education Development (GED) tests with a combined total battery GED score of 2500 with no sub-test score below 500.
4. Have Scholastic Aptitude Test (SAT) or American College Test (ACT) scores from high school that would be equivalent to the current requirement of 1000 SAT or 21 ACT.
5. Have successfully completed ("C" or better) one year of high school algebra and biology and one year of high school chemistry with a "B-" or better.
6. Have completed TEAS (Test of Essential Academic Skills).

**Transfer Students (previously attended another college or university)**

1. Meet university entrance requirements for transfer students.
2. Have a minimum transfer cumulative GPA of 2.7.
3. Have successfully completed ("C" or better) one year of high school algebra and biology and one year of high school chemistry with a grade of "B-" or better or one semester of college level algebra, chemistry and biology with a grade of "C" or better.
4. Only nursing courses with a grade of "B-" or better can be considered for transfer credit.
5. A minimum of 26 credit hours in nursing must be taken at the University of Saint Francis to be awarded an associate degree in nursing from the University of Saint Francis.
6. Have completed TEAS (Test of Essential Academic Skills).

Students who do not meet the nursing admission criteria may be admitted to the university as a pre-nursing major. Each applicant is reviewed on an individual basis.

The following criteria must be met before a pre-nursing student can request a change of status to be considered for admission to the nursing major. The Program Director will determine course requirements based on evaluation of the student’s academic qualifications at the time of initial admission consideration.

1. Completion of all courses required by placement.
2. Completion of a minimum of 12 hours at USF. Students must have a biological science course (BIOL 221, BIOL 222, BIOL 223, or BIOL 270) as part of the required 12 credit hours at USF.
3. ICON 100, iConnect – First Year Experience
4. CHEM, 121, Introductory Chemistry, if required
5. MATH 122, College Algebra
6. A grade of C or above in all required courses
7. Cumulative GPA of 2.7 or above earned at USF
8) TEAS (Test of Essential Academic Skills) entrance examination

Once admitted to the nursing major, students must maintain a cumulative GPA of 2.7, achieve a “B-” or better in all nursing courses and earn a grade of “C” or better in all required non-nursing courses.

In order to participate in clinical experiences, clinical requirements as set by the Department of Nursing and clinical agencies must be met including, but not limited to, criminal background checks and drug testing.

Entry into the clinical sequence is based on availability of enrollment openings for the course. When necessary to form a waiting list for clinical courses the following criteria are used for prioritizing students to begin the clinical sequence:

1) GPA earned at the University of Saint Francis.
2) Date of entry into the nursing program.
3) Number of credit hours completed toward the degree, including transfer credit.
4) Grades in non-nursing courses, especially science and math courses.

**Progression Requirements**

Each level of nursing courses builds on the knowledge and skills of the level preceding it. Nursing process skills of assessing, interpreting, analyzing, and synthesizing begin in the first semester and are progressively developed in succeeding semesters. In order to progress in the nursing sequence, students must meet the prerequisites and co-requisites for each course in the ASN curriculum. The following criteria must be met in order to progress in the nursing sequence:

1) Maintain a cumulative GPA of 2.7.
2) Must achieve a “B-” or better in all nursing theory courses and achieve a “P” in all nursing clinical courses.
3) Must receive a minimum of “C” in the following courses:
   a) All required biology courses
      i) BIOL 221
      ii) BIOL 222
      iii) BIOL 223
      iv) BIOL 270
   b) All required chemistry courses
      i) CHEM 121 (if taken)
   c) All required psychology courses
      i) PSYC 121
      ii) PSYC 232
   d) All required math courses
      i) MATH 120 (if taken)
      ii) MATH 122
      iii) MATH 302 or equivalent (if taken)
   e) Other required courses
      i) ENGL 101
      ii) SOCI 101, 135 or 251
4) Failure to maintain the academic standards for progression will result in academic probation or dismissal. A change of major from pre-nursing major to nursing major does not provide an additional opportunity for academic probation. Only one academic probation is allowed during enrollment as a nursing student.
5) Nursing majors will be placed on Academic Probation for failure to:
6) Earn a minimum cumulative GPA of 2.7
7) Earn a minimum grade of “B-” in a nursing theory course and a “P” in a nursing clinical course.
8) Earn a minimum grade of “C” in a required non-nursing course.
   - The probation period will be one semester in length. A second probation period will result in dismissal from the nursing major.
   - A student may repeat only one nursing course one time. When repeating a nursing course a student who receives less than a “B-” will be dismissed from the nursing major.
   - If a nursing course must be repeated for either clinical failure or for a theory grade below “B-”, both the theory course and the concurrent clinical course must be repeated at the same time.
   - A student who earns less than a “B-” in a nursing course may not take additional nursing courses until the failed course is successfully completed.
   - If the cumulative GPA has not reached the minimum requirement of 2.7 by the end of the probation period, the student will be dismissed from the nursing major.
   - If a student earns less than a “C” in a required non-nursing course, the non-nursing course may be repeated only once. Upon a second attempt, if the student does not earn a minimum grade of “C” the student will be dismissed from the nursing major.
9) All Nursing Department academic standards will be applied to Academic Exploration and Exploratory Healthcare majors or other USF majors seeking a change of status. Students who fail to meet nursing academic standards will not be eligible for consideration as a nursing major.

10) During the duration of the student’s enrollment as a nursing or pre-nursing major a student may have a maximum of two “withdraw passing” after midterm from nursing courses. Upon a third “withdrawal passing” the student will be dismissed from the nursing program. A nursing course that includes both theory and clinical will represent one course withdrawal.

11) The Department of Nursing uses a system of external assessment and remediation for pre-licensure students. All pre-licensure students purchase a designated testing package upon enrollment in the first nursing course. The primary purpose is to help prepare students for NCLEX-RN success. Students are required to complete designated assessments including content mastery assessments at specified points in the curriculum. Additionally, a nationally-normed comprehensive examination designed to predict success on the NCLEX-RN will be administered during the final capstone nursing course. Students must achieve a designated satisfactory score on the comprehensive examination in order to meet course requirements.

12) A student who is dismissed from the nursing major may reapply no sooner than two years from the date of dismissal and must follow University and Department of Nursing admission criteria. A student seeking readmission to the nursing major must provide evidence of improving one’s potential for success. Readmission is not guaranteed.

**ASN Academic Requirements for Graduation**

To complete the Associate of Science in Nursing degree, students must meet the following criteria:

1) Students in the ASN program (generic ASN track or LPN-ASN track) must take a minimum of 26 credit hours in nursing at the University of Saint Francis to be awarded an Associate of Science in Nursing degree.

2) Completion of all required nursing and non-nursing courses.

3) Meet the requirements for academic standards (see ASN Progression, Probation and Dismissal sections of the ASN Handbook).

4) Payment of all financial obligations to the University.

5) Complete requirements for University graduation no more than eight (8) semesters (Fall & Spring) after starting nursing clinical course work.

Courses described in the ASN curriculum are representative of the requirements to complete the stated major. Requirements are subject to change. Students should consult with their department advisor to determine the exact requirements needed to complete the degree.

**Career Advancement**

The University of Saint Francis also offers RN-BSN and RN-MSN options. Students who achieve an ASN degree and meet all RN-BSN or MSN admission criteria may be admitted into the respective program. See Undergraduate Catalog for RN-BSN admission and program requirements, and the Graduate Catalog for RN-MSN admission and program.

**Description of ASN Courses**

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

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

Corequisite: A course which must be taken no later than the same semester as the course described.

All nursing clinical courses must be taken concurrently with the corresponding nursing theory course.

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

**NURS 121: FUNDAMENTALS OF NURSING, 3 CREDIT HOURS**

This course introduces the nursing role of provider of care, the nurse-client relationship, caring behaviors, health states, geriatric nursing principles, cultural and spiritual components of nursing care, and the nursing process. Emphasis is placed on developing communication and nursing assessment skills, identifying measures that prevent the spread of infection, and planning care that meets the hygiene, mobility and safety needs of adults. (Theory 3 hours) Corequisites: NURS 122, BIOL 221; MATH 122; ENGL 101

**NURS 122: CLINICAL: FUNDAMENTALS OF NURSING, 1 CREDIT HOUR**

This course introduces the nursing role of provider of care, the nurse-client relationship, caring behaviors, health states, geriatric nursing principles, cultural and spiritual components of nursing care, and the nursing process. In supervised clinical practice, students use therapeutic communication techniques, complete client assignments, implement nursing measures to prevent the spread of infection, and plan and implement nursing care to meet hygiene, mobility needs and safety needs of adults. (Clinical 3 hours) Corequisite: NURS 121

**NURS 161: MEDICAL-SURGICAL NURSING I, 3 CREDIT HOURS**

This course focuses on identifying appropriate nursing measures for the care of adult and geriatric clients with alterations in health perception/health management, nutritional/metabolic, elimination, cognitive/perceptual, and sexuality/reproductive functional health patterns. Emphasis is placed on developing a knowledge base and nursing skills for medication administration, pain management, preoperative, intra-operative and post-operative care and aseptic technique. (Theory 3 hours) Prerequisites: NURS 121 & 122; BIOL 221; MATH 122; ENGL 101 Corequisites: NURS 162; NURS 270; BIOL 222
NURS 162: CLINICAL: MEDICAL-SURGICAL NURSING I, 2 CREDIT HOURS
This course focuses on applying the nursing process in the care of the adult and geriatric clients with alterations in health perception/health management, nutritional/metabolic, elimination, cognitive/perceptual, and sexuality/reproductive functional health patterns. Students use therapeutic communication principles to establish effective nurse/client relationships and function in the provider of care role in structured acute care settings to administer medications, provide preoperative, intra-operative and post-operative care, identify client teaching needs and implement nursing procedures using aseptic technique. (Clinical 6 hours) Corequisite: NURS 161

NURS 175: MENTAL HEALTH NURSING, 2 CREDIT HOURS
This course applies the nursing process as the framework to provide psychiatric and/or mental health care. Students focus on the development of effective caring nurse-client interactions using principles of therapeutic communication integrated with the knowledge of psychiatric disorders, psychosocial/stress management needs, and theories relevant to mental health. Students also analyze teaching plans used with individual clients and families. Emphasis is placed on the personal, professional and legal implications in meeting client psychosocial needs. Clinical practice is synthesized with the clinical nursing course (NURS 176), which is provided in structured healthcare settings. (Theory 2 hours) Prerequisites: NURS 121 & 122; PSYC 121; BIOL 221; ENGL 101 Corequisite: NURS 176; NURS 270; BIOL 222

NURS 176: CLINICAL: MENTAL HEALTH NURSING, 1 CREDIT HOUR
This course applies the nursing process as a critical thinking framework to provide psychiatric and/or mental health care throughout the lifespan. Emphasis is placed on the development of therapeutic nurse-client relationships. Knowledge of psychiatric disorders, mental health theoretical frameworks, teaching/learning principles, and psychosocial needs are integrated in planning care. Clinical practice is provided in structured healthcare settings. (Clinical 3 hours) Coreq: NURS 175

NURS 223: MEDICAL-SURGICAL NURSING II, 3 CREDIT HOURS
This course focuses on learning injury/disease processes and the appropriate nursing measures for the provision of nursing care for adults, geriatric clients and their families who are experiencing altered health in the nutritional-metabolic, elimination, and activity-exercise functional health patterns. Students continue to learn about their role as provider of care. Emphasis is placed on identifying client learning needs and providing appropriate teaching. Students continue to expand their knowledge of communication principles as they establish helping relationships with clients and collaborative relationships with members of the health care team. (Theory 3 hours) Prerequisites: NURS 161 & 162; NURS 175 & 176; NURS 270; BIOL 221 & 222 Corequisites: NURS 224; BIOL 270

NURS 224: CLINICAL: MEDICAL-SURGICAL NURSING II, 3 CREDIT HOURS
This course focuses on applying the nursing process as a critical thinking framework for identifying and meeting needs of adults, geriatric clients and their families whose problems are in the nutritional-metabolic, elimination, and activity-exercise functional health patterns. Students assess learning needs of clients and plan appropriate teaching. They apply communication principles to establish and maintain helping relationships with clients and families and to work collaboratively with health team members. Students continue to function in the provider of care role and begin to develop the skills of the manager of care role. Clinical practice occurs in structured acute care settings and in simulation and computer laboratories. (Clinical 9 hours) Coreq: NURS 223

NURS 245: MATERNITY NURSING, 2 CREDIT HOURS
This course focuses on nursing care of women related to the sexuality-reproductive functional health pattern. Emphasis is placed on pregnancy, childbirth, postpartum, and the newborn. Selected women’s health issues are included that pertain to the childbearing cycle. Ethical and Religious Directives for Catholic Health Care Services are reviewed in relationship to the course. (Theory 2 hours) Prerequisites: NURS 161 & 162; NURS 175 & 176; NURS 270; BIOL 221; BIOL 222; PSYC 232 Corequisites: NURS 246; BIOL 270.

NURS 246: CLINICAL: MATERNITY NURSING, 2 CREDIT HOURS
This course focuses on nursing care of women related to the sexuality-reproductive functional health pattern. Emphasis is placed on pregnancy, childbirth, postpartum, and the newborn. Selected women’s health issues are included that pertain to the childbearing cycle. Practice experiences include simulated laboratory and structured healthcare settings. Ethical and Religious Directives for Catholic Health Care Services are reviewed in relationship to care of clients. (Clinical 6 hours) Corequisite: NURS 245

NURS 265: CHILD HEALTH NURSING, 2 CREDIT HOURS
This course focuses on the healthcare needs of children. The roles of the pediatric nurse in health promotion, health maintenance, and health restoration are examined. Developmental and family-centered nursing care concepts are integrated with knowledge from the sciences and humanities to identify nursing care needs of children and their families. (Theory 2 hours) Prerequisites: NURS 223 & 224; NURS 245 & 246; BIOL 270; PSYC 232 Corequisite: NURS 266

NURS 266: CLINICAL: CHILD HEALTH NURSING, 1 CREDIT HOUR
This clinical course focuses on providing nursing care to meet the health care needs of children. The role of provider of care is demonstrated in areas of health promotion, health maintenance and health restoration. Developmental and family-centered nursing care concepts, integrated with knowledge from the sciences and humanities, are utilized in applying the nursing process to provide comprehensive health care for children and their families. Clinical experiences will occur in a variety of selected inpatient, outpatient and community settings. (Clinical 3 hours) Corequisite: NURS 265
NURS 270: Pharmacology in Healthcare, 3 Credit Hours
This course introduces drug therapy detailing drug classifications, purposes of drug administration, mechanisms of drug action, adverse effects of drugs, and clinically significant drug interactions. The nursing process is used to define nursing responsibilities in drug administration. Course emphasizes nursing implications of drug therapy with application of knowledge to care of clients across the lifespan. (Theory 3 hours) Prerequisite: NURS 121/122; BIOL 221 Corequisite: BIOL 222

NURS 285: Medical-Surgical Nursing II, 3 Credit Hours
This course focuses on the role of the nurse as manager of care for adults and groups of adults with altered cognitive-perceptual and activity-exercise functional health patterns. There is also a focus on collaborative health problems and inter-related disease processes. (Theory 3 hours) Prerequisites: NURS 223 & 224; NURS 245 & 246; BIOL 223; BIOL 270 Corequisite: NURS 286

NURS 286: Clinical: Medical-Surgical Nursing III, 4 Credit Hours
This course focuses on the role of the nurse as manager of care for adults and groups of adults with altered cognitive-perceptual and activity-exercise functional health patterns. There is also a focus on collaborative health problems and inter-related disease processes. Clinical experience is provided in simulated laboratory, structured acute care, rehabilitative, and critical care settings. (Clinical 12 hours) Corequisite: NURS 285

NURS 290: The Nurse as a Professional, 2 Credit Hours
This course focuses on the role of the nurse as a professional. Emphasis is placed on enhancing the socialization of students as members within the discipline of nursing. The evolution of nursing and the changing health care system are examined to analyze the impact on nursing practice. Strategies are identified to facilitate transition to the professional nursing role. Legal, ethical, political and economic issues, as well as Ethical and Religious Directives for Catholic Health Care Services are analyzed in relation to nursing practice. (Theory 2 hours) Corequisite: Must be taken with last clinical nursing course(s) (NURS 285/286 and/or NURS 265/266) in the final semester of the ASN Program.

NURS 292: Critical Thinking Seminar, 1 Credit Hour
This course is designed to offer additional opportunities in developing health assessment and clinical reasoning skills. Building on prior knowledge the course emphasizes problem-focused assessment, the correlation of key assessment data with disease processes and the selection and prioritization of appropriate nursing care. Students will analyze patient case scenarios across the lifespan and apply best clinical practice. Theoretical concepts will be applied in active learning experiences including virtual learning modules and simulation activities. (Theory 1 hour) Corequisite: Must be taken with NURS 290

NURS 235: Basic Cardiac Dysrhythmia (Elective Course), 1 Credit Hour
This course is designed to educate the student in the general principles of cardiac electrophysiology and telemetry monitoring. Cardiac anatomy and electrical pathways are reviewed and emphasis is placed on interpretation of normal and abnormal rhythms. Sinus, atrial, junctional, AV node blocks, ventricular, and paced rhythms will be analyzed in a systematic approach. Prerequisite: BIOL 221 & BIOL 222

NURS 241: Teaching in Healthcare (Elective Course), 1 Credit Hour
This course provides an understanding of teaching strategies used in the health care environment when working with clients, families, and their communities. Topics include utilization of teaching/learning theory, examination of specific teaching strategies, collaboration with other health professionals, and evaluation of teaching effectiveness to enhance client health and welfare. (Web-based course)

NURS 242: Spirituality in Healthcare (Elective Course), 3 Credit Hours
This course consists of modules that explore practical approaches to bringing spirituality into health and wellness care. Topics include evidenced based findings that identify diverse perspectives of spirituality, how spirituality mediates health choices, using healing intention and presence, quantum healing and balanced living, partnering with patients to accomplish what they care about, transcendence, valued directions, and community as strategy. (Web-based course)

NURS 243: Genomics in Healthcare (Elective Course), 1 Credit Hour
This course introduces the topic of genomics detailing its impact on health care. Emphasizes genomic principles with application of knowledge to care of clients across the lifespan.

NURS 250: History of Nursing (Elective Course), 3 Credit Hours
Focus is on the history of nursing, nursing education, and healthcare from primitive times to current day. Course content includes study of historical periods and figures such as Florence Nightingale, Lavinia Dock and Lillian Wald. Emphasis is on the relationship between nursing and society and the impact on modern nursing. NURS 250 involves travel to various historical sites related to nursing.

NURS 255: Transcultural Healthcare (Elective Course), 3 Credit Hours
Prepares the students to provide culturally competent healthcare to diverse populations. Self-awareness of cultural values and respect for differing values of each individual is cultivated. Emphasis is placed on identifying and applying key components in transcultural healthcare including: defining terminology, assessing cultural values, recognizing health disparities in diverse populations, and identifying appropriate communication skills. (Theory 3 hours, web-based) Prerequisite: NURS 121/ NURS 122 (ASN) or NURS 211/NURS 212 (BSN)
NURS 299: INTEGRATIVE HEALTH (ELECTIVE COURSE), 3 CREDIT HOURS
This course consists of modules that explore the mind-body-spirit connection and integrative health practices. Topics include the history of mind-body-spirit healing, roots of the mind-body-spirit disconnect, psychoneuroimmunology, the mind-body-spirit connection with specific illnesses, eastern healing traditions, mindful mediation, spiritual practices, ayurvedic medicine, healing touch, yoga, massage, relaxation response, music, and laughter. Explores health advocacy roles and evidence-based practice within the framework of Barbara Carper’s Ways of Knowing. (Theory 3 hours, web-based) Prerequisite: PSYC 121

NURS 309: CRITICAL CARE NURSING, 3 CREDIT HOURS
This course is designed to prepare nurses to assume an entry level role of a critical care nurse in the acute care setting. The student will be introduced to cardiac rhythm interpretation, invasive monitoring and hemodynamics, medical interventions/treatments, pharmacologic modalities, and nursing care in the Intensive Care Unit setting. The focus will be on the cardiovascular, respiratory, renal, endocrine, neurological, gastrointestinal, and hematological systems. Prerequisites: NURS 223/NURS 224 and NURS 245/NURS 246; NURS 248/249 (ASN) or NURS 322/323 and NURS 325/326 (BSN)

Note: Nursing courses offered at the Crown Point Campus may not be offered both Fall and Spring Semesters. Contact the Crown Point Campus for specific schedule information.
ASSOCIATE OF SCIENCE IN PARAMEDIC MEDICINE

PROGRAM OVERVIEW
This program will serve graduates of the EMS Academy at Franciscan Saint Anthony’s Hospital, along with other EMS graduates in the Northwest Indiana region. The program provides one year of general education to offer the opportunities for EMS Academy graduates to complete an Associate degree.

Building on the 34 hours of Paramedic/EMS training, the program requires 30 hours, 18 of General Education and 12 in specific field-based studies, for a total of 64 hours.

The program is offered in partnership with the Franciscan Alliance and will serve adult learners who are seeking to further their education as EMT and who also aspire to future career opportunities in healthcare.

PROGRAM OUTLINE
64 credit hours
ICON 100 iConnect 3 credits
ENGL 101 Rhetoric and Composition 3 credits
MATH 122 Or higher by placement 3 credits
PSYC 121 General Psychology 3 credits
Religion 3 credits
SOCI 251 Sociology of Health 3 credits
PSYC 232 Human Growth and Development 3 credits
CHEM 121 Introduction to Chemistry 3 credits
BIOL 221 Human Anatomy and Physiology I 3 credits
BIOL 222 Human Anatomy and Physiology II 3 credits
PARA 034 Paramedic Program Completion 34 credits

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

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

Students who did not graduate from high school must have completed the General Educational Development (GED) tests and must have a total score of 2,500 with no sub score below 500. Prior to 2002, a composite score of at least 50 and no sub-score below 40 is required.

Candidates who do not meet the criteria for automatic admission to the University of Saint Francis may still apply for admission. Applications for admission will be reviewed by the Academic Review Committee.

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

To be considered for admission to the University of Saint Francis, a transfer student must:

- Send a completed application and a $20 application fee to the Office of Admissions or apply online at http://www.sf.edu for free.
- Request that an official copy of the final high school transcript (must include date of graduation) and/or GED score be sent directly to the Office of Admissions.
- Request that official transcripts from ALL colleges and universities attended be sent directly to the Office of Admissions. Students who have earned a cumulative grade point average of 2.3 or better will be considered for admission.
- Veterans must submit a DD214.

COURSES
Please see Traditional Undergraduate Catalog for applicable course descriptions.
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