



2011–2012  
ACADEMIC CATALOG

# QUINCY

UNIVERSITY

QUINCY, ILLINOIS

2011-2012  
ACADEMIC CATALOG

# QUINCY UNIVERSITY

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



## **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](http://www.quincy.edu).**

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

## **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 Director of Human Resources is designated as the Program Officer responsible for coordinating and overseeing the Program. A detailed description of the program is available in the Office of Human Resources.

## **NON-DISCRIMINATION POLICY**

Quincy University is committed to providing equal opportunity to all qualified individuals in its employment and personnel practices and its admission, education programs and activities, and treatment of students. It does not discriminate against any person on the basis of race, religion, age, ethnic or national origin, gender, disability, veteran status, marital status, sexual orientation or political persuasion. Any grievances pertaining to discrimination should be directed to the Director of Human Resources.

## **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. Please refer to the Student Handbook for a more detailed explanation of University procedures. In addition, Section 510 of the Veterans' Education and Employment Act of 1976 (P. L. 94-502) provides that records and accounts of veterans and other students shall be available for examination by government representatives.

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217.222.8020  
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**Table of Contents**

<b>Academic Calendar 2011-2012</b> .....	3	Languages .....	114
<b>Mission And History</b> .....	4	Management Information Systems.....	116
<b>Accreditation And Memberships</b> .....	5	Mathematics.....	117
<b>Programs Offered</b> .....	5	Music.....	120
<b>General Information</b> .....	6	Nursing .....	125
<b>Academic Policies And Procedures</b> .....	7	Philosophy and Ethics .....	132
General Education Program .....	7	Physical Education.....	134
General Requirements For UG Degrees.....	8	Physics.....	139
Registration .....	11	Political Science .....	140
Evaluation/Grading .....	13	Pre-professional Programs	
Academic Honors .....	17	Pre-Actuarial Science .....	143
Academic Standing .....	18	Pre-Engineering.....	144
Special Credit Opportunities .....	19	Pre-Law .....	101, 140, 145
Special Study Opportunities .....	21	Pre-Professional.....	64, 146
<b>Academic Support Services</b> .....	25	Pre-Physical Therapy .....	54, 100
<b>Admission</b> .....	26	Psychology .....	147
<b>Financial Policies</b> .....	31	Science .....	151
<b>Financial Aid</b> .....	35	Sociology .....	152
<b>Student Life</b> .....	39	Special Education .....	153
<b>Curricula And Courses</b> .....	42	Sport Management.....	158
<i>Undergraduate Programs &amp; Courses</i> .....	43	Theatre .....	160
Art.....	44	Theology.....	162
Aviation .....	49	University Courses.....	166
Biology.....	53	Academic Success Skills.....	166
Business.....	57	Career Planning.....	166
Chemistry and Forensic Science.....	64	Early Exploratory Internships .....	166
Clinical Laboratory Science.....	66	First-Year Experience .....	166
Communication.....	68	Senior-Year Experience.....	166
Communication And Music Production...	73	Women's And Gender Studies .....	168
Computer Science .....	74	<i>Professional Degree Programs (PDP)</i> .....	169
Criminal Justice .....	77	Business Administration .....	171
Economics.....	80	Elementary Education.....	173
Education.....	81	Human Services .....	173
Education-Bilingual and ESL.....	86	<i>Graduate Programs</i> .....	175
Education Studies.....	88	Master Of Business Administration.....	176
Elementary Education.....	89	Master Of Science in Education .....	181
English .....	93	Chicago Education Programs .....	192
Entrepreneurship .....	98	Master Of Science in Education	
Exercise Science .....	100	in Counseling.....	196
History.....	101	Master of Theological Studies.....	202
Humanities .....	105	<b>Directories</b> .....	206
Human Services .....	107	Board of Trustees .....	206
International Business.....	110	Faculty & Professional Staff.....	208
Interpreter Training		<b>Index</b> .....	219
and American Sign Language .....	111	<b>Campus Map</b> .....	222

**Academic Calendar 2011-2012**

**Fall Semester 2011**

Aug. 19	Fri .....	New student (Freshmen and Transfer) Move-in day
Aug. 19-22	Fri-Mon.....	New students' orientation and testing
Aug. 21	Sun.....	Residence halls open for upperclassmen
Aug. 22	Mon .....	Faculty/student conference day; classes begin at 5:00 p.m.
Aug. 30	Tues.....	Late registration and add/drop period ends at 5:00 p.m.
Aug. 31	Wed .....	Courses dropped beginning this date receive grade of "W"
Sept. 5	Mon .....	Labor Day; no classes
Oct. 3-7	Mon-Fri.....	Franciscan Heritage Week (classes in session)
Oct. 12	Wed .....	Last day of classes for 1st 8-week courses
Oct. 13	Thurs.....	Last day of classes for 1st Professional Development Programs (PDP) Session
Oct. 13-14	Thurs-Fri.....	No classes except PDP/MBA
Oct. 17	Mon .....	First day of classes for 2nd 8-week courses and 2nd PDP Session; midterm grades due at 4:00 p.m.
Nov. 4	Fri .....	Last day to withdraw from courses (office closes at 4:30 p.m.)
Nov. 7	Mon .....	Registration for Spring Semester begins at 8:00 a.m.
Nov. 23-27	Wed-Sun .....	Thanksgiving Break; no classes
Nov. 28	Mon .....	Classes resume at 8:00 a.m.
Dec. 9	Fri .....	Last day of classes
Dec. 12-15	Mon-Thurs..	Final examinations
Dec. 16	Fri .....	Residence halls close at noon
Dec. 19	Mon .....	Grades due at noon

**Spring Semester 2012**

Jan. 8	Sun.....	Residence halls open at noon
Jan. 9	Mon .....	Faculty/Staff Conference day; classes begin at 5:00 p.m.
Jan. 16	Mon .....	Martin Luther King's Birthday; no classes, except PDP/MBA
Jan. 17	Tues.....	Late registration and add/drop period ends at 5:00 p.m.
Jan. 18	Wed .....	Courses dropped beginning this date receive grade of "W"
Feb. 20-21	Mon-Tues....	President's Day; no classes except PDP/MBA
Mar. 2	Fri .....	Last day of classes for 1st 8-week courses and for 1st PDP Session
Mar. 3-11	Sat-Sun.....	Spring Break; no classes
Mar. 12	Mon .....	Classes resume at 8:00 a.m.; first day of classes for 2nd 8-week courses and 2nd PDP Session; midterm grades due at 4:00 p.m.
Mar. 26	Mon .....	Registration for Fall Semester and Summer Sessions begin at 8:00 a.m.
Mar. 30	Fri .....	Last day to withdraw from courses
Apr. 6-8	Fri-Sun.....	Easter Break; no classes
Apr. 9	Mon .....	Classes resume at 5:00 p.m.
May 4	Fri .....	Last day of classes
May 7-10	Mon-Thurs..	Final examinations
May 11	Fri .....	Residence halls close at noon; senior grades due at noon
May 12	Sat.....	Baccalaureate
May 13	Sun.....	Commencement
May 14	Mon .....	Grades due at 12:00 noon.

## 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 1970. 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, 30 N. LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504 (800.621.7440). It is approved by the Illinois State Teacher Certification Board, 100 N. First Street, Springfield, Illinois 62707-0001 (217.782.4330), to offer education programs for elementary and high school teacher certification.

Quincy University is also a member of the American Council on Education, Association of Governing Boards, Council for Higher Education Accreditation, Council of Independent Colleges, National Association of Independent Colleges and Universities, Association of Catholic Colleges and Universities, Association of Franciscan Colleges and Universities, College Consortium for International Studies, the Associated Colleges of Illinois, the Federation of Independent Illinois Colleges and Universities, Association for Supervision and Curriculum Development, Illinois Association of Colleges for Teacher Education, Illinois Association of Teacher Educators, Illinois Association for Teacher Education in Private Colleges, National Association for Professional Development Schools, and the Council for Exceptional Children.

The University is approved by the State Approving Agency for educational assistance benefits to veterans and veterans' dependents and by the Immigration and Naturalization Service of the U.S. Department of Justice.

## Programs Offered

### UNDERGRADUATE PROGRAMS

#### Bachelor Degree Curricula:

Accounting	Computer Information Systems	Marketing
Art - Graphic Design	Computer Science	Mathematics
Aviation	Criminal Justice	Music
Aviation Management	Education Studies	Music Education
Biology	Elementary Education	Nursing
Biological Sciences	English	Physical Education
Business Administration	Exercise Science	Political Science
Chemistry	Finance	Psychology
Clinical Laboratory Science (Medical Technology)	History	Special Education
Communication	Humanities	Sport Management
Communication and Music Production	Human Services	Theology and Philosophy
	Interpreter Training Management	

#### Associate Degree Curricula: Non-Degree Curricula:

Aviation	American Sign Language	Management Information Systems
	Bilingual Education Certification	Philosophy and Ethics
	Coaching Specialties	Physics
	Economics	Reading Endorsement Science
	Entrepreneurship	Secondary Education Certification
	ESL Education Certification	Sociology
	Forensic Science	Theatre
	Languages - French, German, Latin, Spanish	Women's and Gender Studies
	International Business	
	Also see <b>Contract Major</b> , p. 21.	

### GRADUATE PROGRAMS

Master of Business Administration	Master of Science in Education in Counseling
Master of Science in Education	Master of Theological Studies
Master of Science in Education - Alternative Certification (Chicago only)	

## 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 locations include off-campus programs in Chicago and Springfield, Ill.

Main Campus offers a combination of simplistic living, modern technology, and natural beauty. The classic architecture of the main academic building, Francis Hall, includes high ceilings, tall windows with stained glass art, gorgeous woodwork, a Tower and chapel. Stained glass windows were recently installed on all four sides of the Tower and are lit at night. An adjoining building houses the main chapel, St. Francis Solanus Chapel, adorned in Romanesque-style art and two smaller chapels; the Blessed Sacrament Chapel and San Damiano All-Faiths Chapel.

North Campus also houses academic classrooms, and music and science facilities, auditorium, and the soccer and softball athletic fields. QU Stadium, which houses the baseball and football fields, 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 45,000, 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, and nature. 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 an extensive print collection. 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 200,000 volume print collection is an extensive 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.

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 QU 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.

### HEALTH AND FITNESS CENTER

The Health and Fitness Center features 3 multipurpose gymnasium courts, 2 racquetball/handball courts, 6-lane intercollegiate swimming pool and whirlpool, elevated running/walking track, a fitness room with 36 Flex and Paramount machines, Iron-Grip plates, and other accessories, an aerobics/dance/karate studio, and cardio area featuring a Cardio Theatre and 17 cardio machines. The center also offers a variety of fitness classes and personal trainers.

### STUDENT ADVISEMENT

Because proper guidance is central to a fine education, Quincy University stresses that next to teaching is the academic advisement of students. Each first-year student is assigned to an academic advisor who participates in the First-Year Advising Program. All full-time students with a declared major are assigned to faculty advisors with whom they plan their degree programs.

### WQUB-FM

WQUB-FM is the public radio for the tri-state area. A full member of NPR, an affiliate of Public Radio International (PRI), and supported in part by the Illinois Arts Council, the normal broadcast day begins with Morning Edition and the evening ends with alternative music shows programmed and hosted by students of Quincy University. From midnight until 5:00 am, BBC World Service Network is broadcast. WQUB broadcasts on the 90.3 FM channel all-year round and features local news from WGEM, an NBC-affiliate. As an HD Radio Station, WQUB offers three digital channels: the regular program on HD1, Jazz Works on HD2, and BBC World Service on HD3. Physically challenged listeners have access to a special channel for a newspaper reading service. QU students actively participate in station activities as student broadcasters, work-study employees, communication interns and volunteers. Operated from WGEM studios in downtown Quincy, WQUB's office and programming studios are located on campus where students can receive real-world training in radio broadcasting.

## Academic Policies and Procedures

### GENERAL EDUCATION PROGRAM

The General Education Program (GEP) at Quincy University provides the foundation for a liberal arts education. The GEP includes a "core" curriculum of 21 hours that is important in giving QU a special identity; the GEP Core courses are those that particularly support our mission – providing students with a clear sense of ethical and spiritual identity, and strong communication skills – so students can work towards the "transformation of the world." Because students will take these Core courses during the years specified, the classes and conversations about them help provide a shared and continuing liberal arts experience. Courses marked by the asterisk are the "Core" and should be taken during the year specified. Because of the foundational nature of the classes, it is recommended that 100-level and 200-level courses in the GEP 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. Except for courses in the Core and the physical education requirement, students may take a higher numbered course to fulfill the general education requirement.

#### Goals of the GEP

1. Students encounter a variety of aesthetic experiences and demonstrate that they have the tools with which to think critically about them;
2. Students demonstrate that the learned skills of each QU student include critical thinking and problem solving;
3. Students demonstrate that their learned skills include effective written and oral communication;
4. Students demonstrate that they meet the standards of information literacy as defined by the Association of College and Research Libraries;
5. Students demonstrate growing leadership capabilities, team working and team building skills that will prepare students for ethical lives of responsible leadership and service in an increasingly complex professional and personal world;
6. Students demonstrate familiarity with cross-cultural studies that make students aware of a global culture marked by racial, ethnic, gender and regional differences;



**F. Electives:**

At least 27 elective hours must be taken outside the course code designation(s) of the major.

Minimum for Electives: 27 hrs.

**G. 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. 21 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 124 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 QU.
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 3 hours of theology or 6 credit hours of theology taken elsewhere.
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. For an associate degree (A.A. or A.S.), a student must:**

1. Complete satisfactorily a minimum of 64 semester hours including all the general education courses listed on pp. 8-9 except for SYE 400 and requirements listed under Year 3 or 4.
2. Complete an approved emphasis area of 15 semester hours.
3. Earn at least 18 hours in residency at Quincy University including the last 15 semester hours.
4. Declare in writing the intention to earn an associate degree at least one full semester prior to completion.

**III. QUALITATIVE REQUIREMENTS FOR UNDERGRADUATE DEGREES**

To earn an undergraduate degree at Quincy University, a student must:

- A. Offer a minimum cumulative grade point average of 2.0 (a "C" average).
- B. Achieve a minimum 2.0 cumulative average in the major area of concentration and minor emphasis, if applicable.

Each school or division has the right to accept or reject courses in the major or area of concentration in which "C-" or lower grades have been earned.

**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, p. 29. Beginning 2010-2011, the official catalog can be found online at [www.quincy.edu](http://www.quincy.edu).

**V. APPLICATION FOR GRADUATION**

Candidates for degrees should file an **Application for Graduation** with the Office of the Registrar. May and August degree candidates must file no later than midterm of the Fall Semester in the academic year in which they expect to graduate. December degree candidates must file no later than midterm of the prior Spring Semester. 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**

Students with six (6) or fewer credit hours to complete in their undergraduate baccalaureate degree may participate in the May commencement ceremony. 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 students who have yet to complete student teaching and the associated seminar in the teacher education program 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.

**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 written approval 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 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.**

**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 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 in the Office of the Registrar by completing the proper forms.

**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 semester or the 6th week of an 8-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, p. 16. 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 Office of the Registrar 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, p. 16, Refunds: Tuition, p. 34, and Title IV Student Financial Aid, p. 34. 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 and graduate 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.
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 on p. 17; 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 on p. 12.
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.

**GRADUATE PROGRAMS**

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 "I" 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 on p. 17; 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 on p. 12. 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*.

**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. General Education Program (GEP)
  - b. Degree programs
- D. The Institution

Additionally, the QU 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 QU'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 three weeks 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 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.

**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.**

**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 QU students are expected to maintain a QU e-mail account and are responsible for any deadlines or action communicated through electronic mail. All students are automatically given a QU e-mail account. Students must go to the Computer Center (FRH 134) to pick up their password needed to access their account.

**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, the instructor may elect to give a grade of "Incomplete."

"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 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."

**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 general education 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.**

**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 QU 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.

**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 QU for at least 12 A-F graded semester hours to be included on the Dean's List for any given semester.

Once each year the Vice President for Academic Affairs selects top ranking students for inclusion in the **National Dean's List**, a register of outstanding students from across the nation. To qualify for nomination, students must have cumulative grade point averages of 3.8 or higher.

**GRADUATION WITH HONORS**

Students who maintain cumulative grade point averages of at least 3.4 on **all** courses completed for a baccalaureate degree are 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

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 3.40 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 and at other colleges attended.** 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 four-year institutions. 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* and *Magna Cum Laude* honors will receive silver and gold cords, respectively.

Students receiving master or associate degrees are not eligible for graduation with honors.

**ACADEMIC STANDING**

Academic standing at Quincy University is based on the student’s term and/or cumulative grade point average in residence. The grade point average (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 scale, p. 13). The chart below shows the minimum requirements for Good Standing. A student who falls below the level of academic probation is subject to suspension from the University.

Year of Attendance	After the	Good Standing	Academic Probation	Academic Suspension
First Year	1st Sem.	2.00 or above	1.99-1.50	below 1.50
	2nd Sem.	2.00 or above	1.99-1.60	below 1.60
Second Year	1st Sem.	2.00 or above	1.99-1.70	below 1.70
	2nd Sem.	2.00 or above		below 2.00
Third Year	1st Sem.	2.00 or above		below 2.00
	2nd Sem.	2.00 or above		below 2.00
Fourth Year	1st Sem.	2.00 or above		below 2.00
	2nd Sem.	2.00 or above		below 2.00

- A. Normally, students must maintain a 2.0 cumulative grade point average to be in good standing; however, an extremely low term grade point average may result in academic probation or a warning.
- B. Students whose cumulative grade point average falls below a 2.0 will be placed either on academic probation or on academic suspension according to their cumulative grade point average 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 suspension 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, p. 37.)

- 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. [Clarification] For the purpose of participation in extra-curricular activities, including inter-collegiate 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 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 SUSPENSION**

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 suspended 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 suspension from the University is final.

A student who has been suspended 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 SUSPENSION**

Students who violate university policies and regulations governing conduct and behavior are subject to probation, temporary suspension, or suspension through action of the Vice President for Student Affairs. Policies addressing student behavior and the review procedure are set forth in the *Student Handbook*, which is online at [www.quincy.edu/CampusLife/handbook/index.php](http://www.quincy.edu/CampusLife/handbook/index.php).

**SPECIAL CREDIT OPPORTUNITIES**

In addition to the accredited courses listed in this catalog in the section Curricula and Courses (p. 42), Quincy University will accept a combined total of 40 semester hours of credit from nontraditional sources. The following credit opportunities are available:

**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.

### **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 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. Students may find a CLEP test examination center location and other testing information at <http://clep.collegeboard.org/students>.

### **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 the Professional Degree 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 Academic Affairs Office. 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.

### **MILITARY CREDIT**

Students who have been on active duty in the military will be granted three hours of elective physical education credit for their service. Students need to submit valid discharge paperwork from the military to the Office of the Registrar to receive this credit. Quincy University is supportive of students in the military as a member of the Service Members Opportunity Colleges (SOC).

### **PRE-COLLEGE CREDIT PROGRAMS**

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

## **SPECIAL STUDY OPPORTUNITIES**

### **BUSINESS CERTIFICATE PROGRAM**

In response to the dynamics of today's market place, and to increase options for students in program selection, Quincy University offers a Business Certificate Program. Through this program a student completes requirements for one of the traditional liberal arts or sciences degrees and concurrently completes coursework in accounting, business, and economics. Both the degree and the certificate are indicated on the student's transcript. Students interested in the Business Certificate Program should see p. 59 for details.

### **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 Dean of Academic Support Services, 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, chair or 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 on p. 10.

### **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 Chair or 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.

### **EARLY EXPLORATORY INTERNSHIP PROGRAM**

The Early Exploratory Internship Program is a unique Quincy University opportunity for students. Through a combination of state grant funds from the Illinois Cooperative Work Study Program of the Board of Education, and the cooperation of businesses and agencies, students can gain pre-professional experience in fields of interest. The program is designed for first and second year students, and like the Field Experience in Education, offers students the chance to explore off-campus business and technical options related to their academic fields. The program allows students a maximum of fifteen hours per week paid employment. A Faculty Advisor coordinates the program, which is open to students with a cumulative grade point average of 3.0 or higher by application. Students must be Illinois residents to participate. See p. 166 for courses. Students may take courses in the INT 180-480 sequence for credit. These courses are designed to make possible better career choices and greater dedication in the classroom as a consequence of an improved sense of direction.

### **THE HONORS PROGRAM**

The Honors Program provides an academically challenging course of study which adds an interdisciplinary dimension to a student's major field. Honors students and faculty pursue the University's mission to heighten students' educational experience, to prepare them for leadership, and to build relationships with faculty and each other. The Honors Program promotes academic excellence through critical thinking, original research, exceptional writing, and public presentation of

scholarship. It creates a shared experience in an intellectual community and prepares students for a life of service and leadership.

**Admission to the Program.** Participation in the University Honors Program is voluntary. Entering freshmen, current students in their first year of study, and transfer students are eligible for the program. The Honors Committee will give priority to entering freshmen who have a composite ACT of 27 and a high school grade point average (GPA) of 3.5. The Honors Committee may also invite qualified first-year students and transfer students to join the program. A student must complete at least 60 hours at Quincy University in order to graduate with the title of Honors Scholar.

**Program Requirements.** The Honors Program is University-wide rather than departmentally based. Honors courses apply toward graduation in one of three ways: to fulfill a general education requirement, to serve as an elective, or to apply as a major course within a discipline. Honors students may not take more than six hours of Honors coursework in any semester unless they are pursuing Distinguished Honors and choose to enroll in HON 498, Honors Research. Honors students may take 19-22 total hours per semester without incurring additional tuition charges (see p. 31). Students must complete 18 hours in the Honors Program to receive Honors Scholar recognition. Honors courses fall into two categories:

#### **General Education Classes**

Honors students will take 2 general education classes (normally 6 credit hours) that have special Honors status. First-year students will enter the university curriculum as a group, sharing a common experience in one general education class in the fall and another in the spring.

#### **Honors Electives**

Honors faculty offer special, upper-level, limited-enrollment courses that build intellectual skill and promote in-depth or interdisciplinary inquiry. Students will complete 12 credit hours of honors electives over their course of study in the Honors Program.

Students may take one non-Honors course for Honors elective credit. To receive Honors credit the student must acquire and complete a Directed Studies form from the Honors Program Director or Office of the Registrar. Students and the instructor should indicate how the class will meet the standards of the Honors Program. This may include additional readings, presentations, research, writing, lab work, service, and/or performances.

#### **Distinguished Honors Scholar**

Students wishing to earn the distinction of Distinguished Honors Scholar must complete and make a public presentation of an honors thesis (HON 498).

Students interested in the Honors Program should contact its director and acquire the Honors Handbook, which provides a comprehensive guide to the program.

### **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**

Quincy University encourages qualified students to enrich their education with an international study experience. The Dean of Academic Support Services 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 GCCS (G:) designation, and will not need to take a Global Studies course to complete this requirement.

- ☐ **College Consortium for International Studies** - Through our membership in this consortium, QU students may enroll directly at Quincy University and participate in 96 different

academic programs in 31 countries. Students may study in Argentina, Australia, Austria, Belize, Bulgaria, Canada, Chile, China, Costa Rica, Czech Republic, Denmark, Dominican Republic, Ecuador, England, France, Germany, Greece, India, Ireland, Italy, Japan, Mexico, Morocco, Netherlands, New Zealand, Northern Ireland, Peru, Russia, Scotland, Spain, and Switzerland. 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, Greccio, Vatican City, and Rome. Students earn six 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.
- ☐ **Regent's College in London** - As a result of a consortial agreement with Regent's College, several Quincy University students study in London each year. Students enroll directly at Quincy University and complete their coursework in London.
- ☐ **Loyola University Rome Center** - Our longstanding relationship with the Rome Center enables students to study in Rome for a semester or a year. Students must be accepted and register with the Loyola Rome Center and transfer credit back to Quincy University upon their return.
- ☐ **American University in Rome** - Through the University's agreement with the American University in Rome, a group consisting of one Quincy University faculty and at least 10 students will spend the month of June studying at the American University in Rome. Students will earn 3 hours of academic credit by enrolling in a course taught by the Quincy University faculty member and an additional 3 hours of academic credit in a course taught by an American University in Rome faculty member. This experience will be offered each summer during the month of June.

### **MINOR**

Although a student does not need a minor to graduate, a student may select a **minor** or secondary area of emphasis. If not stated in the catalog, the **minor** is worked out with the appropriate faculty or department and 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. 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.

Declaration of a **minor** should be filed with the Office of the Registrar no later than the end of the junior year (or before completion of 86 semester hours).

### **PRACTICUM / INTERNSHIP**

These experiences may take a variety of forms but are designed to provide students with the opportunity to gain practical knowledge about their field of interest in a professional atmosphere. Typically these experiences involve observing and providing assistance to a practicing professional. The work is supervised and evaluated in conjunction with an on-campus coordinator and a designated individual in the agency, institution, or business organization providing the experience.

**Practicum** experiences are normally performed on or in close proximity to the campus and usually are done on a part-time basis while the student is enrolled full time in coursework. One semester hour of academic credit is granted for each 50 hours of field experience.

**Internships** normally take place away from the campus involving students full time while taking no or limited coursework. Credit ranges from .5 to 12 hours.

No more than 9 hours in practicum/internship credit from whatever source(s) may apply toward the basic 124-hour degree program.

Both of these experiences require approval of the appropriate Chair or 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 determined by the school or division. With the exception of 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 at the time the experience takes place. A special tuition rate applies for students enrolled in more than 18 hours during the academic year, for part time students, or those enrolled during the summer. (See p. 31.)

See individual discipline policies governing the application of practica and internships in the major program.

See p. 21 for explanation of Early Exploratory Internship 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 Chair or Dean. In general, research opportunities are only available for junior and seniors.

### 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](http://www.quincy.edu) under Registrar.

### TEACHER EDUCATION PROGRAM

The University has a long tradition of preparing teachers for elementary and secondary schools. Students seeking certification at the elementary and secondary levels are immersed in the public and parochial school setting beginning with their pre-professional education courses. A professional development school model of instruction onsite in these settings allows prospective teacher candidates to work in K-12 classrooms throughout each semester and gives them the opportunity to observe, mentor, tutor, and provide both small- and large-group instruction in authentic settings. The rich school resources of the entire Quincy Area are available to students for field experience and student teaching assignments. Students seeking certification also have available on campus a reading center which offers excellent clinical experiences for potential teachers. The University offers an Audio-Visual Center and an Instructional Media Center which provide extensive materials and resources.

Teacher candidates are evaluated at benchmarks throughout the teacher education program using outcome-based assessments of both academic and disposition performance. Satisfactory performance on these assessments ensures that all teacher candidates will meet Illinois State Certification Standards.

Candidates in the School of Education may be removed from the program as a result of inappropriate disposition(s) at any point in their program.

### 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 Support Services

The Office of Academic Support Services offers a variety of assistance to enhance the quality of students' undergraduate experience. Together with the Career Services Center, programs in six major areas are provided: Student Advocacy, Academic Advising, Learning Enhancement, Career Development, Disability Services, and International Study.

### STUDENT ADVOCACY

Members of the Academic Support Services Staff function as student advocates, providing a place for students to come for assistance in resolving problems and concerns. Any time a student encounters academic or personal difficulty, a staff member is available to listen and help.

### LEARNING ENHANCEMENT

A variety of programs are provided to help students develop their abilities to learn and make the most out of the academic opportunities at Quincy University. Some specific programs are:

- ❑ **Study Skills Support** - Students who wish to improve their grades can receive one-on-one study skills assistance. Students work with a counselor to develop individualized time management and study plans. Workshops on test anxiety, essay exams, note taking, time management, and other study topics are also offered. Students conditionally admitted to the University or on academic probation are required to participate in academic success courses. Academic success courses are open to all students.
- ❑ **Tutoring** - Quincy University provides free tutoring services to students for all courses. Tutoring occurs on an individual basis and in special study groups developed for specific courses. The Learning Resource Center, located in Francis Hall, is the central location on campus for all tutoring. Tutors staffing the Center are available to assist in all subject areas and courses. Writing lab tutors can help students with writing assignments in any course subject, in any stage of the writing process. In addition to having computer stations available to all students for academic work, technology is available to assist students with learning and physical disabilities. The Center also contains a Supplemental Instruction classroom for peer-facilitated study sessions in particularly challenging courses and a variety of print and technological resources to aid students in the learning process.
- ❑ **Disability Services** - Students with documented physical or learning disabilities receive assistance in arranging the necessary accommodations for their participation in life at the University. Office staff work with the faculty to provide appropriate learning and testing conditions. A recent diagnosis with needed accommodations specified from a professional in the field is required.
- ❑ **Advising Program** - Each new student is provided a faculty or administrator as an advisor. Advisors receive special training in working with college students on issues such as academic success, selecting a major, and adjusting to college.
- ❑ **Learning Communities** - Learning Communities are an opportunity for students in similar majors to live and learn together, take courses together, and take advantage of study groups for those classes in the residence halls. This program increases student performance by increasing their involvement on campus and helping students form social networks among their peers.

### CAREER DEVELOPMENT

The Career Services Center provides career assistance from the initial steps of selecting a major to helping find a job after graduation. Counselors provide individualized help to students and alumni.

- ❑ **Career Information** - A career library allows students to explore current information on careers, job outlook, and salaries. "Focus" career guidance software is available to assist students in making career decisions and obtaining a variety of career information.

- ❑ **Placement Services** - During the school year, the Center schedules interviews with recruiters from businesses, school systems, graduate and professional schools, and various governmental agencies. The center also assists students in securing part-time and summer employment. Since assistance in securing employment is also extended to alumni, permanent credentials are kept on file for each senior who completes a placement file. Assistance is also provided in developing resumes, cover letters, and professional portfolios.
- ❑ **Internships** - The Center can help students find practical or job related experiences which will supplement their learning. The Center houses the best information on local and national opportunities. The Quincy area provides many opportunities for students to explore career choices and develop marketable skills. Our local community provides opportunities for all our majors.
- ❑ **Undeclared Majors Program** - Students who have not yet declared a major or who are uncertain about their choice of major may work either individually or in groups with a counselor. Students are guided through a series of activities that allow them to explore their interests and skills and find majors and careers that correspond to them. Two classes, CDE 110 Career Development, and CDE 120 Career Planning, and access to career exploration software, "Focus," are also provided.

## Admission

The purpose of the Admissions Office is to shape the community of Quincy University. That starts by identifying students whose academic abilities and preparation suggest they will be successful in a challenging academic program. Because 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 happy 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 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](mailto:admissions@quincy.edu)  
 Website: [www.quincy.edu](http://www.quincy.edu)

As a Franciscan university, we welcome diversity and subscribe to the equal opportunity mandates of the federal government. Admission is granted without regard to race, religion, age, ethnic or national origin, gender, disability, veteran status, marital status, sexual orientation or political persuasion. We also adhere to the statements of ethical recruiting practices adopted by the National Association of College Admission Counseling.

### Admissions Process

Quincy uses a rolling admissions process 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 admission by submitting a \$150 enrollment deposit. This is not an additional cost and will be deducted from the initial billing statement.

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

Although most new students start at Quincy 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 May.

### FRESHMAN ADMISSION

All applicants must submit the Application for Admission, an official high school transcript and official test scores from either ACT or SAT. (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 does not set arbitrary 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. 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. 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.

Students are accepted for admission contingent on the successful completion of their senior year. 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 Quincy University Application for Undergraduate Admission showing all institutions previously attended, a \$25 application fee, and a written essay or personal statement. (Application fee is waived when applying online.)
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 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 a \$150 enrollment deposit has been submitted. This is not an additional cost and will be deducted from the initial billing statement.

Transfer students with fewer than 24 semester hours of credit (36 quarter hours) must also submit an official copy of their high school transcript for evaluation and consideration.

Students who have completed six or fewer semester hours (or nine quarter hours) of college/university credit are considered to be entering freshmen and not transfer students.

**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 subject to the policy stated on p. 17.

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

1. Students who have earned the Associate in Arts or Associate in Science degree in a baccalaureate transfer program from a regionally accredited college will have satisfied all Quincy University freshman and sophomore general education requirements with the exception of six hours in Theology. **Note:** Students must also complete the 300-400 level Ethics and Global/Cross Cultural Studies courses in the Core Curriculum as well as meet the specified Writing-Enriched and Service Learning requirements and SYE 400 Senior Year Experience (see pp. 8-9).
2. Students who have taken general courses at a community college or who have completed a nonbaccalaureate transfer program (such as the Associate in Applied Science degree) and then transfer to Quincy University must fulfill the general education 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. **However, in determining Graduation with Honors, all college work wherever taken is considered if the student meets the minimum QU GPA requirement for Graduation with Honors.** (See Graduation with Honors, p. 18.)

Quincy University may accept transfer courses from an institution not regionally 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 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 participating institution, QU both offers and 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](http://www.itransfer.org).

Applicable IAI codes for approved QU courses can be found at the end of individual course descriptions starting on p. 45.

**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, 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, p. 19.

### **INTERNATIONAL STUDENT ADMISSION**

Quincy University is approved by the Immigration and Naturalization Service of the U. S. Department of Justice 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 April 1 for Fall semester and by September 1 for Spring semester:

1. A completed and signed Quincy University Application for Undergraduate Admission, including a \$25 application fee.
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 for undergraduate and 550 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. 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.

The University has a health insurance policy designed specifically for international students. All international students are required to participate in the program.

Upon arrival, international students must understand that because of varying educational standards, they are subject to examination and evaluation at the discretion of University officials to assure proper placement in classes. All entering international students will be required to take the Nelson Denny reading examination and also write a short essay in English before they are allowed to register for classes.

### **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, p. 11. Leave of Absence forms are available in the Registrar’s Office.

Students wishing to return following an academic or disciplinary suspension 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, 4 programs – Music, Nursing, PDP, 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 certification program prior to the beginning of their junior year. This approval is based upon previous grades, coursework, and clinical experiences. For Nursing program admission requirements, see p. 125.

**GRADUATE ADMISSION**

Graduate students are admitted to Quincy University as degree-seeking graduate students. In making decisions for graduate admission, Quincy University takes into consideration an applicant’s previous college or university coursework, work experience, positive recommendations, test scores and an applicant’s personal statement.

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. Candidates with a minimum cumulative undergraduate GPA of 3.0 on a 4.0 scale may be considered for full admission. In some instances, candidates with GPA’s lower than a 3.0 may be considered for conditional admission.

Candidates must submit the following items to be considered for acceptance:

- a completed application form with the nonrefundable application fee of \$25;
- a current résumé; and
- official transcripts from each college and/or university attended

These items are University-wide requirements for every program. Individual graduate programs vary in their requirements for standardized test scores, personal statements, interviews, work experience, or other criteria. For detailed information, students should consult the catalog section for the School or program to which they are applying.

Unless otherwise noted, students are admitted on a full- or part-time basis for the fall, spring, and summer semesters.

**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 the Quincy University 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 institutional financial aid. A non-degree seeking application may be obtained through the Office of Admissions. Non-degree seeking students must submit an official high school or college transcript.

**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 Undergraduate 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.

**DUAL-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 guidance counselor to the Office of the Registrar.
- ❑ **College Students** - Candidates must submit a completed Application for Undergraduate Admission and official copies of their transcripts from all colleges/universities attended.

**Financial Policies 2011-2012**

**STUDENT EXPENSES**

Listed below are the charges for educational services provided by Quincy University for academic year 2011-2012 tuition and fees. All amounts are subject to change without prior notice as circumstances dictate.

**ADMISSIONS FEES**

Undergraduate Application Processing Fee (nonrefundable).....	\$ 25.00
Graduate Application Processing Fee (nonrefundable).....	\$ 25.00
Enrollment Deposit .....	\$ 150.00

The Enrollment Deposit is a nonrefundable advance payment and is required of all first-time students to reserve a place in the entering class. This is not an additional cost of attendance and will be applied to the initial tuition statement issued by the Business Office.

**TUITION (per semester - fall and spring)**

Full-time students (12 to 18 traditional undergraduate hours) .....	\$ 11,670.00
For hours above 18, \$330.00 per each additional hour will be charged.	
Co-curricular courses (band, chorus, student publications, etc.) are not subject to this charge.	
For students in the Honors Program, there is no additional charge for 19-22 hours.	
Part-time students per semester hour (traditional undergraduate).....	\$ 565.00
PDP courses, per semester hour .....	\$ 330.00
Audit courses (undergraduate or graduate), per semester hour .....	\$ 330.00
Audit courses (undergraduate or graduate), senior citizens .....	\$ 105.00
(62 years of age or older) per semester hour	
Senior citizens (62 years of age or older), per semester hour (undergraduate) .....	\$ 105.00
Graduate courses, MBA, per semester hour .....	\$ 490.00
Graduate courses, Education, per semester hour* .....	\$ 380.00
Graduate courses, MTS, per credit hour .....	\$ 380.00
*Chicago Education Graduate/Alternate Certification Program ..... per contract rate	
Undergraduate Practicum/Internship Credit .....	\$ 150.00
(for hours over 18 or for part-time students or during the summer, per credit hour)	

**Note:** Please contact the QU Business Office for summer tuition rates.

## FINANCIAL POLICIES

### EDUCATIONAL SERVICE FEES

Art Studio, per course, per semester .....	\$ 35.00
Aviation Flight Fee .....	starting at \$ 4,000.00
Clinical Laboratory Fee, per semester .....	\$ 75.00
Education materials, per course, per semester .....	\$ 5.00 to \$ 30.00
Fee for Out-of-Quincy Area Student Teaching Supervision .....	\$ 1,000.00
Applied Music and Piano Lab, per semester hour .....	\$ 170.00
Photography and Printmaking, per course, per semester .....	\$20.00 to \$ 145.00
Sciences, laboratory courses, per semester .....	\$ 50.00
Physical Education, per course, per semester .....	\$ 10.00 to \$ 30.00
CARE credit, per credit hour .....	\$ 150.00
Dual Credit, per credit hour .....	\$ 150.00
Dual Credit, on QU campus, per credit hour .....	\$ 130.00
Online Course Fee per course (in addition to normal credit hour fee) .....	\$ 175.00
Education Mentoring Fee .....	per contract rate

**Note:** Additional fees may be added as needed.

### OTHER STUDENT FEES

General Fee (required of all full-time, traditional undergraduate students), .....	\$ 400.00
per semester	
General Fee (part-time undergraduate, PDP, and graduate) per credit hour .....	\$ 15.00
Graduation Application Fee (non-refundable) .....	\$ 125.00
Graduation Application Late Fee (non-refundable) .....	\$ 100.00
Graduation Reapplication Fee (non-refundable).....	\$ 200.00
New Student Orientation Fee .....	\$ 135.00
Bookstore Charge Fee.....	\$ 5.00

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

### HOUSING (ROOM) FEES

Helein Hall, per semester.....	\$ 2,720.00
Friars' Hall, per semester.....	\$ 3,240.00
Padua Hall, per semester .....	\$ 3,050.00
Willer Hall per semester.....	\$ 2,655.00
Garner Hall, per semester .....	\$ 2,490.00
University houses, per semester (includes \$350 flex) .....	\$ 3,050.00
Apartments, per semester (includes \$350 flex) .....	\$ 3,800.00
Student Living Center, per semester (includes \$350 flex).....	\$ 4,050.00
Guest fee, per night, per person.....	\$ 25.00
Single room charge, per semester extra .....	\$ 750.00
Residential Activity Fee, per semester .....	\$ 15.00
Summer Housing, per week .....	\$ 140.00

On-Campus housing will be closed during Thanksgiving, Christmas, and spring vacations. Special on-campus housing may be arranged through the Office of Student Affairs during these vacations.

### DINING (BOARD) FEES

All students residing in campus housing must purchase a basic meal plan based on eligibility as noted below:

Basic Meal Plans	
Tower Plan (per semester) (all students) .....	\$ 2,605.00
Hawk Plan (per semester) (all students) .....	\$ 2,105.00
QU Plan (per semester) (2nd year students and above) .....	\$ 1,655.00
Gold Plan (per semester) .....	\$ 920.00
(commuters, on-campus apts/houses, or Sr. class standing + 3 yrs. on campus)	

## FINANCIAL POLICIES

Open Plus Plan (declining balance) minimum .....	\$ 50.00
Additional amounts available in \$10 increments.	

### OTHER FEES

Late Payment Fee .....	\$ 200.00
Invalid check service charge (plus suspension of check cashing privilege).....	\$ 25.00
Late registration (for registration after the end of the add/drop period) .....	\$ 75.00
Parking violation - on-campus .....	\$ 15.00 to \$ 250.00
Replacement of I.D. card (each) .....	\$ 20.00
Transcript Fee .....	\$ 5.00

### ESTIMATED EXPENSES FOR AN ACADEMIC YEAR (2 SEMESTERS)

Tuition and Fees .....	\$24,140.00
Books (estimated average) .....	\$ 1,250.00
Room and Board (average) .....	\$ 9,420.00
Total .....	\$34,810.00

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.

### PAYMENT OF TUITION, FEES, AND EXPENSES

All student accounts must be settled in full at the Business Office on or before August 1, 2011, for Fall 2011 semester and January 3, 2012, for Spring 2012 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 Business Office are settled. A Late Payment Fee may be assessed to any student account that is not paid by the semester due dates. Students who have not made acceptable payment arrangements with the Business Office to comply with their financial obligations will be subject to suspension from classes and cancellation of registration. Interest of 1.50% will be charged each month on all outstanding balances not covered by pending financial aid.

Quincy University has contracted with Tuition Management Systems (TMS) to provide an interest-free monthly payment plan option for the Fall and Spring semesters. Semester payments may be spread over five or four months. There is a \$40/semester enrollment fee. Contact TMS at 1-800-722-4867 to speak with a representative or contact the Business Office 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 Moodle account online at [www.quincy.edu](http://www.quincy.edu) "My Business Office 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.

The **Quincy University Guaranteed Tuition Plan (GTP)** may be an attractive alternative for the families of students who are about to begin their college experience. This plan, available until August 10 only to incoming freshmen, **guarantees** tuition at a fixed rate for four consecutive years of attendance at Quincy University after payment of a nonrefundable fee. The **Guaranteed Tuition Plan (GTP)** covers **only** full-time tuition; other charges such as room and board, books, fees, or summer sessions are not included.

Please contact the Quincy University Business Office for further information about tuition payment plans.

### COLLECTION POLICY (addition to 2011-12 Academic Catalog)

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.

**REFUNDS**

**TUITION**

Any student desiring to withdraw from the University is required to contact the Office of the Registrar. Full tuition is charged unless the student makes a formal withdrawal.

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 within the first five weeks of the semester, the following charges are made:

- During the first week of classes ..... No Charge
- During the second week ..... 25% of tuition is charged
- During the third week ..... 50% of tuition is charged
- During the fourth week ..... 75% of tuition is charged
- During the fifth week ..... 100% of tuition is charged

If a graduate or PDP student formally withdraws, there will be a refund **only** during the first week of classes. Contact the Business Office for more details.

Any student making a partial withdrawal (i.e., change from full-time to part-time status, etc.) will be charged tuition according to the percentage rates stated above.

Please contact the QU Business Office for drop/refund information for course registrations in the summer sessions.

**HOUSING**

If a student cancels their housing before the end of the academic year, a cancellation fee of \$150 will be charged. In addition, housing charges will be refunded 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 first week of classes ..... 100 percent refund
- Cancellation during the second week ..... 75 percent refund
- Cancellation during the third week ..... 50 percent refund
- Cancellation during the fourth week ..... 25 percent refund
- Cancellation during the fifth week and beyond ..... no refund given

**DINING**

With an approved withdrawal and upon surrender of a student’s Quincy University identification card, the dining charge will be refunded on a pro rata basis for the remaining unused portion of the meal plan.

**OTHER FEES OR CHARGES**

Educational service fees or course fees are not refundable.

No refunds of the General Fee or the Residential Activity Fee are made.

Any requests for refunds, after approved withdrawal, are to be submitted in writing to the Business Office. Under normal circumstances, the University will pay or credit refunds within two weeks of the student’s withdrawal.

**QUINCY UNIVERSITY FINANCIAL AID**

If a student withdraws from the University and a refund is due according to the established refund policy, any Quincy University aid awarded may be reduced up to the amount of the refund.

**TITLE IV STUDENT FINANCIAL AID**

Official withdrawals from the University must originate in the Office of the Registrar following the established policy. Verbal as well as written requests may be originated in that office.

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.

If after withdrawing from the University, a refund is due according to the established refund policies, and the student has received financial aid under any Title IV student financial aid program other than the Federal Work-Study program, federal regulations require that a portion of the refund shall be returned to the Title IV program(s). All refunds of Title IV aid will be calculated according to the appropriate Institutional and Federal Refund Policies.

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 late disbursement for the difference. 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.

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 the 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 the amount the student owes to the Title IV programs and any amount due to the University resulting from the return of Title IV funds used to cover University charges.

**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 or teaching certification 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 federal income tax information is available. New students are asked to file the FAFSA by the priority date of March 1 and returning students by the priority date of April 1 for optimal consideration. Deadline for federal and state programs can vary; therefore early filing of the FAFSA is highly recommended.

**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 nonfederal 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 18 semesters, or the equivalent, if you received a Pell Grant for the first time on or after July 1, 2008.

**FEDERAL SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT (FSEOG)**

This grant may be awarded to students who are eligible for a Federal Pell Grant and who applied by the priority date. Grants range from \$500 to \$1,500 depending upon the student’s federally-calculated financial need. Eligibility is limited to the first baccalaureate degree.

**THE TEACHER EDUCATION ASSISTANCE FOR COLLEGE AND HIGHER EDUCATION (TEACH) GRANT**

This Program provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. In exchange for receiving a TEACH Grant, grant recipients must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students. As a recipient of a TEACH Grant, you must teach for at least four academic years within eight calendar years of completing the program of study for which you received a TEACH Grant. **IMPORTANT:** If you fail to complete this service obligation, all amounts of TEACH Grants that you received will be converted to a Federal Direct Unsubsidized Stafford Loan. You must then repay this loan to the U.S. Department of Education. You will be charged interest from the date the grant(s) was disbursed. This grant will only be awarded to eligible students who have declared education as their major. TEACH Grants at Quincy University are not available at the undergraduate level.

**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. Program is subject to state funding.

**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 Financial Aid will post information about available job opportunities. Most students find employment at the annual job fair that is held at the beginning of fall semester.

**FEDERAL PERKINS LOAN**

This loan may be awarded to students with high need who applied by the priority date. The annual loan limit is \$4,000, (although the typical award will be lower) with a fixed interest rate of 5 percent. Repayment of interest and principal begins nine months after the borrower ceases to be enrolled at least half time.

**FEDERAL DIRECT STAFFORD 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 each for juniors and seniors. Federal Direct Stafford Subsidized Loans made to undergraduate students with a first disbursement date between July 1, 2010, and June 30, 2011, have a fixed interest rate of 4.5%. The interest rate for 2011-12 will be reduced to 3.4%. Federal Direct Stafford Subsidized Loans made to graduate students have a fixed interest rate of 6.8%. These interest rate reductions do not affect the interest rates of any prior subsidized Stafford Loans made to undergraduate borrowers; the interest rates on those prior loans remain unchanged. The reduced interest rates apply only to subsidized Stafford Loans made to undergraduate students. All unsubsidized Stafford Loans (for both undergraduate and graduate students) have a fixed interest rate of 6.8%. Repayment of interest and principal for subsidized Stafford Loans begins after the borrower ceases to be enrolled at least half-time. Students with an unsubsidized Stafford Loan are responsible for paying the interest while they are in school; however, the student has the option of capitalizing the interest.

Students meeting the federal criteria for independent status may borrow additional amounts through the unsubsidized Federal Stafford Loan Program. First and second-year independent students may borrow an additional \$6,000 through the unsubsidized Federal Stafford Loan Program while students who have completed two years of undergraduate study may borrow up to an additional \$7,000 per academic year.

**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 [www.studentloans.gov](http://www.studentloans.gov). Direct PLUS Loans have a fixed interest rate of 7.9%. 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 Immigration and Naturalization Service of the U.S. Department of Justice. 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.

**ENROLLMENT STATUS FOR FINANCIAL AID ELIGIBILITY**

Undergraduate students in the traditional program and the Professional Degree Programs (PDP) are considered full time when they are enrolled and attending 12 credit hours or more each semester. Graduate students in the Master of Science in Education, Master of Business Administration, and Master of Theological Studies programs must be enrolled and attending 9 credit hours each term to be considered full time.

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. Half-time students in graduate programs are enrolled and attending 5 to 8 credit hours.

**Audited Courses**

Audited courses do not qualify for financial aid.

**Classes Repeated**

Course repeats may only be counted toward enrollment status if the student is receiving credit for the course. If the student is taking a class to improve a previous passing grade (D or better) that class cannot be counted in determining enrollment status.

**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.

**Qualitative 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 graduated cumulative grade point average standard 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 a minimum 3.00.

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.

**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. 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 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 124-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 accepted 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 124 credit hours may appeal for an extension of their aid eligibility if necessary.

#### Satisfactory Academic Progress Definitions

Beginning July 1, 2011, institutions administering 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. The payment period for graduate students is the same as undergraduates except for graduate students in the Master of Business Administration program for whom the payment period is the trimester.
- **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 may be placed on Financial Aid Probation after approval of student appeal. Students that do not receive appeal approval will have their aid eligibility terminated.
- **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 Financial Aid. Appeals Forms may be obtained either from the Financial Aid Office or from the QU web site.
- The student's appeal must also 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.
- Students who have exceeded the maximum enrollment time frame (150%) will be placed on financial aid termination status and will not be eligible for additional funding.
- To have aid eligibility reinstated after it has been terminated, the student must maintain satisfactory academic progress 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 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 scholarships.

Through the generosity of many individuals and organizations, Quincy University awards many endowed scholarships. The criteria for receipt of these awards are established by the donors and are administered by the Office of Financial Aid.

## Student Life

### STUDENT AFFAIRS

Learning takes place in many settings: the classroom, the residence halls, the library, the Student Center, the intramural field—wherever students may gather with others.

The Student Affairs staff is dedicated to providing an environment that enhances the optimum growth and development of the students attending Quincy University. The staff operates on the premise that it is essential for all members of the community to be as responsive as possible to student needs and concerns. The Student Affairs staff serves as liaison conveying the students' needs to the administration and faculty of the University and the interests of the University to the students.

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 University catalog, the *Student Handbook*, or in other publications from the Office of Student Affairs. Students are expected to be knowledgeable regarding University expectations, their rights and responsibilities as detailed in the *Student Handbook*.

High standards of personal behavior and acceptance and practice of Christian ideals are expected of each student. The Student Affairs staff, through its many different functions, tries to develop such ideals and behavior within each student.

### **HOUSING**

Living in a residence hall 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 a Residence Director and student Resident Assistants.

Beginning Fall 2010, all full-time undergraduate (non-PDP) 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: a) are living locally with immediate family who are permanent residents or b) have received permission from the Vice President for Student Affairs to live off campus. Continuing full-time undergraduate (non-PDP) students enrolled as of Fall 2010 are required to live on campus until they have earned 60 hours or more, and/or are 21 years old, or meet exceptions a or b noted above. 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.

Transfer student eligibility for meeting the criteria above will be determined by a) student's birthdate, 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 Vice President for Student Affairs.

The QU Contract for Student Housing is for the ENTIRE ACADEMIC YEAR. An approved meal plan is required of all on-campus students. Consult the Contract for specific terms. For questions or more details regarding housing, please refer to the *Student Handbook* or contact the Office of Student Affairs.

### **UNIVERSITY E-MAIL**

Quincy University e-mail is one of the University's official means of communication with students. All QU students are expected to maintain a QU e-mail account and are responsible for any deadlines or action communicated through electronic mail. All students are automatically given a QU e-mail account. Students must go to the Computer Center (FRH 134) to pick up their password needed to access their account.

### **HEALTH SERVICES**

The city of Quincy offers several excellent medical facilities, including a hospital within minutes of campus. The University provides limited health services in Friars' Hall. A campus nurse is available in the Wellness Center four days per week and a physician assistant one day a week. Students may visit the campus nurse at no charge. Specific hours of operation will be posted at the beginning of the school year.

### **CAMPUS MINISTRY**

An important dimension for all individuals is their spiritual and moral character. As a Franciscan Catholic liberal arts institution, the University provides campus ministers to assist students in the development of their faith, life and religious values. Liturgical, educational, retreat, volunteer and social concern programs are available for student participation. Student committees and volunteers are the spirit and life of the Campus Ministry community. The Director of Campus Ministry's office is located in FRH 132.

### **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 singing groups, jazz ensemble, marching band, and a symphonic band, and presents a number

of programs and recitals each year. Student theatre at QU includes a musical, dramatic productions, and an improv group. 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 Student Programming 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 its literary magazine, *riverrun*.

The Quincy Area is rich in arts opportunities, including a symphony, an opera company, a community theatre, and the Civic Music Association series.

### **USA TODAY READERSHIP PROGRAM**

Quincy University and the Student Senate partner with the *USA Today* Readership Program to provide Quincy University students access to a variety of newspapers for use in the classroom.

### **CHECK CASHING/ATM**

An ATM is available in the Student Center/Cafeteria. 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.

### **QUALIFICATIONS FOR STUDENT OFFICES, HONORS, AND PRIVILEGES**

Students must be enrolled for at least 12 semester hours to serve as Student Senate officers, editors, managers, or officers in any campus organization. They also must not be on academic or disciplinary probation.

### **STUDENT SENATE**

The Student Senate provides students with the opportunity for a more meaningful learning experience. Members of this organization have a responsibility to present student opinions and attitudes to members of the Quincy University community. The Student Senate also provides a context through which students become exposed to the mechanics and principles of program development and administration in such areas as student activities, University policies, and curricula.

### **RADIO, TELEVISION AND NEWSPAPER**

For a small school, Quincy University has made an unusual investment in extra services. The university-owned radio station, WQUB-FM, serves not only the campus but also the entire Quincy community. The station, a full member of National Public Radio and an affiliate of Public Radio International, carries music for all tastes; public interest programs; and campus, local, and national news. *The Falcon*, the student newspaper, is published periodically providing both a journalistic training ground and a creative outlet for interested students. *The Falcon* is completely student-run and offers news, information, and entertainment to the campus as well as the community. The QUTV Studio serves students interested in video production and operates with state-of-the-art digital-video equipment.

### **ATHLETICS**

Quincy University is affiliated with the NCAA and the NAIA. The University has a national reputation in both men's and women's sports. The men's program includes baseball, basketball, football, soccer, tennis, golf, cross country, and volleyball. The women's program includes basketball, soccer, softball, tennis, golf, cross country, and volleyball.

### **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.

### **AUTOMOBILES**

Students of the University are permitted to have automobiles on campus. Refer to the *Student Handbook* for the campus parking regulations. Parking permits are required.

**STUDENT CLUBS AND ORGANIZATIONS**

Over 40 clubs and organizations exist for student involvement. Students may join a social and service organization or choose a professional or academic-related organization.

**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 general education 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. Those numbered from 100 to 299, considered in general as introductory, are mainly for freshmen or sophomores, and for students who are not degree candidates. Those numbered 300 and above are primarily for juniors and seniors and 500 to 699 are graduate courses. Because of their content and instructional procedures, the latter ordinarily presuppose the proper introductory courses or background.

As stated on p. 11, 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.

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](http://www.quincy.edu).**

**Undergraduate Programs and Courses**



- |                                |                                   |
|--------------------------------|-----------------------------------|
| Art                            | Languages                         |
| Aviation                       | Management Information Systems    |
| Biology                        | Mathematics                       |
| Business                       | Music                             |
| Accounting                     | Nursing                           |
| Entrepreneurship               | Philosophy and Ethics             |
| Finance                        | Physical Education                |
| International Business         | Physics                           |
| Management                     | Political Science                 |
| Marketing                      | Pre-Professional                  |
| Chemistry and Forensic Science | Pre-Actuarial Science             |
| Clinical Laboratory Science    | Pre-Engineering                   |
| Communication                  | Pre-Law                           |
| Communication and Music        | Pre-Professional                  |
| Production                     | Pre-Physical Therapy              |
| Computer Science               | Psychology                        |
| Criminal Justice               | Science                           |
| Economics                      | Sociology                         |
| Education                      | Special Education                 |
| Education-Bilingual and ESL    | Sport Management                  |
| Education Studies              | Theatre                           |
| Elementary Education           | Theology                          |
| English                        | University Courses                |
| Exercise Science               | Academic Success Skills           |
| History                        | Career Planning                   |
| Humanities                     | Early Exploratory Internships     |
| Human Services                 | First-Year/Senior-Year Experience |
| Interpreter Training and       | Women's and Gender Studies        |
| American Sign Language         |                                   |

## ART

Degree Offered: **Bachelor of Fine Arts**

### Portfolio Art 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 CD, 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 - Graphic Design Major

1. General requirements for baccalaureate degree, p. 8. Students in the BFA program must complete 15 elective hours outside the major in addition to the general education 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 36 hours at the upper (300-400) level.
2. The technological literacy requirement will be fulfilled by ART 290 Introduction to Computer Graphics and ART 395 Graphic Design for Desktop Publishing.
3. A minimum of 43 semester hours of art studio beyond the foundation studio courses of ART 111, 121, 131. Required courses include: ART 161, 221, 241, 251, 256, 290, 312, 323 **or** 342, 380, 390, 395, 480, 490, 495, and three hours of upper-level Art.
4. Art History (12 semester hours): AHI 283, 285, 381 and 383.
5. Support courses: PHI 391 Aesthetics (can fulfill a general education requirement) and COM 101 Fundamentals of Public Speaking.
6. A portfolio of collegiate coursework, a digital slide portfolio/PowerPoint on a CD with a hard-copy collegiate summary in a documentation binder and a comprehensive and/or focused (ART 497) senior exhibition of professional quality framed work, with an accompanying catalog, must be presented to and accepted by the art faculty. This exhibition will be displayed in the Gray Gallery during April-May of the Spring Semester of the senior year. This constitutes the required comprehensive experience.
7. **The Process Portfolio:** All art/graphic design majors are required to maintain a continuous portfolio from year to year with representative work from every art class taken for the Junior Portfolio review (ART 397).

### 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:** 21 credit hours including ART 111 and 121. The remaining 15 hours must be chosen from ART 241, 256, 290, 390, 395, and 490. Twelve of the required 21 hours must be taken at the 200-400 level and 12 of the hours must be taken at Quincy University. Declaration of the minor must be filed no later than the end of the junior year (or completion of 85 semester hours).

**Minor in 3-Dimensional or 2-Dimensional Art may be arranged.**

**Requirements for a Minor in Advertising Production:** 18 credit hours including ART 290, 395, 465, 490 and COM 381, 393. Twelve of the required 18 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). This minor is primarily intended for marketing majors with a focused interest in advertising. All non-marketing majors are encouraged to complete as many marketing courses as possible in addition to the minor in advertising production.

### 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 scholarship majors must participate in the Annual Juried Student Exhibition and in local/regional exhibitions in order to maintain their scholarships.

### Special Programs:

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.

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## Course Descriptions

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### Art History Courses

#### AHI 283 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 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. [F2 902]

#### AHI 381 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 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 handbuilding techniques. Experiences with the potter's wheel are optional.

**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)**  
An introduction to casting and fabrication in metals and other media on an intimate scale. 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. Pre-

requisite: 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.

**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 265 Introduction to Fiber Arts (3)**  
This course explores the design possibilities achieved through the interaction of fiber, form and structure. The primary concentration will be off-loom weaving techniques with emphasis on using fibers in the creation of visual (2-D, 3-D) statement. Experimentation with various fibers and techniques will be encouraged.

**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 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 332 Intermediate Sculpture (3)**  
Explorations in mixed media (wood, metal, plastic, etc.), found objects, and multi-media constructions (light, sound, kinetics, etc.). Prerequisite: ART 232.

**ART 342 Intermediate Photography (3)**  
This course will explore the fine art aspects of film-based photography. Students will learn to work in a darkroom, develop film and prints, make photographs and further extend their knowledge of the photographic process. Emphasis will be placed on design centric image making. Students should have access to a film-based camera 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 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 Electronic Imagemaking (3)**  
A hands-on course in which the student will explore the potential of computer technology to create vector and bit mapped animations. Students will be introduced to the basics of audio editing, as well as the fundamentals of creating animations for the web. Adobe Flash will be the primary software used with other Adobe software applications used in supporting roles. Prerequisites: ART 121, 290.

**ART 390 Computer Illustration (3)**  
An introduction to computer illustration using graphic vector-based software. Students will be introduced to computer best practices using Adobe Illustrator software, scanning and printing. Prerequisites: ART 121, 290.

**ART 395 Graphic Design for Desktop Publishing (3)**

This course will focus on the creative and practical use of high-end graphic design software. Students will learn design fundamentals, including composition, layout, typography, pagination, style, format and project planning. Adobe InDesign is the major software used as well as Adobe Illustrator and Photoshop. Prerequisites: ART 121 and 290 or 390.

**ART 397 Junior Portfolio (0)**  
In the spring of the junior year, each prospective graduate, in collaboration with the academic advisor, prepares a portfolio of exhibits demonstrating achievement of the art department learning outcomes. After a successful review of their portfolio with the art faculty, the students will proceed to senior seminar.

**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 465 Advertising and PR Campaigns for Non-profits (3)**

This course will provide practical experience to upper-level students in the cross-disciplinary fields of advertising, design, marketing communications, and public relations. During the semester, students will provide a host of services for an area non-profit organization in a "client" and "agency" relationships.

**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 Practicum in Art-Business (1-3)**

An experiential/academic opportunity in a museum, gallery, community cultural center, small business or related facility. 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 490 Web Design (3)**

An exploration into design for the Web from concept to structure, preparation, and production. This course will revolve around the use of *Dreamweaver*. Prerequisite: ART 290.

**ART 495 Senior Seminar (3)**

In the fall of the senior year, students will be given the opportunity to produce a self-directed, mature body of work. Seniors are encouraged to work on the concept for the seminar over the summer, submitting a completed proposal within the first week of the fall semester. Weekly meetings will be held with the advisor to ensure regular progress in accomplishing the goals established in the student proposal. (Offered in the fall)

**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)

**AVIATION – A Partnership with Great River Aviation, LLC**

Degrees Offered: **Associate of Science**  
**Bachelor of Science**

Quincy University offers degrees in Aviation in partnership with Great River 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. Great River 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 Great River 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:****Associate of Science in Aviation**

1. General requirements for associate degree, p. 10.
2. Required support courses: ART 290, MAT 124 or above, PSY 100, and SCI 230.
3. Required Aviation courses: AVI 110, 110L1, 110L2, 120, 210, 210L1, 210L2, 220, and 380 (3 hours).
4. Recommended Aviation courses: AVI 310, 310L1, 310L2, and 340.

**Bachelor of Science in Aviation**

1. General requirements for baccalaureate degree, p. 8.
2. The technological literacy requirement will be fulfilled by ART 290 Introduction to Computer Graphics and BUS 219 Personal Finance.
3. Required support courses: ART 290, MAT 124 or above, BUS 219, PSY 100, and SCI 230.
4. Required Aviation courses: AVI 110, 110L1, 110L2, 120, 210, 210L1, 210L2, 220, 300, 310, 310L1, 310L2, 320, 340, 380 (2 hours), 420, and 498.
5. Recommended Aviation course: AVI 480.

**Bachelor of Science in Aviation Management**

1. General requirements for baccalaureate degree, p. 8.
2. The technological literacy requirement will be fulfilled by ART 290 Introduction to Computer Graphics and BUS 219 Personal Finance.
3. Required support courses: ART 290, COM 101, ENG 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, 110L1, 110L2, 120, 210, 210L1, 210L2, 220, 300, 310, 310L1, 310L2, 340, 360, 380 (2 hours), 420, and 498.
6. Recommended Aviation course: AVI 480.

**Requirements for a Minor in Aviation:**

20 credit hours including AVI 110, 110L1, 110L2, 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 110L1 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 110L2 Private Pilot Flight Lab II (2)**

This flight lab is a continuation of AVI 110L1. 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 110L1.

**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 110L1 and AVI 110L2. (Offered in the fall)

**AVI 210L1 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 Commercial Pilot Certification. Prerequisite: AVI 110 and AVI 110L2.

**AVI 210L2 Instrument Pilot Flight Lab II (2)**

This flight lab is a continuation of AVI210L1. 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 210L1.

**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, impact 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 210L1. (Offered in the fall)

**AVI 310L1 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 210L1 and 210L2 required for Commercial Pilot Certification.

**AVI 310L2 Commercial Pilot Flight Lab II (2)**

This flight lab is a continuation of AVI 301L1. 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 310L1.

**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 310L1, AVI 310L2.

**AVI 340 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 flight 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 410L1 Certified Flight Instructor (2) Flight Lab**

AVI 410L1 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 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 Science  
Bachelor of Arts**

**Program Requirements:**

**Bachelor of Arts in Biology**

1. General requirements for baccalaureate degree, p. 8.
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, 497 (senior year).
4. 30 hours of Biology electives at the 200-400 level.
5. CHE 125; two semesters of Physics (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. One semester of a statistics course.
8. The student needs a minimum GPA of 2.0 in all BIO(logy) courses to receive a degree.
9. The student needs a minimum of 39 semester hours at the 300-400 level (**all courses**) to receive a degree.

**Bachelor of Science in Biological Sciences**

(Environmental Concentration)

1. General requirements for baccalaureate degree, p. 8.
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, 250, 282, 327, 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 a statistics course.
7. The student needs a minimum GPA of 2.0 in all BIO(logy) courses to receive a degree.
8. The student needs a minimum of 39 semester hours at the 300-400 level (**all courses**) to receive a degree.
9. PHI 325 Environmental Ethics is strongly recommended.

**Bachelor of Science in Biological Sciences**

(Pre-professional)

1. General requirements for baccalaureate degree, p. 8.
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, 250, 282, 327, 350, 497 (senior year).
4. Pre-professional 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 GPA of 2.0 in all BIO(logy) courses to receive a degree.
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.

**Bachelor of Science in Biological Sciences**

(Pre-Physical Therapy Concentration)

1. General requirements for baccalaureate degree, p. 8.
2. The technological literacy requirement will be fulfilled through conducting computerized labs and through computerized scientific research.
3. Core classes: BIO 150, 151, 232, 250, 282, 283, 327, 328, 350, 354, 360, 410 or 433, 497.
4. Pre-Physical Therapy support requirements: PED 106, 152, 236, 301, 344, 345, 444, 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 GPA of 2.0 in all BIO(logy) courses to receive a degree.
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 physical therapists are strongly recommended.

**Teacher Certification**

1. General requirements for baccalaureate degree (p. 8) including POL 200, PSY 246, HIS 111 or HIS 112, and PED 265.
2. Required Biology courses: BIO 150, 151, 221, 232, 250, 282 or 283, 327, 340, 350, 357 or 358, 435, and 497 (Senior year).
3. Required support courses: CHE 150, 151, 302 and 309; PHY 211 and 212; MAT 242, a statistics course, and SCI 100.
4. Requirements for teacher certification listed on pp. 81-83 and BIO 400.
5. A minimum cumulative GPA of 2.600 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. 23). 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(logy) 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 nonmajor 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 general education 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 to the kingdoms of life (Monerans, Protists, Fungi, and Plants), evolution, natural selection, photosynthesis, plant structure and plant physiology. Three lecture periods, three hours laboratory.

**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 111 or BIO 150.

**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 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 250 Genetics (3)**

An in-depth study of the principles of both classical and molecular genetics. Two lecture periods and 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 282-283 Anatomy and Physiology I & II (4)(4)**

Two-semester course sequence with a two-hour lab and three lecture periods. 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.

**BIO 308 Medical Technology Orientation (1)**

An orientation to the hospital laboratory. Taken with consent of biology and hospital staff. Minimum of one week of hospital with a written report required. Graded P/F only.

**BIO 321 Entomology (3)**

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

**BIO 327 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 consists of an intensive, descriptive study of whole mounts and serial sections of starfish, amphioxus, frog, chick and pig. Two lecture periods, three hours laboratory. Strongly recommended: BIO 282-283. Prerequisite: Junior standing.

**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 250 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 Ecology of the Galapagos (3)**

An examination of the factors affecting the distribution and abundance of organisms on the Galapagos Islands. Trip fee required. Prerequisite: BIO 151 or permission 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 150, 151, 232, 350 and Junior standing.

**BIO 370-9 Special Topics (1-3)**

Special topics in biology in depth, depending on demand and staff.

**BIO 400 Methods of Teaching Biology (3)**

Designed to acquaint students with instructional strategies for teaching of biological sciences in the secondary school. Required for those seeking state certification. 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. Three hours of lecture. Prerequisite: BIO 232.

**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 areas: Hypothalamic Pituitary Adrenal, Hypothalamic Pituitary Thyroid, and Hypothalamic Pituitary Gonadal. 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 resources and methods for studying 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 470-9 Special Topics (3)**

Special topics in biology in depth, depending on demand and staff.

**BIO 480 Independent Research (1-3)**

Individual research performed in consultation with a biology teacher. Primarily for seniors majoring in Biological Sciences.

**BIO 497 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.

**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 School of Business program has evolved into a rigorous and challenging academic discipline, attracting a significant share of Quincy University students, both men and women.

The stated purpose of the 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 School of Business offerings may yield credit. For more information contact the Academic Support Services Office.

**Program Requirements:**

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

1. **General Requirements for Baccalaureate Degrees**, p. 8. The general requirements for degrees must include MAT 124 Applied College Algebra or MAT 125 College Algebra or higher Math, and PSY 100 Introduction to Psychology. PHI 327 Business Ethics is recommended.
2. The students of the 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, and economics. Required courses: ACC 121 Principles of Financial Accounting, ACC 221 Management Accounting; BUS 215 Business Law; ECO 222 Principles of Macro-Economics and ECO 223 Principles of Micro-Economics.
3. **The Tools of Business.** Communicating quantitatively and qualitatively is essential in business. To ensure each student obtains these skills, courses are taken in oral and written communications, computer applications, and quantitative methods. Required courses: COM 101 Fundamentals of Public Speaking, ENG 382 Business Communication, ECO 225 Business Statistics, ECO 226 Quantitative Methods, and BUS 219 Personal Finance.
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, marketing, finance, and strategic management and are considered part of the major area of study. Required courses: MGT 300 Principles of Management, MKT 331 Principles of Marketing, FIN 315 Business Finance, 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, 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 313 or 315	Government Accounting or Accounting Information Systems
ACC 321	Cost Accounting
ACC 415	Advanced Accounting
ACC 417, 418	Federal Tax Law I and II
ACC 419	Auditing Theory

*Two courses from:*

BUS 316	Advanced Business Law
ECO 321	Managerial Economics
FIN 325	Intermediate Finance
FIN 415	Financial Statement Analysis
FIN/INB 427	International Finance (recommended)
MIS 305	Intro to Management Information Systems

**FINANCE**

ACC 311, 312	Intermediate Accounting I and II
ECO 321	Managerial Economics
FIN 325	Intermediate Finance
FIN 367	Money and Banking
FIN 415	Financial Statement Analysis
FIN/INB 427	International Finance
FIN 435	Investment Principles: Planning and Strategy
FIN 436	Portfolio Management

**MANAGEMENT**

ECO 321	Managerial Economics
ECO/INB 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 321	Managerial Economics
ECO/INB 423	International Economics and Business
MGT 342	Theory of Organizational Behavior
MKT 335	Sales Management
MKT 338	Advertising
MKT 362	Consumer Market Behavior
MKT 432	Market Research
MKT 452	Marketing Management

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 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 including 33 hours in each major (excluding internships and practica) and 27 unique hours in the second major. No more than 6 practicum and internship hours may be counted toward the 27 unique hours in the second major. These practicum and internship hours must be in the designated major field and approved by the Dean of the School of Business as fulfilling the requirement. Students may not obtain a double major in programs in which they are not able to fulfill the 27 unique credit hour requirement.

**Business Certificate Program:**

The Business Certificate Program offers the opportunity for nonbusiness majors to enhance their personal and professional life decisions by obtaining basic business knowledge. In addition to fulfilling the requirements of their major, students will complete 27 semester hours of specific business courses. Both the degree and the Business Certificate are indicated on the student's transcript.

Required courses: ACC 121 and 221; BUS 219; MGT 300, FIN 315 and MKT 331; ECO 222, 223, and 225. **A cumulative 2.00 grade point average must be earned in these courses.**

**Requirements for a Minor:**

Minors in Accounting, 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. The School of Business also offers a minor in International Business to students with Business majors (see p. 110 for 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.
- **Entrepreneurship:** Requirements for the minor in Entrepreneurship are listed on p. 98.
- **Finance:** ACC 121 Financial Accounting and BUS 219 Personal 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 plus 15 unique hours of Marketing coursework at the 300 level or above.

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**Course Descriptions for Accounting**


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**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.

**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 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.

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**Course Descriptions for Business**

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**BUS 215 Business Law (3)**  
Origin, nature and growth of law and the role that law plays in modern business. Contacts, 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 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 virtual reality simulation designed to learn both the theory and application of strategic decision making and the resulting complex business tradeoffs and risk taking. For all final semester business seniors.

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**Course Descriptions for Finance**

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**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. Prerequisites: ACC 121 and BUS 219.

**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 nonspeculative 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 415 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 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. (Same as INB 427)

**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.

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### Course Descriptions for Management

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**MGT 300 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: 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 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.

**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.

**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 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.

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### Course Descriptions for Marketing

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**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 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 marketing 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 Chair of Science and Technology.

**Program Requirements:**

1. General requirements for baccalaureate degree, p. 8.
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

**Forensic Science Concentration:**

1. General requirements for baccalaureate degree, p. 8.
2. CHE 150, 151, 205, 302, 303, 309, 311, 321, 349, 401 and 497
3. BIO 150, 250, 350
4. MAT 150 and 242
5. PHY 211-212 **or** PHY 223-224
6. CRJ 101, 150, 242, 340, 343, 347 and 450

**Pre-professional Concentration: (Pre-medical, pre-pharmacy, pre-dental, and pre-physical therapy)**

1. General requirements for baccalaureate degree, p. 8.
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.

**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, 250 plus 2 hours Biology electives at the 200-400 level; and CRJ 450.

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**Course Descriptions**


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**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 125 General, Organic, and Biochemistry (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 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 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 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, UV-Vis 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 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 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 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:

- St. John's Hospital School of Clinical Laboratory Science, Springfield, Illinois
- St. John's Mercy Medical Center School of Clinical Laboratory Science, St. Louis, Missouri
- OSF 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. General requirements for baccalaureate degree, p. 8.
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, 250, 282, 283, 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. The student needs a minimum GPA of 2.0 in all clinical courses to receive a degree.
8. The student needs a minimum of 36 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 Clinical (3-8)

#### Immuno-hematology

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 (1)

#### Laboratory Science

Involves medical ethics, patent approach, phlebotomy techniques, lab safety, lab computer systems and lab instrumentation.

### BIO 426 Clinical Management (1)

#### and Education

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 broadcasting, journalism, public relations, sports communication, and professional communication. An interdisciplinary major in Communication and Music Production is described on p. 73.

### 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. General requirements for baccalaureate degree, p. 8.
2. The technological literacy requirement will be fulfilled by ART 395 Desktop Publishing.
3. COM 394 is required to meet the Ethics requirement.
4. Professional competence sequence (student must choose one of the following sequences):
  - a. **Broadcasting:**
    - 1) COM 200, 205, 210, 330, 361, 363, 384, 385, 387, 390, 497.
    - 2) Two of the following: COM 320, 340, 350, 351, 352, 353, 354, 355, 380, 386.
    - 3) Three hours of practicum.
    - 4) Support courses: ART 395; one of the following: ENG 382, a foreign language course, a computer science course, or a CIS or MIS course.
  - b. **Journalism:**
    - 1) COM 200, 205, 210, 330, 363, 380, 390, 395, 497.
    - 2) Two of the following: COM 320, 340, 350, 351, 352, 353, 354, 355, 361, 385, 386.
    - 3) Three hours of COM electives and 3 hours of practicum.
    - 4) Support courses: ART 395; one of the following: ENG 382, a foreign language course, a computer science course, or a CIS or MIS course.
    - 5) Complete a minor (or equivalent credit hours) in another field.
  - c. **Public Relations:**
    - 1) COM 200, 205, 210, 330, 363, 381, 383, 390, 497.
    - 2) Two of the following: COM 320, 340, 350, 351, 352, 353, 354, 355, 361, 385, 386.
    - 3) Three hours of COM electives and 3 hours of practicum.
    - 4) Support courses: ART 395; one of the following: ENG 382, a foreign language course, a computer science course, or a CIS or MIS course.
  - d. **Sports Communication:**
    - 1) COM 200, 205, 210, 330, 346, 361, 363, 381, 383, 384, 385, 395, and 497.
    - 2) Three hours chosen from COM 350, 351, 352, 353, 354 or 355.

- 3) Three hours of practicum.
- 4) SPM 263 or 264, and 430.
- 5) Support courses: ART 395; ENG 382; SPM 351 and 364.

### e. Professional Communication:

- 1) COM 200, 205, 210, 330, 350 or 351, 363, 382, 395, 480 (3 hours) and 497.
  - 2) Three hours of practicum.
  - 3) MKT 331, 338, and 362; ART 395, 490.
  - 4) Support courses: a foreign language course, a computer science, or a CIS or MIS course.
5. A grade of "C" or better is required in all Communication courses applicable to the major.
  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. Professional competence sequence (choose one of the following sequences).  
*Broadcasting* - COM 330, 384, and 385; *Journalism* - COM 330, 380, and 395; *Public Relations* - COM 330, 381, and 383.
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. [C2 900]

### 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. Weekly screenings.

### COM 205 Communication and Human Behavior (3)

A study of human communication and language process; speaking and listening; semantics and meaning.

### COM 210 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.

### COM 258-9 Practicum: Newspaper Editing (2)

Students work on the student newspaper, *The Falcon*, as editors.

### 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 Media Writing: Electronic and Commercial (3)**

This course focuses on writing for magazines and advertising as well as for broadcast and new media outlets. Students will develop fluency and flexibility in writing for diverse audiences and across multiple media platforms. Prerequisites: ENG 111 and 112 or consent of instructor.

**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 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 Intercultural 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 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 Gender and Film (3)**

Examines roles and portrayals of masculinity and femininity in film and places these terms in a cultural context. Weekly screenings. Prerequisite: COM 201 or consent of instructor.

**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. A portfolio must also be prepared.

**COM 358-9 Practicum: Newspaper Editing (2)**

Students work on the student newspaper, *The Falcon*, as editors. A portfolio must also be prepared.

**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 Technical Communication & 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 Fundamentals of Film and Scriptwriting (3)**

The course introduces the elements of visual and verbal storytelling through contemporary video production technology. Prerequisites: ENG 111 and 112.

**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 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 general education 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.

**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 the 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 copywriting 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 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)**  
Audience analysis, article selection, editing, illustration and layout, sales, circulation, production and publishing. Production of lab publication from idea to printed word. Prerequisite: ART 395 and COM 330 or consent of instructor.

**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 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. General requirements for baccalaureate degree, p. 8.
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, and 3 hours of practicum (COM 480/481).
  - Choose from the following (9 hours): COM 330, 361, 365, 387.
5. Music courses (26/28 hours):
  - MUS 070, 113, 114, 115, 116, 117 and 310 (14 hours).
  - Choose from the following (5-6 hours): MUS 207, 213, 214, 218, 311, or 312.
  - Applied Music and/or Music Ensembles (7-8 hours).
6. INT 480 Internship – Music Production (3 hours).
7. 27 semester hours of Electives outside Music (MUA and MUS) and Communication (9 hours at 300-400 level).
8. A grade of "C" or better is required in all Communication, Music and INT courses applicable to the major.
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 as electives for those students interested in understanding and developing entrepreneurship: ENT 301, 315, 331, and 497. Also recommended is ENG 382.

## 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. General requirements for baccalaureate degree, p. 8.
2. The technological literacy requirement will be fulfilled by completing the computer science courses required for the major.
3. Required courses toward major: CSC 150, 160, 250, 300, 310, 330, 340, 360, 390, 410, 420, and 496.
4. Required courses outside the major: MAT 124 or MAT 125 or 4 years of high school mathematics, **and** MAT 252
5. A minor as described by any department at Quincy University or a Certificate of Business as described by the School of Business.
6. 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.

#### Computer Information Systems Major

1. General requirements for baccalaureate degree, p. 8.
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 150, 160, 250, 300, 360, 390, 410, 420, 496, and MIS 305.
4. Required business support courses: ACC 121 and 221; ECO 222, 223, 225; BUS 215, 219; MGT 300; FIN 315, and MKT 331 **or** MGT 364.
5. Required courses outside the major: ENG 382, MAT 124 or MAT 125 (or 4 years of high school mathematics), MAT 252, COM 101, PSY 100.
6. 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.

### Requirements for a Minor:

For a minor in Computer Science, a student must complete 18 hours in Computer Science. This will include CSC 150, 160, and 300. Six of the nine additional hours must be at the 300 or 400 level. 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 150 Computer Programming I (3)

The first course for Computer Science majors and for any student wishing a strong course in problem solving using a computer. An introduction to computer programming and program design. Basic statement structures of assignment, looping, and selection will be covered. The use of record, string, and array structures within programs will be discussed. The use of subprograms in program design will be covered. Elementary algorithms such as binary search and insert sort will be used. This course will meet for two lecture and two lab hours per week.

### CSC 160 Computer Programming II (3)

A continuation of CSC 150. Pointers, memory allocation, and deallocation will be covered. Recursive techniques will be introduced. File handling techniques will be introduced. Program design using abstract data types and object oriented concepts will be emphasized. This course will meet for two lecture and two lab hours per week. Prerequisite: CSC 150.

### CSC 250 Software Systems (3)

An exploration of the Linux operating system with emphasis on software development aspects. Specific topics may include file manipulation, shell programming, file system structure and security, file processing, redirection and piping, processes, and high level languages in the Linux environment. Prerequisite: CSC 160.

### 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 func-

tions 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 330 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 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 250 and 300.

### CSC 360 Visual Programming (3)

An introduction to Visual Programming using several Visual Programming Languages. The student will learn the design techniques of event-driven languages; learn to use the visual interface of these languages; and complete several programming projects in each language. Prerequisite: CSC 160.

### 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, Perl, CGI and PHP will be covered. Prerequisites: CSC 250 and 300.

### 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 networking. Prerequisites: MAT 252, CSC 250 **and** 310, or senior standing as a CIS major.

**CSC 420 Database Principles (3)**

File structures and access methods. Database modeling, design and user interface. Emphasis on relational database models. Information storage and retrieval, query languages, and high level language interface with database systems. The students will develop a nontrivial database system using a language designed for databases. Prerequisite: CSC 300 and 360.

**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.

**CSC 496 System Analysis and Design (3)**

This course is the senior comprehensive experience, focusing on the field of software engineering. Development of approaches for the design and implementation of computer systems. Topics include the system life cycle, design methodologies, and CASE tools. Students will take part in the design and development of a significant systems project. Prerequisites: Senior standing as a Computer Science or CIS major.

**CRIMINAL JUSTICE**

Degree Offered: **Bachelor of Science**

**Program Requirements for Criminal Justice Major:**

1. General requirements for the baccalaureate degree, p. 8.
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. A grade of "C-" or higher is required in all major courses.

**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, p. 64.

**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 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 330 Organized and White Collar Crime (3)**

An historical overview of organized and white-collar criminal activity is provided in this course, along with analyses of contemporary illegal practices. Analyses will focus on the occupational, economic, political and social implications of corporate and organized crime.



**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 340 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 370-9 Special Topics (1-3)**

Special topics in criminal justice depending upon demands and staff. Offered in seminars or by independent study.

**CRJ 430 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)**

See CRJ 370-9 above.

**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.

## ECONOMICS

Economics courses support the general education 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: Sophomore standing. [S3 901]

#### 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: Sophomore standing. [S3 902]

#### 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 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. (Same as INB 423)

#### 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 Teacher Certification Board to offer teacher certification programs in the fields or disciplines listed below. These areas are shown by level.

Elementary Education (K-9)

Secondary Programs (6-12)

Biological Sciences  
English

Mathematics  
Physical Education

Social Science

Special Programs (K-12)

Music Education

Physical Education

Special Education

The School of Education uses a professional development school model of teacher preparation. Most education courses meet in the public and parochial school setting. Each class period includes time interacting with K-12 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.

### Admission to the Teacher Education Program

Students wishing to gain Illinois state certification in teaching through Quincy University must apply for admission into a certification 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 one of the pre-professional courses (EDU 213, EDU 214, SPE 229, or ELE 240).

To gain acceptance into the Teacher Education Program, a student must:

1. Submit an application for the Teacher Education Program, bearing the student's and his/her advisor's signatures, to the School of Education.
2. Complete one of the pre-professional courses (EDU 213, EDU 214, SPE 229, and ELE 240 or their graduate-level equivalents) with a grade of "C" or above.
3. Complete ENG 111, ENG 112, COM 101, MAT 124 or 125, HIS 111 or 112, POL 200, and PSY 100 with a grade of "C" or above.
4. Satisfactorily complete EDU 290 Field Experience I.
5. Show evidence of passing the Illinois Certification Basic Skills Test.
6. Complete and submit for approval the Illinois State Police Name Based Criminal History Check.
7. Demonstrate professional disposition in coursework and field experiences.
8. Submit a letter of recommendation from advisor and one other faculty member.
9. Interview (if required).
10. Have a cumulative GPA of 2.6.

Acceptance into the program is required before a student is allowed to take Elementary, Special, Secondary, Music or Physical Education teaching methods courses.

### Continuation in the Teacher Education Program

A student 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 students 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).**

Final certification requires passing of the state of Illinois Assessment of Professional Teaching Test (APT).

The School of Education normally does not accept "D" in any course, but the student has the right to appeal to the Admissions and Retention Committee for the acceptance of a "D" grade.

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 student it judges lacking in training, knowledge, character, personality, disposition, or stability to teach young people.

Since certification requirements change from time to time, all candidates for teacher certification should consult regularly with advisors in both their major field and the School of Education.

### Acceptance for Student Teaching

After being accepted into the Teacher Education Program, students 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.
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 certification with grades of "C" or above.
6. Maintain a minimum cumulative grade point average of 2.6 or higher.
7. Pass all required Illinois Subject Matter Tests.
8. Complete an Illinois State Police Criminal Background Check with satisfactory results.
9. Provide letters of recommendation from 2 faculty members (one being advisor).

After the Admission and Retention committee approves a student for student teaching, the Coordinator of Field Experiences and the Director of Student Teaching will begin the process of student teacher placement.

### Reading Endorsement Program

The Reading 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 Endorsement requirements must complete 24 hours of approved reading courses, including Young Adult Literature.

### Requirements for a Minor in Special Education

For the requirements for a minor in Special Education, see p. 153.

### Requirements for a Minor in Physical Education

For the requirements for a minor in Physical Education, see p. 134.

### Curriculum Requirements for Teacher Certification Program: Secondary and Special Certification

1. General requirements for baccalaureate degree.
2. Requirements of the chosen major (at least 32 hours required for certification in a major).
3. Professional Education:
  - a. Foundations of Education - 3 credit hours (EDU 213)
  - b. Educational Psychology - 3 credit hours (EDU 214)
  - c. Field experience (120 clock hours) and seminar (EDU 290, 291, 390, 391)
  - d. Methods - consult major program for required course(s).
  - e. Student Teaching - 12 credit hours
  - f. Coordinating Seminar - 2 credit hours (EDU 499)
  - g. Survey of Exceptional Students - 3 credit hours (SPE 229)
  - h. Media and Technology in Education - 3 credit hours (EDU/ELE/SPE 240)
  - i. College Algebra - 3 credit hours (MAT 124 or 125)
4. Specific areas required for certification (These courses may also fulfill general education 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. Global Studies - 3 credit hours (EDU/ELE/SPE 365 Education in Modern Society)

**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).**

### 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 of 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 Assistant to the 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.

A candidate may be accompanied during any portion of this grievance process by legal counsel, who may give advice during the process. 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. The grievance process is not a legal process, and the rules of legal process do not apply.

There is no further appeal within Quincy University beyond the President.

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**Course Descriptions**


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**EDU 210 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. Prerequisite: PSY 100.

**EDU 213 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. Same as ELE/SPE 240.

**EDU 270-9 Special Topics (1-3)**

Special topics in professional education depending upon demand and staff.

**EDU 290 Field Experience I (1-3)**

Introductory experience in directed observation and participation at selected attendance centers (40 clock hours per credit hour). 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.

**EDU 291 Field Experience II (1-3)**

Directed observation and participation experience at selected attendance centers (40 clock hours per credit hour). 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: acceptance into Teacher Education Program.

**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. Students are required to spend a minimum of ten (10) hours of observation/teaching in a middle level (5-8) classroom. Prerequisite: acceptance into the Teacher Education Program. Offered spring and summer.

**EDU 354 Computers in Curriculum (3)**

The students will learn the skills needed to incorporate computer technology into their teaching. Specific skills and practices studied will include the Internet presentation of software, general software evaluation, and the use of such components as scanners and digital cameras. Prerequisite: acceptance into the Teacher Education Program and a computer applications course or consent of instructor. (Same as ELE/SPE 354)

**EDU 365 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. (Same as ELE/SPE 365)

**EDU 370-9 Special Topics (1-3)**

Special topics in professional education depending upon demand and staff.

**EDU 390 Field Experience III (1-3)**

Participation experience in selected attendance centers. Focus will be on individual, small group, and whole group teaching (40 clock hours per credit hour). 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: 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: 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 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 which are confronted by the field of education are explored.

**EDU 470-9 Special Topics (1-3)**

Special topics in professional education depending upon demand and staff.

**Student Teaching****EDU/ELE 494 Student Teaching - (12-15) Elementary****EDU/ELE 495 Student Teaching - (12-15) Elementary/Secondary****EDU 496 Student Teaching - (12-15) Secondary****EDU/ELE 497 Student Teaching - (12-15) Elementary/Special Education****EDU/ELE 498 Student Teaching - (12-15) Special Education**

Observation and directed teaching in selected attendance centers. Prerequisite: acceptance into Student Teaching.

Ordinarily students will do their student teaching 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.

**EDU 499 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 a professional portfolio and the hiring process. Taken concurrently with student teaching. (Same as ELE/SPE 499)

## BILINGUAL AND ESL EDUCATION

The School of Education recognizes the increased need for qualified K-12 Bilingual and English as a Second Language (ESL) 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 obtain official endorsement/approval as a bilingual or ESL teacher.

(Note that these endorsements/approvals can only be added to valid Type 03, Type 04, Type 09, or Type 10 certificates.)

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 completing the ESL coursework will be eligible for the ESL Endorsement/Approval only, allowing them to teach in ESL 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 additional information regarding state exams, please visit [www.icts.nesinc.com/](http://www.icts.nesinc.com/)

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### Course Descriptions

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#### **BIL/ESL 300 Theoretical Foundations (3) of Bilingual and ESL Education**

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 15 hours of field experience in a bilingual and/or ESL classroom with focused observations. Prerequisite: EDU 213.

#### **BIL/ESL 310 Applied Linguistics for (3) Bilingual and ESL Education**

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 15 hours in the field applying their understanding of the concepts of pragmatics, morphology, syntax, semantics, and phonology with bilingual and/or ESL students. Prerequisite: EDU 213.

#### **BIL/ESL 320 Assessment of Bilingual and (3) ESL Students**

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 (15 hours field experience). Prerequisite: EDU 213.

#### **BIL/ESL 400 Methods and Materials for (3) Teaching LEP Students in Bilingual Programs**

This course prepares teacher candidates to plan and implement effective strategies for bilingual/ESL students. This course includes 15 hours in a bilingual and/or ESL classroom where candidates will apply their strategies. Prerequisite: EDU 213.

#### **BIL/ESL 410 Cross-Cultural Studies for (3) Teaching LEP Students**

This course prepares educators to recognize and value cultural diversity in a classroom setting. This includes awareness of refugees and immigrants. Candidates will spend 15 hours in a bilingual and/or ESL classroom learning how to teach *to* students from diverse backgrounds as well as teaching *about* diversity. Prerequisite: EDU 213.

#### **BIL/ESL 420 Methods and Materials (3) for Teaching ESL**

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 15 hours of field experience. Prerequisite: EDU 213.

## 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 certification. 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-certificated 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. General requirements for baccalaureate degree, p. 8.
2. To fulfill the technological literacy requirement, students must successfully complete EDU/ ELE 240 Media and Technology in Education.
3. Complete the pre-professional courses:
 

EDU 213	Foundations of Education
EDU 214	Educational Psychology
EDU/ELE 240	Media and Technology in Education
SPE 229	Survey of Exceptional Students
4. Complete two areas of concentration from the following four areas:

#### Special education concentration:

SPE 239	Characteristics of Students with Special Needs
SPE 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/ESL concentration:

BIL/ESL 300	Theoretical Foundations of Bilingual and ESL Education
BIL/ESL 310	Applied Linguistics for Bilingual and ESL Education
BIL/ESL 320	Assessment of Bilingual and ESL Students
BIL/ESL 400	Methods and Materials for Teaching LEP Students in Bilingual Programs
BIL/ESL 410	Cross-Cultural Studies for Teaching LEP Students
BIL/ESL 420	Methods and Materials for Teaching ESL

#### American Sign Language concentration:

ASL 200	American Sign Language I
ASL 250	American Sign Language II
ASL 260	Finger Spelling and Numbers
ASL 300	American Sign Language III
ASL 350	American Sign Language IV
ITP 202	Perspectives in Deafness: Deaf Culture and History

#### Minor concentration (within an academic discipline):

Students may determine an 18-hour course of study in an 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 from each area of concentration.
6. Demonstrate professional disposition in coursework and practicum experiences.

## ELEMENTARY EDUCATION

Degree Offered: **Bachelor of Science**

### Advanced Placement Opportunities:

Certain general education 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.

### Program Requirements for Elementary Education Major:

1. General education requirements for baccalaureate degree, p. 8.
2. The candidates in all programs in the School of Education meet the technology competencies through a variety of ways. All courses at both the graduate and undergraduate level must address the Illinois Technology standards and are noted in each course syllabus. Specifically candidates in the initial certification programs must take ELE 240 Media and Technology in Education or the graduate equivalent (MSE 518) as well as develop, maintain, and present a professional electronic portfolio.
3. Complete the pre-professional courses (EDU 213, EDU 214, SPE 229, and ELE 240 or their graduate-level equivalents) with a grade of "C" or better.
4. Field Experiences (EDU 290, 291, 390, 391).
5. A minimum of 33 hours in elementary education including ELE 240, 315, 316, 317, 318, 321, 331, 351, 365, 381, and 499, and a 3-hour elective.
6. MAT 124 or 125 College Algebra; COM 101 Fundamentals of Public Speaking; 3 hours of Introduction to Psychology; 3 hours of American History; SPE 229 Survey of Exceptional Students; 7 hours in science; 3 hours of U.S. Government; and 3 hours of Global Studies. If students have an A.A. or A.S. degree, they still need to fill these specific course requirements.
7. Successful completion of student teaching (EDU 494) and a weekly seminar (ELE 499).
8. Complete ENG 111 and 112, COM 101, MAT 124 or 125, HIS 111 or 112, POL 200, and PSY 100 with a grade of "C" or above.
9. Illinois State Standards require knowledge and skill for elementary teachers in the area of Special Education. Elementary majors may choose to enhance their preparation in the area of Special Education by choosing additional "outside-of-the major area" and "additional electives" in Special Education. Eighteen semester hours may constitute a minor in Special Education. (See minor in Special Education.)
10. Demonstrate professional disposition in coursework and field experiences.

### Requirements for a Basic Endorsement in Special Education:

Candidates pursuing another certification 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 certificate in another area (e.g., elementary K-9 or secondary K-12, depending upon their initial certification 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 certification in special education in accordance with a plan agreed upon between their hiring district and the state of Illinois.

### Dual Certification – Special Education/Elementary Education:

A dual certification option enables a declared elementary education major or a declared special education major to seek certification in both elementary and special education. This combination will slightly increase the program length of the current standard elementary education major from 124 to approximately 131 semester hours. If a student is a declared special education major instead of a declared elementary education major, the degree checklist for one's program automatically accounts for a dual certification in Special Education/Elementary Education. The combination will

significantly enhance preparation, employment opportunities, and employment flexibility for elementary and special education majors. Specific program planning and guidance sheets for this combination will be available to assist students who pursue this combined certification option.

**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 Certification, 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.

**Reading Endorsement Program**

The Reading 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 Endorsement requirements must complete 24 hours of approved reading courses, including Young Adult Literature.

**Course Descriptions**

**ELE 240 Media & 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. (Same as EDU/SPE 240)

**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 general education requirements. Recommended corequisite: ELE/SPE 316 and 317. (Same as SPE 315)

**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. (Same as SPE 316)

**ELE 317 Reading Laboratory (1)**

Students enrolled in ELE/SPE 316 tutor children in the Reading Center. Prerequisite: acceptance into the Teacher Education Program. Taken concurrently with ELE 316. (Same as SPE 317)

**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. (Same as SPE 318)

**ELE 321 Mathematics Methods in the Elementary/Middle 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 124 or 125, 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. Offered fall and summer. (Same as SPE 331)

**ELE 332 Teaching Elementary Physical Education Methods K-6 (3)**

Content and methods of teaching games, learning activities, movement, exploration, and dance suitable for grades K-6. Prerequisite: 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. (Same as SPE 351)

**ELE 354 Computers in the Curriculum (3)**

Student will learn the skills needed to incorporate computer technology into their teaching. Specific skills and practices studied will include the Internet presentation of software, general software evaluation and the use of such components as scanners and digital cameras. (Same as EDU/SPE 354)

**ELE 359 Diagnostic and Remediation of Reading and Language Arts (3)**

An extension of ELE/SPE 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. Prerequisite:

sites: ELE 315, 316, 317, 318, and acceptance into the Teacher Education Program. Corequisite: ELE/SPE 360. (Same as SPE 359)

**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. (Same as SPE 360)

**ELE 362 Young Adult Literature (3)**

A survey of areas of concern in the field of young adult literature, adolescent development, selection of materials, knowledge of young people’s reading interests and materials, library services for young people and methods of maintaining and increasing interest in the printed word. (Same as SPE 362)

**ELE 365 Education in Modern Society (3)**

This course is designed to introduce students to the wide range of diversity that exists today across today’s general school population and to examine 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, exceptionalism, religion, language and socioeconomic diversity. (Same as EDU/SPE 365)

**ELE 370-9 Special Topics (1-3)**

Special topics in elementary education depending upon demand and staff.

**ELE 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. (Same as SPE 381)

**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 Teacher Education Program. Corequisite: ELE 460. (Same as SPE 459)

**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. (Same as SPE 460)

**ELE 470-9 Special Topics (1-3)**

Special topics in elementary education depending upon demand and staff.

**Student Teaching**

**EDU/ELE 494 Student Teaching - (12-15) Elementary**

**EDU/ELE 495 Student Teaching - (12-15) Elementary/Secondary**

**EDU/ELE 497 Student Teaching - (12-15) Elementary/Special Education**

**EDU/ELE 498 Student Teaching - (12-15) Special Education**

Observation and directed teaching in selected attendance centers. Prerequisite: acceptance into Student Teaching.

Ordinarily students will do their student teaching 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.

**ELE 499 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 a professional portfolio and the hiring process. Taken concurrently with student teaching. (Same as EDU/SPE 499)

**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. General requirements for baccalaureate degree, p. 8.
2. English courses taken to fulfill general education 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 (senior seminar) 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 Senior Seminar (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. A grade of "C" or better is required in all English courses applicable toward the degree and the student must have a grade point average of at least 2.0 in the major.
10. Honor courses may count toward the major. The Chair 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 Secondary Education 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 Certification Program:**

English majors seeking 6-12 teaching certification are required to take the following courses: ENG 250 and 300; ENG 220 or 326 or 327 or 328; ENG 400, EDU 325, 496, and 499; PSY 246; SPE 240, 316, 317, and 362. They must also fulfill the requirements for teacher certification listed on pp. 81-83.

**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 general education 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 general education 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 ENG 305 Creative Writing, ENG 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 general education 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.

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**Course Descriptions**


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**ENG 099 Basic English (3)**

Intensive approach to the basics of academic reading and writing with emphasis on grammar, editing, and the coherent and effective short essay. Intended for students who need extra preparation before being admitted to ENG 111. Placement according to ACT or SAT scores and advisement. (Although credit is given for this course, it does not fulfill a general education requirement in writing and is not counted as part of the minimum degree requirements for a Quincy University degree.)

**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 Composition (3)**

Introduction to interdisciplinary academic writing, with emphasis on critical thinking and reading, inquiry, primary research, and writing as a process. [C1 900]

**ENG 112 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. [C1 901R]

**ENG 210 British Masters I (3)**

Major writers from Old and Middle English periods through the 18th century. Prerequisite: completion of ENG 112. [H3 912]

**ENG 211 British Masters II (3)**

Major writers of the Romantic, Victorian, and Modern periods. Prerequisite: completion of ENG 112. [H3 913]

**ENG 220 Major American Writers (3)**

Major American writers from colonial times to the present. Prerequisite: completion of ENG 112. [H3 914]

**ENG 225 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 World Literature I (3)**

Poetry, drama, and fiction from ancient times to the 17th century. Prerequisite: completion of ENG 112. [H3 906]

**ENG 231 World Literature II (3)**

Poetry, drama, and fiction from the 17th century to the present. Prerequisite: completion of ENG 112. [H3 907]

**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 certification in English. Students seeking this certification will learn basic linguistic concepts and their applications to teaching. This course does not fulfill the general education requirement in literature.

**ENG 260 Fiction [H3 901] (3)****ENG 261 Poetry [H3 903] (3)****ENG 262 Drama [H3 902] (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. [H3 902]

**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 Advanced Writing (3)**

Extensive practice in writing strategies, including argument, with emphasis on stylistic improvement. This course does not satisfy the general education requirement in literature. Prerequisites: completion of the general education requirements in composition and literature and junior standing.

**ENG 305 Creative Writing (3)**

Study and exploration of the art of writing fiction or poetry or both. (Final emphasis will be determined by the instructor.) Prerequisite: completion of general education requirements in composition and literature and at least junior standing. (This course does not satisfy a literature requirement.)

**ENG 315 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 general education requirements in composition and literature.

**ENG 325 American Prose (3)**

A study of major American prose writers from the colonial period to the present. Prerequisites: Completion of the general education requirements in composition and literature and Junior standing.

**ENG 326 The American Character (3)**

This class surveys American writers who have contributed to an understanding of how the "American Character" has been defined and perhaps altered through the years. Readings will include fiction, non-fiction, drama, and poetry by writers whose works examine qualities in leadership and defining moments in character through the lens of history, cultures, and gender. Prerequisite: completion of the general education requirements in composition and literature.

**ENG 327 The American Culture (3)**

Students in this class will investigate what has defined "American culture" through different eras of history and from a variety of social perspectives. The readings include poetry, drama, fiction, non-fiction and film. Prerequisite: completion of the general education requirements in composition and literature.

**ENG 328 The American Landscape (3)**

Students in this class will read a variety of American writers who allow a study of the land and the landscape as it has contributed to our national and cultural definition being "American." Prerequisite: completion of the general education requirements in composition and literature.

**ENG 330 Chaucer: *The Canterbury Tales* in Middle English (3)**

Intensive study of Chaucer's language and his most famous and popular work. Prerequisite: completion of the general education requirements in composition and literature.

**ENG 340 The Renaissance (3)**

Major writers, exclusive of Shakespeare. Prerequisite: completion of the general education requirements in composition and literature.

**ENG 345 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 general education requirements in composition and literature.

**ENG 350 The Restoration and the 18th Century (3)**

British writers from the period 1660-1798. Prerequisite: Completion of the general education requirements in composition and literature.

**ENG 355 Romantic Literature (3)**

A study of the early 19<sup>th</sup> 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 general education requirements in composition and literature.

**ENG 360 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 general education requirements in composition and literature.

**ENG 365 Modern British Writers (3)**

Writers of the 20th century. Prerequisite: completion of the general education requirements in composition and literature.

**ENG 370-9 Special Topics (1-3)**

Concentrated courses on various topics depending upon demand and staff. Prerequisite: completion of the general education requirements in composition and literature.

**ENG 380 Literary Criticism (3)**

Readings in the theory and evolution of literature and other arts. Prerequisite: completion of general education requirements in composition and literature and at least junior standing.

**ENG 382 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 general education requirement in literature or count toward the major in English. Prerequisites: ENG 111 and 112. (Same as COM 382)

**ENG 385 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 general education requirements in composition and literature.

**ENG 390 Literature of the Vietnam War (3)**

This course examines the impact of the Vietnam War on American literature and culture from the 1960s up through today. Readings will include literature from a variety of genres (letters, song lyrics, poetry, fiction, memoir, and oral history). It will also include literature from a variety of perspectives (American, Vietnamese, British, male, female and minorities).

**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 general education requirement in literature. Prerequisite: acceptance into Teacher Education Program.

**ENG 430 Dickenson, Frost, Ryan (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 general education 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 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.

Students will develop a business plan over the course of the program that will be presented to a panel of practicing entrepreneurs and industry experts. The minor will consist of four required courses and two elective courses designed to meet the interest of the individual student.

### Program Requirements for Business Majors:

1. Accounting, Finance, Management and Marketing majors must take the following four courses: ENT 301 Introduction to Entrepreneurship, ENT 315 Entrepreneurship Financials, ENT 331 Entrepreneurship Marketing, Creativity and Innovation, ENT 497 Business Plan Development
2. Business majors must choose two electives as listed below:
  - **Accounting:** MGT 301, 342, 345, 352; MKT 335, 338, 362; INT 390; ENT electives.
  - **Finance:** MGT 301, 345, 352; MKT 335, 338, 362, 432; INT 390; ENT electives.
  - **Management:** MKT 335, 338, 362, 432; INT 390; ENT electives.
  - **Marketing:** MGT 301, 342, 345, 352; INT 390; ENT electives.
3. 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 take the following four courses: ENT 301 Introduction to Entrepreneurship, ENT 315 Entrepreneurship Financials, ENT 331 Entrepreneurship Marketing, Creativity & Innovation, ENT 497 Business Plan Development.
3. Two electives chosen from the following: BUS 219, FIN 315; MGT 300, 301, 342, 352; MKT 331, 335, 338, 362, 432; INT 390; ENT electives.
4. Must also meet minimum University requirements for a minor.

## Course Descriptions

### ENT 301 Introduction to Entrepreneurship (3)

This course is designed to provide students with a basic understanding of what it takes to start and run your own business. Topics include: What is Entrepreneurship? Getting Started - Ideas to Reality, Analyzing Entrepreneurship Opportunities, Product/Service Strategy, Analyzing Your Target Market, Building a Powerful Marketing Plan, Legal & Accounting Issues, Building and Keeping a Strong Customer Base, Managing Your Finances, Developing A Business Plan.

### ENT 315 Entrepreneurship Financials (3)

This course focuses on understanding how to gather and analyze the appropriate financial data necessary for entrepreneurial decision making. Students will learn basic financial skills and explore various forms of financing available to the entrepreneur. Case studies and scenario analysis will be used to help students make a reject/buy decision.

### ENT 331 Entrepreneurship, Marketing, Creativity and Innovation (3)

This course will cover basic marketing principles necessary in the creation and innovation of a new product or business. Students will examine day-to-day marketing activities, positioning and strategy, customer behavior, developing a marketing strategy, and the basics of market research, pricing, and reaching the customer. Taking creative concepts to fruition will be discussed.

### ENT 497 Business Plan Development (3)

This course will be used as the "capstone" course to the minor. It incorporates and integrates the functional areas of business and puts into practice many of the concepts and theories acquired in other classes. Students are required to identify a business opportunity and develop their own business plan. This plan will be used in the overall assessment of the business minor. Students will present their business plans to a panel of judges (local experts, entrepreneurs, and academics) for assessment and feasibility.

## 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 (Personal Training 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. General requirements for baccalaureate degree, p. 8.
2. Specific general education courses include PSY 100, SOC 100, BIO 150, CHE 150, MAT 142, PED 265.
3. 35 hours of support coursework including NSG 280; MAT 150; CHE 151; PHY 211, 212; BIO 151, 282, 283, 476-479 (2 hours); PSY 312.
4. 35 hours of major coursework required include PED 106, 152, 200, 236, 301, 344, 345, 355, 380, 444, 454, and 482 (6 hours).
5. Recommended electives: MAT 242, and a 4-hour 300-level BIO elective (required to complete a biology minor).
6. Minimum of "C" (2.0) in all PED courses.
7. Students should be aware that most graduate programs are looking at 4.0 GPA students first.

#### Bachelor of Science in Exercise Science: (Personal Training Concentration)

1. General requirements for baccalaureate degree, p. 8.
2. Specific general education courses include PSY 100, ECO 222, BIO 282, CHE 150, MAT 124 or 125, PED 265, PHI 327.
3. 37 hours of support coursework including SPM 240, 264, 350, 351, 360, 430; MGT 300, 301; BUS 215, 219; ACC 121; BIO 283.
4. 35 hours of major coursework required include PED 106, 152, 200, 236, 301, 340, 344, 345, 355, 380, 444, 454, and 460 (3 hours).
5. Minimum of "C" (2.0) in all PED courses.

## 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. General requirements for baccalaureate degree, p. 8.
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 general education requirements.
4. Required courses: HIS 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 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.

### Teacher Certification Program:

History majors requesting certification as secondary education teachers are required to take HIS 350, 400 and to meet the requirements for certification on pp. 81-83.

### Requirements for a Pre-Law Concentration: (See p. 145)

- 1) Required courses (21 semester hours): BUS 215; POL 200, 260, 363, 364, 480; CRJ 101. Note that many of the above courses can also fulfill the University's general education requirements or history program requirements.
- 2) Nine semester hours of elective courses chosen from the following: BUS 316; HIS 311, 360; POL 384, 385, 421.

### Requirements for a Minor:

HIS 101-102 (6 hours); HIS 111-112 (6 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: 24 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.

**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. [S2 912N]

**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.) [S2 913N]

**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. [S2 900]

**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. [S2 901]

**200 Level: General Interest Courses****HIS 208 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 270-9 Special Topics (3)**

Special topics in history depending upon demand and staff.

**300 Level: Period, Area, and Issue Courses****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 313 French Revolution and Napoleonic Era (3)**

Explores the origins and course of the French Revolution, the effects of the Napoleonic era and the impacts of this period on European history.

**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 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 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 326 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 336 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. [S2 908N]

**HIS 343 Latin America (3)**

Examines selected themes from Latin American history from pre-Columbian societies to the present, including the great American empires, the Spanish conquest, colonial politics and society, independence, the formation of modern states, and contemporary history. [S2 910N]

**HIS 350 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 353 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.

**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 understand-

ing of how ideas have shaped the course of American history.

**HIS 356 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 358 Religion in American History (3)**

What has been the role of religion in America? Taking a thematic and chronological approach, this course seeks to answer this question by exploring the way religion has shaped the people, cultures, and institutions in America from its pre-Columbian roots to the 21st century.

**HIS 359 Immigration to the United States (3)**

This course surveys American immigration history with a special focus on ethnic and race relations. It emphasizes several critical issues such as ethnic and racial contact and conflict, language maintenance, immigration law, the "laws" of immigration, multiculturalism, nativism, and religion.

**HIS 360 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.

**HIS 361 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 History of the Early Republic (3)**

Follows the new nation from the 1790s through the 1850s including the development of political parties, War of 1812, nationalism, sectionalism, Jacksonian democracy, Manifest Destiny, Mexican War, reform movements and the political divisions leading to war.

**HIS 364 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 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 368 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 counter-culture, Watergate, the rise of the American right, and contemporary issues.

**HIS 369 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.

**400 Level: Methods, Internships and Seminars****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 certification 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 Seminar in History I (3)**

Capstone course with an in-depth study of historiography, historical method, and historical criticism.

**HIS 498 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.

**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 general education requirements through an integrated and coordinated course of study.

Consult the Chair of the Division of Humanities for additional information.

**Program Requirements for Humanities Major:**

1. General requirements for a baccalaureate degree, p. 8.
2. Foreign language (two semesters or equivalent in a single language).
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 general education requirement in literature.
2. Any 200-400 courses in English are acceptable for the program except ENG 382 Business Communication and 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 Chair.
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 PDP program should refer to the requirements in the Professional Degree Programs section of this catalog):**

1. General requirements for baccalaureate degree, p. 8.
2. To fulfill the technological literacy requirement, students must pass the Information Technology Proficiency Test or CIS 101.
3. HMS 110 is required and fulfills a general education 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 324.

**Requirements for a Minor:**

A student must complete 18 hours including HMS 110, 305, 360, and 9 additional credit hours selected from HMS 205, 300, 315, 321, 322, 325, and 330. 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. Prerequisite: HMS 110.

**HMS 300 Statistics and Research Methods for Social Sciences (3)**

This course provides students with the statistical and methodological principles and tools that will give them a practical understanding of research design and methodologies, data collection, statistical analysis, and research interpretation.

**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. Prerequisite: HMS 110 or PSY 100 or consent of instructor.

**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 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.

**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 Abuse  
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. Prerequisite: HMS 305.

**HMS 330 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 315 and 321.

**HMS 335 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 social services from Practicum I.



## INTERNATIONAL BUSINESS

The School of Business offers a minor in International Business for students pursuing a major in Management, Marketing, Finance, or Accounting. This interdisciplinary minor is designed to give students general global knowledge to prepare them for positions in international divisions of American companies; to work in the import-export business; to seek careers in national or international governmental agencies; to establish international businesses; and to enter careers in international commercial and investment banking.

### Requirements for a Minor:

In addition to the courses required for a Business major, the minor requires 3 hours chosen from INB 421, 423 (for Finance or Accounting majors only), 425, 427, or 429; INB 323 or 325; 3 hours chosen from POL 220, 236, or 421; 3 hours chosen from POL 319, 324, 325 or 330; and one year of a single modern language (French, German, or Spanish recommended) or one semester of an approved study abroad program. Other languages may be taken as components of the Study Abroad program through Quincy University and approved by the Dean of the School of Business. Must also meet minimum University requirements for a minor.

### Course Descriptions

#### INB 323 Comparative Economic Systems (3)

Examines the major economic systems of the world, in both theory and practice. Focuses on a general understanding of how economic systems work and how economic theory interacts with government policy, history, and culture to explain economic performance in capitalist regulated markets, socialist regulated markets, socialist centrally planned economies, transitional economies and other emerging economic systems.

#### INB 325 Economic Problems in Developing Countries (3)

Examines theoretical and policy issues in economic growth and development with emphasis on specific country policies and experience; alternative development paths; problems of development planning; policies for achieving growth and development in emerging countries; and conditions necessary for continued growth in advanced countries.

#### INB 421 International Accounting (3)

An examination of concepts, current standards and problems related to financial accounting and reporting by U.S. enterprises. This course also provides the foundation for subsequent examination of accounting issues of multinational enterprises. Prerequisites: ACC 121 and 221.

#### INB 423 International Economics and Business (3)

This 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. (Same as ECO 423)

#### INB 425 International Marketing Strategy (3)

Due to cultural and business norms, marketing must be approached differently in many parts of the world. This course reviews basic marketing approaches and how they must be modified in differing country environments. Topics include applicability of market research, customer preference, pricing and promotion. Prerequisite: MKT 331.

#### INB 427 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. (Same as FIN 427)

#### INB 429 International Business Strategies (3)

Implementation of the traditional management functions (staffing, organizing, directing and controlling) within an international or global organization is the focus of this course. Emphasis will be placed on the impact of international environment (differing legal restrictions, political forces, economic situations, roles of labor, cultural philosophies, etc.) on management practices. A major underlying theme throughout the course will be the financial and efficiency costs of adjusting to local requirements versus global rationalization.

## INTERPRETER TRAINING

Degrees Offered: **Bachelor of Arts**

Sign language interpreters make communication accessible between hearing and Deaf or Hard of Hearing people. Interpreters listen to a spoken message and convert it into a visual message as well as converting the visual message back into a spoken message. A career in interpreting should appeal to those who have a special interest in language and communication and who enjoy working with people. American Sign Language (ASL) courses may be used to fulfill the language requirement when approved by the specific program. Consult with the Chair of the program for approval.

### Program Requirements for Interpreter Training Major:

1. General requirements for a baccalaureate degree, p. 8.
2. Required courses: ITP 201, 202, 210, 215, 220, 302, 310, 399 (3 hours), 410, 420, 485 (3-6 hours).
3. Required support courses: ASL 200, 250, 260, 300, 350, 407, and 416.
4. A grade of "C" or better is required in all ITP courses to count toward the major.

### Requirements for an American Sign Language (ASL) Minor:

Students seeking an ASL minor must complete the following courses: ASL 200, 250, 260, 300, 350 and ITP 202. Must also meet minimum University requirements for a minor.

### Course Descriptions for Interpreter Training

#### ITP 201 Introduction to Interpreting (3)

Topics include the history and evolution of the profession, terminology used in the profession, the National Association of the Deaf/Registry of Interpreters for the Deaf Code of Ethics, and occupational settings and situations that are frequently used by interpreters and their clients. Taken concurrently with ASL 200.

#### ITP 202 Perspectives in Deafness: 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 larger culture and other cultures of hard of hearing individuals.

#### ITP 210 Practical and Ethical Applications of Interpreting (3)

Focuses on the professional and ethical development of the interpreter. Topics covered are decision-making, assignments assessment, and environmental management. This course will provide an in-depth discussion and application of the National Association of the Deaf/Registry of Interpreters for the Deaf Professional Code of Ethics as they apply to various situations within the education, religious, le-

gal, performing arts, mental health, medical, rehabilitation/social services, and business settings. Business aspects of interpreting: resumes, cover letters, business cards, portfolios and proper etiquette, as well as how to work as a freelancer, staff interpreter, educational interpreter, VRS interpreter or with an agency and the benefits of each will be explored. Prerequisite: ITP 201.

#### ITP 215 Interpreting I (3)

Examines the differences between ASL and English languages, models of interpreting, and equivalence across languages. Study includes theories and topics of spoken language interpreting and sign language interpreting. English skills are enhanced and message analysis is performed in order to interpret from ASL to English and English to ASL. Prerequisite: ASL 200. Taken concurrently with ASL 250.

#### ITP 220 Interpreting II (3)

Assists students with the process of taking a signed message and interpreting it to spoken English. Focus on the voice interpreting process, vocal control, voicing techniques, vocal expression, word choice, and changes that affect context. Emphasis will be given to the development of expressive skills in ASL interpreting. Prerequisite: ITP 215. Taken concurrently with ASL 300.

**ITP 285 Practicum (3)**  
Field experience in sign language interpreting and voice interpreting. Time will be provided for confidential discussion of ethical and professional challenges in the field experience. Emphasis will be placed on code of ethics, professionalism, interpreting vs. transliterating, and a working knowledge of various interpreting settings and communication dyads.

**ITP 302 Interpreting III (3)**  
Designed to expand students' interpreting and transliterating skills and students' skill of taking a signed message and conveying it into spoken English. The development of the students' voicing skills with both ASL and sign language system speakers will be continued. Emphasis will be placed on various settings for interpreters, skills in discourse analysis, expanding vocabulary related to technical tasks, vocal control, voicing techniques, word choice, vocal expression, and accessing the mode of communication/language preferred by the deaf consumer. English and ASL idioms will be interpreted. Prerequisite: ITP 220. Taken concurrently with ASL 350.

**ITP 310 Interpreting IV (3)**  
Provides an expansion of knowledge in the area of interpreting. Vocabulary development in sensitive areas such as human sexuality, anatomy, substance abuse, and crime. Consecutive interpreting will be practiced. How to interpret monologues will be practiced in receptive and expressive interpreting. Interpreting from frozen text will be introduced. The Board for Evaluation of Interpreters (BEI) test will be introduced and studied. Prerequisite: ITP 302.

**ITP 399 Topics in Interpreting (1-6)**  
Focuses on specialized interpreting situations such as medical, legal, education, and theatrical, addressing linguistic and ethical concerns for each of the specialty areas. It will reinforce sign language skills and interpreting principles while looking at the interpreter's role and responsibility in each setting. Specialty areas vary depending on material and topics most recently studied. Prerequisite: ITP 220. Course may be repeated for a total of 6 credit hours.

**ITP 410 Interpreting V (3)**  
Provides an expansion of knowledge in the area of interpreting. Simultaneous interpreting will be practiced. How to interpret monologues as well as dialogues between Deaf and hearing source text will be practiced in receptive and expressive interpreting. National Interpreter Certification (NIC) test will be introduced and studied. Prerequisite: ITP 310.

**ITP 420 Intensive Interpreting Practice (3)**  
This course focuses on hands-up in class practice with instructor feedback. It will be an intensive lab experience based on the students' interpreting class level. Monologues and dialogues will be used for practice. Interpreting situations such as medical, legal, educational, theatrical, and music will be practiced. Interpreters' roles and responsibilities will be discussed with each situation. Prerequisite: ITP 220. May be taken concurrently with ITP 302, ITP 310, ITP 399, or ITP 485. May be repeated.

**ITP 485 Professional Experience (3-6)**  
This course provides opportunities for students to apply their knowledge, skills, and experience in a variety of interpreting settings in education, business, public service agencies, and as freelance interpreters. Students participate in supervised interpreting field work and receive training on linguistic and ethical questions that may arise during practicum assignments. Prerequisites: Must complete all ASL/ITP coursework. Need to complete 50 clock hours for each one-hour credit taken.

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. Knowledge of basic sign handshapes, grammar, and syntax is achieved. 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 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.

**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 407 Linguistics of American Sign Language (3)**  
Course focuses on the linguistics of American Sign Language, including phonology, morphology, syntax, and language structural aspects. Both American Sign Language and English are compared and contrasted, providing students with valuable insight into both languages. Prerequisite: ASL 250.

**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.

## 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 General Education Program (GEP) 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 Chair or 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 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.

### 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.

### 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 French 211. Prerequisite: FRE 211 or demonstrated knowledge on placement test.

### 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 Intermediate German I (3)**  
Continued development of the four basic language skills with increased emphasis on reading and culture. Prerequisite: GER 111 or GER 112 or demonstrated knowledge on placement test.

**GER 212 Intermediate German II (3)**  
Continuation of GER 211. Prerequisite: GER 211.

### 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 & 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. No prior knowledge of Spanish is required.

**SPA 112 Beginning Spanish II (3)**  
Continuation of SPA 111 designed to achieve better fluency in the language through oral activities, writing, vocabulary expansion and grammar consolidation. Prerequisite: SPA 111 or demonstrated knowledge on placement test.

**SPA 211 Intermediate Spanish I (3)**  
This course focuses on the development of both receptive skills and communicative competence in oral and written expression through conversations, listening comprehension, grammar review, vocabulary expansion, cultural readings, and video activities. Prerequisite: SPA 112 or demonstrated knowledge on placement test.

**SPA 212 Intermediate Spanish II (3)**  
Continuation of SPA 211 designed to strengthen competence in oral and written communication. [H1900] Prerequisite: SPA 211 or demonstrated knowledge on placement test. [H1 900]

**SPA 309 Advanced Spanish I (3)**  
The objective of this course is to achieve a greater competence in the language through intensive conversation practice and compositions. Grammatical structures previously studied will be thoroughly reviewed and vocabulary will be reinforced and expanded. Conducted entirely in Spanish. Prerequisite: SPA 212 or equivalent (AP, CLEP, performance on placement test) or permission of instructor.

**SPA 311 Advanced Spanish II (3)**  
Continuation of SPA 309 with further practice in conversation and composition. Conducted entirely in Spanish. Prerequisite: SPA 309 or equivalent as shown by placement test or permission of the instructor.

**SPA 321 Hispanic Civilization and Culture (3)**  
A survey of Spanish and Latin American civilizations with emphasis on historical, social, and artistic events. Conducted entirely in Spanish. Prerequisite: SPA 212 or equivalent (AP, CLEP, performance on placement test) or permission of the instructor.

## MANAGEMENT INFORMATION SYSTEMS

Management Information Systems courses support the general education program and specific degree program requirements.

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### Course Descriptions

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#### **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 Chair of Science & Technology for proper placement.

### Program Requirements for Math Major:

1. General requirements for the baccalaureate degree, p. 8.
2. MAT 242, 243, 244, 260, 329, 450, 485, and 497. Majors seeking secondary certification 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 certification. All other majors must take 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 PHY 223 Principles of Physics I to fulfill their general education requirement in the physical sciences.
5. No more than one grade below a "C" is permitted in courses applicable to the major. Majors seeking secondary certification must earn grades of "C" or better in courses applicable to the major.

### Teacher Certification Program:

Teacher certification: satisfaction of state requirements for primary or secondary education certification in the field of mathematics entails additional courses. Professional competence in mathematics is the primary focus of training as a mathematics major. Consult the Education curriculum for certification requirements and see pp. 81-83.

### 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.

### Pre-Actuarial Science Program:

This pre-major program is supported by course offerings in Mathematics and is designed to prepare students to enter the actuarial profession. The program consists of a two-year residency at Quincy University (QU) followed by two years of degree fulfillment in residence at the University of Illinois at Urbana-Champaign (UIUC). For additional information, see p. 143.

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### Course Descriptions

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#### **MAT 099 Intermediate Algebra (4)**

Students will review basic algebra skills in preparation for a College Algebra course. Emphasis will be placed on working problems and building confidence in mathematical skills. Credit is given for this course, but it does not fulfill a general education requirement in mathematics and is not counted as part of the minimum

degree requirements. This course will meet for three lecture and one lab hour per week.

#### **MAT 110 Basic Mathematical Concepts I (3)**

Provides prospective teachers with background for teaching elementary school mathematics topics include: inductive and deductive reason-

ing, 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 099.

**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 099 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 124 or 125; grade of "B" or better in MAT 099; 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: 4 units of high school mathematics, "B" or better in MAT 125, or MAT 142. [M1 900-1]

**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. [M1 900-2]

**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. [M1 900-3]

**MAT 252 Discrete Mathematics (3)**

A study of discrete mathematical structures. Sets, relations and digraphs, functions, counting techniques. Prerequisite: MAT 124 or 125.

**MAT 260 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 nonmajors 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 certification 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 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 244.

**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 244 and 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 142.

**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 440 Abstract Algebra (3)**

Groups, rings, fields, integral domains, and Boolean Algebra. Prerequisite: MAT 244 and 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 150 and MAT 244.

**MAT 470-9 Special Topics (1-3)**

Special topics in mathematics depending on demand and staff.

**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 244 and MAT 260.

**MAT 497 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 transfer students must take a placement exam in music theory for either the major or minor.
3. All music majors must enroll in Concert Attendance (MUS 070) every semester until they pass five semesters.
4. All music majors must take applied piano every semester until they complete piano proficiency.
5. All music majors must complete the Sophomore Proficiency process with a passing grade before being admitted to upper-level courses in the major.
6. A minimum grade of "C" is required in all major courses to count toward the major or minor.
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. General requirements for baccalaureate degree, p. 8.
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. 26 credit hours of music courses, including: MUS 113, 114, 115, 116, 117, 213, 214, 215, 311, 312, and 313.
5. Required performances: Recitals during junior and senior 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

(Concentration in Instrumental Music)

1. General requirements for baccalaureate degree, p. 8.
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. 26 credit hours of music courses, including: MUS 113, 114, 115, 116, 117, 213, 214, 215, 311, 312, and 313.
5. 17 credit hours of music education courses, including: MED 317, 319, 320, 321, 341, 349, 351, 412, 413, and 430.
6. 7 credit hours in Symphonic Band.
7. Professional courses for state certification (see Education, pp. 81-83.)

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 and MED 430 constitute the required comprehensive experience.
10. A prerequisite for all music education courses (MED) is acceptance into the teacher education program (see p. 81 for details).

### Bachelor of Science Music Education Major

(Concentration in Vocal Music)

1. General requirements for baccalaureate degree, p. 8.
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. 29 credit hours of music courses, including: MUS 113, 114, 115, 116, 117, 213, 214, 215, 219, 311, 312, and 313.
5. 14 credit hours of music education courses, including: MED 317, 321, 341, 349, 351, 430, and three hours of MED electives.
6. 7 credit hours in Concert Choir.
7. Professional courses for state certification (See Education, pp. 81-83).
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 and MED 430 constitute the required comprehensive experience.
10. A prerequisite for all music education courses (MED) is acceptance into the teacher education program (see p. 81 for details).

### 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:

<i>Music Theory:</i>	MUS 213-214 Music Theory III and IV	6 hrs.
<i>Music History:</i>	MUS 311-312 Music History I and II	6 hrs.
<i>Music Performance:</i>	Applied Music (usually one credit per semester; students will perform in department convocations)	6 hrs.
<i>Music Education:</i>	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 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.

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**Course Descriptions**


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**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 overview tracing development of musical forms and types. Includes listening to music.

**MUS 207 Class Piano (2)**

Basic technique, harmony, accompaniment skills. Preparation for successful completion of piano proficiency. Lab fee.

**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 German. 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 Italian, 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 259 Sophomore Proficiency (0)****MUS 299 Piano Proficiency (0)****MUS 310 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 general education requirement in Fine Arts.

**MUS 311 Music History I (3)**

Survey of music from earliest antiquity to 1750. Prerequisites: MUS 114 and 117.

**MUS 312 Music History II (3)**

Survey of music from 1750 to present. Prerequisites: MUS 114 and 117.

**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 332 Vocal Recital Seminar (1)**

Performance techniques for vocalists. Includes study of opera styles and performance of opera scenes and other vocal repertoire.

**MUS 399 Junior Recital (0)****MUS 499 Senior Recital & Paper (1)****Music Education****MED 317 Elementary School Music (2)**

Methods and procedures for teaching music in the elementary school. Open only to music majors or minors.

**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. Open only to music majors or minors.

**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. For choral music education majors. 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.

**MED 430 Seminar in Music Education (2)**

Methods and procedures necessary for every music educator. Includes discussion of teaching techniques, music education philosophy, music advocacy, preparing and maintaining a music budget, music assessment, and other topics. Offered as needed one semester prior to student teaching.

**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, nonmusic 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	

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 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 Band

\*By audition only.

## NURSING

### Basic Track - A Partnership with Blessing-Rieman College of Nursing

The University offers a Bachelor of Science in Nursing degree in cooperation with Blessing-Rieman College of Nursing. 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 just a few blocks from the University. At Blessing-Rieman students will utilize the Blessing Health Professions Library; a computer lab with the latest software for nursing research; and the Skills Lab, 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
- Minimum high school GPA of 3.0
- Cumulative college GPA of 2.5 or higher
- Support course GPA of 2.5 or higher
- Completion of all prerequisite courses for sophomore nursing courses with a grade of C or better (English Composition, General 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 or take Admissions Assessment exam
- Cumulative college GPA of 2.5 or higher
- Support course GPA of 2.5 or higher
- Completion of all prerequisite courses for sophomore nursing courses with a grade of C or better (English Composition, General 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 publishes its own catalog with more details of its nursing programs than are contained here. Please consult them at Blessing-Rieman College of Nursing, 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 LPN-BSN and 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 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 124 hours):**

**Core Curriculum and Liberal Arts Foundation:** ENG 111 and 112, COM 101, 200 level Literature, TRS 116, Global Studies, History course, and Fine Arts (Art, Music, Theatre, or Film).

**First Year/Senior Year Experience:** FYE 100 and SYE 400. First Year Experience is waived for transfer students.

**University Signature Requirements:** TRS elective and PHI/TRS elective.

**Support Courses:** BIO 282, BIO 283, BIO 232, BIO 354, MAT 150, PHI 323, PSY 100; PSY 236 or Human Growth &/or Development.

**Electives:** Nursing or non-Nursing electives.

**61 hours of Nursing:** NSG 201, 206, 207, 209, 211, 215, 280, 304, 320, 321, 322, 401, 402, 404, 405, 421, 423 and two hours of nursing electives.

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## Course Descriptions

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**Basic Track Required Courses:****NSG 201 Fundamentals of Nutrition (2)**

This course focuses on the use of nutrition as an intervention to promote, maintain, or restore health. Nutrition assessment, diet analysis, meal planning, and basic nutritional support during health alterations are studied. Prerequisites: Admission to the nursing major; Anatomy & Physiology I. Prerequisite or concurrent: Anatomy & Physiology II or consent of instructor. (Offered every fall)

**NSG 206 Fundamentals of Nursing I (3)**

This course introduces the learner to the diverse nature of professional nursing. The learner will begin to apply the Whole Person Nursing Framework and the nursing process. Learners are guided in the 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. Prerequisite: Admission to the nursing major; ENG 111, General Psychology, Anatomy & Physiology. (Offered every fall)

**NSG 207 Fundamentals of Nursing II (3)**

This course focuses on whole person assessment and expands communication and nursing process skill. The focus is on development of health promotion and care of adults experiencing uncomplicated health alterations. Scientific knowledge from nursing, physiological and psychological theories are the basis for planning, implementing, and evaluating the outcomes of nursing actions. Prerequisites:

ENG 111, General Psychology, Developmental Psychology, Anatomy & Physiology; NSG 206, 215. Prerequisite or concurrent: Microbiology. (Offered every spring)

**NSG 209 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. Pharmacotherapeutics, pharmacodynamics, pharmacokinetics, and principles of drug administration will be studied. 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 biopsychosocial, spiritual, and cultural needs of the recipient.

**NSG 211 Pharmacology II (2)****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; ENG 111, General Psychology, Anatomy & Physiology. (Offered every fall)

**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. (Offered every fall. Open to all majors)

**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. 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 200, 201, 204, 206, 207, 208, 215, 280; Human Growth & Development or Child Psychology; Speech. Prerequisite or concurrent: Ethics. (Offered every semester)

**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 200, 201, 204, 206, 207, 208, 215, 280. Human Growth & Development or Child Psychology. Speech. Prerequisite or concurrent: Ethics. (Offered every semester)

**NSG 321 Nursing Concepts II (6)**

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 emergency nursing, the immune response, oxygenation, cardiac perfusion, and metabolism. Application of competencies related to nursing assessment, diagnosing, planning, implementation, and evaluation will be expected. Prerequisites: NSG 200, 201, 204, 206, 207, 208, 215, 280. Human Growth & Development or Child Psychology. Speech. Prerequisite or concurrent: Ethics. (Offered every semester)

**NSG 322 Maternal and Child Nursing (6)**

The 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 multi-disciplinary 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 200, 201, 204, 206, 207, 208, 215, 280. Human Growth & Development or Child Psychology. Speech. Prerequisite or concurrent: Ethics. (Offered every semester)

**NSG 401 Community 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 emphasis on population-focused care. Prerequisites: Progression to the senior year; completion of the "Red Cross Introduction to Disaster Services I." (Offered every semester)

**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, 322; ENG 112, Pathophysiology; successfully met competency requirement.\* Prerequisite or concurrent: NSG 401, 404. (Offered every semester)

#### **NSG 404 Scientific Methods in Nursing (3)**

This course introduces students to the research process as a 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, and critical analysis of published nursing research are emphasized. Prerequisites: NSG 304, 320, 321, 322; Statistics, ENG 112, Ethics. Junior level students may enroll in the spring semester with permission from the instructor. (Offered every semester)

#### **NSG 405 Leadership in Nursing (5)**

The focus of this course is on the leadership role of the professional nurse as a change agent, educator, manager, and professional role model in an ever-changing society. Synthesis of leadership/management principles and concepts are incorporated into the professional practice role of the nurse to facilitate accomplishment of group goals and to assume beginning leadership roles in managed care health delivery systems. Professional values, teaching/learning, communication and collaboration, and leadership/ management skills are emphasized and evaluated through group processes and clinical experiences. Prerequisites: NSG 402, 404. (Offered every semester)

#### **NSG 421 Health Policy (2)**

This is an introductory course in health policy and politics for nurses in the United States. Political activism as it relates to the nursing care of patients is explored historically and within the context of contemporary health care delivery and financing in the United States. Application of the concepts of policy and politics are applied to the workplace, professional nursing organizations, community, and government. More specifically, the student is challenged to learn how to take action for advocacy and to recognize how the nurse, individually and through professional organizations, can influence and shape health policy to improve patient care outcomes. Prerequisite: Senior standing. (Offered every semester)

#### **NSG 423 Professionalism and Capstone Experience (3)**

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. A practicum 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 practicum, the student participates in a professional mentorship experience. Prerequisite: Senior standing. Completion of or concurrent enrollment in NSG 402. If taking NSG 402 concurrently, must be in good standing in NSG 402 clinical. (Offered every semester)

#### **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.

#### **NSG 391 Core Concepts in Nursing (5)**

This course emphasizes the core concepts of nursing practice. Students analyze previous personal performance and develop an individualized success and action plan. Students are expected to use critical thinking processes to apply core concept knowledge and principles to clinical situations. The diagnosis and treatment of human responses to health experiences are emphasized. Students will incorporate diagnostic findings, pharmacological and nutritional interventions, as well as growth and development stages into patient plans of care. Prerequisite: permission of instructor.

#### **NSG 470 Professional Nursing Internship (1)**

A Professional Nursing Internship is defined as an authentic in-depth learning experience which takes place outside of the classroom and is characterized by 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: Nursing GPA 2.5, employer acceptance, and advisor approval.

#### **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 15 hours of study. Prerequisite: NSG 404 or 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 Parish 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. Prerequisites: upper division standing or consent of instructor.

#### **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. (Open to all majors.)

#### **NSG 485 Stress Management (2)**

This course will focus on nonpharmacological 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.

#### **NSG 486 Complementary Therapies (3)**

This course will examine Eastern health practices and other alternative (complementary) practices seen in health care today. The topics and therapies selected for inclusion are those that are of particular interest to nurses. Knowing about therapies is not enough; for this approach to become successfully integrated into mainstream nursing practice, protocol development, managing change and research awareness are examined. With increasing interest in natural healing, self-care and responsibility for one's

health, nurses need to be familiar with these approaches. (Open to all majors.)

**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 RN status, or with permission of the instructor.

**NSG 496 Diabetes Through the Lifespan (2)**

This course provides an overview of diabetes care thru the life span. The course will utilize BRCN's Whole person framework to plan interventions to promote, maintain, or restore the dynamic state of Diabetes health.

**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.

**NSG 498 MONA Convention (2)**

This course examines current and emerging issues affecting nurses, nursing practice, patient care and strategies making a difference in the workplace. Students will attend the Missouri Nurses Association Biennial Convention, which includes continuing education sessions, House of Delegates meetings, issues, and research and finance forums.

**\*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 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 catalog for specific details.

*A graduate's* competency is demonstrated by passing a simulated NCLEX computer examination. Applications to write the state licensure examination, the NCLEX, will be processed only after the student has passed a simulated NCLEX computer-adaptive examination. Refer to Blessing-Rieman College of Nursing catalog for specific details.

## 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 general education 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 pp. 163-165, 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, 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.

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**Course Descriptions**


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**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 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 Ethical Theories (3)**

Examines traditional ethical positions and how they apply to contemporary moral debates. Prerequisite: any other philosophy course.

**PHI 323 Bioethics (3)**

Ethical issues involved in medicine and biotechnology.

**PHI 325 Environmental Ethics (3)**

Studies of the moral relationship of humans to the environment.

**PHI 327 Business Ethics (3)**

Examines the conceptions of moral community and responsibility implicit in democratic capitalism.

**PHI 329 Ethics and Technology (3)**

Examines the social and ethical aspects of emerging technologies.

**PHI 331 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 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 20<sup>th</sup> and 21<sup>st</sup> 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 368 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 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 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

Degree Offered: **Bachelor of Science**

### Program Requirements for Physical Education Major:

1. General requirements for baccalaureate degree, p. 8.
2. Complete the pre-professional courses (EDU 213, EDU 214, SPE 229, and ELE 240) with a grade of "C" or better).
3. Major courses for secondary certification: 39 hours in Physical Education including PED 106, 200, 221, 236, 241, 242, 324, 340, 400, 432, 434, 436, 442, and 444.
4. Support Courses: BIO 282 and 283, MAT 124 or 125, SCI 344 and 345. (See pp. 81-83 for additional requirements)
5. Satisfactory completion of student teaching in EDU 495 or 496.
6. Demonstrate professional disposition in coursework and field experiences.

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

**Physical Education:** To develop a second teaching field in Physical Education a student must complete PED 241 or 242, 400, 432, 434, 436, 442, and 444.

**Exercise Science (Personal Training):** Completion of PED 106, 236, 301, 344, 345, 355, 380, 454, and 460 (3 hours).

### Coaching minor and Illinois Coaching Certification:

Completion of PED 106, 200, 236, 242, 445, 465 (3 hours), and PED/SPM 264. Recommended to complete one coaching or officiating course. Completion of each course with a grade of "C" or better is required to fulfill certification requirements.

Quincy University's coaching minor will allow students the opportunity to become certified as a head coach for an Illinois interscholastic athletic team. Non-Education majors can increase their marketability in the coaching field by gaining valuable knowledge and experience. Students who successfully complete the coaching minor will be accredited by the Illinois High School Association (IHSAA) to be a certified head coach in the State of Illinois.

## 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 152 Fitness Modalities (1)

This course demonstrates how to use various types of exercise equipment to design fitness programs, rehabilitation programs, and athletic conditioning programs. Some of the equipment to be used include elastic bands, medicine balls, and stability balls.

### PED 200 Introduction to Athletic Training (3)

Two hours of lecture and one hour of lab. The lecture portion will cover the basics of athletic training including medical terminology, mechanisms of injury and recognition and treatment of common athletic injuries. The laboratory is an introduction to athletic training skills, including preventive and supportive taping, wrapping of common athletic injuries, assessment of vital signs, and crutch fitting.

### PED 210 Lifetime Health & Wellness (1)

Designed to develop lifelong wellness skills through the use of proper goalsetting, lifetime physical activities, proper nutritional methods, disease and injury prevention, stress management, and responsible behavior.

### PED 221 Foundations of Physical Education (3)

An orientation course emphasizing the history, philosophy, and role of physical education within the school and community.

### PED 231 Soccer Officiating (1)

Designed to give a thorough familiarity with and understanding of the rules of soccer with the intention of qualifying for state certification in officiating. Provides training in procedures and philosophy of officiating.

### PED 232 Football Officiating (1)

Designed to give a thorough familiarity with and understanding of the rules of football with the intention of qualifying for state certification in officiating. Provides training in procedures and philosophy of officiating.

### PED 233 Baseball and Softball Officiating (1)

Designed to give a thorough familiarity with and understanding of the rules of baseball and softball with the intention of qualifying for state certification in officiating. Provides training in procedures and philosophy of officiating.

### PED 234 Basketball Officiating (1)

Designed to give a thorough familiarity with and understanding of the rules of basketball with the intention of qualifying for state certification in officiating. Provides training in procedures and philosophy of officiating.

### PED 235 Volleyball Officiating (1)

Designed to give a thorough familiarity with and understanding of the rules of volleyball with the intention of qualifying for state certification in officiating. Provides training in procedures and philosophy of officiating.

### PED 236 First Aid and 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 241 Individual Sport Instruction (3)

Designed for a thorough understanding of the neuromuscular skill and strategies used in golf, racket sports, and bowling. Unit and class organization along with skill-teaching sequences are considered.

### PED 242 Team Sport Instruction (3)

Designed to develop a thorough understanding of the neuromuscular skills and strategies used

in soccer, softball, flag football, volleyball, and basketball. Unit and class organization along with skill-teaching sequences are considered.

### PED 251 Soccer Coaching (2)

Designed to prepare students to coach soccer. Students will receive instruction in theory, ethics, techniques, and strategies in coaching soccer.

### PED 252 Football Coaching (2)

Designed to prepare students to coach football. Students will receive instruction in theory, ethics, techniques, and strategies in coaching football.

### PED 253 Baseball Coaching (2)

Designed to prepare students to coach baseball. Students will receive instruction in theory, ethics, techniques, and strategies in coaching baseball.

### PED 254 Basketball Coaching (2)

Designed to prepare students to coach basketball. Students will receive instruction in theory, ethics, techniques, and strategies in coaching basketball.

### PED 255 Track and Field Coaching (2)

Designed to prepare students to coach track and field. Students will receive instruction in theory, ethics, event techniques, and practice planning in coaching track and field.

### PED 263 Sociology of Sport (3)

Designed to introduce students to the diverse aspects of sports as well as the diversity of "sports studies." There will be an emphasis on raising the level of consciousness regarding the sporting environment. Prerequisite: Sophomore standing or instructor consent. (Same as SPM 263)

### PED 264 Introduction to Sport Psychology (3)

Introduction and overview of the psychological aspects of sport. Knowledge and skills to develop performance enhancement programs for athletes, performers, and athletic teams are discussed. Prerequisite: Sophomore standing or instructor consent. (Same as SPM 264)

### 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. This course fulfills general education requirement.

## PHYSICAL EDUCATION

- PED 267 Lifeguard Training (2)**  
Designed along Red Cross standards to preserve one's own life in water, as well as saving other lives. Instruction in recognizing safety hazards and practices is presented. American Red Cross certification in lifeguarding, first aid, and CPR will be issued upon successful completion. Prerequisite: Strong swimming skills.
- PED 268 Water Safety Instructor (2)**  
Designed to prepare students to teach swimming and water safety. American Red Cross WSI certification cards issued upon successful completion. Prerequisites: Strong swimming skills.
- PED 270-9 Special Topics (1-3)**  
Special topics in Physical Education depending upon demand and staff.
- PED 301 Sport and 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 310 Philosophy of Sport (3)**  
The history and philosophy of physical education and sport programs. The philosophy of program development will be emphasized.
- PED 313 Swimming Methods (2)**  
Teaching methods, organization, and skill progressions in beginning to advanced swimming levels are presented. Prerequisites: Students must demonstrate competence in swimming. PED 115 is recommended for weaker swimmers. An American Red Cross Water Safety Instructor Aid Certification will be awarded upon successful completion.
- PED 324 Principles of Fitness for Physical Educators (2)**  
Designed to gain an understanding of the principles and concepts of health-related physical fitness for physical education programs. The candidate will apply, develop, perform, and assess the components of health-related physical fitness. This course meets or may be substituted for the general education requirement of PED 265 Personal Health and Wellness for the Physical Education major. Prerequisite: junior status (PE majors and teacher candidates).
- PED 340 Rhythms and 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 general education physical science requirement. Recommended: BIO 282. (Same as SCI 344)

**PED 345 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 general education physical science requirement. Recommended: BIO 282. (Same as SCI 345)

**PED 346 Motor Learning (3)**  
Study of neuromuscular development and its relationship to perception and acquisition of motor and performance skills.

**PED 350 Facilities Management (3)**  
Studies procedures in the planning and management of athletic, physical education, and recreational facilities. Emphasizes the planning process for indoor and outdoor facilities, including recreation parks and open spaces, planning for the handicapped, and trends in facility design. (Same as SPM 350)

**PED 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. (Same as SPM 351)

**PED 355 Personal Training Principles (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.

**PED 360 Sport Law (2)**  
Designed to identify legal liabilities in the sport and teaching environment. Will identify principal causes of sports litigation and encourage discrimination between risks which are inherent in sport and those which are unacceptable.

## PHYSICAL EDUCATION

**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.

**PED 381 Physiology of Aerobic Exercise (3)**

The study of the physiological and training principles of aerobic exercise. This course also helps prepare the student for the ACSM and ACE fitness instructor certification examination. Recommended: PED 345.

**PED 400 Methods of Teaching Physical Education (3)**

Teaching methods, organization, and principles of physical education in elementary and secondary schools.

**PED 410 Technology Use in P.E. and Sport Management (3)**

Designed to provide students with conceptual knowledge and technical competence necessary to comprehend the role of technology in teaching and coaching in the schools and in the management of sport organizations.

**PED 432 Teaching Elementary Physical Education (3)**

This course is designed to take the teacher candidate through the process of planning, developing, organizing, teaching, and assessing the physical education curriculum appropriate for elementary school students. Prerequisite: PED 400 and acceptance into the Teacher Education Program.

**PED 434 Teaching Middle School Physical Education (3)**

This course is designed to take the teacher candidate through the process of planning, developing, teaching, and assessing the physical education curriculum appropriate for middle school students. Prerequisite: PED 400 and acceptance into the Teacher Education Program.

**PED 436 Teaching Secondary Physical Education (3)**

This course is designed to take the teacher candidate through the process of planning, developing, organizing, teaching, and assessing the physical education curriculum appropriate for secondary school students. Prerequisite: PED 400 and acceptance into the Teacher Education Program.

**PED 441 Administration of Physical Education (3)**

Methods and theories involved in the administration and program development of physical education and athletics in high schools and other sports-related organization.

**PED 442 Tests and Measurements in Physical Education (3)**

Designed to provide concepts, principles, construction, and interpretation of assessment methods in Physical Education.

**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 447 Foundations of Recreation (2)**

Designed to study the administration and development of community and school recreational programs. Instruction in the qualification of a recreational leader with practical applications of leadership will be included.

**PED 454 Exercise Assessment (3)**

Study of the theories, procedures, and techniques of exercise, fitness, and sport performance testing. Laboratory experience required. Recommended: PED 345.

**PED 460 Personal Training Practicum (1-3)**

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 300 hours (50 clock hours per credit hour) at the site is required to meet the practicum requirement.

**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 (noncertified)	(1)
PED 138	Scuba Diving II (certified)	(1)

**PHYSICS**

Physics courses support the general education program and specific degree program requirements.

**Course Descriptions**

**PHY 100 Introduction to Physics (3)**

Basic principles of physics for nonscience majors. Includes laboratory.

**PHY 211 Fundamentals of Physics I (4)**

Noncalculus 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. General requirements for the baccalaureate degree, p. 8.
2. The technological literacy requirement will be fulfilled by CIS 101 Introduction to Information Technology.
3. POL 200 (fulfills a general education requirement in the Social Sciences)
4. 42 hours of Political Science courses at the 200-400 level distributed as follows:
  - American Government (POL 310, 316, 330)
  - Constitutional Law & Judicial Process (POL 260, 363 or 364)
  - Comparative Politics (POL 220, 324, 325)
  - International Relations (POL 236, 319 or 421)
  - Political Theory (POL 384 and 385)
  - Research (POL 231 and 497)
5. Required support courses: SOC 230, 6 credit hours of history, and one year of a single foreign language.
6. Students seeking practicum (internship) credit may take POL 480 but the credits will not count toward the 42 semester hours required for the major or toward the 124 credit hours required for completion of a degree. This restriction does not apply to students seeking practicum credit as part of the requirements for the Pre-Law Concentration detailed below.

### Pre-Law Concentration:

1. General requirements for the baccalaureate degree, p. 8.
2. The technological literacy requirement will be fulfilled by taking CIS 101 Introduction to Information Technology or its equivalent.
3. POL 200 (fulfills a general education requirement in the Social Sciences).
4. 42 hours of Political science courses at the 200-400 level distributed as follows: POL 220, 231, 236, 260, 261/262 or 263/264, 310, 363, 364, 384, 385, 324 or 325, 421, and 6 hours chosen from among POL 319, 480, and 324 or 325.
5. Required support courses: BUS 215, CRJ 101, and SOC 230 (or its equivalent) plus 6 hours as approved by the student's academic advisor.

### 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 Chair of Behavioral and Social Sciences.

## 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 certification and statute requirements. [S5 900]

**POL 220 Intro To Non-Western Political Systems (3)**

A comparative survey of the political and economic dilemmas of Less Developed Countries. Problems and theories concerning political development, colonialism, aid, and credit will be addressed as well as the impact of LDC's on the U.S. and vice versa. [S5 906N]

**POL 231 Research and Writing in Political Science (3)**

Selecting a topic, constructing the thesis, using resources, format for citations and bibliographies, writing assignments in Political Science from essays to major research papers.

**POL 236 International Relations (3)**

An examination of contemporary international affairs with an emphasis upon relations among states, national power, foreign policy, international conflict, and competition and cooperation in the legal, political, economic, and social fields.

**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 course on trial procedures designed especially for pre-law students. No more than 3 credit hours of Mock Trial may apply towards pre-law degree.

**POL 262 Mock Trial II (Criminal) (1)**

A course on trial procedures designed specially for pre-law students. No more than 3 credit hours of Mock Trial may apply towards pre-law degree. Prerequisite: POL 261.

**POL 263 Mock Trial I (Civil) (2)**  
A course on trial procedures designed especially for pre-law students. No more than 3 credit hours of Mock Trial may apply towards pre-law degree.

**POL 264 Mock Trial II (Civil) (1)**  
A course on trial procedures designed especially for pre-law students. Prerequisite: POL 263. No more than 3 credit hours of Mock Trial may apply towards pre-law degree. Prerequisite: POL 263.

**POL 270-9 Special Topics (1-3)**  
Special topics of current interest depending upon demand and staff.

**POL 310 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 316 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 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 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 Comparative Politics: Developing Political Systems (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 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 384 Political Theory: Ancient Greece to 1500 (3)**

Major political ideas of the Greeks, Romans, and Early Christians on the role of government in the pursuit of justice, wisdom, happiness, and salvation.

**POL 385 Political Theory: 1500-Present (3)**

Ideas of the major political thinkers from Machiavelli to Marx on the attempt to balance the desire for order and stability with the desire for freedom and liberty.

**POL 421 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 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-ACTUARIAL SCIENCE PROGRAM**

This pre-major program is supported by course offerings in Mathematics and is designed to prepare students to enter the actuarial profession. The program consists of a two-year residency at Quincy University (QU) followed by two years of degree fulfillment in residence at the University of Illinois at Urbana-Champaign (UIUC) or any other institution of the student's choice.

During the two years at QU the student will, at a minimum, have completed the following courses: the Calculus sequence (MAT 242, 243, and 244), a course in computer programming (CSC 150), a course in English composition (ENG 111), four years of a foreign language (all four years in secondary school or a combination of secondary school and QU), one or two semesters of basic economics (ECO 222 and/or ECO 223), as well as a selection of courses that will meet the general education requirements for Sciences and Letters Majors within the College of Liberal Arts and Sciences at the University of Illinois. Upon completion of all requirements, the student will earn the degree title, Bachelor of Science in Liberal Arts and Sciences with the major, Actuarial Science.

Details about the degree requirements and course descriptions in terms of UIUC courses can be found at the University of Illinois website at [www.las.uiuc.edu/](http://www.las.uiuc.edu/) and following the links to both General Education and Undergraduate Degrees.

## PRE-ENGINEERING PROGRAM

Students who plan careers in various engineering fields may take a pre-engineering sequence at Quincy University. The core of this sequence consists of General Chemistry I and II; Principles of Physics I, II, and III; Calculus and Analytic Geometry I, II, and III; and Differential Equations.

Two options are available:

1. Students enter a 3-2 program wherein they spend three years at Quincy University taking the pre-engineering core sequence and general liberal arts courses. They then spend two years at Washington University, St. Louis, (assuming a strong grade point average) in a comprehensive engineering curriculum. At the end of five years, the students receive the Baccalaureate degree in Physical Science from Quincy University and a degree in Engineering from Washington University. An added year at Washington University would lead to a Master's degree.
2. Students complete a two-year general education/pre-engineering sequence at Quincy University and transfer to engineering schools of choice. The majority of students in this program have transferred either to the University of Illinois at Urbana, Bradley University, or the University of Missouri at either Columbia or Rolla. No degree is awarded from Quincy University. Students should keep informed of the transfer admissions requirements of the engineering school of choice.

## PRE-LAW PROGRAM

### Pre-Law Concentration in History or Political Science:

Students interested in a formal, interdisciplinary course of study in preparation for law school may also choose to pursue a pre-law concentration in History or Political Science. This course of study creates a structure for pre-law study that consists of three major elements: required preparatory courses, pre-law electives, and internship experience.

History and Political Science have structured their pre-law concentration to integrate these program requirements into the specific requirements for their respective majors. Students interested in these programs should consult the appropriate section of this catalog.

### Pre-law preparation for majors other than History or Political Science

Since virtually all schools require a bachelor's degree before students enter law school, students must follow the regular liberal arts or science major or professional school major program in the field of their choice. Majors for pre-law students may include Business, English, history, mathematics, philosophy, political science, and psychology. In certain instances, a major in science may also be appropriate.

Political science faculty serve as coordinators of a series of courses and practica designed to prepare the undergraduate student for advanced study in law school. These courses, while only recommended, provide a basic understanding of the policy base for law and students are encouraged to focus their electives towards these courses. In addition the pre-law advisor will aid the student in obtaining LSAT information.

The following courses are recommended as electives for those students interested in law school: BUS 215 and 316; COM 390; CRJ 101, 246, 343, 344, 347; HIS 310 and 316; POL 200, 260, 261, 262, 263, 264, 363, 364, 385, 421, 480; SCI 361. Elective courses must come from three different disciplines.

### Program Requirements:

1. 21 semester hours chosen from the following:

BUS 215	Business Law	POL 263	Mock Trial I (Civil)
CRJ 101	Introduction to Criminal Justice	POL 264	Mock Trial II (Civil)
POL 200	United States Government	POL 363	American Constitutional Law <b>or</b>
POL 260	American Judicial Process	POL 364	Civil Rights and Civil Liberties
POL 261	Mock Trial I (Criminal)	POL 480	Practicum in Political Science (3 hrs)
POL 262	Mock Trial II (Criminal)		

Note that some of the above courses may also fulfill the University's general education requirements. Only 3 credit hours of Mock Trial can apply toward the degree.

2. 12 semester hours chosen from the following courses:

BUS 316	Advanced Business Law	HIS 311	Modern Britain 1689-Present
COM 390	Communication Law & Ethics	HIS 360	Revolution and Nationmaking
CRJ 246	Foundations of Criminal Law	POL 363	American Constitutional Law <b>or</b>
CRJ 343	Criminology	POL 364	Civil Rights and Civil Liberties
CRJ 344	Crime and Corrections	POL 385	Political Theory: 1500-Present
CRJ 347	Contemporary Criminal Law	POL 421	International Law

## PRE-PROFESSIONAL PROGRAMS

Quincy University recommends that pre-professional 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 veterinary medicine, dentistry, optometry, podiatry, osteopathy, chiropractic, and physical therapy should plan, in consultation with their academic advisors, their pre-professional 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).

## PSYCHOLOGY

Degree Offered: **Bachelor of Arts [correction: Bachelor of Science effective with the 2011-12 academic year]**

### Program Requirements for Psychology Major:

1. General requirements for the baccalaureate degree, p. 8.
2. To fulfill the technological literacy requirement, students must pass the Information Technology Proficiency Test or CIS 101.
3. PSY 100 fulfills general education 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, 332, 342 or 350; 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.

### General and Special Programs:

1. 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.

2. For those students considering graduate study in Psychology, the following courses are highly recommended for preparation for the Graduate Record Examination, Advanced Test in Psychology: PSY 300, 311, 332, and 430.

### 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, **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.

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### Course Descriptions

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#### **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 general education requirement in social science. An entrance requirement for psychology majors. [S6 900]

#### **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) [S8 900]

- PSY 228 Applied Psychology (3)**  
The course explores psychology's contribution to a variety of areas of modern life. These include psychology's involvement in the fields of health, exercise and sport, consumer behavior, conflict resolution and peace, religious experience, media influence, environmental behavior, and law. Prerequisite: PSY 100.
- 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 nonmajors. [S6 903]
- 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.
- PSY 311 Personality Theory (3)**  
This beginning course in the clinical sequence 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 second course in the clinical sequence lays the groundwork for an understanding of the psychopathological syndromes defined in DSM IV. Thorough and eclectic coverage of the causes and the personality dynamics associated with the syndromes is also presented. Prerequisite: PSY 100.

**PSY 315 Fundamentals of Counseling (3)**  
An introduction to the principles of counseling covering diagnosis, intervention strategies, and counseling skill development, with an emphasis on the interpersonal dimensions of the counseling interview. Professional ethics, case records, and report writing will also be covered. Prerequisite: PSY 311 or consent of instructor. (Same as HMS 315)

**PSY 316 Research Methods & Statistics I (3)**  
First course in a two-course research methods sequence. Focuses on descriptive statistics and nonexperimental 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 (3)**  
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 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 324 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 328 Industrial/Organizational Psychology (3)**  
An introduction to the application of psychology to the world of work for all majors. Topics include quality of work life and productivity, career development, personnel selection, supervision, human factors (in human-machine systems), managing diversity, interpersonal competence, and stress management in the work place.

**PSY 332 Physiological Psychology (3)**  
A course concerned with the neuroanatomical, neurophysiological, and neurochemical bases of learning, memory, perception, motivation, psychopathology, and the contribution of genetic factors to behavior. Prerequisite: PSY 100.

**PSY 340 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.

**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 430 History, Systems and Contemporary Issues (3)**  
The historical development and current status of various theoretical systems (functionalism, behaviorism, humanistic, etc.) are reviewed. Attention is also given to the nonwestern approaches to Psychology. The course also examines theoretical and practical issues that are currently being debated in the continuing development of Psychology as a science. Students will gain a comprehensive understanding of the past, present, and future of the field that will prepare them for graduate study and a professional role in Psychology. Prerequisite: 12 semester hours in Psychology.

**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.

## SCIENCE

Science courses support the general education program and specific degree program requirements.

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### Course Descriptions

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**SCI 100 Earth Science (4)**

A broad and nonquantitative 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. A/F scale.

**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 general education physical science requirement. Prerequisite: BIO 282 and 283. A math course is also recommended. (Same as PED 344)

**SCI 345 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 general education 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.

## SOCIOLOGY

Sociology courses support the general education program and specific degree program requirements.

### Course Descriptions

#### **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. [S7 900]

#### **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 on/from the USA. Topics such as wealth and inequality, gender, race, and ethnicity, work, and health care will be addressed. [S7 901]

#### **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) [S8 900]

#### **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 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. [S7 903D]

#### **SOC 324 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.

#### **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**

### Advanced Placement

Certain General Education 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.

### Program Requirements for Special Education Major:

1. General requirements for baccalaureate degree, p. 8.
2. The candidates in all programs in the School of Education meet the technology competencies through a variety of ways. All courses at both the graduate and undergraduate level must address the Illinois Technology standards and are noted in each course syllabus. Specifically candidates in the initial certification programs must take EDU/ELE 240 Media and Technology in Education or the graduate equivalent (MSE 518) as well as develop, maintain, and present a professional electronic portfolio.
3. Complete the pre-professional courses (EDU 213, EDU 214, SPE 229 and EDU 240 or their graduate-level equivalents) with a grade of "C" or better.
4. Field Experiences and Seminar (EDU 290, 291, 390, 391).
5. A minimum of 49 hours in special education as follows: SPE 229, 235, 239, 310, 315, 316, 317, 323, 331, 351, 450, 453, 465, 468, 469, 499, and either 359/360 or 459/460 or 318.
6. MAT 124 or 125 with a "C" or better; COM 101 Fundamentals of Public Speaking; PSY 100 Introduction to Psychology; one course in Health and Physical Education (PED 265 Health and Wellness); American History, 3 hours; U.S. Government, 3 hours; a total of 7 hours in Science; and 3 hours of Global Studies.
7. Successful completion of student teaching in EDU/ELE 498 and SPE 499 Coordinating Seminar. (Students who plan to teach in Missouri should see the Dean of Education for Missouri requirements.)
8. ENG 111-112 completed with a grade of "C" or better, or the demonstrated equivalent competency.
9. Demonstrate professional disposition in coursework and field experiences.

### Requirements for a Basic Endorsement in Special Education:

Candidates pursuing another certification other than special education can secure an endorsement in special education with the following courses: 229, 235, 239, and 310. This allows persons to be hired provisionally as a special educator in grades covered by their initial teaching certificate in another area (e.g., elementary K-9 or secondary K-12, depending upon their initial certification 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 certification 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 Certification, 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.

### Dual Certification – Special Education/Elementary Education:

A dual certification option enables a declared elementary education major or a declared special education major to seek certification in both elementary and special education. This combination will slightly increase the program length of the current standard elementary education major from 124 to approximately 131 semester hours. If a student is a declared special education major instead of a declared elementary education major, the degree checklist for one's program automatically

accounts for a dual certification in Special Education/Elementary Education. The combination will significantly enhance preparation, employment opportunities, and employment flexibility for elementary and special education majors. Specific program planning and guidance sheets for this combination will be available to assist students who pursue this combined certification option.

### 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. Prerequisite: SPE 229.

#### **SPE 240 Media & Technology in Education (3)**

Students will be enrolled in a 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, media production, media and computer operation, media and software selection, media and computer use and media and computer software evaluation will be discussed. (Same as EDU/ELE 240)

#### **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 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 general education requirements. Recommended corequisite: ELE/SPE 316 and 317. (Same as ELE 315)

#### **SPE 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 SPE 317. (Same as ELE 316)

#### **SPE 317 Reading Laboratory (1)**

Students enrolled in ELE/SPE 316 tutor children in the Reading Center. Prerequisite: acceptance into the Teacher Education Program. Taken concurrently with SPE 316. (Same as ELE 317)

#### **SPE 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 skills to be acquired and used but as 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. (Same as ELE 318)

#### **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 124 or 125, and EDU 214, and acceptance into the Teacher Education Program.

#### **SPE 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. Offered fall and summer. (Same as ELE 331)

#### **SPE 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. (Same as ELE 351)

#### **SPE 354 Computers in the Curriculum (3)**

Student will learn the skills needed to incorporate computer technology into their teaching. Specific skills and practices studied will include the Internet presentation of software, general software evaluation and the use of such components as scanners and digital cameras. (Same as EDU/ELE 354)

#### **SPE 359 Diagnostic and Remediation of Reading and Language Arts (3)**

An extension of ELE/SPE 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. Corequisite: ELE/SPE 360. (Same as ELE 359)

#### **SPE 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 SPE 359. Prerequisite: acceptance into the Teacher Education Program. (Same as ELE 360)

#### **SPE 362 Young Adult Literature (3)**

A survey of areas of concern in the field of young adult literature, adolescent development, selection of materials, knowledge of young people's reading interests and materials, library services for young people and methods of maintaining and increasing interest in the printed word. Offered every other year. (Same as ELE 362)

#### **SPE 365 Education in Modern Society (3)**

This course is designed to introduce students to the wide range of diversity that exists today across today's general school population and to examine 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 lead-

ing to the development and practice of multicultural education. Areas of study include ethnicity, race, gender, sexual orientation, exceptionality, religion, language and socioeconomic diversity. (Same as EDU/ELE 365)

**SPE 370-9 Special Topics (1-3)**  
Special topics in education depending upon demand and staff.

**SPE 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. (Same as ELE 381)

**SPE 450 Characteristics/Strategies for Behavior Disabilities (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 451 Practicum in SPED (3)**

This practicum experience is taken prior to student teaching. It is to be arranged to best match the teacher candidate's experiential needs in terms of type of setting and nature of student population (i.e., either lower incidence or higher incidence student populations). This experience will provide the prospective educator with first-hand experience in working with students with disabilities. A minimum of 150 clock hours are required. The prospective educator will interact fully in teaching students a minimum number of specified lessons and take an active role in collaborating with his/her cooperating teacher(s).

**SPE 453 Seminar/Practicum- SPED (3)**

This course is to be taken concurrently with SPE 469 (Autism/Pervasive Developmental Disorders). 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. 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 hours of actual interaction with individuals with moderate and severe disabilities should be documented.

**SPE 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. Prerequisites: ELE 316, 317, 318, 359, 360, and acceptance into the Teacher Education Program. Corequisite: SPE 460. (Same as ELE 459)

**SPE 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 SPE 459. Prerequisite: ELE 316, 317, 318, 359, 360, and acceptance into the Teacher Education Program. (Same as ELE 460)

**SPE 461 Characteristics of Students with Emotional/Behavioral Disabilities (3)**

Basic understanding of emotional disturbances and social maladjustment including causes, characteristics, and implications for educational planning. Prerequisites: SPE 229 and acceptance into the Teacher Education Program.

**SPE 462 Instructional Strategies for Teaching Students with Emotional/Behavioral Disabilities (3)**

A study of the principles of curriculum construction, classroom organization, working with parents, and relationships with other teachers and with ancillary and community services for the emotionally disturbed and socially maladjusted. Prerequisites: SPE 229 and acceptance into the Teacher Education Program.

**SPE 465 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 contact area instruction. Prerequisites: SPE 229 and acceptance into the Teacher Education Program.

**SPE 466 Characteristics/MR (3)**

This course provides a frame of reference within which to view the exceptionality of Mental Retardation (MR) as follows: historical and current perspectives of MR, accepted definitions of MR, different levels of MR, overview of educational programming (school age), preparation for adulthood, issues surrounding family living, rights of individuals with MR, and current and emerging issues. Prerequisites: SPE 229 and acceptance into the Teacher Education Program.

**SPE 467 Instructional Strategies/MR (3)**

This course will cover critical issues and specific methods and materials relating to the instruction of students with MR. Special emphasis will be given to the following major areas: 1) life-goal planning for individuals and groups with MR; 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 (4)**

This course provides a frame of reference within which to view Mental Retardation (MR). 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 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. 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.

**SPE 499 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 a professional portfolio and the hiring process. Taken concurrently with student teaching. (Same as EDU/ELE 499)



## 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. General requirements for baccalaureate degree, p. 8.
2. Sport Management courses: SPM 240, 263, 264, 310, 350, 351, 360, 420, 430, 440.
3. Students are required to complete a minimum of 8 credit hours of internship/practicum selected from SPM 482, 483, 484, or 485.
4. Support courses: ACC 121; ART 290; BUS 215; ECO 222 and 223; ENG 382; MGT 300 and 301; MKT 331 and 338; PED 236; PHI 327; 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.**

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**Course Descriptions**


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**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 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. (Same as PED 263)

**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. (Same as PED 264)

**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 Facilities Management (3)**

Studies procedures in the planning and management of athletic, physical education, and recreational facilities. Emphasizes the planning process for indoor and outdoor facilities, including recreation parks and open spaces, planning for the handicapped, and trends in facility design. Prerequisite: SPM 240. (Same as PED 350)

**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. (Same as PED 351)

**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, ACC 121.

**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 Management of Physical Activity and Sport (3)**

Methods and theories involved in the administration and program development of physical activity and sport in the academic setting and other sports related organizations. Prerequisite: SPM 420.

**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.

## 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.

A variety of productions are presented each year by QU's Drama Club (Brother Sun, Sister Moon Players) and the Theatre program. Participation is available by audition and credit is available; students may perform or work as part of the production crew on a non-credit basis as well.

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.

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### Course Descriptions

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#### 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 QU general education curriculum, 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. General requirements for baccalaureate degree, p. 8.
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. Five core courses required for all Theology and Philosophy majors: TRS 217 Introduction to the Bible; PHI 251 History of Philosophy: Ancient-Medieval; PHI 252 History of Philosophy: Modern and Contemporary; TRS 359 Catholic Social Teaching, and either TRS 497 Theology Capstone or PHI 497 Coordinating Seminar.
4. 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.
5. In addition to the above courses, students must choose one of the following concentrations:

#### Theology

- a. Required courses: TRS 246 or 256, 251, 252, 356, 357, 369.
- b. Five additional courses chosen from the following: TRS 229, 236, 319, 321, 324, 339, and 349; PHI 331.

#### Pastoral Ministry

- a. Required courses: TRS 246 or 256, 236, 321, 331, 361, 481, and 482.
- b. Two additional courses chosen from the following: TRS 229, 251, 252, 319, 339, 341, 349, 356, 357, 367, 369, and 381.

#### Catholic and Franciscan Theology

- a. Required courses: TRS 222, 246, 251, 252, 356, and 357.
- b. Three additional courses chosen from the following: TRS 229, 236, 256, 319, 321, 332, 342, 349, 362, 367, 369, and 382; PHI 331.

#### Philosophy and Ethics

- a. Required courses: PHI 115 and 321.
  - b. Seven additional courses chosen from the following: PHI 239, 323, 325, 327, 331, 351, 355, 368, 370-9 (3 hours), and 470-9 (3 hours); TRS 229, 319, and 342.
6. Courses chosen from the additional lists above may also be used as University Signature courses.
  7. A grade of "C" or higher is required in all Theology and Philosophy courses applicable to the major.

### 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 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 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 319 Christian Sexuality (3)

An investigation of sexuality in Christian life and tradition. Open discussion of contemporary issues in sexual ethics.

#### 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 324 Religions in Dialogue (3)

This course explores the fragile and often volatile relationships among the world's major religions: Judaism, Islam, Hinduism, Buddhism, Christianity, Confucianism, and the indigenous religions of Africa, Australia, the Pacific Rim, and the Americas. Close consideration will be paid to the Geopolitical and cross-cultural implications of these relationships.

**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 341 Liturgy and Worship (3)**

A study of liturgy and worship in Christian traditions. Worship leadership roles and the role of the congregation will be considered.

**TRS 342 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 351 Feminist Philosophy & 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 PHI 351)

**TRS 352 Franciscan Servant Leadership (3)**

A course designed to prepare students to be sound Christian leaders in the world. The course will first focus on the writings of Robert Greenleaf, who coined the phrase "servant leadership." It will then expand to investigate Sacred Scripture as well as Franciscan sources, showing a distinctive kind of servant leadership, Christian and Franciscan. Concepts include: leadership as service; the common good; acceptance and empathy; moral leadership; and community.

**TRS 356 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 Gospels and Epistles (3)**

Historical and literary developments of the New Testament with analysis of its major Christian themes.

**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 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 367 Hebrew Prophets (3)**

This course explores the prophets in the Hebrew scriptures, with a close study of the prophetic writings of such as Isaiah, Jeremiah, and Ezekiel.

**TRS 369 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 382 Franciscan Spirituality (3)**

An examination of the spirituality and history of the Franciscan tradition and its contemporary implications. Examination of the charism, spirit, and development of the Franciscan movement.

**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 general education requirement)

**TRS 497 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  
 First-Year Experience/Senior Year Experience

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**Course Descriptions**


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**CDE 110 Career Development (2)**

The course is designed to enhance those skills which are necessary for developing and implementing career choices and changes. An experiential approach based upon the studies of human motivation and need (e.g. Holland, Super). Theoretical and experimental knowledge integrated and interpreted through objective interest and personality inventories. Each participant will receive individual evaluation and consultation. Graded A/F.

**CDE 120 Career Planning (2)**

This course is designed to enhance skills necessary in conducting 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.

**FYE 100 First-Year Experience (2)**

First-Year Experience, the cornerstone course for the General Education Program at Quincy University, offers a seminar-style class for beginning students. Students will work closely with a professor and a small group of students in a focused but interdisciplinary study on a subject chosen by the professors. Because it serves as an introduction to Quincy University and to the General Education Program, there is also some emphasis on college-level learning skills and on becoming acquainted with the University community.

**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, forming and participating in effective study groups, and creating 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 10-week course, students will learn many proven strategies for creating greater academic, professional, and personal success. The class will focus on developing personal responsibility, increasing self-motivation, goal setting, improving self-management in and outside of the classroom, and forming interdependent relationships with those around you to aid in your success.

**INT 180-181 Internship I (.5-1.5)**

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 (.5-1.5)**

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. Students must meet once formally as a group during the semester for a seminar presentation on their experiences. 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. Students will be asked to meet for seminar presentations twice during the semester. Arrange with Intern Faculty Advisor. Graded A/F.

**SYE 400 Senior-Year Experience (1)**

Senior-Year Experience is the capstone course for the General Education Program at Quincy University. SYE, a one-hour class, brings more advanced students together for a final opportunity to reflect on and integrate their learning experiences in preparation for their move into the larger world.

**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 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	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	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 Chair of Humanities for information concerning this program.

**Professional Degree Programs (PDP)**



Business Administration  
Elementary Education  
Human Services

## PROFESSIONAL DEGREE PROGRAMS (PDP)

Degree Offered: **Bachelor of Science**

Majors: Business Administration  
Elementary Education  
Human Services

The Professional Degree Programs are directed principally to meet the educational needs of non-traditional students. PDP gives students the flexibility to design their degree work to achieve personal, career and life goals. Academically, PDP 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 PDP:

The Professional Degree Programs 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 PDP courses is the same as in their traditional equivalents. The uniqueness of PDP is in the delivery of the course content. Although accelerated learning is one of the primary delivery strategies used in PDP 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 will offer support courses for PDP 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 PDP versions of courses listed elsewhere in the catalog. These courses will be published in the course schedule for each PDP session.

### PDP Admissions Process:

Individuals wishing to enroll in the Professional Degree Programs must:

- be out of high school at least seven years or be twenty-four years of age
- present official transcripts for all prior collegiate work;
- have completed an applicable Associate degree program or approximately fifty hours of applicable college credit with cumulative grade point average (GPA) of 2.0 or better; and
- properly complete a Quincy University Application for Admissions and submit it to the Office of Non-traditional and Adult Studies.

Applicants not meeting all admissions requirements for PDP 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 the PDP, each student will be assigned an advisor who will subsequently be available to assist with developing degree completion strategies.

### PDP Tuition and Fees (subject to change):

- Tuition is \$300 [correction: \$330 per p. 31] per semester hour. (NOTE: PDP students may qualify for financial aid assistance. Contact the University's Office of Financial Aid, at 1-800-688-4295, ext. 3750, for more information.)
- A \$15.00 per semester hour general fee is charged for the use of computer facilities, Health & Fitness Center as well as other services.

- A \$125.00 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 general education requirements with the exception of Theology. Students enrolled in the PDP are not required to complete the First-Year Experience or Senior-Year Experience courses or the Service Learning requirement.
2. Applicable degree requirements specified in the curriculum of the respective disciplines.
3. 124 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 PDP 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 PDP must adhere to University provisions regarding Academic Standing as indicated on p. 18 as well as those regarding graduation on p. 11.

### The PDP Degree in Business Administration:

The student in the PDP Business Program should be able to complete all Business courses in two academic years (six sessions), taking courses two nights a week (two courses per session). There are sixteen 3-hour courses that make up the PDP 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

#### TBU 400 Economics for Managers (3)

This course is designed to help present and potential managers understand the "psychology of business economics." Topics included are supply and demand curves, analysis of costs, market structures (perfect and imperfect competition), input-price determination, fiscal and monetary policy, theories of inflation and unemployment, and the global economy.

#### TBU 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.

#### TBU 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.

#### TBU 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.

## PROFESSIONAL DEGREE PROGRAMS

### **TBU 405 Management and Cost 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. Students will develop spreadsheets in class to support decisions in areas that include: cost-volume-profit analysis, cost estimation, make vs. buy decisions, joint cost decisions, special order decisions, target ROI pricing, operational budgeting, and capital budgeting decisions. Performance evaluation techniques like return on investment, residual income, and economic value added will be discussed.

### **TBU 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.

### **TBU 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.

### **TBU 408 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.

### **TBU 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.

### **TBU 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. 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.

### **TBU 411 Strategic Management I (3)**

Students will learn the theory of strategic decision making while focusing on current issues in strategic management.

### **TBU 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 tradeoffs inherent in taking risk.

### **TBU 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.

### **TBU 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.

### **TBU 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).

### **TBU 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.

### **TBU 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.

### **TBU 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 PDP Degree in Elementary Education***

The program leads to teacher certification in the state of Illinois. Because certification requirements for Illinois and other states are quite specific, some of the program involves courses in areas outside Education.

Students are strongly encouraged to have passed the Illinois Basic Skills Test prior to admission. If they have not done so, they will be admitted on a provisional basis and must take the test during their first semester of enrollment. Failure to pass the Basic Skills Test will prevent further progress through the program.

Please refer to the Elementary Education section of the catalog for a list of courses required for a degree in elementary education (p. 89). Information regarding admission to the Teacher Education Program, Continuation in the Teacher Education Program, Acceptance for Student Teaching and Curriculum Requirements for Teacher Certification is listed in the Education section (pp. 81-83).

### ***The PDP Degree in Human Services***

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**

### **HMS 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.

### **HMS 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.

### **HMS 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.

### **HMS 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.



**HMS 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.

**HMS 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.

**HMS 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.

**HMS 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.

**HMS 403 Life Style 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.

**HMS 405 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.

**HMS 406 Substance Abuse (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.

**HMS 407 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 to working with families.

**HMS 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.

**HMS 420 Practicum (3)**

An individualized project/placement designed to give the student practical experience in their area of interest.

**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.

**HMS 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.

**HMS 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.

# Graduate Programs



## Master of Business Administration

### Master of Science in Education

Alternative Certification (Chicago only)

Curriculum and Instruction

Leadership

Reading Education

School Administration

Teacher Leader in Reading

Special Education

Teaching Certification

School Counseling

Clinical Mental Health Counseling

## Master of Theological Studies

## MASTER OF BUSINESS ADMINISTRATION

Degree Offered: **Master of Business Administration (MBA)**

The MBA program is designed for those who are in or aspiring to middle or upper-management positions in profit or nonprofit organizations. Academically, the MBA program consists of a combination of courses structured to provide graduates with the knowledge and communications and analytical skills required by organizations in search of broadly educated management personnel. The program is designed for both part-time and full-time students. All MBA courses are offered in 10-week sessions.

### MBA DEGREE REQUIREMENTS

The coursework required to complete the MBA program comprises two categories: Prerequisite Courses and Required Courses.

**Prerequisite Courses:** Each student must satisfy the following prerequisites:

- ACC 121 Principles of Financial Accounting
- ACC 221 Management Accounting
- ECO 222 Principles of Macro-Economics
- ECO 223 Principles of Micro-Economics
- ECO 225 Business Statistics
- FIN 315 Business Finance
- MGT 300 Principles of Management\*
- MKT 331 Principles of Marketing\*

\*Either is acceptable.

Those students who have not completed one or more of the prerequisite courses may do so by completing undergraduate coursework at Quincy University or another accredited institution with a grade of at least "C." MBA 500 Economics and MBA 502 Accounting Principles may be taken to satisfy the two-course prerequisites in Economics and Accounting, respectively. All prerequisite courses must be completed before taking more than four required courses.

### Degree Requirements:

1. Students must complete the following:
  - MBA 501 Managerial Economics
  - MBA 503 Managerial Accounting
  - MBA 507 Financial Management
  - MBA 509 Marketing Strategies and Planning
  - MBA 511 Production and Operations Management
  - MBA 519 Strategic Management
2. Students must select four (4) courses from the following seven (7) courses:
  - MBA 505 Group Dynamics and Leadership
  - MBA 512 Human Resource Management
  - MBA 513 Topics in Business, Government and Society
  - MBA 515 Management Information Systems
  - MBA 516 Advanced Human Resource Management
  - MBA 517 International Business Management
  - MBA 525 Advanced Financial Management
  - MBA 526 Financial Management Topics

### Area of Concentration in Human Resource Management

Within the MBA program, students may pursue a concentration in Human Resource Management. In addition to the six required core courses, students must complete the following four elective courses in order to satisfy requirements for the concentration:

- MBA 505 Group Dynamics and Leadership
- MBA 512 Human Resource Management
- MBA 513 Topics in Business, Government, and Society
- MBA 516 Advanced Human Resource Management

**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 Managements Topics

### ADMISSIONS

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 Admissions:

1. **Application** - A completed Application for Graduate Admission along with a non-refundable \$25 application fee.
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 will be recommended for admission. Applicants with GPA's lower than a 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 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. **Prior to being permitted to enroll in any MBA course**, applicants must submit to the director of the MBA program proof of attaining an official score of 400 or higher on the Graduate Management Admissions Test (GMAT).

Each student must satisfy the following prerequisites: Principles of Financial Accounting, Management Accounting, Principles of Management or Principles of Marketing, Business Finance, Principles of Macro-Economics, 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 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. 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 may, at the discretion of the program, result in academic suspension.

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 by the end of the following term. 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. See the course schedule for refund dates, etc.

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 no later than midterm of the winter session for May graduation or no later than midterm of the Spring Semester for December graduation, and 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 500 Economics (3)**

One semester course for graduate students without prior study in macro- and micro-economics. Emphasis will be placed on those concepts essential to those enrolled in the MBA program. Prerequisites: Statistics and graduate standing.

**MBA 501 Managerial Economics (3)**

This course introduces the micro-economic theory and analysis useful in managerial decision making and policy formation. It applies economic principles to the analysis of production, marketing, and financial issues and the development of general operating strategies. Prerequisites: Macro-Economics, Micro-Economics, Statistics, and graduate standing.

**MBA 502 Accounting Principles (3)**

One semester course for graduate students without prior study in financial and managerial accounting. Emphasis on concepts essential to thorough understanding of managerial and business concepts and practices. Prerequisite: graduate standing.

**MBA 503 Managerial Accounting (3)**

Study of accounting as related to problems of making business decisions. Topics include cost behavior, full cost, ABC costing, product costing, short-term decision-making, budgeting, strategic planning and control. Prerequisites: Principles of Financial Accounting, Managerial Accounting, and graduate standing.

**MBA 505 Group Dynamics and Leadership (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. Prerequisites: Management and graduate standing.

**MBA 507 Financial Management (3)**

Theoretical and procedural considerations in the administration of the finance function in the individual business firm; planning, capital formation, controlling of firm finances; specific emphasis is given to cash flow analysis, working capital management, capital budgeting, and cost of capital. Prerequisites: Undergraduate Financial Accounting, Managerial Accounting, Business Finance, and graduate standing.

**MBA 509 Marketing Strategies and Planning (3)**

The purpose of the course is to provide an understanding of customers in the marketplace and the constant dynamics of market change. Prerequisite: graduate standing.

**MBA 511 Production and Operations Management (3)**

Conceptual foundations of the operations of all types of organizations and the application of analytical and quantitative techniques used to assure organizational effectiveness and efficiency. Prerequisites: 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 Topics 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. Prerequisites: Undergraduate Management or Marketing and graduate standing.

**MBA 515 Management Information Systems (3)**

The study of systems development life cycle from initial problem analysis to systems maintenance, with particular attention to the analysis of existing systems, analysis and design of replacement systems, cost analysis of the components, including software development, and the implementation of new systems. Students will participate in group projects involving the study of existing computer-based systems and develop proposals to modernize those systems. Prerequisites: Undergraduate Management or Marketing and 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)**

Explores the unique and peculiar problems facing managers operating in an increasingly international environment. Emphasis is placed upon the study of the political, legal, social, economic, and financial environment in which international organizations operate. Prerequisite: graduate standing.

**MBA 519 Strategic Management (3)**

The course goes through the sequence of formulating, implementing, and controlling business strategies. Multi-business and single business strategies are explored. To examine various strategies a virtual reality simulation game is used. The simulation allows the student to work as part of a team operating a business in a competitive environment. Prerequisite: Successful completion of at least 7 MBA courses.

**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 570 Special Topics (1-3)**

The purpose of special topics is to give the student the opportunity to have a greater understanding in 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) will include the following areas of concentrations:

- Alternative Certification (Chicago only)
- Curriculum and Instruction (National Board Certification sequence available)
- Leadership
- Reading Education
- School Administration\*
- Teacher Leader in Reading
- Special Education
- Teaching Certification
- School Counseling (see p. 196)
- Clinical Mental Health Counseling (see p. 196)

\*School Administration candidates require proof of two years of successful teaching experience.

**Program Requirements:**

The coursework required to complete the graduate program in Education consists of three major components totaling a minimum of 37 hours:

1. Education Core Courses: MSE 600 Research Methodology, MSE 601 Master's Project or MSE 503 Educational Measurement and Assessment, and one of the following courses chosen in consultation with the student's advisor: MSE 500 Theories and Principles of Teaching and Learning; MSE 528 Psychoeducational Testing; or MSE 548 Statistics in Education.
2. An additional 24 hours of graduate level coursework in Education. This number may vary for students seeking certification.
3. Candidacy Requirement specific to the concentration: 6 hours.

**ADMISSIONS**

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 certification need to familiarize themselves with the additional requirements stated on p. 82.

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 Admissions:

1. **Application** - A completed Application for Graduate Admission along with the non-refundable \$25 application fee.
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 GPA's between 2.8-3.0 may be considered for conditional admission.

- 5. Entrance Test Results** - A score of 380 or higher on the Miller's Analogy Test or an equivalent score on the Graduate Record Exam.
- 6. 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.
- 7. Professional Resume**
- 8. 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.

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 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. A score of 380 (400 preferred) on the Miller Analogies Test for those whose grade point average is below 3.0 (on a 4.0 scale), but 2.6 or above for the last 60 hours of undergraduate work.
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**

A critical component to becoming an effective teacher or administrator is possessing a teaching disposition. Disposition may be defined as having the tendency to act in a way that is helpful or facilitative for 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 on the form 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 as a result of inappropriate disposition(s).

**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. 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 come from

the M.S. Ed. Steering Committee. 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 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" 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 may result in the dismissal of the student from the program. This determination will be made by the M.S.Ed. Steering Committee.

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 by the end of the term following the term in which the incomplete was earned. 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. 37 semester hours including thesis or assessment;
2. 37 semester hours including Practicum I and Practicum II;
3. 37 semester hours including Internship I and II;
4. 37 semester hours including comprehensive examination.

Successful defense of the master's project is required of all students prior to graduation. This includes an oral and written presentation before the graduate committee.

**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 the 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 the fall and spring semesters, and in the twelve-week summer session the maximum load is twelve semester hours.

**RESIDENCY:** There is a twenty-seven credit hour residence requirement. This means that a minimum of 27 credit hours must be taken in the Quincy University program. 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 Director of the Graduate Program. 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.

**TEACHER EDUCATION REQUIREMENT:** Students seeking teacher certification must 1) pass the Illinois Basic Skills Test prior to admission to the program. Those who have not done so may be admitted on a provisional basis for one semester. Failure to pass the Basic Skills Test during the first semester of enrollment will prevent further enrollment in the program; 2) complete the 16-week student teaching experience (see p. 82 for details); and 3) meet checkpoint criteria throughout the program.

**GRADUATION**

A student becomes eligible for graduation upon: 1) successful completion a minimum of thirty-seven hours of graduate courses as outlined in the major components, with a cumulative grade point average of 3.0; 2) successful defending and receiving written approval of the master’s project or completing the assessment course.

Students must apply for graduation with the Registrar at the beginning of the semester in which they expect to graduate. 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 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 Comparative Educational Philosophy (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 506 History and Philosophy of Early Childhood Education (3)**

This course deals with the historical bases of early childhood educational philosophy and the interpretation of modern issues and problems through a philosophical perspective. Students will also develop or refine their own reflective philosophies of early childhood education as a values component in educational decision-making.

**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 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 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. (Formerly MSE 576)

**MSE 512 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.

**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 515 Early Childhood Curriculum (3)**

This course examines the theory, principles, and techniques of teaching young children. Emphasis is given to instructional planning, methodology, and material preparation related to early childhood education. Areas of study will include: learning centers, individualization, educational play, and the use of media in extending the child’s understanding of art, music, literature, reading instruction, mathematics, natural and social sciences.

**MSE 516 Child, Family and Community Relationships (3)**

A study of parent involvement strategies and insights from community agency personnel pertaining to goals of early childhood programs.

**MSE 517 Early Childhood Language Acquisition (3)**

This course provides students with an overview of the major language systems contributing to contemporary educational theory. The primary objectives are to: help the student understand language and phonetic development, understand normal and developmental language difficulties, and create a language sample used in early childhood classrooms.

**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. This course is for those in the National Board Certification sequence.

**MSE 519 Reflective Teaching Practice (3)**

This course concerns the study of the relationship between teacher reflection, planning, decision-making, and teaching practice. This course is for those in the National Board Certification sequence.

**MSE 520 Professional Writing for Specialization (3)**

This course involves intensive writing in the candidate's area of specialization. This course is for those in the National Board Certification sequence.

**MSE 521 Mathematics Methods in the Elementary/Middle School (3)**

This course provides teachers with instructional strategies and techniques to engage students in the elementary and middle 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-8 classroom. Prerequisites: MAT 124 or 125, 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: MAT 124 or 125, and 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 general education requirements. Prerequisite: Acceptance into the Teacher Education Program. Corequisite: MSE 507 and 508. (Formerly MSE 574)

**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. Students are required to spend a minimum of ten (10) hours of observation/teaching in a middle level (5-8) classroom.

**MSE 526 Organizational Administration (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 527 Legal Issues in Education (3)**

The purpose of this course is to introduce the student to educational law as it impacts the formation of school policies. Legal foundations of educational policies and practices including constitutional provisions, federal laws, landmark court cases, and state regulations will be investigated.

**MSE 528 Psychoeducational Testing (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 531-537 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. Numbers for the different areas are as follows: Art - 531; Biology - 532; English - 533; History - 534; Math - 535; Music - 536; Physical Education - 537.

**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 540 Comprehensive Literacy Model for Continuous School Improvement (3)**

This course is designed as a summer literacy institute with monthly follow-up meetings for teachers and school teams implementing a comprehensive literacy model. The model includes implementing a framework for literacy learning across all classrooms in the school, which includes differentiated instruction and layers of intervention through whole groups, small groups and individualized instruction. The model also includes implementing a framework

for a professional learning community, which includes literacy team meetings for grade level and vertical alignment, literacy intervention team meetings using an assessment wall for progress monitoring, and professional development opportunities aligned with the school improvement plan for literacy.

**MSE 541 Literacy Processing for Reading Comprehension (3)**

This course focuses on the systems of strategic actions for processing written texts. The goal of the coursework is to develop an understanding of the cognitive actions that readers employ while processing print across all levels PreK-12. An emphasis is placed on assessing and providing for the effective use of strategic actions for processing written text during literacy instruction, which includes using formative assessment, selecting texts, guiding discourse chains and promoting effective literacy practices independently.

**MSE 542 Cross-Cultural Studies (3)**

In this advanced cross-cultural course, students will investigate comparisons of cultures and study the encounter of cultures with one another. The common problems and concerns of different cultures, such as constructive political relationships, economic interrelationships, ecological issues, cultural cross-fertilization, and other facets will be investigated.

**MSE 543 Literacy Leadership for Collaboration and Change (3)**

This course focuses on the roles and responsibilities of a literacy teacher leader/coach in a PreK-12 school setting. Participants work alongside classroom teachers in a collaborative leadership role and provide literacy intervention for students. The goal of the coursework (across one school year) is to guide and support the literacy leaders/coaches so that they experience and learn how to provide a continuous cycle of enhanced professional development opportunities through which they can build their individual and shared capacity as problem solvers in the school setting. An emphasis is placed on observing change over time in teachers' knowledge of literacy and effective self-reflection techniques. Additional responsibilities will include demonstrating literacy lessons, conducting professional learning community (PLC) team meetings, facilitating book study groups, selecting literacy resource materials, as well as collecting, analyzing, and progress monitoring student data in reading, writing and language.

**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)**

A survey of areas of concern in the field of young adult literature, adolescent development, selection of materials, knowledge of young people's reading interests and materials, library services for young people, and methods of maintaining and increasing interest in the printed word. Offered every other year.

**MSE 547 Educational Play/Learning Centers in Early Childhood (2-3)**

This course investigates the theories of learning for preschool children and initiates the development of a learning center appropriate for young children. Students will relate learning theories to practice through planning and preparing stimulating environments in which young children will be challenged through active exploration and interaction.

**MSE 548 Statistics in Education (3)**

An introductory yet comprehensive survey of common statistical analyses encountered in educational research.

**MSE 549 Early Childhood Assessment (3)**

Intensive investigation of techniques and tools for assessing the development level of children from birth through approximately eight years of age.

**MSE 550 Characteristics/Strategies for Emotionally/Behaviorally Disordered (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 551 Practicum in SPED (3)**

This practicum is to be taken in conjunction with or following MSE 568 - Characteristics/Strategies - mild/moderate/severe or a separate strategies course in mental retardation (MR). The intent of this practicum is to provide the prospective educator with firsthand experience in working with students with MR. A minimum of 150 clock hours of field experience needs to be documented for this practicum. The student will take an active role in ensuring a quality experience by working with his/her cooperating teacher(s) in developing the experience. The practicum requires that the prospective educator interact fully in teaching students with mental retardation.

**MSE 553 Seminar/Practicum in SPED (3)**

This course is to be taken concurrently with MSE 569. 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 specialist 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.

**MSE 554 Understanding Poverty: A Research-Based Perspective (3)**

The goal of this course is to use various research strategies to examine the economic differences that separate social classes so they can be minimized in the educational setting. The course will also use research to identify and analyze issues central to effectively teaching students from poverty.

**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 Characteristics of Students with Emotional and Behavioral Disorders (3)**

This course examines the characteristics of children and youth with emotional and behavioral disorders. Consideration is given to the nature of, prevalence of, and conceptual approaches to emotional and behavioral disorders. Family and cultural issues associated with emotional and behavioral disorders and also given attention. The appropriate adjustment and inappropriate maladjustment of students with emotional and behavioral disorders in school settings will be given primary attention.

**MSE 562 Instructional Strategies for Teaching Students with Emotional and Behavioral Disorders (3)**

This course focuses on the instruction of students with emotional and behavioral disorders. Specific techniques for assessment, arranging an appropriate learning environment, working with parents and other professionals, and teaching social and academic skills will be emphasized.

**MSE 563 Characteristics/MR (3)**

This course provides a frame of reference within which to view the exceptionality of Mental Retardation (MR) as follows: historical and current perspectives of MR, accepted definitions of MR, different levels of MR, overview of educational programming (school age), preparation for adulthood, issues surrounding family living, rights of individuals with MR, and current and emerging issues.

**MSE 564 Instructional Strategies/MR (3)**

This course will cover critical issues and specific methods and materials relating to the instruction of students with MR. Special emphasis will be given to the following major areas: 1) life-goal planning for individuals and groups with MR; 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 566 Educational Finance (3)**

Basic school finance theory and practice will be discussed. Historical development, current trends, future expectations, involvement of various governmental agencies, and major problems and constraints of local, state and federal financial support will be emphasized. Special attention is given to building-level financial planning and budget formulation.

**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 (4)**

This course provides a frame of reference within which to view Mental Retardation (MR). 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.

**MSE 570 Individual Study (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.

**MSE 579 Practicum (0)**

Additional practicum hours needed to complete the requirements for teacher certification 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 588 Principalship (2)**

The study of the roles and responsibilities of the school principal, assistant principal or supervisor of an educational specialty will be examined. The responsibilities of the school principal as site supervisor, educational leader, and instructional leader in curriculum will be emphasized. Data analysis and its use in determining school improvement goals will be a focus for this class. Students will investigate action research as a tool for school improvement and curriculum refinement. The political role of the principal in the community for the betterment of the school will be studied in the context of authentic partnership with an increasingly diverse population. Scheduling, room usage, school budget processes, and school culture will be explored. Corequisite: MSE 599.

**MSE 589 Administrative Internship (3)**

Field experience in school principalship under the supervision of a school principal or a school district administrator and a university supervisor. Priority will be given to multi-cultural settings that reflect the cultural diversity and rich heritage of the community in the selection of internship sites. Reports appropriate to this experience will be presented to the graduate committee. A grade of "DE" is given for internships 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 (40 clock hours 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 online professional portfolio in Livetext. Prerequisite: acceptance into the Teacher Education Program.

**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 599 Multicultural Internship (1)**

Taken concurrently with MSE 588. Field experience focused on the needs of multiculturally diverse schools. A grade of "DE" is given for internships that are incomplete at the end of the semester. Graded P/F.

**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**

<b>MSE 582/3</b>	<b>Elementary School</b>	<b>Internship I, II</b>	<b>(3)(3)</b>
<b>MSE 584/5</b>	<b>Middle School</b>	<b>Internship I, II</b>	<b>(3)(3)</b>
<b>MSE 586/7</b>	<b>High School</b>	<b>Internship I, II</b>	<b>(3)(3)</b>
<b>MSE 592/3</b>	<b>Special Education</b>	<b>Internship I, II</b>	<b>(3)(3)</b>
<b>MSE 594/5</b>	<b>Special (K-12)</b>	<b>Internship I, II</b>	<b>(3)(3)</b>

This experience is designed to be part of the culminating activities for students enrolled in the Master's Program with emphasis in the teaching certification program. Students will spend eight weeks (out of sixteen) as teaching interns in the local schools. This internship will integrate the theoretical and clinical dimensions of coursework through direct classroom application experience. Students will enroll concurrently in Internship I and II. 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) Prerequisite: Acceptance to Student Teaching.

## CHICAGO EDUCATION PROGRAMS

Quincy University is approved by the Illinois State Certification Board to offer teacher certification programs in the following fields or disciplines in the Chicago area:

1. Alternative Certification
2. Standard Elementary Education (K-9)
3. Standard Secondary Certification (6-12)  
Biological Sciences  
Mathematics
4. Standard Special Programs (K-12)  
Special Education

Endorsements in Bilingual/ESL, Reading, and Middle School (in a content area) can be added to teaching certificates. A special education endorsement can be added to the elementary or secondary certificate.

Quincy University offers three options to students in the Chicago area seeking initial teaching certification:

1. Alternative Certification with additional coursework to complete Master's degree
2. Traditional Master's degree
3. Undergraduate degree completion (Professional Development Program in Elementary Education or Special Education)

### **Option One: Alternative Certification**

The alternative certification track puts students in the classroom after one semester of coursework. Successful candidates earn their teaching certificate after one year of teaching and can then complete the requirements for the Master of Science in Education degree from Quincy University with 18 hours of additional coursework.

### **Option Two: Traditional Master's Completion Track**

Candidates in this track complete coursework to complete the M.S.Ed. degree in education by following a more traditional path. Courses are offered in the evenings in a blended format of online and face-to-face instruction. Classroom observations are required for the field experience course. After passing the appropriate state tests and completing the coursework, candidates will student teach for one semester and cannot be paid during this experience.

### **Option Three: Undergraduate Completion Track (Professional Development Program-PDP)**

This track is for students who desire to complete a Bachelor's degree leading to teaching certification. Depending on previous coursework, students may transfer in many credits to satisfy general education requirements towards the degree. Courses are offered online or in a blended format in the evening. Students who successfully passed the state test requirements and satisfactorily completed coursework with a 2.6 cumulative grade point average or better will student teach during their final semester. Candidates cannot be paid during this experience.

**Notes:** 1) Please see the Chicago Education Handbook and other areas of this catalog for additional information and requirements. 2) Enrollment in MAC courses beyond the first semester is contingent upon a) passing the Illinois Basic Skills test and the appropriate content test(s) for area of specialization and b) job placement in an appropriate setting verified by the School of Education.

## Course Descriptions

### **MAC 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 21<sup>st</sup> century.

### **MAC 505 Perspectives in Curriculum and Technology (3)**

This Internet 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.

### **MAC 506 Instructional Cycle and Assessment (3)**

This course is centered on the development of teaching competencies in assessment, planning, and instructional strategies. The central focus is to help you develop a discipline of data-driven instructional planning and teaching.

### **MAC 507 Reading in the Elementary Curriculum (2)**

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.

### **MAC 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 mild to moderate disabilities. A functional definition of disabilities, possible causes of disabilities, characteristics of students with disabilities, typical academic deficits experienced by students with disabilities, and methods that have been effective in addressing the needs of students with disabilities will be examined.

### **MAC 510 Instructional Methods in Special Education (2)**

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 the instruction.

### **MAC 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.

### **MAC 514 Reading and Writing Across the Curriculum (2)**

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.

### **MAC 521 Math and Science Methods (3)**

Math and Science Methods offers an overview of teaching strategies for mathematics and science. The course emphasizes problem-solving, estimation, mental math, math across the curriculum and technology as an integral part of teaching mathematics. Students will learn the components of teaching science using inquiry methods, identifying and interpreting students' prior concepts, and developing a driving question. Instructional strategies for engaging middle school learners will be emphasized. (Effective SP11)

### **MAC 523 Children's Literature (3)**

Selecting and evaluating materials 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. Prerequisite: Acceptance into the Teacher Education Program. Corequisite: MAC 507.

### **MAC 528 Psychoeducational Testing (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 one or more student-conducted testing situations.

### **MAC 531 Teaching Methods for the Secondary 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 in the secondary school.

**MAC 542 Cross-Cultural Studies (3)**

In this advanced cross-cultural course, students will investigate comparisons of cultures and study the encounter of cultures with one another. The common problems and concerns of different cultures, such as constructive political relationships, economic interrelationships, ecological issues, cultural cross-fertilization, and other facets will be investigated.

**MAC 550 Characteristics/Strategies for Emotionally/Behaviorally Disordered (2)**

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.

**MAC 552 Applied Methods Seminar (3)**

This course builds on earlier coursework and expands the notion of inquiry-based and project-based learning. You will learn how creating a community of learners in your classroom benefits your students. You will also explore how technology can be used in your classroom as a tool to enhance collaboration and learning.

**MAC 565 Effective Inclusion (3)**

This course concentrates on effective strategies to integrate general and special education students when appropriate, while at the same time recognizing the need for alternative settings where appropriate. Significant emphasis will be placed on learning to construct appropriate Individual Education Plans and upon modification of content area instruction.

**MAC 567 Education of the Exceptional Child (2)**

This course provides an investigation into the theories, skills, and attitudes needed to identify and instruct exceptional students in varied school settings. (Formerly MAC 577)

**MAC 569 Autism/Pervasive Developmental Disorders (2)**

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.

**MAC 570 Foundations of Bilingual Education (3)**

This is one of several modules which focus on important topics in bilingual education, including the history and legislation of bilingual education, bilingual program models and philosophies, literacy and language development, and methods and materials for teaching bilingual students. Students will also adapt instruction for English Language Learners, assessment, and language and culture of society.

**MAC 571 Methods and Materials for Teaching Bilingual Students (3)**

Research in the field of bilingual education clearly calls for strong native language programs for bilingual children. But the reality of today's political climate seldom allows for late-exit or maintenance bilingual programs. In fact there are many different models of bilingual programs, and even more interpretations of how to implement them. It is essential, therefore, that teachers understand how to plan effective lessons using strategies that facilitate learning for bilingual students, in both their first and second languages. This course is centered on how to plan lessons and use instructional strategies and resources to meet the needs of bilingual students.

**MAC 572 Assessment for Language Minority Students (3)**

This course is centered on the development of teaching competencies in assessment, planning, and instructional strategies, with a focus on language minority students. Its central focus is to help students develop a discipline of data-driven instructional planning and teaching.

**MAC 573 Methods and Materials for Teaching LEP Students in Bilingual Programs (3)**

This course prepares teacher candidates to plan and implement effective strategies for bilingual/ESL students. This course includes 15 hours in a bilingual and/or ESL classroom where candidates will apply their strategies.

**MAC 575 Applied Linguistics for Bilingual and ESL Education (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 15 hours in the field applying their understanding of the concepts of pragmatics, morphology, syntax, semantics, and phonology with bilingual and/or ESL students.

**MAC 576 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.

**MAC 590 Clinical Experience Seminar (2)**

Participation experience in selected attendance centers. Focus will be on individual, small group, and whole group teaching (40 clock hours). 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.

**MAC 594 Internship I (0)**

Students in this course teach directly in a classroom setting. This course is used as the practical application for many of the tasks, activities and lessons that the students create in other courses in the curriculum. Successful completion of this course is based on demonstrating proficient competency on several predefined measures as part of the program.

**MAC 595 Internship II (0)**

Students in this course teach directly in a classroom setting. This course is used as the practical application for many of the tasks, activities and lessons that the students create in other courses in the curriculum. Successful completion of this course is based on demonstrating proficient competency on several predefined measures as part of the program.

## MASTER OF SCIENCE IN EDUCATION IN COUNSELING

Degree Offered: **Master of Science in Education in Counseling (M.S. Ed. in Counseling)**

The Master of Science in Education in Counseling 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. The mission of the Counseling Program is to provide a challenging environment that will promote academic excellence and ethical values in students as they develop skills that will enable them to provide competent counseling services. The program is committed to training students in the unique issues involved working in a rural setting, and equipping them with the skills necessary to practice in underserved rural areas.

### Program Requirements:

The coursework required to complete the M.S.Ed. in Counseling consists of:

1. 36 hours of core courses: MEC 500, 505, 512, 513, 516, 517, 520, 521, 526, 527, 528, and 541.
2. Courses specifically required for the School Counseling emphasis: MEC 555, 556, 580, and 590 (6 hours) plus 3 hours of electives (MEC 531 or 575-7).
3. Courses specifically required for the Clinical Mental Health Counseling emphasis: MEC 545, 546, 581, and 591 (6 hours) plus 3 hours of electives (MEC 531 or 570-2).

### ADMISSIONS

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 Admissions:

1. **Application** - A completed application for graduate admission along with a nonrefundable \$25 application fee.
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 three of six questions or statements regarding counseling. It is expected that the questions are answered to the best of the applicant's ability and each question is to be answered in 300 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

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 Program Admissions Committee or its representative(s).

### DISPOSITION

A critical component to becoming an effective counselor is possessing counseling 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 must sign a form indicating 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 will also acknowledge on the form 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 and may find that a student is dispositionally unfit for the counseling 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 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 54.

### ACADEMIC REGULATIONS

**GRADES:** The grading system used by the Counseling program is described in the current catalog under 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" 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 will result in the dismissal of the student from the program.

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 complete by the end of the following term in which the incomplete was earned. 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 Counseling program are identical to those in the undergraduate program.

**CANDIDACY REQUIREMENTS:** A student may attain the M.S.Ed. in Counseling Degree in one of the following ways:

1. 54 semester hours including a 100-hour practicum and a 600-hour internship in school counseling and successful completion of the comprehensive examination.
2. 54 semester hours including a 100-hour practicum and a 600-hour internship in clinical mental health counseling 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 dropped 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 readmittance 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 Program.

**CLINICAL EXPERIENCE:** Both the School Counseling and the Clinical Mental Health Counseling Emphases require a 100-hour practicum and a 600 hour internship.

**REVIEW:** At the successful completion of 4 courses, the faculty of the Counseling Program will assess each candidate as to their academic progress and their dispositions as a Counselor-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 required to leave 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. See the Counseling Program Handbook or talk to your advisor for more details.

**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 (Basic Skills) needs to be taken in the first year in the program and the second test before graduation. If one has not passed both tests, he or she will not be allowed to graduate.

**EXTRA COURSES FOR NON-TEACHING CERTIFIED CANDIDATES:** The State of Illinois has made provisions for individuals who are not certified teachers to become certified 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 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 54 credit hours 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 must apply for graduation with the Registrar at the beginning of the semester in which they expect to graduate. Students with six (6) or fewer credits to complete for their master's degree may participate in the May commencement ceremony.

**Note Bene:** 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 Introduction to the Counseling Profession (3)**

This course explores the professional identity of counselors, professional organizations, publications, certification and licensing. The roles and expectations of counselors in various settings are examined.

**MEC 505 Legal and Ethical Issues in Counseling (3)**

The purpose of this course is to help students appreciate the complexity of ethical and legal considerations specifically related to the practice of counseling (e.g., confidentiality, professional liability, privileged communication, informed consent, etc.). Case study will be a prominent technique to help each student understand the difficulties that counselor may face due to both legal and ethical constraints on practice.

**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, videotapes, 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 cover the principles, methods, techniques and tools used in performing research in counseling. Students will learn to evaluate the validity of research and read and understand research articles. The students will have an opportunity to clarify and define their own research interests.

**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 (Standardized Assessment) (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 (3)**

The purpose of this course is to study those factors that influence the counselor/client relationship such as ethnic issues, subcultures, rural and urban issues, the changing roles of women, sociocultural issues, etc. Particular attention is paid to the influences of the rural setting on individuals.

**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 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 adolescent 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 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 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 555 Counseling and Consulting in the Schools I (3)**

The purpose of this course is to acquaint the student with a broad overview of school counseling. Included in the course will be an examination of comprehensive school counseling models, the relationship between the school counselor and other professionals, both inside and outside the school and with parents, the responsibility of the school counselor to various stakeholder groups, and the bases of developing and implementing a comprehensive school counseling program. Prerequisites: MEC 500, 505, 513, 516, or consent of instructor. (Formerly MEC 515)

**MEC 556 Counseling and Consulting in the Schools II (3)**

This course is a continuation of MEC 555. There is an emphasis on roles that the school counselor is expected to fill. Specifically, there will be a discussion of the school counselor as a leader, as a consultant and as an advocate. The role of a school counselor as a member of the academic team who is striving for academic excellence for all students will be a major focal point of the course. Prerequisite: MEC 555. (Formerly MEC 515)

**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. Students in the school counseling track may take MEC 546 Diagnostic and Treatment Planning in lieu of the school oriented special topics with the permission of the program director. May be taken for a maximum of 3 credit hours.

**MEC 580 School Counseling Practicum (3)**

Supervised school counseling experience involving interaction with individuals and groups of school-aged children. A minimum of 40 hours will involve direct service work with children. The remainder of the hours may include observation and supervision experiences. Certified school counselors will provide field supervision of practicum students in the school counseling emphasis. Prerequisites: MEC 500, 505, 512, 513, 516, 520, 521, 527, 541, 555 plus 9 additional graduate credit hours in counseling.

**MEC 581 Clinical Mental Health Counseling Practicum (3)**

Supervised clinical mental health counseling experiences involving interaction with individuals, families or groups. A minimum of 40 hours will involve direct service with clients. The remainder of the hours may include observation and supervision experiences. Licensed mental health professionals will provide field supervision of practicum students in the clinical mental health counseling emphasis. Prerequisites: MEC 500, 505, 512, 513, 516, 520, 521, 527, 541, 545, 546 plus 9 additional graduate credit hours in counseling.

**MEC 590 School Counseling Internship (3)**

This is a post practicum experience that provides actual on-the-job training in a school setting. The candidate will perform various school counseling activities. Prerequisite: MEC 580. May be taken for a maximum of 6 credit hours.

**MEC 591 Clinical Mental Health Counseling Internship (3)**

This internship experience provides the candidate with actual on-the-job training in a community setting. Licensed mental health professionals will provide field supervision of internship students in the clinical mental health counseling track. Prerequisite: MEC 581. May be taken for a maximum of 6 credit hours.

## MASTER OF THEOLOGICAL STUDIES

Degree Offered: **Master of Theological Studies (M.T.S.)**

The Master of Theological Studies (M.T.S.) program provides the solid foundation for all forms of pastoral ministry, including, but not limited to, the ordained ministry or priesthood. It is also excellent preparation for hospital or military chaplaincy, cross-cultural missions, youth ministry, continuing spiritual growth, religious instruction or further graduate study and teaching.

Students in the Master of Theological Studies program “learn by doing.” Under the guidance of trained pastoral supervisors, students will work in congregations, social service agencies or health care facilities. Reflection groups help you think theologically about your pastoral identity and ministry experiences in church and society. Students need not quit their jobs or neglect their families to complete this course of study. We offer the option of a complete M.T.S. program through night courses during the fall, spring and summer.

### The Franciscan Ecumenical Flavor of the Program

Quincy University’s Master of Theological Studies program treasures and is firmly committed to our Catholic Franciscan heritage in the spirit of ecumenism in its theoretical and practical approaches to ministry. Consequently, women and men of all faiths and denominational traditions are welcome in our program.

### Learning Formats

**Weeknight program:** This program is designed to serve non-traditional students rather than full-time graduate students. Classes normally meet once per week on Tuesday and Thursday evenings during the regularly scheduled academic calendar of the University.

**MTS Summer Institute:** In June of each academic year, a two-week intensive summer institute provides students with opportunities to supplement their studies by taking up to 9 hours of coursework toward their degree.

### Program Requirements:

This is a forty (40) semester hour graduate program with the following components:

- 2-week Summer Institute Residency (6 hours)
- 31 hours of required courses: TRS 500, 502, 504, 505, 506, 507, 516, 521, 529, 598
- 9 hours of electives

### ADMISSIONS

Applications are encouraged from individuals who are looking to enter various forms of Christian ministry, those who are already engaged in formal or informal forms of pastoral ministry, or those who are looking to advance and deepen their knowledge of church in areas of scripture, sacraments, history, spirituality, etc. All applicants are considered on an individual basis focusing on the applicant’s potential for successful completion of the program.

Application for admissions is ongoing. Once an applicant’s file is complete, it will be reviewed by the Director of the Master of Theological Studies Program and the Vice President for Academic Affairs.

Applicants must submit the following to the Office of Graduate Studies:

- 1. Application:** A completed graduate admission application with \$25 application fee and official transcripts from all universities attended.
- 2. Official Transcripts:** Applicants must have completed a baccalaureate degree. A cumulative GPA of 3.0/4.0 or higher is preferred. Applicants with GPAs lower than 3.0 may be considered for conditional acceptance.

**3. Written Autobiographical Sketch:** A 500-word written autobiographical sketch that includes a history of the applicant’s religious and academic development and a resume of previous experience in ministry or other professional work, an assessment of the applicant’s strengths and weaknesses in studying theology at the graduate level and professional or ministerial goals.

**4. Entrance Test Results:** Millers Analogies Test (MAT) or Graduate Record Exam (GRE) scores.

**5. Professional Resume:** A professional resume that includes complete employment history, volunteer associations, academic degrees and honors, etc.

**6. Letters of Recommendation:** Three (3) letters of recommendation from persons qualified to evaluate applicant’s personal, academic, and professional qualifications.

### TRANSFER OF CREDIT

A student may request that credit for graduate level coursework completed at another accredited institution be granted. A grade of at least “B” must have been earned. No more than nine (9) credit hours may be accepted in transfer. Petition for transfer of credit is to be made to the M.T.S. Director. Quincy University will not accept an “Independent Study” course as transfer credit.

### ACADEMIC REGULATIONS

**GRADES:** The grading system used by the M.T.S. program is described in the current catalog under Academic Policies.

Graduate credit is earned for courses in which a student receives a grade of “C” or better. 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 may result in the dismissal of the student from the program.

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 by the end of the following term. 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 M.T.S. courses.

**TIME FRAME:** There is a six-year time limit from acceptance to completion of the 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 petition the M.T.S. Director and is required to follow the rules, regulations, and requirements in effect at the time of reapplication.

**ACADEMIC LOAD:** Students are encouraged to enroll in at least three courses per academic year. Normally, the academic load is limited to 9 hours per semester.

### GRADUATION

A student becomes eligible for graduation upon successful completion of the 40 credit hours with a minimum GPA of 3.0. Students must apply for graduation with the Registrar according to the Application for Graduation directions in this catalog. Students must have completed all coursework to be eligible to participate in the commencement ceremony.

Course Descriptions

**TRS 500 Franciscan Spirituality: Ministry in Multicultural Contexts (3)**

This course focuses on Franciscan spirituality, particularly as it relates to Christian ministry in the 21st century. It will explore how the examples of Francis and Clare can illuminate our respective ministries through respect and love for God's creation. Fundamental to this course will be the intimate connection between ministry and lived prayer. It will also address the following Franciscan values: peace; inclusion; reverence for creation; and joy and celebration. As the contemporary American church includes many Hispanic members, this course will include some basic familiarity with the Spanish language and the variety of Hispanic cultures, especially the mode of celebration exemplified in these cultures.

**TRS 501 Religious Education and Youth Ministry (3)**

This course examines Christian education in its broadest context: as an extension of the entire Christian parish or congregation. Theoretical models of Christian education will include the following components: the Bible, theology, social-science, faith development, and ethics.

**TRS 502 Pastoral Ministry (3)**

This course examines theories and practices that shape and develop ministerial skills. In it, we will consider both the practical aspects of ministry and the theological bases upon which those skills are built and nurtured.

**TRS 504 History of Christianity (3)**

This course provides an overview of the major periods of Christian history, from the period of the Apostles to the 21st century church.

**TRS 505 Jesus as the Christ Introduction to Christology (3)**

This course explores the central question of Christian theology and ministry, namely the identity and redemptive significance of Jesus Christ, through an in-depth look at scriptural, historical, and contemporary theological resources.

**TRS 506 Introduction to Christian Worship (3)**

This course will explore the development of Christian worship from its roots in the Hebrew Scriptures to the present. It will examine

the theological convictions that guide and undergird worship practices since the dawn of Christianity. This course will also feature the common links among all worshipping Christians, particularly those that dominate the Central Plains states: Roman Catholicism, Methodism, Baptists, Pentecostals, Evangelicals, Amish, and independent / non-denominational churches.

**TRS 507 The Bible for Preaching and Teaching (3)**

This course is a practical introduction to biblical preaching, with special emphasis the Gospels and Paul. Students will prepare lesson plans, preach, learn new skills and ideas, and interact with the insights of others, both peers and role models.

**TRS 508 Ministry of Music (3)**

This course will explore the history of church music, especially the development of Latin and English-language hymnody. An important goal of this course will be the desire to increase appreciation for the varieties of musical expression that are available to enrich Christian worship within the United States. Each participant in this course will learn how to utilize hymnals and other church music resources, as well as how to recognize the strengths and weaknesses of each.

**TRS 511 Pastoral Administration (2)**

This course provides a foundation for intentional and productive pastoral church administration. Practical, real-life opportunities to explore one's own ministerial identity will take center stage. Furthermore, students will explore the role of pastor as administrator and leader, through practical models of church programming.

**TRS 513 Guide to Christian Marriage (2)**

This course will explore marriage and family relationships from the standpoint of their interactions, with a focus upon the family as a social unit. We will also focus our attention on theoretical and practical marriage styles and values, problems of adaptation and communication, and the general topics related to marriage and family.

**TRS 515 Theology of Death (2)**

The concept of death is explored from several perspectives: experiential, psychological, social, and theological. Attitudes and experiences concerning death and clinical data on the experience of dying are studied along with responsible methods of caring for dying and bereaved persons. Above all, this course will explore practical ministerial models for dealing with death and dying.

**TRS 516 Sacraments and the Encounter with God (3)**

This course examines the sacraments as privileged ways of encountering God through human experiences of prayer in an assembled community. The relationship of the sacraments to Jesus and the Church will also be examined. Special attention will be paid to growing ecumenical agreement about sacraments, especially among the Protestant traditions.

**TRS 521 Human and Spiritual Development (3)**

This course will introduce several developmental theories of psychological and spiritual growth, which will be discussed and evaluated in light of social and cultural influences on personal identity, specific literary narratives, and the experiences of class participants. These theories will also be discussed in light of participants' faith traditions and future ministries

**TRS 529 Christian Moral Conscience (3)**

This course will explore the essential foundations of Christian ethics with respect to vocation. Specifically, we will explore (a) the relationship between work and vocation, (b) what it means to do ethics in extraordinary times, and (c) the foundation of Christian ethics in the person and work of Jesus.

**TRS 531 Christian Prayer and Spirituality (2)**

The course will examine Christian prayer in all its variations – particularly as it relates to specific Christian traditions: discursive prayer, prayers of recollection, praying with scripture, breath prayers, centering prayer, and contemplative prayer.

**TRS 532 Assisi Pilgrimage (2)**

Open to alumni, friends, graduate students, and undergraduate students, this course investigates special topics, depending on the participating faculty, culminating in a trip to Assisi, Italy.

**TRS 541 Introduction to Pastoral Counseling (3)**

This course is an introductory course in pastoral care and counseling. We will explore the changing definition of pastoral care and counseling and the various issues that have emerged because of these changes. An essential component of this course will be actual, practical field experiences in counseling.

**TRS 570 Special Topics (1-3)**

Special Topics courses are incorporated into the graduate curriculum based upon the needs and interests of students. In certain circumstances, such courses can be designated and taken on an independent study basis.

**TRS 598 Supervised Practice of Ministry (SPM)/Ministry Capstone (4)**

This course provides the opportunity to participate in, and reflect upon, life and ministry in Christian community, where ministerial self-understanding, identity and skills are acquired and tested. Supervised Ministry (SPM) assignments are made after an assessment of the educational and experiential needs of the student by the Director of the MTS Program. Placements are in communities of faith in a student's own tradition and in denominationally and ethnically diverse settings. A Supervised Ministry Learning Agreement must be approved for each assignment. Written evaluations by the student and the supervisor must be submitted as part of the criteria for awarding credit for SPM.

**TRS 599 Clinical Pastoral Education (4)**

This course is intended for students who will be actively engaged in care-giving ministries. Students will work in an institutional setting under the guidance of professional psychologists, ministers, and health care professionals. Students will explore the length and breadth of care-giving ministry in both group and individual settings through 400 hours of intensive counseling scenarios.



**Directories**

As of Spring 2011

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**Index**

Absence from Class .....	16	Comprehensive Experience .....	9
Academic Calendar .....	3	Computer Science, Courses in.....	74
Academic Honesty.....	14	Contract Major .....	21
Academic Honors .....	17	Core Curriculum Courses.....	8
Academic (Degree) Programs .....	5	Counseling, M.S.Ed., Courses in.....	196
Academic Policies and Procedures .....	7	Course Numbering System .....	42
Academic Progress .....	18, 37	Credit by Examination .....	20
Academic Standing .....	18	Credit for Academically Related Experience .....	20
Academic Success Skills, Courses in .....	166	Credit, Nontraditional .....	19
Academic Support Services.....	25	Credit, Transfer of .....	28
Academic Suspension.....	19	Criminal Justice, Courses in.....	77
Accounting, see Business, Courses in .....	57	Curricula and Courses	
Accreditation and Memberships .....	5	Accounting .....	57
Admissions Fees.....	31	American Sign Language .....	111
Admissions Policies, Procedures .....	26	Art .....	44
Advanced Placement Credit .....	19	Aviation .....	49
Advanced Standing Admission .....	27	Bilingual and ESL Education.....	86
Advising Program.....	25	Biology .....	53
Affiliations (hospitals) .....	66	Business .....	57
American College Test (ACT).....	27	Business Administration (PDP) .....	170
American Sign Language, Courses in.....	111	Chemistry .....	64
American University in Rome .....	23	Chicago Education Programs .....	192
Art, Courses in .....	44	Clinical Laboratory Science.....	66
Assessment.....	15	Communication.....	68
Assisi Experience Program .....	23	Communication & Music Production .....	73
Associate Degree .....	10	Computer Information Systems .....	74
Athletics.....	41	Computer Science .....	74
Auditing Courses .....	16	Criminal Justice .....	77
Aviation, Courses in .....	49	Economics .....	80
		Education .....	81
Baccalaureate Degree .....	10	Education Studies .....	88
Biology, Courses in .....	53	Elementary Education .....	89
Blessing-Rieman College of Nursing .....	125	Elementary Education (PDP) .....	173
Board of Trustees.....	206	Environmental Concentration, Biological Sciences .....	53
Business, Courses in .....	57	English .....	93
Business Certificate Program .....	21, 59	Entrepreneurship.....	98
		Exercise Science.....	100
Cafeteria Fees .....	32	Finance .....	57
Calendar, Academic .....	3	Forensic Science .....	64
Campus Ministry.....	40	Graphic Design.....	44
Career Development, Courses in.....	166	History .....	101
Career Information .....	25	Humanities .....	105
Career Services.....	25	Human Services.....	107
C.A.R.E. Credit .....	20	Human Services (PDP) .....	173
Catalog, Official .....	Inside cover, 11, 42	International Business .....	110
Certification of Teachers .....	81, 83	Interpreter Training.....	111
Change of Grade.....	16	Languages .....	114
Check Cashing/ATM .....	41	Management Information Systems .....	116
Chemistry, Courses in .....	64	Management .....	57
Chicago Education Programs, Courses in.....	192	Marketing .....	57
Class Attendance Policy .....	16	Master of Business Administration .....	176
Class Standing .....	12	Master of Science in Education .....	181
Classification of Students .....	12	Master of Science in Education in Counseling ....	196
CLEP (College Level Examination Program).....	20	Master of Theological Studies.....	202
Clinical Laboratory Science, Courses in .....	66	Mathematics .....	117
Coaching Certification, Illinois .....	134	Medical Technology .....	66
College Board Test (CEEB-SAT) .....	27	Music.....	120
College Consortium for International Studies .....	22	Nursing .....	125
Communication, Courses in .....	68	Personal Training.....	100
Community Standards.....	19		

Philosophy and Ethics ..... 132  
 Physical Education ..... 134  
 Physics ..... 139  
 Political Science ..... 140  
 Pre-Actuarial Science ..... 143  
 Pre-Engineering ..... 144  
 Pre-Law ..... 101, 140, 145  
 Pre-Professional ..... 64, 146  
 Pre-Physical Therapy ..... 54, 100  
 Psychology ..... 147  
 Reading Endorsement ..... 82  
 Science ..... 151  
 Secondary Education Certification ..... 83  
 Sociology ..... 152  
 Special Education ..... 153  
 Sport Management ..... 158  
 Theatre ..... 160  
 Theology ..... 162  
 University Courses ..... 166  
 Women's and Gender Studies ..... 168

Dean's List ..... 17  
 Degree Requirements - Undergraduate ..... 8  
 Degrees Offered ..... 5  
 (also see individual curricula)

Dining Hall Fees ..... 32  
 Directed Studies ..... 21  
 Directory, Board of Trustees ..... 206  
 Directory, Faculty and Professional Staff ..... 208  
 Disability Services ..... 25  
 Dismissal, Academic, see Academic Suspension ..... 19  
 Dismissal, Disciplinary, see Community Standards... 19  
 Dropping/Adding Courses ..... 12  
 Dual Degrees ..... 10  
 Dual Enrolled Students ..... 31

E-Mail Policy ..... 16, 40  
 Early Exploratory Internship Program ..... 21  
 Economics, Courses in ..... 80  
 Education, Courses in ..... 81  
 Elementary Education, Courses in ..... 89  
 English, Courses in ..... 93  
 Enrollment and Registration ..... 11  
 Entrepreneurship, Courses in ..... 98  
 Escrow Credit (Pre-college Credit) ..... 20  
 Evaluation/Grading ..... 13  
 Examination Policy ..... 16  
 Examination, Entrance ..... 27  
 Exercise Science, Concentrations in ..... 100  
 Expenses, Student ..... 31

Faculty ..... 6, 208  
 Failure ..... 13  
 Family Educational Rights (FERPA) ..... Inside cover  
 Fees ..... 31  
 Final Examinations ..... 16  
 Finance, see Business, Courses in ..... 57  
 Financial Aid ..... 35  
 Financial Policies ..... 31  
 First-Year Experience ..... 8, 166  
 Foreign Student Admission ..... 29  
 Forensic Science ..... 64  
 French, Courses in ..... 114  
 Freshman Admission ..... 27  
 Full-time Student ..... 12

GED Applicants ..... 27  
 General Education Program ..... 7  
 General Fee ..... 32  
 General Information ..... 6  
 General Requirements for Undergraduate Degrees .... 8  
 German, Courses in ..... 114  
 Good Standing ..... 18  
 Grade Point Requirements ..... 18  
 Grade Report ..... 13  
 Grading ..... 13  
 Grading System ..... 13  
 Graduate Admission ..... 30  
 Graduate Programs ..... 175  
 Graduation Catalog ..... 11  
 Graduation, Participating in Ceremony ..... 11  
 Graduation Requirements, Graduate:  
     MBA ..... 176  
     MS.Ed. .... 181  
     MS.Ed. in Counseling ..... 196  
     MTS ..... 202  
 Graduation Requirements, Undergraduate ..... 11  
 Graduation with Honors ..... 18  
 Grants, Scholarships ..... 39  
 Great River Aviation ..... 49

Health and Fitness Center ..... 7  
 Health Services ..... 40  
 History, Courses in ..... 101  
 Homeschooled Applicants ..... 27  
 Honor Students ..... 18  
 Honors ..... 18  
 Honors Program ..... 21  
 Hospital Affiliations ..... 66  
 Hospitalization ..... 40  
 Housing ..... 40  
 Housing Fees ..... 32  
 Human Services, Courses in ..... 107  
 Human Services (PDP), Courses in ..... 173

Incompletes in Courses ..... 17  
 Independent Study ..... 22  
 Information Security ..... Inside cover  
 Interdisciplinary Majors ..... 10, 21  
 International Business, Courses in ..... 110  
 International Studies ..... 22  
 Interpreter Training, Courses in ..... 111  
 Internship, Courses in ..... 166  
 Internships ..... 21, 23  
 International Student Admission ..... 29  
 Intramurals ..... 41

Laboratory Fees ..... 32  
 Latin, Courses in ..... 114  
 Learning Communities ..... 25  
 Leave of Absence ..... 29  
 Liberal Arts Foundation Courses ..... 9  
 Library ..... 6  
 Loans ..... 36  
 Location and Campus ..... 6, Back cover  
 Loyola University Rome Center ..... 23

Major Requirements ..... 9  
 (also see individual programs)  
 Management, see Business, Courses in ..... 57  
 Management Information Systems, Courses in .... 116  
 Map, Campus ..... 222

Marketing, see Business, Courses in ..... 57  
 Master of Business Administration  
     Courses in ..... 176  
 Master of Theological Studies, Courses in ..... 202  
 Masters in Education, Courses in ..... 181  
 Masters in Education-Counseling, Courses in ..... 196  
 Mathematics, Courses in ..... 117  
 Memberships ..... 5  
 Mentor Program, see Advising Program ..... 25  
 Military Credit ..... 20  
 Military Leave Policy ..... 12  
 Minor Programs and Requirements ..... 23  
 (also see individual programs)  
 Mission and History ..... 4  
 Music, Courses in ..... 120  
 Music Education, Courses in ..... 120

New Start Policy ..... 19  
 Non-discrimination Policy ..... Inside cover  
 Nontraditional Credit ..... 19  
 Nursing, Courses in ..... 125

Partnership Programs ..... 49, 125  
 Part-time Student ..... 12  
 Part-time Student Admission ..... 30  
 Pass/Fail Option ..... 17  
 Payment of Fees ..... 33  
 Personal Training, Concentration in ..... 100  
 Philosophy, Courses in ..... 132  
 Physical Education, Courses in ..... 134  
 Physical Education, Activity Courses ..... 138  
 Physics, Courses in ..... 139  
 Placement Services ..... 26  
 Policy Changes and Disclaimer ..... Inside cover  
 Political Science, Courses in ..... 140  
 Practicum/Internships ..... 23  
 Pre-Actuarial Science ..... 143  
 Pre-College Credit ..... 20  
 Pre-Engineering Program ..... 144  
 Pre-Law Program ..... 101, 140, 145  
 Pre-Professional Program ..... 64, 146  
 Pre-physical Therapy, Concentration in ..... 54, 100  
 Privacy of Records ..... Inside cover  
 Probation, Academic ..... 19  
 Professional Degree Programs (PDP) ..... 169  
 Proficiency Exams ..... 20  
 Program Admission ..... 30  
 Programs Offered ..... 5  
 Psychology, Courses in ..... 147

Qualifications for Student Offices ..... 41  
 Quincy University, General Information ..... 6

Radio Station ..... 7, 41  
 Reading Endorsement ..... 82  
 Readmission After Suspension ..... 19, 29  
 Refunds ..... 34  
 Regent's College in London ..... 23  
 Registration ..... 11  
 Repeating Courses ..... 17  
 Reports, Grade ..... 13  
 Requirements for Admission ..... 26  
     Good Standing ..... 18  
     Associate Degree ..... 10  
     Baccalaureate Degree ..... 10  
 Research ..... 24

Residence Hall Fees ..... 32  
 Residency Requirements ..... 10  
 Returning Student Readmission ..... 29

Satisfactory Academic Progress ..... 37  
 Scholarships ..... 39  
 Science, Courses in ..... 151  
 Secondary Education Certification ..... 83  
 Second Baccalaureate Degree ..... 10, 30  
 Senior Citizens Admissions ..... 30  
 Senior Seminar ..... 9  
 Senior-Year Experience ..... 8, 166  
 Service Learning Requirement ..... 8  
 Service Members Opportunity Colleges (SOC) ..... 20  
 Signature Courses ..... 8  
 Sign Language, Courses in ..... 111  
 Sociology, Courses in ..... 152  
 Spanish, Courses in ..... 114  
 Special Credit Opportunities ..... 19  
 Special Education, Courses in ..... 153  
 Special Study Opportunities ..... 21  
 Special Topics, see Directed Studies ..... 21  
 Speech, Courses in ..... 68  
 Sport Management, Courses in ..... 158  
 Student Activity Fee, see General Fee ..... 32  
 Student Advisement ..... 7  
 Student Advocacy ..... 25  
 Student Affairs/Life ..... 39  
 Student Clubs ..... 42  
 Student Expenses ..... 31  
 Student Handbook ..... 40  
 Student Health ..... 40  
 Student Senate ..... 41  
 Study Abroad, see International Studies ..... 22  
 Study Skills Support ..... 25  
 Summer School ..... 24  
 Support Services ..... 25  
 Suspension from the University ..... 18, 19

Teacher Certification ..... 81, 83  
 Teacher Education Program ..... 24, 81  
 Technological Literacy ..... 8  
 Theatre, Courses in ..... 160  
 Theology, Courses in ..... 162  
 Three-Two Program, Engineering ..... 144  
 Three-Year Degree Program ..... 24  
 Transfer of Credit ..... 28  
 Transfer Student Admission ..... 27  
 Travel Information ..... Back cover  
 Trustees of the University ..... 206  
 Tuition Fees ..... 31  
 Tutoring ..... 25

Undeclared Majors Program ..... 26  
 Unit of Credit ..... 11, 42  
 University Courses ..... 166  
 University E-mail ..... 16, 40  
 University Mission ..... 4

Washington Semester Program ..... 24  
 Withdrawal from the University ..... 12  
 Withdrawal from Course ..... 12  
 Women's and Gender Studies Minor ..... 168  
 Writing Across the Curriculum ..... 8









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