SUCCESS by design

2023-2024 ACADEMIC CATALOG

Quincy University

POLICY CHANGES AND DISCLAIMER

The provisions of this bulletin are not an irrevocable contract between the University and the student. The University reserves the right, in its sole discretion and judgment, to make changes of any nature in the University academic program, courses, schedule or calendar which would include the elimination and/or modification of programs, departments, degree offerings, as well as the rescheduling of classes, with or without extending the announced academic term, the cancellation of scheduled classes, or other academic activities. Payment of tuition or attendance at any classes shall constitute a student's acceptance of the University's rights set forth herein and the University's right to change any provision or requirements set out in the catalog at any time. The official University academic catalog can be found online at www.quincy.edu.

The University reserves the right to withdraw a student for cause at any time.

Expectations of a student are determined by the catalog year they start at the university. They follow that catalog and degree checklist until they graduate, unless they are away from the university for more than 1 year (not including a leave of absence).

GRAMM-LEACH-BLILEY ACT

Quincy University has enacted a comprehensive information security program mandated by the Federal Trade Commission's Safeguards Rule and the Gramm-Leach-Bliley Act. The Vice President for Enrollment Management is designated as the Program Officer responsible for coordinating and overseeing the Program.

NON-DISCRIMINATION POLICY

Quincy University does not condone discrimination in any form against students, employees, or applicants on the grounds of race, color, national or ethnic origin, religion, gender, gender orientation, age, marital status, veteran status, or disability to the extent required by law. This practice ensures compliance with all federal and state non-discrimination laws, including Title IX.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT, 1974

In accordance with the Family Educational Rights and Privacy Act of 1974 (34 C.F.R. Part 99, as amended), Quincy University permits students access to their educational records. According to this law, parents as defined in the Internal Revenue Service code of 1954, Section 152, also are granted access to their dependent's records.

2023 - 2024
ACADEMIC CATALOG

Quincy University

A Catholic Franciscan University founded by
the Franciscan Friars of the Sacred Heart Province

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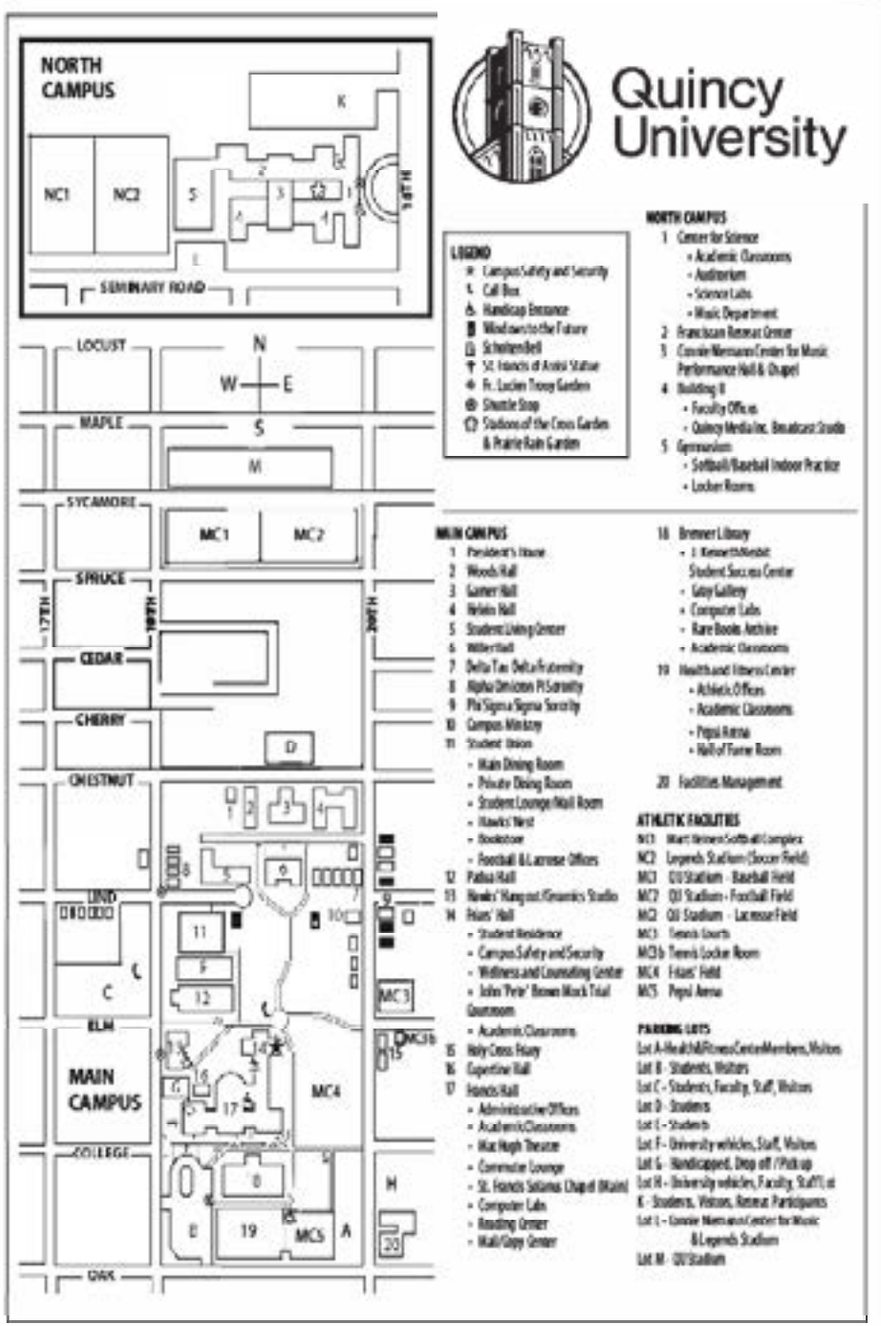

Mission and History

Mission Statement

Quincy University stands as a Catholic, independent, liberal arts institution of higher learning in the Franciscan tradition. Inspired by the spirit of Francis and Clare of Assisi, we respect each person as a sister or brother with dignity, value, and worth. We work for justice, peace, and the integrity of creation. We prepare men and women for leadership and for the transformation of the world by educating them to seek knowledge that leads to wisdom. We welcome and invite all to share our spirit and life.

History and Heritage

Christ said to St. Francis of Assisi, "Go, rebuild my Church which, as you see, is falling into ruin." From that moment over 800 years ago to the present day, this has been the mission of the Order of Friars Minor, commonly known as "Franciscans" after the name of their founder, St. Francis. The Order includes many thousands of men and women who take the vows of religious life and many more Christian faithful who belong to the Secular Franciscan Order. The center of their life is to live as St. Francis, bringing aid to those who most need help. The history and heritage of Quincy University began and continues as part of the story of the Franciscan Order, and specifically of the Sacred Heart Province of the Order.

Franciscan vision channels the power of wisdom in service to others. This vision inspired Franciscan friars from Germany arriving as missionaries to rural Illinois in 1858. Among the first initiatives of these friars of the Sacred Heart Province stands the foundation of a college at Quincy in 1860. The friars, immediately responsive to the need for education in frontier Illinois, served this need by providing liberal arts education in the Catholic Franciscan tradition. They originally named the institution St. Francis Solanus College after a Hispanic missionary hero of the Franciscan outreach in the Western Hemisphere.

Their missionary spirit animates the mission of the University down to the present. Years of growth and development followed. The State of Illinois chartered the college in 1873. In 1917, the institution was renamed Quincy College and Seminary in recognition of the community's support. The admission of women in 1932 represented another milestone. After World War II, enrollment surged with a corresponding increase in faculty both friar and lay. The College later was accredited by the North Central Association of Colleges and Universities in 1954.

The college officially adopted the name Quincy College in 1917. And an historic change in 1993 resulted in a new status and a new name: Quincy University – a Catholic, independent, liberal arts institution of higher learning that stands in the centuries old Franciscan, Christian tradition of education.

Recalling the words of one Franciscan friar in recognition of the institution's 150th Anniversary, Quincy University continues "to prepare women and men who will be instruments of peace, forgiveness, truth, freedom, hope, joy and love for this world."

Accreditation and Memberships

Quincy University is accredited as a four-year university by The Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools, 230 S. LaSalle St., Suite 7-500, Chicago, Illinois 60604 (800.621.7440). It is approved by the Illinois State Educator Preparation and Licensure Board, 100 N. First Street, Springfield, Illinois 62777 (217.782.4321), to offer education programs for early childhood, elementary and secondary educator teacher licensure. The Master of Science in Education in Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

Quincy University is also a member of the Council for Higher Education Accreditation, Council of Independent Colleges, Association of Catholic Colleges and Universities, Association of Franciscan Colleges and Universities, Association of Governing Boards, College Consortium for International Studies, the Associated Colleges of Illinois, and the Federation of Independent Illinois Colleges and Universities.

The University is approved by the State Approving Agency for educational assistance benefits to veterans and veterans' dependents and by the U.S. Department of Homeland Security.

General Information

LOCATION AND CAMPUS

Nestled within Quincy, Illinois, a city situated on limestone bluffs overlooking the Mississippi River, Quincy University's local campus includes a Main and North campus, connected by shuttle service. Other programs are offered online.

Main Campus offers a combination of comfortable living, modern technology, and natural beauty. The classic architecture of the main academic building, Francis Hall, includes high ceilings, tall stained glass windows, gorgeous woodwork, a tower and chapel that is lit at night. The campus is home to the century old St. Francis Solanus Chapel and San Damiano All-Faiths Chapel. North Campus includes academic classrooms, music and science facilities, auditorium, Quincy Media Broadcast Studio, and the soccer and softball athletic fields. Historic QU Stadium, home of the men's baseball field and football complex, lies between Main and North Campus. The campus and surrounding area offer many opportunities for outdoor recreation. The campus is green in the summertime and bursting with color in the fall and spring. With on-campus wireless Internet access, seating and lawn areas provide students an incredible backdrop for those who enjoy spending time outdoors. Every resident room is equipped with high-speed Internet access and students have access to six computer labs on campus.

The county seat of Adams County, Quincy is described as a "small, big city." With a population of 41,000, Quincy has all the comforts of a small town: safety, security, community pride, friendliness. Serving as the regional hub, Quincy also has big-city benefits: a variety of employers and industries, recreational opportunities, history, art, nature and is accessible by air, train and automobile. One of the oldest cities in Illinois, Quincy is recognized as one of the three cities in the state having architecturally and historically significant structures.

THE BRENNER LIBRARY

Brenner Library is the access point for an extensive collection of resources supporting the curricular needs of the Quincy University community. The library provides an environment for group or individual research and study in a space which incorporates the latest technology and extensive print, media and electronic collections. Access to over 30 research databases is available from within the library and remotely. Numerous computer workstations, wireless connectivity, and computing assistance are provided.

Included in the library's 100,000 volume print collection is a current circulating collection, a 4,000 volume rare book collection dating from the 15th century, an Instructional Materials Center of print and non-print materials to support the teacher education programs, and an extensive recorded music and film collection. Librarians provide research assistance and instruction upon request. The library is a member of the Consortium of Academic and Research Libraries in Illinois.

GRAY GALLERY

The library houses the Gray Gallery, established by Robert Lee Mejer (its first and only curator) in 1968. Its primary purpose is to afford the community an opportunity for direct experience with a variety of media, styles and quality of works of art (both historical and recently more contemporary) as well as visual ideas. Besides featuring national, regional and state exhibitions/artists, the Gallery provides an annual setting for its Art Faculty and Student Art exhibitions, and the Baccalaureate Senior Exhibition. The Gallery also brings in annually a Visiting Artist who presents workshops for the community and Quincy University students.

FACULTY

Excellent teaching is the emphasis at Quincy University. To further this end, faculty members are selected from those who show a preference for teaching in a private, liberal arts university. Although research and publishing are encouraged, promotion and tenure decisions are based primarily upon teaching and academic advising. The University is proud of the commitment to students shown by its faculty and dedicates itself to an ever-improving faculty performance.

PRE-LAW CENTER

The Pre-Law Center is a modern learning facility that includes the John "Pete" Brown Mock Trial courtroom. The center is designed to prepare students for advanced study in law school. Quincy's nationally recognized Mock Trial Team sharpens students' competitive edge as they try cases against teams from around the country.

CONNIE NIEMANN CENTER FOR MUSIC

The Connie Niemann Center is comprised of a 270-seat performance space, a reception hall, and a formal atrium. The center, which showcases the original stained glass art of Fr. Tom Brown, OFM, will also serve the spiritual programs of the Franciscan Retreat Center. The center is located on Quincy University's North Campus.

J. KENNETH NESBIT STUDENT SUCCESS CENTER

Located in the lower level of Brenner Library, the J. Kenneth Nesbit Student Success Center (SSC) offers comprehensive support for students' Success by Design through tutoring, supplemental instruction, success coaches, career advising, degree planning, and services for students with disabilities. Additionally available in the SSC for students is a state-of-the-art computer lab, several study rooms and printers. All services in the SSC are at no cost to the students. Also located in the SSC are the offices of residence life, new student programs, residential and student experience, and the QUEST Center. The mission of the Student Success Center is to be a partner in the students' journeys to success through the path of continuous improvement–from good to better to best–that students embark upon when they come to Quincy University.

QUEST CENTER

The QUEST Center (Quincy University Experiential Study Center) supports, coordinates, and implements academic experiential learning, in collaboration with faculty, staff, and the community. Experiential learning connects knowledge, experience, action, and reflection, and engages students in various kinds of transformative activity. The QUEST Center supports Career Services, Credit for Prior Learning (including CARE credit), Internships, Service-Learning, Study Abroad, and Undergraduate Research.

HEALTH AND FITNESS CENTER

The Health and Fitness Center features 3 multipurpose gymnasium courts (including 2 pickleball courts), 1 racquetball/handball court, 6-lane swimming pool and whirlpool, elevated running/walking track, a fitness room with 36 Flex and Paramount machines, Iron-Grip plates, and other accessories, a fitness studio, and cardio area featuring a Cardio Theatre and 23 cardio machines. The center also offers a variety of fitness classes, personal trainers, and swim lessons.

STUDENT ADVISING

Because proper guidance is central to an admirable education, Quincy University enacted Success by Design in the academic advising of students. Each student is assigned a primary academic advisor and a success coach to provide additional support. This model provides our students with holistic advising. All full-time students with a declared major are assigned to faculty advisors in the major field who utilize the Success by Design model in planning the degree program and preparing for employment or advanced education. All students who are undeclared are assigned to a general advisor as their primary academic advisor to work toward declaring a major. Additionally, all students in the dual degree program with Blessing Rieman College of Nursing and Health Sciences will have a success coach as their advisor.

Undergraduate Academic Policies and Procedures

BONAVENTURE PROGRAM

The Bonaventure Program at Quincy University provides the foundation for a liberal arts education. Because of the foundational nature of the classes, it is recommended that 100-level and 200-level courses be completed before the end of the sophomore year, except for the fine arts course, which can be taken at any time during the 4 years.

Quincy University's educational mission in the Catholic, Franciscan tradition has two parts: who we want our students to be and what we want our students to know. Accordingly, we seek to instill in our graduates values which will enable them to pursue wisdom and to transform the world, and to impart the knowledge and skills essential for educated persons to live successful and productive lives.

The common educational experience provided for our students is known as the Bonaventure Program, named after St. Bonaventure, who was a 13th century Franciscan scholar. The program includes knowledge in the traditional liberal arts and sciences, where students use disciplinary and interdisciplinary modes of inquiry to investigate aspects of the natural and human world. This investigation requires reflection on ultimate questions and intellectual exploration of multiple perspectives and cultures. In the Franciscan tradition, such a journey expresses openness to the truth of the other and is founded in respect for persons and the integrity and goodness of creation. This journey is undertaken in community and towards action in the world. The goals of a liberal arts education—academic breadth, civic engagement, critical reading, writing and thinking—are supplemented by the Franciscan values of respect, justice, peace, and service.

Students create an e-portfolio of significant assignments in Bonaventure Program courses. In the senior year, students review their portfolios and reflect on the relationship between what they learned in their majors and what they learned in the Bonaventure Program. We believe it is important to integrate the Quincy University learning experience.

The Bonaventure Program intends to set students on the path of lifelong learning and guide them to become thoughtful, moral individuals. The learning outcomes of the Bonaventure Program include knowledge, skills, and dispositions. Learning outcomes in the arts and sciences disciplines are assessed at the program level. The following learning outcomes are assessed at the university level:

- **Written Communication -** Students will demonstrate skill in writing by following generally accepted standards for clear, coherent, audience-centered writing.
- **Oral Communication -** Students will demonstrate skill in speech by following generally accepted standards for clear, coherent, audience-centered speaking.
- **Information Literacy -** Students will access needed information, critically evaluate information and its sources, and use information effectively, ethically and legally for specific purposes.
- **Critical Reasoning -** Students will explore, analyze, and synthesize information in a comprehensive manner prior to coming to a conclusion.
- **Problem-Solving -** Students will utilize appropriate strategic planning processes to answer questions and/or reach desired goals.
- **Global Perspective -** Students will demonstrate an understanding of global issues, conflicts and decisions, including the worldviews of other societies, and their impact on individuals and the global community.
- **Knowledge of Diversity -** Students will demonstrate an understanding of multiple forms of discrimination, the perspectives of groups and individuals affected by discrimination, poverty and/or other inequities, and the contributions of underrepresented or marginalized social groups.
- **Ethical Reasoning -** Students will apply ethical reflection to a variety of personal, professional, and social issues, using knowledge of multiple ethical theories and perspectives.

- **Civic Engagement -** Students will integrate civic engagement into their participation in civic activities.
- **Leadership -** Students will apply knowledge of effective leadership to their participation in leadership activities.
- **Critical Self-Reflection and Personal, Intellectual, and Spiritual Growth -** Students will practice critical self-analysis as reflective, educated and ethical persons who pursue wisdom.

Bonaventure Signature Courses

The Bonaventure Signature Courses, hours taken in theology and philosophy, are those courses that especially support our Franciscan mission. Three courses are required including Western Religious Traditions, an additional theology course, and an ethics course. Note: If the ethics requirement is met outside of the philosophy prefix (PHI), an additional philosophy course is required.

Writing Across the Curriculum

Because Quincy University is committed to graduating students who are capable writers, the Bonaventure Program requires four designated ”writing-enriched“ courses. One course in the major is strongly recommended. Students transferring in 48-85 hours need 2 writing-enriched (W:) courses (one in the major recommended) and students transferring in 86 hours or more must complete one (preferably in the major).

Technological Literacy in the Bonaventure Program

The University is committed to graduating technologically literate students. Students will be required to achieve minimum technological competency as defined by the departments, divisions, or schools. These academic units will be responsible for demonstrating that the technology competency requirements have been met.

The Quincy University Service Learning Requirement

Service learning is a type of experiential education that fulfills academic goals with activities that address human and community needs. Community service is deeply embedded in the foundation of Quincy University as a Catholic, Franciscan institution. A service learning activity is an unpaid, voluntary project performed by a student or group of students with an approved non-profit agency, institution, or organization that benefits the local, national, or global community. The primary beneficiary of this service is the institution and the people it serves rather than the student.

1. Beginning in Fall 2010, all incoming first-year students at Quincy University must perform 30 hours of approved service learning activities before being certified for graduation. Students are strongly encouraged to complete the required service learning hours by the end of the junior year.
2. Undergraduate students **(excluding PS and non-degree seeking students)** who transfer to Quincy University must meet the following requirement:

Transferred semester credit hours:		
	0-23.9 hours	– 30 service learning hours
	24-47.9 hours	– 20 service learning hours
	48 hours or more	– 10 service learning hours

3. Students enrolled in the Nursing Program are required to complete 10 hours of Service Learning during their freshman and sophomore years. The remaining hours will be completed through the Nursing Program.
4. Students are required to submit hours and reflect on each service learning experience through the university provided tracking application, Mobileserve.

I. GENERAL REQUIREMENTS FOR UNDERGRADUATE DEGREES

A. University Courses (0-9 hours)

BPP410 Bonaventure Program Portfolio (0 hours)

* Diversity (D:) course* (3 hours)
* Global (G:) course+ (3 hours)

+ D:/G: courses – One course at least at the 100 level and one course at the 200 level or above. Global requirement will be waived if student has spent one semester abroad.

* Technological Literacy – defined by departments, divisions or schools

B. Written/Oral Communication (9 hours)

* ENG 111 Composition (3 hours)
* ENG 112 Composition and Texts (3 hours)
* COM 101 Fundamentals of Public Speaking (3 hours)
* Writing Enriched Courses – see Writing Across the Curriculum (above)

C. Theology /Ethics/Philosophy (9-12 hours)

* Theology (6 hours) including TRS 116 Western Religious Traditions
* (E:) Ethics (3 hours) at the 300 level or above
* Philosophy (3 hours) if the (E:) Ethics requirement is met outside of the Philosophy (PHI) prefix

D. Humanities/Fine Arts (6 hours)

* Literature (3 hours) – At the 200-level or higher
* Fine Arts (3 hours) – Chosen from Art, Music, Theatre or Film

E. Social Sciences (9 hours)

* History (3 hours)
* Social Sciences (6 hours) – Chosen from two separate areas: Criminal Justice (CRJ), Economics (ECO), Human Services (HMS), Political Science (POL), Psychology (PSY) and Sociology (SOC)

F. Natural Sciences/Mathematics (10-11 hours)

* Natural Sciences (7-8 hours) – 1 life science (BIO) and 1 physical science (CHE, PHY, SCI) with one lab
* Mathematics (3 hours) – Needs to be at least MAT 125 or higher, except MAT 150: Applied College Algebra or higher. (Elementary Education and Special Education require MAT 110 and MAT 111 in lieu of this requirement.)

G. Declaration of Major:

Students can declare a major when they matriculate to QU, but are not required to do so. Even if they declare a major at the start of their QU career they can decide to change their major as their interests change. Students must declare a major by the end of their sophomore year (or before the completion of 60 semester hours). To declare a major, students file a declaration of major form (found under Student Forms on the Portal) with the Registrars' Office. A change or addition of major after the end of junior year (or after the completion of 90 semester hours) may result in additional time toward degree completion. Discussions with your academic advisor and student financial services counselor is highly advised when making changes to your major.

Major Requirements (Excluding Agreements with BRCN):

Majors at Quincy University require a minimum of 33 credit hours of coursework at the 100-400 level in a single course code designation (ACC, BIO, etc.), 21 of which must be completed at Quincy University. Twenty-seven (27) hours must be at the 200-400 level. A maximum of 12 hours from “nontraditional” sources may be applied, with the approval of the Dean (see p. 20). No more than 42 hours of 200-400 level coursework taken from a single discipline (excluding courses taken to satisfy the Bonaventure Program requirements) may count toward the 120 credit-hour minimum required for the bachelor's degree. Students may be required by their major program to take additional credit hours in other fields, above the 42 hour maximum in their major field. Practicum or internship credit is not allowed in the basic 33-hour major requirement but does apply to the 42-hour maximum. During their senior year, candidates for the baccalaureate degree participate in a coordinating, comprehensive experience in their major field. Normally this experience is the senior seminar which provides an in-depth study of a topic within the discipline which promotes research, evaluation, and discussion. In some instances, the comprehensive experience is gained through an applied activity such as a practicum, an internship, or student teaching. This comprehensive experience in the major must be completed in residence or through Quincy University (this requirement may not be met through transfer credit). Minimum and maximum for majors: 33-42 hrs.

Double Majors

Students may complete more than one major concurrently by meeting the specific requirements for each major as set forth in the catalog. Students are not allowed to major in an interdisciplinary major and also double major in one of the concentrations of that interdisciplinary major. Each major will be listed on the student's transcript. If all majors are within the same degree program (e.g., B.A., B.S.), the student will receive only one degree and diploma.

H. Declaration of Minor:

Although a student does not need a minor to graduate, students can declare one or more minors. To declare a minor, students file a declaration of minor form (found under Student Forms on the Portal) with the Registrar's Office. A change or addition of minor after the end of junior year (or after the completion of 90 semester hours) may result in additional time toward degree completion.

Minor Requirements:

If not stated in the catalog, the minor is arranged with the appropriate faculty or program and approved by Academic Affairs. A minor must contain at least 18 semester hours unique from the major courses, 12 of which must be at the 200-400 course level and 12 of which must be taken at Quincy University. Courses listed as required support courses for a major may be used to count for a minor. A minimum cumulative grade point average of 2.00 must be earned in the minor. Any approved minor is indicated on the student's transcript.

I. Electives:

Elective hours will vary based on major.

J. Interdisciplinary Majors

Interdisciplinary majors at Quincy University require a minimum of 36 and a maximum of 48 credit hours of coursework at the 100-400 level of which 21 hours must be completed at Quincy University. Twenty-seven hours must be at the 200-400 level. The interdisciplinary major shall consist of 21-27 hours in the primary field, 15-21 hours in the secondary field, and in some cases, 12-15 hours in a tertiary field. Hours earned in an identified tertiary field may be used as elective hours. Students must earn a minimum of 18 upper-level hours in the primary and secondary fields of the major.

The requirements for the interdisciplinary major shall apply to those majors that are part of the regular curriculum and to collaboratively designed interdisciplinary contract majors developed in accordance with the applicable provisions for such majors as stated on p.22 in the University catalog.

II. QUANTITATIVE AND RESIDENCY REQUIREMENTS FOR UNDERGRADUATE DEGREES

A. For the **baccalaureate degree**, a student must:

1. Complete satisfactorily a minimum of 120 semester hours of courses as described under graduation requirements above and below. This should include a minimum of 39 semester hours of upper-level (300-400) courses unless otherwise stated in this catalog.
2. Fulfill the requirements of the major or area of concentration as set forth under each academic program, including a minimum of 27 semester hours of courses at the 200-400 level in the major, 21 of which must be taken at Quincy University.
3. Earn at least 30 semester hours in residency at Quincy University including 21 hours in the major or area of concentration.
4. Transfer students must earn a minimum of 56 semester hours from a 4-year college or university.

B. For a **second baccalaureate degree when the first degree was earned from Quincy University**, a student must present a minimum of 27 hours in the second major (or area of concentration) at the 200-400 level, 21 of which must be taken in residency at Quincy University, fulfill any other requirements stated for the major as published in this catalog, and present a minimum of 144 credit hours for the combined degrees.

C. For a **second baccalaureate degree when the first degree was earned elsewhere,** a student must:

1. Earn 30 semester hours in residency at Quincy University, including 9 hours of signature coursework in the Bonaventure Program unless undergraduate coursework is approved as equivalent.

2. Present a minimum of 27 hours in the second major (or area of concentration) at the 200-400 level, 21 of which must be taken in residency. If previous courses satisfy some of the major requirements, the department will designate other courses that will enhance the major.
3. Fulfill any other requirements stated for the major as published in this catalog.

D. **Current Coursework**

A student returning to Quincy University to complete a degree after an extended absence may be required to repeat some courses so that the degree awarded will be current. This situation applies to 1) an absence of 5-10 years and 2) courses in the major and minor field(s). In the case of an exceptionally long absence, repetition and/or addition of some courses in the Bonaventure Program also may be required. The required courses will be determined by the academic advisor in consultation with Academic Affairs.

III. QUALITATIVE REQUIREMENTS FOR UNDERGRADUATE DEGREES

To earn an undergraduate degree at Quincy University, a student must earn a cumulative grade point average of 2.0 in all major courses AND either:

A. no more than 2 major courses below C

OR

B. C or better in al major courses.

Look at your major and degree checklist for the specific standard being applied and an explanation of major courses

IV. ACADEMIC CATALOG COVERING GRADUATION REQUIREMENTS

The catalog governing graduation requirements may be the catalog current at the time the student enters the University or any subsequent catalog during the period enrolled. If students interrupt their education for more than one year, they will follow the catalog current at the time they are readmitted. See Returning Student Readmission. Beginning 2010-2011, the official catalog can be found online at www.quincy.edu.

V. APPLICATION FOR GRADUATION

Candidates for degrees should file an Application for Graduation with the Office of the Registrar. Graduation Application deadline for December degree candidates is October 15. Graduation Application deadline for May/Summer degree candidates is March 1. A non-refundable application fee will be charged when the application is filed. Failure to file an application on time may result in a later graduation date or late application fee. Students who do not complete their degree requirements by the date for which they originally applied for graduation must complete a new application indicating their new anticipated graduation date (additional reapplication fees may apply).

VI. PARTICIPATION IN COMMENCEMENT CEREMONY

In order to walk in winter commencement, students must have completed all graduation requirements in the fall semester. If a final course is completed in the J term, the degree will not be posted until spring.

In order to walk in the spring commencement, students can have at most two courses to be complet ed over the summer for their undergraduate baccalaureate degree. A plan for completing the coursework over the summer must be filed with the Office of the Registrar. Students who have completed all degree requirements except the required practicum(s) or professional experience (maximum of eight credit hours) may also participate in the May Commencement ceremony. Undergraduate teacher education students who have yet to complete student teaching may not participate in Commencement until student teaching has been successfully completed. For graduate students, please refer to the appropriate section listed in the back of this catalog for specific graduation requirements by program.

Any exceptions to the walking policies must be approved by the office of Academic Affairs. Walking in commencement does not mean that you have satisfied all university requirements to receive your degree.

Walking in commencement does not mean that you have satisfied all university requirements to receive your degree.

VII. GRADUATION

Degrees are posted at the end of the term when all requirements are fulfilled.

REGISTRATION

Students admitted to the University enroll in classes through the Office of the Registrar or with their advisor on the specific dates listed in the University calendar. All degree-seeking students must consult with their designated faculty advisor prior to registration for authorization to register for courses.

The unit of credit is the semester hour. Each semester hour represents the equivalent of one class period of 50 minutes in length for 15 weeks of instruction. Sessions varying in length satisfy equivalent standards.

The normal course load for a full-time undergraduate student varies from 15 to 18 credit hours. Approval for more than 18 hours must be sought from the Vice President for Academic Affairs, and tuition per credit hour is charged for each credit hour over 18 (see Financial Policies).

A late registration fee may be charged to those who fail to register by the end of the add/drop period at the beginning of each semester.

No credit is granted for courses in which the student is not properly registered. Proper registration, including dropping and adding courses, is the personal responsibility of each student.

Only students who are officially registered (graded or auditing) for a course may attend the course. (This policy refers to regular attendance. A student may attend a course as a one-time guest with faculty permission.

FULL-TIME STUDENTS

The minimum course load required to maintain full-time undergraduate status during the regular semester is 12 credit hours. Eighteen hours is considered the ordinary maximum; permission to exceed this limit must be sought from the Vice President for Academic Affairs.

PART-TIME STUDENTS

Undergraduate students enrolled for fewer than 12 credit hours during a regular semester are classified as part-time students. Costs are determined on a per credit-hour basis.

CLASS STANDING

Class standing or rank is determined by the number of credit hours completed at the end of each full term as shown on the following scale:

Credit Hours	Class Rank
0-23.9	Freshman
24-47.9	Sophomore
48-85.9	Junior
86 or more	Senior

CHANGES IN REGISTRATION

All changes in registration (adding or dropping courses, or changing sections of courses) must be made officially online or in the Office of the Registrar by completing the proper forms and by the appropriate deadline. Approval to waive a course pre-requisite must be obtained from the instructor, school/division, Dean, or the Office of Academic Affairs.

DROPPING OR ADDING COURSES AND/OR WITHDRAWAL FROM COURSES

It is a student's responsibility to be properly registered for courses and to adhere to University policies regarding adding and dropping courses:

- No student may add a course after the add/drop period without approval from the Vice President for Academic Affairs.
- Courses officially dropped before the end of the add/drop period will not be recorded on transcripts.
- Courses officially dropped after the end of the add/drop period will be recorded with a grade of "W".

"Official drop or withdrawal" means that a student has submitted to the Registrar the official forms including instructor and advisor signatures. Normally, students may not withdraw from individual courses after the eleventh week of a 15-week semester, the fifth week of a 7-week course, or the third week of a

4-week course. If extenuating circumstances apply, the student may petition withdrawal through the Vice President for Academic Affairs. **A student who stops attending a class without an official withdrawal will be given an "F" for the course on the transcript.** See Class Attendance Policy.

The number of course withdrawals initiated by a student cannot exceed 18 credit hours during the student's undergraduate career. Administrative withdrawals will not count toward the total of 18 credit hours.

See the summer course schedule for summer term add/drop dates. Also see Statement of Satisfactory Academic Progress policy, p. 37.

WITHDRAWAL FOR MILITARY SERVICE

When a student is called to active military service during an academic term, it is the student's responsibility to notify the Registrar and to provide copies of the appropriate military orders.

A student called to active military service will be allowed a reasonable time to complete course requirements missed during his or her military duty. The student will receive a grade of "IN" (incomplete) if the absence extends through the end of the semester. When completion of the course requirements is impractical, the student may choose to withdraw from the course(s).

If no academic credit is received, all tuition and fees paid by the student, minus any financial aid that must be returned to the funding programs, will be applied to the semester during which the student returns. Room and board payments will be credited on a pro-rated basis.

WITHDRAWAL FROM THE UNIVERSITY/LEAVE OF ABSENCE

Students who find it necessary to withdraw from the University must contact the Vice President for Student Development to complete an official withdrawal form and/or a Leave of Absence request.

A student who stops attending a course(s) or the University without filing an official withdrawal may earn an "F" for each course on the transcript. If a student stops attending and fails to respond to a certified letter from the Office of Student Development about his/her enrollment status, or stops attending for medical reasons, the student may be administratively withdrawn from all courses.

See Class Attendance Policy, Refunds: Tuition, and Title IV Student Financial Aid.

Quincy University students may take a Leave of Absence from the University for up to ONE full year. This leave of absence guarantees that these students will not have to reapply to the University when they return, and they will remain under their entry-year level catalog requirements.

EVALUATION/GRADING

Official grade reports are issued to students by the Registrar or made available online at the end of each semester. Midterm grades for lower-division courses are also available to freshman and sophomore advisors for advisement purposes.

Semester grades are determined by the instructor according to the grades earned by the student in all phases of academic work: class discussions, tests, laboratory work, reports, term papers, themes, and semester examinations.

Quincy University uses a letter grading system in all undergraduate courses and programs. Although other methods of grading such as points or percentages may be used at the discretion of the individual professor throughout and at the conclusion of a course, the official grades of record are letters. Hence, all faculty will be expected to convert those other grading systems to letter grades based on the standards described.

UNDERGRADUATE PROGRAMS

The following is the system of grading used at Quincy University for undergraduate programs:

A	4.00	Excellent	Indicates the highest level of achievement in the subject and an outstanding level of intellectual initiative.
A-	3.70		
B+	3.30		
B	3.00	Good	Indicates a good level of achievement, intelligent understanding and application of subject matter.

C+	2.30		
C	2.00	Satisfactory	Indicates academic work of an acceptable quality and an adequate understanding of the subject matter.
C-	1.70	B- 2.70	
C+	2.30		
C	2.00	Satisfactory	Indicates academic work of an acceptable quality and an adequate understanding of the subject matter.
C-	1.70		
D+	1.30		
D	1.00	Unsatisfactory	Indicates the lowest undergraduate passing grade, and only the minimum understanding of the subject matter and/or academic work of a marginal quality.
F		Failure	Indicates a lack of even minimal understanding of the subject matter and/or unacceptable academic work.
IN		Incomplete	Indicates required work has not been completed. The Incomplete must be removed by the due date set by the instructor. This is not to exceed one full semester after the one in which it was granted unless approved as stated in the INCOMPLETES section, otherwise it will be converted to an “F”.
P		Passing	Indicates a passing grade in courses for which a student has selected the Pass/Fail option or that are graded on a Pass/Fail basis.
W		Withdrawn	Indicates the student has withdrawn from a course in compliance with the policy stated in the WITHDRAWAL FROM COURSES section.
AU		Audit	Indicates that the student has registered for the course on a non-credit basis.
DE		Deferred	Indicates the grade has been deferred.
NC		No Credit	Indicates a course for which no separate credit is given, such as a lab or clinical.

REVIEW OF A FINAL GRADE

A final grade in a course is reviewed only when there is a question about whether the grade was calculated in accordance with the requirements and grading procedures stated in the course syllabus. Concerns involving course grades must be brought forward within 45 days of the end of the term in which the grade was earned. A student should attempt to resolve the issue informally in discussions with the instructor of record.

A question about a final grade that is not resolved informally between the student and the instructor should be submitted in writing (email or letter sent by post) to the appropriate school dean. For the purpose of information, not re-grading, the student’s request should include supporting evidence, such as copies of graded papers, quizzes, tests, and other work performed in the course. The student should also note the steps taken so far to review the final grade. After (a) reviewing the case with the student and (b) reviewing the case with the assigning instructor, the dean will respond to the student and the instructor stating a recommendation regarding the assigned final course grade. Notification will occur in writing within 14 calendar days of receipt of the request for final grade review.

If a concern still remains, the student may request in writing (email or letter sent by post) a review by the vice president for academic affairs. The recommendation of the vice president for academic affairs is final. Notification to the student and the instructor will occur in writing within 14 calendar days of receipt of the request for final grade review.

The grade, which the course instructor assigned, cannot be changed by anyone but that instructor. The instructor will advise the registrar of a change in grade, if any. If the dean or vice president for academic

affairs recommends a change in grade that does not take place, the student may choose to make that recommendation part of the student’s permanent record, to be transmitted to those to whom a transcript is sent.

COURSE COMPLETION

A course is completed when the final grades are turned in at the end of the term. Student work cannot be submitted for a course after the end of the term unless the student grade is IN (incomplete).

ACADEMIC HONESTY

The educative mission of the University is defeated when community members decide to compromise their integrity for the appearance of academic achievement. Thus, the following are against policy:

1. Cheating by any method on examinations or other academic work.
2. Falsifying grade reports, transcripts, notes, identification cards, letters of authorization and/or other official University documents.
3. Plagiarism is the stealing or using of passages or images, either word for word or in substance, from the writings of another and presenting them as one’s own. Plagiarism applies as well to those who allow their work to be copied by others. Further, the stealing of ideas is considered a form of plagiarism punishable by law.

Students found guilty of academic dishonesty are subject to various sanctions depending upon the extent, nature, and frequency of occurrence. These include, but are not restricted to, failure on the particular assignment, failure in the course, and dismissal from a program or from the University. The instructor will determine the grade for the relevant project and for the course. A database of student violations of academic honesty is maintained by the University, and repeated violations will automatically trigger a review process on the University level, which will determine the appropriate additional penalties to be given. Students should familiarize themselves with the procedures associated with academic dishonesty which are described in the Student Handbook.

Furthermore, to promote student engagement and foster learning, Quincy University expects students to produce their own original work. The use of artificial intelligence (AI), such as ChatGPT, to produce work claimed as one’s own is a sanctionable violation of QU’s Academic Honesty Policy. The use of artificial intelligence is only permitted with express instructor approval, according to the nature and goals of the assignment.

Copyright and Copyright Infringement

Copyright is the exclusive right to produce copies and to control an original literary, musical, or artistic work, granted by law. All copyrighted information, such as text and images, including those retrieved from information technology resources or stored, transmitted or maintained with information technology resources, must be used in conformance with applicable copyright and other laws. This includes unauthorized peer-to-peer file sharing. Students who participated in such unauthorized distribution may be subject to civil and criminal liabilities.

For all the details of the Digital Millennium Copyright Act (DMCA), go to:

http://www.copyright.gov/legislation/dmca.pdf

The university is responsible for investigating possible violations of University code and enforcing rules, which could result in the monitoring of stored material and/or disciplinary action. Upon receiving notice from our provider of a copyright infringement, the University will track down and notify the person who is charged with copyright infringement and deny access to the illegal copies of the copyrighted content. The issue will then be turned over to Student Affairs who may initiate a conduct hearing. All allegations of abuse of this policy will be handled by the judicial system.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages affixed at not less than $750 and not more than $30,000 per work infringed. For “willful” infringement, a court may award up to $150,000 per work infringed. A court can, at its discretion, also assess costs and attorney’s fees. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

The Higher Education Opportunity Act of 2008 (HEOA) (Pub. L. 110-315) added provisions to the Higher Education Act of 1965 requiring institutions to take steps to combat the unauthorized distribution of copyrighted materials through illegal downloading or peer-to-peer distribution of intellectual property. For more information about HEOA, go to http://www2.ed.gov/policy/highered/leg/hea08/index.html.

Programs have been written specifically for file sharing (P2P). Using these programs to download files for free so that you do not have to purchase the copyrighted materials is illegal. If you do not have permission from the owner, or if you have not paid a fee for the right to download the file, you are breaking the law. Buying the P2P application software does not make the files you download legal. Services on the Internet allow you to legally purchase copyrighted works online. By purchasing the content legally through these services, you not only avoid the risk of copyright infringement, but you also reduce exposure to computer viruses and spyware.

For more information, please see the Web site of the U.S. Copyright Office at www.copyright.gov, especially their FAQ's at www.copyright.gov/help/faq.

ACADEMIC ASSESSMENT

Assessment at Quincy University facilitates the continuous improvement of teaching and learning in a learner-centered environment. Its purpose is to provide evidence about the extent to which our students are successfully and effectively learning; that our faculty are appropriately guided and supported while engaged in teaching; and that our policies and resources are distributed toward those ends, in keeping with the mission of the University.

Assessment is not intended to be an end unto itself. Rather, it is a vehicle to effect educational improvement, bringing the values and vision of the institution into the reality of our teaching and learning processes. Further, the assessment of academic success is an essential component in the evaluation of overall institutional effectiveness.

To ensure the greatest possible degree of effectiveness, assessment of student learning at Quincy University will be appropriately integrated at four interconnected levels:

A. The student
B. The course
C. The program
   1. Bonaventure program
   2. Degree programs
D. The institution

Additionally, the Quincy University assessment program will operate within the following guidelines:

1. It will be an on-going process designed to acquire, analyze and disseminate relevant data over time.
2. It will be a cumulative process that initially builds a body of data to guide curricular improvement, and thereafter, can be utilized with increasing sophistication to enhance overall teaching and learning processes.
3. It will be a multi-faceted process utilizing multiple evaluative measures, at multiple organizational levels, to collect multiple forms of data from both internal and external sources.
4. It will be a pragmatic process in that collected data on past and present practices will be carefully and critically evaluated to help Quincy University improve future experiences for both faculty and students.
5. It will be a comprehensive process integrated throughout the entire institution - reflecting the University's mission statement.

Goals for Academic Assessment

1. To continuously improve the teaching and learning environment at Quincy University.
2. To effectively coordinate the University's institutional assessment efforts, including data collection, analysis, reporting and warehousing.
3. To systematically solicit pertinent assessment data from multiple internal and external sources.

4. To guarantee the transparency of assessment processes and the publication of assessment results to involved constituents.
5. To substantively integrate assessment data into the University's faculty development practices and activities.
6. To make available adequate resources to ensure the long-term success of teaching and learning activities and practices at the University.
7. To make Quincy University an effective and efficient self-assessing institution.

Course Evaluations

Course evaluation has always been strongly emphasized at Quincy University. This confidential process is conducted via Quincy University's Moodle course management system, and all students are expected to complete evaluations for each course in which they are enrolled. Evaluations are available for online completion approximately one week before the conclusion of a course.

AUDITING

Auditing classes (attending classes without being required to take written tests and final examination and without being entitled to university credit) is permitted, but requires regular registration and the payment of the audit fees. The normal audit fee for undergraduate or graduate courses is charged per credit hour. Full-time undergraduate students may audit a course with no additional charge, if their total course load (including audit class) is 18 hours or less. Senior citizens pay a reduced rate. See Financial Policies for fees.

Students who audit courses are expected to participate in all course activities other than tests and final examinations to earn the grade **AU**. Students registering for audit may not register later in that same course for credit. Students may change to the conventional grading system only during the official add/drop period. Audited courses do not apply toward degree requirements, financial aid, or athletic eligibility.

PASS/FAIL OPTION

A Pass/Fail option is provided to encourage upper-level students to explore subjects outside their major disciplines.

Junior or senior students may register Pass/Fail for one course from the regular curriculum per semester before the end of the add/drop period. In doing so they agree to the following conditions: 1) once registered they may not revert to the conventional grading system except during the add/drop period; 2) a failing grade will count against the grade point average; 3) the course cannot be used to fulfill any Bonaventure requirement; 4) no course in the major or minor discipline may be taken Pass/Fail. Students may not change registration to Pass/Fail after end of add/drop period.

Courses taken Pass/Fail at other institutions normally are not accepted in transfer. However, the student may petition the Vice President for Academic Affairs for acceptance of such courses according to the above policy.

This policy does not apply to activity courses in physical education, which may be taken Pass/Fail by any student.

Warning: Students who change majors face repeating any course previously taken Pass/Fail.

This course is in addition to activity courses which may be taken Pass/Fail.

CLASS ATTENDANCE POLICY

Quincy University is dedicated to learning and teaching. Because these activities depend for their success on presence and involvement, students are expected to attend all of their classes. Instructors will make their specific attendance policies clear in their syllabi. Students are responsible for making themselves aware of and abiding by the attendance policy of each instructor. Students absent for any reason are still responsible for and expected to complete all required coursework as determined by the instructor. Instructors may require prior notice for foreseeable absences, and may require students to complete work before such absences. Instructors will make reasonable accommodation for such circumstances as serious illness, emergency, or official participation in University-sanctioned events. Students missing more than twice the number of class meetings per week may be given the grade of "F" for the course by the instructor. Instructors will notify a student who will receive an "F" due to non-attendance.

Financial Aid will be affected by non-attendance. Repayment of all or part of your aid may be required if you receive a grade of "F" or withdraw. Required refunds due to withdrawal by the student are returned to the fund from which aid was awarded. This may result in a balance due to the University.

E-MAIL POLICY

Quincy University e-mail is one of the University's official means of communication with students. All Quincy University students are expected to maintain a Quincy University e-mail account and are responsible for any deadlines or action communicated through electronic mail. All students are automatically given a Quincy University e-mail account, username, and initial password.

FINAL EXAMINATIONS

Quincy University holds that a final examination or comparable culminating experience is required in all courses to evaluate student achievement. Final examinations for traditional semester courses are scheduled during a special examination period at the end of each semester. Final examinations for courses in other sessions are held during the last class period. In all cases, the final examination period is considered to be part of the required contact time for every course. Students should not make travel arrangements that conflict with their scheduled final exams because instructors will not schedule alternative or individual examinations in place of the course final exam. The final exam schedule is located on the Office of the Registrar's web page.

INCOMPLETES

In cases where a student is unable to complete a course due to unavoidable extenuating circumstances, the instructor may elect to give a grade of "Incomplete" with approval from the office of Academic Affairs.

"Incomplete" grades are intended to allow a student who has been prevented from completing coursework, due to unforeseen circumstances such as an extended illness, to finish the work after the end of the semester; they are not intended to allow a student to resubmit assignments or re-take exams in which they performed poorly. The "Incomplete" must be removed within 8 weeks of grades posting, unless an extension is granted by the office of Academic Affairs.

Any student who has 12 credit hours or more of outstanding Incomplete grades will not be allowed to register without special permission from the Office of Academic Affairs.

CHANGE OF GRADE

Once a grade is reported, it may be changed only by the faculty member who reported it. If an error is detected, the correction should be made as quickly as possible. No grade change can be made later than exam week of the next semester. You cannot resubmit or submit additional work to get a change of grade.

REPEATING COURSES

Students may repeat courses to improve grades and grade-point averages. However, the last grade received following each repetition, even if it is a lower grade, becomes the grade of record and is used in the computation of the Quincy University grade point average. In all instances, the transcript will continue to show the previous registration(s) and grade(s) received. While the credit hours for the course will count each time toward attempted hours, the credit earned for a course repeated to improve a grade counts only once.

Any Quincy University courses repeated to improve a grade must be taken (repeated) at Quincy University. Courses taken elsewhere will not affect the Quincy University grade point average. Repeating courses may affect athletic and financial aid eligibility.

A class may be repeated a maximum of two times (taking the course a total of three times), unless special permission is granted from the School Dean and the Provost.

ACADEMIC HONORS

DEAN'S LIST

At the end of each semester, the University publishes a Dean's List which names those undergraduate students whose semester academic averages are 3.5 or higher. Students must be enrolled at Quincy

University for at least 12 A-F graded semester hours to be included on the Dean's List for any given semester. Students with incomplete grades are not eligible for the Dean's List.

GRADUATION WITH HONORS

Beginning in Academic Year 2020-21, students who maintain cumulative GPAs of at least 3.60 on all Quincy University courses completed for a baccalaureate degree are eligible for graduation with honors as follows:

Cum Laude ..... cumulative average 3.60-3.74
Magna Cum Laude ..... cumulative average 3.75-3.89
Summa Cum Laude ..... cumulative average 3.90-4.00

These honor distinctions will be noted on the student's transcript and the diploma.

Students completing degree requirements must have a minimum Quincy University cumulative GPA of 3.60 to be considered for graduation with honors.

The determination of Graduation with Honors for a student with transferable academic credit will be based on the cumulative grade point average of the total college work at Quincy University. To be eligible for Graduation with Honors, a transfer student must complete a minimum of 56 semester hours of coursework, graded on A-F scales, from Quincy University. All graduation requirements must be documented as completed prior to Commencement for honors to be announced at Commencement.

Students receiving Summa Cum Laude honors are awarded the Bonaventure Award for graduating with highest distinction. Students receiving Cum Laude and Magna Cum Laude honors will receive silver and gold cords, respectively.

Students receiving master's degrees are not eligible for graduation with honors.

Prior to Academic Year 2020-21, students who maintained a cumulative grade point average of at least 3.4 on all Quincy University courses completed for a baccalaureate degree were eligible for graduation with honors as follows:

Cum Laude ..... cumulative average 3.40-3.54
Magna Cum Laude ..... cumulative average 3.55-3.74
Summa Cum Laude ..... cumulative average 3.75-4.00

ACADEMIC STANDING

Academic standing at Quincy University is based on the student's term and/or cumulative grade point average in residence. The GPA is obtained by dividing the total number of quality or grade points by the total number of GPA credit hours completed. Four quality points are given for every hour of "A," three for "B," two for "C," one for "D," and none for "F." (See Grading System). The chart that follows shows the minimum requirements for Good Standing. A student who falls below the level of academic probation is subject to dismissal from the University.

Year of Attendance	After the	Earned Hours	Good Standing	Academic Probation	Academic Dismissal
First Year	1st Sem.	15 hrs.	2.00 or above	1.99-1.50	below 1.50
	2nd Sem.	30 hrs.	2.00 or above	1.99-1.60	below 1.60
Second Year	1st Sem.	45 hrs.	2.00 or above	1.99-1.70	below 1.70
	2nd Sem.	60 hrs.	2.00 or above		below 2.00
Third Year	1st Sem.	75 hrs.	2.00 or above		below 2.00
	2nd Sem.	90 hrs.	2.00 or above		below 2.00
Fourth Year	1st Sem.	105 hrs.	2.00 or above		below 2.00
	2nd Sem.	120 hrs.	2.00 or above		below 2.00

A. Normally, students must maintain a 2.0 cumulative GPA to be in good standing; however, an extremely low term GPA will result in review and possible probation or dismissal.
B. Students whose cumulative GPA falls below a 2.0 will be placed either on academic probation or on academic dismissal according to their cumulative GPA as indicated by the chart above. Academic probation may be continued for several semesters if warranted.
C. A student who has been placed on academic dismissal has the right to appeal citing extenuating circumstances.

D. **Students receiving financial aid through federally-sponsored student-aid programs must maintain satisfactory progress in the course of study they are pursuing. (See Statement of Satisfactory Academic Progress.)**
E. Academic standing for transfer students will be based on the number of semesters a student has been enrolled at all colleges/universities the student has attended.
F. Athletic eligibility is governed by the academic and general requirements of the National Collegiate Athletic Association Bylaws Article XIV, the National Association of Intercollegiate Athletics, and the Great Lakes Valley Conference.
G. For the purpose of participation in extra-curricular activities, including intercollegiate athletics, any student deemed eligible to continue full-time enrollment shall be considered in good standing.

NEW START POLICY

Under this policy, a student who left the University at least two years prior with less than a satisfactory grade point average (GPA) may begin a new cumulative grade point average upon reentry. The student must petition to be reinstated. The transcript will note “New Start Policy Invoked; Cumulative GPA Restarted, except for selected courses.”

The following restrictions apply:

1. The student may not have attended another institution within the past three years.
2. All previous Quincy University coursework and grades remain on the transcript.
3. “D” and “F” work from the previous period must be repeated if required in the new program; “C-” and better coursework may be carried forward and built into the new GPA.
4. The last grade achieved is used for all repeated courses.
5. Students exercising a “New Start” option must achieve a 2.0 average for all work counted toward the degree and whatever GPA is required in the major.
6. A “New Start” can only be approved once and applies to undergraduate coursework only.
7. There are certain majors that cannot invoke this new start policy, such as education and nursing.

ACADEMIC PROBATION OR DISMISSAL

Students on academic probation may enroll for no more than 16 semester hours of coursework, and may be required to participate in certain academic support programs as a condition for continuance in class.

A student who has been dismissed for academic reasons may appeal for academic reinstatement for the following semester by submitting a letter as soon as possible to the Academic Appeals Committee through the Office of Academic Affairs, explaining any extenuating circumstances and proposing a plan for the improvement of academic performance. If the appeal is approved, the student will be reinstated on academic probation.

A student may be reinstated twice, but a third academic dismissal from the University is final.

A student who has been dismissed for academic reasons and sits out for a semester or more must apply through the Office of Admissions for readmission to Quincy University. The application for readmission will be submitted to the Academic Appeals Committee for evaluation. A student’s campus citizenship will be a factor in determining whether readmittance will be granted. If the application is approved, the student will be readmitted on academic probation.

COMMUNITY STANDARDS PROBATION, TEMPORARY SUSPENSION OR DISMISSAL

Students who violate university policies and regulations governing conduct and behavior are subject to probation, temporary suspension, or dismissal through action of the Vice President for Student Development. Policies addressing student behavior and the review procedure are set forth in the Student Handbook, which is online at www.quincy.edu/student-life/student-handbook.

SPECIAL CREDIT OPPORTUNITIES

In addition to the accredited courses listed in this catalog in the section Curricula and Courses (p. 43), Quincy University will accept a combined total of 40 semester hours of credit from nontraditional sources. The following credit opportunities are available for eligible degree-seeking students:

ACE CREDIT

ACE (American Council on Education) transcripts are reviewed for transfer equivalencies. The limit for ACE credit ordinarily is 12 semester hours.

ADVANCED PLACEMENT PROGRAM (AP)

The University participates in the Advanced Placement Program and grants credit for courses in which grades of 4 or 5 have been earned. A grade of 3 is acceptable in some cases. The credit granted varies by department or discipline by score achieved; students should inquire of the Office of the Registrar concerning the application of scores to credit hours by subject matter.

ARTICULATION AGREEMENTS

Quincy University has articulation agreements with John Wood Community College (Quincy, IL) and Lincoln Land Community College (Springfield, IL). The Agribusiness and Supply Chain Management majors require the first two years to be completed at a partner school through articulation agreement.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

The University will grant credit through CLEP to a maximum of 30 semester hours. The University accepts the American Council on Education’s recommended scores for all tests. For more information about credit granted through CLEP, students should contact the Registrar’s Office. Students may find a CLEP test examination center location and other testing information at clep.collegeboard.org.

CREDIT BY EXAMINATION

Quincy University grants credit for college-level academic competence as proved by acceptable performance in written examinations. Students may petition through the Vice President for Academic Affairs for faculty-prepared proficiency examinations.

Credit by examination is not permitted for a course when a student already has earned university credit for more advanced courses in the same area nor after a student has begun classes in the course which the examination is designed to evaluate.

CREDIT FOR ACADEMICALLY RELATED EXPERIENCE (CARE)

Quincy University grants credit in certain cases for practical or life experiences which can be related to the academic emphasis of a regular curriculum of the University. These experiences may be off-campus but are evaluated by these criteria:

1. The experience should relate to a regular course or equate with academic experience.
2. The experience must be verified and documented.
3. The experience must be one which has produced a recognizable competence in the applicant.
4. The credit granted for experience is not applicable to residency requirements nor to the 56 hours required at a 4-year institution except for some Professional Studies programs. See residency requirements on p. 10.
5. The credit must be totally separate from any practicum or internship experience for which credit has been granted.
6. The limit for CARE credit ordinarily is 12 hours.

Petitions for CARE credit are submitted to the QUEST Center. They are then reviewed by the CARE Credit Committee and the Vice President for Academic Affairs who determine the amount of credit to be granted (normally no more than 3 credits per experience).

LANGUAGE PLACEMENT TESTS

Students who test into advanced language courses may petition the Registrar to receive up to 6 hours of lower language course credit after completing the advanced course with a “C” or better.

U.S. MILITARY CREDIT

Students who have been on active duty in the U.S. military, or the U.S. military reserve, will be granted two credit hours of elective physical education credit (PED 265) in recognition of their experience. Students who have been deployed abroad will also be granted the required global (G:) designation credit for three hours. Students will need to submit valid discharge paperwork to the Registrar's office. Other documents may be requested by the Registrar's office for verification. Military ACE transcripts are re-

viewed for credit in the QUEST Center.

PRE-COLLEGE CREDIT PROGRAMS

The University awards credit for up to 30 hours of coursework at high schools through pre-college, deferred-credit, dual enrolled, or escrow programs. The student must submit an official college transcript. A grade of "C" or better is required to receive credit.

INTERNATIONAL BACCALAUREATE (IB)

Students providing proper transcripts may be awarded credit for IB coursework (see Transfer and/or Acceptance of Non-Traditional Credit and the Quincy University website for details).

SPECIAL STUDY OPPORTUNITIES

ACCELERATED BACHELOR'S TO MASTER'S (ABM) PROGRAM

The Accelerated Bachelor's to Master's (ABM) Program provides eligible students with the opportunity to expedite their education degree plan by allowing students to take a maximum of six Master's level hours while they are still undergraduate students. The ABM program is available for the following master's programs:

- Master of Business Administration (M.B.A.) (online or on ground)
    - Undergraduate prerequisites: minor in General Business or MBA Pathway courses
- Master of Science in Education (M.S.Ed.) leading to teaching licensure
- Master of Science in Education (M.S.Ed.) in Leadership

Admission to the ABM Program. Students desiring to participate in the ABM program must apply by the end of the junior year. Application during the first semester of the junior year is encouraged.

Students must be full-time and have a minimum Quincy University cumulative GPA of 3.3 to apply for the ABM program. Transfer students must have completed a minimum of 24 hours or two full-time semesters in residence at Quincy University before full acceptance into the ABM program. Full acceptance into the ABM program is contingent on a Quincy University cumulative GPA of 3.3 at the end of the junior year and satisfactory completion of the following application materials:

- Completion of the application form for the ABM program
- Letter of application including why the student wants to take graduate courses early and why the student expects to succeed as an undergraduate in graduate-level courses
- Letter of recommendation from undergraduate faculty advisor

Program Requirements. Students in the ABM Program may take up to six graduate credit hours as an undergraduate student. Students need to be enrolled in at least twelve undergraduate credit hours for both fall and spring of their senior year for financial aid purposes. They then are allowed to take one graduate course in both the fall and spring semesters. Any graduate courses taken by a baccalaureate degree student that are credited towards the master's degree must have earned a grade of B- or better. In addition, students in the ABM program are required to maintain a GPA of 3.0 in their graduate coursework. Graduate courses cannot be substituted or waived for undergraduaterequirements. They can only be counted as electives toward the undergraduate degree. When a student withdraws or is dismissed from the ABM program before completing his/her bachelor's degree, credit earned in the graduate courses is counted only toward the undergraduate degree and cannot be applied to a master's degree.

Transition to Graduate Status. Acceptance into the ABM program does not guarantee admission to the graduate program. Eligibility requirements must be met at the time of entry to the graduate program. Graduate admission requires a baccalaureate degree with a minimum cumulative GPA of 3.0. Any additional program admission requirements must also be met.

ABM students must begin the graduate program in the semester immediately following conferral of the baccalaureate degree, excluding summer. Should an ABM student decide to begin his/her graduate studies at a later time, he/she will be required to pay an enrollment fee, and have his/her application reassessed.

Students in the ABM program become eligible to hold a graduate assistantship upon being classified as graduate students.

Students have a limited number of years from enrollment in the graduate program to complete the master's degree. Please refer to the appropriate catalog section for specific residency requirements.

CONTRACT MAJOR

For the student with special needs or study interests, the contract major provides a custom-designed curriculum. In consultation with faculty advisors and the Vice President for Academic Affairs, a student may propose a program that combines the offerings of several programs in a pattern which fits the student's special interests, rather than the definitions of a standard curriculum. The general requirements for graduation remain effective, but major and elective sequences are described in a "contract" approved by the student, dean, and the Vice President for Academic Affairs. This description may utilize courses from the regular curricula, along with private and independent study courses and CARE credits. Accredited courses may also be transferred from other colleges, and credit by examination is applicable, according to the regular rules for such transfers and applications.

Interdisciplinary major contracts must conform to interdisciplinary major requirements of the University as stated under Interdisciplinary Majors.

DIRECTED STUDIES

Credit may be earned for study projects designed by the student under the direction of a faculty advisor, provided that the design is approved by the appropriate Dean and that evidence that the design has been realized is provided, usually by presentation of an acceptable research paper and by passing an examination in the area of study. If the addition of such a course causes a student to exceed the ordinary hour-limit of a full-time student, or if it is taken outside the calendar of a regular semester, additional tuition will be charged. To be eligible for a directed studies course, a student must have completed 30 hours of collegiate-level coursework with a cumulative grade point average of 3.0 or higher. Normally, a student may not take more than two courses or six semester hours through directed studies.

PRESIDENT'S HONORS COLLEGE

The Quincy University President's Honors College provides a distinctive academic experience for qualified students who choose Honors. With designated Honors courses and extraordinary experiences inside and outside the classroom, Honors students work with faculty and one another while searching for answers to life's most fundamental questions.

At Quincy University, the Honors College is jointly led by the President of the University and the Honors Dean, as Honors participation represents the University's highest expression of intellectual curiosity and academic rigor. Honors students are invited to special events at the President's House and the President interacts both formally and informally with Honors students throughout the year. The President also leads each year's Fall Colloquium.

The President's Honors College provides an academically challenging course of study that adds an interdisciplinary and enriched dimension to a student's major field and experience in the Bonaventure Program. Honors students and faculty pursue the University's mission to elevate students' educational experiences, to prepare them for leadership, and to build relationships with faculty and each other. The Honors College promotes academic excellence through sustained critical thinking, original research, exceptional writing, and public presentation of scholarly work. Its members attend academic colloquia and participate in aesthetic and cultural activities as part of their enhanced university life. Consistent with the Catholic and Franciscan intellectual traditions that make QU special, the Honors College creates a shared experience of intellectual community and provides exceptional preparation for a life of service and leadership.

Admission to the Program. Participation in the Honors College is voluntary. Entering freshmen, current students in their first year of study, and transfer students are eligible for membership. The Honors College invites entering freshmen who have a composite ACT of at least 26 and a high school grade point average (GPA) of at least 3.4. Qualified first-year students and transfer students are also invited.

Students interested in the Honors College should contact the Dean and acquire the Honors College Handbook, which provides a comprehensive guide.

General Course Requirements. The President's Honors College is University-wide and Honors

students can choose any major field of study. Honors courses apply toward graduation in one of three ways: to fulfill a Bonaventure Program requirement, to serve as an elective, or to apply as a major or minor course. Honors students may not take more than six hours of Honors coursework in any semester unless they are pursuing Distinguished Honors Scholar status and choose to enroll in HON 498, Honors Research.

Honors students may transfer a maximum of two Honors courses from a previous institution. While full-time enrollment is 12-18 hours, Honors students may register for up to 21 hours during two semesters at no additional charge. This means that Honors students may receive six tuition-free overload hours while actively enrolled in the Honors College at Quincy University.

Honors courses fall into two categories:

Designated Honors Courses: Honors College students are required to take two designated in-class Honors courses, either Bonaventure Program classes or electives. First-year students enter the University curriculum as a group, usually sharing a common experience in one Bonaventure Program Honors class in the Fall with the option of another in the Spring. Other upper-level courses are offered which can be applied to the requirement of two designated Honors classes. For example, all Great Books courses qualify as Honors courses. In special circumstances, exceptions to this requirement may be made.

Contracted Honors Courses: Students may take other courses for Honors elective credit. To receive Honors credit, the student must acquire and complete an Honors Contract form from the Dean of the Honors College. The student and the instructor should describe how the coursework meets the standards of the Honors College. This may include alternative or additional reading, presentation, research, writing, lab work, service, and/or performance.

Academic Colloquia: The Honors College offers two academic colloquia each year. The Quincy University President offers the Fall Colloquium each year on a topic of his or her choosing. The Spring Colloquium is presented by a speaker chosen due to proficiency in an area that will be of benefit to Honors students. Attendance is required at both of these events. Honors students with circumstances that require them to miss a colloquium must obtain permission in advance from the Dean of the Honors College.

Aesthetic and Other Experiences: Students in the President's Honors College are expected to exemplify a balance of academic excellence, moral integrity, cultural and aesthetic development, and leadership skills. To this end, each Honors student will participate in applicable activities throughout the academic year, and submit a summary of 700 to 1000 words to the Dean at the end of the year explaining their development in these areas.

Graduation from the Honors College: An Honors student must (1) complete 18 Honors hours and at least 60 hours at Quincy University and (2) achieve a final cumulative Quincy University GPA of at least 3.4, in order to graduate from the Honors College and have "Honors Scholar" noted on the academic transcript.

Distinguished Honors Scholar: A student wishing to earn the distinction of "Distinguished Honors Scholar" must (1) complete at least 18 hours in the Honors College and at least 60 hours at Quincy University; (2) make a public presentation of an Honors thesis; (3) hold a cumulative Quincy University GPA of at least 3.75 at application for Distinguished Honors Scholar status. This distinction is noted on the academic transcript.

INDEPENDENT STUDY

Juniors or seniors who are seriously inconvenienced by the established schedule of curriculum offerings may study courses outside the regular class schedule, provided a faculty member agrees to direct this study. The requirements and assignments of the regular syllabus for the course must be fulfilled to the satisfaction of the study director. If the course causes the student to exceed the ordinary hour limit of a full-time student, or if it is taken outside the calendar of a regular semester, additional tuition will be charged. Students may not take more than four courses or twelve semester hours through independent study during their university career.

INTERNATIONAL STUDIES (QUEST Center)

Quincy University encourages qualified students to enrich their education with an international study experience. The Director of Experiential Learning, under the guidance of the Vice President for Academic Affairs, works with students to select international study programs that meet their interests. International study opportunities are available for all majors. Quincy University has developed several special relationships and opportunities for study abroad. Students who have studied abroad for one full semester will automatically be granted a Global (G:) designation, and will not need to take a Global course to complete this requirement.

- **College Consortium for International Studies -** Through this consortium, Quincy University students may enroll directly at Quincy University and participate in 90+ different academic programs in 24 countries. Students may study in Argentina, Australia, Austria, China, Costa Rica, Czech Republic, Denmark, Ecuador, England, France, Greece, Ireland, Italy, Japan, Morocco, New Zealand, Northern Ireland, Peru, Russia, Scotland, South Korea, Spain, Sweden, and Vietnam. Internships are available in many locations.
- **Assisi Experience Program** - The University regularly sponsors this program to provide students with an opportunity to deepen their understanding of the University's Franciscan heritage by journeying to the sites of Franciscan origins in Italy: Assisi, La Verna, Grecchio, Vatican City, and Rome. Students earn three hours of academic credit for an experience that includes a 15-week preparatory class, independent research, collaborative work with other students, and a 2-week culminating experience in Assisi and Rome.
- **Short-term Study Abroad -** Quincy University focuses on short-term faculty-led study abroad programs. These programs include a seven-week course taught during the semester followed by a 10-12 day study abroad trip.

MEDICAL SCHOLARS PROGRAM WITH SAINT LOUIS UNIVERSITY

The Medical Scholars program at Quincy University provides highly motivated students with a rare opportunity to gain conditional early acceptance to the SLU School of Medicine, at the end of their sophomore year, while concentrating on their undergraduate major/minor studies. Participation in this program is by invitation of the QU Medical Scholars Committee. The committee reviews student work at the end of each semester to determine if students meet the qualifications to start or continue in the program. These qualifications include minimum GPA, appropriate course work, research, volunteer hours, and shadowing hours. Students must be registered for a minimum of 14 credit hours per semester and maintain a 3.65 science GPA and 3.65 cumulative GPA. Students in this program will spend time with the QU Medical Scholars Committee working on their applications, personal statement, and interview skills.

Students who are conditionally accepted to SLU School of Medicine at the end of their sophomore year must continue to follow the requirements of the Medical Scholars program. Additionally, they must achieve a minimum score on the MCAT as determined by the SLU School of Medicine.

Majors: The following majors are approved for Medical Scholars: Biological Sciences, Biochemistry and Molecular Biology, Chemistry, Public Health.

Minor: Students must minor in a discipline outside of the natural sciences.

Required Courses Regardles of Major:

Freshman Year: CHE 150 & 151; BIO 150 & 151

Sophomore Year: CHE 302 & 303; MAT 242

Junior Year: PHY 211 & 212; upper level BIO & CHE classes (minimum of 6 hours)

Senior Year: upper level BIO & CHE classes (minimum of 6 hours)

PRACTICUM / INTERNSHIP

Practicum experiences are done on a part-time basis while the student is enrolled full-time in coursework. In a practicum, students are heavily supervised while being taught about the duties they will have to perform once they enter the workforce. One semester hour of academic credit is granted for every 50 hours of field experience.

Internships are completed on a part-time or full-time basis. As an intern, students are more heavily supervised than regular employees but can work independently on individual assignments and projects to get valuable hands-on experience. The credit ranges from 1 to 12 hours.

No more than 12 hours in practicum/internship credit from whatever source(s) may apply toward the basic 120-hour degree program.

Both of these experiences require the approval of the appropriate Dean before they commence. The number of credits that will apply will be determined at that time. All practicum/internship experiences will be graded Pass/Fail unless otherwise specified by the school or division. Except for newspaper and radio, these experiences are restricted to students in good academic standing, including a grade point average of at least 2.00 in the major. Students must register for a practicum/internship through the QUEST Center at the time the experience takes place. Registration should take place before the start date of the experience. See the website for the Academic Calendar for registration deadlines. See individual discipline policies governing the application of practica and internships in the major program.

RESEARCH

Many academic disciplines offer the opportunity to do work beyond the regular catalog offerings through special projects and research. Significant responsibility lies with the student to work independently to develop a proposal for study which must be approved by a faculty advisor and Dean. Student research is supported by the QUEST Center.

SUMMER SCHOOL

The University offers a range of courses in several summer sessions. Graduate and undergraduate courses are offered and are designed for those who wish to accelerate their course of study, for teachers and other professionals who desire additional training, and for those who may desire to take advantage of the opportunity for cultural and educational advancement during the summer months.

A complete schedule of courses offered during the summer session can be obtained online at www.quincy.edu under Registrar.

THREE-YEAR DEGREE PROGRAM

This program option suggests that a degree can be completed in three years by a student utilizing fast-track options such as escrow and Advanced Placement courses as well as CLEP exams. These in combination with heavier course loads, summer school, and proficiency exams can produce a degree in three years. Students interested in this option should contact their faculty advisor.

THE WASHINGTON SEMESTER PROGRAM

Through an agreement with the American University in Washington DC, a second semester sophomore, junior, or senior Quincy University student may apply to spend a semester studying at the American University in Washington DC. The student will take a full time course load including an internship during the semester in Washington DC. This experience is particularly well suited for pre-law, political science, communication or history majors, but is open to students from any major.

Academic Success

QU Navigate

QU Navigate is our student success management system designed to help proactively manage student success. It links faculty, advisors, professors, staff, and students in a coordinated network designed to help students navigate their way from admission to graduation. QU Navigate provides smart guidance at the most pivotal moments students encounter in college.

The QU Navigate mobile app is a powerful tool that students use to contact and make appointments with members of their success team, stay on top of important deadlines and to-do's, find and create study groups, and locate important campus resources. Students can download the app from the Google Play or the Apple App Store. Search for "Navigate Student" and select Quincy University. Students use their QU credentials to login. QU Navigate is also available in a desktop version.

QU Navigate enables faculty and support staff to access data and create connections to guide and support students from admission to graduation. Faculty and staff access QU Navigate by using the desktop login links located in the portal on the QU Navigate tab.

J. Kenneth Nesbit Student Success Center

The J. Kenneth Nesbit Student Success Center (SSC) offers a variety of assistance to enhance the quality of students' undergraduate experience. Through the Success by Design model, programs in six major areas are provided: Student Advocacy, Academic Advising, Academic Enhancement, Disability Services, Career Development and Service Learning.

STUDENT ADVOCACY

The Success Coach Program is located in the SSC. In working through the Success by Design model the success coaches function as a student advocate. They provide assistance in many areas of the students' experience at Quincy University. These may include but are not limited to: academic advancement, personal growth, mental and emotional well-being, and physical health. Each student at Quincy University is assigned to a success coach.

ACADEMIC ENHANCEMENT

Students seeking opportunities to enhance academic experiences may collaborate with staff in the SSC. Collaboration opportunities include:

- **Interactive Technology Hotspot -** In addition to a large computer lab, the SSC offers access to collaboration technology hubs, tech-savvy work spaces, and black & white and color printing options.
- **Peer Tutoring -** Quincy University provides tutoring services at no additional cost to undergraduate students. The SSC is home for our peer tutoring program. Tutoring is scheduled through the WC Online program and usually occurs on a one-on-one basis. Peer tutors are available for most 100 and 200 level classes.
- **Supplemental Instruction -** Peer-led, student-driven supplemental learning is offered to students through the Supplemental Instruction Program. Supplemental Instruction is provided to students in some of the most historically challenging 100-200 level courses. The SSC houses two Supplemental Instruction Classrooms.
- **Academic Support -** Students can meet with either their success coach or primary academic advisor to receive academic support. These could include: time management, study skills, test-taking tips, and other skills to enhance their Success by Design plan. Students conditionally admitted to the University or on academic probation are required to participate in academic success courses, taught by the success coaches.
- **Disability Services -** Students with documented need for physical and/or educational assistance will seek accommodations through the Vice President for Student Development. The Vice President will work with faculty to provide appropriate learning and testing environments. The SSC offers private test proctoring rooms, as well as assistive technology. A recent diagnosis with needed accommodations specified from a professional in the field is required.
- **Academic Advisor -** Each new student is provided an academic advisor. Advisors receive training in working with college students on issues such as developing an individual Success by Design plan, academic success, selecting a major, and adjusting to life as a college student.

CAREER DEVELOPMENT

The QUEST Center provides career assistance from the initial steps of selecting a major to help in finding a job after graduation. The Director provides individualized help to students and alumni.

- **Career Information -** Career guidance software is available to assist students in making career decisions and obtaining a variety of career information including job outlook, and salaries.
- **Career Services -** During the school year, the Center welcomes recruiters from businesses, and various governmental agencies. The Center also provides students information on part-time, full-time, internship, and summer employment opportunities. Assistance is also provided in developing resumes, cover letters, and interview skills.
- **Internships -** The Center can help students find practical or job-related experiences to supplement their learning. The Quincy area provides many opportunities for students to explore career choices and develop marketable skills. Our local community offers opportunities for all our majors.

- **Exploratory Majors Program -** Students who have not declared a major or are uncertain about their choice of major may work individually or in groups with the Director. Students complete a series of activities that allow them to explore their interests and skills and find majors and careers that correspond to them. CDE 110 Career Development and access to career exploration software are also provided.

Undergraduate Admission

It is the policy of Quincy University to admit qualified students without regard to race/ethnicity, citizenship/national origin, age, sex, religious affiliation, sexual orientation, financial situation, veteran status, marital status, or disability/health condition. We welcome students who enroll right out of high school, as well as individuals who are seeking higher education while pursuing a career.

The purpose of the Admissions Office is to shape the community of Quincy University, which starts by identifying students whose academic abilities and preparation suggest they will be successful in a challenging academic program. Since individuals – like the communities they form – are more than test scores and transcripts, we also consider extracurricular participation, leadership experiences, evidence of social and ethical concerns, and personal character, qualities and interests. As a result, you will find a community of peers that is both different and stronger than any you have known.

Nothing a student does in his/her college search is more important than a visit to the campus. Some students come as part of a group during one of several "visit days" held throughout the year. Others prefer an individual schedule that might include sitting in on a class, talking with a professor, spending a night in a residence hall, and attending Quincy events. Whichever the student prefers, the Admissions Office is available to help with the scheduling. We know the value of a campus visit in helping students make an informed decision.

Campus visit scheduling, application materials, and enrollment counseling assistance are available at:

Office of Admissions
Quincy University
1800 College Ave.
Quincy, IL 62301
217.222.8020
800.688.4295
Email: admissions@quincy.edu
Website: www.quincy.edu

As a Franciscan university, we welcome diversity and subscribe to the equal opportunity mandates of the federal government. We also adhere to the statements of ethical recruiting practices adopted by the National Association of College Admission Counseling. Admission is open to all qualified students regardless of circumstance and life experience. The admission policies and procedures described in this document apply to applicants who recently graduated from high school, as well as applicants who are returning to college after earning a GED or following significant time in the work force provided the candidate has earned a high school diploma or GED. Both groups of applicants will be considered under the same standards.

Admission Process

Quincy uses a rolling admissions process with preferential dates which means that we accept qualified applicants in the order in which they apply. Admission decisions will generally be made within a week of the time the application has been completed. Accepted students may finalize their enrollment by submitting the required enrollment fee.

Scholarships and financial aid are only awarded to eligible students who have been accepted for admission. There are numerous opportunities for financial assistance at Quincy University, and no student should rule out attendance without fully exploring the options available. Campus housing and registration are available only to those admitted applicants who have submitted their enrollment fee.

Although most new students start at Quincy University in the fall semester, a smaller number of students also enroll for the second semester which starts in January and for summer school which starts in June.

FRESHMAN ADMISSION

All applicants must submit an application for admission, an official high school transcript and official test scores from either ACT or SAT. Due to the cancellation of SAT and ACT test administrators around the world, QU also offers a "test optional policy" for students who are unable to take a standardized test or do not wish to. (Quincy testing codes are 1120 for ACT and 1645 for SAT. Please use one of these codes in registering for the test.) In some cases, the Admission Committee may also require references and/or a writing sample.

Like most private universities, Quincy University does not set minimum levels for test scores, nor do we require a specific pattern of courses. We recognize there can be curriculum limitations, especially in smaller high schools. As we read application files, our primary concern is that every applicant has the ability and preparation to be successful in our academic program.

Students are often unduly concerned about test scores. We consider test scores to be an important but clearly secondary factor in our admission decisions. A student's high school record is a far better indicator of how well he/she will do at Quincy University. Our experience shows that the students who do best on our campus have a high school record that includes four years of English and three each in math, sciences and social sciences. Courses in another language, computers and the arts round out a good high school schedule.

For students who have done college-level work in high school, advanced standing (placement) and/or college credit are available through several programs, including Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Program (CLEP).

We welcome applications from home-schooled students and recognize the need to consider alternate ways of assessing a student's ability to benefit from the academic program at Quincy University. Please contact us directly to discuss the documentation that is most appropriate in your particular situation.

Students who complete the General Educational Development (GED) high school equivalency program must submit a copy of the test scores as well as the certificate. In addition, students must provide a high school transcript for work completed in that setting.

Students are accepted for admission contingent on the successful completion of high school or an acceptable score of the GED. Please be sure to have a final high school transcript sent to the Office of Admissions.

TRANSFER STUDENT ADMISSION

DOCUMENTS AND PROCEDURES - Students seeking admission to Quincy University after studying at another institution of college rank must submit the following documents to the Office of Admissions:

1. A completed and signed application for undergraduate admission showing **all institutions** previously attended, including the required personal statement at the end of the application.
2. **Official transcripts from all colleges, universities, and similar institutions previously attended.** (All transcripts submitted become the property of Quincy University and are not returnable.)
3. Students considering transferring to Quincy University may request an evaluation of transferable course credits prior to application by submitting official transcripts to the Office of Admissions and specifically requesting this service. While this evaluation is preliminary, it should be complete enough to be helpful in academic planning.

   The final awarding of transfer credit is made by the Office of the Registrar after the required enrollment fee has been submitted.

Transfer students who have not earned an Associate in Arts or Associate in Science degree or 60 transferable semester hours of credit must also submit an official copy of their high school transcript with date of diploma awarded for evaluation and consideration. Students who do not have documentation of a high school diploma must submit the recognized equivalency of a high school diploma.

Students who have completed fewer than 12 semester hours of college/university credit (excluding dual credit) are considered to be entering freshmen and not transfer students.

If completing an Associate's degree during high school or entering Quincy University with a significant amount of credits before graduating from high school, students will undergo the freshman admissions process.

TRANSFER OF COLLEGE CREDITS - Transfer students must have at least a "C" average in all courses presented for transfer. A maximum of nine semester hours of "C-/D" will transfer to Quincy University. Normally, acceptance of "C-/D" for transfer courses is limited to freshman and sophomore level courses. Courses taken as Pass/Fail at other institutions will be accepted if the course(s) are calculated in the earned hours of the transfer institution. However, the student may petition the Vice President for Academic Affairs for acceptance of such courses.

Students from a community college may transfer credits to Quincy University as follows:

1. Students who have earned the Associate of Arts or Associate of Science degree in a baccalaureate transfer program from a regionally accredited college will have satisfied most Quincy University freshmen and sophomore Bonaventure requirements. (This does not apply to an associates of general studies.) The following requirements remain:
    a. 6 hours of Theology; 3 hours can transfer in
    b. (E:) Ethics (3 hours) at the 300 level or above
    c. Philosophy (3 hours) if the (E:) Ethics requirement is met outside of the Philosophy (PHI) prefix, unless 3 hours of Philosophy are transferred in
    d. (D:) Diversity or (G:) Global course
    e. 2 (W:) Writing-Enriched courses
    f. Service Learning Requirements

    See **Bonaventure Program Requirements**.
2. Students who have taken general courses at a community college or who have completed a non-baccalaureate transfer program (such as the Associate in Applied Science degree) and then transfer to Quincy University must fulfill the Bonaventure Program requirements of the University.
3. Courses taken at any other college or university after a student enrolls at Quincy University must have prior approval to assure transfer of credit.
4. The number of credit hours accepted from approved or accredited community colleges is limited only by the requirement that a student must earn at least 56 semester hours or the equivalent from approved four-year colleges or an equivalent in foreign university/college hours. These 56 semester hours include a required minimum of 30 semester hours in residency at Quincy University.

All transfer students must satisfy departmental requirements for baccalaureate degrees including prerequisites.

Grades earned in courses accepted for transfer do not figure into the cumulative grade point average at Quincy University.

Quincy University may accept transfer courses from an institution not institutionally accredited. If so, such courses will be evaluated on an individual basis; but before transfer of credits is allowed, work from those institutions must be **validated** by the student's performance over two semesters, including at least fifteen (15) semester hours at Quincy University. Evaluation of such transfer credit is made by the Vice President for Academic Affairs or Registrar together with the appropriate faculty. Transfer to Quincy University of such credit is not automatic; students must initiate the transfer request by petition.

ILLINOIS ARTICULATION INITIATIVE - Quincy University is a receiving only participant in the Illinois Articulation Initiative (IAI). IAI is a statewide agreement, implemented by the Illinois Board of Higher Education in 1993, to improve the transfer process for students who enter college at one institution and transfer to others prior to degree completion. As a receiving only participating institution, Quincy University accepts certain courses within the IAI's General Education Core Curriculum.

Beyond the scope of IAI, Quincy University does require admitted transfer students to complete prescribed institutional and/or mission related courses prior to graduation. We, therefore, recommend all transfer students contact the University's Transfer Coordinator with their specific questions regarding IAI. Information about IAI can also be found on the internet at www.itransfer.org.

TRANSFER AND/OR ACCEPTANCE OF "NON-TRADITIONAL" CREDIT - Quincy University will accept a combined total of 40 semester hours of credit from "nontraditional" sources including escrow credit, College Level Examination Program, the Advanced Placement Program, International Baccalaureate, departmental proficiency, examinations, correspondence or extension courses, military service courses, such as the USAFI program, or life experience credit (the Quincy University CARE program). A maximum

of 12 hours of such credit may be applied, with departmental approval, to a given major for graduation purposes. See Special Credit Opportunities.

INTERNATIONAL STUDENT ADMISSION

Quincy University is approved by the U. S. Department of Homeland Security to accept and enroll nonimmigrant foreign students.

DOCUMENTS AND PROCEDURES - Applicants from foreign countries must file the following credentials with the Office of Admissions by June 1 for fall semester and by October 1 for spring semester:

1. Complete and sign a Quincy University Application for Undergraduate Admission.
2. An official copy of the original transcript(s) of all high school and/or college work (an English translation of the original transcript(s) is required).
3. All applicants from non-English speaking schools must submit the results of the "Test of English as a Foreign Language" (TOEFL). An official copy of the test scores must be sent to Quincy University by the Educational Testing Service, Princeton, NJ 08541 (Quincy University's institutional code is 1645). Generally, scores of 500 (paper) or 61 (internet) for undergraduate and 550 (paper) or 79 (internet) for graduate are acceptable evidence of a student's ability to study successfully in an English-speaking environment. If the student has taken either the ACT or SAT, those official scores should also be submitted.
4. Submit a $1,200 non-refundable enrollment fee.
5. A financial statement (certified) attesting to the ability of the student to meet all University costs including books, residential expenses, and health insurance must be notarized and have appropriate signatures.

After the student has been accepted by Quincy University and we have received notarized documentation of financial support, Quincy University will issue the Certificate of Eligibility for Nonimmigrant (F-1) Student Status (I-20), which is necessary to obtain a visa from an American Embassy to enter and study in the United States. A certified check payable in U.S. dollars covering the total semester cost for tuition, fees, room, board, and health insurance must be received in the Office of Admissions by August 1 for fall semester and December 15 for spring semester.

All international students are required to participate in a health insurance program.

RETURNING STUDENT READMISSION / LEAVE OF ABSENCE

Current Quincy University students may request a leave of absence from the University for up to **ONE** full year. This leave of absence guarantees that the student will not have to reapply to the University when they return, and they will be guaranteed to remain under the same catalog year requirements as when they first entered the institution. If students interrupt their education for more than one year, they will follow the catalog current at the time they are readmitted and they must apply for readmission through the Office of Admissions in order to resume academic work. An official transcript from any institution attended since leaving the University must be submitted to the Office of Admissions. See Academic Catalog Covering Graduation Requirements. Leave of absence forms are available at the Office of Student Development in Francis Hall (room 121). Students wishing to return following an academic or disciplinary dismissal from Quincy University must submit both the completed and signed application and a statement describing how circumstances are now favorable and will permit timely completion of their academic program.

PROGRAM ADMISSION

While most undergraduate admissions are general in nature and permit entry into most of the University's academic programs, 6 programs – Music, Nursing, Radiology, Respiratory Care, Professional Studies, and Teacher Education – reserve the right to accept or deny students independently. In music, students expecting to earn the B.A. in Music or the B.S. in Music Education must be accepted by the music faculty following completion of an audition before they may become degree candidates. In teacher education, students must be approved as candidates for a teacher licensure program prior to the beginning of their junior year. This approval is based upon previous grades, coursework, and clinical experiences. See Nursing Program section.

SPECIAL ADMISSION PROGRAMS

SECOND BACCALAUREATE DEGREE - Candidates who already hold a baccalaureate degree and who seek admission to pursue a second undergraduate degree must file an application for admission and submit official transcripts from each college or university attended.

PART-TIME DEGREE SEEKING STUDENTS - All part-time students interested in earning an undergraduate degree must complete an application for undergraduate admission and submit official transcripts from all colleges previously attended to the Office of Admissions. Students who have never attended college must submit official high school transcripts.

NON-DEGREE SEEKING STUDENTS - Students who do not wish to pursue a Quincy University degree are welcome to enroll as a non-degree seeking student. Applicants seeking admission as a non-degree seeking student must have completed the requirements for a high school degree or equivalency program. Additionally, applicants must be in good standing at the last school, college or university attended.

Non-degree seeking students entering Quincy University are not eligible for financial aid. A non-degree seeking application may be obtained through the Office of Admissions. Non-degree seeking students must submit official high school or college transcripts.

SENIOR CITIZENS - The University welcomes adults 62 years of age or older to attend undergraduate courses as students, either for credit or for audit. A reduced tuition fee per credit hour is required, as well as laboratory fees if applicable. Senior citizens need to submit a completed application for admission to the Office of Admissions. Those who are candidates for degree-seeking status must also submit an official high school or college transcript. Senior citizens may audit graduate courses after completing the appropriate paperwork and paying the reduced tuition fee per credit hour. See Financial Policies.

ENROLLED STUDENTS

- **High School Students -** Candidates must submit a completed non-degree seeking application, an official high school transcript and a letter of recommendation from their school counselor to the Office of the Registrar. Please note that all transcripts must come from institution granting credit or an authorized transcript service such as Parchment or Naviance. QU will not accept transcripts from any other source.
- **College Students -** Candidates must submit a completed Application for Undergraduate Admission and official copies of their transcripts from all colleges/universities attended. Please note that all transcripts must come from institution granting credit or an authorized transcript service such as Parchment or Naviance. QU will not accept transcripts from any other source.

Financial Policies 2023-2024

STUDENT EXPENSES

Listed below are the charges for educational services provided by Quincy University for academic year 2023-2024 tuition and fees. All amounts are subject to change without prior notice as circumstances dictate.

ENROLLMENT FEES

Enrollment Fee (Non-Refundable)	$ 325.00
The Enrollment Fee is required of all students (undergraduate and graduate) to reserve a place in the entering class.	
International Fee (Non-Refundable)	$ 1,200.00

TUITION (per semester - fall and spring)

Full-time students (12 to 18 traditional undergraduate hours)	$17,870.00
For hours above 18, $980.00 per each additional hour will be charged.	
Co-curricular courses (band, chorus, student publications, etc.), SSA (study abroad) courses, and undergraduate research courses are not subject to this charge.	
Part-time students per credit hour (traditional undergraduate)	$ 980.00
Professional Studies (PS) courses, per credit hour	$ 400.00
Audit courses (undergraduate or graduate), per credit hour	$ 400.00
Audit courses (undergraduate or graduate), senior citizens (62 years of age or older) per credit hour	$ 105.00
Senior citizens (62 years of age or older), per credit hour (undergraduate)	$ 105.00
Graduate courses, MBA, per credit hour	$ 525.00
Graduate courses, Education, per credit hour	$ 475.00

Note: Please contact Quincy University Student Financial Services for summer tuition rates and fees.

EDUCATIONAL SERVICE FEES

American Sign Language Lab Fee		$ 50.00
Art Studio, per course, per semester	$ 25.00 to	$ 35.00
Aviation Flight Fee starting at	starting at	$ 3,500.00
Aviation Program Fee, per semester		$ 40.00
Clinical Laboratory Fee, per semester		$ 100.00
Communication/TV Production Fee, per course, per semester		$ 50.00
Fee for Out-of-Quincy Area Student Teaching Supervision		$ 1,000.00
Applied Music and Piano Lab, per semester hour		$ 175.00
Photography and Printmaking, per course, per semester	$20.00 to	$ 145.00
Radiology Technology Program Fee, per semester		$ 415.00
Respiratory Care Program Fee, per semester		$ 415.00
Sciences, laboratory courses, per semester	$40.00 to	$ 50.00
Physical Education, per course, per semester	$ 10.00 to	$ 38.00
CARE credit, per credit hour		$ 200.00
Dual Credit, per credit hour		$ 220.00
Nursing Program fee, per semester (separate from clinical fee)		$ 415.00

Note: Additional fees may be added as needed.

OTHER STUDENT FEES

Graduate Program Fee, per credit hour, graduate students only		$ 15.00
Graduation Application Late Fee (non-refundable)		$ 100.00
Graduation Reapplication Fee (non-refundable)		$ 200.00
Payment Plan Fee, based on plan selected (per semester)	$ 35.00 to	$ 60.00
Athletic Health & Safety Fee (charged annually)		$ $250.00

Note: There may be other fees charged for specific academic credits such as proficiency exam, dual credit, etc.

ROOM AND BOARD FEES

Helein Hall All Access Resident Charge, per semester .....$6,080.00 (Double).....$7,280.00 (Single)
Garner Hall All Access Resident Charge, per semester.....$6,080.00 (Double).....$7,280.00 (Single)
Friars' Hall All Access Resident Charge, per semester.....$6,080.00(Double).....$7,280.00 (Single)
Padua Hall All Access Resident Charge, per semester .....$6,080.00 (Double).....$7,280.00 (Single)
Willer Hall All Access Resident Charge, per semester.....$6,180.00 (Double).....$7,380.00 (Single)
University Houses 30 Flex Resident Charge, per semester ..... $ 4,390.00
Woods Hall 30 Flex Resident Charge, per semester (21 and up) ...$4,390.00 (Double)....$4,990.00 (Single)

Student Living Center 30 Flex Resident Charge, per semester		$ 4,990.00
Room Lockout Fee (each time after the first time)		$ 15.00
Lost Keys		$ 75.00
Improper Check Out		$ 75.00
Damage Charges	starting at	$ 50.00
Room Cleaning Fee		$ 200.00

During break/vacation periods including Thanksgiving, Winter, Easter and Spring Break, students may be assessed an additional cost of $125.00 for residency during break to be determined by the Vice President for Student Development (no meals provided during breaks). J-term housing is not included in the spring semester residential charges. Students who stay on campus during J-term will incur additional cost.

Students living in a University House, Apartment or the Student Living Center may upgrade meal plan for an additional cost:

- 30 Flex Meal Plan is 30 meal swipes and $75.00 Flex Dollars
- 60 Felx Meal Plan is 60 meal swipes and $75.00 Flex Dollars
- 90 Flex Meal Plan is 90 meal swipes and $75.00 Flex Dollars
- All Access, unlimited dining during regular cafeteria hours (excludes Late Night Grill) plus $100.00 Flex Dollars.

Commuter Meal Plan offered by Dining Services, please see Dining Services

OTHER FEES

Late Payment Fee	starting at	$ 25.00
Invalid check service charge (plus suspension of check cashing privilege)		$ 30.00
Parking violation - on-campus	$ 15.00 to	$ 250.00
Replacement of I.D. card (each)		$ 25.00
Transcript Fee		$ 10.00

Finance charges 1.5% of balance that is 30 days or more past due. Balances set up on the QPP Payment Plan are not subject to financial charges.

ESTIMATED UNDERGRADUATE EXPENSES FOR AN ACADEMIC YEAR (2 SEMESTERS)

Tuition and Fees	$35,740.00
Room and Board	$12,160.00

The above estimate does not include variable personal expenses such as clothing, recreation, insurance, transportation, etc. Room and board charges vary according to board plan and housing facility selected.

QU BookED

In an effort to ensure that students have the resources needed to be successful and to provide a high-quality educational experience, the cost of traditional undergraduate tuition includes required books, e-books, access codes, and other materials with an author or publisher. The QU BookED program is available to full-time and part-time traditional undergraduate students during the fall and spring semesters. All QU BookED materials must be returned to the Hawk Shop/QU Bookstore by the date listed on the academic calendar. Failure to return materials by the due date will result in nonrefundable non-returned charges being assessed to your student account. Students with incomplete coursework will need to purchase or rent course materials to complete their coursework at their own expense.

EXCLUSIONS TO QU BookED

Specific class or program fees (lab fees, art supplies, and private music lessons, etc.) are not included in the program. Summer and J terms are not included. This program is specifically for traditional undergraduate students. Professional Studies, Graduate, and BRCNHS courses are not included in the program. Courses offered through the Acadeum College Consortium are not eligible to receive course materials through the QU BookED program.

PROCESS

The loaned course materials are checked out from the university bookstore at the beginning of the semester and returned to the bookstore by the due date published on the academic calendar each semester. A purchase option is available. Failure to return the materials by the due date or returning books in damaged or unsalable condition will result in the student's account being charged the non-refundable replacement cost of the book. Students who receive BookED course materials for a course that is dropped by the student must return the course materials for the dropped course to the Bookstore within 24 hours of dropping the course. Failure to do so will result in non-refundable replacement charges added to the student account.

PAYMENT OF TUITION, FEES, AND EXPENSES

All student accounts must be settled in full at the Student Financial Services Office on or before August 1, 2023, for fall 2023 semester and January 2, 2024, for spring 2024 semester. Payment for all summer sessions is due on or before the first day of class. Students will not be permitted to register for the next term until their financial obligations with the Student Financial Services Office are settled. A Late Payment Fee may be assessed to any student account that is not paid by the semester due date. Students who have not made acceptable payment arrangements with the Student Financial Services Office to comply with their financial obligations will be subject to suspension from classes and cancellation of registration. Interest of 1.5% will be charged each month on all outstanding balances not covered by pending financial aid.

A SPECIAL NOTE FOR VETERANS: Beginning August 1, 2019, and despite any policy to the contrary, Quincy University will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while their payment from the United States Department of Veterans Affairs is pending to the educational institution:

- Prevent their enrollment;
- Assess a late penalty fee;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students will be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

PAYMENT PLANS

Quincy University provides several interest-free monthly payment plan options for the fall and spring semesters. Monthly payments may be spread over two, four or five months, depending on the plan selected. There is a fee charged each semester to participate in the payment plan. The fee amount is determined by the plan that is selected. Contact Student Financial Services for further details.

Payment of accounts to the University is not contingent upon receiving a statement or invoice from the University. As a matter of courtesy the University will prepare statements to reflect all charges and credits incurred. Students should periodically review their account online at my.quincy.edu "My Student Account" to keep informed of any additions or changes to their student account.

No transcripts or diplomas will be issued to any student until all financial accounts have been satisfactorily settled.

COLLECTION POLICY

A student who fails to pay in full as scheduled will have his/her transcripts, registration, and diploma withheld until the outstanding balance is paid in full. The University will make every effort to contact the student and collect the outstanding balance. It is the student's responsibility to keep the University informed of any changes in his/her address, phone number and email address. However, if the University's attempts are unsuccessful, the account will be turned over to an agency for collection or to attorneys for litigation. The

student will be responsible for all costs, including collection agency fees, attorney fees, and variable court costs.

INSTITUTIONAL AID

Institutional scholarships and grants are not considered earned until the student has attended at least 50% of all registered courses for the semester. Posting of this aid will be completed after mid-term of each semester to student accounts.

Institutional aid (grants and scholarships) will be applied at the University's discretion to students' direct costs, including University tuition and/or residential charges (room and meals). All federal and state assistance will be applied in accordance with applicable laws and awarding guidelines.

REFUNDS

TUITION

Any student desiring to withdraw from the University is required to contact the Vice President for Student Development. Full tuition is charged unless the student makes a formal withdrawal - NO EXCEPTIONS.

No refund of tuition is given for unapproved withdrawal.

No refund of tuition will be made to a student dismissed for disciplinary reasons.

If a traditional undergraduate student formally withdraws, the following tuition charges are made:

- During add/drop period — No charge
- During the first week after add/drop — 25% of tuition is charged
- During the second week after add/drop — 50% of tuition is charged
- During the third week & thereafter — 100% of tuition is charged

(All Quincy University institutional aid awarded is adjusted accordingly by the same percentages to calculate the net amount charged for tuition and aid. Federal and state aid is adjusted as required by law.)

If a graduate or Professional Studies (PS) student formally withdraws, there will be a refund only during the Add/Drop Period. Contact Student Financial Services for more details.

Summer session, please contact Student Financial Services for drop/refund information.

ROOM AND BOARD

If a student cancels their housing at any time during the academic year, a cancellation fee of $1,000 will be charged. In addition, student will be refunded housing charges on the following schedule based on a percentage of the entire amount owed the University for the academic semester based on the student's recorded move-out date:

- Cancellation during the add/drop period 100 percent refund.
- No refund given after the add/drop period under any circumstance including, but not limited to, natural disasters and acts of God.

OTHER FEES OR CHARGES

All fees and other charges are non-refundable after the first week of classes.

Any requests for refunds, after approved withdrawal, must be submitted in writing to the Business Office. Ordinarily, the University will pay or credit refunds within two weeks of the student's withdrawal.

Withdrawal/Refund Procedure

Any student desiring to withdrawal from the University is required to submit a formal withdrawal request to the Vice President for Student Development. The Vice President for Student Development will provide the formal withdrawal form.

1. The first section of the form is completed by the student.
2. The student will meet with Student Financial Services.
3. The Vice President for Student Development will review the withdrawal form and address any Quincy University equipment or other items required to be returned with the student.

The Vice President for Student Development approves all withdrawal forms and forwards to Student Financial Services the approval with the effective withdrawal date. The refunds are automatically calculated

and processed by Student Financial Services based on this communication from the Vice President for Student Development. Under normal circumstances, the University will pay or credit refunds within two weeks of the approval of the student's withdrawal. Student Financial Services will issue the refund and send a new billing statement reflecting the calculated refund amount.
For more info go to www.quincy.edu/admissions/financial-aid-and-tuition/

TITLE IV STUDENT FINANCIAL AID (Federal Financial Aid)

Title IV Funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for full amount of the Title IV Funds that the student was originally scheduled to receive for the payment period (summer terms/ fall semester/spring semester). Quincy University determines initial eligibility by conducting class verification through the Registrar's Office. During the first week of the term/semester the student has the option to withdraw from all classes without penalty. If the student withdraws during the first week period they are considered to have never attended and the enrollment does not appear on a transcript.

Attendance verification rosters are sent to faculty by the Registrar within two days after the deadline to change schedules without penalty. The faculty must verify student attendance/educational activity or non-attendance/no educational activity in their courses. Faculty must submit completed verification rosters to the Registrar within seven business days. The Registrar reports the non-attendance/no educational activity information to the Vice President of Student Development and to Student Financial Services. The Vice President for Student Development is responsible for follow up within seven business days with each student identified as non-attendance/no educational activity to confirm enrollment/withdrawal.

Upon completion of this review, a final report of non-attendance/no educational activity is provided to the Director of Student Financial Services. Monitoring of this process is the responsibility of the Vice President for Student Development. If a recipient of Title IV grant or loan funds withdraws from Quincy University after beginning attendance, the amount of Title IV grant or loan assistance earned by the student must be determined. A student is considered to have withdrawn if the student does not complete all days in the payment period that the student was scheduled to complete.

Students who find it necessary to withdraw from the University must contact the Office for Student Development to complete an official withdrawal form. Verbal as well as written requests may be originated in the office. For students who fail to notify the University of withdrawal, either the mid-point of the semester/term or if available, the last educationally related activity as documented by the Registrar will be used.

Federal regulations provide a policy regarding students who withdraw from the University and have received or were eligible to receive Federal Title IV funds excluding Federal Work Study. Federal regulations require the University to determine the earned and unearned portions of Title IV aid as of the date the student ceased attendance. Up through the 60% point in the payment period, a pro-rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the payment period, the student has earned 100% of the Title IV funds a student was scheduled to receive during the period.

All returns of Title IV aid will be calculated according to the appropriate Federal Return of Title IV Funds Policies. While the University refund policy will determine the charges a student will owe after withdrawing, those policies will not affect the amount of Title IV aid the student earned under the Title IV Return calculation.

A repayment may be required when cash has been disbursed to a student from financial aid funds in excess of the amount of aid the student earned during the term. The amount of Title IV aid earned is determined by multiplying the total Title IV aid (other than Federal Work Study) for which the student qualified by the percentage of time during the term that the student was enrolled. If less aid was disbursed than was earned, the student may receive a post withdrawal disbursement for the difference. Grant funds must be disbursed within forty-five (45) days and loan funds must be offered to the student within 30 days. Should a credit balance exist after the return of Title IV funds to the Department of Education, a refund will be issued to the student within fourteen (14) days.

If more aid was disbursed than was earned, the amount of Title IV aid that must be returned (i.e. that was unearned) is determined by subtracting the earned amount from the amount actually disbursed. Federal Title IV financial aid is returned to the Department of Education in the following order: (1) Direct Unsubsidized Loans, (2) Direct Subsidized Loans, (3) Direct PLUS Loans, (4) Pell Grants, (5) Supple-

mental Educational Opportunity Grants (SEOG), (6) TEACH Grants, (7) Iraq and Afghanistan Service Grants. Title IV Return of Funds will be completed within 45 days of the Student Financial Services Office receiving notification of a student withdrawal.

The responsibility for returning unearned aid is allocated between the University and the student according to the portion of disbursed aid that could have been used to cover University charges and the portions that could have been disbursed directly to student once University charges were covered. Quincy University will distribute the unearned aid back to the Title IV programs in the order specified in the regulations. The student will be billed for any amount due to the University resulting from the return of Title IV funds used to cover University charges and any amount the student owes to the Title IV programs.

Undergraduate Financial Aid

Quincy University offers a comprehensive financial aid program of scholarships, grants, loans and campus employment opportunities designed to keep the cost of education within the reach of all qualified students. Aid is awarded on the basis of academic excellence, as well as demonstrated financial need. To receive Federal Student Aid, a student must have submitted all required application materials and be formally accepted in an eligible degree program.

Students wishing to be considered for federal, state, and need-based institutional financial assistance should submit a Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA as soon as filing becomes available. Deadline for federal and state programs can vary; therefore, early filing of the FAFSA is highly recommended. If you plan to attend college from July 1, 2023, through June 30, 2024, you'll be able to submit a 2023-2024 FAFSA form beginning on Oct. 1, 2022. You'll be required to report income and tax information from 2021.

FINANCIAL AID PROGRAMS

Various state and federal financial aid programs are available to eligible degree-seeking Quincy University students. Following are brief descriptions of the major programs.

FEDERAL PELL GRANT

The value of this grant is set by federal regulation for eligible students. The maximum award varies from year to year. Application must be made annually with the Free Application for Federal Student Aid (FAFSA).

Pell Grants are the foundation of federal student financial aid, to which aid from other federal and non-federal sources might be added. Pell Grants are generally awarded only to undergraduate students that have not earned a bachelor's degree. You can receive Pell Grants only up to 12 full-time semesters, or the equivalent.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)

The Federal SEOG is a limited-fund award available to degree-seeking undergraduate students who demonstrate substantial financial need. As with the Federal Pell Grant, these funds are available for the first Bachelor's degree only. Due to Federal guidelines, preference is given to Pell Grant eligible students, going to the neediest students first as reflected in $0 Estimated Family Contribution (EFC).

ILLINOIS MONETARY AWARD PROGRAM (MAP) GRANT

The Illinois Student Assistance Commission (ISAC) offers a need-based grant to eligible Illinois residents. The maximum amount is established by the state government and may change on an annual basis. Application for the MAP Grant is made by properly completing the FAFSA. MAP grants are limited based on the number of applicants and funding levels appropriated by the Illinois General Assembly. Please be aware that in light of state funding constraints, reductions to estimated or actual grants are possible.

FEDERAL WORK-STUDY PROGRAM (FWS)

This program provides part-time, on-campus employment for students with established need who applied by the priority date. The Office of Student Financial Services will post information about available job opportunities. Many students find employment at the annual job fair that is held at the beginning of fall semester.

FEDERAL DIRECT SUBSIDIZED AND UNSUBSIDIZED LOAN PROGRAM

This program generally enables undergraduate students to borrow annual amounts of $3,500 for freshmen, $4,500 for sophomores, and $5,500 for juniors and seniors. Dependent undergraduates whose parents can borrow PLUS Loans may borrow an additional annual amount of $2,000 through the unsubsidized Federal Loan Program. Undergraduate dependent students whose parents cannot borrow PLUS Loans and undergraduate students meeting the federal criteria for independent status may borrow for the freshman and sophomore years an additional annual amount of $6,000 through the unsubsidized Federal Loan Program while students at the junior and senior level may borrow up to an additional $7,000 per academic year.

The interest rate on subsidized loans made to undergraduate students under the Federal Direct Loan Program are announced each July for the upcoming award year. Interest rate reductions do not affect the interest rates of any prior subsidized loan made to undergraduate borrowers; the interest rates on those prior loans remain unchanged. All Direct Loans have a fixed interest rate.

FEDERAL DIRECT PARENT LOAN FOR UNDERGRADUATE STUDENTS (PLUS)

Parents (or stepparents) who need additional funds to assist students with educational expenses may borrow up to the cost of education minus any financial aid. To apply for the Federal Direct Parent Loan (PLUS), the parent must complete the PLUS Loan application and the PLUS Master Promissory Note (MPN) at studentloans.gov. Direct PLUS Loans have a fixed interest rate. A PLUS Loan applicant must not have an adverse credit history.

V. A. BENEFITS

Quincy University is approved by the State Approving Agency for educational assistance benefits to veterans and veterans' dependents and by the U.S. Department of Homeland Security. Quincy University participates in the Yellow Ribbon Program.

VOCATIONAL REHABILITATION SERVICES

Students having disabilities which limit them vocationally may be eligible for the services of their state's department of rehabilitation. These services include vocational counseling and training, payment of tuition, fees, books, and job placement. Contact your local department of rehabilitation office for details.

EXTERNAL SOURCES OF FUNDING AND INSTITUTIONAL AWARDS

The Office of Student Financial Services retains the final authority to revise financial aid awards to ensure compliance with federal, state and/or institutional regulations. In circumstances where a student receives funding from external sources, the Office may adjust institutionally awarded aid to maximize eligibility for external funding, as allowed by law.

ENROLLMENT STATUS FOR FINANCIAL AID ELIGIBILITY

Undergraduate students in the traditional program and the Professional Studies (PS) are considered full time when they are enrolled and attending 12 credit hours or more each semester.

Three-quarters time attendance is applied to undergraduate students who are enrolled and attending 9 to 11 credit hours.

Half-time students in the undergraduate program are enrolled and attending 6 to 8 credit hours. Academic standing at Quincy University is based on the student's cumulative grade point average in residence. Academic standing for transfer students will be based on the number of semesters a student has been enrolled at all colleges/universities the student has attended.

ENROLLMENT STATUS FOR FINANCIAL AID ELIGIBILITY AND STATEMENT OF SATISFACTORY ACADEMIC PROGRESS

In order to remain eligible for financial aid, Quincy University students must adhere to the following standards. These requirements include a minimum cumulative grade point average, minimum pace at which a student must progress through their educational program to ensure that the student will complete the program within the maximum time frame, and completing the degree within a specified time limit.

Students who do not meet Satisfactory Academic Progress (SAP) will be notified by letter and email of the SAP status. Those communications will provide an explanation of which measurement(s) are below accepted standards. Additionally, both communications will provide instructions for appealing eligibility for Title IV financial aid and the documentation required for such consideration. Appeals are reviewed by a committee of faculty, academic staff, and a member of the Student Financial Services staff. Decisions of the committee are considered final. See below for further explanation.

Quantitative Measurement (Cumulative Grade Point Average)

A minimum cumulative grade point average, consistent with good standing, must be maintained. Undergraduate students that have attended for two years (four semesters) must have a 2.00 or higher cumulative grade point average. Undergraduate students that have not yet completed four semesters must meet a graduate cumulative grade point average stander of 1.50 after their first semester, 1.60 after their second semester, 1.70 after their third semester. Graduate students, regardless of length of attendance, must maintain a cumulative grade point average of at least minimum 3.0.

Withdraws, repeated classes previously passed, and incompletes are not counted in the GPA calculation in determining the qualitative measurement of satisfactory academic progress.

Academic standing at Quincy University is based on the student's cumulative grade point average in residence. Academic standing for transfer students will be based on the number of credit hours the student has been enrolled in at all colleges/universities the student has attended.

Quantitative Measurement (Pace of Progression)

Pace is defined as the rate at which a student must progress through their educational program to ensure that the student will complete the program within the maximum time frame. Pace is calculated by dividing the cumulative number of hours a student has completed by the cumulative number of hours attempted. Students, regardless of educational program, must successfully complete 75% of cumulative credit hours attempted by earning a pass or a grade of D or higher. Withdraws, repeated classes previously passed, and incompletes will not be counted as credit hours earned, but will be counted as hours attempted. Credit hours from another institution that are accepted towards a student's educational program will count as both attempted and completed hours.

Students not completing 24 credit hours during an academic year due to a grade of incomplete (IN) should notify the Financial Aid Office as soon as the course is successfully completed with a passing grade. The Registrar's Office will notify Financial Aid when there is a change of grade.

Maximum Time Frame

Students may attempt no more than 150% of the credit hours required for their degree program and retain financial aid eligibility. For example, a student in a 120-hour bachelor's program could attempt no more than 186 hours and remain eligible for aid. Students in a 30-hour master's program have a limit of 45 attempted hours. Transfer credits accepted by the Office of the Registrar are counted as both attempted and earned hours. Courses with incompletes, withdrawals and/or grades of "F" are included as attempted hours. Hours are counted for all terms, even those for which a student did not receive financial aid as well as those usually waived under academic amnesty policies such as the New Start Policy. Undergraduate students in programs requiring more than 120 credit hours may appeal for an extension of their aid eligibility if necessary.

Satisfactory Academic Progress Definitions

Beginning July 1, 2011, institutions administrating Title IV, HEA program funds will use standardized terminology. The following definitions apply to terms used in monitoring Satisfactory Academic Progress (SAP):

Financial Aid Warning—A status assigned to a student who fails to make satisfactory academic progress at an institution that evaluates academic progress at the end of each payment period.

Appeal—A process by which a student who is not meeting the school's standards is allowed to petition the institution for reconsideration of the student's eligibility for Title IV funds.

Financial Aid Probation—A status assigned by an institution to a student who fails to make satisfactory academic progress and who appealed and has had eligibility for aid reinstated.

Monitoring

- Frequency of Evaluation—Satisfactory Academic Progress is evaluated at the end of every payment period. The payment period is the summer term, fall semester, and spring semester for undergraduate students. Summer will count as any other payment period.
- Financial Aid Warning—Students will be granted Financial Aid Warning automatically, without a written appeal from the student. A student on Financial Aid Warning may continue to receive Title IV aid for one payment period despite a determination that the student is not meeting SAP standards.

  Students must make SAP after Financial Aid Warning or their aid eligibility will be terminated. Students have the option to appeal their aid termination and if approved will be placed on Financial Aid Probation. Students that do not receive appeal approval will not be eligible to receive financial aid until the SAP requirements are met.
- Financial Aid Appeal—Appeals are student initiated. A student may appeal for Financial Aid Probation based on mitigating circumstances, such as death of a relative, injury or illness of the student, or other special circumstances.
- Appeals must be in writing to the Financial Aid Appeal Committee and delivered to the Office of Student Financial Services. Appeals forms may be obtained either from Student Financial Services or from the Quincy University website.
- The student's appeal must include:
  - Why the student failed to make SAP
  - What has changed that will allow the student to make SAP at the next evaluation
  - Students are encouraged to include supporting documentation
- A student approved for Financial Aid Probation may receive Title IV program funds for one payment period. While a student is on financial aid probation, the institution may require the student to fulfill specific terms and conditions such as taking a reduced course load or enrolling in specific courses.
- Eligibility will be reinstated if the student is meeting SAP standards following the Financial Aid Probation period or it is determined that the student met the requirements specified by the institution in the student's academic plan developed during the appeal process. If the student fails to meet these requirements, the student will be placed on termination status, ending aid eligibility.
- Students placed on academic suspension will automatically be placed on financial aid termination. Students that successfully appeal academic suspension must also appeal financial aid termination status.
- To have aid eligibility reinstated after it has been terminated, the student must achieve SAP for one regular academic term at Quincy University and make payment from personal funds. The student must have the cumulative grade point average specified under Qualitative Measurement Standards and meet pace requirements that would ensure that the student would complete the program within the maximum time frame. At the conclusion of that term, the student may petition the Financial Aid Appeal Committee for reinstatement of aid eligibility.

SCHOLARSHIPS AND GRANTS

Quincy University endeavors to acknowledge and reward excellence in academic performance, athletic achievement, and other special areas through generous institutional scholarships and grants. Athletic awards are given based on guidelines set forth by the NCAA Division II and Quincy University. Academic and special talent awards are renewable as long as the student continues to achieve or exceed the standards established by Quincy University for the award. **Quincy University reserves the right to adjust institutional awards based on funds received from outside awards.**

Students choosing to live off campus that do not meet the University's criteria for off campus living will not be in good standing with the University and therefore ineligible for institutional financial aid. This policy only impacts aid provided directly by Quincy University, not federal, state or private loans, or outside scholarships.

Students choosing to live off campus that do meet the University's criteria for off campus living will be

awarded institutional dollars up to the established level of institutional funding for non-resident students. This policy only impacts aid provided directly by Quincy University, not federal, state or private loans, or outside scholarships.

Student Life

STUDENT DEVELOPMENT

The mission of the Office of Student Development, in support of the University's mission, is to create an environment in the Catholic Franciscan tradition that promotes the holistic development of the student. The Office of Student Development will provide programs that increase self-awareness and direction, personal development and wellness, social responsibility and empowerment, ability to function in a global society and support the academic success of each student.

A student is expected to make a commitment when he/she becomes a student at Quincy University: to be a member of the University community and to live within the policies and philosophy of the University. Policies affecting a student's life at Quincy University can be found in the Quincy University catalog, the Student Handbook, or in other publications from the Office of Student Development. Students are expected to be knowledgeable regarding University expectations, their rights and responsibilities as detailed in the Student Handbook.

HOUSING

Living on campus provides educational, cultural, social and recreational opportunities. A variety of living styles is available: traditional residence halls, suites, apartments, and houses. Each residence hall is staffed with Resident Assistants and a Resident Director.

All full-time undergraduate (non-professional studies) students who enter Quincy University for the first time are required to live on campus until they have attained senior standing (86 hours or more) unless they are:

1. living local (no more than 40 miles from campus as determined by the University with immediate family who are permanent residents; or
2. full-time BRCNHS students where BRCNHS collects tuition dollars; or
3. transfer students coming in with at least 60 credit hours or an associate's degree; or
4. married or have children living with them; or
5. 23 years or older; or
6. have received permission from the VP of Student Development.

Criteria for off-campus living must be met by the first day of classes for the semester in which the student wishes to live off campus. Students choosing to live off campus that do not meet the University's criteria for off-campus living will not be in good standing with the University and therefore ineligible for institutional financial aid. This policy only impacts aid provided directly by Quincy University, not federal, state or private loans, or outside scholarships.

Continuing students who do not participate in housing selection will still be held to the residency requirement upon completing class registration for the next academic year.

Transfer student eligibility for meeting the criteria above will be determined by a) student's birth-date, b) student's high school graduation year, and/or c) the year in which they first enrolled in an institution of higher education. This determination will be made by the Director of Residence Life, in consultation with the Vice President for Student Development.

Undergraduate students must be enrolled for at least 12 semester hours and graduate students at least 6 semester hours to live on campus. Any exception must have the permission from the Director of Residence Life, in consultation with the Vice President for Student Development. The Quincy University Contract for Student Housing is for the ENTIRE ACADEMIC YEAR.

HOUSE SYSTEM

Quincy University has seven houses that all students are expected to be associated with by 2024. They are Cavallo, Padberg, Lyke, Mueller, Bliss, Tolton, and Brinkman. These houses are named after men and women who have been vital to both Quincy University and its Franciscan Traditions. Each year the houses take part in a number of friendly competitions with one another in the goal of obtaining points

for their house. The highest points for a house each year wins the Friars Cup.

MEAL PLANS

The All-Access plan is required for all residents of Padua, Willer, Helein, Garner, or Friars' Hall. Woods Apartments, University Houses, and the Student Living Center must take the 30 Flex plan, but may upgrade to the 60 Flex plan, 90 Flex plan, or All-Access plan for an additional cost. For detailed information regarding available meal plans, visit http://www.quincy.edu/student-life/residence-life/meal-plans.

Meal plans may only be changed during the first week of each semester and no refunds are given on meal plan cancellations after the first week of each semester. Flex dollars will carry forward from fall to spring semester but meals will not. Meal plans expire at the end of the school year and no credits or refunds will be issued.

Students wishing to apply for a medical or disability waiver to the meal plan requirement must contact the Vice President for Student Development.

UNIVERSITY E-MAIL

Quincy University e-mail is one of the University's official means of communication with students. All Quincy University students are expected to maintain a Quincy University e-mail account and are responsible for any deadlines or action communicated through electronic mail. All students are automatically given a Quincy University e-mail account, username, and initial password.

HEALTH SERVICES

A campus nurse will be available in the Health and Well-Being Clinic located on the first floor of Friars Hall two days a week, and counseling services offered to students 5 days a week via telehealth or by going to Quincy Medical Group. Specific hours of operation will be posted at the beginning of the school year. Students may visit the wellness center at no charge.

CAMPUS MINISTRY

The Catholic faith of Franciscan Friars inspired the founding of Quincy University over 160 years ago. That heritage and vision remains an important focus for campus life today. It encourages the University to gladly and respectfully welcome people from all religious traditions and those who have no religious affilation to a community which shares the Franciscan hope that education will not only lead to learning, but also to holiness.

There are students and staff members who have found faith or found their faith grow during their time at Quincy University. There are opportunities on campus for Mass and other experiences of Catholic worship, as well as for non-denominational prayer and worship services. Service trips have played an important role in the spiritual lives of many members of the Quincy University community. Bible study and other discussion groups have made it possible for participants to reflect more seriously about what they know and believe. Campus Ministry at Quincy University has sponsored or supported many of these opportunities.

Whether someone wants to raise a question, arrange an activity, discuss something of personal interest or simply say Hello, everyone in the Quincy University Family is welcome in Campus Ministry. Stop by the Office in Francis Hall (Room 114) or call Extension 3617. Wherever we are on the journey that is faith, we do not need to make it by ourselves.

FINE ARTS

A liberal education implicitly includes experiences in the arts. Quincy University offers a variety of opportunities in the arts and encourages students to participate. The music program sponsors choral groups, a jazz ensemble, a marching band, guitar ensembles, and a symphonic band. These organizations present a number of programs and recitals each year in the Connie Niemann Center for Music, an acoustically sophisticated performance venue that opened in 2013.

The North Campus is also home to the Quincy Media Inc. Broadcast Studio.

The art program not only offers studio courses in painting, ceramics, photography, and sculpture, but also showcases faculty, student, senior, visiting artists art exhibits and workshops, both on campus and in the community.

The Campus Activity Board brings guest speakers and artists to the campus and supports student/

faculty travel to attend cultural events not available in Quincy. In addition, the English program publishes annually a literary magazine, *Riverrun*.

The Quincy area is rich in arts opportunities, including an art center, a symphony, an opera company, a community theatre, and the Civic Music Association series. Students are welcome to audition for roles in productions of the opera and theatre companies and for participation in the symphony, symphony chorus, and community band.

CHECK CASHING/ATM

An ATM is available in the Student Union/Cafeteria and the Health & Fitness Center. The Business Office provides a check cashing service ($50/day maximum) for members of the University community. Current student identification cards are required for this service.

MULTIMEDIA JOURNALISM AND CONTENT CREATION

Quincy University has made a significant investment in student digital content creation. The QUTV broadcast studio is used by communication majors and other students on campus to produce original programming, news broadcasts and entertainment programming. The QUTV studio serves students interested in video production and on-air performance. Students learn production on state-of-the-art and industry-standard digital video equipment. The programming is broadcast to a wide audience on campus and online. The communication program also publishes *The Falcon*, a printed newspaper that is managed by a student editorial and reporting staff, offering news, information, and entertainment to the campus and the community. Students also publish a digital annual magazine that showcases feature writing, photography, and graphic design by students. Multimedia journalism, public relations and sports journalism students create content for the QU Media website and a variety of social media platforms. Sports broadcasters also learn to call games and produce live broadcasts for the GLVC Sports Network.

ATHLETICS

Quincy University is affiliated with the NCAA and the MSFL. The University has a national reputation in both men's and women's sports. The men's program includes baseball, basketball, bowling, football, sprint football, lacrosse, soccer, tennis, golf, track and field, cross country, swimming, volleyball, and wrestling. The women's program includes basketball, bowling, lacrosse, soccer, softball, track and field, tennis, golf, cross country, swimming, volleyball, and wrestling.

INTRAMURALS AND RECREATION

Consistently cited as a campus highlight by students, the intramural program is popular and comprehensive. Competition in a wide variety of sports – soccer, flag football, basketball, volleyball, softball, and bowling to name just a few – involves hundreds of students, men and women, every week. Because faculty teams also participate, with varying success, the intramural program is an area wherein a true "community spirit" is felt. Questions about intramurals should be directed to the Office of Student Development.

AUTOMOBILES

Parking permits are required for all students who wish to park on campus. Quincy University students are permitted to have automobiles on campus. Refer to the Student Handbook for the campus parking regulations.

STUDENT CLUBS AND ORGANIZATIONS

Over 20 clubs and organizations exist for student involvement. Students may join a social and service organization or choose a professional or academic-related organization. Questions about clubs or organizations should be directed to the Office for Student Development.

CAMPUS ACTIVITIES BOARD

The Campus Activities Board (CAB), is a student programming board advised by the Director of Campus Programing and Residence Life. CAB offers a wide range of programs from game night, movie night, art events to larger programs like casino night, hypnotists, comedy shows, and much more. CAB also assists the Office of Student Development with all major traditions on campus such as Cram Jam, Homecoming, Family Weekend, Jump Into Spring Week, Hawk Wild and much more. All CAB events are free to students and students are encouraged to join CAB and help create the student campus experience.

Curricula and Courses

The various curricula (programs of courses which lead to a degree) listed in the following pages are designed to give a broad liberal education with a specialization in some particular area.

Each curriculum embodies the Bonaventure Program and other requirements for graduation as well as the courses needed to constitute a major field of study. Thus, each gives a comprehensive view of the studies which will be pursued during the student's academic career.

Credit courses numbered less than 100 are college-preparatory courses and do not count toward a degree. Credit courses applicable to degrees are numbered from 100 to 699. Sessions varying in length satisfy equivalent standards.

Some courses are limited to one semester of instruction; others continue over two semesters but are listed separately.

Most courses are offered every year but some are given only in alternating years. Courses at the upper-level in a major program, e.g., are commonly offered in a two-year sequence. Well before the opening of a semester, a course list is posted online which shows the specific courses to be offered in that semester with the time of the class meeting. However, the University reserves the right to change or cancel without notice any course or program mentioned in this Catalog or on the course schedule for any semester.

Note: University and departmental programs or the availability, dates, and descriptions of courses may change after the publication of the printed catalog. The official course schedule is posted online by the Registrar before each semester's registration. **The official academic catalog can be found on the Quincy University website at www.quincy.edu.**

Course numbering shall be interpreted in accordance with the following explanation of course levels at Quincy University:

100-299 Lower-level, undergraduate courses

300-399 Upper-level, undergraduate courses

400-499 Advanced upper level, undergraduate courses

500-699 Graduate level courses

Undergraduate Programs and Courses

Accounting ..... major, minor
Advertising Production ..... minor
Agribusiness ..... partnership major
American Sign Language ..... minor
Application Development & Design ..... major
Art/Graphic Design ..... major, minor
Art History ..... minor
Arts Management ..... major
Aviation ..... major, minor
Aviation Management ..... major, minor
Biochemistry & Molecular Biology ..... major
Biology ..... major, minor
Biological Sciences ..... major
- Environmental Science
- Pre-Medical Sciences
- Pre-Occupational Therapy
- Pre-Physical Therapy
- Teacher Licensure

Business
- Accounting ..... major, minor
- Business Analytics ..... major, minor
- Entrepreneurship ..... minor
- Finance ..... minor
- Management ..... major, minor
- Marketing ..... major, minor

Chemistry ..... major, minor
- Forensic Science
- Pre-Medical Sciences

Clinical Laboratory Science ..... major
Communication ..... major, minor
- Multimedia Journalism
- Public Relations & Strategic Communication
- Sports Communication

Communication & Music Production ..... major
Computer Science ..... major, minor

Computer Information Systems ..... major
Cybersecurity ..... major, minor
Criminal Justice ..... major, minor
Digital Forensics ..... major
Early Childhood Education ..... major
Education ..... major
- Bilingual & ELL Education
- Early Childhood Education
- Elementary Education
- Middle Grades
- Music Education

Secondary Education:
- Biological Sciences
- English
- History
- Math

Special Education
Education Studies ..... major
Elementary Education ..... major
English ..... major, minor
- Literature
- Writing
- Teacher Licensure

Entrepreneurship ..... minor
Exercise Science ..... major, minor
- Human Performance Concentration
- Pre-Athletic Training Concentration
- Pre-Physical Therapy Concentration

Film & New Media ..... minor
Finance ..... major, minor
Forensic Psychology ..... major
General Studies ..... major
Great Books ..... minor
Health Services ..... major
- Behavioral Health, Business, Natural Science, Nursing (restrictions apply)

History ..... major, minor
- Pre-Law
- Teacher Licensure

Humanities ..... major
- English, History, Philosophy, Theology

Human Services ..... major, minor
Languages ..... minor
- American Sign Language, French, German, Latin, Spanish

Literature ..... minor
Management ..... major, minor
Marketing ..... major, minor
Mathematics ..... major, minor
- Actuarial Science
- Teacher Licensure

Music.....major, minor
  Instrumental
  Vocal
  Music Education
Nursing..... partnership major
Philosophy..... minor
Political Science.....major, minor
  Pre-Law
Psychological Studies ..... major
Psychology.....major, minor
Public Health ..... major
Radiological Science..... partnership major
Respiratory Care ..... partnership major
Special Education .....major, minor
Sport Management .....major, minor
Supply Chain Management..... partnership major
Theatre..... minor
Theology .....major, minor
  Catholic & Franciscan Theology
  Pastoral Ministry
  Philosophy & Ethics
  Theology
Women's & Gender Studies ..... minor
Writing ..... minor

Additional Courses Offered
  Economics
  Management Information Systems
  Physical Education
  Physics
  Science
  Sociology

University Courses
  Academic Success Skills
  Bonaventure Program Portfolio
  Career Planning
  Honors Thesis

Honors Program

Pre-Professional Programs
  Pre-Law
  Pre-Medical Sciences
  Pre-Occupational Therapy
  Pre-Physical Therapy

AGRIBUSINESS

Degree Offered: **Bachelor of Science**

This is a partnership degree, where the first two years are completed at a regional community college under an articulation agreement and the second two years for the Bachelor of Science degree are completed at Quincy University. The Bachelor of Science in Agribusiness degree combines theoretical and practical knowledge in the various areas of agriculture with business skills.

Program Requirements:

1. Completion of an Associate of Science or Associate of Arts degree under an Agribusiness articulation agreement between a regional community college and Quincy University.
2. Completion of the Bonaventure Program requirements for undergraduate degrees.
3. The technological literacy requirement will be fulfilled through conducting computerized labs and learning how to use the computer for scientific research in all laboratory courses.
4. Required courses for the major:
   Business Core Courses
   ACC 221, MKT 340, MGT 301, MGT 364, FIN 315, and MIS 305.
   Communication Core Course
   COM 382
   Science Core Courses
   BIO 321, BIO 327, BIO 332, BIO 357, BIO 358, and CHE 350, BIO 435.
   Agribusiness Capstone
   AGB 497
5. Required electives: theology (TRS), history (HIS), and two from any discipline to total 12 hours in electives.
6. An ethics course: PHI 325 or 327.
7. Cumulative Major GPA of 2.0 and no more than 2 major courses below a C. Major courses are all courses listed in section G of the degree checklist.

Course Descriptions

AGB 497 Agribusiness Senior Seminar (3)
Capstone course with student discussion of topics in agribusiness and a culminating project. Required of all agribusiness majors. Prerequisite: Senior standing.

APPLICATION DEVELOPMENT & DESIGN

Degree Offered: **Bachelor of Science**

The Application Development and Design program is designed to provide its graduates with the knowledge and skills necessary to design and implement visually impactful web and mobile applications. Through the use of the latest technologies, students will be faced with critical thinking and problem solving opportunities in the pursuit of building the skills necessary to become a multi-faceted developer–proficient in the use of design principles and technological best practices.

Program Requirements for Application Development & Design Major:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement will be fulfilled by completing the computer science courses required for the major.
3. Computer Science courses required toward major:

CSC 115	Introduction to Computer Science
CSC 150	Computer Programming I
CSC 160	Computer Programming II
CSC 300	Program Design Using Data Structures
CSC 310	Analysis of Algorithms
CSC 320	Database Systems
CSC 360	Introduction to Sofware Engineering
CSC 390	Web Programming
CSC 430	Mobile Programming
CSC 495W	Capstone Computing Project I
CSC 496W	Capstone Computing Project II

4. Graphic Design courses required toward major:

ART 191	Digital Studio
ART 295	Graphic Design
ART 360	User Experience & Interface Design (UX/UI)
ART 380	Motion Design
ART 385	Web Design

5. Required Bonaventure Courses

ART 121	2D Design
AHI 383W	History of Graphic Design
PHI 329	Ethics and Technology

6. Completion of interdisciplinary capstone courses (CSC 495 and 496).
7. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

ART

Degree Offered: **Bachelor of Fine Arts**

Scholarships:

Applicants may compete for a number of portfolio scholarships awarded each year on the basis of portfolio excellence. The competition is open to all high school graduates and transfer students. An applicant may be considered for the scholarships once all application requirements are met: transcript, financial aid package, letter of recommendation, and portfolio (either electronic, or portfolio of artwork during visit or via e-mail). To be considered for an art scholarship the applicant must declare or intend to declare a major in art.

Program Requirements – Concentration in Graphic Design

1. Completion of the Bonaventure Program and requirements for undergraduate degrees. Students in the BFA program must complete a minimum of 15 elective hours outside the major in addition to the Bonaventure Program requirements. These 15 hours may apply to a minor in the following areas: Entrepreneurship, Communication, and/or Computer Science. Students in this program also must complete at least 39 hours at the upper (300-400) level.
2. The technological literacy requirement will be fulfilled by ART 190 Digital Studio.
3. Foundational Studio Art (12 hours): ART 111, 121, 131, 190
4. Core Design Courses (27 hours): ART 260, 295, 360, 365, 380, 385, 455, 465, 480, 495
5. Art History (9 hours): AHI 383 and 6 hours from: AHI 283, 285, 381
6. Studio Courses (13 hours): ART 241, 251, 256, 342, 497
7. Required Support Courses (9 hours): COM 395, CSC 150, CSC 390, PHI 391
8. Electives Outside of Art (9 hours)
9. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

Program Requirements – Concentration in Studio Art

1. Completion of the Bonaventure Program and requirements for undergraduate degrees. Students in the BFA program must complete a minimum of 15 elective hours outside the major in addition to the Bonaventure Program requirements. These 15 hours may apply to a minor in the following areas: Entrepreneurship, Communication, and/or Computer Science. Students in this program also must complete at least 39 hours at the upper (300-400) level.
2. The technological literacy requirement will be fulfilled by ART 190 Digital Studio or ART 290 Introduction to Computer Graphics.
3. Foundational Studio Art (9 hours): ART 111, 121, and 3 hours from: 131 or 161
4. Required Breadth of Art Studio (21 hours): ART 221, 241, 251, 295, choice between 190 or 290, choice between 312 or 323
5. Art History (9 hours): AHI 283, 285, 381
6. Studio Courses (21 hours): 9 hours in primary area of studio concentration (Drawing, Painting, Printmaking, Ceramics, Photography, Sculpture), 9 hours in secondary area of studio concentration, and ART 495
7. Capstone (3 hours): ART 495, 497
8. Required Support Course (3 hours): PHI 391
9. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in sections G and H of the degree checklist.

Minors in Art (must also meet minimum University requirements for a minor):

Requirements for a Minor in Art Studio: 21 credit hours including ART 111, 121, and 131 or 161. The remaining 12 hours must be at the 200-400 level and include one Art History course. Twelve of the required 21 credit hours must be taken at Quincy University. Declaration of minor must be filed no later than the end of the junior year (or completion of 85 semester hours).

Requirements for a Minor in Art History: 21 credit hours including ART 111, 121, and 131 or 161; AHI

283, 285, 381, and 383. Twelve of the required 21 credit hours must be taken at Quincy University. Declaration of minor must be filed no later than the end of the junior year (or completion of 85 semester hours).

Requirements for a Minor in Graphic Design: 18 credit hours including ART 190, 260, 295, and 9 hours from: ART 360, 380, 385, 455, 465, COM 395

Program Policies:

1. The University reserves the right to reproduce student work, and to retain for teaching and exhibition purposes, students' works submitted for credit.
2. The University will not be liable for lost, stolen, unclaimed, or damaged art work.
3. Initial student expenses for art supplies may be substantial. Furnished materials vary from course to course, so prudent financial planning should account for this variance.
4. A portfolio review is suggested for all transfer students.
5. Students are expected to spend a minimum of 6 hours per week outside class for each studio course selected.
6. Art majors are required to keep an ongoing portfolio from each art course for assessment purposes and their Senior Exhibition.
7. Art majors with an art scholarship must participate in the Annual Juried Student Exhibition and in local/regional exhibitions in order to maintain their scholarships.

Gray Gallery:

The Gray Gallery, located in Brenner Library, provides a professional exhibition schedule each academic year which includes exhibitions by nationally noted and regional artists. Gallery space is allocated for the annual art faculty, student and senior exhibitions. Periodically visiting artists are brought to the campus for critiques, lectures and workshops. The gallery program contributes both to the education of University and community students and to the cultural richness of the University and the broader community.

Course Descriptions

Art History

AHI 265 The Art of Rome (3)
The Art of Rome is an introductory course in the history of art and of the history of Rome from its origin to contemporary times. Masterpieces of painting, sculpture, architecture and urbanism are examined with attention to their specific historical contexts; ancient, medieval, renaissance, baroque and modern. The course hones a method of description, critical analysis and interpretation of art and builds an understanding of traditional forms and cultural themes useful in the comprehension of all western art. Taught in Rome.

AHI 283 W: Renaissance & Baroque Art (3)
This illustrated slide-lecture course dwells at length on the art of Europe during the Renaissance, Mannerist, Baroque, and Rococo periods. The art is evaluated in context of the culture, religious and social systems.

AHI 285 W: 19th & 20th Century Art (3)
A slide-lecture survey of European and American art from 1800 to 1940. Art and artists are reviewed in relation to patronage, shifting social systems and settlement of North America.

AHI 381 W: Contemporary Art Seminar (3)
A course designed to develop a better understanding of recent trends in contemporary art movements with emphasis on American art since 1945 through an examination-exploration-discussion of painting, sculpture, and related art forms.

AHI 383 W: History of Graphic Design (3)
Using a problem-solving approach, students will explore the global fusion of art, commerce and culture that makes Graphic Design a dynamic worldwide phenomenon. This course will also look at the historical, social and technological events that gave rise to Graphic Design both as a craft and an art.

Studio Courses

ART 111 Introduction to Drawing (3)
A foundation course in various attitudes and methods in drawing, exploring several media, and acquisition of a breadth of skills and aesthetic awareness.

ART 121 2-D Design (3)
An exploration of the role of the visual process and how it affects what we see, how we see, and how that relates to unified 2-dimensional media structures. Emphasis will be placed on the creative use of the formal design elements (line, shape, value, color, form, space, texture) and design principles through studio problem-solving experiences.

ART 131 3-D Design (3)
An introduction to sculptural thought and methods. Students' labors focus on creative solutions to problems in space/volumes, internal/external relationships, tectonics, and contemporary as well as traditional attitudes and media.

ART 161 Introduction to Ceramics (3)
Investigations of contemporary thought, methods and problems in clay as an expressive medium. Students focus on hand-building techniques. Experiences with the potter's wheel are optional.

ART 190 Digital Studio (3)
Students begin with basic operating system procedures and digital best-practices. Foundational comfort with technology will progress to extensive use of design industry standard programs within the Adobe Creative Cloud (Adobe Photoshop, Adobe Illustrator, and Adobe InDesign). Emphasis will be placed on applied knowledge as the class progresses from program to program. Students will become confident with the tools and processes of the field and be empowered by their independence within the boundaries of best design practices.

ART 221 Introduction to Watercolor (3)
An introductory course directed toward the technical/structural and philosophic basis of watercolor painting as a self-expressive activity. Traditional as well as experimental techniques will be discussed and demonstrated. A broad range of subject matter and attitudes will be touched upon. Personal expression and creativity will be stressed.

ART 223 Introduction to Oil Painting (3)
A basic course in oil painting as a medium of expression, within the framework of good design. Prerequisite: ART 111, 121.

ART 232 Introduction to Sculpture (3)
Explorations in mixed media (wood, metal, plastic, etc.) objects, and multi-media constructions (light, sound, kinetics, etc.). Prerequisite: ART 131.

ART 241 Introduction to Photography (3)
No art form has redefined current society like Photography. Discover the dynamics of this art, the physics of image making and the design components that govern our sense of interest. Also learn the fundamentals of digital camera operation and electronic image editing. Prerequisite: the use of a digital camera for the semester that has manual settings. Although not required, ART 121 is recommended.

ART 251 Introduction to Printmaking (3)
A survey of the basic printmaking media. The course introduces woodcut, drypoint, embossment, collagraphy and papermaking techniques; with a number of projects designed to give a broad experience with the media. Topics pertinent to all the media include matting, print storage, documentation, and actual examples. Prerequisite: ART 111, ART 121, or instructor permission.

ART 256 Commercial Illustration (3)
An emphasis on visual communication, design, and production. Application in various commercial areas such as illustrating methods for books, magazines, packaging, etc. Prerequisites: ART 111, 121, or permission of instructor.

ART 260 Typography (3)
An introduction to the study of the letterforms as a pillar of graphic design. A focus on how typography can be used as a communicative device as well as a graphic, compositional and expressive element within print and digital environments. Exploration of letterform anatomy analysis, measuring systems, and identification will all be foundational to the practical issues of setting and using type effectively within a composition. Prerequisite: ART 190.

ART 270-9 Special Topics (1-3)
Special topics or projects in art depending upon demand and staff.

ART 290 Introduction to Computer Graphics (3)
Instruction and practical exercises in the use of bitmapped (pixel based) software currently used to create and generate black and white and color graphics. Student learns necessary computer commands to use software and to produce assigned graphics/commercial art layouts using assorted printing options. Methods of merging text with graphics as well as design concepts that feature capabilities of computer graphics will be studied. Adobe Photoshop will be explored. Recommended: ART 121.

ART 295 Graphic Design (3)
A broad introduction to design aesthetics and the visual organization of information. Students will focus on learning aesthetic fundamentals. Current design theory, research, and practical application will be a focal point in conjunction with project development. The course is structured to aid students in developing formal design skills with a strong background in process and practicality. Prerequisite: ART 190.

ART 312 Intermediate Drawing (3)
A course directed toward the development of the student's abilities, understanding, and interests—with emphasis on drawing media and relationships using historical references and current trends. Prerequisite: ART 111.

ART 322 Intermediate Watercolor (3)
A course for the student who is well versed in the rudiments of transparent watercolor technique and has competent drawing skills. Experimentation is encouraged. Emphasis will be placed on the development of a student's individual point of view. Prerequisite: ART 221.

ART 323 Mixed Media Painting (3)
This course will be concerned with the production of work that explores the creative aspects of combining different art media. Students will experiment with ideas and techniques, using various drawing, painting and printmaking materials/methods, as well as investigate the vast possibilities of collage, construction and deconstruction. Emphasis will be on the student to effectively assimilate the unexpected results obtained by mixing media and to develop new images, in a personal and expressive way. Prerequisites: ART 121 and ART 221 or ART 223.

ART 342 Intermediate Photography (3)
This course will explore the fine art aspects of digital photography. Students will learn to use a digital SLR style camera and will be shown Photoshop routines for best-practice editing. Additionally students will experience basic studio lighting techniques, and review concepts of exposure, composition, subject-theme and image analysis presented in Art 241. Art 342 requires access to a digital SLR with manual controls for the semester. Prerequisites: ART 121, 241.

ART 352 Intermediate Printmaking (3)
Students will explore both relief and intaglio printmaking as a medium of creative expression in greater depth. A special focus will be on collagraphy, tonalgraph, assemblegraph, and various other platemaking/printing methods. Prerequisite: ART 251.

ART 358 Painterly Monotype (3)
This course explores aspects of the monotype as a 3-way bridge connecting drawing, painting, and printmaking. Monotype is a flexible, direct medium involving the transfer of drawn/painted images from a nonporous surface to paper. One-of-a-kind print is produced from each plate.

ART 360 User Experience & Interface Design (UX/UI) (3)
Emphasis will be placed on digital product design/development and the application of user-centered design techniques necessary to creating intuitive interfaces that facilitate good user experiences. UX/UI is an important aspect of mobile app design, interactive interfaces, and end-user testing. Students will focus on the design process from research, conceptualization, and testing to presentation and implementation.

ART 362 Intermediate Ceramics (3)
An investigation into personalized aesthetic and technical approaches with clay. Students are especially encouraged to develop competency on the potter's wheel and to expand prior experiences with clay. Students will be introduced to clay and glaze chemistry and kiln physics. Prerequisite: ART 161.

ART 370-9 Special Topics (1-3)
Special topics or projects in art depending upon demand and staff.

ART 380 Motion Design (3)
This course focuses on the application of design principles to motion graphics and video production. An emphasis will be placed on the sequencing of images and graphics in a way that creates a visual narrative and/or communicates a message. Projects will primarily be constructed through the use of Adobe After Effects. The design process will be explored through exercises, research, creative exploration, and product implementation. Prerequisite: ART 190.

ART 385 Web Design (3)
Introduction to web design principles and web content management. This course covers topics such as user interfaces, web conceptualization, page structure, web accessibility standards, user experience, and design considerations for electronic media. Projects involve the development of web architecture and complete design aesthetic choices specific to the web on mobile, desktop, and other environments. Prerequisite: ART 190.

ART 395 Visual Journalism & Publishing (3)
A hands-on focus of the production of printed and electronic publications like magazines, zines, and newspapers. Students conduct market research, curate and edit content, create editorial illustrations, practice photojournalism, and design publications with an emphasis in page-layout. Prerequisite: ART 190.

ART 451 Printmaking: Etching (3)
The basic processes of intaglio printmaking. These include etching (line, soft-ground, aquatint), engraving, drypoint, collagraphy, as well as a variety of experimental approaches to plate making and printing. Emphasis will be on black and white printing within the context of technique and concept. Prerequisites: ART 111, 121, and 251.

ART 455 Advanced Graphic Design (3)
A deep dive into design research and its application to large-scale projects with multiple components under the same unifying theme. Students will focus on making research-driven design choices based on audience, market, competitors, and opportunities for innovation. An emphasis is placed on designing within a system to create a functional, broad, but related aesthetic. Prerequisite: ART 190 and 295.

ART 465 Design for Change (3)
An exploration of what we as creative problem solvers can do, on a large scale or in our own backyards, to make a difference through design. How can we demonstrate the value of design by doing valuable things? We analyze success stories of design making a difference in various cultures. There is an emphasis on the public good, sustainability, advocacy, service, and civic engagement through working with non-profit organizations. This course is an opportunity to leverage students' skills and passions as designers to model engaged citizenship and actualize Quincy University's mission as a Franciscan institution. Service-learning hours are available. Prerequisite: Senior standing or Professor approval

ART 470-9 Special Topics (1-3)
Special topics or projects in art depending upon demand and staff (e.g., Advanced Watercolor, Advanced Ceramics, Advanced Sculpture, Advanced Printmaking).

ART 480-1 Internship/Practicum in Art-Business (1-3)
An experiential/academic opportunity in a museum, gallery, community cultural center, small business or related facility. Internships/Practica are arranged individually to suit the skills and career goals of the student and the needs of the host institution. Open to upper-division art majors. The work is supervised and evaluated in conjunction with an on-campus coordinator and a designated individual in the organization providing the experience. One semester hour of academic credit is granted for each 50 hours of field experience.

ART 497 Baccalaureate: Senior Retrospective (1)
Preparation for and experience in mounting the comprehensive senior portfolio exhibit, including professional preparation of framed quality work for display, preparing publicity, designing a show catalog and mailing, arranging the opening reception, providing an exhibit checklist, installing the exhibition with labels, obtaining donations, and taking down the show. This exhibition will be displayed in the Gray Gallery during April-May of the Spring Semester. This constitutes the required department comprehensive experience. Graded P/F. (Offered in the spring)

ARTS MANAGEMENT

Degree Offered: **Bachelor of Science**

Program Requirements:

Bachelor of Science in Arts Management

Completion of the Bonaventure Program and requirements for undergraduate degrees.

The technological literacy requirement will be fulfilled through the technological literacy requirements of the two concentrations.

Art classes (21 hours) – Completion of a directed minor in a selected Arts area: studio art, graphic design, creative writing, music, or theatre.

Business Courses (21 hours) – MGT 300, MGT 352, MKT 331, ECO 223, BUS 215, ACC 121, and Non-Profit Management

Related hours (18 hours) – AHI 283, AHI 285, AHI 381, COM 381, COM 382, MAT 150/ECO 225

Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

Course Descriptions:

AMG 280 Introduction to Arts Management (3)

In this introductory internship, the student will shadow arts professionals in three selected Quincy arts organizations such as Quincy Community Theatre, Quincy Symphony Orchestra, Quincy Art Center, Muddy River Opera Company, and Arts Quincy. Fifty (50) hours of internship will be spent with each organization and are required per credit hour.

AMG 480 Internship in Arts Management (3)

The student will work in a regional arts institution appropriate to the student's career goals. Fifty (50) hours of internship are required per credit hour. Prerequisite: Senior standing.

AMG 497 Arts Management Capstone (3)

This course is taken in the student's last year of study and integrates fine arts and business by means of a major assignment such as a research project, focused essay of significant length, or portfolio relevant to the student's career interest. Faculty from the two areas collaborate in designing the capstone. Prerequisite: Senior standing.

AVIATION – A Partnership with Quincy Aviation, LLC

Degrees Offered: **Bachelor of Science**

Quincy University offers degrees in Aviation in partnership with Quincy Aviation, LLC, a full-service learning center located at the Quincy Regional Airport about 10 miles from Quincy University. The lab fees associated with the Aviation program cover both aircraft rental and flight instruction for the various pilot certificates offered.

Quincy Regional Airport provides students with the opportunity to train at an actual working airport to help our aviation students connect with professional pilots in the aviation industry. The aviation students can obtain Private Pilot, Instrument Rating, Commercial Pilot, Multi-Engine, Flight Instructor, Flight Instructor-Instrument, and Multi-Engine Flight Instructor certificates while attending Quincy University. Quincy Aviation is an approved FAA Part 141 Flight School providing students with the most up-to-date information in aviation.

The Aviation program provides flight training for students in a liberal arts context. The program provides professional preparation for a variety of careers in the Aviation field, including commercial, corporate, and military aviation.

Admission Requirements:

Applicants to the Aviation program at Quincy Aviation must complete a Second Class Flight Medical examination and show proof of U.S. Citizenship status before beginning flight training. Students applying for admission to the University should file all required materials with the Office of Admissions prior to the term of enrollment. Please contact the Aviation staff if there are questions concerning admission requirements.

Program Requirements:

Bachelor of Science in Aviation

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement will be fulfilled by ART 290 Introduction to Computer Graphics.
3. Required support courses: ART 290, MAT 124 or above, BUS 219, PSY 100, and SCI 230.
4. Required Aviation courses: AVI 110, 111, 112, 120, 210, 211, 212, 220, 300, 310, 311, 312, 320, 340, 380 (2 hours), 420, and 498.
5. Recommended Aviation course: AVI 410, 411, 480.
6. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

Bachelor of Science in Aviation Management

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement will be fulfilled by ART 290 Introduction to Computer Graphics.
3. Required support courses: ART 290, COM 101, COM 382, MAT 124 or above, PSY 100, and SCI 230; and a computer applications course.
4. Required Business courses: ACC 121, 221; BUS 215, and 219; MGT 300; FIN 315; and MKT 331; ECO 222, 223, and 225.
5. Required Aviation courses: AVI 110, 111, 112, 120, 210, 211, 212, 220, 300, 310, 311, 312, 340, 360, 380 (2 hours), 420, and 498.
6. Recommended Aviation course: AVI 480.
7. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

Bachelor of Science in Aviation Management (Non-Flight Concentration)

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement will be fulfilled by ART 290 Introduction to Computer Graphics.
3. Required support courses: ART 290, COM 101, COM 382, MAT 124 or above, PSY 100, and SCI 230.

4. Required Business courses: ACC 121, 221; BUS 215, and 219; MGT 300; FIN 315; and MKT 331; ECO 222, 223, and 225.
5. Required Aviation courses: AVI 110, 120, 210, 220, 300, 310, 340, 360, 380 (2 hours), 420, and 498.
6. The student needs a minimum GPA of 2.0 in all Aviation (AVI) courses to receive a degree.
7. The student needs a minimum of 39 semester hours at the 300-400 level (all courses) to receive a degree.
8. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

Requirements for a Minor in Aviation:

20 credit hours including AVI 110, 111, 112, 220, 300, 380 (3 hours), and 420, and meet minimum University requirements for a minor. Students must also meet the Aviation program admission requirements before beginning this flying minor.

Requirements for a Minor in Aviation Management:

19 credit hours including AVI 110, 120, 220, 300, 360, and 420, and meet minimum University requirements for a minor. Students do not have to meet the Aviation program admission requirements before beginning this non-flying minor.

Course Descriptions

AVI 110 Private Pilot Ground School (4)
This course is designed to develop the student's entry level knowledge and skill of aeronautical principles of flight as well as the Federal Aviation Administration rules and requirements for the Private Pilot Certificate. This class is the foundation for the student's subsequent flight training. The student is also introduced to aviation weather, flight operations, aircraft performance, navigation, and related human factors. Students enrolled in this course along with AVI 110L will be prepared for the FAA knowledge exam (flight test), a requirement for the Private Pilot Certificate. (Offered in the fall.)

AVI 111 Private Pilot Flight Lab I (2)
The flight lab is incorporated into the Private Pilot course sequence. Students enrolled in this course along with AVI 110 will be prepared to obtain the fundamental skills and be able to perform safe solo flight. This lab requires approximately 25 hours of flight time. Student must pass an FAA approved flight physical prior to enrolling in this course.

AVI 112 Private Pilot Flight Lab II (2)
This flight lab is a continuation of AVI 111. Students enrolled in this course will plan and conduct cross-country flights, perform night flight training, and prepare for the FAA practical test to earn the Private Pilot Certificate. This lab requires approximately 30 hours of flight time. Prerequisite: AVI 111.

AVI 120 Introduction to Aviation (3)
This course provides a broad understanding of all aspects of the air transportation industry, with emphasis on present and future developments in air transportation. The course will include the impact the airline industry is making on airports and other segments of aviation. (Offered in the fall.)

AVI 210 Instrument Pilot Ground School (4)
This course is designed to develop the student's knowledge of and skill in flying solely through the use of instruments on-board the aircraft. The course covers a variety of subject areas including: theoretical aspects of instrument flight, basic principles of instrument flying, aviation meteorology, radio navigation, federal aviation regulations and instrument flying procedures. This course also prepares the student for the basic altitude instrument flying, VOR and NBD tracking, partial panel operation, DME arcs, and holding entries and patterns. Successful completion of this course along with the associated flight labs are required for Commercial Pilot Certification. Prerequisites: AVI 110, AVI 111 and AVI 112. (Offered in the fall.)

AVI 211 Instrument Pilot Flight Lab I (2)
This flight lab is incorporated into the course sequence to obtain an FAA Instrument Flight Rating. This flight lab covers instrument flying techniques and procedures in conjunction with modern ILS, VOR, ADF and radar facilities, basic altitude instrument, holding, precision and non-precision approaches, macro and micro meteorology analysis. This lab requires approximately 40 hours of flight time. Successful completion of this flight lab is required for Instrument Pilot Certification. Prerequisite: AVI 110 and AVI 112.

AVI 212 Instrument Pilot Flight Lab II (2)
This flight lab is a continuation of AVI211. This flight lab requires approximately 40 hours of flight time. Students will gain the knowledge and proficiency necessary to acquire an FAA instrument rating and thereafter exercise the privileges of having the rating. Prerequisite: AVI 211.

AVI 220 Aviation Safety (3)
This course is an in-depth study of aviation safety, including the causes and investigation practices of aircraft accidents, safety awareness in aviation systems management, and the development of aircraft accident prevention programs. The focus of this course is on the various human, mechanical, and environmental factors that impact aviation safety.

AVI 300 Principles of Air Transportation (3)
This course provides a history of developments of air transportation systems covering facilities, IMP of regulations, problems encountered in commercial transportation, role of governments in air transportation and future implications (economic, social, political) of air transportation.

AVI 310 Commercial Pilot Ground School (4)
This course integrates concepts learned in the Private Pilot Ground School course (AVI 110) along with those needed for instrument and commercial flying. This course assists the student in preparing for the FAA Commercial Pilot written exam and includes information on advanced in-flight maneuvers, Federal Aviation Regulations, aerodynamics, weather and safe operation of aircraft. The student is also introduced to advanced commercial maneuvers and complex aircraft operations. Successful completion of this course is required for the FAA Commercial Pilot Certification. Prerequisites: AVI 210 and AVI 211. (Offered in the fall.)

AVI 311 Commercial Pilot Flight Lab I (2)
Students will receive the flight instruction necessary to gain the knowledge, skills and proficiency required to acquire the necessary cross-country experience and introduction to complex aircraft transitions. The flight fees cover both the aircraft rental and individual flight instruction. This lab requires approximately 45 hours of flight time. Prerequisites: AVI 211 and 212 required for Commercial Pilot Certification.

AVI 312 Commercial Pilot Flight Lab II (2)
This flight lab is a continuation of AVI 311. Students will perform commercial flight maneuvers including maximum performance takeoffs and landings, steep turns and chandelles, and other complex aircraft maneuvers, along with instrument commercial maneuvers, complex and commercial review/practice, and final commercial stage check. Advanced safety procedures are also incorporated into this flight lab. This lab requires approximately 45 hours of flight time. Prerequisite: AVI 311.

AVI 320 Multi-Engine Rating (2)
This course is designed to help the student obtain a FAA Multi-Engine Rating (ME). This course consists of approximately 15 hours of flight time as well as on-ground instructional time required to obtain a Multi-Engine license. Prerequisites: AVI 310, AVI 311, AVI 312.

AVI 340 W: Human Factors in Aviation (3)
Human factors in Aviation presents an overview of the importance of the human role in all aspects of the aviation environment. This course will study the human limitations in the aspects of human factors, human reliability, stress, medical standards, drug abuse, and the human physiology. Basic principles of physical and cognitive human performance are covered along with a detailed analysis of human error, situational awareness, and Crew Resource Management (CRM).

AVI 360 Airport Management Operations (3)
This course introduces managerial functions, roles, and techniques as they apply to the aviation industry. This includes strategic management, organizational theory and operation, airline management, aviation manufacturing management, fixed base operation management and aviation consulting.

AVI 370-9 Special Topics in Aviation (1-3)
Seminar-style course available to juniors and seniors affording them opportunity to explore specialized areas of aviation. May also include opportunities for students to obtain advanced FAA flight certifications. Prerequisite: permission of instructor.

AVI 380 Internship I (2-6)
The aviation internship is an educational experience that helps to formally integrate a student's academic studies in aviation with supervised on-the-job work experience. Students may apply up to six AVI intern credit hours towards their major. 50 hours of work experience equal one credit hour.

AVI 410 Certified Flight Instructor (3)
This course is intended to provide the advanced aviation student with both instruction and flight training in preparation for the FAA examination for Certified Flight Instructor (CFI) – Airplane rating. This course also includes instruction on the development of course syllabi and lesson plans, current teaching methodologies applicable to fight training programs, strategies for student performance evaluation, as well as other responsibilities associated with CFI positions. Prerequisites: Commercial Pilot Certificate and Instrument Rating, and permission of the instructor.

AVI 411 Certified Flight Instructor Flight Lab (2)
AVI 411 is a mandatory flight lab for the Certified Flight Instructor (CFI) rating. The flight lab would consist of a minimum of 25 hours of flight time.

AVI 412 Flight Instructor Instrument Flight Lab (1)
Students will be able to instruct the required instrument flying maneuvers from the right seat of the airplane and obtain the required knowledge to teach instrument departures, ATC procedures and IFR navigation, en-route navigation, and instrument approaches to landings. The flight lab consists of a minimum of 15 hours of flight time.

AVI 420 Aviation Law (3)
This course provides a comprehensive study of aviation law including regulatory statutes and federal aviation regulations. Students will also be introduced to civil and criminal law as applied to aviation including such aspects as operation, contracts, insurance, liability, litigation and case law.

AVI 470-9 Special Topics in Aviation (1-3)
Opportunity for advanced research in an area of special interest to the student, conducted under faculty supervision. Prerequisites: permission of instructor, junior/senior standing.

AVI 480 Internship II (2-6)
The aviation internship is an educational experience that helps to formally integrate a student's academic studies in aviation with supervised on-the-job work experience. Students may apply up to six AVI intern credit hours towards their major. 50 hours of work experience equal one credit hour.

AVI 498 Issues in Aviation Seminar (3)
This course provides an analysis of contemporary issues in aviation including problems and trends facing various segments of the industry (manufacturers, airlines, general aviation and government).

BIOLOGY

Degrees Offered: **Bachelor of Arts, Bachelor of Science**

Program Requirements:

Bachelor of Arts in Biology

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement will be fulfilled through conducting computerized labs and learning how to use the computer for scientific research in all laboratory courses.
3. Core classes: BIO 150, 151, 232, 305, 327, 330, 350, and 497 (senior year).
4. 30 hours of electives at the 200-400 level.
5. CHE 125; PHY 211,212.
6. One semester of mathematics at the highest level for which the student is prepared with college algebra as a minimum.
7. 3 hours of statistics.
8. The student needs a minimum of 39 semester hours at the 300-400 level (all courses) to receive a degree.
9. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

Bachelor of Arts in Biology

(Pre-Occupational Therapy Concentration)

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement will be fulfilled through conducting computerized labs and through computerized scientific research.
3. Core classes: BIO 150, 151, 232, 305, 327, 330, 350, and 497 (senior year).
4. Pre-Occupational Therapy support requirements: PSY 100, PSY/SOC 227, PSY 236, 246, 312, 323, SOC 100 (recommended), PED 236.
5. Required Science classes: CHE 125, PHY 211-212.
6. Required Math classes: MAT 125 or higher.
7. Required Statistics class(es): PSY 316, 317 or MAT 150 or SOC 230.
8. The student needs a minimum of 39 semester hours at the 300-400 level (all courses) to receive a degree.
9. PHI 323 Bioethics is strongly recommended.
10. Internships with local occupational therapists are strongly recommended.
11. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

Bachelor of Science in Biological Sciences

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement will be fulfilled through conducting computerized labs and learning how to use the computer for scientific research in all laboratory courses.
3. Core classes: BIO 150, 151, 232, 305, 327, 330, 350, and 497 (senior year).
4. 17 hours of Biology (BIO) at the 200-400 level of which only three courses may be at the 200-level.
5. Required Science classes: CHE 150-151, CHE 302-303, PHY 211-212, (CHE 321 highly recommended).
6. Required Math classes: MAT 242 and 3 hours of statistics.
7. The student needs a minimum of 39 semester hours at the 300-400 level (all courses) to receive a degree.
8. PHI 323 Bioethics is strongly recommended.
9. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

Bachelor of Science in Biological Sciences

(Environmental Concentration)

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement will be fulfilled through conducting computerized labs and learning how to use the computer for scientific research in all laboratory courses.
3. Core classes: BIO 150, 151, 232, 305, 327, 330, 350, and 497 (senior year).
4. Environmental requirements: BIO 221, 321, 357, 358, 435, 436.
5. Required Science classes: CHE 150-151, CHE 302-303, PHY 211-212, (CHE 321 highly recommended).
6. Required Math classes: MAT 242 and 3 hours of Statistics.
7. The student needs a minimum of 39 semester hours at the 300-400 level (all courses) to receive a degree.
8. PHI 325 Environmental Ethics is strongly recommended.
9. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

Bachelor of Science in Biological Sciences

(Pre-Medical Sciences Concentration) (Pre-medical, pre-pharmacy, pre-dental, pre-optometry, and pre-veterinary)

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement will be fulfilled through conducting computerized labs and learning how to use the computer for scientific research in all laboratory courses.
3. Core classes: BIO 150, 151, 232, 305, 327, 330, 350, and 497 (senior year).
4. Pre-medical sciences requirements: BIO 232, 283, 330, 360, 410, and 433.
5. Required Science classes: CHE 150-151, CHE 302-303, PHY 211-212, (CHE 321 highly recommended).
6. Required Math classes: MAT 242 and a statistics course.
7. The student needs a minimum of 39 semester hours at the 300-400 level (all courses) to receive a degree.
8. PHI 323 Bioethics is strongly recommended.

Bachelor of Science in Biological Sciences

(Pre-Occupational Therapy Concentration)

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement will be fulfilled through conducting computerized labs and through computerized scientific research.
3. Core classes: BIO 150, 151, 232, 305, 327, 330, 350, and 497 (senior year).
4. Pre-Occupational Therapy support requirements: PSY 100, PSY/SOC 227, PSY 236, 246, 312, 323, SOC 100 (recommended), PED 236.
5. Required Science classes: CHE 150-151, PHY 211-212.
6. Required Math classes: MAT 242.
7. Required Statistics class(es): PSY 316, 317 or MAT 150 or SOC 230.
8. The student needs a minimum of 39 semester hours at the 300-400 level (all courses) to receive a degree.
9. PHI 323 Bioethics is strongly recommended.
10. Internships with local occupational therapists are strongly recommended.
11. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

Bachelor of Science in Biological Sciences

(Pre-Physical Therapy Concentration)

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.

2. The technological literacy requirement will be fulfilled through conducting computerized labs and through computerized scientific research.
3. Core classes: BIO 150, 151, 232, 305, 327, 330, 350, and 497 (senior year).
4. Pre-Physical Therapy support requirements: PED 106, 236, 246, 301, 344, 345, 454.
5. Required Science classes: CHE 150-151, PHY 211-212.
6. Required Math classes: MAT 150 and 242.
7. The student needs a minimum of 39 semester hours at the 300-400 level (all courses) to receive a degree.
8. PHI 323 Bioethics is strongly recommended.
9. Internships with local physical therapists are strongly recommended.
10. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

Teacher Licensure

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. Required Biology (BIO) courses: BIO 150, 151, 221, 232, 282 or 283, 305, 327, 340, 350, 357 or 358, 400, 435, and 497 (senior year).
3. Required support courses: CHE 150, 151, 302 and 309; PHY 211 and 212; MAT 142, a statistics course, and SCI 100.
4. Requirements for teacher licensure (see Education) and BIO 400.
5. A minimum cumulative GPA of 2.60 is required for acceptance into the Teacher Education Program.

Requirements for a Minor:

The Biology Program offers various programs of study for a Minor (see p. 10). The student should consult with one of the biology faculty members early in order to prepare for such a program. Coursework for a minor includes 18 hours of BIO credit, only 6 hours of which may be at the 100 level. Must also meet minimum University requirements for a minor.

Course Descriptions

BIO 103 Problems in the Environment (3)
A study of ecological principles and current environmental problems including air, water, and noise pollution, population, energy, solid waste disposal, radiation hazards, inorganic contaminants, pesticides, soil conservation. Two lecture periods, two hours laboratory.

BIO 105 Human Biology (3)
A non-major course to introduce the student to an understanding of the human body. Two lecture periods and two hours of laboratory.

BIO 111 Life Sciences (4)
This course is designed to fulfill the science component of the Bonaventure Program requirements for non-science majors. The course is a combination of various introductory life-science courses and the integration of their contents, including: general biology, ecology, evolution, botany, zoology, and human biology. Three lecture periods, two hours laboratory.

BIO 150 Principles of Biology I (4)
A study of the fundamental principles of biology for the biology major. Cell structure and function, genetics and evolution, and animal physiology and diversity are discussed. Three lecture periods, three hours laboratory. Strongly recommended: high school biology and chemistry.

BIO 151 Principles of Biology II (4)
An introduction of the diversity of life, evolution, natural selection, photosynthesis, plant structure and plant physiology. Three lecture periods, three hours laboratory.

BIO 210 Marine Biology (3)
Basic principles of marine biology with emphasis on the interrelationships between marine organisms and their environment. Prerequisite: BIO 151 or instructor consent.

BIO 221 Invertebrate Zoology (3)
Morphology, physiology, life cycles and phylogeny of animal groups from poriferans through echinoderms. Two lecture periods, three hours laboratory. Prerequisite: BIO 150 or instructor permission.

BIO 225 Biology of Dogs (3)
Principles of biology, using dogs as a model, and unique aspects of dog biology including evolution, genetics, anatomy, physiology and behavior.

BIO 232 Microbiology (3)
This course acquaints the students with microorganisms and their activities. Topics include cell structure and function, metabolism, growth, the role of microorganisms in disease and immunity, and other selected areas. The laboratory will stress aseptic technique, culturing methods, control of microbial growth and unknown identification. Two lecture periods, three hours laboratory. Prerequisites: BIO 150 and 151.

BIO 270-9 Special Topics (1-3)
Special topics in biology in depth, depending on demand and staff.

BIO 280 Medical Terminology (2)
Medical Terminology exposes students to the root words, combining forms, prefixes, and suffixes that are used in medical and related fields. Students interested in familiarity with the language used in health care professions are encouraged to take this course.

BIO 282-283 Anatomy and Physiology I & II (4)(4)
First semester, the lab covers anatomy; lectures include cells, tissues, skin, muscle, nerves, and circulatory system. Second semester, the lab covers physiology; lectures include respiratory, digestive, urinary, endocrine, acid-base balance, and reproductive systems. Two-semester course sequence with a three lecture periods and two-hour lab.

BIO 301-302 Introduction to Research I/II(3/3)
An introduction to the exciting world of biological research. Researchers will become proficient in using basic laboratory tools, running standard assays, and interpreting data. Work is done in the undergraduate biology research facility in cooperation with a senior researcher and faculty mentor. This course has a focus on basic science, especially microbiology. Prerequisites: Biology major with a sophomore standing or instructor consent.

BIO 305 Genetics (3)
An in-depth study of the principles of both classical and molecular genetics. Prerequisites: BIO 150 and 151.

BIO 310-312 Molecular Biology Techniques Series (I, II & III) (1-2)
The Molecular Biology Technique Series (MBT) introduces students to the most commonly used techniques in the molecular biology research setting. Each course builds on the previous, is primarily conducted on the student's own time, and is a track into conducting research in molecular biology. The first course in the series familiarizes the student with the basic tools that are used in molecular biology research - sterile techniques, solution preparation, micropipette usage, DNA manipulation, use of restriction enzymes, and gel electrophoresis. The second in the series will include the manipulation of plasmid DNA, cloning a DNA fragment produced using PCR, extracting and purifying DNA, transformation of E. coli, and microorganism growth. In the third course the student will start a research project that may utilize new techniques, such as Southern blotting. Prerequisites: BIO 305 and 350 and consent of instructor.

BIO 321 Entomology (3)
An introduction to the study of insects, with emphasis on evolution, classification, physiology and behavior. Prerequisite: BIO 150.

BIO 327 W: Ecology (3)
Basic ecological principles with emphasis on the interrelationships between organisms and their environment, populations, communities, and ecosystems. Two lecture periods, three hours laboratory and field work. Prerequisite: BIO 150 or BIO 151.

BIO 328 Advanced Topics in Anatomy and Physiology (3)
This course examines advanced topics in Anatomy and Physiology. It focuses on reading and analysis of literature and case studies. Three lecture periods. Prerequisites: BIO 282 and 283.

BIO 330 Developmental Biology (3)
A study of the maturation of gametes, fertilization, the differentiation of germ layers, and the formation of fetal organ systems in selected vertebrate and some invertebrate types. Laboratory includes observation of development in living organisms. Two lecture periods, three hours laboratory. Strongly recommended: BIO 282-283. Prerequisite: BIO 305, Junior standing.

BIO 332 Agricultural Microbiology (3)
A survey of microorganisms including beneficial and detrimental ones in agriculture. Topics will include cell structure and function, metabolism, growth, the role of microorganisms in agriculture. Two lecture periods, three hours laboratory. Prerequisite: Agribusiness major or consent of instructor.

BIO 335 Journal Club - Ground-breaking Science (1)
Journal Club is a guided tour through the rich world of scientific literature. Articles chronicling important research are read and discussed in order to gain a deeper understanding of how science is performed and reported. Prerequisite: Junior standing or consent of instructor.

BIO 339 G: Emerging Infectious Disease (2)
This is a discussion based class that will explore emerging and re-emerging infectious diseases (such as Hendra virus, Ebola virus, AIDS, and Tuberculosis) in different areas of the world. Social, environmental, economic, and biological aspects of infectious disease will be explained.

BIO 340 Organic Evolution (3)
Principles of the neodarwinian process, the central theory of biology.

BIO 350 Molecular Biology (3)
An in-depth study of the fundamental concepts of structure and function of plants, animals, and microbial cells. Two lecture periods, three hours laboratory. Prerequisite: BIO 305 and Junior standing.

BIO 354 Pathophysiology (3)
A study of the disease process along with the normal physiology of the body systems and the clinical relationships which are appropriate. Three lecture periods. Prerequisites: BIO 282-283.

BIO 356 GW: Tropical Ecology (3)
An examination of the factors affecting the distribution and abundance of organisms on the tropics. Typically culminates in Study Abroad in a tropical locale. Prerequisite: BIO 151 or consent of instructor.

BIO 357 Environmental Science I (3)
A study of ecological, economic, and social aspects of current environmental problems. Topics include the history of environmental problems, human population issues, global problems, soil conservation, and food resources. Two lecture periods, three hours laboratory.

BIO 358 Environmental Science II (3)
A continuation of BIO 357. Topics include water resources, biodiversity, wildlife resources, renewable and nonrenewable energy resources, mineral resources, solid waste, air pollution, water pollution, and pesticides. Two lecture periods, three hours laboratory.

BIO 360 Neurobiology (3)
This course introduces students to the biology of the nervous system and its relationship to behavior and disease. The course covers topics ranging from neuronal structure and function, communication, the synapse, membrane receptors, and intra- and intercellular signaling systems, to the gross organization of the brain and spinal cord, the processing of sensory information, the programming of motor response, and higher functions, such as hearing, memory, cognition, and speech. While the course is introductory in nature, the level of instruction is rigorous and treats many of the topics in some depth. While this course will have a great degree of serious content, it will also be highly interactive both in the classroom and lab setting. Two lecture periods, three hours laboratory. Prerequisites: BIO 282 and 283.

BIO 370-9 Special Topics (1-3)
Special topics in biology in depth, depending on demand and staff.

BIO 380-381 Independent Research (3)
Individual research performed in consultation with a biology professor on a research project. Prerequisites: Biology major with Junior standing or instructor consent.

BIO 400 Methods of Teaching Biology (3)
Designed to acquaint students with instructional strategies for teaching of biological sciences in secondary schools. Required for those seeking state licensure. Prerequisite: Acceptance into the teacher education program.

BIO 410 Immunology (3)
Survey of the immunological system including both humoral and cellular immunological phenomena, immunochemistry, antibody production, immunogenetics, hypersensitivity, tolerance, and immunological reactions. Two lecture periods, three hours laboratory. Prerequisite: BIO 232.

BIO 415 Comparative Vertebrate Anatomy Lab (1-2)
This course is designed to expose the student to the evolution of the organ systems in animal representatives of the Phylum Chordata. Students will develop skills in reading dissection atlases, identifying structures, and observing organ systems among the specimens. Prerequisites: BIO 282 and 283, or consent of instructor.

BIO 433 Endocrinology (3)
A study of structure and function of the glands of internal secretion. This course will also focus on HPA, HPT, and HPG axes: Hypothalamic Pituitary Adrenal, Hypothalamic Pituitary Thyroid, and Hypothalamic Pituitary Gonadal and their importance to the normal functioning of the body. Two lecture periods, three hours laboratory.

BIO 435 Plant Field Biology (3)
Taxonomy, development and ecology of plants especially those of the region. Two lecture periods, three hours laboratory. Prerequisite: BIO 151.

BIO 436 Vertebrate Field Biology (3)
Survey of North American vertebrates including fish, amphibians, reptiles, birds, and mammals. Two lecture periods, three hours laboratory.

BIO 440 Bioinformatics/Genomics (2)
In our lifetime Bioinformatics and Genomics will be a defining turn in our comprehension of how organisms work from the molecular level to organism level. These fields of study are at the cutting edge of science, especially for understanding human disease in the 21st century. Bioinformatics, an interdisciplinary field of biology and computer science, is based on garnering information from large biological databases using algorithms to mine data for relevant and meaningful genetic information. It especially relies on DNA, RNA, and protein sequence databases of organisms. Bioinformatics intersects with genomics, the genetic material of an organism, by utilizing genomic databases. In genomics, the genetic material of an organism is sequenced and patterns that dictate regulation, organizational patterns of gene expression, and how the genome functions as a whole, rather than at the discrete level of genes, is covered.

BIO 450-452 Introduction to Human Gross Anatomy (2)
In this course, students will explore the skin, muscles, and internal organs of a cadaver. Students will be able to utilize knowledge gained in previous biology courses during this exploration of the human anatomy. This course serves as an introduction to the human body and prepares students for graduate level courses. Prerequisites: BIO 150, BIO 282 or 283, or instructor consent.

BIO 460-462 Peer Instructor for Introduction to Human Gross Anatomy (1)
This course offers qualified students the ability to lead a class and share their knowledge of human anatomy with their peers. Peer instructors will work under the guidance of the professor for Introduction to Human Gross Anatomy. Prerequisites: Introduction to Human Gross Anatomy and instructor consent.

BIO 470-9 Special Topics (3)
Special topics in biology in depth, depending on demand and staff.

BIO 480-486 Biology Research (1-3)
Individual research performed in consultation with a biology professor on a research project. Prerequisites: Biology major with Junior or Senior standing, or instructor consent.

BIO 497 W: Coordinating Seminar (1)
Pertinent topics discussed by students. Required for all biology majors. One lecture period during which students present both written and oral papers.

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Degree Offered: **Bachelor of Science**

The Biochemistry and Molecular Biology major prepares students in both academic and technical skills for scientific research. The program develops scientific thought and its implementation through a broad curriculum and research experience.

Program Requirements:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement will be fulfilled through conducting computerized labs and learning how to use the computer for scientific research in all laboratory courses.
3. Biology Core classes: BIO 150, 305, 350, 405, 450.
   Chemistry Core classes: CHE 150-151, 205,302-303, 321, 421.
   Biochemistry Core classes: CHE 131, 321, BMB 497.
   Research Core classes: minimum of 13 hours of BMB research.
4. Required Science classes: PHY 211-212. BIO 232 and 330 are highly recommended.
   CHE 401 is recommended.
5. Required Math classes: MAT 242 and MAT 150. MAT 243 is recommended.
6. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.
7. PHI 323 is highly recommended.

Course Description

BMB 280 Introduction to Research (3)
This course will expose the student to standard lab techniques used in biochemistry and molecular biology, including lab safety, lab management, reagent preparation, pipetting and methods used in research. Students will design and develop a research plan and project.

BMB 281 Sophomore Research (2)
Biochemistry and molecular biology research.

BMB 380-381 Junior Research I and II (2)(2)
Biochemistry and molecular biology research.

BMB 480-481 Senior Research I and II (2)(2)
Biochemistry and molecular biology research.

BMB 497 W: Biochemistry and Molecular Biology Senior Seminar (1)
A seminar course investigating relevant topics. Students present their research in both written and oral forms as a culmination of their major. Prerequisite: Senior Standing.

BUSINESS

Degree Offered: **Bachelor of Science**

Historically, business studies have been an integral part of the academic program of Quincy University since 1867. This predates the introduction of Business Studies at many of our nation's major colleges and universities. It is particularly significant in light of Quincy University's long-standing liberal arts tradition.

From the rudimentary courses first offered in 1867, the Oakley School of Business program has evolved into a rigorous and challenging academic discipline, attracting a significant share of Quincy University students.

The stated purpose of the Oakley School of Business program today is to deliver an educational experience that, while academically excellent, also prepares the student for a successful career in the practical world of business.

Advanced Placement Opportunities:

CLEP subject examinations in topics related to Oakley School of Business offerings may yield credit. For more information contact the Academic Support Office.

Program Requirements:

All students pursuing a degree in business must complete the following:

1. The Bonaventure Program and requirements for undergraduate degrees. The general requirements for degrees must include MAT 125 College Algebra or higher Math (except MAT 150), and PSY 100 Introduction to Psychology. PHI 327 Business Ethics is required for the Accounting majors and is recommended for Finance, Management, and Marketing majors. Additionally, students who believe they may sit for the CPA exam in the future should take PHI 327.
2. The students of the Oakley School of Business utilize various forms of technology including word processing, presentation software, spreadsheets, and some course specific software throughout their major program of study. Students are therefore exposed to the technology applied to problem solving and decision making in the business world.
3. The Language of Business. In order to function in the business world it is necessary to understand the language of business which includes accounting, business law, economics, and statistics. Required courses: ACC 121 Principles of Financial Accounting, ACC 221 Management Accounting; BUS 215 Business Law; ECO 222 Principles of Macro-Economics; ECO 223 Principles of Micro-Economics; and ECO 225 Business Statistics.
4. Major: Common Body of Knowledge. There is a common body of knowledge that all business students must experience in order to more fully understand the way businesses operate. The courses offering this exposure include management, finance, marketing, business communication, and strategic management and are considered part of the major area of study. Required courses: MGT 300 Principles of Management, FIN 315 Business Finance, MKT 331 Principles of Marketing, COM 382 Business Communication and BUS 497 Strategic Management. A grade of "C-" or better is required in BUS 497.

   Specialized Body of Knowledge. Each student will select a major field of specialization in either Accounting, Business Analytics, Finance, Management, or Marketing. Required major courses are delineated in each program. A cumulative 2.00 grade point average is required in the major courses. The student can receive a grade lower than "C-" in only two of the major courses.

ACCOUNTING

ACC 311, 312, 413	Intermediate Accounting I, II, and III
ACC 321	Cost Accounting
ACC 415	Advanced Accounting
ACC 417, 418	Federal Tax Law I and II
ACC 419	Auditing Theory
ACC 420	Financial Statement Analysis (highly recommended for CPA exam)

BUSINESS ANALYTICS

MGT 364	Operations Management
BUA 301	Introduction to Business Analytics
BUA 302	Modeling Methods
BUA 303	Advanced Modeling Methods
BUA 304	Analytics Communication and Management
BUA 402	Marketing Analytics
BUA 403	Risk Analytics
BUA 413	Advanced Predictive Analysis Modeling and Current Advanced Topics

FINANCE

ACC 311, 312	Intermediate Accounting I and II
ECO 423	International Economics and Business
FIN 325	Intermediate Finance
FIN 367	Money and Banking
FIN 420	Financial Statement Analysis
FIN 435	Investment Principles: Planning and Strategy
FIN 436	Portfolio Management

MANAGEMENT

ECO 423	International Economics and Business
MGT 301	Small Business Management
MGT 342	Theory of Organizational Behavior
MGT 345	Leadership in Free Enterprise System
MGT 352	Fundamentals of Human Resource Management
MGT 364	Operations Management
MIS 305	Intro to Management Information Systems

MARKETING

ECO 423	International Economics and Business
MGT 342	Theory of Organizational Behavior
MKT 338	Advertising
MKT 340	Integrated Marketing
MKT 362	Consumer Market Behavior
MKT 432	Market Research

5. **Educational Testing Service Major Field Test (ETS).** Prior to graduation, each student is required to take the Educational Testing Service Major Field test in Business. This is a national test used to measure each student's level of achievement and to evaluate the business curriculum. Testing is administered in BUS 497.

Double Majors:

Students may be interested in obtaining two majors within the Oakley School of Business. This may be one means for Accounting majors who wish to sit for the CPA Exam to fulfill the minimum education requirements of 150 credit hours.

Students interested in majoring in two areas of business must fulfill the catalog requirements for double majors as seen on page 10 in the catalog including 33 hours (excluding internships and practica) and by meeting the specific requirements for the second major as set forth in the catalog. These practicum and internship hours must be in the designated major field and approved by the Dean of the Oakley School of Business as fulfilling the requirement.

Minor in General Business:

The minor in General Business offers the opportunity for nonbusiness majors to enhance their personal and professional life decisions by obtaining basic business knowledge. This minor will satisfy the pre-requisite requirement for the MBA program at Quincy University and is equivalent to the MBA Pathway. In addition to fulfilling the requirements of their major, students will complete 18 semester hours of business courses.

Required courses: ACC 121 and 221; MGT 300 or MKT 331; FIN 315; ECO 223 and 225. Must also meet minimum University requirements for a minor.

Requirements for a Minor:

Minors in Accounting, Business Analytics, Entrepreneurship, Finance, Management, and Marketing are available to business majors or students with non-business majors. A minor requires 18 semester hours in the specific discipline, not including practica, internships, or courses taken to fulfill major requirements. Must also meet minimum University requirements for a minor.

- **Accounting:** ACC 121 Financial Accounting and ACC 221 Managerial Accounting plus 12 unique hours of Accounting coursework at the 300 level or above.
- **Business Analytics:** BUA301 Introduction to Business Analytics and MGT364 Operations Management plus 12 unique hours of Business Analytics coursework at the 300 level or above.
- **Entrepreneurship:** Requirements for the minor in Entrepreneurship are listed on p. 120.
- **Finance:** ACC 121 Financial Accounting, FIN 315 Business Finance, plus 12 unique hours of Finance coursework at the 300 level or above.
- **Management:** BUS 215 Business Law and MGT 300 Principles of Management plus 12 unique hours of Management coursework at the 300 level or above.
- **Marketing:** MKT 331 Principles of Marketing, ECO 223 Principles of Microeconomics, plus 12 unique hours of Marketing coursework at the 300 level or above.

Course Descriptions for Accounting

ACC 121 Principles of Financial Accounting (3)
An introduction to financial accounting; generally accepted accounting principles and concepts; corporate financial statements; detailed discussion of current and noncurrent assets and liabilities, stockholders' equity.

ACC 221 Management Accounting (3)
An introduction to the role that accounting plays in assisting management in planning, evaluating performance and decision making. Topics include cost-volume-profit analysis, cost behavior, cost estimation, relevant costs for decision making, operational budgeting, and performance evaluation techniques. Prerequisite: ACC 121.

ACC 240 Leadership in Practice - Accounting (1)
Students will gain leadership and teamwork experience through involvement in professional and community service activities related to requirements of the Institute of Management Accountant's Gold Award of Excellence. Students may count 6 credit hours toward degree requirements. Graded P/F.

ACC 311 Intermediate Accounting I (3)
Discussions of accounting environment, process, concepts and theory. General survey of financial statements. Specific topics covered in more detail include accounting changes, cash, investments, receivables, inventories, and time value concepts. Prerequisite: ACC 121.

ACC 312 Intermediate Accounting II (3)
Continuation of ACC 311. Specific topics include plant and equipment, intangible assets, current and contingent liabilities, bonds, earning per share, contributed capital, and retained earnings. Prerequisite: ACC 311.

ACC 313 Government Accounting (3)
An introduction to the accounting principles and reporting for governmental units. Includes budgetary and financial reporting requirements of these organizations. Prerequisite: ACC 121.

ACC 315 Accounting Information Systems (3)
The study of foundational concepts of accounting information systems and the impact of Information Technology upon the design and implementation of accounting information systems. The following topics will be covered: development of systems to satisfy the prevailing financial standards and management needs; systems development; transaction/data processing; data storage including direct access files and data warehousing, and the impact of E-Commerce and E-Business. The study of adequate internal controls and major models in controls including COSO, Corbit and the impact of the Sarbanes-Oxley Act will be integrated throughout the course. Case applications relating to all aspects of accounting information systems as well as theory will be emphasized. Prerequisite: ACC 221.

ACC 321 Cost Accounting (3)
An introduction to cost accounting concepts and fundamentals, emphasizing the flow of cost information through an internal accounting system. Topics include the nature of cost accounting, its terminology, job and process cost systems, allocation of cost, decision making tools, and performance evaluations techniques. Prerequisite: ACC 221.

ACC 370-9 Special Topics In Accounting (1-3)
Individual problems and research work. Prerequisite: permission of instructor and Dean of Business.

ACC 413 Intermediate Accounting III (3)
Continuation of ACC 312. Topics include: revenue recognition and accounting for income taxes, pensions, post-retirement benefits, and leases. In addition, accounting changes, the statement of cash flow and full disclosure concept will be covered. Prerequisite: ACC 312.

ACC 415 Advanced Accounting (3)
Discussion of advanced financial accounting and reporting. Topics include business combinations, consolidated financial statements, foreign currency transactions, segment reporting, interim reporting, and partnerships. Prerequisite: ACC 312.

ACC 417 Federal Tax Law I (3)
Discussion of currently existing Internal Revenue Code together with regulations and rulings concerning income taxation for individuals. Brief introduction to State Income Taxes. Prerequisite: ACC 121 or permission of instructor.

ACC 418 Federal Tax Law II (3)
Continuation of ACC 417. Discussion of existing Internal Revenue Code together with regulations and rulings concerning partnerships and corporate taxation. Introduction to estate and gift taxes. Prerequisite: ACC 417.

ACC 419 Auditing Theory (3)
Discussion of principles and techniques of auditing; internal control, independent audit functions, auditor's opinion, standards of reporting and professional ethics. Prerequisite: ACC 312.

ACC 420 Financial Statement Analysis (3)
This course covers the interpretation, analysis, and evaluation of financial reports from viewpoints of creditors, owners, and investment firms. The impact of general business and specific industry situations, behavior of financial markets, credit or lending criteria, equity investment standards as related to financial statements to determine present and future financial conditions. Prerequisite: FIN 315.

ACC 470-9 Special Topics In Accounting (1-3)
Individual problems and research work. Prerequisite: permission of instructor and Dean of Business.

ACC 480-1 Practicum/Internship in Accounting (1-6)
An assignment involving practical applications of accounting theory. Students will normally work with an accounting or business firm or with a not-for-profit institution within the nearby tri-state area, easily accessible to students and faculty supervisors. Offered on demand only as opportunities are available. See Dean of Business.

ACC 497 Seminar in Accounting (3)
Discussion of contemporary accounting problems from the theoretical and pragmatic viewpoints. Report writing and oral presentations required. Prerequisite: Senior Accounting Majors.

Course Descriptions for Business

BUS 215 Business Law (3)
Origin, nature and growth of law and the role that law plays in modern business. Contracts, sales, personal property, real property and tort liability; wills, insurance and landlord/tenant.

BUS 219 Personal Finance (3)
This course is an introduction to personal financial planning. Financial topics include: careers, time value of money, budgeting, financial statements, use and misuse of credit, purchase decisions, insurance and healthy financial planning. Investment basics including stocks, bonds, mutual funds and asset allocation are also introduced in this course. The purpose of the course is to provide the student with fundamental principles, generalizations and theories of Personal Finance. Students will learn to utilize financial principles to maintain a stable financial future.

BUS 300 Business Fundamentals (5)
The purpose of the course is to present a broad introduction to the functioning of business within the U.S. economic framework. It introduces economic systems, essential elements of business organization, production, human resource management, marketing, finance, and risk management.

BUS 316 Advanced Business Law (3)
Policy and rationale of the law of negotiable instruments, agency, partnership, corporations, accountant's liability, employment laws, federal securities regulation and bankruptcy. Prerequisite: BUS 215.

BUS 370-9 Special Topics (1-3)
Individual problems and research work. Prerequisite: permission of instructor.

BUS 470-9 Special Topics (1-3)
Individual problem and research work. Prerequisite: permission of instructor.

BUS 497 Strategic Management (4)
This course combines issues in strategic management with a computer simulation designed to learn both the theory and application of strategic decision making and the resulting complex business trade-offs and risk taking. For all final semester business seniors.

Course Descriptions for Business Analytics

BUA 301 Introduction to Business Analytics (3)
This course focuses on building the programming and analytics skills necessary to build analytical solutions to business problems. This course begins with a general introduction to the subject of business analytics.

BUA 302 Modeling Methods (3)
This course introduces students to applying predictive models in business areas such as: marketing, finance, supply chain. The course aims to provide a hands-on approach to teach students about models that are applied to make business decisions.

BUA 303 Advanced Modeling Methods (3)
Building on skills and knowledge from BUA302 Advanced Modeling Methods gives business analysts the foundation and tools to implement various prediction algorithms that will allow them to make better data driven decision for their business.

BUA 304 Analytics Communication and Management (3)
This course will focus on enabling and developing skills on communicating results from data mining and predictive analytics to create powerful and convincing visual analytics and presentations.

BUA 402 Marketing Analytics (3)
Building upon probability theory and inferential statistics, this course provides an introduction to Marketing Analytics. Marketing analytics comprises the processes and technologies that enable marketers to evaluate the success of their marketing initiatives. Recommended: BUA 302 Modeling Methods or have comparable knowledge of the material in business statistics.

BUA 403 Risk Analytics (3)
Building upon probability theory and inferential statistics from Business Statistics courses, this course provides an introduction to Risk Analytics. Examples from Economics, Finance, Systems Engineering, and Supply Chain Management will show students how to implement risk models using some of the algorithms and methods that have been covered in the prior business statistics curriculum, and additional algorithms and methods will be introduced. Prerequisites: MAT 125; MAT 150 or ECO 225

BUA 404 Sports Analytics (3)
This course is an introduction to the fundamental principles which apply to the specialized area of Business Analytics of Sports Management and Sports Analytics. The course seeks to provide a foundational understanding to business analytics and introduction to the key algorithmic and tools selection to assist in the solution of sport business problems. Prerequisites: MAT 125; MAT 150 or ECO 225

BUA 413 Advanced Predictive Analysis, Modeling, and Current Advanced Topics (3)
Building upon prior analytics and modeling courses in the program, BUA 403 is a Capstone project-oriented course (Senior Seminar). Students will demonstrate their newly acquired proficiency by selecting a real-world problem set in their selected area of interest. The project may be an optimization project, predictive analysis, or other modern analytics model implementation. The student's industry interest (for example: biological sciences, marketing emphasis, or supply chain management) will combine to provide robust topics that employ business analytics in an industry setting.

Course Descriptions for Finance

FIN 315 Business Finance (3)
An introduction to the principles of financial management. The course emphasizes the three major components of the financial manager's function: financial planning and control, management of working capital, and long term financial opportunities. Prerequisite: ACC 121.

FIN 325 Intermediate Finance (3)
An advanced course in financial management of private and public corporations. Topics covered are valuation techniques, cost of capital, capital budgeting, capital structure, long term financing, working capital management. Prerequisite: FIN 315.

FIN 365 Risk Management & Insurance (3)
The nature and orientation of non-speculative risk in business management and methods of treating them. Major emphasis is on insurance.

FIN 367 Money and Banking (3)
A study of the types and functions of financial institutions and operation of financial markets. Major emphasis is on their function as suppliers of credit to the financial system. Role of government regulatory agencies such as the Federal Reserve, FDIC and others. Prerequisites: ECO 222 and FIN 315.

FIN 420 Financial Statement Analysis (3)
This course covers the interpretation, analysis, and evaluation of financial reports from viewpoints of creditors, owners, and investment firms. The impact of general business and specific industry situations, behavior of financial markets, credit or lending criteria, equity investment standards as related to financial statements to determine present and future financial conditions. Prerequisite: FIN 315.

FIN 427 G: International Finance (3)
This course provides basic financial tools necessary to understand foreign operations, including financial statement analysis, impact of foreign exchange rates, and evaluation of performance in overseas markets. Prerequisite: FIN 315.

FIN 435 Investment Principles Planning and Strategy (3)
Alternative investment instruments, risks, return, and the investment process. Investment environments, analysis and valuation techniques, principles of portfolio management. Prerequisite: FIN 315.

FIN 436 Portfolio Management (3)
Further studies in principles and methods of investing in fixed income, equity and derivative securities. Types of investment, analysis of securities market and the mechanics of trading will be covered, as well as principles of diversification and portfolio analysis. Other topics include security analysis and equity valuation, including economy, industry, and company analysis. Prerequisites: FIN 315 and 435.

FIN 484 Practicum/Internship in Finance (1-6)
An assignment involving practical application of Financial Management. Students will normally work with a business or nonprofit organization in the nearby area, easily accessible to students and faculty supervisors. Offered on demand, subject to availability of practicum opportunity. Approximately 50 hours of practicum are required per credit hour.

Course Descriptions for Management

MGT 300 W: Principles of Management (3)
This course is a treatment of fundamental principles which apply to all management, regardless of the type, size or purpose of the enterprise. The course seeks to integrate the findings of behavioral science with traditional concepts of organizing, planning, leading and controlling. Prerequisite: at least sophomore standing.

MGT 301 Small Business Management (3)
Tools for the entrepreneur, dangers of business ventures, planning, budgeting, forecasting, retail store management, employee relations and legal aspects, geared to small business operation.

MGT 340 G: Organizational Behavior in a Global Context (3)
In an increasingly interconnected global economy, it is highly probable that students, as graduates, will find themselves involved with cultures other than their own at every step of their careers. This course introduces students to the knowledge-set and tools required to succeed in international organizations, working and managing across diverse cultures. Core concepts such as teamwork, leadership, cultural diversity, negotiation, conflict resolution and diversity and gender issues are explored within the framework of cross-cultural settings. Taught in Rome.

MGT 342 Theory of Organizational Behavior (3)
A study of the principles and application of organizational theory, including individual motivation, group dynamics, interpersonal communication, leadership, organizational design, conflicts, and job satisfaction. Prerequisite: MGT 300.

MGT 345 Leadership in Free Enterprise System (3)
This course will provide the student with the opportunity to study the evolution of leadership, various leadership theories and characteristics conducive to leadership development.

MGT 346 Leadership in Practice (1)
Students will demonstrate leadership skills through special projects and group work as assigned and monitored by a faculty mentor. Students may earn a total of four credit hours, one credit hour per semester. Graded P/F.

MGT 347 Transportation Management (3)
This course focuses on the development of strategies for business logistics and international Supply Chain Management, related to transferring goods and services within and across national boundaries. The coverage includes the impact of economic globalization on supply chain transportation strategies, the design of global logistics networks, managerial processes and systems for international production and distribution, role of ports and airports in international product movement, transportation network sustainability, and security and risk management for international logistics.

MGT 348 Supply Chain Management (3)
This course deals with the management of the flow of goods and services, involves the movement and storage of raw materials, of work-in-process inventory, and of finished goods from point of origin to point of consumption. Supply chains cover everything from production to product development to the information systems needed to direct these undertakings. By managing and improving environmental, social, and economic performance throughout supply chains, resources and processes can be optimized, costs can be saved, productivity can be increased, and values can be promoted.

MGT 349 Creativity, Innovation, and New Product Development (3)
This course is to provide a survey of companies that have completely reshaped the landscape of their respective industries within a short period of time. Emphasis is placed on examining the roles of new technologies or radically different approaches to doing business. From the radical innovations that shake up entire industries to the many small innovations that perfect the execution of already successful organizations, innovation can be treated as a process, one that can be managed and turned into a driver of profits and growth through entrepreneurial efforts.

MGT 350 Quality Management & Lean Enterprise (3)
This course will incorporate operations as processes that must be improved. Quality is not a one-off result, so, to achieve it, a focus on continuous improvement in all processes is needed. The steps taken to improve quality must be evidence-based. Suppliers must be held to high standards when it comes to satisfying requirements. Most importantly, focus on customers: their requirements, perceptions, and needs. It also discusses lean enterprise. Any part of the enterprise which does not directly add value to the final product is in need of elimination.

MGT 351 Negotiation & Relationship Management (3)
This course covers the detailed survey of business negotiation skills and strategies designed to help maintain healthy business relationships. It examines the concepts, processes, strategies, and ethical issues related to negotiation, and appropriate conduct in a variety of business contexts.

MGT 352 Fundamentals of Human Resource Management (3)
This course will introduce students to the area of human resource management and its increasing importance in the business community. Strategic implications and competitive arguments will be presented for maintaining a high quality human resource department within an organization. It will be shown that a highly functional human resource department contributes to the smooth operations of any organization (service or manufacturing).

MGT 353 Warehouse Management (3)
This course deals with the day-to-day operations of a warehouse. Warehouse management enables centralized management of tasks such as tracking inventory level and stock locations, routing technologies such as Radio Frequency Identification (RFID) and voice recognition. This course is to provide management with the information it needs to efficiently control the movement of materials within a warehouse.

MGT 360 Health Care Management (3)
This course explores the basic principles and tools of management, including organizational planning, organizing, leading and controlling in a health care setting. This course will further explore competencies, behavioral styles, and values of leadership, as well as roles of leadership and teamwork in driving health care organizational effectiveness.

MGT 364 Operations Management (3)
A study of operations management with emphasis on Manufacturing Resource Planning (MRP II) and an overview of the principles of manufacturing: quality control, capacity planning, and production standards setting. Prerequisite: ECO 225.

MGT 480 Practicum/Internship in Management (1-6)
An assignment involving practical application of management or marketing theory. Students will normally work with a business firm or a nonprofit institution within the nearby tri-state area, easily accessible to students and faculty supervisors. Offered on demand only as opportunities are available. Approximately 50 hours of practicum are required per credit hour.

Course Descriptions for Marketing

MKT 331 Principles of Marketing (3)
Primarily concerned with micromarketing: seeing marketing from a manager's viewpoint. The marketing concept is stressed with emphasis on strategy, planning, determining the marketing mix and behavior of target markets.

MKT 335 Sales Management (3)
The course is broken down into two parts. Lecture and case studies explore the basic fundamentals of salesmanship. The second part deals with managing the sales force, territorial section, methods of compensation and sales forecasting. Prerequisite: MKT 331.

MKT 338 Advertising (3)
Provides a broad perspective and penetrating understanding of advertising—its social and economic function, its role in business, how it works, and its challenges and opportunities. Prerequisite: MKT 331.

MKT 340 Integrated Marketing (3)
This course is to show how to develop a strategy that makes the Internet and digital technology increasingly the focal point of marketing effort. The strategy is based on customer acquisition, lead conversion, customer retention, and growing customer value. Search is where most consumers start the purchasing process on the web and search engine marketing that incorporates both optimization for natural search and pay per click is essential. Email remains a key part of the marketing programs of B2C, B2B, as well as nonprofit marketers, even as consumers continue to migrate to mobile communications and text messaging. Display advertising, for branding and for direct response, is undergoing a renaissance as new formats become available to better engage the viewer. Prerequisite: MKT 331.

MKT 362 Consumer Market Behavior (3)
An analysis of consumer motivation, buying behavior, market adjustment and product innovation, including a survey of explanatory theories of consumer market behavior and producer reactions. This course covers behavioral aspects of the marking process from the producer to ultimate user or consumer. Prerequisite: MKT 331.

MKT 432 Market Research (3)
This course covers the use of behavioral sciences research methods, social processes and structure influences upon marketing activities, demographic variables, studies of promotional activity, and strategy formulation models which provide an analytical structure for the solution of marketing problems. Prerequisites: ECO 225 and MKT 331.

MKT 452 Marketing Management (3)
Course focuses on contemporary thought and theory in marketing management. Exploring new ideas and perspectives in appraising, diagnosing and formulating marketing strategies. Prerequisite: MKT 331.

MKT 482 Practicum/Internship in Marketing (1-6)
An assignment involving practical application of management or marketing theory. Students will normally work with a business firm or a nonprofit institution within the nearby tri-state area, easily accessible to students and faculty supervisors. Offered on demand only as opportunities are available. Approximately 50 hours of practicum are required per credit hour.

CHEMISTRY

Degree Offered: **Bachelor of Science**

Advanced Placement Opportunity:

Consult with the Dean of Science and Technology.

Program Requirements:

Bachelor of Science in Chemistry

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement will be fulfilled through conducting computerized labs and learning how to use the computer for scientific research in all laboratory courses.
3. CHE 150, 151, 205, 302, 303, 309, 311, 321, 349, 401, and 497
4. PHY 211-212 or PHY 223-224
5. MAT 150, 242, 243, and 244
6. BIO 150
7. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

Bachelor of Science in Chemistry

(Forensic Science Concentration)

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. CHE 150, 151, 205, 302, 303, 309, 311, 321, 349, 401, and 497
3. BIO 150, 305, 350
4. MAT 150 and 242
5. PHY 211-212 or PHY 223-224
6. CRJ 101, 242, 340, 343, 347 and 450
7. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

Bachelor of Science in Chemistry

(Pre-Medical Sciences Concentration: Pre-medical, pre-pharmacy, pre-dentistry, pre-veterinary, and pre-physical therapy)

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. CHE 150, 151, 205, 302, 303, 309, 311, 321, 349, 401, and 497
3. PHY 211-212 or PHY 223-224
4. MAT 150, 242
5. BIO 150 plus two 3-hour BIO electives at the 200-400 level.
6. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

Requirements for a Minor (must meet minimum University requirements for a minor):

- **Chemistry:** 24 semester hours consisting of CHE 150,151, 302, 303, and at least one elective at the 200-400 level.
- **Forensic Science:** 26 semester hours consisting of CHE 150, 151, 205; BIO 150, 305 plus 2 hours Biology electives at the 200-400 level; and CRJ 450.

Course Descriptions

CHE 100 Introduction to Chemical Principles (3)
A one-semester survey of the fundamental principles of chemistry. Topics include atomic and molecular structure, inorganic nomenclature, quantitative relationships involving chemical substances and chemical reactions, aqueous ionic and molecular solution theory, and acid-base theory. Two lecture periods and one 2-hour lab per week.

CHE 124 General, Organic, and Biochemistry (3)
A study of general, organic, and biochemistry emphasizing applications to health sciences. Prerequisites: high school algebra and chemistry.

CHE 125 General, Organic, and Biochemistry with Lab (4)
A study of general, organic, and biochemistry emphasizing applications to health sciences. Three lecture periods per week and a 3-hour lab per week. Prerequisites: high school algebra and chemistry.

CHE 131 Introduction to Biochemistry (3)
An introduction to the intersection of chemistry and biology at the molecular level. Topics included will be the chemical nature of the major organic molecules of living organisms, the roles that they play, and how they function independently and with one another to perform structural, enzymatic, and storage functions. Three lecture hours per week. Prerequisite: consent of instructor.

CHE 150 General Chemistry I (5)
A first year course for science majors. Includes measurement, atoms and molecules, chemical reactions, gas laws, thermochemistry, quantum theory, electron configurations, ionic and covalent bonding, molecular geometry, states of matter and solutions. Four hours lecture and a 3-hour lab per week.

CHE 151 General Chemistry II (5)
A continuation of CHE 150. Includes topics in kinetics, chemical equilibrium, acids and bases, solubility, thermodynamics, electrochemistry, nuclear chemistry, coordination compounds, intro to organic chemistry and biochemistry. Four hours lectures and a 3-hour lab per week. Prerequisite: CHE 150.

CHE 205 W: Forensic/Quantitative Chemistry (4)
This course will cover types of samples and how they are prepared, solubility, presumptive testing, detailed discussion on microscopy, extensive coverage of drug analysis and broad coverage of chemical analysis of physical evidence. Three lecture periods and one 3-hour laboratory per week. Prerequisite: CHE 150.

CHE 302 Organic Chemistry I (5)
A comprehensive coverage of the basic principles of organic chemistry. Topics include nomenclature, structure, stereochemistry, chemical reaction mechanisms, nucleophilic substitution and elimination, structure, synthesis, and reactions of alkanes, alkenes, alcohols, and alkyl halides. Also IR, mass spectrometry, and NMR. Four hours lecture and a 3-hour lab per week. Prerequisite: CHE 151 or CHE 125.

CHE 303 Organic Chemistry II (5)
A continuation of CHE 302. Topics include structure, synthesis, and reactions of ethers, epoxides, alkynes, aromatic compounds, ketones, aldehydes, amines, carboxylic acids, enols and enolates. Also UV spectroscopy. Four hours lecture and a 3-hour lab per week. Prerequisite: CHE 302.

CHE 309 W: Laboratory Safety (1)
Topics include flammable and explosive hazards, gas cylinders, oxygen balance, toxicity, carcinogens, handling hazardous substances, waste disposal, and electrical hazards. One lecture per week. Prerequisite: CHE 151.

CHE 311 Organic Mechanisms & Spectroscopy (4)
Mechanisms: study of electron flow and writing arrow pushing mechanisms for organic reactions. Spectroscopy: study of IR, NMR, UN-Vi and Mass spectroscopy. Three lecture periods and one 3-hour laboratory per week. Prerequisite: CHE 302.

CHE 321 Biochemistry (4)
The basic concepts of biochemistry. Chemistry and metabolism of proteins, carbohydrates, and lipids. Chemistry of respiration; bioenergetics. Three lecture periods per week and one 3-hour laboratory per week. Prerequisite: CHE 302.

CHE 322 W: Advanced Biochemistry (4)
A continuation course of CHE 321 that will delve into more specific aspects of biochemical processes including the investigation of biochemical pathways and mechanisms of their regulation in response to internal and external signals. Three lecture periods per week and one 3-hour laboratory per week. Prerequisite: CHE 321.

CHE 349 Inorganic/Organometallic Chemistry (4)
First half of the semester topics include VSEPR, symmetry, HSAB, CFT, and CFSE. Second half of semester topics include the eighteen electron rule, survey of ligands, geometry, Pi back bonding, metal-metal bonds, and catalytic cycles. Three lecture periods and one 3 hour laboratory per week. Prerequisite: CHE 151.

CHE 350 Agricultural Chemistry (4)
A study of general, organic, and biochemistry. Topics include recognizing common elements and compounds, organic functional groups, biological molecules, and chemical interactions. Students will learn to calculate quantities necessary for chemical reactions, for preparing solutions and buffers, and for other stoichiometic relationships. Three lecture periods per week and a 3-hour lab per week. Labs will have an emphasis on applications to agricultural interests.

CHE 401 Physical Chemistry I (4)
Topics include properties of gases, thermodynamics, equilibrium, electrochemistry, and chemical kinetics. Three lecture periods and one 3-hour laboratory period per week. Prerequisites: CHE 151.

CHE 402 Physical Chemistry II (4)
Continuation of CHE 401. Modern chemistry: quantum mechanical treatment of atomic and molecular structure and statistical thermodynamics. Three lecture periods and one 3-hour laboratory period per week. Prerequisite: CHE 401.

CHE 410 Introduction to Chemistry Research (1-3)
Highly recommended for chemistry majors. This course will give students an opportunity to work on their own independent chemistry research project. The students will have a faculty member to develop and carry out that project. Projects will introduce students to primary research, different chemistry techniques, and real world experience with the scientific method.

CHE 470-9 Special Topics (1-4)
Special topics in chemistry depending upon demand and staff.

CHE 497 Seminar (1)
Required of all Chemistry majors. Prerequisite: Senior standing and faculty approval.

CLINICAL LABORATORY SCIENCE

Degree Offered: **Bachelor of Science**

A student interested in Clinical Laboratory Science (Medical Technology) should contact the University's clinical laboratory science coordinator early in the undergraduate program to acquire information about each hospital's med tech program. In every case, enrollment is limited by the size of the class, and completion of coursework including clinical experience is required for eligibility to take the certifying examination. Courses taken during the fourth or clinical year are added to the student's official Quincy University transcript according to credit hours and letter grades earned.

Affiliations

Quincy University is academically affiliated with:

- Mercy Hospital St. Louis, School of Clinical Laboratory Science, St. Louis, MO
- OSF HealthCare Saint Francis Medical Center, Peoria, Illinois

Program Requirements:
The first three years of this curriculum are fulfilled in residence at Quincy University. The fourth year is a 12-month period of clinical instruction (the length may vary in some schools) taken from an affiliated school of clinical laboratory science approved by the National Accrediting Agency for Clinical Laboratory Science (NAACLS). Quincy University cannot guarantee placement in any clinical program. Students should try to attain at least a 3.0 to aid their chances of being accepted.

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement will be fulfilled through conducting computerized labs and learning how to use the computer for scientific research in all laboratory courses.
3. Core classes: BIO 150, 151, 232, 282, 283, 305, and 410.
4. Required Science classes: CHE 150,151, 302, and 303 (CHE 321 highly recommended); PHY 211 and 212.
5. One semester of mathematics at the highest level for which the student is prepared with college algebra as a minimum.
6. One semester each of computer science and statistics.
7. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.
8. The student needs a minimum of 39 semester hours at the 300-400 level (all courses) to receive a degree.
9. Major courses are considered those taken at the clinical institution.
10. PHI 323 Bioethics is highly recommended.

Course Descriptions

The following courses are those taught at affiliated hospitals to complete the fourth year of the program for a B.S. in Clinical Laboratory Science. These courses have been defined, structured, and approved by the affiliated hospitals and Quincy University. Majors in CLS should understand that the program is a cooperative program and that Quincy University is not in sole control of courses or course content. Because of varying hospital schedules, diplomas for CLS majors will be dated in August following the fourth year clinical lab program in hospital.

BIO 413 Clinical Microbiology I (4-8)
Theory and practice of the isolation and identification of pathogenic bacteria through culturing morphology, biochemical and/or serological tests and their antibiotic susceptibility.

BIO 414 Clinical Microbiology II (1-3)
Theory and practice of the isolation and identification of fungi, rickettsia, and viruses using various clinical techniques.

BIO 418 Clinical Hematology (4-8)
Theory and practice of the origin, development, physiology, and diseases of the formed elements of the blood/bone marrow. Clinical methods in counting, differentiation, and etiology are included.

BIO 419 Clinical Hemostasis (1-2)
A study of the platelet, vascular, coagulation, and fibrinolytic systems. The relation of blood clotting to the disease state is included.

BIO 421 Clinical Immunology (2-3)
A study of the principles of the protective and adverse aspects of the cellular and humoral immune responses. Antigen-antibody reactions of clinical significance are included.

BIO 422 Immunohematology Clinical (3-8)
A study of the red cell antigen-antibody systems, antibody screening and identification, compatibility testing, cross-matching, blood component preparation, and transfusion therapy.

BIO 425 Special Topics in Clinical Laboratory Science (1)
Involves medical ethics, patent approach, phlebotomy techniques, lab safety, lab computer systems and lab instrumentation.

BIO 426 Clinical Management and Education (1)
A basic introduction to the principles and theory of management and education in the clinical lab. Legal aspects of the lab are discussed.

CHE 420 Clinical Chemistry I (4-6)
Theory and practice of analytical biochemistry as applied to the pathological state. Quality control and statistics are involved.

CHE 421 Clinical Chemistry II (4-6)
Theory and practice of chemistry as applied to tests for drugs, hormones, urine, and body fluid analysis.

COMMUNICATION

Degree Offered: **Bachelor of Arts**

Communication integrates scholarly analysis of communication with the development of professional skills in electronic media, public relations, news editorial and professional communication. The curriculum is designed to develop sensitivity to marginalized social groups and limited environmental resources in a dynamic global and technological environment. The faculty challenge students in all areas of emphasis to think critically and communicate clearly in both written and oral forms. Learning outcomes include specific objectives in writing, oral communication, scholarly research and working knowledge of the psychological/social/political environment of verbal and non-verbal communication.

Communication offers professional competence sequences in Multimedia Journalism, Public Relations and Strategic Communication, and Sports Communication. An interdisciplinary major in Communication and Music Production is described in the next section.

Advanced Placement Opportunity:

Credit for prior learning or life experience may be granted, at the discretion of program area faculty, upon review of a portfolio.

Special Program:

Membership in the National Communication Honor Society, Lambda Pi Eta (Kappa Lambda Rho chapter), is available to qualifying students with a major or minor in Communication.

Program Requirements:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The majority of required communication courses fulfill the technological literacy requirement.
3. COM 394 is required to meet the Ethics requirement.
4. Professional competence sequence (student must choose one of the following sequences):
   a. Multimedia Journalism:
      1) COM 200, 205, 210, 330, 351, 353, 361, 363, 380, 385, 387, 390, 391, 394, 395, 396, 497.
      2) Six hours of media practicum.
      3) Recommended Support courses: Nine hours of support courses as approved by your advisor.
   b. Public Relations and Strategic Communication:
      1) COM 200, 205, 210, 330, 351, 353, 363, 381, 383, 390, 393, 394, 395, 396, 497.
      2) Three hours of media practicum.
      3) Recommended Support courses: Nine hours of support courses as approved by your advisor.
   c. Sports Communication:
      1) Complete either Multimedia Journalism or Public Relations and Strategic Communication concentration and add the following courses: SPM 263 or 264, SPM 351, 364, 430, COM 346 (for Multimedia concentration) or COM 364 (for Public Relations and Strategic Communications concentration).
      2) Three hours of practicum.
5. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.
6. Successful completion of all components of the assessment program as outlined in the handbook for Communication majors.

Requirements for a Minor:

1. Core courses (nine hours): COM 200, 205, and 210.
2. Nine credit hours in Communication courses at the 300-400 level chosen in consultation with a member of the Communication faculty to support specific professional and personal goals.
3. A grade of “C-” or better is required in all courses applicable to the minor.
4. Must also meet minimum University requirements for a minor.

Course Descriptions

COM 101 Fundamentals of Public Speaking (3)
Preparation and delivery of effective oral communication with emphasis on research, organization and delivery.

COM 200 Understanding Media (3)
Overview of newspaper, magazine, motion picture, radio, television and developing media. Includes history, role in social change, media processes and resultant biases.

COM 201 Film Appreciation (3)
Overview of the historical and technological development of film and its relationship to society. Introduction to film theory and criticism, including formal aspects of cinema, tools for stylistic analysis and ideological implications of film. Same as FNM 201.

COM 205 W: Communication and Human Behavior (3)
A study of human communication and language process; speaking and listening; semantics and meaning.

COM 210 W: Media Writing: News (3)
This course establishes a foundation for journalistic and public relations writing with a focus on the various types of news media, including print, broadcast, and online outlets. The course stresses proficiency in reporting, interviewing, and writing, with attention to standard usage and formats as well as professional norms and style. Prerequisite: ENG 111 and 112 or consent of instructor.

COM 256-7 Practicum: Newspaper Reporting (1)
Students work on a student newspaper, The Falcon, as reporters and writers. Prerequisite: COM 210 or pass writing exam.

COM 258-9 Practicum: Newspaper Editing (2)
Students work on the student newspaper, The Falcon, as editors. Prerequisite: COM 256-7, ART 395 or pass writing exam.

COM 267-8 Campus Broadcasting: Radio (1-3)
Students experience hands-on practice in the planning and execution of radio broadcast through campus media. Need to meet 50 clock hours for each one-hour credit taken.

COM 320 Comparative Media Systems (3)
Compares how media of other countries function with those of the United States along political, economic and cultural lines. Systems to be studied include the British BBC, communist (the former Soviet Union and China), and developing media in sub-Saharan Africa. Concludes with a look at how these systems interact internationally.

COM 325 Legal Research (1-3)
This course introduces the sources and processes of conducting and reporting legal research. This course may be repeated.

COM 330 W: Media Writing: Online (3)
This course focuses on writing news content for radio, broadcast and web outlets. Students will develop fluency and flexibility in writing for electronic media outlets. Students will contribute to campus media distribution platforms. Prerequisites: COM 210. Fulfills technological literacy requirement for Communication Majors.

COM 337-8 Practicum: QU Media Writing/Reporting (1-3)
Students develop stories and create content for the QU Media website; the umbrella in which all students operate under. Prerequisite: COM 210 or pass writing exam.

COM 340 Small Group Communication (3)
Examination of communication principles in the small group setting. Includes consideration of task and interpersonal dimensions, cohesiveness, conformity and approaches to leadership.

COM 346 Fundamentals of Sports for Broadcasting (3)
The goal of this course is to prepare the sport communication professional to understand the rudiments of eight major sports in order to provide print and electronic media coverage. The course will include information, theory, and broadcast application of the rules, procedures, and common strategies of each sport.

COM 347-8 Practicum: GLVC Sports Network Reporting/Broadcasting (1-3)
Students produce and broadcast pre-game and post-game content and serve as play-by-play and color commentary talent and technical directors for broadcasts that stream on the GLVC Network.

COM 350 Interpersonal Communication (3)
Introduces the complex interaction of social and psychological forces operating in human communication. Theories considered in the context of real communication situations in industry, education, medical and legal practice, as well as in empirical research. Recent research results will be discussed.

COM 351 GW: Intercultural/ Cross - Cultural Communication (3)
Overview of the study of cross-cultural communication. Includes a survey of non-Western culture, communication concepts, intercultural communication problems and approaches to their resolution.

COM 352 Women, Minorities and Media (3)
Seminar in language and media use by dominant versus minority culture. Quantitative and qualitative presence of minority cultures in media history, industry and content. How the media function as social forces to engender inequality; media role in protest and reform in women's rights and civil rights agitation.

COM 353 D: Politics and the Press (3)
Uses lectures, discussions and audio-visual materials to examine the role of communication in American politics. Begins with communicative aspects of the campaign and then considers the part communication plays for a politician. Specific topics include persuasive, intrapersonal, interpersonal, small group, public (debates and speeches) and mass communication (political advertising, televised performances) aspects of politics. Attention paid to how an elected official governs through the use of the various channels and types of communication.

COM 354 D: Cultural Representation in Cinema (3)
An introduction to issues of diversity as represented within American cinema. Provides an overview of the industrial, social, cultural, and aesthetic factors that contribute to cinematic representations of race, class, gender, and sexuality. Same as FNM 354.

COM 355 Communication and Social Change (3)
Role of communication in technology and information diffusion systems on local, regional, national and international level; change agents, product life cycles, stages of adoption, etc.

COM 356-7 Practicum: Newspaper Reporting (1)
Students work on the student newspaper, The Falcon, as reporters and writers. Prerequisite: COM 210 or pass writing exam.

COM 358-9 Practicum: Newspaper Editing (2)
Students work on the student newspaper, The Falcon, as editors. Prerequisite: COM 210 or pass writing exam.

COM 361 Principles of Performance (3)
The course emphasizes development and performance of scripts before microphone and camera. It is designed to help students develop and present professional and broadcast quality script productions and to provide an understanding of the relationship between performer and production.

COM 363 W: Technical Communication and Research Methods (3)
This course provides the student with a working knowledge of various types of technical and scientific communication, basic methods of statistical analysis in the field of communication, and basic research methods in communication. Prerequisites: ENG 111 and 112.

COM 364 Public and Media Relations in Sport (3)
An analysis of the role of the media and public relations in sport organizations. The appropriate methods and theories will be presented as well as their application in the professional, intercollegiate and commercial sport industries. The relationship between sport organizations and the print and electronic media will be explored and how that relationship is vital to the success of the sport organization will be emphasized. (Same as SPM 364)

COM 365 Electronic Technologies and Society (3)
Emphasis on computer interfaces with radio, video, and new media. Explores the nature of electronic technologies and their impact on everyday life. Prerequisite: COM 384 or consent of instructor.

COM 367-8 Campus Broadcasting: Television (1-3)
Students experience hands-on practice in the planning and execution of television broadcast through campus media. Need to meet 50 clock hours for each one-hour credit taken. Prerequisite: COM 385 or consent of instructor.

COM 369 W: Fundamentals of Film and Script-writing (3)
The course introduces the elements of visual and verbal storytelling through script-writing and contemporary video production technology. The course will provide an overview of filmmaking-from script and storyboard through editing and post-production-with special emphasis on script-writing and pre-production processes. Same as FNM 369.

COM 370-9 Special Topics (3)
Special topics in communication and writing depending upon demand and staff. Topics may include popular culture, feature, sports, and editorial writing, and writing for publication.

COM 380 Principles of Journalism (3)
Combines journalistic reporting and writing skills with journalism concepts. The skills portion may include writing investigative articles, entertainment reviews, business and science articles, columns and editorials. Concepts covered include beat reporting, the First Amendment, journalism's role in a democratic society, influences of ownership and work routines, and interacting with sources.

COM 381 Principles of Public Relations (3)
Study of and practice in the tools of effective and ethical communication between an organization and its publics. Introduces public relations management techniques, PR models, creation and analysis of messages to address internal, media, and community publics. Prerequisite: COM 210.

COM 382 W: Business Communication (3)
This course will provide the opportunity for students to learn the skills and strategies necessary to become effective business communicators. This course counts toward a minor in writing but does not fulfill the Bonaventure Program requirement in literature or count toward the English major. Prerequisites: ENG 111 & 112. (Same as ENG 382)

COM 383 Public Relations Campaigns (3)
Planning and execution of public relations programs and projects. Practice in research, planning, selection of audiences, messages and media, and evaluation of effects. Simulated agency setting. Creative project in service to community client. Prerequisite: COM 381.

COM 384 Principles of Audio Production and Performance (3)
Overview of audio production for radio, television, and multimedia projects. An introduction to the basic techniques and aesthetics of audio production including voice and articulation activities. Lab time and assigned projects provide "hands on" experience with the ideas and techniques discussed in class.

COM 385 Principles of Television Production (3)
Techniques and aesthetics of video production. Provides working knowledge of producing, directing, scripting, creating sequences, aesthetics and professional production attitude. Production assignments and observation of working professionals.

COM 386 Communication in Culture (3)
This course is a broad introduction to key topics in communication and culture, including different theoretical perspectives and approaches within communication and culture studies. The areas studied include: structuralism and semiotics, folk and popular culture, and tools for the analysis of communication in culture.

COM 387 Advanced Field Production (3)
Advanced field production involving scripting, field shoots, remote shoots, and editing. Advanced technologies in the area of post-production editing will be introduced in the Media Lab, and students will be responsible for development of script ideas, scheduling, and project completion. Prerequisite: COM 385 or instructor permission.

COM 389 Client-Based Video Production (3)
Advanced video production course centered around working with clients, deadlines and budgets. Incorporates entrepreneurial aspects as part of the Coleman Foundation initiatives. Prerequisites: COM 385 and COM major or minor, or consent of instructor.

COM 390 Communication Law (3)
Provides understanding of historical, legal and ethical issues involved in freedom of expression. Principles and case studies in communication law, constitutional guarantees, libel, privacy, contempt, privilege, copyright, regulatory agencies, public policy. Discussion of major court decisions in each area of communication law and historical/political climate out of which the cases emerged provide the framework for the course. Prerequisite: junior/senior standing.

COM 391 Writing for Electronic Media (3)
This course provides extensive practice in writing for radio and television broadcast as well as for a variety of online outlets. Prerequisite: COM 330 or consent of instructor.

COM 392 Feature and Editorial Writing (3)
This course provides extensive guided practice in writing extended features, columns, and other non-fiction genres for magazines, newspapers and online outlets. Prerequisite: COM 330 or consent of instructor.

COM 393 Writing for Advertising and Commercial Communication (3)
This course provides in-depth exploration and opportunities for practice in copyrighting for advertising and other commercial purposes. Projects will reflect an understanding of the role of market research and an emphasis on development of comprehensive campaigns and portfolios. Previous courses in marketing and media writing suggested but not required.

COM 394 E: Ethics in Media and Communication (3)
This course guides students in the interpretation and application of major ethical theories and professional codes to the types of decisions frequently encountered in the practice of journalism, public relations, and advertising.

COM 395 Publication Workshop (3)
A hands-on focus of the production of printed and electronic publications like magazines, zines, and newspapers. Students conduct market research, curate and edit content, create editorial illustrations, practice photojournalism, and design publications with an emphasis in page-layout.

COM 396 Social Media (3)
Students will be introduced to the basics of social media with a practical application. This course will focus on content creation, aggregation, engagement and analytics. The course will examine communication theory as it applies to social media, journalism principles, and advertising and marketing applications. Students will be required to create and maintain social media accounts and a WordPress blog. Students will study several platforms including Facebook, Twitter, Instagram, YouTube, Pinterest and LinkedIn. Students will gain a working knowledge of social media best practices and develop an ethical framework for content dissemination.

COM 480/481 Practicum/Internship (1-3)
On-the-job training in the media professions, preferably in the area of the student's major interest – reporting, editing, photography, advertising, public relations, electronic communication – at a newspaper, radio station, television station, news bureau, public relations agency, advertising agency or other communication operation. At the same time, it is a university course carrying academic credit and culminating in a letter grade. Approval of the internship coordinator should be obtained before applying for an internship. Prerequisites: 9 hours of COM courses.

COM 497 W: Senior Seminar (3)
Theory, literature and research methodologies of interpersonal, print, persuasive and electronic communication. Includes content analysis, survey research, historiography and focus groups. Theory-based applied project or senior thesis. Prerequisite: senior standing.

COMMUNICATION AND MUSIC PRODUCTION

Degree Offered: **Bachelor of Arts**

This interdisciplinary curriculum is designed to combine, develop, and render a variety of skills and competencies in the fields of communication and music production. This degree offers a fresh, alternative approach to understanding and addressing the challenges of a rapidly advancing technological world. As in other professional communication degrees, learning outcomes include specific objectives in writing, oral communication, scholarly research and working knowledge of the psychological/social/political environment of verbal and non-verbal communication. Additionally, students experience extensive hands-on training with audio/video and music software as well as applied music training and music ensemble performance experience.

Expertise is gained in the areas of recording studio production, music performance and composition, film and video production, radio and television production, field recording production, and other areas of the music business.

Advanced Placement Opportunity:

Credit for prior learning or life experience may be granted, at the discretion of program area faculty, upon review of a portfolio.

Program Requirements:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement is fulfilled by completion of COM 384 Principles of Audio Production and Performance and COM 385 Principles of Television Production.
3. All majors must enroll in Concert Attendance (MUS 070) every semester until five semesters are successfully completed.
4. Communication courses (21 hours):
   - COM 210, 384, 385.
   - Choose from the following (9 hours): COM 350, 381, 396, 387.
5. Music courses (27/28 hours):
   - MUS 070, 113, 114, 115, 116, 117 and 310 (14 hours).
   - Choose from the following (6 hours): MUS 213, 214, 218, 311, or 312.
   - Applied Music and/or Music Ensembles (7-8 hours).
6. INT 480 Internship – Music Production (3 hours) or COM 480/481 (3 hours).
7. 27 semester hours of Electives outside Music (MUA and MUS) and Communication (9 hours at 300-400 level).
8. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.
9. Successful completion of all appropriate components of the assessment program as outlined in the handbooks for Communication majors and Music majors.

The following courses are recommended to fulfill a contract minor in COM and MUS Management: MGT 301, MKT 338, MKT 335, ENT 331, ART 395.

COMPUTER SCIENCE

Degree Offered: **Bachelor of Science**

The major in Computer Science is based on the curriculum recommendations of the Association of Computing Machinery (ACM). It offers a broad range of computing concepts with a strong foundation in programming skills. The curriculum is intended for the preparation of a computer science professional who will be working in business, industry, or government service. For those students who desire graduate studies in Computer Science the curriculum offers the courses that are recommended by graduate departments of Computer Science. The major in Computer Information Systems is a multidisciplinary degree that includes Computer Science and Business. It is aimed at those students who will go into careers with an emphasis on the information management aspects of business. It contains a strong Computer Science component along with a background in Business.

Program Requirements:

Computer Science Major

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement will be fulfilled by completing the computer science courses required for the major.
3. Required courses toward major: CSC 115, 150, 160, 250, 300, 310, 320, 340, 360, 390, 410, 450, 495, and 496.
4. Required courses outside the major: MAT 125 or 4 years of high school mathematics, and MAT 252
5. A cumulative 2.0 grade point average is required in the major. No more than two courses below the grade of “C-” within the major will be accepted.
6. A minor outside the field of Computer Science is strongly encouraged.

Computer Information Systems Major

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement will be fulfilled by MIS 305 plus completion of the computer science courses required for the major.
3. Required courses toward major: CSC 115, 150, 160, 250, 300, 320, 410, 495, and 496.
4. Required business support courses: BUS 219; ECO 222, 223, 225; FIN 315; MKT 331; MGT 300 and MIS 305.
5. Required courses outside the major: MAT 125 (or 4 years of high school mathematics), MAT 252, COM 101, PSY 100.
6. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.
7. COM 382 is highly recommended.

Requirements for a Minor:

For a minor in Computer Science, a student must complete 18 hours in Computer Science. This will include CSC 150 and 160. Nine of the additional twelve hours must be at the 300 or 400 level (exclude CSC 350). Must also meet minimum University requirements for a minor.

Course Descriptions

CIS 101 Introduction to Information Technology (3)
This course is primarily aimed at exposing students to important areas of information technology: computing concepts and definitions, application software, computer networks, and an overview of computer science topics. Various aspects of choosing, evaluating and configuring a computer system will also be discussed. In addition, students will learn about various social issues and the impact of information technology on society. The course will also cover aspects of web page design.

CSC 115 Introduction to Computer Science (3)
This course introduces students to the fundamental concepts through a survey of the major sub-areas of the field. Included are historical foundations; algorithmic foundations; hardware basics; software basics; computer systems and applications; concepts of computer programming and programming languages; social and ethical issues in computing. Each area will be explored in lectures and in laboratories.

CSC 150 Computer Programming I (3)
An introductory course to problem-solving techniques and computer programming using an object-oriented programming language. Topics include decisions, loops, methods, I/O, arrays, and strings. This course will meet for two lectures and two lab hours per week.

CSC 160 Computer Programming II (3)
A continuation course of CSC 150. Additional fundamental concepts of problem-solving methods using the object-oriented model will be covered. Classes, Inheritance, Interfaces, and Polymorphism will be covered. File handling techniques, event handling, Graphic User Interfaces (GUI) will be introduced. This course will meet for two lectures and two lab hours per week. Prerequisite: CSC150.

CSC 200 Computer Science Experience (1)
Students will explore the front end of computer science related areas, work on academic related extracurricular projects and gain teamwork experience. Topics include but are not limited to, game design and development, drone programming, virtual reality, artificial intelligence, 3D printing. Prerequisites: none. Graded P/F.

CSC 240 Introduction to Python Programming (3)
The course is designed to provide an introduction to the Python programming language. Topics include control statements, Functions, Sequences, Dictionaries and Sets, Arrays, Files, and Object-Oriented Programming.

CSC 250 Software Systems (3)
An exploration of the Linux operating system This course covers the basics of systems programming in a UNIX environment. Topics include files and directories, memory management, process control, signals, inter-process communication (IPC), and socket-based network programming. Shell programming will be introduced. Prerequisites: CSC 115 and CSC 150

CSC 300 Program Design Using Data Structures (3)
Methods for designing program using algorithms and data structures. Design of algorithms for efficient implementation and manipulation of data structures. Data structures such as stacks, queues, and trees will be studied. Hashing functions and other file handling algorithms will be covered. An emphasis on program design using objects and abstract data types will be continued. Prerequisites: CSC 160 and either MAT 125 or 4 years of high school mathematics.

CSC 310 Analysis of Algorithms (3)
An extensive treatment of the design, analysis, and complexity of algorithms. Searching and sorting algorithms, polynomial and matrix algorithms, graph theoretic algorithms. Introduction to complexity theory. Prerequisites: CSC 250 and 300 and MAT 252.

CSC 320 Database Systems (3)
This course introduces basic concepts of database systems, with emphasis on the relational data model and SQL, conceptual modeling and database design, and database programming techniques. Students will develop a nontrivial web-based database application system using query language and a high-level programming language. Prerequisite: CSC 300.

CSC 340 Computer Architecture (3)
Computer organization and design, from gate-level logic through instruction set architectures. Review of digital logic. Machine instructions. RISC architectures. Computer arithmetic. Processor data path and control. Memory hierarchies. Input and output interfacing. Prerequisites: CSC 115 and MAT 252. (Same as CYB 340)

CSC 350 E: Computer and Information Ethics (3)
This course introduces the major issues surrounding the use of computers in our society, covering different theories of ethical decision - making, current information technology related issues, such as networked communication, intellectual property, information privacy, privacy and government, computer and network security and professional ethics.

CSC 352 Introduction to Data Science (3)
The primary goal of this course is to introduce students to Data Science. Topics include data collection and cleaning methods, exploring and visualizing data, and analyzing and using basic concepts of statistical analysis. Students will obtain hands-on experience using the Python programming language. Prerequisites: CSC 160 and MAT 252.

CSC 360 Introduction to Software Engineering (3)
This course introduces the basic concepts of software engineering. Students will learn software design techniques using an object-oriented programming language. Topics include software life cycle models, system requirements analysis, object-oriented testing, design using UML, software validation, and project management. Prerequisite: CSC 300

CSC 361 Introduction to Artificial Intelligence (3)
An introduction to the basic concepts and principles of artificial intelligence. Topics include: problem solving methods, knowledge representation, logical and probabilistic reasoning, planning, and AI applications. Prerequisites: MAT 252 and CSC 300.

CSC 362 Machine Learning (3)
This course provides an overview of many concepts, techniques, and algorithms in machine learning. Topics include supervised linear techniques (regression, logistic regression, and support vector machines) and unsupervised techniques (clustering, dimensionality reduction). The course will cover concepts behind several machine learning algorithms without going deeply into mathematics, and the particular emphasis will be placed on application. Prerequisites: CSC300 and MAT 252.

CSC 390 Web Programming (3)
A study of various web programming tools and methods as currently used on the Internet. Topics such as HTML, XHTML, JavaScript, XML, CGI and PHP will be covered. Prerequisites: CSC 150 and 250.

CSC 410 Computer Networks (3)
Basic principles involved in the design of computer networks. Topics include network standards, analog and digital transmission, framing, error, and flow control, routing, and internetworking. Prerequisites: MAT 252, CSC 250 and 310, or senior standing as a CIS major.

CSC 430 Mobile Programming (3)
This course covers topics on mobile application programming, including use of a standard integrated development environment, debugging, user interface creation, and development of application of graphics, animation, database, multithreading, networking and interaction with hardware sensors. Prerequisite: CSC 360.

CSC 440 Information System Security (3)
This course aims to cover the knowledge needed by students to become a security professional that can demonstrate the ability to design, implement, and maintain the correct security posture for an organization, based on the complex environment in which today's organizations exist. Topics include network security, compliance and operational security, threats and vulnerabilities, software development security, access control and identity management, cryptography and application, data and host security. Prerequisites: Senior standing and consent of instructor.

CSC 450 Operating Systems (3)
An introduction to the basic concepts of modern computer operating systems. Coverage of operating system functions and structure, process scheduling and synchronization, deadlock memory management, virtual memory, and file systems. Prerequisites: CSC 250 and 340.

CSC 463 Game Design (3)
This course introduces game design principles, theory, and game programming. Topic includes the structure of games, game elements, conceptualization, prototyping, communication, and project management. Students will work in teams to develop and test digital games.

CSC 470-9 Special Topics (1-3)
Special topics in Computer Science depending upon demand and staff. Prerequisite: consent of instructor.

CSC 480 Practicum (1-3)
Qualified students are assigned to host organizations for practical experience under the supervision of a company administrator and the guidance of the instructor. Normally the student will submit a paper describing his experiences in academic terms. Prerequisite: Senior standing and consent of instructor. Graded P/F.

CSC 495 W: Capstone Computing Project I (2)
This is the first of a two-semester capstone course for computer science majors. It is intended to bring together and use many of the concepts and skills learned in other courses in the curriculum. Students will study software engineering concepts and theories and apply them in the capstone project. Students will take part in the design and development of a significant software product. Prerequisites: Senior standing as a Computer Science major and CSC 360.

CSC 496 W: Capstone Computing Project II (2)
This is the second of a two-semester capstone course for computer science majors. It is intended to bring together and use many of the concepts and skills learned in other courses in the curriculum. Students will study software engineering concepts and theories and apply them in the capstone project. Students will take part in the design and development of a significant software product. Prerequisite: CSC 495.

CRIMINAL JUSTICE

Degree Offered: **Bachelor of Science**

Program Requirements for Criminal Justice Major:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement will be fulfilled by CIS 101 Introduction to Information Technology. An alternative computer course may be used with the permission of the Criminal Justice Department if an alternative course meets the student's needs.
3. 36 hours of coursework in Criminal Justice at the 200-400 level.
4. Required courses: CRJ 101, 242, 245, 246, 310, 340, 343, 344, and 6 credit hours of practicum (CRJ 480/481); CRJ 347 (strongly recommended) or POL 364.
5. Required support courses: SOC 200; SOC 330; POL 200 and 260; MAT 150 or SOC 230; PSY 100 and 312 and CIS 101.
6. The comprehensive experience calls for the completion of 6 credit hours of practicum experience and a written report based upon the practicum experience.
7. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.
8. Students who double major in Psychology and Criminal Justice must complete the Psychology Research Methods sequence, therefore the Criminal Justice support courses of MAT 150 or SOC 230, and SOC 330 are waived. Students must complete two of the three required practica (two Criminal Justice and one Psychology) and must substitute a 300-400 level Criminal Justice or Psychology elective in the area of the practicum not taken.

Requirements for a Minor:

18 hours of Criminal Justice coursework including CRJ 101 and 343, plus 12 hours at the 200-400 level (excluding CRJ 480/481). Must also meet minimum University requirements for a minor.

For a minor in Forensic Science, see Chemistry.

Course Descriptions

CRJ 101 Introduction to Criminal Justice (3)
An introduction to the history, structure, and functions of the various elements of the American criminal justice system.

CRJ 150 Basic Alcohol and Drug Information (3)
An overview of the various chemicals of abuse, this course is designed to acquaint the student with the basic abuse processes of the various chemicals. Primarily for general student interest, the course focuses upon the properties, risk for abuse, and prevalent understanding of various drugs.

CRJ 242 Law Enforcement Procedures (3)
Procedures and techniques for gathering and analyzing information, conducting interrogations, and preparing criminal cases for trial. Prerequisite: CRJ 101.

CRJ 245 Juvenile Delinquency (3)
Various conceptions of the nature of juvenile delinquency and its causes; the juvenile court movement; juvenile detention; treatment of juvenile offenders; delinquency control programs. (Same as SOC 245)

CRJ 246 Foundations of Criminal Law (3)
The development of law as a means of social control from the earliest times up to the present constitutional, statutory, and case law in the United States. Prerequisite: CRJ 101. (Formerly CRJ 346)

CRJ 310 W: Criminal Behavior (3)
An overview of the major etiological theories relating to criminal behavior in contemporary society. Special emphasis will be given to applying those theories in the practical world of the criminal justice system. Course will also deal with the motivations and psychopathology of disturbing behaviors such as rape, robbery, violent assaults, fire starting, animal cruelty, homicide, etc. (Formerly CRJ 210)

CRJ 320 Homeland Security (3)
This course provides a comprehensive overview of homeland security and terrorism. Students will examine the foundation for Homeland Security, the role of Homeland Security in preventing and responding to terrorist threats as well as their other activities. The course encourages students to think critically and analyze current problems inherent to homeland security and terrorism.

CRJ 330 GW: Organized Crime (3)
This course introduces students to organized crime from a global perspective and examines the history and development of American organized crime, characteristics, definitions, types and theoretical paradigms of organized crime, criminal activity associated with organized crime and domestic and international efforts to combat both American and transnational organized crime. It examines the evolution of organized crime and its impact on investigative and prosecutorial strategies. The course will look at a number of national and transnational crime groups.

CRJ 331 Crime Analysis and Criminological Research (3)
An introduction to basic methods for the quantitative analysis of data on criminal activity and other criminal justice statistics. Research methodologies for data collection, evaluation, interpretation and presentation are introduced and examined as well. Techniques for information management and dissemination are also reviewed.

CRJ 335 White Collar Crime (3)
This course presents an overview of white collar crime. Students will explore theories of causation of white collar crime and corporate criminal liability. The investigation, prosecution and sentencing of white collar offenders will be examined. The course differentiates between white collar crime and street crime.

CRJ 340 D: Police and Society (3)
Police work as a career. The nature and functions of police work, and the role of police work in a democratic society. Prerequisite: CRJ 101.

CRJ 341 Loss Prevention Strategies (3)
Offers a systemic overview of the operational principles and practices utilized in public and private protective services. In addition to detailed analyses of internal and external loss prevention strategies, this course will also explore relevant legal, ethical, and regulatory issues in loss prevention and risk management.

CRJ 343 Criminology (3)
Recent trends in delinquency and crime; the nature of criminal behavior; personal and social factors in crime causation; critical evaluation of criminological theories. Lecture based.

CRJ 344 Crime and Corrections (3)
Treatment of crime and delinquency; probation; penal and reformatory institutions; parole; recidivism; the problems of the prevention of crime.

CRJ 347 Contemporary Criminal Law and Procedures (3)
The study of criminal proceedings. Legal issues associated with investigation of crimes, acquisition of evidence, securing of confessions, the foundations and operations of the exclusionary rule, utilization of counsel. Constitutional rights regarding criminal defendants and associated matters. Emphasis on current case law and trends in criminal justice. Prerequisite: CRJ 101 or POL 200.

CRJ 350 Community Corrections, Probation and Parole (3)
This course examines the role of community corrections, probation and parole as components of the criminal justice network. Areas which will be analyzed and discussed include community corrections, probation and parole philosophy, programs and practices, theories, case law history, system components, and supervision. The course will also examine the process of presentence investigations, specialized programs, innovative sentencing, personnel and related training issues, and probation and parole standards. Prerequisite: CRJ 101.

CRJ 370-9 Special Topics (1-3)
Special topics in criminal justice depending upon demands and staff. Offered in seminars or by independent study.

CRJ 410 G: Terrorism: A Global Perspective (3)
The students will examine the history of terrorism and the development of terrorism, including factors that contribute to its expansion in various areas of the world. The course promotes an understanding of terrorism from human rights, economic, political, legal and military perspectives. The students will consider efforts and obstructions to solving terror as an international problem. The students will be challenged to examine their own views regarding terrorists and the factors that contribute to the ideologies that often motivate terrorists.

CRJ 415 Criminal Interviewing and Interrogation (3)
This course examines the criminal justice interview and interrogation processes. The course includes study of the history of criminal justice interviews and interrogation, ethical considerations, and legal issues including Miranda Rights. The course explores the use of non-verbal listening skills, detection of deception and the rules of testimonial evidence.

CRJ 420 Environmental Crime (3)
This course uses an interdisciplinary approach to offer a perspective on environmental crime which combines environmental law with criminal law. Students will study law, law enforcement, types of environmental crimes, policy and prosecution of environmental crime. Prerequisite: CRJ 101 or consent of instructor.

CRJ 430 E: Ethics, Justice and Diversity (3)
This course examines the influence of personal and professional ethics as well as social and cultural diversity on the American criminal justice system. Factors such as race, ethnicity, gender and class are examined within the framework of police, judicial and correctional operations. Specific issues that are problematic within the system are discussed along with possible solutions.

CRJ 431 Victimology (3)
Victimology is the “study of victims.” This course will study the historical, cultural and social aspects of victims of crime. Analyses of trends and patterns in criminal violence and victimization are undertaken in addition to discussions on strategies for prevention, remediation and intervention. Course features guest speakers who have professional or personal expertise and experience. This course is of practical use to students in the following fields: human services, psychology, social work, political science, pre-law, pre-med, and theology, as well as victim’s rights advocates or volunteers. (Same as HMS 431)

CRJ 432 Comparative Criminal Justice (3)
A comparative study of modern criminal justice systems in the world. The formal structure and informal operation of the various criminal justice models are examined, along with the cultural and historical environment in which they have developed and exist. Opportunities will be presented to analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution. Students will be challenged to analyze their own attitudes, behaviors, concepts, and beliefs regarding diversity and bigotry.

CRJ 441 Administrative Practices in Protective Services (3)
Designed to provide students with an administrative perspective on the technical and operational components of the protective services industry. The focus will be on developing, implementing and evaluating policies and procedures applicable to specific organizational environments in both the public and private sectors. Legal, fiscal and personnel practices will also be discussed.

CRJ 442 Current Problems in Protective Services (3)
Emphasis is on critical assessments of operational and administrative problems in public and private protective services. Students will be expected to examine specific problems within various contexts, including criminal and civil law; ethical and moral values; cost versus benefit; and global culture.

CRJ 450 Criminalistics and Forensics (3)
This course deals with forensic investigative techniques and their relationship to successful criminal investigations and prosecutions. Current forensic technologies pertaining to the examination of questioned documents, fingerprint techniques, polygraph examination, ballistics, pathology, toxicology, and other chemical/laboratory tests will be considered. The evidentiary value of various technologies will also be explored.

CRJ 470-9 Special Topics (1-3)
Special topics in criminal justice depending upon demands and staff. Offered in seminars or by independent study.

CRJ 480/481 Practicum in Criminal Justice (1-6)
Practical application of criminal justice knowledge. Students will work in one of several agencies located within the Quincy service area. A written report on the practicum is required as part of the comprehensive experience. Fifty (50) hours of practicum required per credit hour. Graded on A/F scale.

CRJ 497 Digital Forensics Capstone (3)
This course requires students to demonstrate their computer forensics skills by applying the knowledge and skills they have acquired throughout their program of study. Students will work on several case studies that are related to the collection, analysis, and presentation of digital data and evidence. By practicing the skills required to recover data from computer systems, students will be prepared upon completion of the course to recover computer data as a result of computer damage or a security incident. Prerequisite: Senior standing as a Digital Forensics major.

CYBERSECURITY

Degree Offered: **Bachelor of Science**

The major in Cybersecurity is designed to prepare students to respond to a critical need in the use of information technology through a program that combines intense and up-to-date training in hardware, software, and network solutions with rigorous and broad training in the liberal arts. The curriculum is rooted in computer science and adds specific courses that address the needs of cybersecurity, to maintain and protect the security of hardware, software, and data from cyberattacks.

Program Requirements for Cybersecurity Major:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement will be fulfilled by completing the computer science/ cybersecurity courses required for the major.
3. Required courses toward the major: CYB 102, 201, 240, 301, 320, 340, 380, 410, 420, 440, 450, 495, and 496; Consultation with the Cybersecurity faculty regarding major requirements is recommended.
4. Required Support Courses (12-15 hours): MAT 125 or 4 years of high school mathematics; MAT 252; CSC 150, 160, 250
5. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

Requirements for a Minor:

1. 18 hours in Cybersecurity including: CYB 102 Cryptography, CYB 201 Applied Networks and Security, CYB 301 Fundamentals of Information Assurance, CYB 440 Computer and Network Security I, CSC 150 Computer Programming I
2. All students must take one additional CYB course at 300-400 level.
3. Computer Science majors must replace CSC 150 with an additional 300-400 level CYB course.
4. Must meet minimum University requirements for a minor.

Course Descriptions

CYB 101 Codes and Ciphers (3)
This course introduces cipher systems ranging from the earliest and most elementary to the most recent and more complex. Security issues and possible methods of attack with illustrative examples will be discussed. Topics include substitution ciphers, the Vigenere cipher, and transposition ciphers. Statistical methods in cryptanalysis and public-key cryptography will also be introduced. Applications of ciphers during wartime will be presented using the examples of Enigma, Hagelin, and ciphers used by spies.

CYB 102 Cryptography (3)
This course introduces classical cryptography and focuses on modern encryption schemes and security analysis. Topics include private-key cryptography, public-key cryptography, the data encryption standard, the advanced encryption standard, and digital signatures.

CYB 201 Applied Networks and Security (3)
This course introduces networking and security technologies focusing on the cryptographic schemes. Topics include areas of network connections (using cables, switches, routers), internet protocols, firewalls and secure router design, typical threat classifications, virtual private networks (VPN). Prerequisites: CYB 102 or consent of instructor.

CYB 240 Fundamentals of Computer Security (3)
This course introduces general concepts and applied methods of computer security. Topics include system vulnerabilities, host-based security, computer security technology, security attacks. Prerequisites: CYB 201 or instructor consent.

CYB 301 Fundamentals of Information Assurance (3)
A fundamental study of information assurance and risk management of data storage and data transmission. Topics include information security policies, ethical issues in security analysis, risk assessment, threat and vulnerability assessment. Prerequisites: CYB 102, CSC 115.

CYB 320 Database Management (3)
This course introduces various database models (logical, physical, relational models), query languages (relational algebra, SQL). Also covers the fundamental concepts of database system specification, design and implementation techniques such as index structures, query processing. Prerequisites: CSC 115, CSC 150.

CYB 340 Computer Architecture (3)
This course focuses on interconnection network architectures of multi/many-core systems. Topics include topography, static routing, dynamic routing, deadlock, interconnect technology, modeling, simulation, and issues. (Same as CSC 340)

CYB 380 E: Legal, Ethical, and Social Issues in Information Security (3)
This course provides students with ethical, societal, and legal issues impacting both thier personal and professional lives. Students will learn various cyber laws and ethical principles such as honesty, responsibility, privacy vs. access to information, privacy vs law enforcementm and freedom of speech vs. control of content on the internet. Pre-requisites: None

CYB 410 Data Communication and Computer Networks (3)
Study of data-communication principles and modern computer networking accompanying the inherent architecture and protocols of computer networks. The ISO and Internet models; circuit switching and packet switching; DNS, p2p applications; reliable data transfer and flow control; routing and internetworking; local area networks; wireless networks. Prerequisites: MAT 252, CSC 160.

CYB 420 Computer Forensics & Incident Response (3)
A practical study of computer forensics investigation, analysis, and response methods. Students will learn how to gather and analyze digital evidence and use critical thinking skills to solve computer-based crimes. Prerequisites: CYB 340.

CYB 440 Computer and Network Security I (3)
This course emphasizes hands-on learning on a variety of attacks on the internet. It demonstrates the network layers, vulnerabilities, attacks, and solutions. Students will learn how to perform the attacks and defend against the attacks. Prerequisites: CYB 201. CYB 410, CSC 250.

CYB 450 Computer & Network Security II (3)
A continuation of Computer & Network Security I. Students will learn the fundamental principles of computer and network security by studying additional attacks. This course demonstrates how those attacks work, how to detect and prevent them. Pre-requisites: CYB 440.

CYB 495 W: Cybersecurity Capstone Project I (2)
Description: Part I of a two-semester cybersecurity project. Students participate in the application, design, and implementation of security technologies and gain hands-on experience in the overall security of a system. This project utilizes and integrates knowledge and skills learned through the study of the cybersecurity program. This course includes written reports and oral presentations. Pre-requisites: senior standing.

CYB 496 W: Cybersecurity Capstone Project II (2)
Part II of a two-semester cybersecurity project. Students participate in the application, design, and implementation of security technologies and gain hands-on experience in the overall security of a system. This project utilizes and integrates knowledge, skills learned through the study of the cybersecurity program. This course includes written reports and oral presentations. Pre-requisites: CYB 495.

DIGITAL FORENSICS

Degree Offered: **Bachelor of Science**

The Digital Forensics program is designed to provide its graduates with the knowledge and skills necessary to perform investigations on data stored in digital devices. Such investigations are useful in both criminal and civil court proceedings as well as in the corporate sphere. The curriculum promotes critical thinking and problem solving skills through a balance between theory and practice, and builds on the Bonaventure Program provided by the University.

Program Requirements for Digital Forensics Major:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement will be fulfilled by completing the computer science courses required for the major.
3. Computer Science courses required toward major:
   CSC 115 Introduction to Computer Science
   CSC 150 Computer Programming I
   CSC 160 Computer Programming II
   CSC 250 Software Systems
   CSC 300 Program Design Using Data Structures
   CSC 320 Database Systems
   CSC 390 Web Programming
   CSC 410 Computer Networks
   CSC 420 Database Principles
4. Criminal Justice courses required toward major:
   CRJ 101 Introduction to Criminal Justice
   CRJ 242 Law Enforcement Procedures
   CRJ 246 Foundations of Criminal Law
   CRJ 310 Criminal Behavior
   CRJ 347 Contemporary Criminal Law and Procedures
   CRJ 450 Criminalistics and Forensics
5. Other required course: POL 260.
6. Completion of an interdisciplinary capstone course (CRJ 497).
7. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

EARLY CHILDHOOD EDUCATION

Degree Offered: **Bachelor of Science**

Program Requirements for Early Childhood Education (Licensure Pathway) Major:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. Required Content Area Courses - (All courses that contribute to the content knowledge of the area of licensure must be completed with a grade of "C-" or better.) Content Area Courses: MAT 110, HIS 111 or 112, COM 101, ENG 111 and 112, PSY 236, POL 200, EDU 347 or HIS 350, ELE 361, BIO 111, SCI 115, SCI 100.
3. Pre-Professional Courses - (All courses that lead to licensure must be completed with a grade of "C-" or better.) EDU 213, 214, 240 and SPE 229.
4. Meet requirements for admission to the Teacher Education Program (TEP).
5. Required Elementary Education and Education Courses - All courses that lead to licensure must be completed with a grade "C-" or better. ECE 280, 310, 311, 314, 321,351; ELE 315, 316, 317; EDU 290, 291, 355, 365, 381, 390, 391, 421, ELL 300.
6. Demonstration of professional disposition in course work and field experiences.
7. Testing

   - Illinois Content Test (#206) to be taken before Student Teaching (http://www.il.nesinc.com)

   - edTPA to be completed during Student Teaching
8. Successful completion of Student Teaching (EDU 492) and Student Teaching Seminar (EDU 499). See Acceptance for Student Teaching requirements.
9. Licensure - Information available on the Illinois State Board of Education website (http://isbe.net/elis) or visit the Quincy University Licensure Officer in FRH 320D.

Program Requirements for Early Childhood Education (Non-Licensure Pathway) Major:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. Major Requirements for Early Childhood Education must be completed with a grade of "C-" or better: ECE 280, 281, 282, 310, 311, 314, 321, 351, ELE 315, ELL 300
3. Required University Courses and Support Courses must be completed with a grade of "C-" or better: EDU 213, 214, 365, SPE 229
4. Must complete 25 credit-hours of additional coursework considered electives: Suggestions for electives include: ELE 316/317, 361, EDU 210, 240, 347, 421, SPE 235, 239, COM 205, 350. Additional suggestions will be made on a semester-by-semester basis.
5. Two, 3 credit-hour practicum experiences must be completed successfully.
6. Professional dispositions in coursework and clinical experiences must be demonstrated throughout the program.

Endorsements:

For information and requirements, refer to Endorsements.

Advanced Placement Opportunities:

Certain Bonaventure Program requirements of the University may be fulfilled with credit by examination. However, no courses in Professional or Early Childhood Education may be replaced with credit by examination.

Course Descriptions

ECE 280 Health, Nutrition, and Safety in Early Childhood (3)

Examines comprehensive practical information related to the physical, social, emotional, and cognitive health of young children. Consideration is given to regulations and procedures applicable to food service and health/safety standards in public and private early childhood programs, as well as organization and operation of licensed child care programs. Emphasis will be given to the importance of planning developmentally appropriate environments that implement health and safety practices for all children.

ECE 281 Guidance for Young Children (3)

This course provides an overview of developmentally appropriate, effective guidance and classroom management techniques for the teacher of young children, with special attention being paid to social emotional learning. Through hands-on opportunities in the field, candidates will explore skills needed to provide an engaging environment in which young children can begin to learn and practice developmentally appropriate behaviors as individuals and as a group.

ECE 282 Screening and Assessment in Early Childhood (3)

This course is designed to expose Early Childhood teacher candidates to appropriate screening and assessment procedures necessary to observe, evaluate, report on, and plan for the development of children birth to age 8 in language, cognition, social-emotional, and physical domains, as well as assess classroom environments utilizing standardized tools.

ECE 310 Infant and Toddler Development and Learning (3)

Develops an understanding of current theories, research, and knowledge as it applies to implementing developmentally appropriate practices for infants/toddlers in early childhood settings. The development of competencies and skills needed by teachers, as well as program coordinators, to work in infant/toddler settings will be stressed. In addition, candidates spend a minimum of 30 hours observing and interacting with infants and toddlers in a local child care program. Prerequisite: EDU 214 and acceptance into the Teacher Education Program.

ECE 311 Family and Community Engagement (3)

Develops a deep understanding that children are best understood in the context of family, culture, and society. Teacher candidates experience and develop materials, techniques, and resources to assist in working with community health/social service agencies, classroom teachers, and parents to enhance the learning of children with and without disabilities from diverse cultural, ethnic, and socioeconomic backgrounds. While not considered a true "field experience" course, involvement with local parent education and home visitation programs will be coordinated. Prerequisite: EDU 214 and acceptance into the Teacher Education Program.

ECE 314 Emergent Literacy and Language Acquisition (3)

Focuses on language acquisition and the development of emergent literacy skills (reading, writing, speaking, and listening) in young children who are typically developing, as well as those with special needs and English Language Learners (ELLs). Developmentally appropriate teaching strategies and activities for caregivers, teachers, and parents will be introduced, intended to foster competency in components including oral language development, phonological and phonemic awareness, the alphabetic principle, high frequency vocabulary development, decoding and spelling strategies, and fluency development across applicable content areas. Prerequisite: EDU 214 and acceptance into the Teacher Education Program.

ECE 315 Methods in Early Childhood Special Education (3)

This methods course provides a foundation for early childhood educators regarding developmentally and individually appropriate methods for fostering the social, emotional, cognitive, communication, adaptive, and motor development and learning of young children with special needs in various settings such as the home, the school, and the community. NOTE: this is a required course for those seeking the Early Childhood Special Education Letter of Approval through the Illinois State Board of Education (ISBE).

ECE 321 Math Methods in Early Childhood and Elementary (3)
Examines the purpose, scope, sequence, materials, and methodology of teaching mathematics in the early childhood and elementary setting. Includes an examination of curricula, how children learn mathematical concepts, and methods/strategies appropriate for teaching and assessing related content. Candidates will be introduced to national and state standards, and learn how to ensure standards-based alignment of instruction and assessment in preschool through grade six. Topics include the use of instructional resources and technology in teaching mathematics, content-specific learning theories, adaptations for diverse learners, and content-specific reading/writing. In addition, candidates spend a minimum of 10 hours observing and teaching mathematics content in a classroom setting. Prerequisite: EDU 214 and acceptance into the Teacher Education Program.

ECE 331 Social Studies Methods in Early Childhood (3)
This course examines the purpose, scope, sequence, materials, and methodology of teaching social studies in the early childhood setting. Includes an examination of curricula, how children learn social studies concepts, and methods/strategies appropriate for teaching and assessing related content. Candidates will be introduced to national and state standards and learn how to ensure standards-based alignment of instruction and assessment in preschool through grade two. Topics include the use of instructional resources and technology in teaching social studies, content-specific learning theories, adaptations for diverse learners, and content-specific reading/writing experiences. In addition, candidates spend a minimum of 10 hours observing and teaching social studies content in a P-2 classroom setting. Prerequisite: EDU 214 and acceptance into the Teacher Education Program.

ECE 341 STEM in Early Childhood (3)
This course examines the purpose, scope, sequence, materials, and methodology of integrating STEM learning into the early childhood curriculum. Includes an examination of curricula, how children learn related concepts, and methods/strategies appropriate for teaching and assessing content related to science, technology, engineering, and mathematics. Candidates will be introduced to national and state standards and learn how to ensure standards-based alignment of instruction and assessment in preschool through grade two. Topics include the use of instructional resources and technology, content-specific learning theories, adaptations for diverse learners, and content-specific reading/writing experiences. In addition, candidates spend a minimum of 10 hours observing and integrating STEM-related content in a P-2 classroom setting. Prerequisite: EDU 214 and acceptance into the Teacher Education Program.

ECE 351 Science and Social Studies Methods in Early Childhood (3)
Examines the purpose, scope, sequence, materials, and methodology of teaching science and social studies in the early childhood setting. Includes an examination of curricula, how children learn science and social studies concepts, and methods/strategies appropriate for teaching and assessing related content. Candidates will be introduced to national and state standards, and learn how to ensure standards-based alignment of instruction and assessment in preschool through grade two. Topics include the use of instructional resources and technology in teaching science and social studies, content-specific learning theories, adaptations for diverse learners, and content-specific reading/writing. In addition, candidates spend a minimum of 10 hours observing and teaching science and social studies content in a classroom setting. Prerequisite: EDU 214 and acceptance into the Teacher Education Program.

ECONOMICS

Economics courses support the Bonaventure Program and specific degree program requirements.

Course Descriptions

ECO 222 Principles of Macro-Economics (3)
The modeling of the economy according to the Keynesian approach serves as the basic framework. Alternative approaches such as the classical model, are also introduced. Topics included are fiscal and monetary policy, theories of inflation and unemployment, and the international economy. Whenever possible, the economic models are applied to problems of current economic policy. Prerequisite: at least sophomore standing.

ECO 223 Principles of Micro-Economics (3)
This course is designed to acquaint students with the modeling of economic behavior of individuals and firms. Topics included are supply and demand, price controls, analysis of costs, market structures (perfect and imperfect competition), and input-price determination. Prerequisite: at least sophomore standing.

ECO 225 Business Statistics (3)
The development and use of statistics in business-related situations. Measures of central tendency and dispersion, probability, correlation and regression, time series, and other statistical techniques to understand present and past behavior and future planning. Emphasis is on application of statistical tools. Prerequisite: College Algebra or equivalent.

ECO 226 Quantitative Methods (3)
This course uses quantitative tools as an aid in decision-making. Major areas covered are decision trees, risk profiles, multistake-multiobjective decision-making, forecasting and linear programming. Cases are used to apply quantitative techniques. Decision theory is used as a foundation for this class. Prerequisite: ECO 225.

ECO 321 Managerial Economics (3)
Managerial economics deals with how a firm should apply economic principles and methodologies to the decision-making process. Topics included are consumer choice behavior using indifference curves, profit maximizing decisions of the firm, perfect competition, monopoly, oligopoly, and monopolistic competition. Prerequisites: ECO 223 and 225.

ECO 370 Special Topics (1-3)
Individual problems and research work. Prerequisite: permission of instructor.

ECO 423 DG: International Economics and Business (3)
The course focuses on the economic relationships among nations and the implications of such relationships for domestic economic activity and policies. Covers international trade theories, balance of payments, protectionism, foreign exchange, and the role of international institutions and international arrangements such as the International Monetary Fund, economic unions, and cartels. Prerequisite: ECO 222.

ECO 470-9 Special Topics (1-3)
Individual problems and research work. Prerequisite: permission of instructor.

EDUCATION

Degrees Offered: **Bachelor of Science**

Quincy University is approved by the Illinois State Educator Preparation and Licensure Board to offer teacher licensure programs in the fields or disciplines listed below. These areas are shown by level.

Early Childhood (Birth-2)

Elementary Education (1-6)

Middle Grades (5-8)

Literacy	Mathematics	Science	Social Science

Secondary Programs (9-12)

Biological Sciences	Mathematics	History	English

Special Licenses

Music Education (K-12)	Special Education (Pre-K-12)

The School of Education uses a professional development school model of teacher preparation. Many education courses meet in the public and parochial school settings. Each class period includes time interacting with Birth-12th grade students through mentoring, tutoring, small and large group instruction, and observation. From the very first course in Education, teacher candidates are in classrooms developing the skills they will need to become successful educators.

In addition to the basic licensure requirements, most middle grades and secondary licenses require lower/upper level hours in the content area. Other specific requirements apply to each content area. For specific information, please contact the Quincy University Licensure Officer or visit www.isbe.net.

Admission to the Teacher Education Program

Students wishing to gain Illinois state licensure in teaching through Quincy University must apply for admission into a licensure program through the School of Education. Such application should be made no later than the end of the sophomore year and following the completion of at least one of the pre-professional courses (EDU 213, EDU 214, SPE 229, or EDU 240). The application can be found on the Quincy University Education Forms Page on the Quincy University Website.

To gain acceptance into the Teacher Education Program, a student must:

1. Have a minimum cumulative GPA of 2.6.
2. Have a declaration of major form filed with the Registrar's Office.
3. Demonstrate professional disposition in coursework and field experiences.
4. Complete the Illinois State Police background check with fingerprinting and submit results to the School of Education (Convicted felons cannot hold a teaching license in the state of Illinois).
5. Submit letters of recommendation from two faculty members in the School of Education.

   a. Secondary education majors should submit one letter from a faculty member in the School of Education and one letter from a faculty member in their content area.

   b. Transfer students may submit one letter from a faculty member in a previous institution.
6. Submit an unofficial, current copy of transcript that shows the following:

   a. Completed one of the pre-professional courses (EDU 213, EDU 214, SPE 229, or EDU 240) with a grade of "C-" or above.

   b. Completed ENG 111 and ENG 112 with a grade of "C-" or above.

   c. Completed at least 15 additional hours chosen from the following (all must be passed with a grade of "C-" or above):

ENG 200+ Literature course	COM 101
EDU 213	HIS 111 or HIS 112
EDU 214	POL 200
EDU 240	PSY 100 or PSY 236 for Early Childhood Education
SPE 229	

7. Submit a current academic checklist signed by the student's advisor (transfer students should submit a degree audit from the Registrar's Office).

8. Submit a 300-word essay addressing the following:

   a. Past experiences that influenced the student's desire to become a teacher.

   b. Student's personal beliefs about education that reflects the School of Education's Mission Statement.
9. Submit a completed application for the Teacher Education Program, bearing the student's and his/her advisor's signatures.

Acceptance into the program is required before a student is allowed to take Early Childhood, Elementary, Middle Grades, Special Education, Secondary, and/or Music teaching methods courses.

Continuation in the Teacher Education Program

A candidate who has been admitted to the Teacher Education Program but fails to maintain a 2.6 cumulative grade point average will be placed on one-semester probation. Those candidates who fail to obtain the required 2.6 at the end of the probationary semester will be dismissed from the Teacher Education Program. This one-semester probationary option may be exercised only once. Candidates may be removed at any point in the program due to inappropriate disposition(s).

Per Illinois State Board of Education (ISBE) guidelines, candidates must earn a grade of "C-" or better on any course which leads to licensure or endorsement. The School of Education normally does not accept "D" in any course, but the candidate has the right to appeal to the Admissions and Retention Committee for the acceptance of a "D" grade (not in courses that lead to licensure).

Since the University takes seriously its responsibilities to prepare outstanding teachers for America's schools, it reserves the right to remove from the Teacher Education Program any candidate it judges lacking in training, knowledge, character, personality, disposition, or stability to teach young people. The SOE reserves the right to dismiss candidates from a program based solely upon disposition concerns.

Since licensure requirements change from time to time, all candidates for teacher licensure should consult regularly with advisors in both their major field and the School of Education.

Acceptance for Student Teaching

The Student Teaching Application can be found on the Quincy University website: http://www.quincy.edu/academics/graduate-programs/education/forms/. After being accepted into the Teacher Education Program, candidates must have completed the following requirements to begin the Student Teaching Experience:

1. Submit an application for the Student Teaching Experience bearing the student's and his/her advisor's signatures to the School of Education the semester prior to planned Student Teaching.
2. Complete all education coursework with a grade of "C-" or above.
3. Complete field experiences consisting of a minimum of 120 clock hours with a grade of "P," "C-," or above.
4. Complete EDU 391 Field Experience Seminar or MSE 590 Field Experience/Seminar with a grade of "C-" or above.
5. Complete all education courses appropriate for each area of licensure with grades of "C-" or above.
6. Maintain a minimum cumulative grade point average of 2.6 or higher.
7. Pass all required Illinois Content Tests.
8. Provide letters of recommendation from 2 faculty members.
9. Submit essay on mission and teaching practices. Further instructions are included in the Student Teaching application.

After the Admission and Retention committee approves a candidate for student teaching, the Coordinator of Field Experiences and the Director of Student Teaching will begin the process of student teacher placement.

After a student teaching placement is confirmed, teacher candidates must immediately undergo an Illinois State Police background check with fingerprinting and FBI background check through the Regional Office of Education. Results of the background check are sent to student teaching placement district. Do not submit background check results to the School of Education. Each student teaching placement district must receive a copy of the background check results. In some cases, student teaching may take place in a single school district; in other cases student teaching may take place in two different school districts.

Licensure

Final licensure and graduation with a degree in teacher licensure require successful completion of the Education Teacher Performance Assessment (edTPA).

Applying for Licensure - Information is available on the Illinois State Board of Education website (http://www.isbe.net/ELIS) or visit the Licensure Officer in the School of Education Office.

Endorsements

Reading Teacher Endorsement Program

The Reading Teacher Endorsement Program trains teachers who will spend the majority of their time in remedial or corrective reading activities at the elementary and secondary levels as well as in Special Education.

Students seeking to fulfill the Reading Teacher Endorsement requirements must complete 24 hours of approved reading courses, including Young Adult Literature and pass the required state test. Students who will teach in grades 5-8 should also complete the middle school endorsement course sequence. NOTE: Quincy University is authorized to offer the Reading Teacher endorsement.

Quincy University does not offer a program leading to Reading Specialist.

Requirements for an Endorsement in Special Education

For the requirements for an endorsement in Special Education, see the Special Education section. A minor in Special Education is also available. See the Licensure Officer for details on the coursework and testing required for this endorsement.

Requirements for a Middle School/Middle Grades Endorsement

Middle School endorsements are in a specific content area and are based on content hour requirements, content distribution guidelines from ISBE, specific middle school coursework, and state testing requirements. Endorsement requirements can be found at http://isbe.net/Documents/endsmt_struct.pdf. See the Quincy University Licensure Officer for specific information about endorsement requirements. Both elementary and secondary licensure candidates should pursue middle school endorsement if they wish to teach in grades 5-8.

Requirements for Secondary Endorsement

Secondary candidates are endorsed in a specific content area. Endorsement requirements include a minimum number of content hours and a state content test. Endorsement requirements can be found at http://isbe.net/Documents/endsmt_struct.pdf. See the Quincy University Licensure Officer for specific requirements for secondary endorsements.

Requirements for Bilingual/ESL Endorsement

Students who are fluent in a foreign language may add a bilingual endorsement to their teaching license. Students who are NOT fluent in another language may add an ESL endorsement. Both endorsements require six specific courses and 100 hours of documented experience in a BIL/ESL setting. See the Quincy University Licensure Officer for specific requirements for these endorsements.

Curriculum Requirements for Teacher Licensure Program:

Secondary and Special K-12 Licensure

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. Requirements of the chosen major (at least 32 hours required for licensure in a major).
3. Professional Education:
   a. Foundations of Education - 3 credit hours (EDU 213)
   b. Educational Psychology - 3 credit hours (EDU 214)
   c. Survey of Exceptional Students - 3 credit hours (SPE 229)
   d. Media and Technology in Education - 3 credit hours (EDU 240)
   e. Reading in the Content Area - 3 credit hours (EDU 345)
   f. Math Content Requirement - MAT 124 or 125* for secondary licensure; MAT 110 and 111 for special education licensure.
   g. Field experience (120 clock hours) and seminar (EDU 290, 291, 390, 391)
   h. Methods - consult major program for required course(s).
   i. Student Teaching - 12 credit hours
   j. Coordinating Seminar - 2 credit hours (EDU 499)
4. Specific areas required for licensure (These courses may also fulfill Bonaventure Program requirements).
   a. Fundamentals of Public Speaking - 3 credit hours (COM 101)
   b. American History and American Government - 3 credit hours each (HIS 111 or 112, POL 200)
   c. Introduction to Psychology - 3 credit hours (PSY 100)
   d. EDU 365 Education in Modern Society - 3 credit hours

Regardless of the grade point average, no grade of "C-" or lower will be accepted in any courses offered (professional education or major course of study).

*Higher level math courses (with the exception of MAT 150 statistics) may be substituted for MAT 124 or 125.

Middle Grades (5-8) Licensure

1. Completion of the Bonaventure Program and requirements for undergraduate degrees, p. 7.
2. Requirements of the chosen major/content area (22-25 hours required for licensure in specific content area).
3. Professional Education:
   a. Adolescent Growth and Development – 3 credit hours (EDU 210)
   b. Foundations of Education - 3 credit hours (EDU 213)
   c. Educational Psychology - 3 credit hours (EDU 214)
   d. Media and Technology in Education - 3 credit hours (EDU 240)
   e. Middle School Methods and Philosophy – 3 credit hours (EDU 325)
   f. Reading in the Content Area - 3 credit hours (EDU 345)
   g. Assessments in Education - 3 credit hours (EDU 355)
   h. Education in a Modern Society – 3 credit hours (EDU 365)
   i. Classroom Management – 3 credit hours (EDU 381)
   j. Ethics in Education – 3 credit hours (EDU 421)
   k. Survey of Exceptional Students - 3 credit hours (SPE 229)
   l. Field experience (120 clock hours) and seminar (EDU 290, 291, 390, 391)
   m. Methods - consult major program for required course(s)
   n. Student Teaching - 12 credit hours (EDU 493)
   o. Coordinating Seminar - 2 credit hours (EDU 499)
4. Specific areas required for licensure (These courses may also fulfill Bonaventure Program requirements)
   a. Written/Oral Communication – 3 credit hours each (ENG 111, 112 and COM 111)
   b. Social Sciences – 3 credit hours each (PSY 100, POL 200, and HIS 111 or 112)
   c. Natural Sciences/Mathematical – 3-4 credit hours each (BIO 111, SCI 115 and MAT 124 or 125)

Regardless of the grade point average, a grade lower than a "C-" will not be accepted in any courses offered (professional education or major course of study).

*Higher level math courses (with the exception of MAT 150 statistics) may be substituted for MAT 124 or 125.

Appeal Procedure

Quincy University recognizes the right of students to appeal decisions concerning non-acceptance or removal from the Teacher Education Program and/or School of Education.

The procedures for processing an appeal are as follows:

1. A candidate who has been denied entrance into the Teacher Education Program or removed from the program can appeal that decision, in writing, to the Appeals Committee of the School of Education.
2. If the appeal is not settled as described in the previous step, the candidate may appeal in writing to the Dean for the School of Education. Disposition of the appeal shall be made in writing by the Dean within five (5) class days after its receipt.

3. If the appeal remains unsettled after disposition by the Dean, the candidate may submit an appeal to the Vice President for Academic Affairs. If the appeal is not settled as a result of step 3, the candidate may appeal to the President or his/her designee. Within seven (7) class days of receipt of the disposition from the Vice President, the candidate must notify the Assistant to the President in writing that he or she wishes to appeal to the President. The President or his/her designee will review the facts and make a final decision which will be recorded in the student's file.

The appeal process is not a legal process, and the rules of legal process do not apply. If the candidate plans to bring legal counsel, the candidate must notify the Assistant to the President in writing five (5) working days in advance of the meeting to provide the opportunity for the University to have its legal counsel present.

There is no further appeal within Quincy University beyond the President.

Course Descriptions

EDU 210 Middle Childhood and Adolescent Development (3)
This course examines the human growth and development from school age through adolescence. Particular attention is given to physical, cognitive, social, and emotional development. Learning and developmental theories and contemporary issues are discussed. This course may be used to meet one of the requirements for an endorsement on an education license.

EDU 213 G: Foundations of Education (3)
This course examines historical, sociological, and philosophical foundations of American education as applied to contemporary education. Teacher candidates apply theories of teaching and learning in a field experience setting. Concepts of lesson planning, learning styles, standards-based education, technology, and classroom management are introduced.

EDU 214 Educational Psychology (3)
This course is the systematic study of learners, learning, and teaching. In this course special attention is paid to cognition, learning, memory, motivation, classroom management, and assessment in diverse settings.

EDU 240 Media and Technology in Education (3)
Students will be enrolled in a general survey course dealing with educational media, including computers and their educational use. During the semester, students will become acquainted with media hardware, media software, computer hardware, and computer software being used in education. In addition, web page development and ethical issues surrounding students will be discussed.

EDU 270-9 Special Topics (1-3)
Special topics in professional education depending upon demand and staff.

EDU 290 Field Experience I (1)
Introductory experience in directed observation and participation at selected attendance centers (40 clock hours). A grade of "DE" is given for a field experience that is incomplete at the end of the semester. Prerequisite: EDU 213, 214, or permission of instructor. (Graded P/F). Students should register for only one field experience per semester.

EDU 291 Field Experience II (1)
Directed observation and participation experience at selected attendance centers (40 clock hours). Focus will be on individual small group and whole group teaching. A grade of "DE" is given for a field experience that is incomplete at the end of the semester. Prerequisite: EDU 290, acceptance into the Teacher Education Program. Students should register for only one field experience per semester.

EDU 325 Middle School Methods and Philosophy (3)
A study of philosophy and methodology approach unique to the middle level school. Advising, team teaching, and the unique characteristics of the culturally diverse middle school student are addressed. This course is mandatory for those seeking the middle school endorsement. Prerequisite: acceptance into the Teacher Education Program. Offered spring and summer.

EDU 332 Middle School Math Methods (3)
This course is a study of strategies, techniques, materials, technology and current research used in the teaching of mathematical concepts to middle school students. This course is mandatory for the middle school math endorsement. Prerequisite: acceptance into the Teacher Education Program.

EDU 333 Middle School English Language Arts Methods (3)
This course introduces key issues in the development of strategic reading and writing of both narrative and informational texts. Prerequisite: acceptance into the Teacher Education Program.

EDU 334 Middle School Social Studies Methods (3)
This purpose of this class is for students to acquire the techniques necessary to teach middle school social studies effectively. The course will focus on pedagogy, materials, and technology, and will examine strategies to engage middle school students in social studies. Prerequisite: acceptance into the Teacher Education Program.

EDU 335 Middle School Science Methods (3)
This course introduces the students to the appropriate techniques necessary to teach middle school science effectively. The course will focus on pedagogy, materials and technology, and will examine strategies to engage middle school students in science teaching and learning. Prerequisite: acceptance into the Teacher Education Program.

EDU 336 Reading and Writing in the Middle School (3)
This course will focus on the development of literacy skills (reading/writing/speaking/listening) for adolescent learners and adapting these skills to meet the needs of diverse learners.

EDU 345 Reading in the Content Area (3)
A study of contemporary models of reading pedagogy in the content areas. Students research, draft, and practice a diverse repertoire of instructional approaches which promote critical thinking and strategic reading across the content area curriculum. Prerequisite: acceptance into the Teacher Education Program.

EDU 347 DG: Geography for Classroom Teachers (3)
This course is an introduction to geography required for teacher licensure. It is designed to provide students with a basic understanding of physical and cultural geography.

EDU 355 Assessments in Education (3)
Application of measurement principles in classroom testing; construction and evaluation of classroom tests; evaluation of student performance; interpretation and use of measurement data; assessment of aptitudes, achievement, and interests via standardized tests; school testing programs. Prerequisite: acceptance into the Teacher Education Program.

EDU 362 Young Adult Literature (3)
This survey course covers the development of young adult literature from the mid-19th century to the present. Materials evaluation and selection are studied as are teaching strategies, literature for reluctant students, books for a diverse audience, issues relating to censorship, and pertinent developments in educational technology. This course does not apply to Bonaventure Program requirements.

EDU 365 DW: Education in Modern Society (3)
This course is designed to introduce students to the wide range of diversity that exists across today's general school population and examines the increased professional demands that this diversity makes upon teachers. Students will explore a range of diversity issues that teachers confront in our pluralistic society leading to the development and practice of multicultural education. Areas of study include ethnicity, race, gender, sexual orientation, exceptionality, religion, language, and socioeconomic diversity.

EDU 370-9 Special Topics (1-3)
Special topics in professional education depending upon demand and staff.

EDU 381 Classroom Management (3)
This course is designed to give the prospective teacher an understanding of the theories of discipline, practical management of a classroom, and the establishment of a quality learning environment. Prerequisite: acceptance into the Teacher Education Program.

EDU 390 Field Experience III (1)
Participation experience in selected attendance centers. Focus will be on individual, small group, and whole group teaching (40 clock hours). Must take with EDU 391. A grade of "DE" is given for a field experience that is incomplete at the end of the semester. Prerequisite: EDU 291, acceptance into the Teacher Education Program.

EDU 391 Field Experience Seminar (1)
This seminar enables the student the opportunity to reflectively and critically analyze teaching strategies in practical situations. Taken in conjunction with EDU 390. Prerequisite: EDU 291, acceptance into the Teacher Education Program.

EDU 400 Secondary School Curriculum and Methods (2-3)
Objectives, materials, methods, and evaluation of teaching in various curricular areas of the secondary school, including principles and practices of classroom management and individualized instruction. Normally students will take this methods course in their major discipline. Prerequisite: acceptance into the Teacher Education Program.

EDU 421 EW: Ethical Principles in Education (3)
The course introduces students to the basics of ethical theory and the development of moral judgments. Students will be exposed to several approaches to ethical decision making to assist them in developing the rationale and skills for better decision making when confronted with dilemmas. Issues in the field of education are explored.

EDU 470-9 Special Topics (1-3)
Special topics in professional education depending upon demand and staff.

EDU 499 W: Coordinating Seminar (2)
This course is taken in conjunction with student teaching and coordinates the student's past coursework and the student teaching experience. Students are led through the development of their edTPA portfolio and the hiring process. Taken concurrently with student teaching. Student teachers working outside the Quincy area will make arrangements with the instructor to complete course requirements.

Student Teaching

EDU 492 Student Teaching - Early Childhood (12)
EDU 493 Student Teaching - Middle Grades (12)
EDU 494 Student Teaching - Elementary Education (12)
EDU 495 Student Teaching - Special Education (12)
EDU 496 Student Teaching - Secondary Education (12)
EDU 497 Student Teaching - Music Education (12)
Observation and directed teaching in selected attendance centers. Prerequisite: acceptance into Student Teaching. (Graded P/F)

Candidates must complete their 1st 8-week Student Teaching placement in the Quincy area. If a candidate requests the 2nd 8-week placement outside of the Quincy area, the University will charge an additional $1,000 fee to cover the administrative costs of such an arrangement.

BILINGUAL AND ELL EDUCATION

The School of Education recognizes the increased need for qualified K-12 Bilingual and English Language Learner (ELL) teachers. The School of Education perceives the preparation of professionals to teach this growing field as a part of the School's conceptual framework and mission.

Upon completing the required coursework, students may add the endorsement/approval as a bilingual or ELL teacher to their existing professional educator license.

The coursework for the Bilingual Endorsement/Approval also covers all state requirements for the ESL Endorsement/Approval, so those completing this coursework are eligible for both endorsements/approvals. Those candidates who are not proficient in another language will be eligible for the ESL Endorsement/Approval only, allowing them to teach in ELL settings.

Additional State Requirements

Students seeking the Bilingual Endorsement/Approval must also pass a state language examination in the non-English language to be taught. Students planning to pursue this endorsement are encouraged to take the target language proficiency examination as soon as possible as they will not be able to receive an endorsement from the state without passing it.

The ESL Endorsement does not require a language test.

For endorsement in grades 5-8, candidates will also need to complete the middle school course sequence.

For additional information regarding state exams, please visit www.il.nesinc.com/

Course Descriptions

ELL 300 Cross-Cultural Studies for Teaching LEP Students (3)
This course prepares educators to recognize and value cultural diversity in a classroom setting. This includes awareness of refugees and immigrants. Candidates will spend 20 hours in a bilingual and/or ELL classroom learning how to teach to students from diverse backgrounds as well as teaching about diversity. Prerequisite: EDU 213.

ELL 310 Applied Linguistics for Bilingual and ELL Education (3)
This course examines the field of applied linguistics as it relates to bilingual and ELL education. There will be an emphasis on theory and research of applied linguistics. Teacher candidates will spend 20 hours in the field applying their understanding of the concepts of pragmatics, morphology, syntax, semantics, and phonology with bilingual and/or ELL students. Prerequisites: EDU 213 and ELL 300.

ELL 320 Theoretical Foundations of Bilingual and ELL Education (3)
This course provides teacher candidates with a theoretical understanding of how language is acquired and how language is learned. Candidates will compare theories and determine their applications in the classroom through simulations. Candidates will also complete 20 hours of field experience in a bilingual and/or ELL classroom with focused observations. Prerequisites: EDU 213 and ELL 310.

ELL 330 Practicum I (3)
One of two required practicum experiences for endorsement in BIL/ELL. A minimum of 50 hours of immersion in a BIL/ELL setting is required.

ELL 400 Assessment of Bilingual and ELL Students (3)
This course prepares teacher candidates to select and/or develop appropriate assessments for language minority students Topics include cultural bias in assessment, aligning curricula with standards, testing accommodations for language minority students, and authentic assessment. Candidates will implement and observe assessment strategies in a bilingual and/or ELL classroom (20 hours field experience). Prerequisites: EDU 213 and ELL 320.

ELL 410 W: Methods and Materials for Teaching LEP Students in Bilingual Programs (3)
This course prepares teacher candidates to plan and implement effective strategies for bilingual/ELL students. This course includes 20 hours in a bilingual and/or ELL classroom where candidates will apply their strategies. Prerequisites: EDU 213 and ELL 400.

ELL 420 Methods and Materials for Teaching ELL (3)
This course prepares teacher education candidates to identify and utilize effective methods of instruction for students who are learning English as a new language. Candidates will evaluate and select appropriate and effective materials in an ELL classroom This course is required for candidates seeking bilingual/ESL endorsement and includes 20 hours of field experience. Prerequisites: EDU 213 and ELL 410.

ELL 430 Practicum II (3)
Second required practicum experience for endorsement in BIL/ESL. A minimum of 50 hours of immersion in a BIL/ELL setting is required.

EDUCATION STUDIES

Degree Offered: **Bachelor of Arts**

The Education Studies program is designed to meet the needs of students who seek a degree in education which does not lead to teaching licensure. Many opportunities to work with children and young adults exist, and this program equips students with the knowledge and skills to work in a variety of non-licensed, non-teaching positions in schools as well as other community settings. Graduates of this program could work in education settings as special education para-professionals and work in schools or other community-based settings with students who are deaf or for whom English is a second language. The addition of an optional academic concentration also creates new opportunities for employment.

Program Requirements for Education Studies Major:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. To fulfill the technological literacy requirement, students must successfully complete EDU 240 Media and Technology in Education.
3. Complete the pre-professional courses:

EDU 213	Foundations of Education
EDU 214	Educational Psychology
EDU 240	Media and Technology in Education
SPE 229	Survey of Exceptional Students

4. Complete two areas of concentration from the following four areas:

Early Childhood concentration:

ECE 280	Health, Nutrition, and Safety in Early Childhood
ECE 310	Infant and Toddler Development and Learning
ECE 311	Family and Community Engagement
ECE 314	Emergent Literacy and Language Acquisition
ECE 351	Science and Social Studies Methods in Early Childhood
SPE 239	Characteristics of Students with Special Needs

Special Education concentration:

SPE 239	Characteristics of Students with Special Needs
EDU 362	Young Adult Literature
SPE 450	Characteristics/Strategies for Behavior Disabilities
SPE 453	Seminar/Practicum-SPED (taken concurrently with SPE 469)
SPE 468	Characteristic/Strategies – Mild/Moderate/Severe
SPE 469	Autism/Pervasive Developmental Disorders

Bilingual/ELL concentration:

BIL/ELL 300	Cross-Cultural Studies for Teaching LEP Students
BIL/ELL 310	Applied Linguistics for Bilingual and ELL Education
BIL/ELL 320	Theoretical Foundations of Bilingual and ELL Education
BIL/ELL 400	Assessment of Bilingual and ELL Students
BIL/ELL 410	Methods and Materials for Teaching LEP Students in Bilingual Programs
BIL/ELL 420	Methods and Materials for Teaching ELL

American Sign Language concentration:

ASL 200	American Sign Language I
ASL 202	DG: Deaf Culture and History
ASL 250	American Sign Language II
ASL 260	Finger Spelling and Numbers
ASL 300	American Sign Language III
ASL 350	American Sign Language IV

Minor concentration (within an academic discipline):

Students may determine an 18-hour course of study in any Quincy University academic area that interests them. In disciplines for which a minor exists, this concentration would consist of the courses required for the minor.

5. Successfully complete two 3-hour practicum experiences, preferably one from each area of concentration.
6. Demonstrate professional dispositions in coursework and practicum experiences.

ELEMENTARY EDUCATION

Degree Offered: Bachelor of Science

Program Requirements for Elementary Education Major:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. Required Content Area Courses - (All courses that contribute to the content knowledge of the area of licensure must be completed with a grade of “C-” or better.) Content Area Courses: MAT 110 and 111, HIS 111 or 112, COM 101, ECO 222, ENG 111 and 112, PSY 100, POL 200, EDU 347, ELE 361, BIO 111, SCI 115, SCI 100.
3. Pre-Professional Courses - (All courses that lead to licensure must be completed with a grade of “C-” or better.) EDU 213, 214, 240 and SPE 229.
4. Meet requirements for admission to the Teacher Education Program (TEP).
5. Required Elementary Education and Education Courses - All courses that lead to licensure must be completed with a grade “C-” or better. ELE 315, 316, 317, 318, 321, 331, 351; EDU 290, 291, 345, 355, 365, 381, 390, 391, 421.
6. Demonstration of professional disposition in course work and field experiences.
7. Testing

   - Illinois Content Test (#110 - for candidates completing their program by December 2017 OR #197-200 - for candidates completing their program after January 1, 2018) or #305 to be taken before Student Teaching

   (http://www.il.nesinc.com)

   - edTPA to be completed during Student Teaching
8. Successful completion of Student Teaching (EDU 494) and Student Teaching Seminar (EDU 499). See Acceptance for Student Teaching requirements.
9. Licensure - Information available on the Illinois State Board of Education website (http://isbe.net/elis) or visit the Quincy University Licensure Officer in FRH 320D.

Endorsements:

For information and requirements, refer to Endorsements.

Advanced Placement Opportunities:

Certain Bonaventure Program requirements of the University may be fulfilled with credit by examination. However, no courses in professional or elementary education may be replaced by credit by examination.

Course Descriptions

ELE 315 Children’s Literature (3)
Selecting and evaluating materials for children from pre-school to eighth grade to guide their reading in keeping with their needs, interests, and abilities with a view to enjoyment and curriculum enrichment in the elementary school. Course content covers elements of fiction, non-fiction, poetry, etc., expands knowledge of a multitude of current and classic children’s books as well as ways to implement the usage of books within various curriculums. This course does not apply to Bonaventure Program requirements. Recommended co-requisite: ELE 316 and 317.

ELE 316 Teaching Reading/ Language Arts I (3)
This course surveys contemporary language arts curricula in the elementary and middle school grades. Theories and models of language arts, current literacy issues and trends, content area reading and writing, as well as instructional methods and materials are presented and reviewed. Practical application of class study is provided through an accompanying supervised, one-credit laboratory. Prerequisites: EDU 214 and acceptance into the Teacher Education Program. Taken concurrently with ELE 317.

ELE 317 Reading Laboratory (1)
Students enrolled in ELE 316 tutor children in the Reading Center. Prerequisite: acceptance into the Teacher Education Program. Taken concurrently with ELE 316.

ELE 318 Teaching Reading/ Language Arts II (3)
This course is a degree requirement for all elementary education majors. This course is interactive, participatory, and reflective. As part of the course requirement, students will go into assigned classrooms in which to observe and implement what they are learning. They will see firsthand the theories, issues, methods, management, materials, and assessment impacting effective teaching. Students will see how reading, writing, speaking, and listening act as processes for learning across the curriculum. This course is designed to deepen students' understanding of and experience in implementing research-based instruction of reading and writing. Students will come to understand that reading and writing are not only skills to be acquired and used, but are an integral part of the way we learn to understand our world. The course will emphasize the active nature of reading comprehension and fluency and the role writing plays in the literacy picture. Prerequisites for this course are ELE 315, 316, 317, and acceptance into the Teacher Education Program.

ELE 321 Mathematics Methods in the Elementary School (3)
Objectives, content, methods, materials, and evaluation of mathematics instruction in the elementary and middle school. This course explores effective strategies for engaging pupils, including those in special education, in active mathematical investigation by emphasizing problem-solving, reasoning, communication, manipulatives, and technology. Students are required to spend a minimum of ten (10) hours of observation and teaching in a regular K-8 classroom. Prerequisites: MAT 110 and 111, EDU 214, and acceptance into the Teacher Education Program.

ELE 331 Social Studies Methods in the Elementary School (3)
Objectives, content, methods, materials, and evaluation of social studies instruction in elementary school. Prerequisite: EDU 214 and acceptance into the Teacher Education Program.

ELE 351 Science Methods in the Elementary School (3)
Objectives, content, methods, materials, and evaluation of science instruction in elementary school. Prerequisite: EDU 214 and acceptance into the Teacher Education Program.

ELE 359 Diagnostic and Remediation of Reading and Language Arts (3)
An extension of ELE 318 covering evaluating the reading and language abilities of individual children through instruction in a classroom setting. Includes group and individual evaluation, informal and formal assessments, selection of materials, and instructional strategies to meet the needs of individual learners. Practical application of class study is provided through the accompanying supervised Practicum I. Prerequisites: ELE 315, 316, 317, 318, and acceptance into the Teacher Education Program. Co-requisite: ELE 360.

ELE 360 Remedial Reading Practicum I (3)
Supervised laboratory experience providing practical experience in diagnosing and remediating the literacy needs of children enrolled in the Reading Center. Assessment and instructional data are collated for parents in progress reports at the end of the term. Taken concurrently with ELE 359. Prerequisite: acceptance into the Teacher Education Program.

ELE 361 Teaching with the Arts (3)
Introduction to the importance of the arts in the elementary school curriculum. Students are given a foundation of methods and materials in art, music, and drama that will enable them to integrate the arts into the general curriculum, supplement art lessons given by school specialists, and encourage student discussion and understanding of the arts in the world today.

ELE 365 Physical Education and Health in the Elementary School (2)
This course provides teacher candidates with the necessary knowledge in the standards, content development, lesson planning, teaching strategies, and assessment methods for elementary physical education and health.

ELE 370-9 Special Topics (1-3)
Special topics in elementary education depending upon demand and staff.

ELE 459 Advanced Methods in Teaching Reading and Writing (3)
An advanced course in teaching reading and writing strategies through explicit instruction. Formal and informal assessment procedures, selection of quality teaching materials, and overview of professional journals will be covered. Prerequisite: ELE 316, 317, 318, 359, 360, and acceptance into the Tea the Teacher Education Program. Co-requisite: ELE 460.

ELE 460 Remedial Reading Practicum II (1-3)
Supervised laboratory experience in remediating the literacy needs of children enrolled in the Reading Center. Assessment results are reviewed, appropriate instructional responses implemented and exhibited through the teacher work sample documenting all aspects of assessing and designing results based on series of instruction. Course taken concurrently with ELE 459. Prerequisite: ELE 316, 317, 318, 359, 360, and acceptance into the Teacher Education Program.

ELE 470-9 Special Topics (1-3)
Special topics in elementary education depending upon demand and staff.

ENGLISH

Degree Offered: **Bachelor of Arts**

Advanced Placement Opportunity:

The University accepts the American Council of Education's recommended scores for CLEP tests. For the English Composition exam, students receive 3 credit hours for completing the exam (essay required) and can submit 3 writing samples to the Coordinator of Composition to receive an additional 3 hours (6 total). For more information about credit granted through CLEP, students should contact the Office of the Registrar.

Program Requirements for English Major:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. English courses taken to fulfill Bonaventure Program requirements in writing and literature will not count toward the English major.
3. Courses below the 200 level do not count towards the major; at least 21 of the 33 semester hours must be at the 300 level or above.
4. 33 semester hours in 200-400 level English courses, including ENG 497 (Seminar in English) which is the comprehensive experience in the major.
5. 6 required credits at the 200-400 level must be in pre-1789 literature courses.
6. 200 level requirements: One American, British, or World literature course (3 credits); and One genre course (3 credits).
7. 300-400 level requirements: Two historical period courses (Romantic, Victorian, etc.) (6 credits); One major author course (Shakespeare, Frost, Yeats, Beckett, etc.) (3 credits); One school or genre course (Beats, Memoir, African American, etc.) (3 credits); One criticism course (3 credits); One upper-level writing course (3 credits); and Seminar in English (3 credits).
8. Successful completion of all assessment requirements required in ENG 497 during the senior year, to include: an oral report, a seminar paper, a panel presentation, and a writing portfolio.
9. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.
10. Honor courses may count toward the major. The Dean of Humanities, in consultation with the English faculty, will determine which Honors courses may count toward the major.
11. Language Requirement: One year of college coursework in a single language with a grade of "C" or better or a demonstrated equivalent competency. Two years of a single language are highly recommended for graduate school preparation (sign language is acceptable for English Teacher Licensure majors).
12. Recommended Electives: 3 credits outside of major (philosophy, theology, psychology, economics, history, etc.).
13. 42 semester hours at the upper level (300-400) in the total degree program.
14. The technological literacy requirement will be fulfilled through the department's requirement of word-processing and online research skills in all of the courses. This is shown by student writing and presentations, student use of course-management software content, and library work.

Teacher Licensure Program:

English majors seeking 6-12 teaching licensure are required to take the following courses: ENG 220, 250, 300 and 400; ELE 316, 317 and EDU 362. They must also fulfill the requirements for teacher licensure (see Education).

Requirements for a Minor in Literature:

1. A minimum of 18 hours in 200-400 level English courses.
2. A maximum of 9 hours in 200 level courses.
3. Courses taken to fulfill Bonaventure Program requirements in writing and literature will not be counted as part of the minor.
4. A grade of "C" or better is required in all courses applicable to the minor.
5. Must also meet minimum University requirements for a minor.

Requirements for a Minor in Writing:

1. A minimum of 18 hours in 200-400 level English courses.
2. A maximum of 9 hours in 200 level courses.
3. Courses taken to fulfill Bonaventure Program requirements in writing and literature will not be counted as part of the minor.
4. Nine hours of writing courses beyond ENG 111 and 112. ENG 300 Advanced Writing is required; the remaining six hours must be chosen from among Creative Writing (ENG 306-308), COM 382 Business Communication, Special Topics (ENG 200-400), ENG 480 Practicum, and ENG 485 Internship .
5. 9 hours of literature courses, at least one at the 300-400 level.
6. A grade of "C" or better is required in all courses applicable to the minor.
7. Must also meet minimum University requirements for a minor.

Honors:

To graduate with honors in English, students must have:

1. A grade point average of 3.5 in English courses.
2. Six hours of history beyond Bonaventure Program requirements (which may be satisfied by completing a semester of non-American History and a semester of American History).
3. Twelve (12) hours (two years) (or the equivalent) in a single foreign language at the college level.

Special Program:

Membership in the International English Honor Society, Sigma Tau Delta (Rho Rho Chapter), is available to students.

Course Descriptions

ENG 101-102 English as a Second Language, I and II (1-6)
Essentials of English grammar, sentence structure, oral and written composition and reading for the student whose native language is not English. On demand only. These courses do not apply toward a degree. A/F scale.

ENG 111 W: Composition (3)
Introduction to interdisciplinary academic writing, with emphasis on critical thinking and reading, inquiry, primary research, and writing as a process.

ENG 112 W: Composition and Texts (3)
A continuation of the inquiry-based interdisciplinary approach of ENG 111 with emphasis on textual analysis, secondary research, and writing as a process.

ENG 210 W: British Literature I (3)
Major writers from Old and Middle English periods through the 18th century. Prerequisite: completion of ENG 112.

ENG 211 W: British Literature II (3)
Major writers of the Romantic, Victorian, and Modern periods. Prerequisite: completion of ENG 112.

ENG 220 WD: Major American Writers (3)
Major American writers from colonial times to the present. Prerequisite: completion of ENG 112.

ENG 221 WD: Major American Writers II (3)
Major American writers from the Civil War to present.

ENG 225 WD: Major Ethnic and Minority Voices in American Literature (3)
A study of the major ethnic and minority voices in American literature. Prerequisite: ENG 112.

ENG 230 GW: World Literature I (3)
Poetry, drama, and fiction from ancient times to the 17th century. Prerequisite: completion of ENG 112.

ENG 231 GW: World Literature II (3)
Poetry, drama, and fiction from the 17th century to the present. Prerequisite: completion of ENG 112.

ENG 250 Introduction to Language (3)
This course is for learning about language as it is conceived and described in contemporary linguistics. New research and thinking in this field enter into the various discussions of language and learning in the national media and elsewhere in our culture, and are especially interesting and important to those who plan to teach in any discipline where language – its acquisition, its structure, its psychology, its philosophy, its social context – is a core concern. This is a required course for those seeking 6-12 licensure in English. Students seeking this licensure will learn basic linguistic concepts and their applications to teaching. This course does not fulfill the Bonaventure Program requirement in literature.

ENG 260 WD: Fiction (3)
ENG 261 W: Poetry (3)
ENG 262 Drama (3)
Three separate courses, each an introduction to reading and understanding a particular genre of literature. (Drama is not an acting course.) Prerequisite: completion of ENG 112.

ENG 263 Comedy In Literature (3)
Comic drama from Aristophanes to Pinter and classic comic films; comic satire from Juvenal to Barthelme, including the American humorist tradition. Prerequisite: completion of or concurrent enrollment in ENG 112.

ENG 270-9 Special Topics In Literature (1-3)
Concentrated courses on various topics depending upon demand and staff. Prerequisite: completion of ENG 112.

ENG 300 WD: Advanced Writing (3)
Extensive practice in writing strategies, including argument, with emphasis on stylistic improvement. This course does not satisfy the Bonaventure Program requirement in literature. Prerequisites: completion of the Bonaventure Program requirements in composition and literature and junior standing.

ENG 306 W: Creative Writing: Memoir (3)
Study and exploration of the art of writing memoir. Prerequisites: completion of Bonaventure Program requirements in composition and literature and at least junior standing. (This course does not satisfy a literature requirement.)

ENG 307 W: Creative Writing: Fiction (3)
Study and exploration of the art of writing fiction. Prerequisites: completion of Bonaventure Program requirements in composition and literature and at least junior standing. (This course does not satisfy a literature requirement.)

ENG 308 W: Creative Writing: Poetry (3)
Study and exploration of the art of writing poetry. Prerequisites: completion of Bonaventure Program requirements in composition and literature and at least junior standing. (This course does not satisfy a literature requirement.)

ENG 315 W: Literature of Greece, Rome, and Israel (3)
Readings in three major literatures that have shaped the world. Students will read Homer and the Greek dramatists, a selection of major Roman authors, and several books of the Hebrew Bible. Prerequisites: completion of the Bonaventure Program requirements in composition and literature.

ENG 324 W: American Poetry (3)
A study of major American poets from the colonial period to the present. Prerequisites: completion of the Bonaventure Program requirements in composition and literature and junior standing.

ENG 325 WD: American Prose (3)
A study of major American prose writers from the colonial period to the present. Prerequisites: completion of the Bonaventure Program requirements in composition and literature and junior standing.

ENG 330 Chaucer: The Canterbury Tales in Middle English (3)
Intensive study of Chaucer's language and his most famous and popular work. Pre-requisite: completion of the Bonaventure Program requirements in composition and literature.

ENG 340 W: The Renaissance (3)
Major writers, exclusive of Shakespeare. Prerequisite: completion of the Bonaventure Program requirements in composition and literature.

ENG 345 W: Shakespeare (3)
Shakespeare's plays are not just to be read, they're also to be performed. In addition to reading the plays, the class will enjoy Shakespeare on stage, if possible, and on film whenever interesting film is available. In this class students will see how Shakespeare manages to straddle high culture and popular culture, somehow pleasing both literary sophisticates and mass audiences. Students should expect to learn about Shakespeare and about what happens when Shakespeare encounters film. Prerequisite: completion of the Bonaventure Program requirements in composition and literature.

ENG 350 WD: The Restoration and the 18th Century (3)
British writers from the period 1660-1798. Prerequisite: Completion of the Bonaventure Program requirements in composition and literature.

ENG 355 WD: Romantic Literature (3)
A study of the early 19th century writers called romantic – those writers concerned with nature, the imagination, the local, the exotic, and the Gothic. Some attention to the debates about Romanticism and rationalism, revolution and tradition. Readings in such poets as Blake, Wordsworth, Coleridge, Byron, Keats, Shelley, and selected women poets, and to such novelists and essayists as Wollstonecraft, Dorothy Wordsworth, Mary Shelley, and Austen. Prerequisites: completion of Bonaventure Program requirements in composition and literature.

ENG 360 WD: Victorian Literature (3)
British writers from the late 19th century. A survey of the literature and the social context of a period of revolutionary changes in science, economics, religion, and culture in England between 1830 and 1900. The course will involve readings in the poetry, novels, and prose of such writers as Tennyson, the Brownings, Dickens, George Eliot, Arnold, Hardy, Ruskin, and Emily Bronte. Prerequisites: completion of the Bonaventure Program requirements in composition and literature.

ENG 365 W: Modern British Writers (3)
Writers of the 20th century. Prerequisite: completion of the Bonaventure Program requirements in composition and literature.

ENG 366 GW: Contemporary Fiction (3)
Major fiction writers from the late 20th and early 21st centuries. Prerequisites: completion of the Bonaventure Program requirements in composition and junior standing.

ENG 370-9 Special Topics (1-3)
Concentrated courses on various topics depending upon demand and staff. Prerequisite: completion of the Bonaventure Program requirements in composition and literature.

ENG 380 W: Literary Criticism (3)
Readings in the theory and evolution of literature and other arts. Prerequisite: completion of Bonaventure Program requirements in composition and literature and at least junior standing.

ENG 382 W: Business Communication (3)
This course will provide the opportunity for students to learn the skills and strategies necessary to become effective business communicators. This course counts toward a minor in writing but does not fulfill the Bonaventure Program requirement in literature or count toward the major in English. Prerequisites: ENG 111 and 112. (Same as COM 382)

ENG 385 WD: Literature by Women (3)
A study of how women writers from different historical periods use poems, stories, essays, and plays to address gender issues in the private and public world. The course looks at how literature both presents and critiques culture and its construction of gender, as well as how it offers new visions and choices for women and men. Readings include such writers as Jane Austen, Charlotte Bronte, Virginia Woolf, Toni Morrison, Alice Walker, and Maxine Hong Kingston. Prerequisites: completion of the Bonaventure Program requirements in composition and literature.

ENG 400 Methods of Teaching English and Language Arts (3)
Designed to prepare the prospective secondary teacher of English and language arts. This course does not count toward the English major or minor or fulfill the Bonaventure Program requirement in literature. Prerequisite: acceptance into Teacher Education Program.

ENG 430 W: Major Writer(s) (3)
Intensive study of a major writer or writers. Prerequisite: Completion of a 300-level literature course.

ENG 470-9 Special Topics (1-3)
Concentrated courses on various topics depending upon demand and staff. Prerequisite: completion of the Bonaventure Program requirements in composition and literature.

ENG 480 Practicum (1-6)
Assignments involving practical applications of knowledge and skills the English curriculum develops. Students will be placed in appropriate settings. Approximately 50 hours of practicum is required per credit hour. This course counts toward a minor in writing and a minor in English but does not count toward an English major. English majors who complete a practicum will graduate with more than 124 credits.

ENG 485 Internship (3-12)
An assignment in a setting appropriate to the student's career goals. Approximately 50 hours of involvement is required per credit hour. This course counts toward a minor in writing and a minor in English but does not count toward an English major. English majors who complete an internship will graduate with more than 124 credits.

ENG 497 W: Seminar in English (3)
Concentration upon a particular author, a particular literary movement, or a particular topic in the field of English. Required of senior English majors.

ENTREPRENEURSHIP MINOR

The minor in Entrepreneurship is for both business and non-business majors and is designed to:

1. Encourage creativity in generating new business ideas.
2. Identify methods of enhancing and managing innovation.
3. Learn the process of evaluating opportunities for starting new business ventures or expand an existing company.
4. Develop sound business planning skills necessary for launching a new business.
5. Develop sound business practices for the successful endurance of a business.
6. Encourage networking with valuable contacts for entrepreneurs and business leaders while being aware of community programs available to assist entrepreneurs.

Program Requirements for Business Majors:

1. Business majors must take the following classes:
   - Accounting: (Choose 6 classes) MGT 301, 342, 345, 352; MKT 338, 340, 362, 432.
   - Finance: (Choose 6 classes) MGT 301, 342, 345, 352; MKT 338, 340, 362, 432.
   - Management: MKT 338, 340, 362, 432, and internships (6 credit hours).
   - Marketing: MGT 301, 342, 345, 352; and internships (6 credit hours).
2. Must also meet minimum University requirements for a minor.

Program Requirements for Non-Business Majors:

1. Non-Business majors must take 18 credit hours to receive a minor in Entrepreneurship.
2. Non-Business majors must choose six classes from the following: FIN 315; MGT 300, 301, 342, 352; MKT 331, 338, 340, 362, 432.
3. Must also meet minimum University requirements for a minor.

Course Descriptions

ENT 346 Entrepreneurial Experience (1)
Students will demonstrate entrepreneurial skills through involvement in special projects and group work as assigned and monitored by a faculty member and as coordinated through the campus chapter of the Collegiate Entrepreneurs Organization (CEO). Experiences focus on providing individuals with exposure to all aspects of being involved in student led entrepreneurial initiatives aimed at promoting student entrepreneurship and entrepreneurial awareness across campus and within the community. Students may earn a total of 4 credit hours, one credit hour per semester. (Graded Pass/Fail)

EXERCISE SCIENCE

Degrees Offered: **Bachelor of Science**

The Exercise Science (Pre-Physical Therapy Concentration) program provides the prerequisite courses necessary to apply to most universities' graduate-level physical therapy programs. The Exercise Science (Human Performance Concentration) program provides background knowledge and experience as preparation for taking a national certification exam in personal training.

Program Requirements:

Bachelor of Science in Exercise Science

(Pre-Physical Therapy Concentration)

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement will be fulfilled by PED 454.
3. Specific Bonaventure Program courses include PSY 100, SOC 100, BIO 150, CHE 150, MAT 142, SPM 450, SPM 460.
4. 35 hours of support coursework including BIO 280; MAT 150; CHE 151; PHY 211, 212; BIO 151, 282, 283, 476-479 (2 hours); PSY 312.
5. 34 hours of major coursework required include PED 106, 200, 236, 246, 301, 344, 345, 380, 454, 455, 456, and 482 (3 hours).
6. Electives: MAT 242 (recommended).
7. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.
8. Students should be aware that most graduate programs are looking at 4.0 GPA students first.

Bachelor of Science in Exercise Science

(Human Performance Concentration)

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement will be fulfilled by PED 344.
3. Specific Bonaventure Program courses include PSY 100, ECO 222, BIO 282, CHE 150, MAT 124 or 125, PED 265, SPM 450, 460.
4. 37 hours of support coursework including SPM 240, 264, 350, 351, 430, 450 460; MGT 300, 301; BUS 215, 219; BIO 283.
5. 37 hours of major coursework required include PED 106, 200, 236, 246, 301, 340, 344, 345, 380, 454, 455, 456, and 460 (3 hours).
6. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

Bachelor of Science in Exercise Science

(Pre-Athletic Training Concentration)

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technical literacy requirement will be fulfilled by PED 454.
3. Specific Bonaventure Program courses include: PSY 100, BIO 15O, CHE 125/150, PED 456, SPM 460.
4. 34 hours of support coursework including BIO 280, 282, 283, 450; MAT 150; PHY 211; PSY 312; SPM 240, 263, 264, 460.
5. 37 hours of major coursework required include PED 106, 200, 236, 246, 301, 344, 345, 380, 454, 455, 456, 458, 483.
6. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.
7. Students should be aware that a cumulative GPA of 3.0 or higher is typically required by most graduate programs.

Requirements for a Minor:

1. PED 106, 344, 345, 380, 454, 455, 456 and preferably 460.

FILM AND NEW MEDIA MINOR

The Film and New Media program focuses on the history, theory, criticism and production techniques of cinema and other digital mediums. Open to all students, the program emphasizes the creation and critique of visual storytelling through mediums such as film, animation, and social media. The Film and New Media program encompasses multiple disciplines and is housed in the Fine Arts and Communication program. It is designed for students seeking careers in film or digital media or for students who wish to better understand how film and other digital mediums are used as powerful art forms that help shape our society. Upon consultation with faculty, students may choose between a theoretical or production framework for their individual course of study.

Program Requirements: Film and New Media Minor

1. 18 credit hours are required including: FNM 200, 201, 354 and COM 396.
2. Upon consultation with faculty, six additional hours must be taken from the production or theoretical sequence.
3. Must also meet University requirements for a minor.

Course Descriptions

FNM 200 History and Theory of Cinema(3)
This course surveys the evolution of cinema from the silent-era to modern film. Topics include early impact of foreign cinema, the advent of sound and color, creation of the American studio system, impact of the production code, post-war Hollywood, and the modern blockbuster formula.

FNM 201 Film Appreciation (3)
Overview of the historical and technological development of film and its relationship to film theory and criticism, including formal aspects of cinema, tools for stylistic analysis and ideological implications of film. Same as COM 201.

FNM 220 Working in Hollywood (3)
Working in Hollywood is a behind the scenes look at how the film and television industry operates and a practical guide to starting a career in film and TV. The course explores the various career options available in the business, strategies for conducting your first job search, what to expect when working in Hollywood, and understanding the significance of networking and building solid industry relationships. It also examines how a project is sold, how a production office and set operate, and the impact of social media and many new distribution platforms available to independent film and video producers.

FNM 289 Principles of Film and Media Production (3)
This course is an introduction to film and digital media production. Provides an overview of pre- and post-production techniques including design principles, cinematography and directing, and non-linear editing. Students work in production teams to produce original scripts from the FNM 369 course.

FNM 354 D: Cultural Representation in Cinema (3)
An introduction to issues of diversity as represented within American cinema. Provides an overview of the industrial, social, cultural and aesthetic factors that contribute to cinematic representations of race, class, gender, and sexuality. Same as COM 354.

FNM 355 Bollywood and Foreign Cinema (3)
Survey of international film styles by major international directors with an emphasis on the Indian film industry Bollywood. Films screened with subtitles.

FNM 369 W: Fundamentals of Film and Script-writing (3)
This course introduces the elements of visual and verbal storytelling through script-writing and contemporary video production technology. The course will provide an overview of filmmaking - from script and storyboard through editing and post-production-with special emphasis on script-writing and pre-production processes. Same as COM 369.

FORENSIC PSYCHOLOGY

Degree Offered: **Bachelor of Science**

According to the American Board of Forensic Psychology, “Forensic Psychology is the application of the science and profession of Psychology to questions and issues relating to the law and the legal system.” This program uses an inclusive definition of Forensic Psychology which includes five sub-specialities:

1. police psychology
2. psychology of crime and delinquency
3. victimology and victim services
4. legal psychology
5. correctional psychology

in order to provide our students with a broadly-based and thorough knowledge of the scientific theory and methodology of Psychology coupled with a knowledge of the applications of that Psychological Science to the Criminal Justice and legal systems. The major will thereby support students’ academic and career goals in all of the above mentioned subspecialities of Forensic Psychology.

Program Requirements for Forensic Psychology Major:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. To fulfill the technological literacy requirement, students must pass CIS 101 Introduction to Information Technology or the equivalent.
3. PSY 100 and CRJ 101 fulfill Bonaventure Program requirements in Social Sciences and PHI 365 fulfills the upper-level ethics requirement.
4. 39 hours of core courses, 200-400 level.
5. Required Psychology courses: PSY 312, 316, 317, 380 and 497.
6. A grade of “C” or higher is required in PSY 316.
7. Required Criminal Justice courses: CRJ 242, 310, 343 and 480(3).
8. Required HMS courses: HMS 325 and 431.
9. Required Political Science courses: POL 260, 364
10. The two 3-hour Practica (PSY 497 and CRJ 480) must include coordinated experiences, as determined in consultation with the Practicum Instructors. Each Practicum must include an integrative paper.
11. 9 hours of elective courses, 200-300 level. Students may choose to emphasize a particular focus as a part of their selection of 9 hours from the following elective courses:

    Focus on Individuals in Interaction: PSY 227, 311 and HMS 305.

    Focus on Children: PSY 246, CRJ 245 and HMS 335.

    Focus on Police and Corrections: CRJ 340, 344, and CRJ 350.

    Focus on Law: POL 200, 263(2), 264(1), 264(1), and 363 or 364.
12. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

GENERAL STUDIES

Degree Offered: **Bachelor of Arts**

The General Studies major provides a rigorous and coherent academic program for students for whom a standard major may not be the best choice, transfer students with credits from several institutions, and those seeking a degree completion program. Quincy University's General Studies major offers a program of coordinated study in two areas of concentration.

Program Requirements for General Studies Major:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. Completion of 21-27 hours of coursework in the primary area of concentration and 15-21 hours in the secondary area of concentration to equal a total of 42-45 semester hours.
3. 18-21 hours of coursework in the primary and secondary concentrations must be taken at the 300-400 level. No more than 9 hours at the 100-200 level will be permitted in either concentration.
4. Completion of a coordinating seminar (GES 497) with a project that integrates the two areas of concentration: 3 hours.
5. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

Course Description

GES 497 Coordinating Seminar (3)
This course is taken in the last year of the student's course of study and coordinates the primary and secondary General Studies concentrations by means of a project such as a research paper, major essay or portfolio.

GREAT BOOKS MINOR

The Great Books minor provides Quincy University students from any major the opportunity to consult the great intellectual works of our human heritage about the core dilemmas that confront our species. Great Books classes employ close readings of classic texts and in-depth class discussions of the themes therein. Through this program, students build cultural literacy while strengthening their reading, writing, thinking, and speaking skills.

Our Great Books faculty select a list of classic texts from their disciplines. Each Great Books (GB) designated course section must include at least 50% of course readings from that list. Great Books course sections are seminars with limited enrollment.

Courses with GB sections include English, History, Philosophy, Political Science, and Theology.

Requirements for the Great Books Minor:

Students seeking a Great Books minor complete 21 credit hours, including GBM 110, GBM 497, and 15 hours of GB designated courses, at least 6 hours of which must be 300-level and above. Must also meet minimum University requirements for a minor.

Course Descriptions

GBM 110 W: Liberal Education and the Great Books (3)
An introduction to the meaning of, purpose of, and habits required for liberal arts education. An overview of the concept of "Great Books" and their role in a liberal education. This course models the close reading of a Great Book and the seminar-style discussion of that text and its themes.

GBM 497 W: Great Books Capstone Seminar (3)
This seminar course is the culminating experience of the Great Books minor and includes a project such as a major synthetic essay or portfolio.

HEALTH SERVICES

Degree Offered: **Bachelor of Science**

The Health Services major provides a rigorous and coherent academic program for students who intend to work in support roles in the health care field and/or pursue additional health-care related credentials at the graduate level.

Program Requirements for Health Services Major:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement will be fulfilled through the technological literacy requirements of the two concentrations chosen:

   Behavioral Health: passing CIS 101 Introduction to Information Technology or equivalent

   Business: utilizing word processing, presentation software, spreadsheets, and some course specific software

   Natural Science: conducting computerized labs and learning how to use the computer for scientific research in all laboratory courses

   Nursing: using integrative computer skills as evidenced by student papers, computer exams, accessory Blackboard content, and library (computer orientation time)
3. PHI 323 Bioethics fulfills the Bonaventure Program ethics requirement.
4. Support course: A medical terminology course.
5. Completion of the capstone course (HLS 497), and a 1-3 hour practicum/internship (HLS 480) as determined with the advisor (waived for students who complete the Nursing concentration).
6. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.
7. Complete two areas of concentration from the following four areas:

Behavioral Health concentration:

HMS 305	**Counseling Theory**
HMS 315	**Counseling Techniques**
HMS 321	**Professional, Legal, & Ethical Issues in Human Services**
HMS 325	**Substance Use Assessment & Intervention**
HMS 330	**Family Dynamics and Counseling**

Additionally, students choose between the Dealing with Victims Focus and the Dealing with Psychopathology Focus:

Dealing with Victims Focus

HMS 335	Abuse and Neglect in the Family
HMS 431	Victimology

OR Dealing with Psychopathology Focus

PSY 312	Psychopathology (prerequisite: PSY 100)
HMS 355	Case Management (prerequisite waived)

Business concentration:

ACC 121	Principles of Financial Accounting
BUS 215	Business Law
ECO 223	Principles of Micro-Economics
ECO 225	Business Statistics
FIN 315	Business Finance
MGT 360	Health Care Management
MKT 331	Principles of Marketing

Natural Science concentration:

BIO 232	Microbiology (prerequisites waived)
BIO 282	Anatomy & Physiology I
BIO 283	Anatomy & Physiology II
OR BIO 150	Principles of Biology I and
CHE 125	General, Organic & Biochemistry or
CHE 150	General Chemistry I

Four courses (minimum of 12 hours) must be taken at the 300-400 level, to be selected with the academic advisor.

Nursing concentration (restrictions apply–see the Dean of Academic Support):

NSG 206	Fundamentals of Nursing I
NSG 207	Fundamentals of Nursing II
NSG 209/211	Pharmacology I & II
NSG 215	Health Assessment

Students must take three of the following four courses:

NSG 304	Psychiatric/Mental Health Nursing
NSG 320	Nursing Concepts
NSG 321	Nursing Concepts II
NSG 322	Maternal & Child Nursing

Course Descriptions

HLS 480 Practicum/Internship in Health Services (1-3)

The student will work in a regional health care institution appropriate to the student's career goals. Fifty (50) hours of practicum/internship are required per credit hour. Waived for students who complete the Nursing concentration. Prerequisite: Senior standing.

HLS 497 W: Health Services Capstone (3)

This course is taken in the student's last year of study and integrates the primary and secondary Health Services concentrations by means of a major assignment such as a research project, focused essay of significant length, or portfolio. Faculty from the two areas of concentration collaborate in designing the capstone. Prerequisite: Senior standing.

HISTORY

Degree Offered: **Bachelor of Arts**

Advanced Placement Opportunity:

Acceptable scores in CLEP (American History and Western Civilization tests) or CEEB examinations will merit advanced placement and credit.

Program Requirements for History Major:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The informational technology requirement will be met by majors taking HIS 398 Historiography and HIS 497/HIS 498, the senior seminars.
3. Required surveys: HIS 101-102 and HIS 111-112; any one of these survey courses may count for Bonaventure Program requirements.
4. Required courses: HIS 298, 398, 497, 498, and 24 additional semester hours of courses in history (200 level or above) with at least nine hours in American history, and nine hours in European/Global history; the remaining 6 hours may be chosen from American history and/or European/global history; one internship may count in this area.
5. A grade of "C" or better is required in all history courses to count toward the major or minor.
6. Students must complete HIS 101, 102, 111, 112, 298, and 398 before enrolling in Senior Seminar, HIS 497.
7. Students must complete HIS 497 with a grade of "C" or better before enrolling in HIS 498.
8. At least one year of a single foreign language is highly recommended, but not required for history majors.
9. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

Teacher Licensure Program:

History majors requesting licensure as secondary education teachers are required to take HIS 400 and to meet the requirements for licensure (see Education).

Requirements for a Pre-Law Concentration: (See p. 168)

1) Required courses (21 semester hours): BUS 215; POL 200, 260, 363, 364; CRJ 101, 264. Note that many of the above courses can also fulfill the University's Bonaventure Program requirements or history program requirements.
2) Students might consider the following courses for additional elective hours: BUS 316; HIS 311, 360; POL 384, 385, 421.

Requirements for a Minor:

HIS 101 or 102 (3 hours); HIS 111 or 112 (3 hours); history electives - 12 hours at the 200-400 level.

It is recommended that students balance their courses between American and European/Global history courses. Total: 18 hours.

Peer teaching credit may not count toward the requirements for the minor in history.

A grade of "C" or better is required in all history courses to count toward the minor.

Must also meet minimum University requirements for a minor.

Special Opportunities:

Membership in the international honor society, Phi Alpha Theta, is available to students recommended by the department for meritorious scholarship in history.

HIS 481, Public History Internship, provides an opportunity for on-the-job experience in community agencies and museums.

Course Descriptions

100 Level: Survey Courses

HIS 101 World History I: Ancient to Early Modern (3)

Ancient empires of East and West. Cultural, economic, and political developments in all major portions of the world through the 16th century.

HIS 102 World History II: Modern to Contemporary (3)

The world, East and West, and its cultural, social, and political developments from the 17th century to the present. (HIS 101 World History I is not a prerequisite for HIS 102 World History II.)

HIS 111 United States History I: to 1877 (3)

The age of exploration and discovery, colonial civilizations, and the emergence of a new nation. The expansion of national territory and sectionalism through the Civil War and Reconstruction.

HIS 112 United States History II: Since 1877 (3)

The U.S. as an emergent world power and the major political, economic, and social forces in the domestic experience to the present.

200 Level: General Interest Courses

HIS 208 D: The History of Women in the United States (3)

This course explores the contributions that women have made in American history from the 1600s to the present. The course will analyze the role that women of different ethnicity, race, and religion played in shaping the United States and how the legal and social status of women has changed over the centuries.

HIS 220 W: History of American Popular Culture (3)

This course explores the popular culture of the United States from the colonial period through the present. Popular Culture is an important reflection of the larger social, political and economic changes occurring in our nation.

HIS 225 African American History (3)

This course will provide the student with a comprehensive survey of the role that African-Americans have played in shaping America as we know it today. Starting in Africa, moving through the arrival of the slave ships in the early 1600s, the Colonial period, the Revolutionary and Civil War periods, and into the last half of the twentieth century, African-American history will chronicle the sweep of events that have brought African-Americans and their struggle for social and economic equality to the forefront of American life. (formerly HIS 353)

HIS 230 The United States in the 20th Century (3)

This course explores changes in the United States taking a topical approach to the major issues and problems faced during the 20th century. The course will focus on how the United States emerged as a world power and will examine American state and society in the 20th century.

HIS 235 Roman Archeology On-Site (3)

This is an introductory course exploring the archeological sites and ancient monuments of Rome. The course will begin with the evidence for the earliest settlement in Rome and continue through the development of the Republic, the empire and the transition to early Christian Rome. The course will focus on placing the archeological and architectural evidence in its topographical context. Taught in Rome. Does not meet the history Bonaventure Program requirement.

HIS 270-9 Special Topics (3)

Special topics in history depending upon demand and staff.

HIS 298 Historical Methods (3)

This course introduces methods and tools of historical analysis and explores the mechanics of research and historical writing to help history majors prepare for successful completion of upper-division requirements. The course focuses on building basic skills for conducting historical research including locating, utilizing, and evaluating sources. Guidelines for proper citation and attribution and the conventions for historical writing are presented and discussed. Students will also be asked to think about what is history and how historians craft history.

300 Level: Period, Area, and Issue Courses

HIS 300 G: The Atlantic World (3)

This course explores the Atlantic World, a field of study which examines the interactions of people, cultures and empires bordering on the Atlantic Ocean from the 1400's through today. We will pay close attention to various topics such as the history of slavery and the intersection of culture, politics, and economics during this period.

HIS 310 Ancient Greece and Rome (3)

This class will survey the ancient European cultures of Greece and Rome. It will focus upon the social, economic, literary and artistic themes that shaped the two cultures and also upon the legacy they left to Western civilization.

HIS 311 Modern Britain 1689-Present (3)
This course covers the period of the Glorious Revolution, the evolution of Britain as a world economic and political power in the 18th and 19th Centuries and the decline of Britain as a global power in the 20th Century.

HIS 312 Modern Germany 1871-Present (3)
Creation of the Second Reich, Weimar, the rise and fall of Hitler and Nazi Germany, divided Germany in the Cold War and its reunification. The course will also focus on the role of Germany in world politics throughout this era.

HIS 315 Modern Russia (3)
This course covers the creation of Imperial Russia under Peter the Great to its collapse, the rise and fall of Soviet Russia, and the post Soviet era.

HIS 316 Modern European History Colloquium (1848 to present) (3)
Selected themes from Modern European history including ideologies (liberalism, nationalism, socialism, fascism), wars (causes and consequences of imperial conflicts, and World Wars I and II), intellectual movements (in sociology, psychology, science, and philosophy), and the evolution of industrial capitalism and industrial society.

HIS 318 G: Renaissance and Reformation (3)
European history from the fourteenth through the sixteenth century taught through Great Books. Consideration will be given to the political, cultural, social, artistic, and religious developments. The Renaissance was a time of great creativity and discovery in the arts and learning while the Reformation ushered in monumental changes in how Europeans approached organized religion; in both eras dramatic transformations occurred in Europe's political and economic systems. This course introduces students to the Renaissance and Reformation through the use of primary sources; including Great Books, artistic works, and historical documents.

HIS 320 Modern Ireland (3)
This course surveys modern Irish history from 1700 to the present. It will focus on the development of Irish nationalism as a response to British imperialism, as well as the resistance to nationalism among different groups. Important themes include colonialism, famine, revolution, emigration, and continuing sectarian tensions.

HIS 322 G: Women and Gender in History (3)
This course deals thematically with the roles, significance and evolving perceptions of women (and gender) in the West from the ancient, medieval and modern eras. A second emphasis will investigate the concept of women's history within the field of history itself.

HIS 324 G: Tudor Stuart England (3)
This course examines Britain from the end of the War of the Roses to the Glorious Revolution. The course will examine the changes taking place during those two centuries, including the Reformation, the rise of the bureaucratic state, the English Civil War, the Restoration, and other social, political, and economic transformations during this time period.

HIS 326 G: Hitler, Nazi Germany, and the Holocaust (3)
This course explores one of the most horrific eras in the twentieth century, if not the entire history of humanity. Political, social, economic, cultural, and historical dimensions will be examined not only in Germany, but also in Europe, to understand the origins, actions and consequences of Hitler and Nazi Germany. This course will also attempt to comprehend the incomprehensible – the genocidal extermination of the Jews – through investigating the perpetrators, the bystanders, the victims, the survivors and the historians.

HIS 328 G: The Jews and the Holocaust in Poland (3)
Poland and its Jewish population played a critical historical role in understanding the Holocaust. The course investigates three aspects of the long Jewish experience in Poland that was annihilated by the Nazis in the Second World War. First, it explores the rich vibrant and diverse pre-1939 history of Jewish religious, economic, political and intellectual/cultural life. Second, it analyzes Jewish life and death under Nazi occupation. Finally, the course investigates the process of continental mass murder (death camps) and resistance. Researching these three topics allows one to examine larger German, European, Western and global issues.

HIS 330 G: The Second World War (3)
The Second World War was the largest most costly war in human lives, resources and finances in the 5,000-year history of human civilization. It raises such questions as: Why did it start scarcely 20 years after the First World War? Who or what was responsible for it? How was it fought and why was it fought the way it was? How did the war affect the home fronts (especially lives of women, children and families) as well as the mostly citizen soldiers on the battle fronts? How and why did the war end the way and when it did? What were the legacies of this war and were they all good? Are we still living in the shadow of the world created by the Second World War, and, if so, how?

HIS 336 G: Modern China and Japan (3)
This course focuses on the emergence of China and Japan in the 19th Century and their development as global powers in the 20th Century.

HIS 350 G: World Geography (3)
This course fulfills the requirements for history students working toward a social studies education certificate. It will familiarize students with the pivotal social, political and economic events in the history of Illinois from prehistory down to the present day. This course will also allow students to develop an understanding of the character of various regions throughout the world as influenced by environmental, historical, and cultural forces. Emphasis will be given to thinking geographically in the study of man/land relationships and place formation.

HIS 355 History of Ideas in America (3)
Designed to introduce students to the major contours in intellectual history from the time of the Puritans to the present. In this class, the students should develop a clear understanding of how ideas have shaped the course of American history.

HIS 356 G: U.S. Foreign Relations (3)
Examines central themes, events, and personalities in U.S. relations with the world, including economics, racism, strategic interests, nationalism, and politics.

HIS 360 GW: Revolution and Nation Making (3)
Follows the path of American colonial society as it matured prior to the break with Britain. It will trace the causes of the American revolution and the effect of war on society including the social, economic and political changes it brought about. Finally, it will focus upon the creation of the Constitution and the Early Republic through the War of 1812.

HIS 361 GW: Colonial America (3)
This course follows the age of exploration, discovery, and colonization, with an emphasis on the development of culture, economy and politics of the English colonies of North America. It will then focus upon international rivalry on the continent and the tensions leading to the Revolution.

HIS 362 GW: Antebellum America (3)
Explores the period of American history from the Era of Good Feelings through the Mexican American War. Issues covered include nationalism, sectionalism, Jacksonian democracy, Manifest Destiny, slavery, Native Americans, reform movements and party politics.

HIS 364 GW: Civil War and Reconstruction (3)
The Civil War is the keystone in American history. This course will trace the causes of the war, its military history, and its social, political, and economic impact upon the nation during Reconstruction.

HIS 366 G: The U.S. in the Gilded Age and Progressive Era (3)
The United States from the end of Reconstruction to the end of the Progressive Era, with discussion of the issues surrounding segregation, immigration, industrialization, foreign policy, the Spanish-American War, the rise of Progressivism, and World War I.

HIS 367 DG: Modern Civil Resistance (3)
This course takes a global approach to the modern history of nonviolent resistance. Students will explore forms of civil resistance, diverse aims of civil resistance movements, and the effectiveness and limitations of civil resistance in various contexts. It will focus on Mahatma Gandhi, the US civil rights movement, various movements in 1968, Polish Solidarity, 1989 in Eastern Europe and China, and the struggle to end Apartheid in South Africa.

HIS 368 G: Contemporary America (3)
The United States from the early days of the Cold War to the present, with consideration of 1950s culture, Kennedy, the civil rights movement, the Great Society, Vietnam, the counterculture, Watergate, the rise of the American right, and contemporary issues.

HIS 369 G: The Great Depression and World War II (3)
The United States from 1920 to 1945, with reference to the consumer culture, interwar foreign policy, the Great Crash, Franklin Roosevelt, the New Deal, the road to war, and World War II.

HIS 370-9 Special Topics (1-3)
Special topics in history depending upon demand and staff.

HIS 398 Historiography (3)
An introduction to the historian's craft, with special reference to methodologies, interpretations, values, evidence, and conclusions found in historical writings.

HIS 400 Methods of Teaching History and Social Studies (3)
Designed to acquaint the prospective teacher of history and social studies with the techniques, materials, resources, and problems of teaching at the secondary level. This course, intended for students in the teacher licensure program, ordinarily does not apply to the history major. Prerequisite: acceptance into the teacher education program.

HIS 470-9 Special Topics (1-3)
Special topics in history depending upon demand and staff.

HIS 481 Public History Internship (3)
Provides an opportunity for on-the-job experience in community agencies in such fields as cultural resource management, archival work, historical preservation and interpretation. Students must be history majors with junior standing and have the approval of the agency and history faculty.

HIS 497 W: Seminar in History I (3)
Capstone course with an in-depth study of historiography, historical method, and historical criticism. Prerequisite: HIS 101, 102, 111, 112, 298 and 398.

HIS 498 W: Seminar in History II (3)
Capstone course with an emphasis on a synthesis of historical skills as demonstrated through original primary research and presentation of findings. Prerequisite: HIS 497.

HUMANITIES

Degree Offered: **Bachelor of Arts**

This four-year degree program is designed to provide interested students with a broader base in the humanities than is usually realized in programs with specified majors. It has two objectives:

1. To provide a general program leading to a university degree.
2. To deliver a broadly-based undergraduate foundation for those wishing to pursue a master's degree in the humanities or for those who wish to wait until graduate school to specialize.

A special Humanities Interdisciplinary Program with a coordinated sequence of courses in history, philosophy, literature, and theology is available to those students who wish to fulfill some of their Bonaventure Program requirements through an integrated and coordinated course of study.

Consult the Dean of the School of Humanities for additional information.

Program Requirements for Humanities Major:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. Foreign language (two semesters or equivalent in a single language).
3. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.
3. Distributed coursework in at least three fields of the humanities, 200-400 level, including the senior seminar in the first field of concentration:
   a) 1st field of concentration 21 hrs.
   b) 2nd field of concentration 18 hrs.
   c) 3rd field of concentration 15 hrs.

The participating disciplines establish prerequisites and coursework in the fields of concentration. The faculty of the first field of concentration establishes the comprehensive experience and the assessment program for that field.

English:

1. The student must have completed ENG 111 and 112 and the Bonaventure Program requirement in literature.
2. Any 200-400 courses in English are acceptable for the program except ENG 400 Methods of Teaching English, but students are limited to two 200-level English courses.
3. The student doing a 21-hour concentration in English must take the senior seminar in English and make an attempt in the seminar paper to draw together the several fields of concentration of the humanities major.

History:

1. Humanities majors choosing history as their first field of concentration should complete HIS 101, 102, 111, 112, 497 (or 498) and six hours of 200-400 level electives.
2. Humanities majors choosing history as their second field of concentration should complete HIS 101, 102, 111, 112, and six hours of 200-400 level electives.
3. Humanities majors choosing history as their third field of concentration should complete either HIS 101 and 102 or HIS 111 and 112, as well as nine hours of 200-400 level electives.

Philosophy:

1. Two introductory courses at the 100-200 level are required as prerequisites.
2. Courses in any area of concentration are selected with the advice of the faculty.
3. Those doing a 21-hour concentration in philosophy must take the coordinating seminar in philosophy. The research paper submitted for this seminar may be read, judged, and graded by faculty members from all three areas of concentration in the humanities major.

Theology:

1. No special prerequisites are imposed, but students should be of junior standing before taking upper-level courses in theology.
2. Courses should be selected with advice from the appropriate Dean.
3. Those doing a 21-hour concentration in theology must take TRS 497 Theology Capstone. The research paper submitted for this seminar may be read, judged, and graded by faculty members from all three areas of concentration in the humanities major.

For more information, students should consult with the faculty in participating disciplines.

HUMAN SERVICES

Degrees Offered: **Bachelor of Science**

Through this program, students will gain the theoretical and conceptual knowledge that serves as a foundation for human service work, along with practical experience in the field.

Program Requirements for Human Services Major (students in the PS program should refer to the requirements in the Professional Studies section of this catalog):

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. To fulfill the technological literacy requirement, students must pass CIS 101 or equivalent.
3. HMS 110 is required and fulfills a Bonaventure Program requirement in Social Sciences.
4. A minimum of 48 hours of 200-400 level Human Services and required support courses as listed below.
5. Required Human Services courses: HMS 205, 300, 305, 315, 321, 322, 325, 330, 360, and 480.
6. 9 hours of Human Services electives chosen from: HMS 335, 342, 355, 400, 410, 431, 440, or 481.
7. 12 hours are required as support courses: PSY 100, 312, one course from PSY 236 or 246, and one course from PSY 340, SOC 300 or PSY 323.
8. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

Requirements for a Minor:

A student must complete 18 hours including HMS 110, 305, 315, and 9 additional credit hours selected from HMS 205, 300, 321, 322, 325, 330, and 360. Must also meet minimum University requirements for a minor.

Course Descriptions

HMS 110 Introduction to Human Services (3)
This course provides an introduction to the theoretical perspectives, social, political, and economic policies, and legal and ethical issues involved in the field of Human Services. Students will learn about the variety of human service agencies and the types and delivery of various human services.

HMS 205 Lifestyle and Career Development (3)
This course covers lifelong career development processes and the influences on them that lead to work values and decision-making styles, occupational choices and patterns of work adjustment, the creation of a career pattern and identity, and the integration of roles, self- and career-identity.

HMS 305 Counseling Theory (3)
This course provides an overview of current major approaches to counseling and psychotherapy. The varied theories regarding development of personality, psychological health, and psychological dysfunction will be presented.

HMS 315 Counseling Techniques (3)
This course covers diagnosis, intervention strategies, and counseling skills. The theoretical foundations and professional skills training provided in this course should enable the student to understand clients' problems more fully and accurately and to intervene more effectively. Prerequisite: HMS 305. (Same as PSY 315)

HMS 321 WED: Professional, Legal, and Ethical Issues in Human Services (3)
This course covers the issues of professionalism, ethics, and legal issues and responsibility, especially as related to Illinois law. The course includes exploration of legal and ethical dilemmas experienced in human services. Prerequisite: HMS or PSY majors only.

HMS 322 Appraisal of Individuals/ Psychological Testing (3)
This course covers the theory and principles of measurement and evaluation of psychological variables and individual differences using a variety of psychological measures. Construction, administration, and interpretation of measurements will be covered. (Same as PSY 322)

HMS 325 Substance Use Assessment and Intervention (3)
This course focuses on the progressive nature of substance use and its impact on the individual over the lifespan. The physiological, psychological, familial, and societal impacts of substance abuse will be explored. Emphasis will be placed on current trends in strengths-based assessment and intervention.

HMS 330 W: Family Dynamics and Counseling (3)
This course will focus on understanding the divergent types of family structure, the functioning of individual families, and the impact of family structure on individual development. Emphasis will be placed on current trends in strengths-based family assessment and intervention. Prerequisites: HMS 305 or consent of instructor.

HMS 335 D: Abuse and Neglect in the Family (3)
This course provides an overview of the uses and abuses of power in interpersonal relationships and families. The course focuses on the types, dynamics, and impact on family members of neglectful and abusive families, and the various agencies that can provide support and treatment for the families.

HMS 342 Psychology of Human Sexuality (3)
This course provides an introduction to the major issues in the psychology of human sexuality, including sexual anatomy and physiology, love, interpersonal communication, sexual behavior and reproduction, and social issues associated with human sexuality. Particular emphasis is placed on the etiology of sexual orientation, and the social experiences of gay, lesbian, bisexual and transgendered individuals. (Same as PSY 342)

HMS 355 Case Management (3)
This course provides the knowledge and practical skills necessary to collect, organize, interpret, and report on information related to clients' needs, functioning, and progress, to establish and monitor service plans, to broker services, and to evaluate service provision. Prerequisite: HMS 110.

HMS 360 Group Dynamics and Counseling (3)
This course provides an understanding of group dynamics, group processes, and the roles of group members. The theories, principles, and techniques of group intervention will be presented. Emphasis will be placed on the development and successful facilitation of groups in a counseling setting. The unique ethical considerations of group work will also be explored. Prerequisite: HMS 305 or consent of instructor.

HMS 400 Leadership and Organizational Change (3)
This course covers the theories, models, and ethical practice of leadership and organizational management in the human services field. Methods and approaches to organizational change, decision making, and conflict resolution are presented.

HMS 410 Needs Assessment/Program Evaluation (3)
This course provides the knowledge and skills needed to conduct community needs assessments, evaluate the results, make appropriate decisions regarding new program development, and develop methods for evaluating the effectiveness of the program.

HMS 431 Victimology (3)
Victimology is the "study of victims." This course will study the historical, cultural and social aspects of victims of crime. Analyses of trends and patterns in criminal violence and victimization are undertaken in addition to discussions on strategies for prevention, remediation and intervention. Course features guest speakers who have professional or personal expertise and experience. This course is of practical use to students in the following fields: human services, psychology, social work, criminal justice, political science, pre-law, pre-med, and theology, as well as victim's rights advocates or volunteers. (Same as CRJ 431)

HMS 440 Crisis Intervention (3)
This course emphasizes the recognition of psychological crisis and the application of current crisis-intervention strategies to assure client safety, stabilization, and self-determination. Emphasis will also be placed on legal and ethical concerns in crisis work, professionalism, and the prevention of burnout. Prerequisite: HMS 315 or PSY 315.

HMS 480 Senior Practicum I (3)
The practicum provides practical experience working in human service agencies. The 3-hour practicum involves 150 hours onsite and includes a minimum of 40 hours of direct client contact. These experiences provide the student with applied knowledge of individual and group counseling techniques. Prerequisites: HMS 315, 321, senior standing, and consent of instructor.

HMS 481 Senior Practicum II (3)
Students may choose to do a second practicum as one of their HMS elective courses. Practicum II must be in a different area of human services from Practicum I.

LANGUAGES

As a liberal arts institution, Quincy University readily acknowledges the global and very interactive nature of the world we live in today. Consequently, we are committed to offering our students the skills they need to effectively and successfully communicate with others in both their personal and professional lives. Diversity in our languages program is an integral part of that commitment. From a curricular perspective, these courses also afford our students with more choice in meeting the requirements of the Bonaventure Program (BP) as well as of their respective degree programs. Credit may also be arranged for approved study abroad programs.

A specific language may not necessarily fulfill the language requirement for all programs. Consult with the Dean for a program to determine whether a language is acceptable for the specific program. ASL courses may be used to fulfill the language requirement when approved by the program.

Introductory and intermediate level courses are currently available in American Sign Language, German, French, Latin and Spanish. Courses in other languages are available on an Independent Study basis as are more advanced courses in the primary languages. Students may also apply for a Contract Minor in a language.

Placement tests for all languages except Latin will be administered prior to registration. See Language Placement Tests.

Quincy University offers Greek courses. These courses count as Theology elective credit.

Advanced Placement Opportunities:

See p. 20 for information on credit by examination. For placement with credit (may fulfill language requirements of other disciplines also): CLEP Test or Advanced Placement Tests.

Requirements for an American Sign Language (ASL) Minor: Students seeking an ASL minor must complete the following courses: ASL 200, 202, 250, 260, 300, and 350. Must also meet minimum University requirements for a minor.

Course Descriptions for American Sign Language

ASL 200 American Sign Language I (3)
Focuses on the comprehension of American Sign Language, Deaf culture, and the Deaf community. Classroom experiences are conducted without voice. Coursework includes preparation for visual language learning, including vocabulary, grammar, and cultural information. Interpersonal communication is stressed in everyday interaction. The use of culturally appropriate behaviors in a signing environment is stressed. Basic sign handshapes, grammar, and syntax are covered. Each unit builds on the topics, vocabulary, and grammar introduced as students learn how to exchange personal information, i.e. give their names, tell where they live, talk about their families and activities.

ASL 202 DG: Deaf Culture and History (3)
The heritage of Deaf persons and the ways in which their social needs are satisfied through affiliation with each other. Also included will be a description of cultural values, norms, traditions, and identities, as well as criteria for membership. Emphasis will be placed on the various subcultures within the worldwide culture.

ASL 250 American Sign Language II (3)
Focuses on the continued comprehension of American Sign Language, Deaf culture, and the Deaf community. Classroom activities are conducted without voice. Visual learning and cultural appropriateness are stressed. Focus is on everyday language and includes the use of a variety of registers in ASL. The development of conversational skills and presentation skills through interactive contexts is emphasized. Prerequisite: ASL 200.

ASL 260 Finger Spelling and Numbers (3)
This course provides advanced instruction in receptive/expressive and grammatical rules of finger spelling and number in ASL. Within a range of contexts, and using a variety of topics, the instructor will guide the students through number and finger spelling practice using dialogues and short stories that include setting up referents by finger spelling in a particular location while emphasizing clear form and transitions. Prerequisite: ASL 200

ASL 300 American Sign Language III (3)
Focuses on the comprehension of American Sign Language, Deaf culture, and the Deaf community. Classroom activities are conducted without voice. Visual learning and cultural appropriateness are stressed. Semantic accuracy as well as appropriate non-manual behaviors are mastered. Prerequisite: ASL 250.

ASL 350 American Sign Language IV (3)
Focuses on the maximum comprehension and expression of American Sign Language. Classroom activities are conducted without voice. Activities require the use of learned strategies. Instruction will stress the understanding and use of non-manual aspects of ASL (mouth morphemes) as well as head and body movements. Students will do ASL presentations on stories or topics from news articles, books, and TV shows related to Deafness. Prerequisite: ASL 300.

ASL 400 American Sign Language V (3)
This advanced course will evaluate the student's abilities in interacting with Deaf Individuals. Language will be required in social and professional levels. Students will master native ASL features from concrete subjects to abstract. Prerequisite: ASL 350.

ASL 407 Linguistics of American Sign Language (3)
Course focuses on the linguistics of American Sign Language, including phonology, morphology, syntax, and language structural aspects. American Sign Language and English are compared and contrasted, providing students with valuable insight into both languages. Prerequisite: ASL 300.

ASL 416 K–12 Sign Language (3)
This course provides an opportunity to develop skills for increasing vocabulary for K-12 educational interpreters to be more effective. Also this course is to prepare the student for educational interpreting in regards to ethics and skills needed within the K-12 academic settings. Prerequisite: ASL 350 or consent of instructor.

Course Descriptions for French

FRE 111 Beginning French I (3)
Elementary French with emphasis on listening, speaking and writing skills, and study of French culture with an introduction to reading. Open to students with no previous French.

FRE 112 Beginning French II (3)
Continuation of FRE 111. Prerequisite: FRE 111 or demonstrated knowledge on placement test.

FRE 211 Intermediate French I (3)
Review and more detailed study of French grammar, reading of modern Francophone authors, and study of French civilization. Prerequisite: FRE 112 or demonstrated knowledge on placement test.

FRE 212 Intermediate French II (3)
Continuation of FRE 211. Prerequisite: FRE 211 or demonstrated knowledge on placement test.

FRE 309 G: French Conversation I (3)
A comprehensive and flexible upper intermediate conversation course that develops the four basic communicative skills: reading, writing, speaking and listening via an exciting mystery story that exposes students to many cultures in the Francophone world. The text book Intrigue is designed to meet the "five C's" of the National Standards for Foreign Language Learning.

FRE 310 G: French Conversation II (3)
Continuation of FRE 309.

FRE 373 G: Introduction to French Literature I (3)
This course offers selections from the world's most fascinating French authors past and present. Other Francophone authors studied in this course are from Guinea, Senegal, Cameroon, and Canada, to name a few French speaking countries. The selection in this volume have been revised to reflect women in francophone literature as well.

Course Descriptions for German

GER 111 Beginning German I (3)
Elementary German with emphasis on listening, speaking, and writing skills, and study of German culture with an introduction to reading.

GER 112 Beginning German II (3)
Continuation of GER 111. Prerequisite: GER 111 or demonstrated knowledge on placement test.

GER 211 G: Intermediate German I (3)
This course focuses on the development of both receptive and communicative competence in oral and written expression through conversations, listening comprehension, videos, and written activities. Students will study how German-speaking societies are evolving and their impact on the global community. Students will consider the influence of German-speaking populations within the global community and our own society. Prerequisite: GER 112 or demonstrated knowledge on placement test.

GER 212 G: Intermediate German II (3)
This course is a continuation of GER 211, focusing on the development of both receptive and communicative competence in oral and written expression through conversations, listening comprehension, videos, and written activities. Students will expand their knowledge of diverse German-speaking societies and their impact on the global community, as well as the influence of German-speaking populations within the global community and our own society. They will analyze how global issues affect individuals in German-speaking populations and themselves. Prerequisite: GER 211 or demonstrated knowledge on placement test.

Course Descriptions for Latin

LAT 111 Beginning Latin I (3)
The primary goal of this course is a basic reading knowledge of Latin and an understanding of the history and culture in which the language is embedded. By the end of one year, students will be exploring the literature of the classical period, using the life and poetry of Horace as a point of entry. Latin will be treated as a step in a humanistic program for developing linguistic, literary, and historical knowledge and understanding.

LAT 112 Beginning Latin II (3)
Continuation of LAT 111. Prerequisite: LAT 111.

LAT 211 Intermediate Latin I (3)
This is a reading course based on six major authors: Cicero, Caesar, Catullus, Virgil, Livy, and Ovid – three poets and three writers of prose. Students will read, translate, and discuss passages from the six authors, concentrating on good translation, literary appreciation, and understanding of the place of our authors in Roman and subsequent history and culture. Prerequisites: LAT 111 and 112.

LAT 212 Intermediate Latin II (3)
Continuation of LAT 211. This is a reading course based on major authors of ancient Rome. Students will begin with Cicero and Catullus and continue with selections from Virgil and Livy, concluding with Caesar or Pliny the Younger if time allows. Prerequisites: LAT 111, 112, and 211.

Course Descriptions for Spanish

SPA 111 Beginning Spanish I (3)
Introduction to the Spanish language and Hispanic culture with emphasis on the development of listening, speaking, reading, and, to a lesser extent, writing skills. Grammar and vocabulary will be used as effective tools in real-life situations with the aid of audiovisuals, classroom activities, and homework. Prerequisite: No prior knowledge of Spanish is required, but this course would also be appropriate for students with 1-2 years of high school Spanish.

SPA 112 Beginning Spanish II (3)
The course is a continuation of SPA 111 and is designed to develop better communication skills in the language through oral activities, written exercises, new vocabulary and grammar concepts. We will continue to study the culture of Spanish-speaking countries and current events. Prerequisite: SPA 111 or demonstrated knowledge on placement test, or consent of instructor.

SPA 211 DG: Intermediate Spanish I (3)
The objective of this course is to develop communicative competence in Spanish through the acquisition of relevant vocabulary while incorporating old and new grammar structures. We will focus on the development of both receptive and productive communication skills in oral and written formats. Oral skills will focus on old and new vocabulary and grammar for in-class discussions. Written skills will be developed through homework assignments as well as short e-mails. Each unit incorporates the study of culture from Spanish-speaking countries and we will follow current events, both nationally and internationally, throughout the course. Prerequisite: SPA 112, 2-4 years of high school Spanish, or consent of instructor.

SPA 212 DG: Intermediate Spanish II (3)
This course is a continuation of Spanish 211. The main goal of the 200 level courses continues to be the development of communicative competence in Spanish. Classroom conversations, with the new vocabulary and grammar of each unit, will be the situational context for these conversations. Previous grammar and vocabulary will continue to be reviewed in each class section in order to internalize these concepts We will continue to incorporate the study of cultures from Spanish-speaking countries and follow current events, both nationally and internationally. Prerequisite: SPA 211, 2-4 years of high school Spanish, or consent of instructor.

SPA 215 DG: Intermediate Spanish I for Medical Personnel (3)
This course is designed around contexts and vocabulary that medical personnel encounter in the course of their work. Coursework will include situational role-plays, class discussion and grammar exercises. Speech samples will be utilized from a variety of countries from which a significant number of immigrants are found in the U.S. Topics will include contexts such as discussing symptoms and medical history, the structure of healthcare delivery systems, family units and culture in Hispanic countries. Prerequisite: SPA 112.

SPA 216 DG: Intermediate Spanish II for Medical Personnel (3)
This course is a continuation of SPA 215 Intermediate Spanish I for Medical Personnel. Prerequisite: SPA 215 or instructor consent.

SPA 309 DG: Advanced Spanish I (3)
The objective of this course is to develop linguistic competence in Spanish with little or no reference to English. Vocabulary acquisition will focus on high frequency words necessary for daily activities and communication as well as some unfamiliar but relevant vocabulary to follow current events from online sources. Reading selections from out of the textbook will also present thematic vocabulary to develop linguistic competence. The skills of speaking, listening, reading, and writing will be simultaneously developed so that students learn to function within a Spanish-speaking environment without the use of English.

The use of English in this course will be limited to: review and introduction of grammar concepts necessary for real-life conversation within the classroom; vocabulary necessary to discuss current events which are too complicated to expect students to fully engage the material. For example, current political events dealing with immigration issues, breaking news from Spanish-speaking countries, or any other teachable moment from a newsworthy event in a Spanish-speaking country, would all be examples of instances when English would be appropriate so that students may better understand other populations in the global community and our own society. Prerequisite: SPA 212 or equivalent (AP Spanish, CLEP, performance on placement test) or consent of instructor.

SPA 311 DG: Advanced Spanish II (3)
This is a continuation of SPA 309 course but does not require a student to complete SPA 309 in the fall in order to enroll in this course. The course description is the same. Prerequisite: SPA 309 or equivalent (AP Spanish, CLEP, performance on placement test) or consent of instructor.

SPA 315 DG: Advanced Spanish I for Medical Personnel (3)
This course is designed around contexts and vocabulary that medical personnel encounter in the course of their work. Coursework includes situational role-plays, class discussion and grammar exercises. Speech samples will be drawn from a variety of countries from which a significant number of immigrants are found in the U.S. Topics will include contexts such as discussing symptoms and medical history, poverty, social isolation, immunization, differing national standards of healthcare, the structure of healthcare delivery systems, family units and culture in Hispanic countries. Prerequisite: SPA 212 or instructor consent.

SPA 316 DG: Advanced Spanish II for Medical Personnel (3)
This course is a continuation of SPA 315 Advanced Spanish II for Medical Personnel. Prerequisite: SPA 315 or instructor consent.

MANAGEMENT INFORMATION SYSTEMS

Management Information Systems courses support the Bonaventure Program and specific degree program requirements.

Course Descriptions

MIS 210 Computer Applications (3)
An introduction to computer concepts, application programs, and the internet, in a business environment. Students work with microcomputers gaining hands-on experience in windowing environments, word processing, spreadsheets, and internet applications.

MIS 305 Introduction to Management Information Systems (3)
Systems theory concepts applied to the collection, retention, and dissemination of information for management decision making. Case studies will be used to help understand the concepts of MIS.

MIS 340 Human Resource Information Systems (3)
A survey of the tools and techniques applied in all sub-functions of data management as it relates to the management of Human Resources. Database and information processing techniques applied to HRIS are discussed. The actual process of HRIS design and typical problems in user participation are covered. Students will be assigned group projects in the design and management of typical HRIS in management situations.

MIS 350 Expert Systems for Business Application (3)
Definition, description, and evaluation of decision support systems which provide quantitative-based information derived from internal/external data available to the user in the decision-making process; structure and application of selected support system languages. Prerequisite: MIS 305.

MATHEMATICS

Degree Offered: **Bachelor of Science**

Advanced Placement Opportunity:

CLEP examinations are available in College Algebra; however, credit by examination in these introductory courses does not necessarily fulfill entrance requirements for advanced mathematics courses. Therefore, students should consult with the Dean of Science & Technology for proper placement.

Program Requirements:

Bachelor of Science in Mathematics

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. MAT 242, 243, 244, 260, 329, 450, 485, and 497. Also required: MAT 346 and 6 additional hours of electives at the 200-400 level. MAT 440 is strongly recommended for students intending to pursue graduate work.
3. Required support courses: CSC 150 and 160. It is recommended that these be taken within the first two years.
4. Students must take either PHY 223 Principles of Physics I or PHY 211 Fundamentals of Physics I to fulfill their Bonaventure Program requirement in the physical sciences. PHY 223 is the preferred course.
5. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

Program Requirements for Math Major with Actuarial Science Concentration:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. Core classes: MAT 242, 243, 244, 260, 329, 346, 350, 450, 455, 485, 315, 415, and 497.
3. Required support courses: ACC 121, 221; CSC 150, 160; ECO 222, 223, 225 (or MAT150); FIN 315; MIS 305; MKT 331.
4. Recommended courses: COM 363; CSC 320; FIN 420, 435, 436; MGT 300, 364; MKT 432.
5. An Ethics course: PHI 327 is recommended.
6. No more than one grade below a “C” is permitted in courses applicable to the major.
7. It is recommended that students attempt actuarial exam Probability (P) upon completion of MAT 315 and actuarial exam Financial Mathematics (FM) upon completion of MAT 415.
8. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

Teacher Licensure Program:

Math majors requesting licensure as secondary education teachers are required to take MAT 300, MAT 400, and to meet the requirements for licensure (see Education).

Majors seeking secondary licensure must take MAT 300, 400, and 6 additional hours of mathematics electives at the 200-400 level. MAT 353 and 380 are recommended for majors seeking secondary licensure.

Majors seeking secondary licensure must earn grades of “C” or better in courses applicable to the major.

Requirements for a Minor:

1. Core courses: MAT 242 Calculus and Analytic Geometry I, MAT 243 Calculus and Analytic Geometry II, and MAT 244 Calculus and Analytic Geometry III.
2. Nine (9) additional credit hours of Mathematics electives at the 200-400 level. MAT 329 is highly recommended. Must also meet minimum University requirements for a minor.
3. A grade of “C” or better is required in all courses applicable to the minor.

Course Descriptions

MAT 101 Introduction to College Mathematics (3)
A self-paced review of algebra skills intended to prepare students for success in a College Algebra course. Topics include: arithmetic of real numbers, exponents and exponent laws, radicals and rational exponents, algebraic expressions, arithmetic of polynomials and rational expressions, an introduction to techniques for solving equations, and applications of these concepts.

MAT 110 Basic Mathematical Concepts I (3)
Provides prospective teachers with background for teaching elementary school mathematics topics include: inductive and deductive reasoning, sets, logic, elementary number theory, and elementary algebra.

MAT 111 Basic Mathematical Concepts II (3)
A continuation of MAT 110. The topics include: geometry, mathematical systems, consumer mathematics, elementary probability, and statistics.

MAT 124 Applied College Algebra (3)
Students will study the real numbers, polynomials, lines and linear inequalities, functions, exponential and logarithmic equations, and practical financial applications, including: compound interest, annuities, sinking funds, and loan amortization. Note: Students planning to take MAT 142 Precalculus must take MAT 125. Prerequisite: Recommended passing grades in both semesters of Algebra I, Geometry and Algebra II at the high school level, or "C" or better in MAT 101.

MAT 125 College Algebra (3)
Review of algebraic skills; complex numbers and operations. Polynomials and rational functions; exponential and logarithmic functions; inverses of functions. Direct and inverse variation. Synthetic division. Prerequisite: "C" or better in MAT 101 or appropriate Math placement score.

MAT 142 Pre-Calculus (4)
A study of functions, including: functions in general and the rectangular coordinate system; algebraic functions (polynomial and rational); transcendental functions (exponential, logarithmic, trigonometry and inverse trigonometry); applications of exponential and logarithmic functions; applications of trigonometry and inverse trigonometry functions to solution of triangles (Law of Sines, Law of Cosines). Prerequisite: "C" or better in College Algebra.

MAT 150 Basic Statistics (3)
Descriptive statistics, elementary probability, the binomial and normal probability distributions, testing of hypotheses, estimation, one-way analysis of variance, simple linear regression and correlation. Prerequisite: QU math placement test into MAT 125; grade of "B" or better in MAT 101; or grade of "C" or better in MAT 124 or 125; or consent of instructor.

MAT 242 Calculus and Analytic Geometry I (4)
Analytic geometry of the line. Functions and graphs. The derivative of algebraic functions. Applications of the derivative. The indefinite and definite integral. Prerequisite: MAT 142 or placement exam score.

MAT 243 Calculus and Analytic Geometry II (4)
Applications of integration. Analytic geometry of conics. Differentiation and integration of transcendental functions; infinite series. Prerequisite: MAT 242.

MAT 244 Calculus and Analytic Geometry III (4)
Polar coordinates. Parametric equations. Vectors and vector calculus. Partial derivatives. Multiple integrals and line integrals. Prerequisite: MAT 243.

MAT 252 Discrete Mathematics (3)
A study of discrete mathematical structures. Sets, relations and digraphs, functions, counting techniques. Prerequisite: MAT 125.

MAT 260 W: Mathematical Logic (3)
Logic of compound statements. Rules of inference and derivations. Inference with quantifiers. Sets, functions and relations. Axiomatic systems. Prerequisite: MAT 243.

MAT 270-9 Special Topics (1-3)
Courses in special areas such as finite mathematics, discrete mathematical structures, and calculus for non-majors depending upon demand and staff.

MAT 300 Mathematics for Secondary School Teachers (3)
The main objective of this course is to ensure that mathematics majors seeking secondary licensure have a good overview of the areas relevant to the teaching of secondary school mathematics. Topics include number theory, geometry, and probability and statistics. Prerequisite: MAT 260 or instructor's consent.

MAT 315 Actuarial Prep I (1)
Preparation for the Actuarial Examination P (Probability). Prerequisite: Junior standing or instructor consent.

MAT 329 Introduction to Linear Algebra and Matrix Theory (4)
Linear equations, Gauss-Jordan reduction, algebra of matrices, vector spaces, linear independence, bases and dimension, change of basis, linear transformations, eigenvalues and eigenvectors, diagonalization and linear programming. Prerequisite: MAT 243.

MAT 346 Differential Equations (3)
Introduction to differential equations; solutions of first order differential equations; solutions of homogeneous and nonhomogeneous linear differential equations, differential operators, initial value equations, mathematical modeling and LaPlace transforms. Prerequisite: MAT 243. (MAT 244 recommended)

MAT 350 Numerical Analysis (3)
Polynomial interpolation, solution of nonlinear equations, systems of linear and nonlinear equations, eigenvalue problems, matrix inversion, numerical integration, numerical solution of differential equations. Prerequisites: MAT 244; CSC 150. (Offered on demand with consent of instructor)

MAT 353 Number Theory (3)
Linear indeterminate equations. Diophantine equations, congruence; theorems of Euler, Fermat, Wilson. Prerequisites: MAT 260.

MAT 370-9 Special Topics (1-3)
Courses in special areas such as advanced calculus and history of mathematics.

MAT 380 Higher Geometry (3)
The main objective of this course is to furnish valid definitions and valid proofs for concepts and theorems known from introductory geometric courses. This course will build a solid foundation for modern geometry and more advanced geometry courses. This course also involves extensive use of hands-on experience in and out of the classroom. Three hours combination lecture/lab. Prerequisite: MAT 260.

MAT 400 Methods of Teaching Mathematics (3)
Designed to acquaint the prospective teacher of mathematics with the techniques, materials, resources and problems of teaching at the secondary level. This course does not apply toward the math major. Prerequisite: acceptance into the teacher education program.

MAT 415 Actuarial Prep II (1)
Preparation for the Actuarial Examination FM (Financial Mathematics). Prerequisite: Junior standing or instructor consent.

MAT 440 Abstract Algebra (3)
Groups, rings, fields, integral domains, and Boolean Algebra. Prerequisite: MAT 260.

MAT 450 Probability Theory (3)
Probability for discrete and continuous sample spaces. Random variables and probability distributions. Sampling distributions. Estimation and testing hypotheses. Inference when comparing two populations. Calculus used extensively. Prerequisites: MAT 260 and MAT 244.

MAT 455 Statistics and Data Analysis (3)
Statistics focuses on the role that variability plays in drawing conclusions based on data. This course develops a crucial understanding of variability through its focus on the data analysis process, using applied statistical methods aided with statistics software. Prerequisite: MAT 450 or consent of instructor.

MAT 470-9 Special Topics (1-3)
Special topics in mathematics depending on demand and staff.

MAT 480 Topology (3)
An introduction to the study of properties preserved by continuous functions. Topics include metric spaces, topologies, open and closed sets, continuity, homeomorphisms, compactness, connectedness, the Tychonoff theorem, and separation axioms. Prerequisite: MAT 260 Mathematical Logic.

MAT 485 Introduction to Real Analysis (3)
Introduction to the theory of analysis including rigorous treatment of sequences, series, functions of one or two variables, continuity, differentiation, and Riemann integration. Prerequisites: MAT 260.

MAT 497 W: Comprehensive Seminar (2)
Overview of subject matter covered in the mathematics major. A study of some area of mathematics not previously studied by the students. Open only to senior majors in mathematics.

MUSIC

Degrees Offered: **Bachelor of Arts, Bachelor of Science**

Program Requirements:

1. An audition before the music faculty. All incoming students planning to major in music or music education or minor in music must complete this audition before being accepted as a music major or minor.
2. All students must take a placement exam in music theory for either the major or minor.
3. All music and music education majors must enroll in Concert Attendance (MUS 070) every semester until they pass five semesters.
4. All music and music education majors must take applied piano every semester until they complete piano proficiency.
5. All music and music education majors must complete the Music Proficiency process with a passing grade before being admitted to upper-level courses in the major.
6. Students need a cumulative Major GPA of 2.0 and and C or better in all major courses to receive a degree.
7. Supplementary information about program requirements is contained in the Music Program Handbook for Students, which can be obtained from music advisors.

Bachelor of Arts

Music Major

(Concentration in Instrumental or Vocal Music)

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. Music and music education majors will fulfill the University technological literacy requirement through successful completion of MUS 313 Orchestration and Arranging.
3. 14 credit hours of applied music lessons on one instrument or voice (major).
4. 27 credit hours of music courses, including: MUS 113, 114, 115, 116, 213, 214, 215, 311, 312, 313; MED 349 (for vocal concentration) or MED 351 (for instrumental concentration).
5. Required performances: Recitals during junior (MUS 399) and senior (MUS 499) years in the major applied field. Six additional public performances as a soloist in faculty approved concerts.
6. Attendance at designated recitals and concerts at the University or in the community.
7. Those whose major performing medium is voice must take MUS 219.
8. Music ensembles.

Instrumental Concentration:	8 credit hours Symphonic Band
Vocal Concentration:	8 credit hours Concert Choir

9. The senior recital and recital paper constitute the required comprehensive experience.

Bachelor of Science

Music Education Major

(Concentration in Instrumental Music)

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. Music and music education majors will fulfill the University technological literacy requirement through successful completion of MUS 313 Orchestration and Arranging.
3. 14 credit hours of applied music lessons on one instrument or voice (major).
4. 27 credit hours of music courses, including: MUS 113, 114, 115, 116, 117, 213, 214, 215, 311, 312, and 313.
5. 15 credit hours of music education courses, including: MED 317, 319, 320, 321, 341, 349, 351, 412, and 413.
6. 7 credit hours in Symphonic Band.
7. Professional courses for state licensure (see Education)
8. Required performances: Recital during senior year (MUS 499) in the major applied field. Six additional public performances as a soloist in faculty approved concerts.

9. The senior recital and recital paper constitute the required comprehensive experience.
10. A prerequisite for all music education courses (MED) is acceptance into the Teacher Education Program.

Bachelor of Science

Music Education Major

(Concentration in Vocal Music)

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. Music and music education majors will fulfill the University technological literacy requirement through successful completion of MUS 313 Orchestration and Arranging.
3. 14 credit hours of applied music lessons in voice (major).
4. 30 credit hours of music courses, including: MUS 113, 114, 115, 116, 117, 213, 214, 215, 219, 311, 312, and 313.
5. 12 credit hours of music education courses, including: MED 317, 321, 341, 349, 351, and three hours of MED electives.
6. 7 credit hours in Concert Choir.
7. Professional courses for state licensure (See Education).
8. Required performances: Recital during senior year in the major applied field. Six additional public performances as a soloist in faculty approved concerts.
9. The senior recital and recital paper constitute the required comprehensive experience.
10. A prerequisite for all music education courses (MED) is acceptance into the Teacher Education Program.

Requirements for a Minor:

The music minor consists of 18 hours plus ensemble participation for a total of 22 hours.

1. Required foundation courses: MUS 113-114 Music Theory I and II; MUS 115-116 Aural Skills I and II; MUS 117 Music Appreciation; and two credit hours of Applied Music.
2. Following completion of foundation courses, student must choose one of the following areas of concentration: Music Theory, Music History, Music Performance, or Music Education. A total of six credit hours in one of these areas will complete the minor. Suggested courses for each area:

Music Theory:	MUS 213-214 Music Theory III and IV	6 hrs.
Music History:	MUS 311-312 Music History I and II	6 hrs.
Music Performance:	Applied Music (usually one credit per semester; students will perform in department convocations)	6 hrs.
Music Education:	MED 317 Elementary School Music	2 hrs.
	MED 319 String Methods	1 hr.
	MED 320 Percussion Methods	1 hr.
	MED 321 Vocal Methods	1 hr.
	MED 341 Junior and Senior High School Music	2 hrs.
	MED 349 Choral Conducting/Methods	2 hrs.
	MED 351 Instrumental Conducting/Methods	2 hrs.
	MED 412 Woodwind Methods	2 hrs.
	MED 413 Brass Methods	2 hrs.

3. Students are expected to perform in an ensemble for a minimum of four semesters. Students with an area of concentration in Music Performance must perform in one ensemble each semester for a total of eight semesters.
4. Each student pursuing a Minor in Music must have an advisor from the Music faculty.
5. Must also meet minimum University requirements for a minor.

Course Descriptions

MUS 070 Concert Attendance (0)
This course entails attendance at required concerts to develop critical listening skills. Required of music majors every semester until they pass five semesters. Graded P/F.

MUS 113 Music Theory I (3)
Scales, intervals, keys. Figured basses using triads in all major and minor keys. Principles of voice leading. Analysis of Bach chorales. Concurrent enrollment in MUS 115.

MUS 114 Music Theory II (3)
Continuation of MUS 113. Figured basses using dominant seventh and secondary seventh chords. Prerequisite: MUS 113. Concurrent enrollment in MUS 116.

MUS 115 Aural Skills I (1)
Solfege, melodic, harmonic, and rhythmic dictation. Concurrent enrollment in MUS 113.

MUS 116 Aural Skills II (1)
Continuation of MUS 115. Concurrent enrollment in MUS 114.

MUS 117 Music Appreciation (3)
Basic elements of music including historical over view tracing development of musical forms and types. Includes listening to music.

MUS 213 Music Theory III (3)
Additional work in sight singing, melodic, harmonic, and rhythmic dictation. Figured basses using ninth chords, altered chords, chromaticism, modulation. Prerequisites: MUS 113-114, 115-116. Concurrent enrollment in MUS 215.

MUS 214 Music Theory IV (3)
Continuation of MUS 213. Practice in 20th century techniques.

MUS 215 Aural Skills III (1)
Continuation of MUS 116. Concurrent enrollment in MUS 213.

MUS 218 History of Jazz and Rock (3)
Jazz and Rock as media of musical expression from their beginning to present. Includes listening to music.

MUS 219 Diction for Singing I (3)
The basics of pronunciation and language structure, as applied to singing. Introduction to the International Phonetic Alphabet (IPA) and its practical application to English and Italian. Intended primarily for music majors with voice as their major performance area. Instructor consent required. Offered as needed.

MUS 220 Diction for Singing II (2)
A continuation of MUS 219. Further instruction in IPA and its application to German, French, and Spanish. Intended primarily for music majors with voice as their major performance area. Instructor consent required. Prerequisite: MUS 219. Offered as needed.

MUS 299 Music Proficiency (0)
Graded P/F.

MUS 310 D: The Business of Music (3)
This course examines the interface of music with the business world. The course combines classroom discussions, audio/video materials, reading materials from one textbook and a variety of handout materials, field trips, and guest lecturers. There are no course prerequisites. Does not fulfill Bonaventure Program requirement in Fine Arts.

MUS 311 W: Music History I (3)
Survey of music from earliest antiquity to 1750. Prerequisite: MUS 114.

MUS 312 W: Music History II (3)
Survey of music from 1750 to present. Prerequisite: MUS 114.

MUS 313 Orchestration and Arranging (3)
Methods and materials for orchestrating music for educational purposes. Includes transposition, characteristics and capabilities of instruments, and appropriate ranges for voice.

MUS 399 Junior Recital (0)
Graded P/F.

MUS 490 Practicum in Church Music (3)
The practicum represents the culminating activity for church music majors and should be taken during the last semester of enrollment. Students will work with several faculty members in a variety of liturgical settings to gain experience in the many responsibilities of the position. Activities may include working with choirs, handbell choirs, worship and praise teams, hymn and service music performance, budgeting and scheduling.

MUS 499 W: Senior Recital & Paper (1)

Music Education

MED 317 Elementary School Music (2)
Methods and procedures for teaching music in the elementary school.

MED 319 String Methods (1)
Techniques, teaching methods, and materials for string instruments.

MED 320 Percussion Methods (1)
Techniques, teaching methods, and materials for percussion instruments. Offered as needed.

MED 321 Vocal Methods (1)
Techniques, teaching methods, and materials for vocal instruction.

MED 341 Junior and Senior High School Music (2)
Methods and procedures for teaching music in junior and senior high schools.

MED 349 Choral Conducting/Methods (2)
Advanced conducting techniques, methods, materials, and philosophies specific to choral music. Includes selection and analysis of music, rehearsal and baton techniques, musical interpretation and score reading. Offered as needed.

MED 351 Instrumental Conducting/ Methods (2)
Advanced conducting techniques, methods, materials, and philosophies specific to instrumental music. Includes selection and analysis of music, rehearsal and baton techniques, musical interpretation and score reading.

MED 412 Woodwind Methods (2)
Techniques, teaching methods, and materials for woodwind instruments. Offered as needed.

MED 413 Brass Methods (2)
Techniques, teaching methods, and materials for brass instruments. Offered as needed.

Applied Music

Amount of practice time suggested for applied music students: one credit hour per semester – seven hours practice a week; two credit hours per semester – fourteen hours practice a week.

Generally, non-music majors take one private lesson of one-half hour per week and receive one credit hour per semester. Music majors take one private lesson of one hour per week or two one-half hour lessons per week and receive two credit hours per semester. Students enrolled in applied lessons must meet with the designated instructor the first week of each semester to determine a lesson time.

Applied courses are offered in the following areas:

Voice	Pipe Organ	Woodwind Instruments
Piano	Brass Instruments	Jazz Improvisation
String Instruments	Percussion Instruments	Guitar

See the current course schedule for complete listing of course numbers and credit hours for applied music courses (MUA).

Music Activities

One credit hour per semester is given for each of these music activities:

MUS 177-178, 277-278, 377-378, 477-478	Pep Band
MUS 181-182, 281-282, 381-382, 481-482	Music Ministry
MUS 183-184, 283-284, 383-384, 483-484	Chamber Choir*
MUS 185-186, 285-286, 385-386, 485-486	Community Band (Graded P/F)
MUS 189-190, 289-290, 389-390, 489-490	Concert Choir
MUS 191-192, 291-292, 391-392, 491-492	Symphonic Band
MUS 193-194, 293-294, 393-394, 493-494	Orchestra* (Graded P/F)
MUS 195-196, 295-296, 395-396, 495-496	Jazz Ensemble*
MUS 197-198, 297-298, 397-398, 497-498	Marching/Concert Band

*By audition only.

NURSING

Basic Track - A Partnership with Blessing-Rieman College of Nursing and Health Sciences

The University offers a Bachelor of Science in Nursing degree in partnership with Blessing-Rieman College of Nursing and Health Sciences, 3609 Marx Drive, Quincy, IL 62305. Blessing-Rieman is affiliated with Blessing Hospital, one of the Midwest's finest health care facilities, and offers a CCNE accredited baccalaureate nursing program.

Students in this 4-year program may anticipate a fully integrated curriculum, with nursing courses beginning in the sophomore year, and most of their classes in the junior and senior years on the BRCN campus. At Blessing-Rieman, students will utilize the Blessing Health Professions Library; a computer lab with the latest software for nursing research; and the simulation center, a facility that replicates the hospital and clinical setting.

The application into the Nursing Program is a one-page form that complements the application to Quincy University. There is no additional application fee.

The requirements for acceptance into the program at the sophomore year for traditional basic track students are:

- Minimum composite score of 22 on the ACT/1100 SAT (currently waived)
- Minimum high school GPA of 3.0
- Cumulative college GPA of 2.7 or higher
- Prerequisite GPA of 2.7 or higher
- Completion of all prerequisites courses for sophomore nursing courses with a grade of C or better (English Composition I, General Psychology, Child Psychology, Anatomy & Physiology I, and Anatomy & Physiology II)
- Completion of at least 24 hours of college credit

The requirements for acceptance into the program at the sophomore year for transfer students are:

- Minimum composite score of 22 on the ACT/1100 SAT (currently waived)
- Cumulative college GPA of 2.7 or higher
- Prerequisite GPA of 2.7 or higher
- Completion of all prerequisite courses for sophomore nursing courses with a grade of C or better (English Composition I, General Psychology, Child Psychology, Anatomy & Physiology I, and Anatomy & Physiology II)
- Completion of at least 24 hours of college credit

For high school and transfer students who have an ACT of 21 or below and/or a high school GPA below 3.0, see the Blessing-Rieman College of Nursing Catalog for further admission requirements.

Blessing-Rieman College of Nursing and Health Sciences publishes its own catalog with more details of its nursing programs than are contained here. Please consult them at Blessing-Rieman College of Nursing and Health Sciences, P.O. Box 7005, Quincy, Illinois 62305-7005, 217-228-5520. Similarly, the current BRCN catalog should be consulted regarding specific admissions, progression, and/or degree requirements for the joint nursing program with Quincy University.

The Blessing-Rieman program accepts RN-BSN students and students with previous degrees. See the Blessing-Rieman catalog for details.

See the BRCN catalog for the Nursing program's TOEFL policy.

The Blessing-Rieman College of Nursing and Health Sciences determines that technological competency is attained by our students in the following way: We require integrative computer skills throughout all of our courses as evidenced by student papers, computer exams, accessory Blackboard content, and library (computer orientation time).

Program Requirements for the Basic Track (minimum 120 hours):

Bonaventure Program: ENG 111 and 112, COM 101, TRS 116, and 3 hours each of: Theology, Philosophy, 200 level Literature, Fine Arts (Art, Music, Theatre, or Film), and History.

Diversity (D:) and Global (G:) Courses: One needs to be at least at the 200 level and one at the 300 level or above. Global course will be waived if student has spent one semester abroad. One course may meet both the D: and G: requirements or count (once) toward other program requirements.

Support Courses: BIO 282, BIO 283, BIO 232, BIO 354, MAT 150, PHI 323, PSY 100; PSY 236 or 246.

Nursing Electives:

A Nursing Elective is a study of specific courses not offered in other nursing courses, or subjects covered with more depth than in the general nursing curriculum. An elective course is offered more than once, and some are offered every year.

Electives: Nursing or non-Nursing electives.

61 hours of Nursing: NSG 201, 206, 207, 209, 211, 215, 304, 320, 321, 322, 402, 404, 405, 407, 409, 427, 428

Course Descriptions

Basic Track Required Courses:

NSG 201 Fundamentals of Nutrition (2)
The nutrition course covers fundamental nutritional concepts throughout the lifespan, menu modifications based on dietary and cultural needs, contemporary problems associated with nutrition, nutrition solutions during health alterations, and application of the nursing process to patient-centered nutritional care of the whole person. Upon course completion, students will be able to safely apply basic nutritional concepts to patient care situations related to health promotion and health altering conditions. Prerequisites: Admission to the nursing major or consent of instructor. (Offered every semester. May be offered distance education.)

NSG 206 Fundamentals of Nursing I (3)
This course introduces the student to the diverse nature of professional nursing. The Whole Person Nursing framework is introduced as an organizing framework for nursing practice. Students are guided in use of therapeutic communication and development of basic nursing skills derived from theoretical principles and concepts. Competencies related to integration of cognitive knowledge and psychomotor skills are practiced and tested in laboratory and clinical settings. Prerequisites: Admission to the nursing major.

NSG 207 Fundamentals of Nursing II (3)
This course focuses on the application of Whole Person Nursing and expands on interprofessional and therapeutic communication and collaboration. Emphasis is placed on the development of skills related to health promotion and disease prevention of adults experiencing health alterations. The use of evidence-based practice and the nursing process guide the development of clinical reasoning and content application. Competencies related to integration of cognitive knowledge and psychomotor skills are practiced and tested in laboratory and clinical settings. Prerequisites: NSG 206. Prerequisite or concurrent: NSG 201 and 215; and Microbiology. (Offered every semester)

NSG 209 Fundamentals Pharmacology I (1)
This course will focus on the introduction of pharmacologic agents as an intervention to promote, maintain, or restore health across the life span. An introduction to concepts such as pharmacotherapeutics, pharmacodynamics, pharmacokinetics, and principles of drug administration will be presented. Basic calculations necessary to safely administer medications will be mastered upon successful completion of the course. Emphasis will be placed upon the individualization of drug therapies based on the unique physiological, psychological, sociocultural, and spiritual needs of the recipient. Prerequisites: Admission to the nursing major, or permission of instructor. (Offered every semester)

NSG 211 Fundamentals of Pharmacology II (2)
This course focuses on the use of pharmacologic therapies as interventions to promote, maintain, and/or restore health. Pharmacotherapeutics, pharmacodynamics, pharmacokinetics, and principles of drug classifications and safe medication administration will be studied. The nursing process as related to pharmacologic therapies is examined. Prerequisites: NSG 206 and 209, or permission of instructor. (Offered every semester)

NSG 215 Health Assessment (3)
This course focuses on the assessment component of nursing care. The course integrates the elements/skills of health and physical assessment with the College's curriculum framework of Whole Person Nursing. Assignments focus on acquiring assessment skills, exploring the biological-psychosocial-spiritual basis of assessment, developing a systematic method for completing comprehensive assessments across the lifespan, and examining the role of clinical reasoning as part of the assessment process. Emphasis is placed on skill acquisition. Prerequisite: Admission to the nursing major. (Offered every semester.)

NSG 216 Fundamentals of Nursing Care (6)
This clinical course utilizes the whole person nursing framework and expands communications and nursing process skill to guide nursing practice. The focus is on the development of health promotion and care of adults experiencing uncomplicated health alterations. Scientific knowledge from nursing, physiological and psychological theories and other support courses in the basis for planning, implementing, and evaluating the outcomes of nursing actions. Offer Summer Only.

NSG 304 Psychiatric/Mental Health Nursing (4)
This course focuses on individuals and families throughout the lifespan who are experiencing varying states of mental health. The environmental influences affecting the mental health of the individual are examined within the context of the family and/or community. The use of self within the nurse/patient relationship is emphasized as the foundation for communication and therapeutic nursing interventions. Interprofessional collaboration with other health team members and/or community resources is explored as a way to address the needs of the whole person/family using various treatment modalities. Prerequisites: NSG 201, 206, 207/216, 209, 211, and 215; Human Growth & Development or Child Psychology; and Speech or Interpersonal Communications.

NSG 320 Nursing Concepts I (4)
This course focuses on the growth and development and health of the middle-aged through older adults and their families within the Whole Person Nursing Framework. The experience of these individuals and families with acute and chronic responses to health will be examined in the context of health promotion, illness, and health management. The concepts that will be covered include biopsychosocial responses to illness, fluid and electrolyte imbalances, acid-base alterations, care of the perioperative patient, mobility, sensation, digestion, protection, and excretion. Application of competencies related to nursing assessment, diagnosing, planning, implementation, and evaluation will be expected. Prerequisites: NSG 201, 206, 207/216, 209, 211, and 215; Human Growth & Development or Child Psychology; and Speech or Interpersonal Communications.

NSG 321 Nursing Concepts II (6)
This course focuses on the growth and development and health of the young adult through older adults and their families within the Whole Person Nursing Framework. The experience of individuals and families with acute and chronic responses to health are examined in the context of health promotion, illness, and health management. Concepts include immune response, oxygenation, cardiac perfusion, metabolism, and hematology. Application of competencies related to nursing assessment, diagnosing, planning, implementation, and evaluation take place in the clinical acute care setting and the community. Prerequisites: NSG 201, 206, 207/216, 209, 211, and 215; Human Growth & Development or Child Psychology; and Speech or Interpersonal Communications.

NSG 322 Maternal and Child Nursing (6)
This course applies the Whole Person Nursing Framework to the care of children, childbearing women, and their families. Emphasis is on the unique needs of these individuals and families along the health and developmental continuums. Students participate as a member of the interprofessional health team to promote, maintain, or restore health with common, acute and chronic health responses with the childbearing and childrearing experiences. The focus of clinical is the practice of these concepts in the acute care and community settings. Clinical also provides the opportunity to develop the professional nursing roles. Prerequisites: NSG 201, 206, 207/216, 209, 211, and 215; Human Growth & Development or Child Psychology; and Speech or Interpersonal Communications.

NSG 402 Advanced Nursing Concepts (5)
This course focuses on applying Whole Person Nursing to persons experiencing complex multisystem health problems. Pathophysiological concepts and principles related to complex, multisystem health problems are analyzed. Nursing care principles and standards related to high acuity situations are emphasized. Clinical experience occurs in acute, subacute, home and community care settings. Prerequisites: NSG 304, 320, 321, and 322; English Composition II; and Pathophysiology. Prerequisite or concurrent: NSG 404.

NSG 404 W: Evidence Based Nursing Practice (3)
This course introduces students to the research process as an integral link between theory and practice. Legal, moral, and ethical questions relative to research and use of human subjects are explored. Scientific inquiry, synthesis of literature, critical analysis of published nursing research, and appraisal of evidence for nursing practice are emphasized Prerequisites: NSG 304, 320, 321, and 322; Statistics; English Composition II; Ethics; and senior standing. (Writing Enriched Course)

NSG 405 Leadership in Nursing (5)
The focus of this course is on the leadership role of the professional nurse as a provider, manager and coordinator of care in a variety of settings. The emphasis is on developing leadership skills and abilities needed to collaborate with others to positively influence healthcare. Professional values, teaching-learning principles, effective communication, and leadership/management skills are emphasized and evaluated through group assignments and clinical experiences. Clinical reasoning, prioritization, delegation and the provision of high quality, safe patient centered care are essential components of this advanced clinical experience. Students are expected to evaluate personal, professional and peer development. Strong emphasis is on practice of peer evaluation and mentoring of underclass students. Prerequisites: NSG 402 and 404.

NSG 407 W: Gerontological Nursing and Chronic Illness Management (2)
Gerontological Nursing and Chronic Illness Management will provide an overview of gerontology and the subspecialty of Gerontological nursing. The diagnosis, management, and effects of chronic illness will be explored. The importance of cultural diversity will be examined in relation to its impact on the life trajectory. The inclusion of Quality and Safety Education for Nurses (QSEN) standards will expand the students understanding of strategies in caring for older adults. Prerequisite or concurrent: Senior standing. (Writing Enriched Course)

NSG 409 D: Community and Population Health Nursing (5)
This course offers an introduction to principles and concepts of community health nursing throughout the lifespan. Coordination and use of community resources are stressed to ensure quality, accessibility, cost effectiveness and continuity of health care. Clinical experiences are provided in official and private agencies, school systems, and other health care delivery systems with an emphasis on population-focused care. Family nursing is explored through a family assessment. Prerequisite or concurrent: Senior standing and NSG 404.

NSG 427 Professionalism (2)
This course provides the student with the opportunity to explore professional concepts within the discipline of nursing. The internal and external environmental influences, including a culturally diverse society that shaped the evolution of nursing are appraised. The student is challenged to expand his or her knowledge by analyzing legal and ethical parameters of nursing practice. Professional contemporary nursing is placed within the context of a global and ever-changing health care environment. The student will develop tools and skills to prepare them for seeking employment (resume, cover letter, interviewing skills). Prerequisite or concurrent: Senior standing and NSG 402.

NSG 428 Transition to Professional Practice (1)
This capstone experience provides the student the opportunity to synthesize knowledge and skills from the curriculum and to integrate them into an individualized clinical nursing experience. In the capstone experience, the student participates in a professional mentorship experience. If the student is taking another clinical course(s) and receives a clinical failure in that course, the student may not continue in the capstone experience and will be withdrawn from NSG 427. Prerequisite or concurrent: Senior standing and NSG 402.

NSG 280 Medical Terminology (2)
This course is designed for anyone desiring a background in the language of medicine and health care. The course is presented utilizing a system of learning medical terms from root words, combining forms, prefixes and suffixes. At the completion of this course the student will be able to recognize, build, define, and correctly spell medical terms. Prerequisites: None. (Open to all majors. Maybe distance education.)

NSG 470 Professional Nursing Internship (1)
A Professional Nursing Internship is defined as an authentic in-depth, learning experience, which take place outside of the classroom and is characterized by (1) exposure to situations not generally acquired in the classroom or regular clinical setting, (2) supervision by a recognized authority in the field, (3) academic guidance from a faculty member, and (4) evaluation of the internship. The internship is an organized program that occurs in an appropriate health care agency such as a hospital, nursing home, clinic or other approved setting. The student works under the supervision of a registered professional nurse to gain knowledge and to refine and advance their skill level. Prerequisites: NGPA 2.7 GPA; employer acceptance into an internship program and advisor approval.

NSG 471 Diabetes Through the Lifespan (2)
This course provides an overview of diabetes care through the life span. The course will utilize the College's Whole Person framework to plan interventions to promote, maintain, or restore the dynamic state of diabetes health. (May be distance education.)

NSG 472 Cognitive Concepts: Strategies for Success (2)
This course emphasizes a multifaceted approach to program completion and NCLEX preparation. This course combines cognitive behavioral techniques, metacognitive strategies, test taking strategies, and simulated NCLEX experience with practice questions. This course will incorporate the development of an individualized success plan. Prerequisite: Successful completion of the sophomore level. Prerequisite: Successful completion of NSG 402.

NSG 474 Performance Improvement for Nursing (2)
Emphasizing hospital operational improvements, nursing practice, and physician medical practices, this course focuses on the application of Lean Six Sigma in the healthcare industry. Utilization of Lean Six Sigma methodologies showing significant results that can be obtained will be demonstrated. The course will include applications to approach clinical practice with a process improvement mentality, preparing to adjust as Healthcare evolves. Prerequisite: NSG 404.

NSG 475 MONA Convention (2)
This course examines current and emerging issues affecting nurses, nursing practice, patient care, and strategies for thriving in the health care workforce. Students will attend the Missouri Nurses Association Biennial Convention, which includes continuing education sessions, House of Delegates meetings, issues, research, and finance forums. Prerequisite: Junior, senior, LPN, or RN status; or with permission of the instructor.

NSG 476 Nursing Informatics (2)
This course offers an introduction to the dynamic field of nursing informatics. Students will learn about the use of technology in providing nursing care including documentation, communication (including social media), decision support tools, and telenursing. Students will also explore the use of nursing informatics for professional education and career management and the future of nursing informatics. Prerequisites: Admission to the nursing major.

NSG 479 Core Concepts III (2)
This course emphasizes the core concepts of nursing practice and examines closely the clinical reasoning students need to apply knowledge and principles in clinical situations. Students will also analyze previous personal performance and develop an individualized success and action plan. In addition, students will explore the diagnosis and treatment of human responses to health experiences. Students will integrate diagnostic findings, pharmacological and nutritional interventions, as well as growth and developmental stages into case studies while analyzing the steps of the nursing process for evidence-based care. Analysis of test taking skills and strategies for improvement are also an integral part of this course. Prerequisites: Successful completion of junior level courses; permission of course instructor.

NSG 480 Independent Study (1)
The purpose of the independent study is to allow students to increase knowledge in an area of particular interest and/or carry out a research project to receive academic credit. Students in good academic standing may earn academic credit through the completion of independent study. A maximum of two credits may be earned during the academic career at Blessing-Rieman College of Nursing. Independent studies are offered at the discretion of the student, faculty member, and administration. Each credit hour awarded requires a minimum of fifty hours of study. Prerequisites: Consent of instructor.

NSG 481 Critical Care Nursing (2)
This course offers the senior student an opportunity for in-depth study of critical care nursing of clients with the more common medical/surgical crisis situations. Emphasis is placed on synthesizing the pathophysiology, assessment findings, and treatment of selected imbalances of critically ill clients. Prerequisite: NSG 402 or consent of instructor.

NSG 482 Faith Community Nursing (2)
This course focuses on the nursing scope and standards of practice of parish nursing. The past, present, and future of parish nursing are explored. Major concepts of holistic nursing care, spirituality and spiritual assessment, prayer and healing are analyzed in the parish nurse role. Community resources, team building, complementary methods of caring, and stress management are discussed. Prerequisite: Upper-division standing or consent of instructor. (Maybe offered distance education.)

NSG 484 Spirituality in Health Care (2)
This course will focus on: the person as a spiritual being; the concept of spirituality and its relationship to health care; the role culture and religious beliefs play in a person's spirituality, spiritual growth and support in health care; and ethical issues and research in providing spiritual support in health care. Prerequisites: None. (Open to all majors. Maybe offered distance education.)

NSG 485 Stress Management (2)
This course will focus on non-pharmacological methods of stress management. The whole person approach to wellness will be emphasized and the class will be conducted in an interactive and experiential framework. The student will analyze the stresses in his or her own life and develop a plan to manage stress effectively. There will be presentations and activities in areas such as music, massage, meditation, water exercise, aroma, relaxation, guided imagery, cognitive-behavioral techniques, dance/movement, physical exercise, nutrition, communication, spirituality, and others as determined by the class. The student, using principles and techniques learned in the course, will conduct a primary level health promotion activity with a(n) individual or group of their choice. Prerequisites: None.

NSG 486 Integrative Nursing: Incorporating Complementary and Alternative Health Practices into Person Centered Care (3)
This course will examine the current evidence underlying traditional and emerging complementary and alternative health practices that support whole person healing. The student will explore and integrate biomedical approaches with evidence-informed integrative therapies and healing practices to promote the health and well-being of people, families and communities. The foundations of integrative nursing, methods to optimize wellbeing, symptom management and integrative nursing applications will be addressed. Prerequisites: None. (Open to all majors. May be offered distance education.)

NSG 487 Research Practicum (1)
This course provides hands on experience in the research process. Students will select a research study and become part of the research team participating in the design development, literature searches, data collection, data entry, data analysis, and presentation preparation. Prerequisites: computer requirement, NSG 404, or instructor's permission.

NSG 489 Selected Topics in Nursing (2-3)
These courses, which are studies of selected issues not covered in other nursing courses or subjects covered with more depth than the general nursing curriculum, are offered at the discretion of the faculty and at the request of a sufficient number of students to justify a course offering. Selected topics courses may or may not be offered more than once. Prerequisite: consent of instructor.

NSG 490 Genetics in Nursing (3)
Scientific knowledge in human genetics has expanded significantly in the last decade largely due to the Human Genome Project. This course will increase the ability of a professional nurse to think genetically when approaching a clinical situation or problem that may not appear to be genetic in nature. The course will examine basic mechanisms of inheritance and transmission of chromosomes and genes, understanding of genetic contributions to human diversity, and information about common inherited genetic disorders and conditions. Prerequisite: Intro to Biology. (Open to all majors.)

NSG 492 Core Concepts II (1)
This course focuses on review of core concepts of nursing in preparation for the HESI exam for graduating seniors. In addition to review of pertinent content and curriculum, students will also review test-taking strategies, learning styles, and stress reduction techniques in order that they may be better prepared for standardized testing such as HESI and NCLEX. Prerequisites: Concurrent enrollment in NSG 405; students preparing to take the HESI prior to graduating; permission of instructor.

NSG 495 INA Convention (2)
This course examines current and emerging issues affecting nurses, nursing practice, patient care, and strategies for thriving in the health care workforce. Students will attend the Illinois Nursing Association Biennial Convention, which includes continuing education sessions, House of Delegates meetings, issues, research, and finance forums. Prerequisite: Junior, Senior, LPN, or with permission of the instructor.

NSG 496 Skin and Wound Care (2)
This course provides an overview of skin and wound care thru the life span. Interventions in this course will focus on patient centered care, safe patient care, quality assessments and the search of enhanced skin care though evidenced based care and informatics. The course will utilize BRCN's Whole person framework to plan interventions to promote, maintain, or restore the dynamic state of skin health (alterations in skin integrity). Prerequisites: Junior or senior nursing student, or permission of instructor. (Maybe distance education.)

NSG 497 Forensic Nursing (2)
This course is designed to introduce the student to the specialty practice area of forensic nursing. Forensic nursing is the application of nursing science to the administration of justice. The course will incorporate principles of assessment and interviewing with those of investigation, evidence collection, and documentation within the scope of nursing practice. Prerequisite: Junior, senior, LPN, or RN status; or with permission of the instructor. (May be offered distance education.)

NSG 498 The Art of Nursing (3)
Student will have the opportunity to do an intensive exploration of a patient's "holistic experience of being" that will culminate into a unique artistic expression depicting the patient as interpreted by the student. A variety of mediums in the arts and humanities will be explored to guide the student in finding the art form that would be most representative of the patient. Prerequisite: Junior or senior standing. (Offered every spring.)

*Competency Requirement

BRCN students are required to demonstrate the following competencies:

Sophomore students are required to demonstrate competency in basic nursing care prior to enrollment in NSG 300-level clinical courses. Competency is demonstrated by successfully completing NSG 201, 206, 207, 209, 211, 215, and 280, and successfully achieving the group-normed passing score on a nationally standardized test. Refer to Blessing-Rieman College of Nursing and Health Sciences catalog for specific details.

Junior students are required to demonstrate competency in providing safe, effective nursing care prior to enrollment in NSG 402. Competency is demonstrated by successfully completing NSG 304, 320, 321, 322, and achieving the group-normed passing score on a nationally-standardized achievement test. See individual course prerequisites. Refer to Blessing-Rieman College of Nursing and Health Sciences catalog for specific details.

NSG 402

Senior nursing students enrolled in this course take a standardized competency test and use the results to design a NCLEX-RN success plan. This plan is to assist the student with achieving NCLEX-RN success. The plan includes a review of the test, test taking strategies, content review, building of self-esteem, and stress management.

NSG 405

Senior nursing students enrolled in this course take a standardized competency test in preparation for the NCLEX-RN. Any student who is unsuccessful with this test will implement a plan of action with the course instructor or advisor. This plan is to include a review of the test, test taking strategies, content review, building of self-esteem, and stress management.

PHILOSOPHY

Degree offered: **Bachelor of Arts in Theology and Philosophy**

Philosophy and Ethics courses are offered as part of the degree program in Theology and Philosophy, as elements of the QU Bonaventure Program curriculum, and as electives.

The Theology and Philosophy program offers a major with four areas of emphasis: Theology, Pastoral Ministry, Catholic and Franciscan Theology, and Philosophy and Ethics. Descriptions of the courses in Philosophy are listed on the following pages. Descriptions of courses in Theology are listed on p. 199, where a full description of the concentrations within the major may be found.

Requirements for a Minor:

A minor in Philosophy requires completion of the following courses plus two additional program courses at the 300-level (for a total of 18 credit hours): PHI 115 or 116, 251, 252, 321. A grade of "C" or better is required in all courses applicable to minor. Must also meet minimum University requirements for a minor.

Course Descriptions

PHI 115 Introduction to Philosophy and Ethics (3)
This course is an introduction to philosophy that places an emphasis on ethics. Utilizing texts in Ancient, Modern, and Contemporary Philosophy, we will examine the interrelationships of some of the basic philosophical questions: How should I act? What can I know? What is the nature of human existence? Contemporary ethical issues will be examined within this context.

PHI 116 Introduction to World Philosophy (3)
This course will provide students with an introduction to both western and eastern philosophy. Philosophies discussed will include Buddhism, Taoism, Confucianism, as well as classic works in western philosophy.

PHI 120 Logic and Critical Thinking (3)
In this course, students will learn and apply formal logical reasoning to the task of critical thinking. This course primarily teaches formal propositional (PL) and quantifier logic (QL). However, students will also apply those logics to assessing academic and everyday arguments including testing arguments for validity and critiquing arguments used in both academic writing and everyday conversation.

PHI 239 Philosophy and Literature (3)
Interdisciplinary course designed to raise traditional philosophical questions, e.g., the meaning of human existence, the interpretation of language, through reading both philosophical and literary texts.

PHI 251 History of Philosophy: Ancient-Medieval (3)
Survey of the origins and historical development of Western philosophy and theology, from ancient Greece to the beginning of the modern era.

PHI 252 History of Philosophy: Modern and Contemporary (3)
Survey of origins and historical development through the present. Continuation of PHI 251.

PHI 270-9 Special Topics (1-3)
Special topics in Philosophy depending upon demand and staff.

PHI 321 E: Ethical Theories (3)
Examines traditional ethical positions and how they apply to contemporary moral debates. Prerequisite: any other philosophy course.

PHI 323 EW: Bioethics (3)
Ethical issues involved in medicine and biotechnology.

PHI 325 E: Environmental Ethics (3)
Studies of the moral relationship of humans to the environment.

PHI 327 E: Business Ethics (3)
Examines the conceptions of moral community and responsibility implicit in democratic capitalism.

PHI 329 E: Ethics and Technology (3)
Examines the social and ethical aspects of emerging technologies.

PHI 331 W: Faith, Philosophy, and God (3)
This upper-level seminar course explores the challenges philosophy has presented to Christian theology and theism more generally in the modern and contemporary period and how Christian theology and religious thought have responded to those challenges.

PHI 347 E: Existentialism (3)
In this course students and faculty will read and discuss together various thinkers considered to be within the important and very diverse philosophical and literary tradition of existentialism. Existential philosophers and literary figures discussed may include Kierkegaard, Nietzsche, Heidegger, Sartre, Camus, deBeauvoir, and others.

PHI 351 Feminist Philosophy and Theology (3)
This course explores the various ways feminist theory has affected and changed both philosophy and theology in the modern and contemporary periods. (Same as TRS 351)

PHI 355 Violence, Power, and the Philosophy of Nonviolence (3)
We explore the problem of violence and power in many ways and what philosophers have had to say about the incredible violence of the 20th and 21st centuries. This course introduces students to the philosophical/theological tradition of nonviolent resistance through a focus on such figures as Thoreau, Emerson, Gandhi, Martin Luther King, and Thomas Merton, etc.

PHI 360 Figures and Texts in Philosophy (3)
The course is designed to give students and faculty the ability to study areas of philosophical interest on a rotating basis. Each offering involves the concentrated study of selected texts from a designated period (Ancient or Medieval philosophy), area of philosophy (pragmatism), or by designated authors (Plato, Kant or Hegel).

PHI 365 E: Ethics of Criminal Punishment (3)
This course explores the ethical underpinning of the criminal justice system. What is it about crime and punishment that makes otherwise unethical behavior (imprisonment, loss of rights, execution, etc.) permissible? The course considers leading theories for the ethical justification of punishment including capital punishment, juvenile offenses, and drug laws.

PHI 368 E: Holocaust as Act and Idea (3)
The analysis of the rise of German nationalists and anti-Semitic ideology leading to World War II and the Holocaust: the Holocaust as a combination of violent actions and both respectable and intolerable ideas.

PHI 370-9 Special Topics (1-3)
Special topics studied in depth, depending on demand and staff. Possible topics include particular positions, e.g., Existentialism, Pragmatism, etc.

PHI 381 E: Contemporary Philosophy & Contemporary Politics (3)
Looks at various post World War II philosophers in America and Europe, paying special attention to how they have addressed the most crucial political issues of our time, including the probe of genocide, America's two wars against Iraq, terrorism, September 11th, and globalization.

PHI 391 W: Aesthetics (3)
A philosophical study of the nature of art and creativity through the analysis of philosophers, critics, and artists who have treated these subjects.

PHI 424 The Common Good: An Interdisciplinary Exploration (3)
The tension between the individual and the group exists in every culture. This interdisciplinary course examines many of the dimensions of this tension from different perspectives (e.g. psychological, sociological, economic, political, philosophical, theological, artistic, etc.) and explores a wide range of proposals offered to enable a society to pursue the common good.

PHI 470-9 Special Topics (1-3)
Specific topics studied in depth, depending on demand and staff. Focus on the works of particular philosophers, in primary sources.

PHI 497 Coordinating Seminar (3)
Required of seniors in the Philosophy and Ethics concentration of the Theology and Philosophy major.

PHYSICAL EDUCATION

Physical Education courses support specific degree requirements in various programs.

Course Descriptions

PED 106 Strength Training (2)
Designed to teach students how to properly perform basic strength training exercises and how to design an individualized strength training program. Students will learn the basic concepts and exercise the first eight weeks and perform an individualized strength training program the second eight weeks. This class is primarily designed for Physical Education and Exercise Science majors, but any student may enroll in the course.

PED 200 Intro to Athletic Training (3)
Covers the basics of athletic training including medical terminology, mechanisms of injury and recognition and treatment of common athletic injuries. Practical aspects include an introduction to athletic training skills: preventative and supportive taping, wrapping of common athletic injuries, assessment of vital signs and crutch fitting.

PED 236 First Aid & CPR (2)
American Red Cross First Aid course including emergency care and cardiopulmonary resuscitation for adult, child, and infant. American Red Cross certificate issued for both first aid and CPR at successful completion.

PED 243 Teaching Sport Concepts & Skills (3)
Designed to introduce students to the use of the games approach teaching model through units in net/wall games, target field games and invasion games.

PED 246 Exercise Techniques (3)
This course will provide in-depth analysis of how to progress various exercises through technique modifications, practice with various types of exercise equipment, and practice at program design. Recommended: PED 106.

PED 265 Personal Health & Wellness (2)
Designed to enhance students' physical, intellectual, emotional, environmental, social, and spiritual health which will enable them to pursue their college and life goals more effectively.

PED 270-9 Special Topics (1-3)
Special topics in Physical Education depending upon demand and staff.

PED 301 Sport & Exercise Nutrition (3)
Fundamental principles of human nutrition and their application to athletes and athletic performance. Includes discussions of proper diet selection, eating disorders, fluid replacement, carbohydrate loading, weight gain/loss, and ergogenic aids.

PED 340 Rhythms & Dance (3)
Methods of teaching history and skill acquisition in dance, including social, square, folk, and movement education. Students must demonstrate competence in dance.

PED 344 Kinesiology (3)
The study of human movement. This course is designed to acquaint students with terminology of muscles as well as the location, function, and basic mechanics of muscles. This knowledge will allow students to understand and analyze human movement. Does not fulfill Bonaventure Program physical science requirement. Recommended: BIO 282. (Same as SCI 344)

PED 345 W: Physiology of Exercise (3)
The physiological basis of muscular activity with special attention on the effects of exercise on other body systems. The specific effects of exercise are also discussed. Does not fulfill Bonaventure Program physical science requirement. Recommended: BIO 282. (Same as SCI 345)

PED 380 Principles of Strength & Conditioning (3)
Discusses theories and principles of physical conditioning, sport and exercise. This course also helps prepare the student for the NSCA's certified strength and conditioning certification. Prerequisite: PED 106; Recommended PED 344 and 345.

PED 444 Adapted Physical Education (3)
Designed to provide the concepts and principles, services of referral, typical behavior aberrations, and problems related to the physical education of the exceptional child. Students will receive instruction in modification of motor activities, general fitness activities, and therapeutic exercises for students with unique needs.

PED 445 Coaching Theory (3)
Designed to acquaint the students with principles of positive coaching philosophy, application of sport psychology and sport physiology, sport skills instruction, and the use of sport management skills.

PED 454 W: Exercise Assessment (3)
Study of the theories, procedures, and techniques of exercise, fitness, and sport performance testing. Laboratory experience required. Recommended: PED 345.

PED 455 Program Design (3)
This course is designed to provide theoretical knowledge and practical skills in preparation for a national certification exam in personal training. Topics include guidelines for instructing safe, effective, and purposeful exercise, essentials of the client-trainer relationship, conducting health and fitness assessments, and designing and implementing appropriate exercise programming. Recommended: PED 454.

PED 456 D: Program Design for Special Populations (3)
This course focuses on how to personal train various populations (children, elderly, pregnant women, obese, and other special needs). Recommended: PED 455.

PED 458 Program Design for Athletic Performance (3)
This course is designed to provide the student with theoretical, research-based knowledge and practical skills that a strength coach uses to perform a needs analysis, conduct performance-based assessments, and design appropriate training programs for various athletic events. Prerequisites: PED 380

PED 460 Personal Training Practicum (3-6)
An assignment to work with individuals in a fitness setting. Students will assess individual fitness levels, design a fitness program, and instruct and monitor each individual client's progress. (50 clock hours per credit hour)

PED 465 Coaching Practicum (2-3)
Students will be assigned a specific sport in which to work as an assistant coach. Specific duties will be assigned by the head coach of that sport. (50 clock hours per credit hour)

PED 470-9 Special Topics (1-3)
Special topics in Physical Education depending upon demand and staff.

PED 482 Pre-Physical Therapy Senior Practicum (3-6)
An assignment in an appropriate physical therapy setting observing and assisting with the duties and activities required of a physical therapist. A minimum of 150 hours (50 clock hours per credit hour) at the site is required to meet the practicum requirement.

PED 483 Pre-Athletic Training Senior Practicum (3)
An assignment in an appropriate athletic training setting observing and assisting with the duties and activities required of an athletic trainer. A minimum of 150 hours (50-clock hour per credit hour) at the site is required to meet the practicum requirement. Prerequisites: Junior or senior status.

PED 485 Internship (1-12)
An extended assignment in a setting appropriate to the student's career goals. A minimum of 50 hours of practicum is required per credit hour.

ACTIVITY COURSES

PED 101	Jogging/Physical Fitness	(1)
PED 104	Physical Conditioning	(1)
PED 105	Yoga	(1)
PED 106	Strength Training	(2)
PED 110	Kickboxing and Cardio Karate I	(1)
PED 111	Kickboxing and Cardio Karate II	(1)
PED 114	Tennis/Badminton	(1)
PED 115	Swimming	(1)
PED 124	Karate I	(1)
PED 128	Self Defense for Women	(1)
PED 129	Martial Arts and Self Defense	(1)
PED 130	Swing Dance	(1)
PED 136	Karate II	(1)
PED 137	Scuba Diving I (non-certified)	(1)
PED 138	Scuba Diving II (certified)	(1)
PED 171	Tai Chi	(1)

PHYSICS

Physics courses support specific degree program requirements.

Course Description

PHY 211 Fundamentals of Physics I (4)
Non-calculus treatment of introductory classical mechanics and thermodynamics. The PHY 211-212 sequence is particularly intended for life science students. Includes laboratory. Prerequisite: High school algebra and trigonometry.

PHY 212 Fundamentals of Physics II (4)
Wave motion, electricity, magnetism, and selected topics in modern physics. Includes laboratory. Prerequisite: PHY 211.

PHY 223 Principles of Physics I (4)
Introduction to classical mechanics and waves for science and pre-engineering majors. Includes laboratory. Prerequisite: MAT 242.

PHY 224 Principles of Physics II (4)
Electricity, magnetism, and optics. Includes laboratory. Prerequisite: PHY 223.

PHY 225 Principles of Physics III (4)
AC circuits, thermodynamics, elementary quantum physics. Includes laboratory. Prerequisite: PHY 224.

PHY 270-9 Special Topics (1-3)
Special topics in physics depending upon demand.

PHY 370-9 Special Topics (1-3)
Special topics in physics depending upon demand.

POLITICAL SCIENCE

Degree Offered: **Bachelor of Arts**

Program Requirements for Political Science Major:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement will be fulfilled by CIS 101 Introduction to Information Technology.
3. POL 200 (fulfills a Bonaventure Program requirement in the Social Sciences)
4. Required support courses: SOC 230 (or equivalent statistics course) and 6 credit hours of history.
5. 42 hours of Political Science courses at the 200-400 level distributed as follows:

Core Courses (15 hours)		
POL 220	G: Intro to Non-Western Political Sys.	(3)
POL 236	G: International Relations	(3)
POL 260	American Judicial Process	(3)
POL 280	W: Intro to Political Philosophy	(3)
POL 497	W: Seminar in Political Science	(3)

6. 27 hours across all five areas:

American Government		
POL 310	DW: Current Affairs and Contemporary Issues	(3)
POL 314	W: Congress: Parties, Power & Policy	(3)
POL 316	W: American Presidency	(3)
POL 330	W: American Foreign Policy	(3)
Comparative Politics		
POL 324	GW: Developed Political Systems	(3)
POL 325	GW: Comp. Politics: Developing	(3)
International Relations		
POL 319	GW: International Conflict Mgmt.	(3)
POL 421	G: International Law	(3)
Political Philosophy		
POL 385	Advanced Political Philosophy	(3)
POL 386	EW: Political Ethics	(3)
Legal Studies		
POL 261/262	Mock Trial - Criminal*	
POL 263/264	Mock Trial - Civil*	
	* only 4 credit hours of Mock Trial can be applied toward the Political Science major	
POL 363	American Constitutional Law	(3)
POL 364	Civil Rights and Civil Liberties	(3)
POL 480	Practicum in Political Science	(3)

Pre-Law Concentration for Political Science Majors:

1. Complete all political science major requirements listed above.
2. Required support courses: BUS 215, CRJ 101, POL 200, CIS 101, and CRJ XXX: Legal Writing & Research (or its equivalent) plus 6 hours as approved by the student's academic advisor.
3. Up to 8 hours of Mock Trial can be applied toward the Political Science (Pre-Law) major.

Requirements for a Minor:

POL 200 and 236, plus 12 credit hours at the 300-400 level chosen in consultation with a full-time member of the political science faculty. Must also meet minimum University requirements for a minor.

Practicum:

POL 480 Practicum in Political Science may be taken only with the consent of one of the full-time members of the political science faculty, approval by the agency involved, and approval by the Dean of Humanities.

POLITICAL SCIENCE/ARTICULATION AGREEMENT WITH ST. LOUIS UNIVERSITY (3/3 PROGRAM)

Degree Offered: **Bachelor of Arts**

Students at Quincy University who have completed three-fourths of the credits leading to a bachelor's degree may apply for admission to SLU LAW's JD Program. Successful applicants who complete one year of SLU LAW's degree program will satisfy the remaining requirements for a bachelor's degree from Quincy University. Students who meet these requirements will be considered in the SLU LAW applicant pool. Candidates must submit all application documentation, including an LSAT score.

Students who are not admitted to the SLU LAW program will still be able to graduate from Quincy University who a degree in political science with one additional year of coursework. For more information, please contact a faculty member in Political Science.

The program entails that certain Quincy University students who qualify for admission can be admitted to SLU Law after the completion of their third undergraduate year. A Quincy University BA degree would be awarded after the successful completion of the first year of SLU Law which comprises thirty credit hours of legal study. When a student opts to participate in this program and is admitted to St. Louis University, the student will only need to fulfil 20 service learning hours, and will not need to complete POL 497 Seminar in Political Science.

Major Requirements (30 Hours)

21 Hours

POL 220	G: Intro to Non-Western Political Sys.	(3)
POL 236	G: International Relations	(3)
POL 260	American Judicial Process	(3)
POL 261/262	Mock Trial Criminal	
OR		(3)
POL 263/264	Mock Trial Civil	
POL 280	W: Intro to Political Philosophy	(3)
POL 363	Constitutional Law	
OR		(3)
POL 364	Civil Rights & Civil Liberties	

9 Hours chosen from 3 different areas

American Government

POL 310	DW: Current Affairs and Contemporary Issues	(3)
POL 314	W: Congress: Parties, Power & Policy	(3)
POL 316	W: American Presidency	(3)
POL 330	W: American Foreign Policy	(3)

Comparative Politics

POL 324	GW: Developed Political Systems	(3)
POL 325	GW: Comp. Politics Developing	(3)

International Relations

POL 319	International Conflict Mgmt	(3)
POL 421	G: International Law	(3)

Political Philosophy

POL 386	EW: Political Ethics	(3)
POL 385	Advanced Political Philosophy	(3)
POL 480	Practicum in Political Science	(3)

30 hours from St. Louis University will be transferred back to Quincy University to earn degree

Minimum GPA of 2.0 required in all major courses

Electives Outside Major (12 Hours)

(100-400 Level)

HIS	Any History course	(3)
SOC 230	Social Science Statistics	(3)
BUS 215	Business Law	(3)
CRJ 3XX	Legal Writing and Research	(3)

Course Descriptions

POL 200 United States Government (3)
Fundamentals of the United States federal system of government; governmental organizations; processes and functions at national, state, and local levels with emphasis on national. This course satisfies teacher licensure and statute requirements.

POL 220 G: Introduction to Non-Western Political Systems (3)
The problems of building functional governments in the face of colonialism, environmental collapse, revolution, and terrorism with special attention to the politics of the Middle East and Africa. This course examines the impacts of globalism, foreign aid, and international debt on the process of political and economic development. The effects of culture, religion, and ethnic diversity are also significant variables to be addressed.

POL 236 G: International Relations (3)
A survey of the key elements that comprise the modern World Order system with special emphasis on the problems of diplomacy, war and peace, and global organizations. The international economy, its impact, development, and structure are examined in light of problems of globalism, trade, and monetary policy. This course also deals with the role of state, principles of foreign policy, and the management of international conflict.

POL 260 American Judicial Process (3)
Analysis of the American judicial system. Information about the major structures and processes of the American judiciary and courthouse dynamics. Covers organization and procedures of the various courts to the current applications of specific laws and rules, legal history, and legal education. A practical and comprehensive look at the conduct of the judicial system. Includes an interactive experience as students take on roles as lawyers and witnesses in a mock trial exercise.

POL 261 Mock Trial I (Criminal) (2)
A participatory course designed to prepare the student for intermural competition in invitational and regional mock trial tournaments sanctioned by the American Mock Trial Association. This course is open to all students and concentrates upon evidence, legal reasoning, public speaking, and performance. Although of particular significance for pre-law students, this experience is valuable for all students, especially in Criminal Justice, Communications, and Drama. Students may take six credit hours spread between Criminal and Civil parts. The course is in two parts over Fall and Spring semesters, with 2 credits for the Fall section and 1 credit for the Spring session.

POL 262 Mock Trial II (Criminal) (1)
A participatory course designed to prepare the student for intermural competition in invitational and regional mock trial tournaments sanctioned by the American Mock Trial Association. This course is open to all students and concentrates upon evidence, legal reasoning, public speaking, and performance. Although of particular significance for pre-law students, this experience is valuable for all students, especially in Criminal Justice, Communications, and Drama. Students may take six credit hours spread between Criminal and Civil parts. The course is in two parts over Fall and Spring semesters, with 2 credits for the Fall section and 1 credit for the Spring session.

POL 263 Mock Trial I (Civil) (2)
A participatory course designed to prepare the student for intermural competition in invitational and regional mock trial tournaments sanctioned by the American Mock Trial Association. This course is open to all students and concentrates upon evidence, legal reasoning, public speaking, and performance. Although of particular significance for pre-law students, this experience is valuable for all students, especially in Criminal Justice, Communications, and Drama. Students may take six credit hours spread between Criminal and Civil parts. The course is in two parts over Fall and Spring semesters, with 2 credits for the Fall section and 1 credit for the Spring session.

POL 264 Mock Trial II (Civil) (1)
A participatory course designed to prepare the student for intermural competition in invitational and regional mock trial tournaments sanctioned by the American Mock Trial Association. This course is open to all students and concentrates upon evidence, legal reasoning, public speaking, and performance. Although of particular significance for pre-law students, this experience is valuable for all students, especially in Criminal Justice, Communications, and Drama. Students may take six credit hours spread between Criminal and Civil parts. The course is in two parts over Fall and Spring semesters, with 2 credits for the Fall section and 1 credit for the Spring session.

POL 270-9 Special Topics (1-3)
Special topics of current interest depending upon demand and staff.

POL 280 W: Introduction to Political Philosophy (3)
An introduction to the investigation of enduring dilemmas of political life through close readings of representative thinkers from the history of political philosophy. Think through and debate questions like "What is justice?," "Is government necessary?," "Is the good life the life of politics?, and "What sort of government is best?" with luminaries from Ancient Greece up to the present. This course is open to any student wishing to build their critical thinking, reading, writing, and speaking skills.

POL 310 DW: Current Affairs and Contemporary Issues (3)
A course covering the major issues we face in American society and the approaches we take to address these issues.

POL 314 W: The U.S. Congress: Parties, Power, and Policy (3)
An investigation of the United States Congress for its original constitutional design to its historic development, to the process by which bills get made - or don't get made! - in today's Congress. Examines the role of political parties and the struggle for policy-making power in the modern Congress. This course considers academic debates concerning Congress effectiveness. Prerequisite: POL 200.

POL 316 W: The American Presidency (3)
A study of the origin and background of the American presidency. The powers and functions of the office, the processes of selection and tenure, and the organization of and policy-making within the executive branch of the federal government. Prerequisite: POL 200.

POL 319 GW: International Conflict Management (3)
This course examines the structure and functions of international organizations and their role in the resolution of international conflicts. It is through the management of conflict situations that international policies are derived. For the purpose at hand, conflicts embody a wide range of competitive situations which range from the physical to the economic to the purely symbolic. Consequently, negotiation, diplomacy, and strategy will be examined in light of their theoretical and practical applications. We also examine game theory as a method of analysis and prediction.

POL 324 GW: Comparative Politics: Developed Political Systems (3)
This course is a comparative study of the historical background, development, and functions of developed political systems. Although the focus will of necessity be on European systems, the addition of similar non-western systems such as Japan will also be included in order to demonstrate the nature of structure and function of successful political development.

POL 325 GW: Comparative Politics: Developing Political Systems in Middle and East Africa (3)
This course is an examination of the historical background, cultural, and economic challenges that confront the development of political systems through a regional analysis. The region under consideration will shift from year to year based upon student interest and world events. The regional sub-topic will be the focus of the unique factors that determine the nature of the process of political development.

POL 330 W: American Foreign Policy (3)
A survey and analysis of the institutions and issues involved with the formulation, conduct, and content of U.S. foreign policy.

POL 363 American Constitutional Law (3)
An examination of Constitutional Law in the United States with an emphasis upon the basic structure and power relationships in the American Constitutional system. Prerequisite: POL 200.

POL 364 Civil Rights and Civil Liberties (3)
An examination of Constitutional Law in the United States with an emphasis upon civil rights and liberties. Prerequisite: POL 200.

POL 370-9 Special Topics (1-3)
Special topics and problems of current interest to the advanced student depending upon demand and staff.

POL 385 WE: Real Utopias (3)
A survey of the diverse visions of the ideal political society found in the history of political thought, with a special emphasis on attempts to establish such regimes in the Midwest.

POL 386 WE: Political Ethics: Virtue, Corruption and Revolution (3)
A survey of major ethical philosophies from the history of political thought. Examines what role, if any, ethics should play in founding, maintaining, and destroying political systems. Explores why humans care about ethics, whether there are universal principles of ethics and what relationship exists between individual and political ethics. This course not only builds critical thinking, reading, writing, and speaking skills, but it prepares students to evaluate the ends that politics should seek and the appropriate means by which they should be sought. This is a writing enriched (W) course with an ethics (E) designation.

POL 421 G: International Law (3)
Nature, sources, and development of international law; leading principles defining the rights of states in times of peace, war, and neutrality. Mediation, arbitration, international courts, maritime and aviation law will be covered. Prerequisite: POL 236.

POL 470-9 Special Topics (1-3)
Special topics of current interest to the advanced student depending upon demand and staff.

POL 480-1 Practicum In Political Science (1-6)
An assignment involving the practical application of political science knowledge. Interns will work with one of several governmental offices or governmental-related private agencies located within the nearby tri-state area. Approximately 50 hours of practicum required per credit hour. Graded on A/F scale. Only 3 hours may count toward Political Science Pre-law concentration.

POL 497 W: Seminar In Political Science (3)
Research and discussion in depth on scholarly periodicals and books in the field; interpretation and integration of specialized areas of political science, awareness of present day authorities and scholars in the field; preparation of scholarly oral and written reports. Prerequisite: POL 231 and senior standing.

PRE-LAW PROGRAM

Program Concentration

Students interested in a formal, interdisciplinary course of study in preparation for Law School may participate in our pre-law concentration of courses. These courses are designed to provide the future law student with the background, academic preparation, and experience that will increase their abilities to succeed in law school. The program itself is designed to coordinate major courses and electives in such a way as to provide the student with a legal focus throughout his or her undergraduate program. The concentration adds no additional courses to the student's graduation requirements. The courses for Pre-Law may also be counted as major, minor, or elective courses.

Majors and Pre-Law

Law schools do not require any particular undergraduate fields of study. Although our Pre-Law program is run out of the Political Science department, any undergraduate degree is sufficient for admission to Law School. Political Science, History, and Criminal Justice serve as the natural majors for prospective law students. Although the bulk of Pre-Law concentration courses are listed as Political Science, any major can work.

Pre-Law Advisors

There are two designated Pre-Law Advisors in Political Science and Criminal Justice. Each of these advisors can approve the inclusion of any class as an approved Pre-Law elective on the basis of a simple course description. New courses can then be included in a student's Pre-Law electives as soon as such courses are developed. These two advisors are Judy Abbott and Brian Borlas.

Pre-Law Core - 18 credit hours

BUS 215 Business Law, CRJ 101 Introduction to Criminal Justice, POL 260 American Judicial Process, POL 363 American Constitutional Law or POL 364 Civil Rights and Civil Liberties, POL 261 Mock Trial (Criminal) or POL 263 Mock Trial Civil), CRJ 375 Legal Research and Writing

POL 200 is also required to fulfill the Social Science requirement for the Bonaventure program, but does not count towards the hours required by the concentration

Rather than provide a definitive list of acceptable Pre-Law electives, the individual student through consultation with a Pre-Law advisor, will choose courses that will count towards a major, minor or simply an elective requirement. For example, four of the core courses and three additional courses can generate 21 credit hours of Political Science credits which is half way to a major and well into a minor. A partial list of recommended courses is as follows:

BUS 316 Advanced Business Law, COM 390 Communication Law and Ethics, CRJ 246 Foundations of Criminal Law, CRJ 343 Criminology, CRJ 344 Crime and Corrections, PSY 380 Psychology and Law, CRJ 347 Contemporary Criminal Law and Procedures, POL 363 American Constitutional Law or POL 364 Civil Rights and Civil Liberties, POL 261/2 Mock Trial (Criminal) or POL 263/4 Mock Trial (Civil), POL 421 International Law, POL 480 Practicum in Political Science

It is important to note that the previous list is in no way exhaustive or exclusive. Since we expect a number of new legal courses to be created thanks to new programs such as Digital Forensics and Forensic Psychology, course approval will fall under the new procedure discussed above.

PRE-MEDICAL SCIENCES

Quincy University recommends that pre-medical sciences students complete a baccalaureate program in either biological sciences or chemistry. Many medical and dental schools, however, do accept students majoring in other disciplines who have completed a pre-professional sequence in science and mathematics.

Students who intend to enter professional schools in preparation for such professions as medicine, veterinary medicine, dentistry, optometry, podiatry, osteopathy, chiropractic, occupational therapy, and physical therapy should plan, in consultation with their academic advisors, their pre-medical sciences programs according to the admission requirements of the approved schools in their chosen profession.

See Biology or Chemistry for recommended degree requirements. See also Exercise Science (Pre-Physical Therapy Concentration).

For information about the Medical Scholars Program with Saint Louis University, see the Special Study Opportunities section at the front of this Catalog.

PSYCHOLOGICAL STUDIES

Degree Offered: **Bachelor of Arts**

Program Requirements for Psychological Studies Major:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. To fulfill the technological literacy requirement, students must pass CIS 101 or the equivalent.
3. PSY 100 fulfills a Bonaventure Program requirement in Social Science.
4. 27 hours in Psychology, 200–400 level.
5. Required Psychology courses for all three concentrations:
   PSY 227; PSY 236 or 246; PSY 312; PSY 321 or PSY 324; PSY 490; one course selected from PSY 300, PSY 342, or PSY 350.
6. 9 hours of 300–400 level electives in Psychology.
7. 6 hours of required support courses for the Psychology core:

SOC 230	Social Science Statistics or	MAT 150	Basic Statistics
SOC 330	Social Research Methods		

8. Students must choose one of the following three concentrations in Human Services, Criminal Justice, or Theology:

   Human Services Concentration (18 hrs):

   a. Required Human Services courses: HMS 305, HMS 315, HMS 321, HMS 325.
   b. 6 hrs of 300–400 level electives in Human Services.
   c. No more than 3 hours of practicum may be used as a PSY/HMS elective.
   d. Courses which are cross-listed between PSY and HMS cannot be used to fulfill requirements in both disciplines.

   Criminal Justice Concentration (18 hrs):

   a. Required Criminal Justice courses: CRJ 101, CRJ 310, CRJ 343, CRJ 431.
   b. 6 hrs of 300–400 level electives in Criminal Justice.
   c. No more than 3 hours of practicum may be used as a PSY/CRJ elective.

   Theology Concentration (18 hrs):

   a. Required Theology courses: TRS 219, TRS 331, TRS 339, TRS 361.
   b. 6 hrs of 300–400 level electives in Theology.
   c. No more than 3 hours of practicum/field experience may be used as a PSY/TRS elective

PSYCHOLOGY

Degree Offered: **Bachelor of Science**

Program Requirements for Psychology Major:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. To fulfill the technological literacy requirement, students must pass CIS 101 Introduction to Information Technology or the equivalent.
3. PSY 100 fulfills Bonaventure Program requirement in Social Sciences.
4. 36 hours of coursework in Psychology, 200-400 level.
5. Required Psychology courses: PSY 236 or 246; PSY 311, 316, 317, 321 or 324; and 490; one course selected from PSY 300, 342, 350 and 355; and PSY 497 or 498.
6. A grade of “C” or higher is required in PSY 316.
7. Required support course: SOC 227.
8. A student can receive a grade lower than “C” in no more than one of the required Psychology courses listed in #5 and may earn only one grade of “D” in any Psychology course applicable to the major.
9. Students who double major in Psychology and Criminal Justice must complete the Psychology Research Methods sequence, therefore the Criminal Justice support courses of MAT 150 or SOC 230, and SOC 330 are waived. Students must complete two of the three required practica (two Criminal Justice and one Psychology) and must substitute a 300-400 level Criminal Justice or Psychology elective in the area of the practicum not taken.

General and Special Programs:

All psychology courses are taught from a traditional point of view emphasizing historical trends and the fundamentals of the science. The psychology curriculum is designed to provide a comprehensive learning experience for future graduate school admission, and psychology-related occupations.

The program provides the undergraduate preparation necessary to pursue further training in any of the thirty-plus specialties such as clinical, cognitive, comparative, consumer, counseling, developmental, environmental, evaluation and measurement, exercise and sport, health, industrial/organizational, physiological, rehabilitation, school, social, and occupational therapy.

Requirements for a Minor:

For a minor in Psychology a student must complete 21 hours in Psychology, including PSY 100 and two courses selected from PSY 227, 236, 246, 300, 311, 316, 317, 321, 324, 332, 350, or 490. An additional 12 hours in Psychology are required. Must also meet minimum University requirements for a minor.

Special Program:

Membership in the National Psychology Honor Society, Psi Chi, is available to students who meet the criteria for membership.

Course Descriptions

PSY 100 Introduction to Psychology (3)
Basic introduction to the major areas of psychology with an emphasis on learning, perception, motivation, emotion, personality, abnormal behavior, psychotherapy, thinking, child development, and the brain and behavior. Fulfills the Bonaventure Program requirement in social science. An entrance requirement for psychology majors.

PSY 227 Social Psychology (3)
A discussion of the areas on the border between psychology and sociology related to social cognition, social influence, and social relations. Topics include areas such as attitude change, attribution theory, person perception, conformity, persuasion, prejudice, attraction, altruism, aggression and prejudice. Prerequisite: PSY 100. (Same as SOC 227.)

PSY 236 Child Psychology (3)
This first course in the development sequence covers development from conception to adolescence. Both a theoretical and applied approach are emphasized. Special areas of coverage include: pre-natal development and teratogenic factors; birth and maturation; and physical, perceptual, intellectual, psychosocial, and moral development. This course is designed for both majors and non-majors.

PSY 246 Adolescent Psychology (3)
This course is the second in the development sequence following the content and themes provided in Child Psychology. Emphasis will be on the physical, cognitive, psychosocial, emotional, sexual, moral identity patterns of the early, middle, and later adolescent periods. The approach to this course will be based on an integrative model, linking the individual aspects of growth and development with such contextual factors as family, peers, and school. Although the focus of this course will be on healthy, adaptive development, a section on adolescent psychopathology will be included.

PSY 270-9 Special Topics (1-3)
Special topics of current interest depending upon demand and staff.

PSY 300 Sensation and Perception (3)
This course examines how humans internally represent the external world through the synthetic process of sensory perception that involves the interaction of top-down and bottom-up mechanisms. The study of anatomy, physiology, perceptual limitations, and illusions will repeatedly demonstrate that our internal representations of the external world are not as accurate as most people assume. Topics include psychophysics, signal detection theory, vision, hearing, and other sensory systems. Prerequisite: PSY 100 and recommended BIO 111.

PSY 311 W: Personality Theory (3)
This course explains personality functioning from perspectives of Freudian psychoanalysis, biophysiology, humanism, and behaviorism. Emphasis is also placed on the formation and development of personality orientations and disorders. Prerequisite: PSY 100.

PSY 312 Psychopathology (3)
This course lays the groundwork for an understanding of psychological disorders. The causes, symptoms, and treatment of the various disorders will be presented. Pharmacological interventions will also be discussed. Prerequisites: PSY 100 and Junior standing or above.

PSY 315 Counseling Techniques (3)
This course covers diagnosis, intervention strategies, and counseling skills. The theoretical foundations and professional skills training provided in this course should enable the student to understand clients' problems more fully and accurately and to intervene more effectively. Prerequisite: HMS 305 or consent of instructor (Same as HMS 315)

PSY 316 Research Methods & Statistics I (4)
First course in a two-course research methods sequence. Focuses on descriptive statistics and non-experimental research techniques, correlation and linear regression. Research methods discussed include observational, correlational, and survey research. Students are required to perform data gathering exercises and write research reports. Prerequisite: MAT 124 or 125 or consent of instructor and PSY 100.

PSY 317 Research Methods & Statistics II (4)
Continuation of Psychology Research Methods I. Focuses on experimental methodologies and inferential statistical analysis. Various simple and factorial experimental designs are discussed and statistical techniques for hypothesis testing are introduced. Nonparametric and parametric statistical techniques including analysis of variance and post hoc tests are covered. Prerequisite: PSY 316 with grade of "C" or better.

PSY 321 W: Cognition (3)
This course examines major areas within the broad scope of cognitive psychology from theoretical and applied approaches. Students will learn how information from the environment is transformed, reduced, elaborated, stored, recovered, and used in order to respond appropriately to that information. Topics include attention, short and long term memory, categorization, imagery, and language. Prerequisite: PSY 100.

PSY 322 Appraisal of Individuals/ Psychological Testing (3)
Theory and principles of measurement and evaluation of psychological variables and individual differences. Course develops understanding of technical aspects of test construction, administration, and interpretation. Prerequisite: PSY 100. (Same as HMS 322.)

PSY 323 Gerontology (3)
This course presents the developmental, psychosocial, environmental, and political concerns of the aged in the United States. The role of human service workers and agencies in providing support for the aged is emphasized.

PSY 324 W: Learning (3)
This course examines major theories of learning and the behaviors they explain. To enhance student learning, students will be asked to apply the theories they learn to real-world learning situations Additionally, students will gain a deeper understanding of the underlying principles regulating learning by training virtual rats. Topics include classical and instrumental conditioning, schedules and types of reinforcement, observational and incidental learning, and shaping. Prerequisite: PSY 100.

PSY 325 D: Culture Psychology (3)
Culture is one of the skills humans can perform much better than all animals. Because of this, we have been able to develop technology and everything we have achieved as a species. Often we are not aware how we transmit cultural information nor how it was passed down to us. However, the power of cultural rules is often the strongest environmental influence on human personality, thought, and behavior. In this class we will examine how culture is related to the evolution of humans & their development, social interactions, language & communication, the environment & landscape, and physical & mental health. Prerequisite: PSY227/ SOC227.

PSY 340 D: Psychology of Women and Gender (3)
This course provides male and female students with an introduction to the major topics in psychology as they specifically apply to women and gender. Topics covered include the nature, causes, and effects of male-female differences, and psychological issues which specifically relate to women and gender such as pregnancy, mothering, sexual harassment, and rape. Women's role in our society will also be investigated.

PSY 342 Psychology of Human Sexuality (3)
This course provides an introduction to the major issues in the psychology of human sexuality, including sexual anatomy and physiology, love, interpersonal communication, sexual behavior patterns, reproduction, and social issues associated with human sexuality. (Same as HMS 342.)

PSY 350 Neuropsychology (3)
This course focuses on the question: What is the relationship between the brain and behavior? To understand this question, the anatomy and physiology of the brain will be examined with particular emphasis on the division of labor among various brain regions. Various functions will be examined including language, learning and memory, sensation, motor control, disorders of the nervous system, and the neural basis of psychological disorders. Students will also be given the opportunity for hands-on learning with laboratory experiences using animal brains and computer simulations of nerve function. Prerequisite: PSY 100 and recommended BIO 111.

PSY 355 Psychopharmacology (3)
This course focuses on the question: How do the chemicals that we ingest affect our behavior? To address this question, a variety of substances will be considered including common medications and illicit drugs such as antidepressants, antipsychotics, anxiolytics, alcohol, nicotine, marijuana, cocaine, and heroin. General principles of drug action will be considered along with specific examples to illustrate how various chemicals can give rise to alterations in behavior including addictive behaviors. Prerequisite: PSY 100 or BIO 111. Optional, but useful: CHE 100 (or CHE 150)

PSY 370-9 Special Topics (1-3)
Special topics and problems of current interest to the advanced student depending upon demand and staff.

PSY 380 Psychology and Law (3)
This course examines a growing body of psychological research related to legal processes. Topics include areas such as accuracy of eyewitness memory, problems in jury selection and jury comprehension, lie detector accuracy, psychological expert testimony, the dynamics of jury trial, repressed memories, and the insanity defense.

PSY 381 E: Health Psychology (3)
The course uses empirical research to examine various health behaviors such as eating, exercising, sitting, and other habits interact with communication, personality, culture, and other social variables to produce health outcomes like disease, death, and health. It also examines how personal and social variables influence perceptions of individual and public health, such as epidemics, technology, education, media, etc. There is a discussion of ethics throughout the course on topics such as racial and socioeconomic health disparities and social and individual responsibilities concerning public health.

PSY 415 Psychology Literature Review Seminar (1)
This course is for Junior and Senior level students only and is recommended for Psychology Majors planning to attend graduate school. The course will focus on critical evaluation of primary literature research and review articles. Some classic papers will be examined as well as recent trends in research. The exact scope of topics will fluctuate with student interests, but it is expected that a variety of subtopics within psychology will be addressed.

PSY 470-9 Special Topics (1-3)
Special topics of current interest to the advanced student depending upon demand and staff.

PSY 490 Professional Development Seminar (3)
This course, designed to be taken during the Psychology major's junior year, assists students in the conceptual integration of their program of study, the examination of contemporary issues in psychology, and the exploration of future professional options. The course also assists students in pursuing research interests related to their PSY 497 or 498 capstone experience. Prerequisite: Junior standing.

PSY 497 Seminar/Practicum (3)
This course is designed to provide a 150 hour applied field experience for majors at a Human Services institution or agency. Each student experience is presented and discussed at a seminar. A major report is required. Senior standing only. Valuable for any major pursuing graduate work or an entry level position in psychology. Graded on an A/F scale.

PSY 498 Experimental Psychology Practicum (3)
This course is designed to develop and to advance the student's in-depth knowledge of experimental psychological research and to integrate these experiences with past coursework. The course will involve the design and implementation of an experiment based on comprehensive, previous knowledge. Valuable for anyone pursuing graduate work in psychology. Graded on A/F scale. Prerequisite: PSY 317.

PUBLIC HEALTH

Degree Offered: **Bachelor of Science**

The B.S. in Public Health is designed to prepare students to work and serve in the field of public health. Students can become involved in public health education, analytics, administration, environmental health, or another similar area. This is a rapidly growing and vastly important area of the health industry. Students will obtain the foundation to earn a Master's of Public Health or enter the work force.

Program Requirements for Public Health Major:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement will be fulfilled through the technological literacy requirements of Biology, Psychology, or Human Services.
3. PHI 323 Bioethics fulfills the Bonaventure Ethics requirement.
4. Support courses: PSY 100, HMS 110, BIO 150, CHE 125, MAT 150, PED 236, SOC 200, SOC 300, COM3__.
5. Major courses: PUH 100, BIO 232, BIO 282, BIO 283, BIO 3__, BIO 339, BIO 354, HMS 322, HMS 325, PSY 2__, PSY/SOC 227, PSY 312, PSY 355.
5. Completion of the capstone course (PUH 497), and two 1-3 hour practicum/internship (PUH 280 and PUH 380).
6. Students will have the opportunity to study a specific concentration of public health including Environmental Health, Biostatistics, Behavioral Science, Health Education, Epidemiology, or Health Service Administration. Other potential concentrations can be discussed with a student's Academic Advisor.
7. Students need a Cumulative Major GPA of 2.0 and no more than 2 major courses below a C to receive a degree. Major courses are all courses listed in section G of the degree checklist.

Example concentations:

Environmental Health concentration:

BIO 327 Ecology
BIO 340 Organic Evolution
BIO 357 Environmental Science I
BIO 358 Environmental Science II
BIO 301 Introduction to Research I
BIO 302 Introduction to Research II

Biostatistics concentration:

MAT 242 & MAT 243 Calculus I & II
MAT 252 Discrete Mathematics
MAT 455 Statistics & Data Analysis
PSY 316 & PSY 317 Research Methods & Statistics I & II
CSC 150 & CSC 160 Computer Programming I & II

PUH 100 Introduction to Public Health (3)
This course will provide a broad overview of public health practice, including historical development of public health focus areas, fundamental issues, structure of public health in the US and current events in the field.

RADIOLOGIC SCIENCE

Degree Offered: **Bachelor of Science**

Program Requirements for Radiologic Science Major:

Basic Track - A Partnership with Blessing-Rieman College of Nursing and Health Sciences

The University offers a Bachelor of Science in Radiologic Science degree in partnership with Blessing-Rieman College of Nursing and Health Sciences. Blessing-Rieman is affiliated with Blessing Hospital, one of the Midwest's finest health care facilities.

Students in this 4-year program may anticipate a fully integrated curriculum, which will provide the skills necessary to offer diagnostic imaging services and to become an entry-level radiographer.

Course Descriptions

RAD 201 Introduction to Radiology (3)

This course will introduce the student to the hospital structure, medical and imaging specialties, and the professional role of the radiographer on the healthcare team. The student will gain the basic knowledge regarding the radiographic imaging system and how to provide appropriate radiation protection and communication to patients of all ages. During this course the student will obtain information regarding medical and professional ethics as well as discuss the radiology specific policies and procedures to be followed. The student will obtain information regarding accrediting agencies for healthcare organizations and Radiography programs. Additionally, students will be introduced to the organizations that are important to the radiologic sciences profession. Prerequisites: None

RAD 202 D: Patient Care (3)

Patient Care is a course that is designed to teach the student how to provide patients of various ages and different cultures with appropriate patient care while in the imaging department. The student will gain the knowledge to maintain patient confidentiality, safely transfer and position patients, prevent the spread of infection and maintain a sterile field. Additionally, the student will learn how to handle emergency situations and recognize the different types of shock. Prerequisites: BIO 282, BIO 283, PSY 100, PSY 236

RAD 203 Advanced Patient Care (3)

This course is designed to provide the student with the skills necessary to assess patient vital signs during imaging procedures. The student will also learn about the different types of contrast media and how each one should be properly administered during radiographic examinations of the Urinary and Gastrointestinal systems as well as other special procedures performed in the Radiology department. Pharmacology, pharmacodynamics and pharmacokinetics are also explored during this course. Prerequisites: RAD 202

RAD 205 Clinical I (2)

The student will be assigned to various clinical rotations where he/she will be able to observe, assist with and gradually perform under the appropriate supervision procedures learned in Radiographic Procedures I. Image critique will be integrated throughout the course. The student will have to complete clinical objectives, perform examinations for experience and will also have to obtain a minimum number of clinical competency evaluations during the semester. Prerequisites: RAD 201, RAD 202

RAD 210 Radiographic Anatomy I (3)

This course presents human anatomy and function of the thoracic viscera, abdomen, upper and lower extremities and the urinary system as it relates to medical imaging. Throughout this course pathologies pertaining to the anatomy being taught as well as radiology's role in diagnosing disease will be emphasized. Images are integrated throughout the course allowing visualization of radiographic anatomy and pathology. Prerequisites: RAD 201

RAD 215 Radiographic Procedures I (4)

This course discusses in depth the imaging procedures performed on the chest, abdomen, and entire upper extremity. After the student learns about the procedure in the classroom setting, he/she will be taken into the simulation lab and shown how to position for the procedure being taught. The student will then practice the skills that were taught and are required to perform a return demonstration before being allowed to perform the procedure on a patient under direct supervision. Prerequisites: RAD 201, RAD 202

RAD 221 Principles of Radiographic Imaging (3)

This course provides students with the necessary knowledge and understanding of the factors that control and influence the production of a radiographic image. Throughout the course concepts of filtration, distortion, recorded detail, radiographic density and contrast will be discussed. Additionally, students will learn about the components of the x-ray tube, beam restriction and attenuation of the beam. Other topics covered throughout the course are: grids and exposure systems. Students will be utilizing mathematical equations and technique formulas in order to apply concepts learned throughout the course. Prerequisites: MAT 125, RAD 201

RAD 305 Clinical II (2)

The student will be assigned to various clinical rotations where he/she will be able to observe, assist with and gradually perform under the appropriate supervision procedures learned in Radiographic Procedures II. Image critique will be integrated throughout the course. The student will have to complete clinical objectives, perform examinations for experience and will also have to obtain a minimum number of clinical competency evaluations during the semester. The student will continue to perform radiographic procedures on those exams that competency has already been achieved. Prerequisites: RAD 203, RAD 205, RAD 210, RAD 215

RAD 306 Clinical III (2)

The student will be assigned to various clinical rotations where he/she will be able to observe, assist with and gradually perform under the appropriate supervision procedures learned in Radiographic Procedures III. Image critique will be integrated throughout the course. The student will have to complete clinical objectives, perform examinations for experience and will also have to obtain a minimum number of clinical competency evaluations during the semester. The student will continue to perform radiographic procedures on those exams that competency has already been achieved. Prerequisites: RAD 305, RAD 310, RAD 315

RAD 310 Radiographic Anatomy II (3)

This course familiarizes the student with the anatomy and physiology of gastrointestinal system, hepatobiliary system, reproductive system, nervous system and circulatory system. Anatomy of the bony thorax, vertebral column and cranium is also discussed in the course. Throughout the course pathologies pertaining to the anatomy being taught will be examined. Images will be integrated throughout the course so the student will be able to visualize anatomy and any pathologies if present. Prerequisites: RAD 210

RAD 315 Radiographic Procedures II (4)

This course discusses in depth the imaging procedures performed on the entire lower extremity and pelvis, gastrointestinal system, and urinary system. After the student learns about the procedure in the classroom setting, he/she will be taken into the simulation lab and shown how to position for the procedure being taught. The student will then practice the skills that were taught and are required to perform a return demonstration before being allowed to perform the procedure on a patient under direct supervision. Prerequisites: RAD 203, RAD 210, RAD 215

RAD 316 Radiographic Procedures III (3)

This course discusses in depth the imaging procedures performed on the vertebral column, hepatobiliary system, reproductive system, bony thorax and the cranium. After the student learns about the procedure in the classroom setting, he/she will be taken into the simulation lab and shown how to position for the procedure being taught. The student will then practice the skills that were taught and are required to perform a return demonstration before being allowed to perform the procedure on a patient under direct supervision. Prerequisites: RAD 305, RAD 310, RAD 315

RAD 320 Rad. Protection & Radiobiology (3)

The Radiation Protection & Radiobiology course will not only cover the basic Radiation Protection concepts for the student, but will also introduce the student to all of the regulatory agencies, radiologic quantities and units that radiation is measured in. Additionally, the student will receive instruction on how to properly protect the patient, other personnel and themselves from radiation. This course also covers information regarding instruments used to monitor radiation as well as monitoring devices used for personnel. In addition to this, the principles of cell-radiation interaction, the effects of radiation on the cells and the factors affecting cell response are presented. Acute and chronic effects of radiation are also reviewed. Prerequisites: Microbiology, College Algebra, RAD 201, RAD 221

RAD 322 Imaging Equipment (3)

This course establishes basic knowledge of equipment routinely utilized to produce diagnostic images to include: fluoroscopy, digital (CR & DR), and tomography. Students will be introduced to the fundamental principles of computer technology and computer applications in the radiologic sciences related to image capture, display, storage and distribution. Lectures related to digital radiography and quality assurance are also incorporated into this course. Prerequisites: RAD 201, RAD 221

RAD 327 Ancillary Imaging (2)

This course is designed to introduce the students to the basics of ancillary imaging modalities. Modalities discussed throughout this course are: CT, MRI, Radiation Therapy, Ultrasound, Cardiac Catheterization, Mammography, DEXA, PACS, PET and Nuclear Medicine will be discussed. Basic cross – sectional anatomy, CT & MRI safety, venipuncture, contrast reactions as well as information regarding power injectors will be discussed throughout the course. Additionally, the student will research one imaging modality that is of interest to them and will prepare a career plan. Prerequisites: ENG 112, RAD 201, RAD 221

RAD 405 Clinical IV (3)

The student will be assigned to various clinical rotations where he/she will be able to observe, assist with and gradually perform under the appropriate supervision procedures learned in Radiographic Procedures IV. Image critique will be integrated throughout the course. The student will have to complete clinical objectives, perform examinations for experience and will also have to obtain a minimum number of clinical competency evaluations during the semester. The student will continue to perform radiographic procedures on those exams that competency has already been achieved. Prerequisites: RAD 306, RAD 316

RAD 406 Clinical V (3)

The student will be assigned to various clinical rotations where he/she will be able to observe, assist with and continue to perform under the appropriate supervision procedures learned throughout all of the Radiographic Procedures courses. Image critique will be integrated throughout the course. The student will have to complete clinical objectives, perform examinations for experience and will also have to obtain a minimum number of clinical competency evaluations during the semester. The student will continue to perform radiographic procedures on those exams that competency has already been achieved. Prerequisites: RAD 405

RAD 422 Radiographic Physics (2)

This course provides students with the necessary knowledge and understanding of basic physics behind the production of a radiographic image. The x-ray imaging system, transformers, rectification, generators, electromagnetism, electrostatics, electrodynamics and radioactivity are topics that will be discussed throughout the course. Additionally, students will learn about x-ray production and emission and will be apply basic physics formulas to solve problems. Prerequisites: MAT 125, RAD 221

RAD 430 Leadership & Professionalism (2)

This course has been designed to help the student understand what it takes to be a professional in the healthcare industry. Managing time, stress and burn out are just a few of the topics covered in this course. Other content taught in this course includes: traits of a professional, and how to develop professional, personal, people and practical skills. Students will also receive instruction on how to write a resume, tips for interviewing as well as how to navigate their career. In depth discussions regarding professional organizations in field of radiologic technology and the continuing education requirements for radiologic technologists are also included in this course. Students in this course are required to write a summarization paper to demonstrate their knowledge and understanding of what the professional organizations within the field are responsible for as well as what they will have to do in order to remain registered. A career portfolio will be completed throughout the course. Prerequisites: COM 101, ENG 111, ENG 112, Ethics, HSE 280, RAD 201

RAD 440 Image Presentation & Evaluation I (2)

This course is designed to provide experience for analyzing radiographic images. Students will evaluate the parameters of acceptability for radiographic imaging. Discussions regarding problem – solving techniques and factors controlling image characteristics will be held. Actual images are incorporated into the curriculum for analysis. Prerequisites: RAD 205, RAD 210, RAD 215, RAD 221, RAD 305, RAD 306, RAD 310, RAD 315, RAD 316, RAD 322

RAD 441 Image Presentation & Evaluation II (2)

This course is designed to provide continued experience for analyzing radiographic images. Students will evaluate the parameters of acceptability for radiographic imaging. Discussions regarding problem – solving techniques and factors controlling image characteristics will be held. Actual images are incorporated into the curriculum for analysis. Prerequisites: RAD 405, RAD 440

RAD 450 Radiography Registry Review (2)

This course provides students the opportunity to review all of the information that has been taught throughout the program. This course will help prepare the student to sit for the national registry examination administered by the American Registry of Radiologic Technologists (ARRT). During this course the student will complete assigned review questions, participate in scholar bowl review games and the ISSRT Conference, as well as complete challenge tests and mock registries. Additionally, students are required to pass seven category examinations. Information regarding the application process for the ARRT registry examination is discussed in depth. Applications for the registry examination are obtained by the Program Director and distributed to the students during this course. Guidance on how to fill the application out will also be given. Students will also receive instruction on how to apply for Illinois licensure through IEMA as well as how to inquire about licensure in other states if applicable. Prerequisites: BIO 354, HSE 280, RAD 215, RAD 306, RAD 316, RAD 320, RAD 322, RAD 327, RAD 422

CT 420 Principles of CT (3)
CT 421 CT Clinical (2)

This course presents the fundamental physical principles of current CT scanning technology. Topics to be covered include a review of the historical development of CT technology, CT image production, back protection and cone – beam technologies, detector design and operation, software applications, x-ray tube design considerations, CT image geometry and image reconstruction techniques and methods to minimize dosages to patients and staff. Additionally, the patient care considerations unique to CT procedures will be discussed. An emphasis will be placed on multi-detector computerized tomography (MDCT) and its clinical applications. This course is supplemented by a concurrent clinical practicum.

The clinical practicum compliments the didactic Principles of CT course. Students enrolled in this course will be provided with experiences in a CT imaging department. Students will be assigned to CT clinical sites and placed alongside experienced CT technologists. Areas to be covered during this clinical practicum include: CT patient care, physician communications, CT scanning protocols, images assessment and quality control, CT scanner operation and patient and operator safety. Students will demonstrate competency in basic, entry – level CT procedures and will be prepared to continue the post – graduation clinical requirements for CT certification. Prerequisites: RAD 201, RAD 202, RAD 203, RAD 210, RAD 310, RAD 320, RAD 327

MRI 420 Principles of MRI (3)
MRI 421 MRI Clinical (2)

This course provides the student with entry-level knowledge of magnetic resonance imaging. Topics to be covered include: MRI nuclear physics, signal generation, protocols and sequencing, patient care and MRI safety, image evaluation, coil technology and applications, MRI angiography and common clinical applications of MRI scanning technology. Students enrolled in this course will complete a concurrent clinical practicum.

The clinical practicum compliments the didactic Principles of MRI course. Enrolled students must show acceptable proof that they are medically safe to perform in MRI environments, with no personal health risk. Students will be assigned to MRI clinical sites where they will be working alongside experienced MRI technologists. Areas to be covered throughout the clinical practicum include: MRI patient and physician communications, pulse sequences and scanning protocols, images assessment and quality control, MRI scanner operation and MRI patient and operator safety. Clinical experience in coil selection and placement, patient positioning, and patient care specific to MRI scanning and MRI angiography will also be obtained throughout this course. Image critique and cross – sectional anatomy and pathology seen on MRI images are included for discussion. Students completing this course should be prepared to continue the clinical requirements in preparation for the MRI certification. Prerequisites: RAD 201, RAD 202, RAD 203, RAD 210, RAD 310, RAD 327

WMS 420 Principles of Women's Imaging (3)
WMS 421 WMS Clinical (2)

This course provides a basic understanding of the principles of mammographic imaging as well as osteoporosis detection. Included in this course will be topics such as breast anatomy and pathology, mammographic equipment design and operation, positioning skills and patient care considerations. Quality control procedures, and interventional breast procedures to include basic ultrasonography of the breast are also covered in this course. Also included will be the theory and operation of dual emission x-ray absorptiometry (DEXA). Students enrolled in this course will complete a concurrent clinical practicum.

The clinical practicum compliments the didactic Principles of Women's Imaging course. Students enrolled in this course will be assigned to an accredited mammography department offering a full range of women's health services. Emphasis will be placed on breast cancer detection technologies including mammography and stereotactic localization. Additionally students will learn the procedural skills of dual emission x-ray absorptiometry (DEXA). Students should expect to develop entry-level skills necessary in a Women's Imaging department, and in doing so, will begin preparation for certification in mammography and DEXA scanning. Prerequisites: RAD 203, RAD 310, RAD 320, RAD 327

RESPIRATORY CARE

Degree Offered: **Bachelor of Science**

Program Requirements for Respiratory Care Major:

Basic Track - A Partnership with Blessing-Rieman College of Nursing and Health Sciences

The University offers a Bachelor of Science in Respiratory Care degree in partnership with Blessing-Rieman College of Nursing and Health Sciences. Blessing-Rieman is affiliated with Blessing Hospital, one of the Midwest's finest health care facilities.

Students in this 4-year program may anticipate a fully integrated curriculum providing the skills needed to offer therapeutic respiratory care.

Course Descriptions

RCS 201 Fundamentals of Respiratory Care - Global (3)

This course introduces the student to the diverse nature of respiratory care. The Whole Person framework is introduced as an organizing framework for respiratory care practice. Students are guided in the use of therapeutic communication and development of basic respiratory therapy skills derived from theoretical principles and concepts. This course provides an introduction to regulations governing the practice of Respiratory Care, health care organizational structures, healthcare teams, patient safety, medical ethics, legal issues, codes of conduct, standards of care, cultural diversity, healthcare reimbursement, quality and evidence based practice, evaluation of medical literature, critical thinking, response to emergencies, physical principles of Respiratory Care, medical gas therapy, humidity and bland aerosol therapy, introduction to airway pharmacology, lung-expansion therapy, and airway clearance therapy. This is a companion course to RCS 205 Therapeutic Modalities I where competencies will be practiced and evaluated in the simulation center setting prior to hands-on clinical practice with adult patients in a hospital setting. Prerequisites: Admission to the Respiratory Care program; COM 101, ENG 111, BIO 282 & 283, PSY 100

RCS 202 Respiratory Assessment (4)

This course focuses on the assessment component of respiratory care. The course integrates the elements/skills of health and physical assessment with the College's curriculum framework of the Whole Person. Assignments focus on acquiring assessment skills, exploring the biological, psychosocial, and spiritual basis of assessment, developing a systematic method for completing respiratory care assessments across the lifespan, and examining the role of clinical reasoning as part of the assessment process. Emphasis is placed on skill acquisition. Subjects included in this course are; infection control, informatics, preparation for patient encounter, taking a medical history, performing a patient interview, cardiopulmonary symptoms, vital signs, physical examination of the chest, evaluation of breath sounds, neurological assessment, review and analysis of laboratory studies, interpretation of ABGs, interpretation of pulmonary function, chest radiography, interpretation of ECGs, non-invasive diagnostics and monitoring and nutritional assessment. Competencies related to integration of cognitive knowledge and psychomotor skills are practiced and tested in RCS 205 Respiratory Care Therapeutic Modalities I skills lab. Prerequisites: Admission to the Respiratory Care program; COM 101, ENG 111, BIO 282 & 283, PSY 100

RCS 203 Cardiopulmonary Anatomy and Physiology (3)

This course focuses on knowledge about individuals throughout the lifespan who may experience varying states of an alteration in their health status. This course provides an advanced presentation of anatomy and physiology of the respiratory system, ventilation, Pulmonary Function measurements, diffusion of pulmonary gases, anatomy and physiology of the circulatory system, Oxygen and Carbon Dioxide transport, acid-base regulation, ventilation/perfusion relationships, neurological control of ventilation, renal failure and the cardiopulmonary system, aging and the cardiopulmonary system, sleep physiology, high altitude and hyperbaric medicine. Prerequisites: Admission to the Respiratory Care program; COM 101, ENG 111, BIO 282 & 283, PSY 100

RCS 204 Advanced Respiratory Care (4)

This course builds on the foundation of the previous Respiratory Care courses (Therapeutic Modalities I, Fundamentals of Respiratory Care, Respiratory Assessment) to advance student competencies to an advanced level. This course focuses on advanced practice and specialty competencies of Respiratory Care. Subjects include Airway Management, Hemodynamic Monitoring, Advanced Cardiovascular Life Support (ACLS), Special Procedures Assistance, Pulmonary Diagnostics, Hyperbaric Medicine, Sleep Medicine, Home Care, and Cardiopulmonary Rehabilitation. Prerequisites: Admission to the Respiratory Care program; COM 101, ENG 111, BIO 282 & 283, PSY 100, BIO 232 Respiratory Care Therapeutic Modalities I; Fundamentals of Respiratory Care; Respiratory Assessment; Cardiopulmonary Anatomy and Physiology.

RCS 205 Respiratory Care Therapeutic Modalities I (1)

This course allows the entry level respiratory care student an opportunity to practice procedures using state of the art equipment in the simulation center. Competencies related to recall, application and analysis using respiratory equipment are practiced and tested in the safety of the Center. The primary focus of this skills lab course is the practice and preparation for required Competency Evaluations completed for RCS 201 Fundamentals of Respiratory Care and RCS 202 Respiratory Assessment. Prerequisites: Admission to the Respiratory Care program; COM 101, ENG 111, BIO 282 & 283, PSY 100; 200 level Psychology.

RCS 206 Respiratory Care Therapeutic Modalities II (1)

This course allows the entry level respiratory care student an opportunity to practice procedures using state of the art equipment in the simulation center. Competencies related to recall, application and analysis using respiratory equipment are practiced and tested in the safety of the Center. The primary focus of this skills lab course is the practice and preparation for required Competency Evaluations completed in Clinical Practicum for RCS 204 Advanced Respiratory Care as well as a review of those completed in RCS 205 Therapeutic Modalities I. Prerequisites: Admission to the Respiratory Care program COM 101, ENG 111, BIO 282 & 283, PSY 100, BIO 232; Cardiopulmonary Anatomy and Physiology; Therapeutic Modalities I; Fundamentals of Respiratory Care; Respiratory Assessment.

RCS 207 Cardiopulmonary Disease Management I (3)

This course focuses on the growth and development and health of the young adult through older adults within the Whole Person Framework. The experience of individuals with acute and chronic responses to health will be examined in the context of health promotion, illness, and health management. Therapist Driven Protocols are patient care plans which are initiated and implemented by credentialed respiratory care practitioners. This course defines the evidence based and consensus based protocols and care plans to be used for specific diseases and conditions relative to Respiratory Care. Each disease module covers pathophysiology, clinical manifestations, recommended therapeutic modalities and is followed by a case study. Disease Management I includes Therapist-Driven Protocols, Chronic Obstructive Pulmonary Disease, Asthma, Bronchiectasis, Cystic Fibrosis, Pneumonia, Lung Abscess, Tuberculosis, Fungal Diseases of the Lung, Pulmonary Edema, Pulmonary Embolism, Flail Chest, Pneumothorax, Pleural Effusion, Empyema, Kyphoscoliosis, Interstitial Lung Disease, Lung Cancer and Acute Respiratory Distress Syndrome. This is the first half of a two-part course which is based in the classroom environment. Prerequisites: Admission to the Respiratory Care program; COM 101, ENG 111, BIO 282 & 283, PSY 100, BIO 232 Respiratory Care Therapeutic Modalities I; Fundamentals of Respiratory Care; Respiratory Assessment; Cardiopulmonary Anatomy & Physiology.

RCS 250 Clinical Practicum I (2)

This course is designed to familiarize the student with respiratory care procedures in the clinical setting. Scientific knowledge from respiratory care, physiological, and psychological theories is the basis for planning, implementing, and evaluating the outcomes of respiratory care in clinical practice. Patient care experiences will include patient safety/ambulation, basic asepsis, isolation techniques, cleaning and sterilization, respiratory assessment, documentation, clinical informatics, oxygen therapy, medical gas systems, medical cylinder use, humidity and bland aerosol therapy, lung-expansion therapy, and airway clearance therapy. Competencies related to integration of cognitive knowledge and psychomotor skills are practiced and tested in the Respiratory Care Lab within the Simulation Center until the required basic competencies are demonstrated by the learner. The learner may not advance into direct patient care activities until procedural competency check-offs are completed for that therapy in the Lab setting. Prerequisites: Admission to the Respiratory Care program; COM 101, ENG 111, BIO 282 & 283, PSY 100, BIO 232

RCS 300 Cardiopulmonary Pharmacology (3)

This course will focus on the introduction of pharmacological agents, principles, and properties of drugs that affect the cardiopulmonary system across the life span. This course covers basic concepts and principles of pharmacology, classification of drugs, route of administration, dosages/calculations, physiological interactions, mode of action, clinical indications, hazards, side effects and adverse reactions of pulmonary, cardiovascular, and central nervous system drugs. Special emphasis is placed on inhaled medications, and critical care agents. Prerequisites: Admission to the Respiratory Care program; COM 101, ENG 111, BIO 282 & 283, PSY 100, BIO 232 Respiratory Care Therapeutic Modalities I and II; Fundamentals of Respiratory Care; Respiratory Assessment; Cardiopulmonary Anatomy & Physiology; Disease Management I; Advanced Respiratory Care; Clinical Practicum I.

RCS 301 Current Events in Respiratory Care – Writing Intensive (3)

This course focuses on the identification and analysis of current issues in Respiratory Care with practice implications. Emphasis is given to identification and evaluation of nontraditional information sources (e.g., social networking, internet). Prerequisites: Admission to the Respiratory Care program; COM 101, ENG 111, BIO 282 & 283, PSY 100, BIO 232; Cardiopulmonary Anatomy and Physiology; Therapeutic Modalities I and II; Fundamentals of Respiratory Care; Respiratory Assessment; Disease Management I; Advanced Respiratory Care; Clinical Practicum I.

RCS 302 Pediatric Respiratory Care (3)

This course applies the Whole Person respiratory care framework to the care of the pediatric patient. Emphasis is on the unique needs of these individuals along with the health and developmental continuums. This advanced course introduces the student to the concepts of evaluation and management of pediatric medical, respiratory, and surgical conditions. Subjects included are examination and assessment of the pediatric patient, pulmonary function testing and bedside pulmonary mechanics, radiological assessment, pediatric flexible bronchoscopy, invasive blood gas analysis and cardiovascular monitoring, noninvasive monitoring in pediatric care, oxygen administration, aerosols, and administration of medications, airway clearance techniques and hyperinflation therapy, airway management, continuous positive airway pressure, noninvasive mechanical ventilation of the infant and child, invasive mechanical ventilation of the pediatric patient, administration of gas mixtures, extracorporeal membrane oxygenation, pharmacology, thoracic organ transplant, transport of infants and children, home care, and Pediatric Advanced Life Support (PALS). Prerequisites: Admission to the Respiratory Care program; COM 101, ENG 111, BIO 282 & 283, PSY 100, BIO 232 Ethics; Cardiopulmonary Anatomy and Physiology; Therapeutic Modalities I and II; Fundamentals of Respiratory Care; Respiratory Assessment; Disease Management I; Advanced Respiratory Care; Clinical Practicum I; Cardiopulmonary Pharmacology; Disease Management II; Current Events in Respiratory Care; Clinical Practicum II.

RCS 307 Cardiopulmonary Disease Management II (3)

This course focuses on the growth and development and health primarily of the pediatric, neonatal and young adult through older adults within the Whole Person Framework. The experience of individuals with acute and chronic responses to health will be examined in the context of health promotion, illness, and health management. Therapist Driven Protocols are patient care plans which are initiated and implemented by credentialed respiratory care practitioners. This course defines the evidence based and consensus based protocols and care plans to be used for specific diseases and conditions relative to Respiratory Care. Each disease module covers pathophysiology, clinical manifestations, recommended therapeutic modalities and is followed by a case study. Disease Management II includes Neonatal and Pediatric Pulmonary Disorders, Guillain-Barre Syndrome, Myasthenia Gravis, Obstructive Sleep Apnea, Near Drowning, Smoke Inhalation and Thermal Injuries, and Postoperative Atelectasis. This is the second of a two-part course which is based in the classroom environment. Prerequisites: Admission to the Respiratory Care program; COM 101, ENG 111, BIO 282 & 283, PSY 100, BIO 232 Respiratory Care Therapeutic Modalities I and II; Fundamentals of Respiratory Care; Respiratory Assessment; Cardiopulmonary Anatomy and Physiology; Clinical Practicum I; Cardiopulmonary Disease Management I; Advanced Respiratory Care.

RCS 308 Mechanical Ventilation I (4)

This course introduces the student to advanced concepts of mechanical ventilation in the adult. The course focuses on applying Whole Person respiratory care to persons experiencing complex health problems requiring ventilator management. Respiratory care principles and standards related to high acuity situations are emphasized. Coursework includes terms and concepts of mechanical ventilation, how ventilators work, how a breath is delivered, establishing the need, selecting a mode, initial ventilator settings, initial assessment, ventilator graphics, methods to improve ventilation and oxygenation, monitoring, physiologic effects, adverse reactions, therapeutic interventions, ventilator management, troubleshooting, weaning, non-invasive ventilation, long term ventilation, and special techniques in ventilatory support. Prerequisites: Admission to the Respiratory Care program; COM 101, ENG 111, BIO 282 & 283, PSY 100, BIO 232 Respiratory Care Therapeutic Modalities I and II; Fundamentals of Respiratory Care; Respiratory Assessment; Cardiopulmonary Anatomy and Physiology; Disease Management I and II; Advanced Respiratory Care; Clinical Practicum I; Cardiopulmonary Pharmacology; Current Events in Respiratory Care; Clinical Practicum II.

RCS 350 Clinical Practicum II (3)

This course is a continuation of RCS 250 Clinical Practicum I. This course will provide the student with a continuation of adult respiratory care experience with an introduction to critical care, pulmonary function studies, bronchoscopy, advanced therapeutic modalities, airway management, mechanical ventilation, and cardiovascular monitoring. The content is designed to correlate with the procedure and theoretical background presented in Respiratory Assessment, Fundamentals of Respiratory Care, Therapeutic Modalities I and II, Advanced Respiratory Care, Cardiopulmonary Pharmacology, Disease Management I and II, and Current Events in Respiratory Care. Competencies related to integration of cognitive knowledge and psychomotor skills are practiced and tested in the Respiratory Care Lab within the Simulation Center until the required basic competencies are demonstrated by the learner. The learner may not advance into direct patient care activities until procedural competency check-offs are completed for that therapy in the Lab setting. The majority of this course takes place in patient care areas under the direct supervision of a clinical instructor. Prerequisites: Admission to the Respiratory Care program COM 101, ENG 111, BIO 282 & 283, PSY 100, BIO 232 Respiratory Care Therapeutic Modalities I and II; Fundamentals of Respiratory Care; Respiratory Assessment; Cardiopulmonary Anatomy and Physiology; Disease Management I and II; Advanced Respiratory Care; Clinical Practicum I.

RCS 360 Clinical Practicum III (3)

This course is a continuation of RCS 350 Clinical Practicum II. This course will provide the student with a continuation of adult respiratory care experience with continuation of critical care, pulmonary function studies, bronchoscopy, advanced therapeutic modalities, airway management, mechanical ventilation, and cardiovascular monitoring. This course will also introduce various aspects of pediatric respiratory care. Additionally, the learner will travel to clinical sites in larger surrounding cities to gain experiences in pediatric intensive care and ventilation, hyperbaric medicine, advanced pulmonary diagnostics and advanced critical care. The content of Clinical Practicum III is designed to correlate with the procedure and theoretical background presented in Mechanical Ventilation I, Pediatric Respiratory Care and Advanced Respiratory Care. Competencies related to integration of cognitive knowledge and psychomotor skills are practiced and tested in the Respiratory Care Lab within the Simulation Center until the required basic competencies are demonstrated by the learner. The learner may not advance into direct patient care activities until procedural competency check-offs are completed for that therapy in the Lab setting. The majority of this course takes place in patient care areas under the direct supervision of a clinical instructor.

RCS 400 Perinatal/Neonatal Respiratory Care (3)

This course applies the Whole Person respiratory care framework to the care of the perinatal/neonatal patient. Emphasis is on the unique needs of these individuals along the health and developmental continuums. This advanced course introduces the student to the concepts of evaluation and management of perinatal and neonatal medical, respiratory, and surgical conditions. Subjects included are fetal lung development, fetal gas exchange and circulation, antenatal assessment and high risk delivery, examination and assessment of the neonatal patient, radiological assessment, invasive blood gas analysis and cardiovascular monitoring , noninvasive monitoring in perinatal/neonatal care, oxygen administration, aerosols and administration of medications, airway clearance techniques and hyperinflation therapy, airway management, surfactant replacement therapy, continuous positive airway pressure, noninvasive mechanical ventilation of the neonate, invasive mechanical ventilation of the neonate, administration of gas mixtures, extracorporeal membrane oxygenation, pharmacology, thoracic organ transplant, transport of the neonate, and the Neonatal Resuscitation Program (NRP).

RCS 401 Respiratory Care Seminar (1)

This course prepares the student to take the NBRC Clinical Simulation Examination (CSE). This course is a companion course to RCS 402, NBRC Exam Prep (which focuses on the NBRC Therapist Multiple Choice (TMC) Examination). The learner is introduced to the methodology of testing and measurement of competencies through clinical simulation testing. Successful completion of the TMC exam at or above the high cut score entitles the eligible graduate to attempt the CSE. Successful completion of the CSE earns the credential of Registered Respiratory Therapist (RRT). This course will review 2 clinical simulation exam scenarios each week which will be completed as a team activity in the classroom setting.

RCS 402 NBRC Exam Prep (1)

This course prepares the student to take the Registered Respiratory Therapist (RRT) examination. The learner is introduced to the methodology of testing and measurement of competencies through written and clinical simulation testing. Regular and continual practice testing culminates with the learner taking the Self- Assessment Examination (SAE) offered by the NBRC.

RCS 403 Adult Critical Care - Diversity (3)

This course focuses on the respiratory therapist's role in the adult critical care environment. Subjects included are airway management, mechanical ventilation, general adult critical care and functioning as a vital member of the critical care team. Concepts of the diseases and disorders that affect the critically ill adult are explored. Emphasis is placed on understanding common illnesses such as cardiac dysrhythmias, trauma, organ failure, and exposure to toxins as well as the other medical challenges of the critically ill patient.

RCS 404 Healthcare Policy, Finance, & Management – Writing Intensive (3)

This course focuses on the design and operation of health sciences departments and educational programs, including healthcare and educational policies, personnel procedures, record systems, ethics, medical-legal aspects, interdepartmental relations, finance, and curriculum development. Students will learn the skills and knowledge necessary to be successful in healthcare management.

RCS 405 Advanced Cardiopulmonary Diagnostics (2)

This course is a continuation of RCS 204 Advanced Respiratory Care and builds on the foundation of the previous respiratory care courses to advance student competencies to an advanced level. This course will provide the student with a more advanced knowledge of pulmonary function testing and technology, exercise testing, metabolic studies, advanced modes of mechanical ventilation, pulmonary rehabilitation, bronchoscopy, and various other advanced cardiopulmonary diagnostics.

RCS 406 Patient & Community Education (1)

This course offers an introduction to principles and concepts of respiratory care in community health throughout the lifespan. Coordination and use of community resources are stressed to ensure quality, accessibility, cost effectiveness and continuity of health care. This course offers the student an opportunity for in-depth study and application of the teaching/learning process to promote, maintain, and/or restore health.

RCS 407 Respiratory Care Capstone (3)

This course focuses on the integration of literature, knowledge of previous coursework, and clinical experience. This course is to be taken in conjunction with RCS 470 Respiratory Care Externship in which the student will choose a subcategory of respiratory care. During the week spent in this portion of the clinical experience, the student will, under the direction of the clinical preceptor, identify a dilemma and devise a plan of action in order to correct it.

RCS 408 Mechanical Ventilation II (4)

This course builds on the material learned in RCS 308 Mechanical Ventilation I and introduces the student to advanced concepts of mechanical ventilation in the neonatal and pediatric patient. The course focuses on applying Whole Person respiratory care to adult, neonatal, and pediatric patients experiencing complex health problems requiring advanced ventilator management. Respiratory care principles and standards related to high acuity situations are emphasized. Coursework includes exploration of advanced disease management via specific disease processes as well as concepts and modes of mechanical ventilation. Emphasis will be placed on mode selection for various diseases and how new modes of mechanical ventilation impact disease management.

RCS 450 Clinical Practicum IV (3)

This course is a continuation of RCS 360 Clinical Practicum III. This course will provide the student with a continuation of adult and pediatric respiratory care experience with continuation of critical care, pulmonary function studies, bronchoscopy, advanced therapeutic modalities, airway management, mechanical ventilation, and cardiovascular monitoring. This course will also introduce various aspects of perinatal and neonatal respiratory care. Additionally, the learner will travel to clinical sites in larger surrounding cities to gain experiences in neonatal intensive care and ventilation, hyperbaric medicine, advanced pulmonary diagnostics and advanced critical care. The content of RCS 450 Clinical Practicum IV is designed to correlate with the procedure and theoretical background presented in Mechanical Ventilation I and II, Pediatric Respiratory Care, Perinatal/Neonatal Respiratory Care, and Adult Critical Care.

RCS 460 Clinical Practicum V (2)

This course is a continuation of RCS 450 Clinical Practicum IV. This course will provide the student with a continuation of adult, pediatric, and neonatal respiratory care experience with continuation of critical care, pulmonary function studies, bronchoscopy, advanced therapeutic modalities, airway management, mechanical ventilation, and cardiovascular monitoring. This course will also introduce various aspects of healthcare policy, finance, and management as well as patient and community education. The content of RCS 460 Clinical Practicum V is designed to correlate with the procedure and theoretical background presented in Mechanical Ventilation I & II, Pediatric Respiratory Care, Perinatal/Neonatal Respiratory Care, Adult Critical Care, Healthcare Policy, Finance, & Management, Advanced Cardiopulmonary Diagnostics, and Patient & Community Education.

RCS 470 Respiratory Care Clinical Externship (2)

This course will provide the student with the opportunity to branch out into other aspects of respiratory care such as pediatric general respiratory care, neonatal and pediatric intensive care, adult critical care, pulmonary function testing, long term acute care, pulmonary rehabilitation, sleep study, hyperbaric medicine, management, etc. A majority of the clinical experience in RCS 470 Respiratory Care Clinical Externship will be spent outside of the Quincy/Hannibal area.

SCIENCE

Science courses support the Bonaventure Program Physical Science requirement and specific degree program requirements.

Course Descriptions

SCI 100 Earth Science (4)
A broad and non-quantitative survey at the introductory level of topics in geology, oceanography, meteorology, and astronomy. Topics include the earth's surface and its constituents and the forces which shape it; oceans and their impacts on the land; weather and climate; the earth and its neighbors near and far. Three hours lecture, two hours lab per week. A/F scale.

SCI 105 Introduction to Astronomy (3)
An introduction to the cosmos, focusing primarily on basic principles of astronomy, celestial bodies and phenomena visible with conventional telescopes. Topics include the solar system, meteors, eclipses, constellations, nebulae and galaxies. Two hours lecture and two and one-half hours lab per week. Fulfills physical science requirement.

SCI 115 Physical Sciences (4)
This course provides a survey of Physics, Chemistry, and Earth Science. One third of the class deals with Physics, in which the fundamental laws of nature are discussed, and the important concepts of energy and the principles of the conservation of energy are introduced. One third of the semester will be spent on Chemistry, including such topics as atomic and molecular structure, inorganic nomenclature, chemical reactions, nuclear reactions, acid-base theory and organic functional groups. One third of the semester will be spent on Earth Science, including topics such as the atmosphere, rocks, geology, the solar system, the stars, and the universe. Lab component.

SCI 230 Applied Meteorology (3)
This course provides an understanding of basic meteorological fundamentals including temperature, turbulence, and atmospheric phenomena in relation to aircraft operation.

SCI 344 Kinesiology (3)
The study of human movement. This course is designed to acquaint students with muscle terminology, their location, function, and basic biomechanics. This knowledge will allow students to understand and analyze human movement. Does not fulfill Bonaventure Program physical science requirement. Prerequisite: BIO 282 and 283. A math course is also recommended. (Same as PED 344)

SCI 345 W: Physiology of Exercise (3)
The physiological basis of muscular activity with special attention on the effects of exercise on other body systems. The specific effects of exercise are also discussed. Does not fulfill Bonaventure Program physical science requirement. Prerequisite: BIO 282 and 283. (Same as PED 345)

SCI 361 Environmental Law (3)
A course designed to introduce those without legal training to the system through which the people of the United States attempt to preserve the environment Background on how the legal system functions is presented. Environmental topics include: control of air and water quality, toxic substances, waste management and hazardous release, and energy and natural resources. Three lecture periods per week.

SOCIOLOGY

Sociology courses support the Bonaventure Program and specific degree program requirements.

Course Schedule

SOC 100 Introducing Sociology (3)
The standard introductory survey of the discipline of Sociology. This course provides the student with a framework for the analysis of social behavior.

SOC 200 Modern Social Problems (3)
Consideration, from the standpoint of social science, of significant social problems of our contemporary world. The focus is primarily on how those issues impact the USA. Topics such as wealth and inequality, gender, race, and ethnicity, work, and health care will be addressed.

SOC 227 Social Psychology (3)
A discussion of the areas on the border between psychology and sociology related to social cognition, social influence and social relations. Topics include areas such as attitude changes, attribution theory, person perception, conformity, persuasion, prejudice, aggression, attraction, altruism. (Same as PSY 227)

SOC 230 Social Science Statistics (3)
A course in introductory statistics designed to promote understanding of basic statistical topics. Such topics include descriptive statistics, correlations and regression, chance variability and sampling, and tests of significance. Instruction in the use of statistical computer software is included. No prerequisites.

SOC 245 Juvenile Delinquency (3)
Various conceptions of the nature of juvenile delinquency and its causes; the juvenile court movement; juvenile detention; treatment of juvenile offenders; delinquency control programs. (Same as CRJ 245.)

SOC 300 D: Racial-Cultural Relations (3)
Consideration, from the standpoint of the social sciences, of topics related to ethnic, racial, and cultural diversity. The focuses are primarily regarding the impact to/of the USA and the student's self-awareness. Lecture and discussion based.

SOC 330 Social Research Methods (3)
Research methods for social scientists, focusing especially on the construction and analysis of surveys, including construction of scales. Instruction in the use of computer software for survey analysis is included. Prerequisite: SOC 230.

SOC 370-9 Special Topics (1-3)
Special topics in sociology depending upon demands and staff. Offered in seminars or by independent study.

SPECIAL EDUCATION

Degree Offered: **Bachelor of Science**

Program Requirements for Special Education Major:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. Required Content Area Courses – (All courses that contribute to the content knowledge of the area of licensure must be completed with a grade of "C-" or better.) Content Area Courses: MAT 110 and 111, HIS 111 or 112, COM 101, ENG 111 and 112, PSY 100, POL 200, BIO 111, SCI 115.
3. Pre-Professional Courses – (All courses that lead to licensure must be completed with a grade of "C-" or better.) EDU 213, 214, 240 and SPE 229.
4. Meet requirements for admission to the Teacher Education Program (TEP), which are found on page 103.
5. Required Special Education and Education Courses – (All courses that lead to licensure must be completed with a grade "C-" or better.) SPE 235, 239, 310, 323, 450, 453, 465, 468, 469; ELE 300, 316, 317, 318; EDU 290, 291, 345, 365, 390, 391, 421.
6. Demonstration of professional dispositions in course work and field experiences.
7. Testing
   - Illinois Content Tests 155, 163 to be taken before Student Teaching (http://www.il.nesinc.com)
   - edTPA to be completed during Student Teaching
8. Successful completion of Student Teaching (EDU 495) and Student Teaching Seminar (EDU 499). See Acceptance for Student Teaching requirements.
9. Licensure - Information available on the Illinois State Board of Education Website (http://isbe.net/elis) or visit the Licensure Officer in FRH 320D.

Requirements for a Basic Endorsement in Special Education:

Candidates pursuing another licensure other than special education can secure an endorsement in special education with the following courses: SPE 229, 235, 239, and 310. This allows persons to be hired provisionally as a special educator in grades covered by their initial teaching licensure in another area (e.g., elementary 1-6, middle grades 5-8, or secondary 6-12, depending upon their initial licensure in a non-special education area); however, if a person is to remain as a special educator long-term, he/she will need to pursue full licensure in special education in accordance with a plan agreed upon between their hiring district and the state of Illinois.

Requirements for a Minor in Special Education:

Illinois State Standards require knowledge and skill in the area of special education. This minor does not lead to full Special Education Licensure, however. Eighteen (18) hours are required for a special education minor: SPE 229, 235, 239, 310, 465, and 3 additional credit hours in special education. As noted above, courses needed for the basic endorsement in special education are included in the minor.

Advanced Placement

Certain Bonaventure Program requirements of the University may be fulfilled with credit by examination. However, no courses in professional or special education may be replaced by credit by examination.

Dual Licensure–Special Education/Elementary Education:

The undergraduate dual licensure option allows the candidate to secure licensure in (a) Special Education and (b) Elementary Education. With this option, candidates seeking a Special Education license (Grades K-12) will also earn licensure in Elementary Education (Grades 1-6). The degree checklist for this option will reflect this combination and reflect current ISBE/QU agreement. Program Requirements for Dual Special Education/Elementary Education Major:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. Required Content Area Courses–(All courses that contribute to the content knowledge of the area of licensure must be completed with a grade of "C-" or better.) Content Area Courses: MAT 110 and 111, HIS 111 or 112, COM 101, ENG 111 and 112, PSY 100, POL 200, ECO 222 or 223, EDU 347 or HIS 350, BIO 111, SCI 115, SCI 100.

3. Pre-Professional Courses–(All courses that lead to licensure must be completed with a grade of "C-" or better.) EDU 213, 214, 240 and SPE 229.
4. Meet requirements for admission to the Teacher Education Program (TEP).
5. Required Special Education, Elementary Education and Education Courses–(All courses that lead to licensure must be completed with a grade "C-" or better.) SPE 235, 239, 310, 323,450, 453, 465, 468, 469; ELL 300, ELE 316, 317, 318, 331,351; EDU 290, 291, 345, 365, 390, 421.
6. Demonstration of professional dispositions in course work and field experiences.
7. Testing–Illinois Content Tests (Special Education and Elementary Education Content Area Tests.) See (http://www.il.nesinc.com)–edTPA to be completed during Student Teaching.
8. Successful completion of Student Teaching (EDU 494 & 495) and Student Teaching Seminar (EDU 499).

Acceptance for Student Teaching requirements are provided by School of Education/Human Services. Licensure Information is also available on the Illinois State Board of Education Website (http://isbe.net/elis) or visit the Licensure Officer in FRH 320D.

Course Descriptions

SPE 229 Survey of Exceptional Students (3)
An investigation into the theories, skills, and attitudes needed to identify and instruct students with disabilities in varied school settings. Emphasis will be placed on students with learning disabilities. In addition, considerable attention will be given to other categories of disabilities. Observation/clinical hours are included in the course requirements.

SPE 235 Diagnosis & Evaluation of Students with Disabilities (3)
In this course students will become familiar with the basic concepts and procedures relating to assessment in special education. Norm-referenced, achievement, diagnostic, informal, curriculum-based, intellectual, and adaptive assessment will be covered. Interpretation will be stressed. Also application of course principles will be provided in course-based application exercises. Prerequisites: EDU 214, SPE 229.

SPE 239 Characteristics of Students with Special Needs (3)
This course provides a theoretical frame of reference within which to view challenges faced by students with learning disabilities (LD). A functional definition of LD, possible causes of LD, characteristics of students with LD as well as other mild disabilities, and typical academic deficits experienced by students with mild disabilities, and methods that have been effective in addressing the needs of students with LD will be examined. Observation/clinical hours are included in the course requirements.

SPE 270-9 Special Topics (1-3)
Special topics in Learning Disabilities depending upon demand and staff.

SPE 310 Instructional Methods - SPED (3)
This course will cover critical issues and specific methods and materials relating to the instruction of students with a varying range of needs. Major emphasis will focus on students with mild disabilities such as LD as well as students with other mild to moderate disabilities. Major emphasis will also be placed on the framework for appropriate instruction for students in light of their learning stages, the nature of the learner, and the content. Adaptations and modifications of the general curriculum are included in the course requirements. Prerequisites: SPE 229 and acceptance into the Teacher Education Program.

SPE 323 Mathematics Methods in the Learning Disabilities Curriculum (3)
This course emphasizes objectives, content, methods, materials, and evaluation of mathematics instruction for special education programs. The course provides a base for understanding mathematics curricula from the pre-kindergarten through twelfth grade. There is an emphasis on diagnostic, prescriptive, and evaluative teaching for students with mathematics disabilities. Prerequisites: MAT 110 and 111, EDU 214, and acceptance into the Teacher Education Program.

SPE 370-9 Special Topics (1-3)
Special topics in education depending upon demand and staff.

SPE 450 W: Characteristics/ Strategies for Emotional/ Behavioral Disorders (3)
A study of the characteristics, causal factors, and educational implications for the emotionally/behaviorally disordered student. This course will cover strategies for more effective education with parents, community organizations, and school personnel in relation to the E/BD student.

SPE 453 Seminar/Practicum - SPED (3)
This combined seminar (approximately one semester hour) and practicum (approximately two semester hours) provides a chance to gain additional knowledge about students who pose atypical challenges in terms of learning and functioning within general and special education settings and who are in need of specialized educational and related services. Such services as those provided by special educators who work with low-incidence disabilities, by occupational and physical therapists, medical personnel, and behavioral specialists will be addressed. The student will document at least 75 clock hours of outside-of-seminar experience in interacting with students in school or nonschool settings. Planning for teaching/interactive experiences and researching aspects related to disabilities of focus in the seminar/practicum experiences may be counted as non-seminar practicum hours. However, a minimum of 75 hours of actual interaction with individuals with moderate and severe disabilities should be documented. Taken concurrently with SPE 469.

SPE 465 W: Effective Inclusion (3)
This course concentrates on effective strategies needed to integrate general and special education students, when appropriate, while at that same time recognizing the need for alternative settings. Significant emphasis will be placed on learning the fundamentals of co-teaching between special and general educators, how to construct appropriate Individual Education Plans, and modification of content area instruction. Prerequisites: SPE 229 and acceptance into the Teacher Education Program.

SPE 466 Characteristics/ID (3)
This course provides a frame of reference within which to view the exceptionality of Intellectual Disabilities (ID) as follows: historical and current perspectives of ID, accepted definitions of ID, different levels of ID, overview of educational programming (school age), preparation for adulthood, issues surrounding family living, rights of individuals with ID, and current and emerging issues. Prerequisites: SPE 229 and acceptance into the Teacher Education Program.

SPE 467 Instructional Strategies/ID (3)
This course will cover critical issues and specific methods and materials relating to the instruction of students with ID. Special emphasis will be given to the following major areas: 1) life-goal planning for individuals and groups with ID; 2) the importance of working effectively with parents and other IEP team members; 3) diagnostic, prescriptive, and evaluative teaching; 4) curriculum planning; 5) functional skills basic to future adjustment (e.g., transitional and vocational skills, social and interpersonal skills, and leisure and recreation skills). Prerequisites: SPE 229 and acceptance into the Teacher Education Program.

SPE 468 Characteristic/Strategies - Mild/Moderate/Severe (3)
This course provides a frame of reference within which to view Intellectual Disabilities (ID). It includes an overview of major characteristics and appropriate educational programming with an emphasis on functional life skills. A good deal of emphasis will be placed on life goal planning with emphasis on prevocational vocational, and transitional programming. In addition, some aspects of programming for physical disabilities, multiple disabilities, and other health impairments (POHI) will be addressed. Prerequisites: SPE 229 and acceptance into the Teacher Education Program.

SPE 469 W: Autism/Pervasive Developmental Disorders (3)
A comprehensive overview of students eligible for special education under the categories of Autism, Other Health Impairments, and Traumatic Brain Injury. Topics will cover characteristics of individual students as well as strategies to meet educational needs of students eligible in these categories. Taken concurrently with SPE 453. Prerequisites: SPE 229 and acceptance into Teacher Education Program.

SPE 470-9 Special Topics (1-3)
Special topics in elementary education depending upon demand and staff.

SPE 484 Senior Year Practicum SPED (3-6)
This course provides opportunities for students to apply their knowledge, skills, and experience in a variety of educational settings which meet their needs and aspirations in the field. A minimum of 50 hours of practicum is required per credit hour.

SPORT MANAGEMENT

Degree Offered: **Bachelor of Science**

This degree program is designed for students who are interested in opportunities in professional athletics, health clubs, tennis clubs, swim clubs, spas, Y's, athletic organizations, University athletic departments, business, or industry. The program combines a knowledge of sport with business and management courses— all based upon a foundation in the liberal arts.

Program Requirements for Sport Management Major:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement is fulfilled by ART 290 Introduction to Computer Graphics and the student's choice of a computer application course as one of the required support courses.
3. Sport Management courses: SPM 240, 263, 264, 310, 350, 351, 360, 420, 430, 440, 450, 460.
4. Students are required to complete a minimum of 8 credit hours of internship selected from SPM 482, 483, 484, or 485.
5. Support courses: ART 290; BUS 215; BUS 219; ECO 222 and 223; CDE 120; COM 347 and 396; MGT 300 and 301; MKT 331; a choice between MKT 338, MKT 340, or MKT 362; and a computer applications course (3 hours).

Requirements for a Minor:

1. SPM 240
2. Fifteen additional hours of SPM courses.
3. Must also meet minimum University requirements for a minor.

Note: 300-400 level SPM courses should be taken by only juniors or seniors or with the consent of the instructor. Completion of all SPM courses with a grade of "C" (2.0) or above is required for all Sport Management majors and minors.

Course Descriptions

SPM 240 Introduction to Physical Activity and Sport Management (3)
An orientation course designed to examine the field of sport management. Focuses on the activities of a club, recreational, or competitive sport manager.

SPM 263 D: Sociology of Sport (3)
Designed to introduce students to contemporary critical issues in sport, including social inequalities, and intercollegiate and professional sports. There will be an emphasis on raising the level of consciousness regarding the sporting environment.

SPM 264 Introduction to Sport Psychology (3)
Introduction and overview of the psychological aspects of sport. Knowledge and skills required to develop performance enhancement programs for athletes, performers, and athletic teams are discussed.

SPM 310 Sport Governance (3)
Presents the various agencies that govern sport at the high school, collegiate, professional, and amateur levels. Instruction in how government agencies influence the roles of governing bodies. Emphasis will be upon the control imposed upon members by the governing bodies, the power each agency has assumed and how the power is derived, sanctions that can be levied against a member, and the route of appeal.

SPM 350 Facility and Events Management (3)
Studies the principles of event management and facility operations in the sport industry. Emphasizes procedures for creating a safe venue for special events in indoor and outdoor facilities. Prerequisite: SPM 240.

SPM 351 Sport Marketing (3)
An overview of conceptualization and marketing of events to participants, spectators, and sponsors. Particular emphasis is placed on the design and pricing of sponsorship packages so corporate needs are met. Prerequisite: SPM 240.

SPM 360 Leadership in Physical Activity and Recreation and Sport (3)
Designed to study the administration and development of community and school recreational programs. Includes instruction in the qualification of a recreational leader with practical applications of leadership. Prerequisite: SPM 240.

SPM 364 Public and Media Relations in Sport (3)
An analysis of the role of the media and public relation in sport organizations. The appropriate methods and theories will be presented as well as their application in the professional, intercollegiate and commercial sport industries. The relationship between sport organizations and the print and electronic media will be explored and how that relationship is vital to the success of the sport organization will be emphasized. (Same as COM 364)

SPM 420 Sport Finance (3)
Study of sources of revenue for financing sport, including the public and private sectors, government, memberships, fees, PSLs, taxes, bonds, and trademark licensing. Focuses on principles and methodology of fund raising. Prerequisites: SPM 240, ECO 222 and 223.

SPM 430 Sport Law (3)
Designed to identify legal liabilities in the sport environment, this course will identify principal causes of sport litigation and encourage discrimination between risks which are inherent in sport and those which are unacceptable. Prerequisites: SPM 240 and BUS 215.

SPM 440 W: Management of Recreation (3)
Focuses on the skills and knowledge needed to create and deliver recreation and fitness programs in a variety of settings including municipal parks and recreation and in the private sector. Emphasizes creating a comprehensive recreation program that meets the needs of all participants. This course is designated as writing-enriched.

SPM 450 E: Sports Ethics (3)
To introduce students to the literature on ethical-decision making and to introduce and discuss several ethical scenarios pertinent to the discipline of sport management. A special emphasis will be made on labor issues pertinent to the discipline.

SPM 460 G: Globalization of Sport (3)
The purpose of this course is to distinguish between Globalization and Americanization of sport and to examine how globalization has impacted the spread of sport across the world. Includes a study of leading international sport manufacturers and the paths those businesses have taken to maintain a prominent role in the sport market worldwide.

SPM 470 Special Topics (1-3)
Concentrated study in Sport Management on various topics depending upon demand. Prerequisite: Senior standing.

SPM 482-3 Practicum in Sport Management (1-8)
An assignment involving the practical application of knowledge and skills attained in sport and business. Students will work in appropriate private or public agencies which meet their needs and aspirations in the field. A minimum of 50 hours of practicum is required per credit hour. Can be done on a part-time basis subsequent to the junior year.

SPM 484-5 Internship (1-12)
Full-time work experience in the sport industry (50 hours per credit). Can be done on a full-time basis subsequent to the junior year.

SUPPLY CHAIN MANAGEMENT

Degree Offered: **Bachelor of Science**

This is a partnership degree, where the first two years are completed at a regional community college under an articulation agreement and the second two years for the Bachelor of Science degree are completed at Quincy University. The Bachelor of Science in Supply Chain Management degree prepares students to work in an environment with responsibilities such as purchasing, arranging transportation, and/or inventory management.

Program Requirements:

1. Completion of an Associate of Science or Associate of Arts under a Supply Chain Management articulation agreement between a regional community college and Quincy University.
2. Completion of the Bonaventure Program requirements for undergraduate degrees and the general requirements for an undergraduate degree.
3. The technological literacy requirement will be fulfilled through various software required in classes.
4. Required courses for the major: BUS 497, COM 382, ECO 423, MGT 300, 347, 348, 349, 350, 351, 364, Warehouse Management, MIS 305, MKT 340, 432, practicum in Supply Chain Management.
5. An ethics course: PHI 327
6. A cumulative grade point average of 2.0 and a grade of “C” or better is required in all required courses for the major.

THEATRE

Quincy University offers a range of courses and practicum experiences in Theatre as well as a minor in the discipline. The minor is open to all students and is particularly recommended for those majoring in another area of the arts or in education.

The Quincy University Theatre Program provides education and expert guidance to develop appreciation and support of theatre along with a broad range of skills related to the creation and staging of dramatic works. Open to all students, the program emphasizes the application of knowledge within a context of the values of Franciscanism and the liberal arts with the goal of fostering individual excellence and respectful teamwork. The program imparts to students through practical engagement the power of the arts – and of live theatre in particular – to encourage dialogue and critical thinking, to promote the common good, and to be of service to others.

Requirements for a Minor in Theatre:

The minor requires 18 semester hours, 12 of which are drawn from the following three-credit courses: THE 100 Introduction to Theatre, THE 250 Survey of Drama from the Performance Perspective, THE 320 Acting for the Stage, THE 334 Principles of Directing, and THE 340 Producing Children’s Theatre.

Six semester hours must be earned through theatre practica, evenly divided between performance and production. Must also meet the minimum University requirements for a minor.

Course Descriptions

THE 100 Introduction to Theatre (3)
An introductory survey of theatre as a performing art form, the course includes study and analysis of historical, social, aesthetic, and technical aspects of traditional and contemporary theatrical/dramatic expression.

THE 163-464 Applied Theatre: Performance (1)(1)
Students may receive credit for participating in the performance of University theatre and musical productions. May be repeated at the 200, 300, and 400 levels.

THE 165-466 Applied Theatre: Production (1)(1)
Students may receive credit for participating in the production of University theatre and musical productions. May be repeated at the 200, 300, and 400 levels.

THE 250 Survey of Drama from the Performance Perspective (3)
This course provides a survey of dramatic works in terms of performance philosophy and concepts and their application in practice. Some emphasis is placed on the historical and literary contexts of the works, which are drawn primarily from U.S. and European sources. The primary focus of the course will be on dramatic ideas as realized through elements of performance including set and costume design, light and sound design, script interpretation, and choreography. The roles of the producer, director, and actor will be explored in detail.

THE 270-9 Special Topics (3)
Special topics in theatre depending upon demand and staff.

THE 290 Writing for the Stage (3)
This course introduces the principles and practices of writing for dramatic performance. Students will learn the conventions of writing for the stage as well as the aesthetic foundations of comic, tragic, and historically-based drama.

THE 320 Acting for the Stage (3)
This course provides students with an introduction to the basic fundamentals of acting, as well as an examination of the internal/external processes of the actor. Through various exercises including pantomime, improvisation, scene study and monologue work, students will learn onstage training that can be applied toward performing onstage and in everyday life. All of these exercises will culminate in performances of selected scenes at the end of the semester in a “scene play.” Prerequisite: THE 100.

THE 334 Principles of Directing (3)
This course provides a theoretical and practical foundation in directing and staging techniques. Areas of focus are the fundamentals of blocking, script analysis, achievement of emphasis, and the development of aesthetic values. The interrelationships among the roles of the producer, director, and actor will be explored in detail. Prerequisite: THE 100.

THE 340 Producing Children's Theatre (3)

The examination and practical application of techniques used to create a production for children with the purpose of touring. Each participant will function as an integral part of the outreach program, such as actor, director, dramaturge, stage manager, and booking/marketing/public relations manager. Specific research will be done on each one of these positions and how each benefits an outreach/educational theatre program. Prerequisite: THE 100.

THEOLOGY

Degree Offered: **Bachelor of Arts in Theology and Philosophy**

Theology courses are offered as part of the degree program in Theology and Philosophy, as elements of the Bonaventure Program, as the institution's signature courses, and as electives. The purpose of these courses is to encourage students to think with fairness and to examine their own religious beliefs and philosophical understandings and those of others. This will enable students to formulate a comprehensive view of life that is intellectually defensible, emotionally and ethically satisfying, but also possessed of the openness requisite for further growth and knowledge and appreciation.

TRS 116 Western Religious Traditions is required of all first-year students.

Program Requirements for Theology and Philosophy Major:

1. Completion of the Bonaventure Program and requirements for undergraduate degrees.
2. The technological literacy requirement for philosophy and theology majors will be fulfilled through successful completion of TRS 201 Technological Resources for Students of Philosophy and Theology.
3. One year of college coursework (minimum of 6-8 hours at the introductory level or 6 hours at the intermediate level) in a single foreign language, ancient or modern, or a demonstrated equivalent competency.
4. Students must choose one of the following concentrations:

   Theology

   a. Required courses: TRS 217, 229, 251, 252, 321, 356, 357, 359, 385, PHI 251, 252
   b. Five additional courses from: TRS 219, 229, 236, 246, 256, 321, 331, 339, 349, 360, 365, 369, 388

   Pastoral Ministry

   a. Required courses: TRS 246 or 256, TRS 357 or 385, TRS 229 or 239, 217, 236, 251, 252, 321, 331, 361, 375, 481
   b. Two additional courses from: PHI 251, 252,TRS 219, 341, 349, 356, 360, 365, 367, 369,381,482

   Catholic and Franciscan Theology

   a. Required Courses: TRS 217, 222, 246, 251, 252, 356, 357, 359, 385; PHI 251, 252
   b. Four additional courses from: TRS 219, 229, 236, 246, 256, 321, 332, 342, 349, 360, 362, 365, 369, 382

   Philosophy & Ethics

   a. Required Courses: TRS 217, 359, PHI 115, 251, 252, 321, 497
   b. Seven additional courses from: TRS 219, 229, 342, PHI 239, 323, 325, 327, 331, 351, 355, 368, 300-level Special Topic courses, 400-level Special Topics courses.
5. A grade of "C" or higher is required in all Theology and Philosophy courses applicable to the major.
6. Capstone Experience TRS 497 or PHI 497

Requirements for a Minor in Theology:

The minor is earned by completion of three TRS courses at the 200-level and three TRS courses at the 300-level, for a total of 18 credit hours. A grade of "C" or higher is required in all courses applicable to the minor. Must also meet minimum University requirements for a minor.

Course Descriptions

TRS 116 G: Western Religious Traditions (3)
This course explores the scriptural, doctrinal, moral, and ritual traditions of the three major Western religions: Judaism, Christianity, and Islam. Freshman and Sophomore students only.

TRS 201 Technological Resources for Students of Philosophy and Theology (1)
In compliance with the University's commitment to universal technological literacy, Philosophy and Theology majors will learn skills needed to access and incorporate philosophical and theological databases, online and offline computer programs, and educational media (Microsoft Office, et al).

TRS 217 Introduction to the Bible (3)
Survey course of the Old and New Testaments. Prerequisites: ENG 111 and 112.

TRS 219 Christian Sexuality (3)
An investigation of sexuality in Christian life and tradition. Open discussion of contemporary issues in sexual ethics.

TRS 222 Introduction to the Franciscan Tradition (3)
A survey course that explores the history, figures, literature, art and issues within the Franciscan tradition.

TRS 229 Introduction to Christian Moral Conscience (3)
A basic introduction to processes of Christian ethical interpretation and moral decision making.

TRS 236 Sacraments (3)
This course will examine the sacraments as concrete expressions of the grace of Christ in the church community. It will look at the scriptural and historical foundations of each of the sacraments, examine their liturgical rites, and discuss questions about their theological meaning and contemporary relevance.

TRS 246 Catholic Life and Thought (3)
This course will examine the creed, sacraments, moral traditions, and prayer life of the Catholic church. Students will have the opportunity to reflect critically on these beliefs and practices within the context of their own faith perspective.

TRS 251 History of Christianity I: From Jesus to the Dawn of the Reformation (3)
This course explores the key themes and historical development of Christian life and thought from the first century to the dawn of the Reformation.

TRS 252 History of Christianity II: From the Reformation to the Present (3)
This course explores the key themes and historical development of Christian theology and culture from the Reformation to the present.

TRS 256 Introduction to Christian Theology (3)
A survey of how Christians have thought about their faith over the centuries. Themes to be addressed will include Jesus Christ, the Christian God, grace and salvation, and the church, as well as the changing understanding of theology itself.

TRS 270-9 Special Topics (1-3)
Special topics studied in depth, depending upon demand and staff.

TRS 321 Theology of Church (3)
A study of the meaning of today's Church and the role of the laity in the Church. Special emphasis will be given to lay ministry in carrying on the mission of Jesus in contemporary society.

TRS 331 Spirituality and Human Development (3)
This course considers the relationship between a person's spiritual growth and human development as a person moves toward greater maturity.

TRS 332 Assisi Experience (3)
An investigation of special topics, depending on the participating staff, culminating in a trip to Assisi, Italy, in early May. Permission of instructor(s) required.

TRS 339 Guide to Christian Marriage (3)
The meaning of marriage; preparation for marriage; legal and moral aspects of the contract; rights and duties of married people.

TRS 342 E: Franciscan Theology of the Environment (3)
An exploration of environmental issues from the perspective of Franciscan creation centered spirituality including the scriptural views of creation, modern environmental ethics and the theological concept of "stewardship."

TRS 349 Theology of Death (3)
The phenomena of suffering, dying and death from the perspective of pastoral theology.

TRS 356 W: Christology (3)
This course explores the central question of Christian theology, the identity of Jesus Christ, as it is thought and rethought in many ways throughout the history of Christianity.

TRS 357 Exploring the New Testament (3)
The New Testament of the Christian Bible narrates the story of Jesus and reflects on what his life, teachings, death, and resurrection tell us about God. In this course students have the opportunity to explore first-hand the New Testament, gaining a broad overview of its theology, history, and literary power. However, beyond an overview, in this course we will also seek to mine some of the deep, spiritual riches of the New Testament through a close reading of selected texts.

TRS 359 Catholic Social Teaching (3)
This seminar-style course will discuss the Catholic Church's teachings on the most significant ethical, political, and social issues of our time and their relevance not only to our own country but to the entire world. Topics may include the death penalty, economic justice, capitalism, war and peace, globalization, etc.

TRS 360 The Life and Teachings of Jesus (3)
In this course, through a close reading of the canonical Gospels, some select non-canonical Gospels, and a few modern attempts to paint a portrait of the historical Jesus, we will attempt to peel off the layers of plastic so that we might discover the authentic Jesus for ourselves. Although we will read numerous Gospels, in order to provide a close and serious reading, special attention will be given to the Gospel of Matthew.

TRS 361 Pastoral Ministry (3)
A study of pastoral care and the skills needed to become effective practitioners in such areas as campus ministry, peer ministry, ministry to the elderly and the sick, and general parish/congregational ministry. The focus is on the lay person's role in pastoral care.

TRS 362 Franciscan Theology (3)
A close study of the contributions the Franciscan thinkers (especially Bonaventure and Scotus) have made to the Christian understanding of the Trinity, Christology, Anthropology, Creation, Salvation and the Church.

TRS 365 God and the Transcendentals: Beauty, Goodness and Truth (3)
This course is designed to help the student become acquainted with the long–standing theological tradition that finds God in Beauty, Truth and Goodness. Unity, Being and others will also be included. We will begin with some work in elementary metaphysics to lay the groundwork, and then explore the vast Judeo/Christian tradition. Our focus will include scripture, classical texts, architecture, novels, poetry, music, liturgy, icons, films, and all means by which we are able to encounter the Divine.

TRS 369 WG: Christianity from a Global Perspective (3)
This course will examine the challenges that the local Christian theologies of Africa, Asia, and Latin America place before Christians across the globe. Particular attention will be given to understandings of love, justice, power, and inculturation.

TRS 370-9 Special Topics (1-3)
Special topics studied in depth, depending upon demand and staff.

TRS 381 Religious Education and Youth Ministry (3)
This course will explore the various dimensions of religious education and youth ministry including different models for religious education (traditional classroom, whole family catechesis, etc.), the different elements involved in youth ministry (catechesis, relational youth ministry, etc.), and the various ways to recruit and train volunteers working in religious education or youth ministry. A critical component of this course will involve understanding faith development, especially in children and adolescents.

TRS 385 W: Interpreting the Bible: A Book Course (3)
This course will emphasize the close readings of a small portion of the Bible – that is, a single book of the bible or perhaps two short books. The goal is to learn about God, God's revelation, ourselves, and the world by reading a small amount of biblical material intensely using a diverse array of strategies. These diverse strategies will generate multiple interpretative and theological options. We will then practice together the science and art of good biblical interpretation, learning to develop arguments in favor and against the various interpretative options.

TRS 388 C.S. Lewis - Narnia and Beyond (3)
This course will explore the writings of Clive Staples Lewis with a special focus upon his theological perspective as found in his many fictional and non-fictional works. It is hoped that Lewis's ability to clearly and imaginatively convey his thoughts to a modern audience will allow students to approach theological topics from a new perspective.

TRS 470-9 Special Topics (1-3)
Special topics studied in depth, depending upon demand and staff.

TRS 481-482 Field Experience (6)
Experiences in lay ministry contexts such as pastoral care, pastoral religious education, pastoral responsibilities, etc., in preparation for positions in church and ministry. Approximately 50 hours of experience are required for each credit hour. (Does not fulfill Bonaventure Program requirement)

TRS 497 W: Theology Capstone (3)
Supervised reference and research work; coordination of studies taken in Theology. Includes a portfolio of work done in the major.

UNIVERSITY COURSES

There are certain courses in which students will enroll during their educational careers at Quincy University that are not affiliated with specific academic programs or disciplines. Rather, they are courses specifically designed to meet various institutional requirements as well as the learning needs of our students. Included are courses in the following areas.

Academic Success Skills
Career Planning
Early Exploratory Internships
Honors Thesis

Course Descriptions

BPP 410 Bonaventure Program Portfolio (0)
This is a required course designed to guide graduating seniors through the process of finishing and submitting the Bonaventure Program e-Portfolio. Focus is on collecting and documenting learning gained through activities and experiences and analyzing these activities and experiences as they relate to the Bonaventure Program Learning Outcomes.

CDE 110 Career Development (2)
The course is designed to enhance skills necessary for developing and implementing career choices and changes. Students take career inventory assessments, research occupations, and engage in career readiness activities. Graded A/F.

CDE 120 Career Planning (2)
This course enhances the skills necessary to conduct a successful job search. Topics covered include resume writing, networking, interviewing, and job search strategies. Grades will be determined based on class participation and written assignments. Students who have taken Career Development may still enroll in Career Planning. Graded A/F.

HON 498 Honors Thesis (2)
For Honors students only. Permission of the Director of the Honors Program required. Graded P/F.

HUP 110 Academic Success Skills (2)
This course is designed to assist students in developing strategies for personal and academic success, increasing their understanding of and use of study techniques, and creating a functional understanding of their learning style. During the 8-week course, students will learn about the resources on campus, participate in effective study groups and create a functional understanding of their learning style. Successful students will learn to apply study techniques to enhance their success in other courses and in their college career in general.

HUP 111 Creating Success in College (1)
This course is designed to help create greater success in college and in life. Throughout the 8-week course, students will learn strategies for creating greater academic, professional, and personal success. The class will focus on developing personal responsibility, increasing self-motivation, goal setting, and improving on time-management skills in and outside of the classroom.

INT 180-181 Internship I (1-3)
Students may explore a career field directly related to their academic major. The student agrees to work during a semester in a business or agency for 50-150 hours. The student will complete an employment log and weekly journal for the Intern Faculty Advisor (and, in some cases, also for a faculty or administrative staff member) and will complete a co-evaluation form with the employer. Graded P/F.

INT 280-281 Internship II (1-3)
Students may continue to explore a career field related to their intended major, for 50-150 hours per semester. An employment log, weekly journal, and co-evaluation form will be required. Arrange with Intern Faculty Advisor. Graded P/F.

INT 380-381 Internship III (1-3)
Students in upper division coursework who are seeking to explore a career field at an off-campus business or agency may do so in conjunction with the Intern Faculty Advisor (and, in some cases, also with a faculty or administrative staff member). The student will be required to complete an employment log, a weekly journal, and a co-evaluation form. In addition, the student intern must provide an analytical report for the Intern Faculty Advisor. Graded P/F.

INT 390 Entrepreneurship and Internship (3)
The course introduces the fundamentals necessary to operate a small business and provides the skills and tools in conjunction with apprenticeship experience: case studies, service learning, practicum or internship. The course will also introduce guest speakers, including intern supervisors. Graded A/F.

INT 480-481 Internship IV (1-3)
Students may continue to explore a career field, for 50-150 hours per semester. An employment log, weekly journal, co-evaluation form, and analytical report will be required. In addition, the student intern must provide an analytical report for the Intern Faculty Advisor. Arrange with Intern Faculty Advisor. Graded A/F.

WOMEN'S AND GENDER STUDIES MINOR

The Women's and Gender Studies Minor arises out of a growing consensus concerning the legitimacy and value of the field of women's and gender studies. The courses which constitute this minor enable students to gain knowledge about women and men, their experiences, the social and cultural forces that shape their lives, and their changing roles in past and contemporary societies and cultures. The courses drawn from various academic disciplines also seek to examine and evaluate assumptions and theories about women and gender in those disciplines. They also seek by focusing on gender to develop an expanded vision of human abilities and potentials.

This minor would enhance the preparation of students who are pursuing careers in law, medicine, education, journalism, business, the arts, counseling and other social services, government services, criminal justice, advertising, and public relations.

The minor consists of eighteen semester hours including WGS 250 and with at least twelve at the 300-400 level. Must also meet minimum University requirements for a minor. See individual descriptions under departmental offerings for prerequisites. Courses that may be counted toward the minor include the following:

COM	352	Women, Minorities and Media	(3)
COM	354	Gender and Film	(3)
ENG	385	Literature by Women	(3)
HIS	208	The History of Women in the United States	(3)
HIS	322	Women and Gender in History	(3)
PHI	351	Feminist Philosophy and Theology	(3)
PSY	340	Psychology of Women and Gender	(3)
PSY	342	Psychology of Human Sexuality	(3)
WGS	250	(D) Intro to Women's and Gender Studies	(3)
WGS	270-9	Women's and Gender Studies Special Topics	(3)
WGS	370-9	Women's and Gender Studies Special Topics	(3)
WGS	480	Women's and Gender Studies Practica	(1-3)

In the Women's and Gender Studies Practica, students will be placed in appropriate settings. Approximately 50 clock hours of work are required per credit hour.

Other courses, including special topics courses or honors courses, whose foci would be consistent with the goals of the program, may be counted toward the minor. These courses might include exploration of feminist theology, feminist ethics, women in the arts, etc.

Consult the Dean of Humanities for information concerning this program.

Course Descriptions

WGS 250 D: Introduction to Women's and Gender Studies (3)
Introduction to women and gender studies is designed to help you learn to think critically and analytically about the various ways that gender is constructed locally, nationally, and globally and its construction has both social and cultural importance. We pay particular attention to how race, class, gender, sexuality, ability, and geopolitical location structure the lived, cultural, and political experience that women face across the globe.

St. Clare Professional Studies Program (PS)

Business Administration
Human Services
Writing

ST. CLARE PROFESSIONAL STUDIES PROGRAM (PS)

Degrees Offered: **Bachelor of Science, Bachelor of Arts**

Majors:

Business Administration (B.S.)
Human Services (B.S.)
Writing (B.A.)

Degree Completion Programs

The St. Clare Professional Studies Program is directed principally to meet the educational needs of non-traditional students. PS gives students the flexibility to design their degree work to achieve personal, career and life goals. Academically, PS focuses on the depth of the student's educational experience, as well as on the rigor of the classroom attained through innovative learning activities, relevant curricula and challenging instructional outcomes.

Delivery of Instruction for PS:

The St. Clare Professional Studies Program at Quincy University offer students the opportunity to complete courses as well as complete degree programs in a timely fashion without compromising other responsibilities or obligations in their lives. Using a variety of different delivery strategies, instruction is offered with the needs of the working adult in mind.

The subject matter in PS courses is the same as in their traditional equivalents. The uniqueness of PS is in the delivery of the course content. Although accelerated learning is one of the primary delivery strategies used in PS courses, it is not the only delivery strategy employed. Online and other forms of technology-enhanced courses are also incorporated into the curriculum as are weekend and short-term courses.

The University offers support courses for PS programs to allow a student to complete the first two years of college work during the evenings and on weekends on the Quincy University campus. These courses will ordinarily be PS versions of courses listed elsewhere in the catalog. These courses arepublished in the course schedule for each PS session.

PS Admissions Process:

Individuals wishing to enroll in the St. Clare Professional Studies Program must:

- be out of high school at least seven years or be twenty-four years of age
- provide official transcripts for all prior collegiate work;
- have completed an applicable Associate degree program or 60 transferable credits with a cumulative grade point average (GPA) of 2.0 or better; and
- complete a Quincy University Application for Admissions and submit it to the Office of Nontraditional and Adult Studies.

Applicants not meeting all admissions requirements for PS may request, in writing, provisional admission. For further information on protocols for provisional admissions, consult with the Coordinator of Adult Studies.

The University's Office of Non-traditional and Adult Studies will process the Application for Admission, with the student being notified in writing upon completion of the process. Upon admission to PS, each student will be assigned an advisor who will subsequently be available to assist with developing degree completion strategies.

PS Tuition and Fees (see Financial Policies):

- Tuition is per semester hour. (NOTE: PS students may qualify for financial aid assistance. Contact the University's Office of Student Financial Services, 1-800-688-4295, ext. 3750, for more information.)
- A graduation application fee (non-refundable). Late or reapplication fees may also apply.

Program Requirements:

1. General requirements for a baccalaureate degree and writing requirements, p. 8. Students who have earned the Associate in Arts or Associate in Science degree in a baccalaureate transfer program will have satisfied all freshman and sophomore Bonaventure Program requirements with the exception of Theology. Students enrolled in the PS are not required to complete the Service Learning requirement.
2. Applicable degree requirements specified in the curriculum of the respective disciplines.
3. 120 semester hours of approved academic coursework, including 6 semester hours of Theology.

It is possible to demonstrate competence in certain areas of study by means of the College Level Examination Program (CLEP). The PS will accept such credit providing the student scores in the 50th percentile or better in each of the examinations presented.

Quincy University will also grant credit in certain cases for professional or life experiences which can be related to specific courses at the University. Such credit is called Credit for Academically Related Experiences (CARE) and must be approved by the CARE Credit Committee and the Vice President for Academic Affairs (limited to 12 credit hours).

Students enrolled in the PS must adhere to University provisions regarding Academic Standing as well as those regarding Graduation.

The PS Degree in Business Administration (B.S.)

The student in the PS Business Program should be able to complete all Business courses in two academic years (eight sessions), taking courses two nights a week (two courses per session). All classes will be completely online. There are sixteen 3-hour courses that make up the PS bachelor degree in Business Administration. There are no program electives. A student can receive a grade lower than “C-” in only two of the major courses.

Course Descriptions

PBU 400 Economics for Managers (3)
The purpose of this course is to provide students with an understanding of various microeconomics approaches towards problem solving and decision making. The coverage includes how to interpret elasticities, how to understand the effects of price controls, how to analyze the costs of production, how much to produce and how to analyze pricing strategies based on market structures (competitive and monopoly).

PBU 401 Personal Finance (3)
This course is an introduction to personal financial planning. Financial topics include: careers, time value of money, budgeting, financial statements, use and misuse of credit, purchase decisions, insurance and healthy financial planning. Investment basics including stocks, bonds, mutual funds and asset allocation are also introduced in this course. The purpose of the course is to provide the student with fundamental principles, generalizations and theories of Personal Finance. Students will learn to utilize financial principles to maintain a stable financial future.

PBU 402 Principles of Management (3)
This course is a treatment of fundamental principles which apply to all management, regardless of the type, size or purpose of the enterprise. The course seeks to integrate the findings of behavioral science with traditional concepts of organizing, planning, leading, and controlling.

PBU 403 Financial Accounting for Managers (3)
This course is designed to help present and potential managers understand the three financial statements prepared by business: the balance sheet, the income statement, and the statement of cash flows. Topics include revenue recognition, cost assignment, asset and liability determination, and financial analysis.

PBU 405 Management Accounting (3)
This course is designed to help present and potential managers practice making management decisions using internally generated accounting and other operational and economic information. Topics include cost-volume-profit analysis, cost behavior, relevant costs for decision making, operational budgeting, and performance evaluation techniques.

PBU 406 Finance for Managers I (3)
The finance function is taking on increasing importance in today’s businesses. This course is designed to help present and potential managers make capital investment decisions with the use of spreadsheets developed in class. In addition spreadsheets will be used to forecast and manage working capital.

PBU 407 Organizational Behavior (3)
A study of the principles and application of organizational theory, including individual motivation, group dynamics, interpersonal communication, leadership, organizational design, conflicts, and job satisfaction.

PBU 408 E: Business Law and Ethics (3)
This course will discuss the origin, nature, and growth of law and the role that law plays in modern business. It will further examine the way that ethical reasoning is used in practical business activities.

PBU 409 Marketing for Managers (3)
By using both a simulation exercise and the textbook, the world of marketing is examined from a manager’s viewpoint. Emphasis is placed on strategy which includes target market selection, determining an appropriate promotion, price and distribution mix, positioning and creating a competitive advantage.

PBU 410 Managing in a Global Environment (3)
This course focuses on the economic relationships among nations and the implications of such relationships for domestic economic activity and policies. The coverage includes international trade theories, foreign direct investment, balance of payments, foreign exchange, and the role of international institutions and international arrangements such as the International Monetary Fund, economic unions, and cartels.

PBU 411 Strategic Management I (3)
Students will learn the theory of strategic decision making while focusing on current issues in strategic management.

PBU 412 Strategic Management II (3)
This extension of Strategic Management I will combine issues learned in the first strategic management class with a virtual reality simulation. In this way the students will apply both the theory learned earlier with the application of strategic decision-making and the resulting complex business trade-offs inherent in taking risk.

PBU 413 Quantitative Methods (3)
Quantitative tools are used as an aid in decision-making in this course. Major areas covered are decision trees, risk profiles, multistake-multiobjective decision-making, forecasting and linear programming.

PBU 414 Finance for Managers II (3)
This is an extension of the Financial Management I course. Topics include: measurement and management of risk, the cost of capital, capital structure decisions, leasing, and mergers and acquisitions.

PBU 415 Fundamentals of Human Resource Management (3)
This course will introduce students to the area of human resource management and its increasing importance in the business community. Strategic implications and competitive arguments will be presented for maintaining a high quality human resource department within an organization. It will be shown that a highly functional human resource department contributes to the smooth operations of any organization (service or manufacturing).

PBU 416 Statistical Analysis for Managers (3)
Businesses use numeric data for measuring all aspects of their operations. Statistics is one of the primary tools for using numeric data. This course will focus on three areas: summarizing data, explaining the behavior of data and forecasting the future behavior of data. To the extent possible, the class will emphasize performing analysis using computerized statistical and spreadsheet packages. Prerequisite: college algebra.

PBU 435 Investments (3)
Students will study principles and methods of investing in fixed income, equity and derivative securities in both the domestic and international markets and will evaluate performance of portfolios using various evaluation techniques.

PBU 436 Real Estate (3)
This course is an intensive study of real estate. Topics include property rights, legal restrictions on ownership; covenants, restrictions, and easements; the legal peculiarities associated with deeds and leases; the title and closing process; fixed rate, adjustable rate and variable payment mortgages; appraisal fundamentals, financial leverage, financial alternatives and risk analysis related to income-producing properties.

The PS Degree in Human Services (B.S.)

The Human Services major is intended for those students wanting a career in the social services or counseling fields. It equips students with the knowledge and skills to function effectively in a wide range of social service organizations and advocacy roles. Human Services graduates are currently working with abused and neglected children, the elderly, childcare and juvenile justice.

Forty-eight hours of approved coursework in the Human Services is required, including 12 hours of approved electives. Given the various areas of specialization within Human Services, individual degree plans will be developed for each student after admission to the program.

These elective courses may include: CRJ 430, CRJ 431, PHI 424 as well as other 300- and 400-level courses in Psychology and Human Services pre-approved by the program director. PSY 312 Psychopathology is required. A grade of "C-" or higher is required for all courses in the major.

Course Descriptions

PHM 301 Introduction to Professional Issues (3)
Providing a comprehensive overview to the human services field, this course explores the complex political dimensions of providing services; summarizes current social policy; explores laws and ethics regulating human services; and surveys the range of services available through human services agencies. Also introduces the students to current issues in the organization, funding, and delivery of human services.

PHM 304 Lifespan Human Development (3)
This course covers the psychological, social, physical, and cognitive stages of human development and identifies the client's needs in each of the stages. There is special emphasis on the role of families, relationships, and social structures on human development.

PHM 305 Counseling Theory (3)
This course provides an overview of current major approaches to counseling. Emphasis is on personality theories and their applications to the counseling practice.

PHM 306 Counseling Techniques (3)
This course teaches students basic communication and counseling skills. Students will be encouraged to practice and develop their own style of counseling by incorporating at least one theoretical orientation into their practice of counseling.

PHM 310 Introduction to Appraisal of the Individual (3)
This course presents an overview of the methods of assessing various attributes of a person including individual and group testing, observations, interviews and rating scales, and standardized assessment.

PHM 320 Statistics & Research Methods for Human Service Professionals (3)
This course enables students to effectively use current research in the field to make appropriate decisions by giving them a practical understanding of research designs and methodologies, data collection, and interpretation strategies. Basic statistical concepts and techniques are also included.

PHM 350 Management Concepts and Principles (3)
This course gives a conceptual overview of the common administrative practices in social service organizations, including Organizational Structure, Strategic planning, and Board development. Ethical and legal issues of agency management will also be covered.

PHM 401 Group Dynamics and Counseling (3)
In this course students will develop an understanding of group dynamics and roles of group members. Group leadership skills will be explored and developed.

PHM 403 Lifestyle and Career Counseling (3)
Students in this course will examine theories of career development and occupational choices. Areas to be included are lifestyle development and the changing social structures.

PHM 405 D: Social and Cultural Issues (3)
This course will focus on those issues which effect clients in the social services field such as ethnic diversity, poverty, subculture influences, and gender differences. Focus will also be paid to those issues found particularly in rural populations. Equivalent to SOC 300.

PHM 406 Substance Use (3)
This course will focus on the issues involved in working with those individuals involved in substance abuse. Special attention will be paid to recognizing a variety of substances and the symptoms demonstrated by those abusing these substances.

PHM 407 W: Family Dynamics/ Counseling (3)
Students in this course will be exposed to a variety of theories and techniques used in working with families. The emphasis will be on exploring family dynamics and developing the critical thinking skills needed in working with families.

PHM 411 Ethical & Legal Issues in Human Services (3)
This course provides an opportunity to explore the legal and ethical dilemmas encountered in the organization and delivery of human services in our society.

PHM 420 Practicum (3)
An individualized project/placement designed to give the student practical experience in their area of interest.

PHM 440 Crisis Intervention (3)
This course emphasizes the recognition of psychological crisis and the application of current crisis-intervention strategies to assure client safety, stabilization, and self-determination. Emphasis will also be placed on legal and ethical concerns in crisis work, professionalism, and the prevention of burnout.

PHM 450 Needs Assessment and Program Evaluation (3)
This course provides the knowledge and skills needed to conduct community needs assessment, evaluate the results, make good decisions regarding new program development, and develop methods for evaluating the effectiveness of the programs.

PHM 451 Budget, Finance & Grant Writing for Human Service Organizations (3)
This course is designed to provide the human services administrator with budget and finance concepts necessary to work effectively with the finance professionals within their organization. Basic grant writing skills will also be developed.

The PS Degree in Writing (B.A.)

The Writing major is intended to advance the writing skills of students through a cross-disciplinary approach giving a varied experience with practice in multiple types of writing. The goal of the Professional Degree in Writing (PDW) program is to promote fluency and versatility in writing through critical, creative, and strategic thinking. This degree completion program prepares students for a variety of careers that value high levels of writing proficiency.

Sixty hours of approved coursework are required with forty-eight hours in writing, six hours of theology, and six hours of electives. Courses will be offered online in a rotating schedule over fall, spring, and summer sessions. Students will work closely with their academic advisor on an individual degree plan for completion of the program.

A grade of "C-" or higher is required for all courses in the major.

Course Descriptions

PDW 311 Foundations of Style (3)
Extensive practice in diverse writing strategies with emphasis on stylistic improvement.

English Requirements

ENG 306 (W) Creative Writing: Memoir
ENG 307 (W) Creative Writing: Fiction
ENG 308 (W) Creative Writing: Poetry
ENG 380 (W) Literary Criticism

Communication Requirements

COM 210 (W) Media Writing: News
COM 330 (W) Media Writing: Online
COM 393 Writing for Advertising and Commercial Communication
COM 369 Fundamentals of Film and Scriptwriting
COM 392 Feature and Editorial Writing
COM 396 Social Media

COM 381 Principles of Public Relations
COM 382 (W) Business Communication
Theater Requirement
THE 290 Writing for the Stage

Practicum and Capstone Requirements
PDW 480 Practicum in Writing (3)
Practical application of writing through 150 hours of work in a private or public agency or corporation.
PDW 497 Senior Portfolio (3)
Presentation and critique of the final portfolio.

Graduate Programs

Master of Business Administration

General
Health Care Administration
Operations Management
Organizational Leadership

Master of Science in Education

Teacher Leader
Leadership
Curriculum and Instruction
Curriculum and Instruction with BIL/ESL Endorsement
Teacher Licensure:
Special Education
Elementary Education
Secondary/Middle School Education

Master of Science in Education in Counseling

Clinical Mental Health Counseling
School Counseling
College Student Personnel

Graduate Academic Policies

GRADUATION

ACADEMIC CATALOG COVERING GRADUATION REQUIREMENTS

The catalog governing graduation requirements may be the catalog current at the time the student enters the University or any subsequent catalog during the period enrolled. If students interrupt their education for more than one year, they will follow the catalog current at the time they are readmitted. See Returning Student Readmission.

APPLICATION FOR GRADUATION

Candidates for degrees should file an Application for Graduation with the Office of the Registrar. Graduation Application deadline for December degree candidates is October 15. Graduation Application deadline for May/Summer graduates is March 1. A non-refundable application fee will be charged when the application is filed. Failure to file an application on time may result in a later graduation date or late application fee. Students who do not complete their degree requirements by the date for which they originally applied for graduation must complete a new application indicating their new anticipated graduation date (additional reapplication fees may apply).

PARTICIPATION IN COMMENCEMENT CEREMONY

Please refer to the appropriate catalog section for specific graduation requirements by program.

GRADUATION HONORS

Students receiving master's degrees are not eligible for graduation with honors.

REGISTRATION

Students admitted to the University enroll in classes through the Office of the Registrar or with their advisor on the specific dates listed in the University calendar. All degree-seeking students must consult with their designated faculty advisor prior to registration for authorization to register for courses.

The unit of credit is the semester hour. Each semester hour represents the equivalent of one class period of 50 minutes in length for 15 weeks of instruction plus one exam week. Sessions varying in length satisfy equivalent standards.

The normal course load for a full-time graduate student varies from 9 to 12 credit hours. Approval for more than 12 hours must be sought from the Vice President for Academic Affairs.

A late registration fee may be charged to those who fail to register by the end of the add/drop period at the beginning of each semester.

No credit is granted for courses in which the student is not properly registered. Proper registration, including dropping and adding courses, is the personal responsibility of each student.

FULL-TIME STATUS

The minimum course load required to maintain full-time graduate status during a regular term is 9 credit hours. Twelve hours is considered the ordinary maximum; permission to exceed this limit must be sought from the Vice President for Academic Affairs.

It is possible for a graduate student to take undergraduate courses and maintain graduate student standing. Consult a graduate academic advisor and the Office of Financial Aid.

PART-TIME STATUS

Students enrolled in fewer than 9 credit hours during a regular term are classified as part-time students.

CHANGES IN REGISTRATION

All changes in registration (adding or dropping courses, or changing sections of courses) must be made officially online or in the Office of the Registrar by completing the proper forms and by the appropriate deadline.

ADDING OR DROPPING COURSES AND/OR WITHDRAWAL FROM COURSES

It is a student's responsibility to be properly registered for courses and to adhere to University policies regarding adding and dropping courses:

- No student may add a course after the add/drop period without approval from the Vice President for Academic Affairs.
- Courses officially dropped before the end of the add/drop period will not be recorded on transcripts.
- Courses officially dropped after the end of the add/drop period will be recorded with a grade of "W".

"Official drop or withdrawal" means that a student has submitted the official forms including instructor and advisor signatures to the Registrar. Normally, students may not withdraw from individual courses after the eleventh week of a 15-week semester, the fifth week of an 7-week course, or the eighth week of a 10-week course. If extenuating circumstances apply, the student may petition withdrawal through the Vice President for Academic Affairs. **A student who stops attending a class without an official withdrawal will be given an "F" for the course on the transcript.** See Class Attendance Policy. See the summer course schedule for summer term add/drop dates. Also see Statement of Satisfactory Academic Progress policy.

WITHDRAWAL FOR MILITARY SERVICE

When a student is called to active military service during an academic term, it is the student's responsibility to notify the Registrar and to provide copies of the appropriate military orders.

A student called to active military service will be allowed a reasonable time to complete course requirements missed during his or her military duty. The student will receive a grade of "IN" (incomplete) if the absence extends through the end of the semester. When completion of the course requirements is impractical, the student may choose to withdraw from the course(s).

If no academic credit is received, all tuition and fees paid by the student, minus any financial aid that must be returned to the funding programs, will be applied to the semester during which the student returns. Room and board payments will be credited on a pro-rated basis.

WITHDRAWAL FROM THE UNIVERSITY/LEAVE OF ABSENCE

Students who find it necessary to withdraw from the University must contact the Office of Graduate Studies to complete an official withdrawal form and/or a Leave of Absence request.

A student who stops attending a course(s) or the University without filing an official withdrawal will be given an "F" for each course on the transcript.

See Class Attendance Policy, Refunds: Tuition, and Title IV Student Financial Aid.

Quincy University students may take a Leave of Absence from the University for up to ONE full year.

EVALUATION/GRADING

The following is the system of grading used at Quincy University for graduate programs:

The minimum standard for acceptable academic progress in any graduate program is cumulative grade point average of 3.0 on a 4.0 scale. Each program may establish a higher grade point average for the successful completion of that program.

Graduate programs at Quincy University use a uniform system of grading as follows:

A	4.00		Indicates excellent academic performance at the graduate level.
A-	3.70		
B+	3.30		Indicates above average academic performance at the graduate level.
B	3.00		Indicates average academic performance at the graduate level.
B-	2.70		
C+	2.30		
C	2.00		Indicates below average, but passing academic performance at the graduate level. This is the minimum grade for which graduate credit is earned and each graduate program may limit the number of "C" grades that are allowed.
F	0.00		Indicates academic performance of poor quality which will not be accepted for degree credit for any Quincy University graduate degree program.
IN		Incomplete	A grade of "IN" (Incomplete) may be assigned only for exceptional cases by the course instructor. A grade of "IN" must be removed by the due date set by the instructor. This is not to exceed one full semester after the one in which it was granted unless approved as stated in the Incompletes section; otherwise it will be converted to an "F".
P		Passing	This grade is given only in clinical arrangements, practica, or internships that have been designated by the program director. A grade of "P" adds credit but does not affect the grade point average.
W		Withdrawn	This means the student was allowed to withdraw without penalty from a course in compliance with the policy stated in the Withdrawal from Courses section. Instructors cannot issue grades of "W".
AU		Audit	Indicates that the student has registered for the course on a non-credit basis. No grade or credit is given.
DE		Deferred	Indicates the grade has been deferred. A "DE" grade may be given for a project, internship, thesis, or clinical experience that is incomplete at the end of the semester.

ACADEMIC HONESTY

The educative mission of the University is defeated when community members decide to compromise their integrity for the appearance of academic achievement. Thus, the following are against policy:

1. Cheating by any method on examinations or other academic work.
2. Falsifying grade reports, transcripts, notes, identification cards, letters of authorization and/or other official University documents.
3. Plagiarism is the stealing or using of passages or images, either word for word or in substance, from the writings of another and presenting them as one's own. Plagiarism applies as well to those who allow their work to be copied by others. Further, the stealing of ideas is considered a form of plagiarism punishable by law.

Students found guilty of academic dishonesty are subject to various sanctions depending upon the extent, nature, and frequency of occurrence. These include, but are not restricted to, failure on the particular assignment, failure in the course, and dismissal from a program or from the University. The instructor will determine the grade for the relevant project and for the course. A database of student violations of academic honesty is maintained by the University, and repeated violations will automatically trigger a

review process on the University level, which will determine the appropriate additional penalties to be given. Students should familiarize themselves with the procedures associated with academic dishonesty which are described in the Student Handbook.

Furthermore, to promote student engagement and foster learning, Quincy University expects students to produce their own original work. The use of artificial intelligence (AI), such as ChatGPT, to produce work claimed as one's own is a sanctionable violation of QU's Academic Honesty Policy. The use of artificial intelligence is only permitted with express instructor approval, according to the nature and goals of the assignment.

ACADEMIC ASSESSMENT

Assessment at Quincy University facilitates the continuous improvement of teaching and learning in a learner-centered environment. Its purpose is to provide evidence about the extent to which our students are successfully and effectively learning; that our faculty are appropriately guided and supported while engaged in teaching; and that our policies and resources are distributed toward those ends, in keeping with the mission of the University.

Assessment is not intended to be an end unto itself. Rather, it is a vehicle to effect educational improvement, bringing the values and vision of the institution into the reality of our teaching and learning processes. Further, the assessment of academic success is an essential component in the evaluation of overall institutional effectiveness.

To ensure the greatest possible degree of effectiveness, assessment of student learning at Quincy University will be appropriately integrated at four interconnected levels:

A. The Student
B. The Course
C. The Program
   a. Bonaventure Program (BP)
   b. Degree programs
D. The Institution

Additionally, the Quincy University assessment program will operate within the following guidelines:

1. It will be an on-going process designed to acquire, analyze and disseminate relevant data over time.
2. It will be a cumulative process that initially builds a body of data to guide curricular improvement, and thereafter, can be utilized with increasing sophistication to enhance overall teaching and learning processes.
3. It will be a multi-faceted process utilizing multiple evaluative measures, at multiple organizational levels, to collect multiple forms of data from both internal and external sources.
4. It will be a pragmatic process in that collected data on past and present practices will be carefully and critically evaluated to help Quincy University improve future experiences for both faculty and students.
5. It will be a comprehensive process integrated throughout the entire institution - reflecting the University's mission statement.

Goals for Academic Assessment

1. To continuously improve the teaching and learning environment at Quincy University.
2. To effectively coordinate the University's institutional assessment efforts, including data collection, analysis, reporting and warehousing.
3. To systematically solicit pertinent assessment data from multiple internal and external sources.
4. To guarantee the transparency of assessment processes and the publication of assessment results to involved constituents.
5. To substantively integrate assessment data into the University's faculty development practices and activities.
6. To make available adequate resources to ensure the long-term success of teaching and learning activities and practices at the University.
7. To make Quincy University an effective and efficient self-assessing institution.

Course Evaluations
Course evaluation has always been strongly emphasized at Quincy University. This confidential process is conducted via Quincy University's Moodle course management system, and all students are expected to complete evaluations for each course in which they are enrolled. Evaluations are available for online completion approximately one week before the conclusion of a course.

AUDITING

Auditing classes (attending classes without being required to take written tests and final examination and without being entitled to university credit) is permitted, but requires regular registration and the payment of the auditor's fees. The normal audit fee for graduate courses is charged per credit hour. Senior citizens pay a reduced rate. See Financial Policies for fees.

Students who audit courses are expected to participate in all course activities other than tests and final examinations to earn the grade **AU**. Students registering for audit may not register later in that same course for credit. Students may change to the conventional grading system only during the official add/drop period. Audited courses do not apply toward degree requirements, financial aid, or athletic eligibility.

CHANGE OF GRADE

Once a grade is reported, it may be changed only by the faculty member who reported it. If an error is detected, the correction should be made as quickly as possible. **No grade change can be made later than exam week of the next semester. You cannot resubmit or submit additional work to get a change of grade.**

CURRENT COURSEWORK

A student returning to Quincy University to complete a graduate degree after an extended absence may be required to repeat some courses so that the degree awarded will be current. This situation applies to 1) an extended absence of 5-10 years and 2) courses in the graduate field. The required courses will be determined by the graduate program director in consultation with Academic Affairs.

CLASS ATTENDANCE POLICY

Quincy University is dedicated to learning and teaching. Because these activities depend on presence and involvement for their success, students are expected to attend all of their classes. Instructors will make their specific attendance policies clear in their syllabi. Students are responsible for making themselves aware of and abiding by the attendance policy of each instructor. Students absent for any reason are still responsible for and expected to complete all required coursework as determined by the instructor. Instructors may require prior notice for foreseeable absences, and may require students to complete work before such absences. Instructors will make reasonable accommodation for such circumstances as serious illness, emergency, or official participation in University-sanctioned events. Students missing more than twice the number of class meetings per week may be given the grade of "F" for the course by the instructor. Instructors will notify a student who will receive an "F" due to non-attendance.

Financial Aid will be affected by non-attendance. Repayment of all or part of your aid may be required if you receive a grade of "F" or withdraw. Required refunds due to withdrawal by the student are returned to the fund from which aid was awarded. This may result in a balance due to the University.

E-MAIL POLICY

Quincy University e-mail is one of the University's official means of communication with students. All Quincy University students are expected to maintain a Quincy University e-mail account and are responsible for any deadlines or action communicated through electronic mail. All students are automatically given a Quincy University e-mail account, username and initial password.

FINAL EXAMINATIONS

Quincy University holds that a final examination or comparable culminating experience is required in all courses to evaluate student achievement. Final assessments for graduate courses are normally held during the last class period. In all cases, the final assessment is considered to be part of the required contact time for every course. Students should not make travel arrangements that conflict with their scheduled final assessments because instructors will not make other arrangements.

INCOMPLETES

The "Incomplete" must be removed by the due date set by the instructor, which is not to exceed one full semester after the one in which it was granted unless approved by the instructor and the Vice President for Academic Affairs; otherwise, it will be converted to an "F."

REPEATING COURSES

Students may repeat courses to improve grades and grade-point averages. However, the last grade received following each repetition, even if it is a lower grade, becomes the grade of record and is used in the computation of the Quincy University grade point average. In all instances, the transcript will continue to show the previous registration(s) and grade(s) received. While the credit hours for the course will count each time toward attempted hours, the credit earned for a course repeated to improve a grade counts only once. Graduate students can repeat courses no more than two (2) times.

Any Quincy University courses repeated to improve a grade must be taken (repeated) at Quincy University. Courses taken elsewhere will not affect the Quincy University grade point average. Repeating courses may affect athletic and financial aid eligibility.

ACADEMIC STANDING

A minimum cumulative grade point average (GPA) of 3.0 is required to earn a graduate degree. Each graduate program may limit the number of "C" grades that are allowed.

Graduate students receiving financial aid through federally-sponsored student aid programs must maintain satisfactory progress in the course of study they are pursuing.

ACADEMIC PROBATION OR DISMISSAL

A graduate student may be placed on probation or dismissed by the University or by the graduate program.

A. University-level action occurs when a graduate student's term or cumulative grade point average (GPA) drops below 3.0. The Graduate Academic Review Committee will review the student's status.

B. Program-level action occurs when a graduate student fails to meet specific criteria established by the graduate program. A committee of program faculty will review the student's status.

A graduate student who fails to bring the cumulative GPA to 3.0 or above after one semester on probation will be dismissed.

- A student who has been dismissed by the University may appeal for academic reinstatement for the following term by submitting a letter as soon as possible to the Academic Appeals Committee through the Office of Academic Affairs, explaining any extenuating circumstances and proposing a plan for the improvement of academic performance. If the appeal is approved, the student will be reinstated on academic probation.
- A student who has been dismissed by the graduate program may appeal for reinstatement according to the procedure established by the graduate program.

If a graduate student who has been dismissed sits out for one or more semesters, the student must apply for readmission through the Office of Admissions and appeal for reinstatement.

A graduate student may be reinstated once, but a second dismissal is final.

Graduate Admission

Graduate students are admitted into Quincy University graduate programs as degree-seeking graduate students. For all programs, applicants who have or will have a bachelor's degree from an accredited college or university prior to enrollment are eligible to apply. University-level admission requirements for all graduate programs are as follows:

- Application - A completed application form for graduate admission.
- Official Transcripts - Official transcripts from every college or university attended. (An English translation of the original transcript(s) by an accredited transcript evaluation service is required.)
- Recommendations - Two recommendations from individuals who address the student's academic and/or professional potential.
- Educational Requirements - A minimum cumulative undergraduate grade point average (GPA) of 3.0 on a 4.0 scale. Conditional admission may be possible according to program criteria.
- Resume - A current professional resume.
- Written Statement - A written statement that meets the criteria specified by the graduate program.
- Entrance Test - An entrance examination as specified by the graduate program.
- International Students - Applicants from non-English speaking educational institutions must submit the results of the TOEFL. Generally, a score of 550 or above is acceptable evidence of a student's ability to successfully study in an English-speaking environment at the graduate level. Also, the applicant must submit documentation showing how his/her education will be financed. A bank official must authorize this financial documentation.
- Enrollment fee of $325 upon registration.
- Enrollment fee for international students is $1,200.

Individual graduate programs may have additional admission requirements. For detailed information, students should consult the catalog section for the program to which they are applying. Each graduate program takes a portfolio approach to graduate admission and will consider all of an applicant's materials.

GRADUATE RE-ADMISSION

Graduate students who interrupt their education (excluding summer term) must apply for readmission. The readmission process is determined by the length of educational interruption. Graduate students returning after an absence of one year or greater will follow the current academic catalog at the time they are readmitted to the program.

Less than 1 (one) year since last enrollment:

- Graduate Application for Re-Admission.
- Official Transcripts from each college/university attended after enrollment at Quincy University (if applicable).

One year or more since last enrollment:

- Application for Graduate Admission
- Official Transcripts from each college/university attended after enrollment at Quincy University (if applicable).
- Written Statement - a written statement that meets the criteria specified by the graduate program.
- Resume – A current professional resume.
- Recommendations – Two recommendations from individuals who address the student's academic and/or professional potential.

The Graduate and Professional Studies Office will obtain copies of previously submitted official transcripts from the Registrar's Office, as well as the valid test scores.

TRANSFER OF CREDIT

Each graduate program may limit the number of graduate credit hours that can be accepted in transfer toward the graduate degree. See the applicable graduate program catalog section for more information.

Graduate Financial Aid

Students wishing to be considered for federal financial assistance should submit a Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA. FAFSA applications become available in October prior to the beginning of the academic year.

LOANS

Loans of varying types are available to all eligible students attending Quincy University. Loans must be repaid to the appropriate entity. Graduate students must be enrolled in half-time (5 credit hours per term) to be considered for federal loans. Federal regulations require that no loan funds be released until the new student borrower completes Entrance Counseling and the promissory note. Quincy University encourages student borrowers to complete borrower counseling even if they have previously borrowed at another institution. These interviews are conducted electronically at studentloans.gov.

FEDERAL DIRECT LOAN PROGRAM

Federal Direct Loans are available to eligible graduate students that complete the FAFSA and meet eligibility requirements. Repayment for Federal Direct Student Loans begins 6 months after graduation, withdrawal, or less than half-time enrollment. Only unsubsidized Federal Direct Student Loans are available to graduate students. An origination fee is deducted by the government prior to disbursement of the loan. Contact the Student Financial Services Office to learn the current interest rate and loan fee for your specific loan.

GRADUATE STUDENTS ENROLLED IN UNDERGRADUATE COURSES

Graduate students must be enrolled in at least half-time to be eligible for Federal Financial aid. If enrolled in a combination of graduate and undergraduate courses, at least one course must be at the graduate level to receive graduate financial aid. The student must be admitted to the graduate program.

SPECIAL GRADUATE STUDENT

Students taking classes as prerequisites for enrollment in graduate school, who have been approved by the Graduate Admissions Office as a Special Graduate student (not fully admitted to the program), may only receive financial aid as a Special Graduate student for one academic year. Special Graduate students may only receive financial aid for the prerequisites required for admission into the program. Special Graduate students can receive Federal Direct Student Loans at the senior undergraduate level. The student must be half-time and not have reached the undergraduate aggregate limits for the Federal Direct Student Loans.

STATEMENT OF SATISFACTORY ACADEMIC PROGRESS

See the Statement of Satisfactory Academic Progress policy under Undergraduate Financial Aid.

MASTER OF BUSINESS ADMINISTRATION

Degree Offered: **Master of Business Administration (MBA)**

There are four concentrations in the MBA program:

- **General MBA Concentration (face-to-face and online format).**
- **Organizational Leadership Concentration (online format).**
- **Operations Management Concentration (online format).**
- **Health Care Administration Concentration (online format).**

All MBA classes are available in face-to-face and/or online formats. Each concentration has 30 credit hours to be completed.

MBA Pathway

Prospective students interested in the Quincy University MBA degree who do not have an undergraduate background in business may, upon admission to the MBA program, follow the "MBA Pathway" to meet the University's MBA prerequisite course requirements. MBA Pathway Professional Studies courses include:

PBU 400 Economics for Managers
PBU 402 Principles of Management*
PBU 403 Financial Accounting for Managers
PBU 405 Management Accounting
PBU 406 Finance for Managers I
PBU 409 Marketing for Managers*
PBU 416 Statistical Analysis for Managers

*Either is acceptable

For PBU course descriptions, see Courses in Professional Studies. For more details about the MBA program, see Courses in Master of Business Administration.

Degree Requirements for all Concentrations:

1. Students must complete the following core courses:
   MBA 501 Managerial Economics and Business Strategy
   MBA 503 Accounting for Decision Making and Strategy Implementation
   MBA 507 Corporate Investment and Financing Decisions
   MBA 509 Product Strategies, Customer Relationship Management, and Outbound Logistics
2. *Students must select one of the following concentrations:*

   A.General MBA Concentration

   Students must select the following 5 courses:

MBA 505	Leadership in Organizations
MBA 511	Operations Management & Strategy
MBA 513	Current Trends in Business, Government and Society
MBA 515	Information Systems
MBA 517	International Business Management

   B.Organizational Leadership Concentration:

   Students must select the following 4 courses:

MBA 505	Leadership in Organizations
MBA 513	Current Trends in Business, Government and Society
MBA 530	Entrepreneurship, Innovation and Change Management
MBA 535	Organizational Communication

   Students must select (1) course from the following five (5) courses:

MBA 511	Operations Management & Strategy
MBA 515	Information Systems
MBA 517	International Business Management
MBA 545	Transportation Systems and Environmental Impact
MBA 550	Supply Chain Strategies

   C.Operations Management Concentration:

   Students must select the following 4 courses:

MBA 511	Operations Management & Strategy
MBA 515	Information Systems
MBA 545	Transportation Systems and Environmental Impact
MBA 550	Supply Chain Strategies

   Students must select one (1) course from the following 5 (5) courses:

MBA 505	Leadership in Organizations
MBA 513	Current Trends in Business, Government and Society
MBA 517	International Business Management
MBA 530	Entrepreneurship, Innovation and Change Management
MBA 535	Organizational Communication

   D.Health Care Administration Concentration:

   Student must select the following 4 courses:

MBA 560	Health Care Law
MBA 563	Health Care Policy
MBA 566	Ethical Leadership in Health Management and Policy
MBA 569	Business Sectors in Health

   Students must select one (1) course from the following nine (9) courses:

MBA 505	Leadership in Organizations
MBA 511	Operations Management & Strategy
MBA 513	Current Trends in Business, Government and Society
MBA 515	Information Systems
MBA 517	International Business Management
MBA 530	Entrepreneurship, Innovation and Change Management
MBA 535	Organizational Communication
MBA 545	Transportation Systems and Environmental Impact
MBA 550	Supply Chain Strategies
3. Students must complete the following capstone course for all concentrations:
   MBA 519 Competitive Advantage and Strategic Choice in a Global Economy

Special Notice for CPA Candidates:

The American Institute of Public Accountants has formulated a policy under which a total of 150 credit hours is required to sit for the Certified Public Accountant (CPA) examination. These requirements have been accepted by the State of Illinois. The MBA degree provides the student with a degree beyond the Bachelor in Accounting Degree and at the same time fulfills the new state requirements. For those students desiring to sit for the CPA examination and pursue a Master's Degree to fulfill the 150-hour requirement, the following two courses are strongly recommended.

MBA 525 Advanced Financial Management
MBA 526 Financial Management Topics

ADMISSION

Quincy University believes that diversity enriches and stimulates the overall MBA experience. Therefore, applications are encouraged from those in all fields. Each applicant will be considered on an individual basis by focusing on the applicant's potential for successful completion of the program. Because applications are processed on a continuous basis, students may start taking coursework at the beginning of any term without having completed the application process. However, the applicant must have completed the application process by the end of the first semester of coursework.

Admission to the MBA program is administered by the Director of the program in accord with the guidelines of the MBA Steering Committee. Applicants must submit the following to the Quincy University Office of Graduate Studies:

1. **Application -** A completed Application for Graduate Admission.
2. **Official Transcripts -** Official transcript of undergraduate study, which verifies that a baccalaureate degree has been conferred, along with official transcripts of any additional study, undergraduate or graduate.
3. **Recommendations -** Two completed recommendation forms from individuals who can address your academic and/or professional potential.
4. **Educational Requirements -** Applicants must have or will have completed a baccalaureate degree. Undergraduate cumulative GPA of 3.0/4.0 or higher or with some significant experience, as determined by the Director of the program, will be recommended for admission without taking Graduate Management Admissions Test (GMAT). Applicants with GPA's between 2.80 and 2.99 (on a 4.0 scale) will be required to take the GMAT with a score of 400 or better. Applicants are encouraged to submit a statement of explanation for a GPA between 2.50 and 2.80 (on a 4.0 scale), and to take GMAT exam with a score of 400 or better. Applicants whose GPA is less than 2.50 and/or score less than 400 on the GMAT rather than a 3.0 will be considered for conditional admission based on the following formula (200 x GPA) + GMAT must be equal or higher than 880. Students with a GPA below 3.0 and a satisfactory GMAT may be conditionally accepted into the program.
5. **International Students -** Applicants from non-English speaking educational institutions must submit the results of the TOEFL. Generally a score of 550 for graduate admission is acceptable evidence of a student's ability to study successfully in an English-speaking environment. Also, the applicant must submit documentation showing how his/her education will be financed. A bank official must authorize this financial documentation.
6. **Written Autobiographical Sketch -** A 300-word written statement by the applicant detailing how their work and life experiences influenced their academic interest and professional goals.
7. **Professional Resume**
8. **Enrollment fee of $200 upon registration**.

Each student must satisfy the following prerequisites: Principles of Financial Accounting, Management Accounting, Principles of Management or Principles of Marketing, Business Finance, Principles of Micro-Economics, and Statistics.

Upon submission of all the materials required, the MBA Steering Committee will decide whether to accept or reject an applicant. Acceptance normally will be limited to those who hold baccalaureate degrees from accredited institutions and who show promise of success in graduate study. An applicant's potential for success will be determined through a combination of the following criteria:

1. A candidate's overall or upper-level grade point average at the baccalaureate level (or some other relevant measure of scholastic performance); and
2. A candidate's letters of recommendation.

Quincy University recognizes that there are individuals who might not fulfill all the requirements for admission but who, for reasons such as personal advancement or intellectual curiosity, would like to participate in the MBA program. The University recognizes that experienced individuals might contribute significantly to the learning process and content of the program. Applicants may therefore be granted **special status** provided that they constitute no more than five percent of the total accepted students in the program at any one time. Special status students may opt to audit courses, but to receive the MBA degree these students must fulfill all the requirements for graduation (see section on graduation).

TRANSFER OF CREDIT

A student may request that credit for coursework completed at another accredited institution be granted. Such coursework must be the graduate level equivalent(s) of the required courses, and normally a grade of at least "B" must have been earned. **No more than three** courses may be accepted and counted toward the MBA degree. Petition for transfer of credit must be made to the MBA Director, but approval must come from the MBA Steering Committee. Quincy University will not accept an "Independent Study" course as transfer credit in lieu of one of the required courses.

ACADEMIC REGULATIONS

The grading system used by the MBA program is described in this catalog under Graduate Academic Policies. Graduate credit is earned for MBA courses in which a student receives a grade of at least "C." Students are required to maintain a cumulative grade point average of at least 3.0. Normally, no more than two courses with a "C" or "C+" grade are allowed. A student whose cumulative GPA falls below 3.0 will be placed on probationary status. Failure to raise the GPA to 3.0 by the end of the following trimester of coursework will result in academic dismissal. A grade of "F" may result in academic dismissal. A student may appeal an academic dismissal in writing to the Graduate Appeals Committee, which makes decisions on a case-by-case basis. A second academic dismissal is final.

In exceptional cases, a grade of Incomplete (IN) may be given to a student. The decision to give a grade of "IN" rests solely with the instructor. All requirements for the course must be completed as stipulated in the Incompletes section of the Graduate Academic Policies. Failure to do so will result in the grade of "IN" automatically being changed to an "F."

The same rules concerning withdrawals from an undergraduate course also apply to MBA courses.

Once accepted into the MBA program, the student must complete the entire program within five years. Failure to comply may result in the student being dropped from the program, in which case the student would have to reapply for acceptance and be subject to the rules, regulations, and requirements in effect at the time of reapplication.

GRADUATION

A student becomes eligible for graduation upon successful completion of the ten required courses with a minimum GPA of 3.0. Students must apply for graduation with the Registrar according to the Application for Graduation directions under Graduate Academic Policies. Students must have completed all coursework prior to the Commencement ceremony. Students will be allowed to participate in Commencement if they have completed all coursework.

Course Descriptions

MBA 501 Managerial Economics and Business Strategy (3)

This course focuses on the development of strategies of how to direct scarce resources in the way that most efficiently achieves a managerial goal. Emphasis is placed on the applications of microeconomic principles to the analysis of production, marketing, and financial issues and the development of operating strategies. The coverage includes quantitative demand analysis; theory of individual behavior; production process and costs; managing in competitive monopolistic, oligopolistic, and monopolistically competitive markets; and pricing strategy for firms with market power. Prerequisites: Micro-Economics, Statistics, and graduate standing.

MBA 503 Accounting for Decision Making and Strategy Implementation (3)

This course is designed to present concepts and tools used in a firm's managerial accounting system which provides some of the knowledge necessary for planning, decision making, and control. Topics include cost behavior, full cost, ABC costing, product costing, short-term decision-making, budgeting, strategic planning and control. Prerequisites: Principles of Financial Accounting, Management Accounting, and graduate standing.

MBA 505 Leadership in Organizations (3)

An in-depth study of the impact of behavioral psychology and sociology within organizations and upon individuals. The theory and application of techniques which will enhance the manager's effectiveness and ability to effect change in an organization. Prerequisite: graduate standing.

MBA 507 Corporate Investment and Financing Decisions (3)
This course is the study of the role of corporate investment and financing decisions in creating competitive advantage. The course begins with strategy and capital budgeting; next examines how managers make corporate investment decisions; then proceeds to risk management, and ends with the estimation of a firm's cost of capital. Prerequisites: Undergraduate Financial Accounting, Management Accounting, and graduate standing.

MBA 509 Product Strategies, Customer Relationship Management, and Outbound Logistics (3)
The purpose of this course is to provide an understanding of customers in the marketplace and the constant dynamics of market change. Prerequisite: graduate standing.

MBA 511 Operations Management and Strategy (3)
The purpose of this course is to provide students with effective strategies to add value to the creation of goods and services by transforming inputs to outputs. Emphasis is placed on the use of analytical and quantitative analysis techniques. The coverage includes operations and productivity, operations strategy in a global environment, project management techniques (PERT and CPM), forecasting, managing quality, statistical process control, supply chain management, inventory management, and waiting line models. Prerequisite: graduate standing.

MBA 512 Human Resource Management (3)
This course will examine in detail key elements of the human resource management process within organizations. Major emphasis will be placed on examining the strategic significance of HRM in contemporary organizations and the development of processes enabling firms to gain competitive advantage through the effective development of employees. Issues related to HRM legal compliance and ethical considerations are also examined in detail. Prerequisite: graduate standing

MBA 513 Current Trends in Business, Government and Society (3)
Selected topics and problems of current interest, with particular attention to the roles of social responsibility and business ethics, environmental scanning as it relates to economic and social trends, and organizing for social responsiveness. Prerequisite: graduate standing.

MBA 515 Information Systems (3)
This course focuses on the study of interrelated components that manage information to support decision making and control and to help with analysis, visualization, and product creation. The coverage includes achieving competitive advantage with information systems, hardware and software, databases and information management, Internet and wireless technology, securing information systems, enterprise applications, e-commerce, managing knowledge, ethical and social issues. Prerequisite: graduate standing.

MBA 516 Advanced Human Resource Management (3)
Advanced analysis of human resource systems and practices. Particular emphasis is placed on the design of integrated HR systems enabling firms to gain competitive advantage through the development of human capital. Prerequisite: MBA 512.

MBA 517 International Business Management (3)
This course is the study of business whose activities are carried out across national borders. It explores the unique and peculiar problems facing managers operating in a global economy. Topics include international trade and foreign direct investment, international institutions such as the United Nations, the World Bank, WTO, OECD, EU, sociocultural forces, natural resources and environmental sustainability, political and trade forces, intellectual property and other legal forces, the IMF and financial forces, assessing international markets, export and import practices, marketing internationally, supply chain management, and international accounting. Prerequisite: graduate standing.

MBA 519 Competitive Advantage and Strategic Choice in a Global Economy (3)
This course assesses the sequence of formulating, implementing, and controlling business strategies. Multi-business and single business strategies are explored. Prerequisite: graduate standing.

MBA 525 Advanced Financial Management (3)
An advanced course in financial management of private and public corporations. Topics covered are valuation techniques, cost of capital, capital budgeting, capital structure, long term financing, dividend policy, and merger and acquisition analysis. Prerequisite: MBA 507.

MBA 526 Financial Management Topics (3)
Discussion of contemporary financial management topics and problems from the theoretical and pragmatic viewpoints. Report writing and oral presentations required. Prerequisite: graduate standing.

MBA 530 Entrepreneurship, Innovation and Change Management (3)
The purpose of this course is to provide students with an understanding of key innovation and change processes within organizations and mechanisms for effectively promoting and examining the roles of external environmental factors, technology, structure, strategic factors, organizational culture, and entrepreneurial efforts undertaken within firms on initiatives aimed at facilitating effective innovation, and change. Prerequisite: graduate standing.

MBA 535 Organizational Communication (3)
Students will be asked to examine and describe the elements of small group and organization communication, communication flow and message distortion, leadership and problem solving from the perspective of communication theories. Some theories examined will include Relational Development (Rogers), Uncertainty Reduction (Berger), Interactional View/Reframing (Watzlawick), Social Judgment/Latitude of Acceptance (Sherif), Cognitive Dissonance (Festinger), Functional Perspective of Group Decision Making (Hirokawa/Gouran), Adaptive Structuration (Poole), Information Systems Approach to Organizations (Weick), Cultural Approach to Organizations (Geertz), Critical Theory of Communication Approach to Organizations (Deetz) and other applicable viewpoints discovered in research. In addition, students will be asked to examine case studies available in print and to develop a case study from first-hand sources. Prerequisite: graduate standing.

MBA 540 Quantitative Techniques for Managers (3)
The purpose of this course is to provide students with an understanding of various quantitative approaches to understand the data and statistical techniques towards problem solving and decision making. Emphasis is placed on how to interpret the results of simple inferential statistics such as confidence intervals and hypothesis testing, including test for differences between two populations. Also, this course is designed to use the concept of mathematical modeling to be able to understand and interpret the results of regression models. Finally, at the end of this course students will have an appreciation of the difficulties inherent in time series data and simple forecasting techniques. Prerequisites: Statistics and graduate standing.

MBA 545 Transportation System and Environmental Impact (3)
This course focuses on the development of strategies, for business logistics and International Supply Chain Management, related to transferring goods and services across national boundaries. The coverage includes the impact of economic globalization on supply chain strategies, the design of global logistic networks, managerial processes and systems for international production and distribution, role of ports and airports in international product movement, transportation network sustainability, and security and risk management for international logistics. Prerequisite: graduate standing.

MBA 550 Supply Chain Strategies (3)
The purpose of this course is to provide students with an understanding of effective supply chain strategies for companies that operate globally. Emphasis is placed on how to plan and integrate supply chain components into a coordinated system. Students develop the ability to apply concepts and models important in supply chain with emphasis on key tradeoffs. They assess to key tactics such as integrated planning collaboration, risk pooling and inventory placement, and information sharing. Prerequisite: graduate standing.

MBA 560 Health Care Law (3)
This course will be an in-depth discussion of case setting precedents in Health care Law. The scope and perspective of the intricacies of healthcare law (including electronic medical records) will be discussed from a management perspective, as well as liabilities of healthcare institutions as they relate to legal issues.

MBA 563 Health Care Policy (3)
The purposes of the course are to orient the students to the policy process, to increase the student's understanding of the nature of health policy making and health politics and to provide the student with an opportunity to develop an in-depth understanding of current health care policy issues.

MBA 566 Ethical Leadership in Health Management and Policy (3)
This applied course examines leadership through case studies in a variety of contexts and cultures. The purpose is to expand students' point of view by considering the theoretical foundations and historical perspectives of leadership, contemporary views of leadership, and student's personal exploration of ethics-based leadership in the health care setting.

MBA 569 Business Sectors in Health (3)
This course introduces students to business sectors within healthcare that strategically impact cost and quality of health services. Covered sectors include suppliers (pharmaceuticals, medical-surgical supplies, medical devices, distributors, and group purchasers), financial intermediaries (HMOs, PBMs) and care providers (hospitals, medical groups, nursing homes). Each sector is analyzed in terms of organizations, products/services, customers, and strategic business practices.

MBA 570 Special Topics (1-3)
The purpose of special topics is to give the student the opportunity to have a greater understanding of topics that are not available in other courses. Special Topics courses are incorporated into the graduate curriculum based upon the needs and interests of students.

MASTER OF SCIENCE IN EDUCATION

Degree Offered: **Master of Science in Education (M.S. Ed.)**

The degree of Master of Science in Education (M.S. Ed.) is designed for those who have completed an undergraduate degree and wish to enrich their professional lives in the field of education. The program leading to the degree (M.S. Ed.) can include the following areas of concentrations. Additional concentrations are available:

- Teacher Leader
- Leadership
- Curriculum and Instruction
- Curriculum and Instruction with BIL/ESL Endorsement
- Teacher Licensure:
  - Special Education
  - Elementary Education
  - Secondary/Middle School Education
- **Master of Science in Education Counseling**
  - Clinical Mental Health Counseling
  - School Counseling
  - College Student Personnel

Program Requirements:

The coursework required to complete the graduate program in Education consists of three major components totaling a minimum of 30 hours:

1. Education Core Courses: MSE 600 Research Methodology, MSE 503 Educational Measurement and Assessment or MSE 555 Assessments in Education.
2. Additional hours of graduate level coursework in Education. This number may vary for students seeking licensure.
3. In addition to the basic licensure requirements, most secondary licenses require 32 lower/upper level hours in the content area. Other specific requirements apply to each content area. For specific information, please contact the Quincy University Licensure Officer or visit www.isbe.net.

ADMISSION

Applicants are encouraged from individuals in all fields. All applicants are considered on an individual basis focusing on the applicant's potential for successful completion of the program. Since applications are processed on a revolving basis, an individual accepted into the program may begin at the start of any term, providing space is available. Individuals who hold a bachelor's degree and desire teacher licensure need to familiarize themselves with the additional requirements stated in the Education section.

The M.S. Ed. Program is administered by the Director of the program in accord with guidelines of the M.S. Ed. Steering Committee.

Applicants must submit the following to the Quincy University Office of Graduate Studies:

1. **Application** - A completed Application for Graduate Admission
2. **Official Transcripts** - An official transcript from the college or university from which the applicant matriculated, verifying that the baccalaureate degree has been conferred. In addition, the applicant needs to provide official transcripts from any other college or university at which he or she may have undertaken any additional study, undergraduate or graduate.
3. **Recommendations** - Two completed recommendation forms from individuals who can address your academic and/or professional potential.
4. **Educational Requirements** - Applicants must have or will have completed a baccalaureate degree. Undergraduate cumulative GPA of 3.0/4.0 or higher may be recommended for admission. Applicants with GPAs between 2.8-3.0 may be considered for conditional admission.
5. **Written Essay** - A 300-500 word written statement by the applicant detailing how his or her work and life experiences influenced his or her area of study and is applicable to the concept of servant leadership.

6. **Professional Resume**
7. **International Students** - Applicants from non-English speaking educational institutions must submit the results of the TOEFL. Generally, a score of 550 for graduate admissions is acceptable evidence of a student's ability to successfully study in an English-speaking environment. Also, the applicant must submit documentation showing how his/her education will be financed. A bank official must authorize this financial documentation.
8. **Enrollment fee** of $200 upon registration.

After receipt of the required materials, the Admissions Committee will determine whether the applicant is to be accepted into the program. Acceptance will be limited to holders of a baccalaureate degree from regionally accredited institutions and limited further to individuals showing promise of success in graduate study. An applicant's potential for success is evaluated through a combination of the following indicators:

1. A candidate's grade point average of 3.0 (on a scale in which "A" equals 4.0) or above for the last 60 hours of coursework; and/or
2. Teacher Licensure candidates will submit proof of passing both the Illinois Test of Academic Proficiency (or approved alternate) and the relevant Illinois state content test(s).
3. A satisfactory record as demonstrated by the letters of recommendation and/or interview by members of the M.S. Ed. Steering Committee.
4. A 300-500 word essay addressing the applicant's abilities/experience directly related to the area of study.

Students who have a) completed their undergraduate major coursework, b) have senior status and c) who meet the grade point average requirements, but have not had the bachelor degree conferred, may, during their last year at Quincy University enroll in a graduate course and hold the credit in escrow pending acceptance into the master's program.

The Admissions Committee reviews each person's application. As there are several measures that are used in the application process, there is no one single factor that would qualify or disqualify a person. In some cases, in addition to the written application and supporting documentation, an applicant may be required to have an in-person interview with the Admissions Committee or its representative(s).

DISPOSITION

It is critical that future teachers possess an appropriate teaching disposition. Disposition may be defined as having the tendency to act in a way that is helpful to others. Dispositions really cannot be measured by academic grades. Therefore, a student must sign a form that he or she understands that the assessment by faculty of his or her disposition will be different from his or her academic grade. The student will also acknowledge that while his or her grades may be satisfactory, the faculty may evaluate his or her disposition as inappropriate, and may make a decision to remove the student from the program.

TRANSFER OF CREDIT

A student who has completed graduate Education credit elsewhere in an approved, accredited program may request that up to nine semester hours be transferred to Quincy University, accepted as transfer credit, and counted toward the M.S. Ed. degree. Generally, credits older than seven years will not be accepted. A grade of "B" or better is required for such transfer credit. Petition for transfer credit must be made to the Dean of the School of Education. Credits earned through correspondence courses are not accepted and only four semester hours of workshop and/or in-service credit may be accepted.

ACADEMIC REGULATIONS

GRADES: The grading system used by the M.S. Ed. program is described in the current catalog under Graduate Academic Policies.

Graduate credits are earned in courses for which a student receives a grade of "C" or better. Normally, no more than two courses with a "C" or "C+" grade are allowed and a student is required to maintain a 3.0 cumulative grade point average (GPA). A student whose cumulative GPA falls below 3.0 will be placed on probationary status. Failure to raise the GPA to 3.0 by the end of the following semester of coursework will result in the academic dismissal of the student from the program. A grade of "F" may result in academic dismissal. A student may appeal an academic dismissal in writing to the Graduate Appeals Committee, which makes decisions on a case-by-case basis. A second academic dismissal is final.

In exceptional cases, a grade of Incomplete (IN) may be given to a student. The decision to give a grade of "IN" rests solely with the instructor. All requirements for the course must be completed as stipulated

in the Incompletes section of the Graduate Academic Policies. Failure to do so will result in the grade of "IN" automatically being changed to an "F" at the end of the following term.

A Deferred (DE) grade may be given for a project, internship, thesis, or clinical experience that is incomplete at the end of a semester.

The policies and schedule regarding withdrawal from the M.S. Ed. Program are identical to those in the undergraduate program.

CANDIDACY REQUIREMENTS: A student may attain the M.S. Ed. degree in one of the following ways:

1. Minimum of 30 semester hours including an assessment course.
2. Minimum of 30 semester hours including Practicum I and II.
3. Minimum of 30 semester hours including Internship I and II.

Note: Some degrees are more than 30 hours.

TIME FRAME: Matriculated graduate students in the M.S. Ed. program are encouraged to enroll in at least two courses each semester, including summer. Students may choose to take fewer courses. A minimum of one course per year is required to maintain candidacy. Prior coursework taken must also be in the six-year time frame. There is a six-year time limit from acceptance to completion of a graduate degree program with no more than one year between enrollments. Failure to comply could result in the student being dropped from the program. To be readmitted, a student must complete a re-admission application and is required to follow the rules, regulations, and requirements in effect at the time of reapplication.

ACADEMIC LOAD: The academic load is normally limited to 9 hours during each of the fall, spring, and summer semesters.

RESIDENCY: There is a 21 credit hour residency requirement. This means that a minimum of 21 credit hours must be taken at Quincy University. The entire program must be completed within six years of date of acceptance. An extension may be granted for extraordinary reasons upon petition to the Dean of the School of Education. Students with an adequate undergraduate background in education could complete the required coursework at a faster pace if desired.

PRACTICUM/INTERNSHIPS: No more than six (6) credit hours of practicum/internship can be credited toward the master's degree.

GRADUATION

A student becomes eligible for graduation upon successful completion a minimum of 30 hours of graduate courses as outlined in the Candidacy Requirements, with a cumulative grade point average of 3.0.

Students must apply for graduation with the Registrar according to the Application for Graduation directions under Graduate Academic Policies. Students with six (6) or fewer credits to complete for their master's degree may participate in the May Commencement ceremony.

Course Descriptions

MSE 500 Theories and Principles of Teaching and Learning (3)
This technology enhanced course focuses on contemporary theories of teaching and learning. Emphasis will be placed on human learning from various perspectives in psychological theory through the 21st Century.

MSE 501 Motivation in Education (3)
This course presents an introduction to various standard theories of human motivation, and their applications for teachers and students in a variety of learning and achievement settings. Relevant learning environments include K-12 and higher education classrooms, coaching and student athletics, other co-curricular learning environments, mentoring of K-12 teachers, and additional realms of educational mentoring and leadership.

MSE 503 Educational Measurement and Assessment (3)
Basic concepts of educational assessment design and development, including assessment planning, writing instructional objectives, assessment item writing, developing rubrics, checklists and rating scales. Determining and evaluating assessment reliability and validity. Alternative assessment development and evaluation, including performance assessment, authentic assessments, and portfolios. Standardized test evaluation, including interpretation of technical manual data of test reliability, validity, and norm group data, i.e. percentile ranks, raw scores, standard scores, and scores commonly used to present P-12 standardized test student data. Course projects include the development and pilot testing of a P-12 classroom assessment and evaluation of a published standardized P-12 assessment.

MSE 504 Foundations of Teaching (3)
This course addresses the historical bases of educational philosophy and the interpretation of modern issues and problems through a philosophical perspective. Students will develop or refine their own reflective philosophies of education as a values component in educational decision-making. Concepts of lesson planning, learning styles, standards-based education, technology, and classroom management are introduced.

MSE 505 Perspectives in Curriculum and Technology (3)
This online course addresses planned educational change viewed through curriculum decision-making. Theoretically derived alternatives are evaluated in terms of implementation and evaluation within culturally diverse instructional environments.

MSE 507 Reading in the Elementary Curriculum (3)
An investigation of the history, theories, models, materials, and methods characteristic of traditional contemporary elementary reading curricula. Students research and contrast holistic, individualized, integrative, and skills oriented programs and compose personal literacy philosophies and frameworks for instructional decisions.

MSE 508 Reading Laboratory (1)
Students enrolled in MSE 507 tutor children in the Reading Center. Taken concurrently with MSE 507.

MSE 509 Characteristics of Students with Special Needs (3)
This course provides a theoretical frame of reference within which to view challenges faced by students with learning disabilities (LD) as well as other mild disabilities. A functional definition of LD, possible causes of LD, characteristics of students with LD, typical academic deficits experienced by students with LD and mild disabilities, and methods that have been effective in addressing the needs of students with mild disabilities will be examined. Observation/clinical hours are included in the course requirements.

MSE 510 Instructional Methods in Special Education (3)
This course will cover critical issues and specific methods and materials relating to the instruction of students with a varying range of needs. Major emphasis will be placed on students with mild disabilities such as LD as well as students with other mild to moderate disabilities. Major emphasis will also include the framework for appropriate instruction for students in light of their learning stages, the nature of the learner, and the content of instruction. Adaptations and modifications of the general curriculum are included in the course requirements.

MSE 511 Adolescent Growth and Development (3)
Adolescent Growth and Development examines the physical, cognitive, social, and emotional development of adolescents in the context of family, peers, school, work, and culture. Major theories, methods of studying, development, and contemporary adolescent issues and concerns are discussed.

MSE 513 Advanced Educational Psychology (3)
This course is intended to give the practicing teacher or prospective teacher knowledge, experiences, and understanding of educational psychology. Theories of classroom management, learning, motivation, instruction, assessment, and diversity will be examined.

MSE 514 Reading and Writing Across the Curriculum (3)
An in-depth examination of the nature, theories, and models of reading and writing, and their roles in the elementary and middle school curricula as mediums through which learners acquire and refine knowledge, thinking, and literacy. Contemporary instructional approaches, planning, and assessment procedures are reviewed and practiced.

MSE 518 Instructional Media and Technology (3)
This course concerns the application of technology to theories of learning and methods of instruction. Developing and evaluating courseware to facilitate classroom instruction is included.

MSE 521 Mathematics Methods in the Elementary School (3)
This course provides teachers with instructional strategies and techniques to engage students in the elementary school classroom in active mathematical investigation. The course emphasizes manipulatives, problem-solving, estimation, mental math, math across the curriculum and technology as an integral part of teaching mathematics. Students are required to spend a minimum of ten (10) hours of observation and teaching in a regular K-6 classroom. Prerequisites: EDU 214/MSE 513 and acceptance into the Teacher Education Program.

MSE 522 Mathematics Methods in Special Education (3)
This course provides teachers with ideas, techniques, and approaches to teach mathematics. The course emphasizes diagnostic, prescriptive, and evaluative teaching for students with mathematics disabilities along with a study of manipulatives, problem solving, estimation, mental math, math across the curriculum and technology as integral parts of teaching mathematics. Students are required to spend a minimum of ten hours of observation/teaching in a regular preK-12th grade classroom. Prerequisites: EDU 214/MSE 513, and acceptance into the Teacher Education Program.

MSE 523 Children's Literature (3)
Selecting and evaluating materials for children from pre-school to eighth grade to guide their reading in keeping with their needs, interests, and abilities with a view to enjoyment and curriculum enrichment in the elementary school. Course content covers elements of fiction, non-fiction, poetry, etc., expands knowledge of a multitude of current and classic children's books as well as ways to implement the usage of books within various curriculums. This course does not apply to Bonaventure Program requirements. Prerequisite: Acceptance into the Teacher Education Program. Co-requisite: MSE 507 and 508.

MSE 524 Leadership and Planned Educational Change (3)
This course investigates theories of leadership and characteristics of effective leaders in both formal and informal roles. Power and authority, organizational vision, effective teams, and decision-making skills will be explored. Students will investigate the change process and how to effectively implement systemic change. Through the use of case studies, the importance of ethical leadership, leadership in a diverse society, and the role of the servant leader will be discovered. An important component of this course will be the reflection and revision of the student's own personal leadership philosophy.

MSE 525 Middle School Methods and Philosophy (3)
A study of philosophy and methodology approach unique to the middle level school. Advising, team teaching, and the unique characteristics of the middle school student are addressed.

MSE 526 Organizational Analysis (3)
This course will introduce students to systematic problem analysis and solution generation. Through the use of different lenses to view problems, students will learn to integrate the insight gained from each lens into a solution which maximizes the potential for successful resolution of the problem. Students will investigate models of organizational structure and their impact upon communication. Problems from the areas of personnel, supervision, finance, and law will serve as case studies for the application of analysis skills.

MSE 528 Diagnosis & Evaluation of Students with Disabilities (3)
The student will become familiar with the basic concepts and procedures relating to assessment in special education. Norm-referenced, achievement, diagnostic, informal, curriculum-based, intellectual, and adaptive assessment will be covered. Interpretation will be stressed. Also, application of course principles will be provided in course-based application exercises.

MSE 529 Human Resource Management and Supervision (3)
This course investigates the administration and management of professional support personnel in educational institutions. Effective methods of interpersonal communication are discussed. Emphasis will be placed on needs assessment, recruitment, selection, development, assignment, supervision, formative and summative evaluation. The policies, procedures, and legal requirements of personnel management in our culturally diverse society will be investigated.

MSE 530 Current Topics in Education (1-6)
Engages the student in critical analyses of current issues or problems in education or in its cultural context. Topics will vary. No more than 6 hours of Current Topics will count toward the Master's degree.

MSE 531 Teaching Methods for the Secondary School (3)
These courses are designed to acquaint students with the instructional objectives, methods and materials, as well as evaluation and assessment strategies applicable to teaching in the secondary school.

MSE 532 Middle School Math Methods (3)
This course is a study of strategies, techniques, materials, technology, and current research used in the teaching of mathematical concepts to middle school students. This course is required for middle school endorsement in mathematics.

MSE 533 Middle School English Language Arts Methods (3)
This course introduces key issues in the development of strategic reading and writing of both narrative and informational texts.

MSE 534 Middle School Social Studies Methods (3)
This course introduces the students to acquire the techniques necessary to teach middle school social studies effectively. The course will focus on pedagogy, materials, and technology, and will examine strategies to engage middle school students in social studies.

MSE 535 Middle School Science Methods (3)
This course introduces the students to the appropriate techniques necessary to teach middle school science effectively. The course will focus on pedagogy, materials, and technology, and will examine strategies to engage middle school students in science teaching and learning.

MSE 536 Reading and Writing in the Middle School (3)
This course will focus on the development of literacy skills (reading/writing/speaking/listening) for adolescent learners and adapting these skills to meet the needs of diverse learners.

MSE 538 Methods for Teaching Science in the Elementary School (3)
This course is designed to acquaint students with the instructional objectives, methods and materials, as well as evaluation and assessment strategies applicable to teaching science in the elementary school.

MSE 539 Methods for Teaching Social Studies in the Elementary School (3)
This course is designed to acquaint students with the instructional objectives, methods and materials, as well as evaluation and assessment strategies applicable to teaching social studies in the elementary school.

MSE 542 Cultural Studies in Education (3)
This course leads teachers to understand the nature of diversity and how teaching is a changing profession because of the wide variety of students coming to schools. Topics include demographic diversity, social diversity, and educational diversity. Multiculturalism and global awareness are also taken into consideration.

MSE 544 Reading in the Content Areas (3)
A study of contemporary models of reading pedagogy in the content areas. Students research, draft, and practice a diverse repertoire of instructional approaches which promote critical thinking and strategic reading across the content area curriculum.

MSE 545 Policy Analysis and Implementation (3)
This course centers on developing an understanding of the educational policy-making process. Emphasis will be placed on educational policy implementation and evaluation. The course is grounded in the belief that education does not operate in a vacuum but within the context of the community.

MSE 546 Young Adult Literature (3)
This survey course covers the development of young adult literature from the mid-19th century to the present. Materials evaluation and selection are studied as are teaching strategies, literature for reluctant students, books for a diverse audience, issues relating to censorship, and pertinent developments in educational technology.

MSE 547 Geography for Classroom Teachers (3)
This course is an introduction to geography required for teacher licensure. It is designed to provide students with a basic understanding of physical and cultural geography.

MSE 548 Statistics in Education (3)
An introductory yet comprehensive survey of common statistical analyses encountered in educational research.

MSE 550 Characteristics/Strategies for Emotional/Behavioral Disorders (3)
A study of the characteristics, casual factors, and educational implications for the emotionally/behaviorally disordered student. This course will cover strategies for more effective education with parents, community organizations, and school personnel in relation to the E/BD student.

MSE 553 Seminar/Practicum in SPED (3)
This combined seminar (approximately one semester hour) and practicum (approximately two semester hours) provides a chance to gain additional knowledge about students who pose atypical challenges in terms of learning and functioning within general and special education settings and who are in need of specialized educational and related services. Such services as those provided by special educators who work with low-incidence disabilities, by occupational and physical therapists, medical personnel, and behavioral specialists will be addressed. The student will document at least 100 clock hours of outside-of-seminar experience in interacting with students in school or nonschool settings. Time spent in planning for teaching/interactive experiences and researching aspects related to disabilities of focus in the seminar/practicum experiences may be counted within the 100 clock hours. However, a minimum of 70 clock hours should be documented for actual interaction with individuals with moderate and severe disabilities. Taken concurrently with MSE 569.

MSE 554 Instructional Leadership and Supervision (3)
This course investigates theories of leadership and characteristics of effective leaders in both formal and informal roles. Emphasis will be placed on needs assessment and data gathering techniques, coaching and mentoring, conferencing skills, reflecting, and goal setting.

MSE 555 Assessments in Education (3)
Application of measurement principles in classroom testing; construction and evaluation of classroom tests; evaluation of student performance; interpretation and use of measurement data; assessment of aptitudes, achievement, and interests via standardized tests; school testing programs.

MSE 556 Classroom Management (3)
This course is designed to give experienced teachers, as well as school administrators a more in-depth perspective regarding practical methods that can aid in developing and maintaining a positive environment for learning. Classroom simulations are utilized to deal with such topics as behavior modification, relationship building, and current classroom management skills.

MSE 557 Principles and Techniques for Assessing Reading and Reading Disabilities (3)
An in-depth examination of norm-referenced, criterion- referenced, informal, annotated, and portfolio-based assessment instruments and techniques. Students explore authentic learning situations and corresponding process indicators of pupil progress to inform instruction and learning. Practical application is enhanced through concurrent enrollment in Practicum I.

MSE 558 Advanced Reading Practicum I (3)
Supervised laboratory experience in diagnosing and remediating the literacy needs of children enrolled in the Reading Center. Product and process assessments are administered and later collated with instructional data for end-of-progress reports. Course taken with MSE 557.

MSE 559 Remedial Reading with Case Studies (3)
Introductory course in evaluating the reading and language abilities of individual children through instruction within a classroom setting. Includes group and individual evaluation, informal assessment procedures, selection of materials, and instructional strategies to meet the needs of individual learners. Course taken with MSE 560. Prerequisites: ELE 315, 316, and acceptance into Teacher Education Program.

MSE 560 Remedial Reading Practicum II (3)
Supervised laboratory experience in remediating the literacy needs of children enrolled in the Reading Center. Assessment results are reviewed, appropriate instructional responses implemented, and later exhibited through the teacher work sample documenting all aspects of assessing and designing results based on series of instruction. Taken concurrently with MSE 559.

MSE 561 Teaching with the Arts (3)
Introduction to the importance of the arts in the elementary school curriculum. Students are given a foundation of methods and materials in art, music, and drama that will enable them to integrate the arts into the general curriculum, supplement art lessons given by school specialists, and encourage student discussion and understanding of the arts in the world today.

MSE 563 Characteristics/ID (3)
This course provides a frame of reference within which to view the exceptionality of Intellectual Disabilities (ID) as follows: historical and current perspectives of ID, accepted definitions of ID, different levels of ID, overview of educational programming (school age), preparation for adulthood, issues surrounding family living, rights of individuals with ID, and current and emerging issues.

MSE 564 Instructional Strategies/ID (3)
This course will cover critical issues and specific methods and materials relating to the instruction of students with ID. Special emphasis will be given to the following major areas: 1) life-goal planning for individuals and groups with ID; 2) the importance of working effectively with parents and other IEP team members; 3) diagnostic, prescriptive, and evaluative teaching; 4) curriculum planning; 5) functional skills basic to future adjustment (e.g., transitional and vocational skills, social and interpersonal skills, and leisure and recreation skills).

MSE 565 Effective Inclusion (3)
This course concentrates on effective strategies to integrate general and special education students when appropriate while at that same time recognizing the need for alternative settings where appropriate. Significant emphasis will be placed on learning the fundamentals of co-teaching between special and general educators, how to construct appropriate Individual Education Plans, and modification of content area instruction.

MSE 567 Education of the Exceptional Child (3)
This course provides an investigation into the theories, skills, and attitudes needed to identify and instruct exceptional students in varied school settings. Observation/clinical hours are included in the course requirements. (Formerly MSE 577)

MSE 568 Characteristics/Strategies Mild/Moderate/Severe (3)
This course provides a frame of reference within which to view Intellectual Disabilities (ID). It includes an overview of major characteristics and appropriate education programming with an emphasis on functional life skills. A good deal of emphasis will be placed on life-goal planning with emphasis on prevocational, vocational, and transitional programming. In addition, some aspects of programming for physical disabilities, multiple disabilities, and other health impairments (POHI) will be addressed.

MSE 569 Autism/Pervasive Developmental Disorders (3)
A comprehensive overview of students eligible for special education under the categories of Autism, Other Health Impairments, and Traumatic Brain Injury. Topics will cover characteristics of individual students as well as strategies to help with programming to meet educational needs of students eligible in these categories. Taken concurrently with MSE 553.

MSE 570 Foundations of Language Minority Students (3)
This course provides teacher candidates with a theoretical understanding of how language is acquired and how language is learned. Candidates will compare theories and determine their applications in the classroom through simulations. Candidates will also complete 20 hours of field experience in a bilingual and/or ESL classroom with focused observations.

MSE 571 Methods and Materials for Teaching Bilingual Students (3)
This course prepares teacher candidates to plan and implement effective strategies for bilingual/ESL students. This course includes 20 hours in a bilingual and/or ESL classroom where candidates will apply their strategies.

MSE 572 Assessment for Language Minority Students (3)
This course prepares teacher candidates to select and/or develop appropriate assessments for language minority students. Topics include cultural bias in assessment, aligning curricula with standards, testing accommodations for language minority students, and authentic assessment. Candidates will implement and observe assessment strategies in a bilingual and/or ESL classroom (20 hours field experience).

MSE 573 Methods and Materials for Teaching ESL Students (3)
This course prepares teacher education candidates to identify and utilize effective methods of instruction for students who are learning English as a new language. Candidates will evaluate and select appropriate and effective materials in an ESL classroom. This course is required for candidates seeking bilingual/ESL endorsement and includes 20 hours of field experience.

MSE 574 Cross-Cultural Studies for Teaching BIL/ESL Students (3)
This course prepares educators to recognize and value cultural diversity in a classroom setting. This includes awareness of refugees and immigrants. Candidates will spend 20 hours in a bilingual and/or ESL classroom learning how to teach to students from diverse backgrounds as well as teaching about diversity.

MSE 575 Applied Linguistics (3)
This course examines the field of applied linguistics as it relates to bilingual and ESL education. There will be an emphasis on theory and research of applied linguistics. Teacher candidates will spend 20 hours in the field applying their understanding of the concepts of pragmatics, morphology, syntax, semantics, and phonology with bilingual and/or ESL students.

MSE 576-578 Individual Study/ Special Topics (1-3)
Individual inquiry into a topic of unique interest to the student is supervised by members of the graduate faculty. Records and reports of the inquiry will be presented to relevant audiences. Special topics in professional education are offered depending upon demand and staff.

MSE 579 Practicum (0)
Additional practicum hours needed to complete the requirements for teacher licensure for students enrolled in the traditional M.S.Ed. program of teacher preparation.

MSE 580/1 Advanced Practicum I, II (3)(3)
This experience provides an opportunity to (a) learn new skills through internship with an acknowledged teacher or mentor, or (b) to generate, implement, and evaluate a special project that demonstrates the integration of theory into practice. Reports appropriate to these experiences are presented to relevant audiences. Project presentations may be in the form of a written essay, formal thesis, laboratory project, documentary film, video, or multimedia presentation. A grade of “DE” is given for a practicum that is incomplete at the end of the semester. (Graded P/F)

MSE 590 Clinical Experience Seminar (1-3)
Participation experience in selected attendance centers. Focus will be on individual, small group, and whole group teaching per credit hour. Student must attend weekly seminar to reflectively and critically analyze teaching strategies in practical situations. Prerequisite: Acceptance into the Teacher Education Program. A grade of “DE” is given for a field experience that is incomplete at the end of the semester. (Graded P/F)

MSE 591 Internship Seminar (1)
This course is taken in conjunction with Student Teaching Internship and coordinates the student’s past coursework and the Student Teaching Internship experience. Special attention is given to behavior changing techniques, job placement, and teacher expectations. Teacher candidates are required to complete an edTPA portfolio in LiveText.

MSE 596 Practicum in Physical Education (3-6)
This experience provides an opportunity to a) learn new skills or role patterns through practicum with an acknowledged teacher or mentor; or b) to generate, implant, and evaluate a special project that demonstrates the integration of theory into practice. Reports appropriate to these experiences and a written research document are presented to the graduate committee. A grade of “DE” is given for a practicum incomplete at the end of the semester. (Graded P/F)

MSE 597 Teacher Leader Internship (3)
Students will gain experience through immersion in the activities and responsibilities of a teacher leader. Candidates will develop their skills and decision-making ability through actively participating in a variety of projects drawing from their course work and the needs of the hosting school. Some activities will be tailored to the professional goals of a candidate, while others are required of all candidates seeking this endorsement.

MSE 598 Designing Professional Development (3)
This course will examine a variety of approaches in which teacher leaders positively impact teaching, learning, schools and student success, by working effectively with other adults and keeping a consistent focus on student learning and achievement.

MSE 600 Research Methodology (3)
This course addresses the nature and characteristics of educational research. The development of basic skills required in the understanding, planning, and executing of a research study.

MSE 601-5 Master's Project (1)
A project will be designed by the student with guidance from his/her advisor. The student must present the proposal to the graduate committee and receive approval. The project will be reviewed with the advisor throughout the program. A report appropriate to the project will be presented to the graduate committee and must be successfully defended. The student must register for the course each semester until a successful defense has been completed. (Graded P/F)

MSE 620/621 Thesis I, II (3)(3)
This final project is a culminating activity that represents the student's application of the interdisciplinary approach to human value systems and an attempt to communicate what the student has learned. It will take the form of a formal thesis. The project is designed by the student and relevant faculty advisors, beginning with a proposal submitted to a faculty member. Reports appropriate to this experience will be presented to the graduate committee. A grade of "DE" is given for projects incomplete at the end of the semester. (Graded P/F) (Formerly MSE 597/598)

STUDENT TEACHING

MSE 582/3	Elementary Education	Internship I, II	(3)(3)
MSE 584/5	Middle School	Internship I, II	(3)(3)
MSE 586/7	Secondary Education	Internship I, II	(3)(3)
MSE 592/3	Special Education	Internship I, II	(3)(3)
MSE 594/5	K-12 Physical Education/Music	Internship I, II	(3)(3)

This experience is designed to be part of the culminating activities for students enrolled in the Master's Program with emphasis in the teaching licensure program. Students will spend sixteen weeks (2 eight-week placements) as teaching interns in the local schools. Student Teaching will integrate the theoretical and clinical dimensions of coursework through direct classroom application experience. Students will enroll concurrently in Internship I, II, and MSE 591 Internship Seminar. (Graded P/F) Prerequisite: Acceptance to Student Teaching.

Ordinarily, students will do their student teaching internships in the Quincy area. If a student requests that the teaching be done elsewhere, the University will charge an additional $1,000 fee to cover the administrative costs of such an arrangement.

MASTER OF SCIENCE IN EDUCATION IN COUNSELING AND COLLEGE STUDENT PERSONNEL

Degrees Offered: **Master of Science in Education in Counseling in Clinical Mental Health Counseling; Master of Science in Education in School Counseling; Master of Science in Education in College Student Personnel (M.S. Ed.)**

The Master of Science in Education in Counseling and College Student Personnel program is designed for students who are seeking a career working as a counselor in settings such as community agencies, government, private practice, and elementary, middle or secondary schools or in various student-focused positions within higher education. The mission of the Quincy University Master of Science in Education in Counseling and College Student Personnel program is to train individuals to become competent professional counselors and/or college student personnel. The program facilitates personal and professional growth via a combination of academic rigor, experiential learning, personal and professional reflection, and service to the community. The program is committed to the development of counselors and college student personnel as ethical, reflective practitioners and Servant-Leaders, who exhibit an affinity for lifelong learning, a commitment to social justice, and an appreciation for the diverse world in which they live and practice.

Program Requirements:

The coursework required to complete the M.S.Ed. in Counseling and College Student Personnel consists of:

1. 30 hours of core coursework: MEC 500, MEC 512, MEC 513, MEC 516, MEC 517, MEC 520, MEC 521, MEC 526, MEC 527, and MEC 528.
2. Courses specifically required for the School Counseling emphasis: MEC 555, MEC 556, MEC 580, and MEC 590 (6 hours) plus 3 hours of electives (typically MEC 531 or other elective approved by advisor).
3. Courses specifically required for the Clinical Mental Health Counseling emphasis: MEC 541, MEC 545, MEC 546, MEC 580, and MEC 590 (6 hours) plus 12 hours of electives (approved by advisor).
4. Courses specifically required for the College Student Personnel (Non-Clinical) emphasis: MEC 560, 561, 562, MEC 565, and MEC 566 (6 hours).

ADMISSION

Applicants are encouraged from individuals in all fields. All applicants are considered on an individual basis. The applicant's potential for successful completion of the program is a central focal point for the Admissions Committee. Applications are processed on a revolving basis. Although it is generally preferred that an individual accepted into the program start his or her coursework in the fall semester, an applicant may begin at the start of any term, providing space is available.

Applicants must submit the following to the Quincy University Office of Graduate Studies:

1. **Application** - A completed Application for Graduate Admission.
2. **Official Transcripts** - An official transcript from the college or university that the applicant matriculated from verifying that the baccalaureate degree has been conferred. In addition, the applicant needs to provide official transcripts from any other college or university at which he or she may have undertaken any additional study, undergraduate or graduate.
3. **Recommendations** - Two completed recommendations from professionals who can address the applicant's academic and/or professional potential.
4. **Educational requirements** - Applicants must have or will have completed a baccalaureate degree. Applicants with an undergraduate GPA of 3.0/4.0 or higher may be recommended for admission. Applicants with a GPA lower than 3.0 will be considered for conditional admission.
5. **International students** - Applicants from non-English speaking educational institutions must submit the results of the TOEFL. Generally, a score of 550 or above is acceptable evidence of a student's ability to successfully study in an English-speaking environment at the graduate level. Also, the applicant must submit documentation showing how his/her education will be financed. A bank official must authorize this financial documentation.

6. **Writing prompts** - The applicant is requested to reply to the questions or statements regarding counseling and/or college student personnel work. It is expected that the questions are answered to the best of the applicant's ability and each question is to be answered in 500 words or less.
7. **Entrance Test Results** - A score of 380 (400 preferred) or higher on the Miller's Analogy Test or an equivalent score on the Graduate Record Exam.
8. **Coursework** - While applicants from all undergraduate majors are considered, coursework in behavioral sciences (e.g., Psychology or Sociology) is desirable. It is hoped, but not mandatory, that students will have taken the following courses or their equivalent:
   a. Introduction to Psychology or Sociology
   b. Personality Theory
   c. Statistics/Research Design
   d. Abnormal Psychology
9. **Professional Resume**
10. **Enrollment fee** of $200 upon registration.

The Counseling Program Admissions Committee reviews each person's application. As there are several measures that are used in the application process, there is no one single factor that would qualify or disqualify a person. In some cases, in addition to the written application and supporting documentation, an applicant may be required to have an in person interview with the Counseling and College Student Personnel Program Admissions Committee or its representative(s).

DISPOSITION

A critical component to becoming an effective counselor or college student personnel practitioner is demonstrating appropriate dispositions. Disposition may be defined as having the tendency to act in a way that is helpful or facilitative for others. Disposition really cannot be measured by academic grades. Therefore, a student's admission to the MEC program serves as indication that he or she understands that the assessment by faculty of his or her disposition will be different from the assessment for his or her academic grade. The student also acknowledges that while his or her grades may be satisfactory, the faculty may evaluate his or her disposition as inappropriate.

The faculty will assess a student's dispositions at least annually and may find that a student is unfit for the counseling and college student personnel program and may make a decision that the student should be dismissed from the program as a result of inappropriate disposition(s).

TRANSFER OF CREDIT

A student who has completed graduate work elsewhere in an approved, accredited program may request that up to 12 semester hours be transferred to Quincy University, accepted as transfer credit and counted towards the M.S. Ed. in Counseling degree. Generally, credits older than 7 years will not be accepted. Normally a grade of "B" or better is required for such transfer credit. Petition for transfer credit must be made to the Program Director, but approval must be made by the M.S. Ed. in Counseling and College Student Personnel Admissions Committee. Credits earned through correspondence courses are not accepted.

If the student has completed a master's degree, none of the courses used in that degree completion would transfer directly into the program. While a student would not be required to take a duplicate course, he or she would need to take a course so that the number of semester hours taken for this second master's degree would equal the minimum equivalent degree requirement at Quincy University.

ACADEMIC REGULATIONS

GRADES: The grading system used by the Counseling and College Student Personnel program is described in the current catalog under Graduate Academic Policies.

Graduate credits are earned in courses for which a student receives a grade of "C" or better. Normally, no more than two courses with a "C" or "C+" grade are allowed and a student is required to maintain a 3.0 cumulative grade point average (GPA). A student whose cumulative GPA falls below 3.0 will be placed on probation. Failure to raise the GPA to 3.0 by the end of the following semester of coursework will result in the academic dismissal of the student from the program. A grade of "F" may result in academic dismissal. A student may appeal an academic dismissal in writing to the Graduate Appeals Committee, which makes decisions on a case-by-case basis. A second academic dismissal is final.

In exceptional cases, a grade of Incomplete (IN) may be given to a student. The decision to give the grade of "IN" rests solely with the instructor. All requirements for the course must be completed as stipulated in the Incompletes section of the Graduate Academic Policies. Failure to do so will result in the grade of "IN" automatically being changed to an "F" at the end of the following term.

A Deferred (DE) grade may be given for a clinical experience that is incomplete at the end of a semester.

The policies and schedule regarding withdrawal from the MEC program are identical to those in the undergraduate program.

CANDIDACY REQUIREMENTS: A student may attain the M.S.Ed. in Counseling and College Student Personnel Degree in one of the following ways:

1. 48 semester hours including a 100-hour practicum and a 600-hour internship in school counseling and successful completion of the comprehensive examination.
2. 60 semester hours including a 100-hour practicum and a 600-hour internship in clinical mental health counseling and successful completion of the comprehensive examination.
3. 48 semester hours including a 100-hour practicum and a 600-hour internship in college student personnel and successful completion of the comprehensive examination.

TIME FRAME: Matriculated graduate students are encouraged to enroll in two courses each semester including summer. Students may choose to take fewer courses. A minimum of one course per year is required to maintain candidacy. There is a six-year time limit from first attendance to completion of the degree program with no more than one year between enrollments. Failure to comply could result in the student being dismissed from the program. To be readmitted, a student must petition the Director of the program and is required to follow the rules, regulations and program requirements in effect at the time of re-admittance into the program.

ACADEMIC LOAD: The academic load is limited to 9 semester hours during any academic term.

RESIDENCY: There is a 42 credit hour residency requirement. This means that a minimum of 42 credit hours must be taken in the Quincy University program. The entire program must be completed within six years of date of first attendance. An extension may be granted for extraordinary reasons upon petition to the Director of Counseling and College Student Personnel Program.

CLINICAL EXPERIENCE: School Counseling, Clinical Mental Health Counseling, and College Student Personnel emphases require a 100-hour practicum and a 600 hour internship. It should be noted that these requirements represent minimum state licensure/certification requirements and are alone insufficient to meet criteria for a passing grade in the clinical experience courses. Passing scores for the clinical experience courses are determined by evaluating a multitude of factors, including but not limited to: clinical competency, adequate completion of coursework, demonstration of dispositional appropriateness, and adherence to professional ethical standards.

CONTINUING ENROLLMENT: The practicum/internship is typically completed over the source of 3 semesters (i.e., one semester of practicum and two semesters of internship). Students who do not complete the internship experience within the first 6-semester credit hours will be required to enroll in one additional credit of internship per semester until they have met requirements for completion. Contrarily, exceptions regarding students completing full-time internships in one semester may be made with approval from the Program Director.

REVIEW: At the successful completion of 4 courses, the faculty of the Counseling and College Student Personnel Program will assess each candidate as to their academic progress and their dispositions as a Counselor-in-Training or a Student Personnel Practitioner-in-Training. After the review, a candidate could be placed on probation and/or receive a "Corrective Action Plan" stating what actions need to be completed before continuing in the program. If a candidate's dispositions are assessed as inappropriate, he or she may be dismissed from the program.

FINGERPRINT CHECKS: All students in the school counseling program need to have two fingerprint checks, one in the first semester and the second immediately prior to the practicum.

SCHOOL COUNSELING TESTS: All students who wish to become school counselors need to take two tests offered by the Illinois State Board of Education. The first test (Test of Academic Proficiency) needs to be taken in the first year in the program and the second test (Counseling Content Test) must be taken prior to enrollment in a practicum or internship. If one has not passed both tests, he or she will not be allowed to graduate.

ADDITIONAL SCHOOL COUNSELING COURSEWORK FOR NON-LICENSED TEACHING CANDIDATES: The State of Illinois has made provisions for individuals who are not licensed teachers to become licensed school counselors. The specific courses that a student may be required to take will be decided in consultation with his or her advisor. Minimally, the areas that need to be covered are 1) special populations; 2) counseling school age populations; 3) classroom management and 4) school counseling related courses. All courses need to be taken at the graduate level unless permission to take courses at the undergraduate level has been received from the Counseling Program Director or the Dean of the School of Education.

GRADUATION:

A student becomes eligible for graduation upon:

1. The successful completion of a minimum of 48 semester credit hours (School Counseling and College Student Personnel) of graduate courses or 60 semester credit hours (Clinical Mental Health Counseling) of graduate courses as outlined with a cumulative grade point average of 3.0;
2. the successful completion of a practicum and an internship in his/her respective emphasis;
3. the successful completion of the comprehensive examination. Students are allowed to take the comprehensive exams 3 times before a plan of remediation will be required for them to continue in the program. Successful remediation plans will include written analysis of areas of deficit in comprehension and may include additional coursework.

Students must apply for graduation with the Registrar according to the Application for Graduation directions under Graduate Academic Policies. Students with six (6) or fewer credits to complete for their master's degree may participate in the May Commencement ceremony.

Note: The courses required for licensure or certification may change during a student's residency in the program. The new requirements may need to be met by the students. Generally, while a student cannot be required to take new courses that were not listed in the catalog at the time of admission or readmission, it may be in the best interest of the student to meet the new requirements.

Course Descriptions

MEC 500 Professional Orientation, Legal, and Ethical Issues in Counseling (3)

This course explores the professional identity of counselors, professional organizations, publication, school certification, and clinical licensure. The roles and expectations of counselors in various settings are examined. Students will also explore legal and ethical issues associated with the role of the professional counselor. Special attention will be paid to current ethical standards, ethical decision-making processes, and self-reflection regarding the effect of personal biases on the process of making sound ethical decisions.

MEC 505 Advanced Legal and Ethical Issues in Counseling (3)

The purpose of this course is to help students explore the complexity of ethical and legal considerations specifically related to the practice of counseling (e.g., confidentiality, professional liability, privileged communication, informed consent, etc.). Students will engage in ethical decision-making processes to derive solutions to counseling ethical dilemmas. Prerequisites: MEC 500, MEC 512, MEC 513, and MEC 521.

MEC 510 Introduction to Counseling Supervision (3)

The purpose of this course is to prepare counselors for future roles as effective supervisors in school and clinical mental health settings. Theories of counseling supervision and their applications to practice will be explored. Prerequisites: MEC 500, MEC 512, MEC 513, MEC 521, MEC 526, and MEC 580.

MEC 512 Counseling Theory (3)

This course provides an overview of current major theoretical approaches to counseling. Emphasis is on both theory and application. Methods of instruction include lecture, class discussion, readings, video, writing, case studies and role-playing. Having evaluated the philosophical assumptions about the human person underlying each theory, each student will be able to choose and critically integrate major counseling perspectives into his or her own personal approach to counseling.

MEC 513 Counseling Techniques (3)

The purpose of this course is to teach students basic counseling skills. The students will focus on developing and enhancing their skills to facilitate their ability to intervene effectively with their clients. Students will be encouraged to explore their own style of counseling and begin to integrate at least one theoretical orientation into their practice of counseling.

MEC 516 Human Growth and Development (3)

The purpose of this course is to review basic concepts pertaining to human development across the lifespan including characteristics of the physical, cognitive and psychosocial changes that occur from birth through adulthood. Research methods that underlie the empirical study of human development are presented. Historical and cultural perspectives on childhood, adolescence, adulthood and aging are reviewed.

MEC 517 Research Design and Statistics (3)

The purpose of this course is to engage students in the process of conceptualizing counseling research from inception through completion of a research study. Students will develop skills needed to analyze, evaluate, and generate counseling research studies. From the development of initial research questions to corresponding statistical analysis to research design, the promotion of students to become developers and critical consumers of counseling research will be a major focal point of the course.

MEC 520 Family Dynamics in Counseling (3)

The purpose of this course is to examine theories and practice of family counseling. Students will begin to develop skills in working with families. The special ethical and legal issues involved with family counseling will also be covered. Prerequisites: MEC 500, 512, 513, and 516 or consent of instructor.

MEC 521 Group Dynamics in Counseling (3)

As a result of this course students will develop an understanding of group dynamics and the roles of group members. Group leadership skills will be developed. The uses of groups in schools and community settings will be explored. Special attention will be paid to the use of groups with children and adolescents. Prerequisites: MEC 500, 512, 513 or consent of instructor.

MEC 526 Appraisal of the Individual (3)

The purpose of this course is to explore methods of assessing various attributes of a person. Methodology includes standardized assessment, measurements, individual and group testing, case studies, observations, interviews and rating scales. The course will focus on the development of a comprehensive framework for understanding the individual.

MEC 527 Social and Cultural Issues in Counseling (3)

This course will examine the nature of cross-cultural counseling. Students will be asked to engage in critical self, peer, and systems analysis in terms of counseling in a multicultural context. Topics such as racial identity development, oppression dynamics, various cultural movements in the profession, and counseling techniques most appropriate for specific cultures will be covered.

MEC 528 Lifestyle and Career Counseling (3)

The purpose of this course is to examine theories of career development and occupational choices. Areas to be included are theories of career choices, career and lifestyle developments, development and career choice, sources of information regarding careers and educational information and opportunities, resume writing and portfolio development. Prerequisites: MEC 500, 512, 513 or consent of instructor.

MEC 530 Counseling and the Creative Arts (3)

This course in intended as an introduction to integrating creative and expressive arts into counseling practice. Students will learn to utilize creative activities in various stages of the counseling process, including assessment, intervention, and outcome evaluation. Students will be given the opportunity to develop, present, and demonstrate therapeutic activities using the creative mediums of music, dance/movement, visual arts, literature, and drama. Special attention will be given to integrating creative activities into counseling plans in a way that is intentional, empirically supported, and developmentally appropriate.

MEC 531 Counseling Children and Adolescents (3)
The purpose of this course is to examine the various psychological problems of childhood and adolescents. Various developmental perspectives on child and adolescence growth and possible resultant difficulties will be discussed. Special attention will be paid to system and environmental issues. The students will develop counseling skills needed in working with children, adolescents and their families. Prerequisites: MEC 500 and 516 or consent of instructor.

MEC 540 Servant-Leadership and Advocacy in the Counseling Profession (3)
This course intends to provide opportunities for counselors-in-training to develop as servant-leaders within their chosen profession. Students will engage in community-based service activities, professional advocacy initiatives, professional leadership roles, and community development activities intended to promote an active service-oriented agenda befitting a professional counselor.

MEC 541 Substance Abuse Counseling (3)
The purpose of this course is to examine chemical, psychological and treatment aspects of drug use, abuse and dependency. The effects of substance abuse on family members will be discussed. Skills in assessment, diagnosis and treatment approaches will be developed during this course. Alternative perspectives on the etiology and treatment of substance abusing individuals will also be covered. Prerequisites: MEC 500, 512, and 513 or consent of instructor.

MEC 542 Trauma Across the Lifespan (3)
This course will introduce current theory and practice models related to trauma and crisis intervention. This course provides an overview of multi-system level definitions of trauma experience—historical, individual, interpersonal, family, organizational, community and global. It also examines various approaches to trauma response theory. It promotes the unique contribution Counselors have to offer through the lenses of strength, resiliency, and coping as well as commitments to multicultural and systems factors. The course will move from a macro to a micro level of understanding of trauma. It will look at trauma from different perspectives and will demonstrate why Counselors have been and will continue to be central professionals in helping traumatized individuals and groups.

MEC 545 Psychopathology (3)
The purpose of this course is to cover the etiology, diagnosis, treatment planning, and prevention of mental and emotional disorders and dysfunctional behavior. Models for assessing mental status and identifying abnormal, deviant or psychopathological behavior will be discussed. Focus will be placed on diagnostic categories currently identified in the DSM IV-TR. Prerequisites: MEC 500, 512, 513, 516 and 527 or consent of instructor.

MEC 546 Diagnostics and Treatment Planning (3)
In this course, students will learn how to utilize the Diagnostic and Statistical Manual of Mental Disorders (DSM) to develop diagnostic impressions and appropriate treatment plans to meet the needs of their clients. Students will also be introduced to psychopharmacology as it relates to specific mental disorders represented in the DSM. Prerequisites: MEC 545 or consent of instructor.

MEC 551 Advanced Counseling Theory Seminar (3)
This course serves as an advanced seminar in counseling theory. Students will have the opportunity to explore, in depth, a “school” of counseling theory that they believe best represents their own views of human development. Students, through experiential activities, will have opportunities to challenge their chosen theoretical orientation both in and out of class. Students will also be challenged to write professionally on topics related to their chosen theoretical orientation. Prerequisites: MEC 512 and MEC 513.

MEC 555 Counseling and Consulting in the Schools I (3)
The purpose of this course is to provide students with a broad overview of the school counseling profession, including the history of the profession, and the roles and functions of the professional school counselor. Students will study and understand the process of planning, developing, implementing, and evaluating school counseling programs that are comprehensive, preventive, and developmental in nature, data-driven, and responsive to the academic, vocational, and personal social needs of all students. Special emphasis will be placed on the components of the ASCA national model, including program foundation and systems for program management, accountability, and delivery. Multicultural considerations and legal and ethical issues will be addressed throughout the course. (Formerly MEC 515)

MEC 556 Counseling and Consulting in the Schools II (3)
This course is a continuation of MEC 555, and will serve as an advanced techniques course for school counselors-in-training. Particular attention will be paid to developing individual and group counseling techniques and processes, as well as consultation models and methods. Students will research and study issues common to K-12 students, as well as learn best practices for effective, developmentally appropriate intervention. Students will also be provided with experiential activities in the use of data and technology for assessing school/student needs, developing responsive programming and interventions, and evaluating outcomes. Multicultural considerations and legal and ethical issues will be address throughout the course. Prerequisites: MEC 513, MEC 521, or consent of instructor. (Formerly MEC 515)

MEC 560 Organizational Management and Leadership in Higher Education (3)
This course will examine issues related to organizational structure, concepts of management, and effective leadership styles within higher education. Significant focus will center on Servant-Leadership models within both public and private higher education settings. Additionally, significant attention will focus on the development of and reflection on personal leadership and management styles.

MEC 561 Student Development Theory and Action Research in Higher Education (3)
The purpose of this course is to introduce college student personnel trainees to concepts of student development theory and to integrate chosen theories into practice. Students will engage in action research projects designed to explore theories of student development via real-world implementation. Students will be expected to integrate concepts of traditional counseling theory (i.e., interpersonal and systems) with student development theory in order to focus on comprehensive student development and practice.

MEC 562 Contemporary Issues and Assessment in Higher Education (3)
This course will focus on contemporary issues in higher education along with focus on contemporary methods of assessment. The course will explore the latest trends, headlines, and assessment methods while exploring via inquiry, design, analysis, and evaluation the issues that currently affect the higher education landscape.

MEC 565 College Student Personnel Practicum (3)
This course will consist of supervised college student personnel experiences involving student affairs-related work with individuals and groups of college-aged students (traditional and non-traditional). In this 100-hour practicum experience, a minimum of 40 hours will involve direct service work with college-aged students. The remainder of the hours may include indirect site experiences indicative of other college student personnel professionals in higher education settings. Highly qualified college student personnel supervisors will provide field supervision of practicum students in the college student personnel emphasis. Prerequisites: all core counseling coursework completed or permission of Counseling Program Director.

MEC 566 College Student Personnel Internship (3)
This course is intended to provide advanced field training for college student personnel students in a setting specific to their chosen higher education-related emphasis area (e.g., student affairs, residence life, admissions, or other). Students are required to complete 600 clock-hours of internship with 240 hours (40%) of direct college student service. Higher education sites must be approved by the faculty supervisor of record. Only an approved highly-qualified college student personnel professional (typically with at least two years of higher education leadership/management experience) may provide supervision to college student personnel interns. Students typically take 3 credit hours of internship per semester. In extraordinary circumstances, up to 6 credit hours may be taken in one semester with approval of clinical faculty supervisor. Additionally, students may need to take additional internship credit hours should they exceed the typical two-semester time allotment due to lack of requisite hours or lack of demonstrated competency. Prerequisite: MEC 565.

MEC 570-2 Special Topics in Clinical Mental Health Counseling (1)
The purpose of special topics is to acquaint the students and community members with aspects of counseling to which students need exposure but the subject matter does not warrant a three-semester hour course. Some special topics in clinical mental health counseling have been Assertiveness Training, Human Sexuality and Evidence Based Practice. These topics may be repeated and/or new “special topics” may replace some of the titles listed. May be taken for a maximum of 3 credit hours.

MEC 575-7 Special Topics in School Counseling (1)
The purpose of special topics is to acquaint the students and community members with aspects of counseling to which students need exposure but the subject matter does not warrant a three-semester hour course. The content of each may be repeated and/or new "special topics" may replace some course content for a maximum of 3 credit hours. May be taken for a maximum of 3 credit hours.

MEC 580 Counseling Practicum (3)
This course will consist of supervised school counseling experiences involving counseling with individuals and groups of school-aged children or supervised clinical mental health counseling experiences involving interaction with individuals, families, or groups. In this 100-hour practicum experience, a minimum of 40 hours will involve direct service work with clients/students. The remainder of the hours may include indirect site experiences indicative of other professional counselors in that setting. Certified school counselors will provide field supervision of practium students in the school counseling emphasis. Licensed mental health professionals will provide field supervision of practicum students in the clinical mental health counseling emphasis. Prerequisites: all core counseling coursework completed or permission of Counseling Program Director.

MEC 590 Counseling Internship (1-3)
This course is intended to provide advanced clinical training for school and clinical mental health counseling students in a setting specific to their chosen counseling emphasis (i.e., school or clinical mental health). Students are required to complete 600 clock-hours of internship with 240 hours (40%) of direct client/student service. Clinical/school sites must be approved by the faculty supervisor of record. Only an approved certified school counselor may provide supervision to school counseling interns. Only an approved licensed mental health professional may provide clinical supervision to clinical mental health counseling interns. Students typically take 3 credit hours of internship per semester. In extraordinary circumstances, up to 6 credit hours may be taken with approval of clinical faculty supervisor. Prerequisite: MEC 580.

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Pastor, St. Augustine Catholic Church; Chaplain,
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Retired Senior Vice President, Business Affairs, Lake-Sumter State College

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Funeral Director, Hansen-Spear Funeral Home

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Professor Emeritus, St. Louis University School of Medicine

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Chief Executive Officer, Dot Foods, Inc.

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Quincy has easy access to Chicago, Indianapolis, Kansas City, St. Louis, and Springfield, Ill.

Amtrak, major highways and interstates, and a regional airport service Quincy, providing easy access by train, plane or car from Chicago, Indianapolis, Kansas City, St. Louis, and Springfield, Ill. Just south of the intersection of Southeast Iowa, Northeast Missouri and Western Illinois, Quincy is slightly over 100 miles from St. Louis and Springfield, Ill.

For travel information, call toll-free (800) 688-4295.

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