



UNIVERSITY
of MARY

for Life.



2017
CATALOG
2018



UNDERGRADUATE & GRADUATE PROGRAMS
FACULTY & GENERAL INFORMATION

Faithfully Christian • Joyfully Catholic • Gratefully Benedictine

2017-2018 Catalog Addendum: Corrections & Updates

■ Chemistry—Corrections

Page 59:

Required courses (Major):

CHE 111, 112, 217, 230, 310, 312 or 326, 318, 329, 340, 417, 429, 450, 490; MAT 204, 209, 210; PHY 203, 304, HUM 499

(required courses were incorrectly listed)

■ Civil Engineering—Corrections

Page 79:

ECI 414 Foundation Engineering

Soil improvements and ground modifications, soil exploration and sampling, bearing capacity, spread footings, mat foundations, settlement analysis, drilled shaft and pile foundations, foundations on difficult soil. Prerequisite: ECI 412
3 semester credits

(course description correction)

ECI 416 Transportation Engineering

Transportation systems; transportation planning and future developments; computer aided design; design and analysis of transportation facilities including traffic operations, highway geometry, and pavement. Prerequisite: ECI 412
3 semester credits

(course description correction)

■ Philosophy—Corrections

Page 95:

PHI/POL 330 American Political Philosophy

This course analyzes the political philosophy of the American Founding with special attention to its historical and philosophical context. Furthermore, it traces important later developments in the self-understanding of the American Republic.
3 semester credits

(course is not crosslisted with PHI

--remove from PHI course list)

■ Politics—Corrections

Page 97:

POL 330 American Political Philosophy

This course analyzes the political philosophy of the American Founding with special attention to its historical and philosophical context. Furthermore, it traces important later developments in the self-understanding of the American Republic.
3 semester credits

(course is not crosslisted with PHI)

■ Coaching & Sports Studies—Corrections

Page 115:

Coaching and Sports Studies

Major Course Requirements:

BIO 101, 101L; THE core requirements; PHI 208-308; PSY 267, 310; HIS 307; KIN 151, 235, 238, 302, 305, 317, 336; HPS 206; PED 157, 159, 207, 221, 222, 313, 326, 343, 370, 401, 422; SLM 227, 327, 411; HUM 499

(required courses were incorrectly listed)

Coaching Minor Course Requirements:

BIO 101; BIO 207 or PED 207; KIN 151, 238, 302, 336; PED 157, 159, 326, 343, 360, 370, 401

(required courses were incorrectly listed)

Page 131:

■ Doctor of Education—Corrections

Doctorate of Education Course Requirements

Core Courses:

EDU 805	Administrative & Organizational Behavior
EDU 808	Historical Foundations in Education
EDU 856	Leading Adult Learners
EDU 870	Leading Curriculum
EDU 905	Assessment & Accountability in Education
EDU 910	Issues & Trends in Education
EDU 915	Educational Ethics
EDU 917	Research Methodology & Data Analysis
EDU 927	Advanced Qualitative/Quantitative Research
EDU 945	Brain Based Research & Learning
EDU 990	Internship
HUM 999	Doctoral Student Assessment

Electives (need 6 credits from the below)

Note: if student has not previously completed a graduate level statistics course, one elective course must be EDU 565 Statistics.

BUS 505, 610, 660, 690; EDU 527, 543, 550, 564, 565, 620, 631, 636, 637, 642, 652, 660, 664, 674, ~~852~~, 955; MPM 500

(removed EDU 852 from list of possible electives.
Course does not exist.)

■ Athletic Training - Corrections

Page 143:

Pre-Admission Courses*:

KIN 151, 238; ATH ~~121~~, 243; BIO 103/L, 207/L, ~~208~~; PED 157, 159; HPS 206.

Required Professional Courses*:

BIO 208/L; ATH 200, 244, 250/L, 300, 305, 314, 319, 327, 328, 329, 353, 354, 400, 405, 441, 453, 454; KIN 316, 317, 336, 360; PSY 201, 207; MAT 180; IPE 401.

*** Grade of "B" or higher required on all ATH/
KIN prefixed courses. Grade of "C-" or higher
required in all other pre-admission and profes-
sional courses. Cumulative GPA of 2.5 or higher
required.**

(additions in **bold** and underlined. Removals marked by ~~strikethrough~~)

Page 144:

ATH 250L Emergency Management Lab

This is the lab portion for Emergency Management course. It will focus on becoming proficient in emergency management techniques and advanced taping techniques. Emergency care techniques and supplies will also be introduced, utilized, researched, and practiced. The athletic training student will learn the theory and application of taping and wrapping techniques and use materials essential to the advancement of the student. Prerequisites: Successful completion of KIN 151, 238 with a grade of "B" or better; BIO 207; PED 157, 159 with a grade of "C" or better.

0 semester credits

(credit hours correction)

ATH 300 Clinical Education I

The athletic training student applies a wide variety of specific healthcare skills and knowledge during assigned hours of supervised clinical experience that occur through the course of the semester in the athletic training room and rotational setup with various university or area high school athletic teams' practices and/or events. The National Athletic Trainers' Association Education Council has identified athletic training educational competencies and clinical proficiencies for the healthcare of athletes and others involved in physical activity. This content area is a collection of knowledge, skills, and values that the entry-level certified athletic trainer must possess for effective performance as an entry-level certified

athletic trainer. Skill competency is obtained during the classroom and laboratory instruction. Skill proficiency is demonstrated during laboratory evaluation, and skill mastery is demonstrated when the skills are applied appropriately in the clinical setting with appropriate choices made and appropriate outcomes achieved. Skill competency is knowledge and skills to be mastered within a self-study guide to evaluate the athletic training student's strengths and areas for improvement.

1 semester credits

(credit hours correction)

ATH 305 Clinical Education II

The athletic training student applies a wide variety of specific healthcare skills and knowledge during assigned hours of supervised clinical experience that occur through the course of the semester in the athletic training room and rotational setup with various university or area high school athletic teams' practices and/or events. The National Athletic Trainers' Association Education Council has identified athletic training educational competencies and clinical proficiencies for the healthcare of athletes and others involved in physical activity. This content area is a collection of knowledge, skills, and values that the entry-level certified athletic trainer must possess for effective performance as an entry-level certified athletic trainer. Skill competency is obtained during the classroom and laboratory instruction. Skill proficiency is demonstrated during laboratory evaluation, and skill mastery is demonstrated when the skills are applied appropriately in the clinical setting with appropriate choices made and appropriate outcomes achieved. Skill competency is knowledge and skills to be mastered within a self-study guide to evaluate the athletic training student's strengths and areas for improvement.

1 semester credits

(credit hours correction)

Page 145:

ATH 405 Clinical Education IV

The athletic training student applies a wide variety of specific healthcare skills and knowledge during assigned hours of supervised clinical experience that occurs through the course of the semester in the athletic training room, and with various University or area high school athletic team practices and/or events. The National Athletic Trainers' Association Education Council has identified athletic training educational competencies and clinical proficiencies for the healthcare of athletes and others involved in physical activity. This content area is a collection of knowledge, skills, and values that the entry-level certified athletic trainer must possess for effective performance as an entry-level certified athletic trainer. Skill competency is obtained during the classroom and laboratory instruction. Skill proficiency is demonstrated during laboratory evaluation, and skill mastery is demonstrated when the skills are applied appropriately in the clinical setting with appropriate choices made and appropriate outcomes achieved. Skill competency is knowledge and skills to be mastered with a self-study guide to evaluate the athletic training student's strengths and areas for improvement.

1 semester credit (~~Pass/Fail~~)

(course is not Pass/Fail)

■ Biomechanics - Corrections

Page 143:

Faculty: ~~Hall (Clinical Education Coordinator), Johnson Krug (Chair), Currie, Welch~~ **Olson, J.** (Program Coordinator)

Admission Requirements:

Students may declare a major in Biomechanics during their freshman year. Students will apply to the program during the spring semester of the sophomore year. Minimum criteria for selection includes a 2.5 grade point average in the prerequisite courses along with a letter of intent.

Students applying into the biomechanics program must meet the following requirements.

- Grade of "B" or higher in required the following courses: ~~ATH 238~~, HPS 206, PED 157, 159, KIN 121, 235, **238**
- Grade of a "C-" or higher in BIO 207
- Maintain a cumulative GPA of a 2.5

(additions in bold and underlined. Removals marked by strikethrough)

BMC 320 Applied Motion Analysis

The course will entail a skill or task analysis. The student will be required to complete an in depth motion analysis of the musculoskeletal system. Prerequisites: KIN 235, **302**, ~~360~~; ~~EXS 302~~; BMC 310; BIO 207/L, 208/L
2 semester credits

(corrected pre-req prefix)

BMC 330 Strength & Conditioning Practicum

The Strength and Conditioning Practicum will focus on developing the knowledge, skills, and abilities in the areas of athletic enhancement. The students will observe 30 hours in observation and skill application within the strength and conditioning field. Pre- or Corequisite: EXS **KIN** 302
1 semester credit

(corrected pre-req prefix)

■ Division of Nursing - Corrections

Pages 159-160:

Mission

The Nursing Division prepares nurses to provide safe, quality, patient-centered healthcare to the people in the region and beyond without regard to race, religion, cultural background, or gender. By fostering a Christian, Catholic, and Benedictine learning environment, the Division supports the University mission to prepare leaders in the service of truth and to be competent in spirituality

and ethics, communication, critical thinking, and global stewardship. Academic preparation and nursing practice opportunities in a variety of health-care settings along the continuum of care will prepare students to achieve competence in the areas of ~~professionalism, environmental contexts, valuing, and scholarship~~ communication, scholarship, professional distinction, and moral courage.

(corrected learning outcomes)

Page 160:

Admission Policy–Traditional and Accelerated 2nd Degree BSN Programs

(Correction to header - policy for traditional program only)

Page 161:

Test Score Requirements

Undergraduate

The Division of Nursing requires a minimum TOEFL score of an 80 on the Internet based test (IBT) (IELTS score of 6.5) or a 550 on the Paper Based Test (PBT). The Division of Nursing also requires TOEFL iBT Speaking subscale score of a 26 (IELTS of 8) or above and TOEFL iBT Writing subscale score of 24 (IELTS of 6.5) or above, and an iBT Reading subscale score of a 23 (IELTS of 6.5 or above).

Completion Nursing Programs

Applicants who are applying to an undergraduate Completion Nursing Program (LPN to BSN, RN to BSN) ~~must achieve a minimum TOEFL iBT score of 100 (IELTS of 7). The Division of Nursing also requires TOEFL iBT Speaking subscale score of a 26 (IELTS of 8) or above and TOEFL iBT Writing subscale score of 24 (IELTS of 6.5) or above, and an iBT Reading subscale of 23 (IELTS of 6.5 or above.~~

All exams are valid for two years.

Official scores must be sent directly to:

Undergraduate Admissions

University of Mary

7500 University Drive

Bismarck, ND 58504

(Test score requirements are the same for all undergraduate nursing students)

Page 163:

■ Nursing Accelerated 2nd Bachelor's Degree

The curriculum for the accelerated nursing students is the same as the traditional on-campus BSN program: ~~70~~ **68** nursing credits and approximately 550 hours of clinical/laboratory experiences.

(correction from 70 credits to 68)

Page 164:

Curriculum/Requirements

Courses in the Accelerated BSN Curriculum:

NUR 240	Intro to the Profession of Nursing
NUR 242	Nursing Fundamentals
NUR 248	Health Assessment Lab
NUR 317	Pharmacology
NUR 319	Pathophysiology
NUR 336	Ethics, Law, & Policy
NUR 342	Gerontologic Nursing
<u>NUR 345</u>	Pediatric Nursing
NUR 346	Maternity & Women's Health
<u>NUR 347</u>	<u>Medical Surgical Nursing II</u>
<u>NUR 355</u>	<u>Medical Surgical Nursing I</u>
NUR 423	NCLEX I
NUR 424	NCLEX II
NUR 436	Nurse as Leader
NUR 443	Critical Care Nursing
NUR 444	Mental Health Nursing
NUR 446	Community Health Nursing
NUR 450	Role of the Professional Nurse
NUR 435	Research
IPE 401	Interprofessionalism in Healthcare
<i>University-wide senior assessment course:</i>	
HUM 499	Senior Competence Assessment

(course corrections in bold and underlined)

Page 166:

NUR 248 Health Assessment

This course emphasizes the integration of skilled observation, systematic data collection, proficient examination, and effective communication in performing patient-centered, holistic health assessments with lifespan, ethnic, socioeconomic, cultural, and health risk reduction (genetic/genomic) considerations. Students utilize the liberal arts core, Benedictine values, professional values, QSEN principles, and the nursing process in obtaining, organizing and interpreting health assessment data.
4 semester credits

(corrected/replaced course description)

Page 167:

NUR 346 Maternity Nursing and Women's Health Care

This course focuses on nursing care for the childbearing family. Topics related to women's health will be explored. The course provides an introduction to the process of normal childbirth, women's health, dynamics of the childbearing family, and identification and nursing care of high-risk antepartum, laboring, and postpartum patients. Nursing process and Quality and Safety Education for Nurses (QSEN) principles provide direction to promote, restore, and maintain the health of women and newborns. This course builds upon the liberal arts core and implements professional and Benedictine values.
3 semester credits

(credit hours correction)

Page 168:

NUR ~~331~~ ~~431~~ Maternal/Child Bridge – LPN to BSN

This course is a Maternal Child Bridge course for the LPN to BSN student. Learners will study the high risk pregnancy, critical situations in labor, delivery, and postpartum care, the high risk infant, and the critically ill and the chronically ill child. Nursing practice will enable the learner to gain experience of the high risk patients.
4 semester credits

(corrected course number)

■ Communication Sciences & Disorders - Corrections

Page 215:

CSD 240 Intro to ~~Sign Language~~ **ASL & Deaf Culture**

This is an introductory course in the study of American Sign Language. The content includes the basic receptive and expressive sign skills and sign vocabulary required to be able to communicate in ASL. Deaf culture will be explored. Prerequisites: CSD 220, 330
3 semester credits

(course title correction)

Page 216:

CSD 485 CSD Clinical Lab

Students will complete observations, assignments and clinical lab experiences relating to service delivery in Speech-Language Pathology. Seniors majoring in Commu-

nication Sciences and Disorders may accrue up to 25 hours on Observation in Speech-Language Pathology and up to 25 hours of client contact hours. This course is designed to introduce students the knowledge and skills required for observation and treatment of a variety of communication disorders. Supervised clinical practicum lab experience including remediation of a variety of communication disorders will be completed under the direction of a certified Speech Language Pathologist. Two to three hours of clinical/lab work and additional interaction with supervisors each week are required in addition to the weekly class. The course is offered Fall and Spring semester. Students are only required to take this course one time.

3 semester credits

(course title correction)

University of Mary Information at a Glance

Private/Co-Educational The Only Catholic University in North Dakota

- Sponsored by the Benedictine Sisters of Annunciation Monastery
- Located six miles south of Bismarck, ND (2014 population – 68,896)

Enrollment (2016-17)

Total number of students – 3260
Ratio of Students/Faculty – 14:1
Overall Placement Rate – 98 percent

Accredited by:

The Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools
Commission on Collegiate Nursing Education
Commission on Accreditation of Allied Health Education Programs
Accreditation Council for Occupational Therapy Education
Commission on Accreditation in Physical Therapist Education
Commission on Accreditation for Respiratory Care
Commission on Accreditation of Athletic Training Education
Council on Social Work Education
National Association of Schools of Music
International Assembly for Collegiate Business Education (MBA and specific programs)

Academic programs approved by:

North Dakota Board of Nursing
North Dakota Education Standards and Practices Board
Project Management Institute

Areas of Study – Undergraduate Majors

Accounting	Information Technology
Athletic Training	Management
Biology	Liberal Arts
Biology Education	Marketing
Biomechanics	Mathematics
Business Administration	Mathematics Education
Business Education	Medical Laboratory Science
Business Management	Music
Catholic Studies	Music Education
Chemistry	Music Performance
Coaching & Sport Studies	Music with an Emphasis in Sacred Music
Communication	Nursing
Communication Sciences & Disorders	Pastoral Ministry
Computer Information Systems	Philosophy
Computer Science	Physical Education
Construction Management	Politics
Criminal Justice	Psychology
Culture Studies	Radiologic Technology
Early Childhood Education	Respiratory Therapy
Elementary Education	Social Studies Education
Engineering Science	Social Work
English	Spanish
English Education	Special Education
Exceptional Learners	Sport and Leisure Management
Exercise Science	Theological Studies
Financial Services and Banking	Theology
Healthcare Administration	University Studies
History	
History Education	

Areas of Study – Minors

Accounting	Information Technology
Addiction Counseling	Management
Art	Liturgy
Biology	Marketing
Business Administration	Mathematics
Catechesis and the New Evangelization	Music
Catholic Studies	Pastoral Ministry
Chemistry	Philosophy
Classical Studies	Philosophy-Theology
Coaching	Politics
Computer Information Systems	Psychology
Criminal Justice	Sociology
Culture Studies	Spanish
Economics	Special Education
English	Speech
Environmental Science	Sport & Leisure Management
Financial Services & Banking	Theater
Healthcare Administration	Theological Studies
Health Education	Theology
History	Web Design
Indian Studies	Wellness

Pre-Professional Concentrations

Chiropractic	Pharmacy
Dentistry	Physician Assistant
Law	Podiatry
Medicine	Veterinary Medicine
Optometry	Wildlife & Conservation Biology

Area of Study—Master's Program

Bioethics	Nursing
Business	Occupational Therapy
Business Administration	Project Management
Counseling	Public Administration
Education	Respiratory Therapy
Clinical Exercise Physiology	Physical Education & Athletic Administration
Kinesiology	
MSN/MBA Dual Degrees	

Doctorate Degrees

Education
Nursing Practice
Physical Therapy

Recognized by:

America's 100 Best College Buys
America's Best Christian Colleges
The John Templeton Foundation Honor Roll
for Character Building Colleges
U.S. News & World Report: America's Best Colleges

Contact

7500 University Drive, Bismarck, ND 58504
Phone 701-255-7500
Toll free: 800-408-6279
Fax 701-255-7687
www.umary.edu



UNIVERSITY OF MARY CATALOG

Undergraduate & Graduate Programs,
Faculty & General Information

2017–2018

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General Information

History

The University of Mary, the only Catholic university in North Dakota, was founded in 1955 as the two-year Mary College by the Benedictine Sisters of Annunciation Monastery. It became a four-year, degree-granting institution in 1959 and achieved university status in 1986. The University of Mary has been accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools since 1969.

Since its beginning, the University of Mary has sought to respond to the needs of people in the region. Its short history is one of rapid expansion. Student enrollment rose from 69 in 1959, the year of its incorporation, to 3,260 in 2016.

Five buildings of the campus were designed by renowned architect Marcel Breuer (1902-1981). The Sisters of Annunciation engaged him to build their monastery and a girls' high school, a complex completed in 1959. Today that facility serves the University as the Benedictine Center for Servant Leadership. The first four buildings of the long-anticipated campus were also designed by Breuer, a project completed in 1968.

The University continues to strive for quality in its curricular offerings and student support services. The change from college to university status in 1986 brought the implementation of master's degree programs in nursing, management and education.

Growing from those initial programs, master's degrees are now offered in education, nursing leadership and management, nurse educator, occupational therapy, clinical exercise physiology, kinesiology, bioethics, respiratory therapy, business, business administration, public administration, physical education and athletic administration, counseling and project management. In 2003 a doctorate in physical therapy was added to graduate studies, and in 2014 doctorates in nurse practitioner and education were added as well. The opening of the Butler Center for Lifelong Learning in Bismarck added a much-needed site for classes and service to the local area. With the launching of the Centers for Accelerated and Distance Education in 1996, the University opened a center in Fargo, North Dakota, in January 1997, offering undergraduate and graduate programs for the adult learner. Responding to the need for services, the University has off-campus sites and

has expanded its delivery of educational services to include online learning.

The University of Mary launched a groundbreaking campaign for growth in 2014 called Vision 2030, an exciting expansion in both facilities and programs to meet the needs of new generations of students. Leadership experiences and a competence-based curriculum combine liberal arts with professional preparation based on the foundational values of character development, ethical decision-making, and service experiences in which curricular and co-curricular learning come together.

Today, with a faculty and staff of over 300, the University of Mary remains committed to continuing the mission of its Benedictine founders and sponsors and to serving the people of the region and beyond in a spirit that fosters servant leadership.

University Goals

Mission Statement

Christian, Catholic, and Benedictine, the University of Mary exists to serve the religious, academic, and cultural needs of people in this region and beyond.

To serve the religious needs

The University of Mary offers:

- Formation in a Christian community with a full liturgical life on campus.
- Experiences that foster religious and humane values, both in and out of the classroom, particularly the six Benedictine values of the University.
- Activities that encourage individuals and groups to volunteer service to the community
- Opportunities to build the body of Christ through growth in intellectual, religious, and moral understanding
- A setting for collegial exchange and support between the communities of Annunciation Monastery and the University of Mary.

To serve the academic needs

The University of Mary cultivates servant leadership through these core concepts:

- Spirituality and Ethics
- Communication
- Critical Thinking
- Global Stewardship

For a student to grow in leadership formation and acquire proficiency in these competencies, continual assessment of learning in an atmosphere of openness and free inquiry is promoted. This atmosphere supports the University's commitment to develop the whole person. It enables each person, through both curricular and co-curricular opportunities, to explore leadership in the service of truth in its multiple facets. It recognizes the richness and diversity that come from intellectual inquiry and exploration.

Respectful of each person regardless of status or age, the University of Mary not only accepts, but actively encourages:

- Students from diverse social, economic, cultural, and religious backgrounds
- Students whose background requires more individualized teaching and/or counseling.

Ever open to change and responsive to the needs of students and the community, the University of Mary promotes:

- Curricular integration of the liberal arts and professional preparation
- Opportunities in service learning on campus, locally, regionally, and globally
- The trimester calendar, which translates into three 16-week semesters, providing learning opportunities to meet individual needs, including foreign and domestic travel
- Commitment to graduate studies
- Continuing education through course offerings for area citizens
- The delivery of academic programs with a focus on distance education to include off-campus sites and online offerings.
- An innovative Year-Round Campus option that offers a full summer semester, allowing students to earn their bachelor's degree in under three years, or a master's in four, graduating with less debt and more lifetime earnings.

To serve the cultural needs

The University of Mary provides:

- Cultural events and opportunities to participate in community cultural enrichment
- A stimulating academic community that promotes growth in itself and the local population
- A Christian community that fosters diversity through hospitality and dialogue so as to learn to live in an interconnected world
- A campus that reflects the artistic principles of renowned architect and designer, Marcel Breuer.

Vision Statement

The University of Mary is motivated to strive toward ever-higher levels of excellence in the Catholic intellectual and Benedictine wisdom traditions. The University of Mary seeks to be distinctive in its preparation and development of servant leaders with moral courage, global understanding, and a commitment to the common good.

Leadership development opportunities include:

- A first year experience based on the concept of servant leadership
- Mentorships, internships, practicums or meaningful work experiences
- Independent or individualized studies with faculty mentoring and guidance
- Student participation in the University's decision making processes
- Student involvement in professional and service organizations
- Service learning in curricular and co-curricular offerings to include global perspective
- Exchange among students, faculty, and staff in the social, academic, and spiritual areas of the campus environment
- Involvement in the religious, social, educational, and political communities beyond the campus.

- The Emerging Leaders Academy, an honors leadership program that is designed for highly-motivated, capable students who are interested in becoming future professional leaders.

Servant Leadership experiences are based on:

- Character building relationships integrated with a solid understanding of what it is to be servant leader with Jesus Christ as model.
- The six Benedictine values of the University.

Mission and Identity

Founded to prepare leaders in the service of truth, the University of Mary is distinctive in our education and formation of servant leaders with moral courage, global understanding, and commitment to the common good. We are deeply devoted to our mission: The University of Mary exists to serve the religious, academic and cultural needs of the people in this region and beyond. It takes its tone from the commitment of the Sisters of Annunciation Monastery. These Sisters founded the University in 1959 and continue to sponsor it today. It is Christian, it is Catholic, and it is Benedictine.

We cherish our Christian, Catholic, Benedictine identity; we welcome and serve persons of all faiths.

We are faithfully Christian.

As a Christian university, we strive to accomplish our mission in faithfulness to the Gospel of Jesus Christ. We regard each human person as created in the image and likeness of God, gifted with life and dignity. We seek to be agents of cultural renewal in our time and place, courageous advocates for justice and peace. Our Christian commitment is born from and sustained by the encounter of the Risen Lord, who came not to be served but to serve. As He humbly washed the feet of His disciples on the night before He died, so we seek to serve one another. We are faithfully Christian.

We are joyfully Catholic.

As a Catholic university, we joyfully draw our life from the heart of the Church, identifying with the ancient tradition that gave rise to the first universities in medieval Europe. This Catholic

intellectual tradition proposes an integrated spiritual and philosophical approach to the most enduring questions of human life. Thus we seek to advance the vital dialogue between faith and reason, while acknowledging the proper autonomy of the arts, sciences, and professions. A university is a place for the free exchange of ideas, and so we warmly welcome students and faculty of many faiths and convictions. At the same time, our common discourse ever takes place in a spirit of authentic respect for Catholic teaching and practice. We acknowledge the Catholic faith as a path to moral integrity and personal holiness. We are joyfully Catholic.

We are gratefully Benedictine.

As a Benedictine university, we remember with gratitude the Benedictine Sisters who came to Dakota Territory in 1878, bringing ministries of teaching and healing. This community of Sisters would become our founders and sponsors and, through them, we share in the 1500-year-old heritage of the Benedictines. Inspired by lives of prayer, community, and service, Saint Benedict and his spiritual followers through the ages have been a stable source of tremendous good in the world: renewing the Church, pre-serving learning, cultivating wisdom, modeling humane virtues of balance and generosity. The life of our Sisters shapes our life. We are gratefully Benedictine.

Benedictine Values

Although communal life inspired by the Rule of St. Benedict (RB) stores a vast treasury of Benedictine values, six of these are of particular importance for our life at the University of Mary:

- **Community:** *Striving together for the common good and growing in relationship with God, one another, and self; Let all things be common to all (RB 33).*
- **Hospitality:** *Receiving others as Christ with warmth and attentiveness; Let all be received as Christ (RB 53).*
- **Moderation:** *Honoring all of God's creation and living simply with balance and gratitude; Regard all things as sacred and do everything with moderation (RB 31).*
- **Prayer:** *Attending to the mystery and sacredness of life, abiding in the divine presence, listening and responding to God; Listen intently*

to holy readings. Give yourself frequently to prayer (RB 4).

- **Respect for Persons:** *Recognizing the image of God in each person and honoring each one in their giftedness and limitations; Honor everyone and never do to another what you do not want done to yourself (RB 4).*
- **Service:** *Meeting the needs of others in the example of Jesus the servant leader; The members should serve one another (RB 35).*

The University of Mary: for Life

The University of Mary provides an environment in which each student participates in those experiences essential to becoming a leader. The development of essential leadership qualities in each student empowers that person to work courageously and effectively for the common good. Our chosen model of leadership is servant leadership: Servant Leadership at the University of Mary is a pattern of living marked by competence in one's chosen profession, courage in making ethical decisions based on Benedictine values, and compassion in serving the needs of others. In a context of relationship to God, to one another, and to self, we believe that leadership is making a difference for good. Rooted in the Gospel and in the founding vision of the Benedictine Sisters to serve the spiritual, intellectual, and cultural needs of others, the model for servant leadership is Jesus Himself. At the University of Mary students grow into leadership through service. Learners become leaders in the service of truth. – Sister Thomas Welder, president emerita.

Aware of its close historical ties with the people of our region, the University of Mary seeks to enhance the quality of life in the Bismarck-Mandan community and in all the communities we serve. The University also encourages each person to participate in the leadership of his or her religious, social, educational, and political communities. Furthermore, it promotes a setting of freedom and initiative in which each person may develop those characteristics critical to leadership formation and the search for truth and happiness.

That same communal focus makes the University of Mary open to change. Through its continued search for innovative and experiential approaches to learning, the University seeks personalized and relevant education for

all students, including those with special needs, whether these be economic, social, cultural, racial, religious, or personal.

All students are encouraged to seek the truth, to see themselves as whole and unique individuals responsible to God, and to become leaders in the service of truth.

Facilities

The main campus of the University of Mary is located six miles from downtown Bismarck. It includes the Lumen Vitae University Center, the Leach Center for Student Life, the Casey Center for Nursing Education, the Harold J. Miller Center, Arno Gustin Hall, University Hall, the Clairmont Center for Performing Arts, Welder Library, Hillside Hall, Greg Butler Hall, Boniface and Boniface West Halls, Roers Hall, North Hall, Deichert Hall, Boyle Hall, The Cloisters Apartments, the McDowell Activity Center, the Richard A. Tschider Center for Health Sciences, the Wellness Center/Field House, the Harold Schafer Leadership Center, the Liffrig Family School of Education and Behavioral Sciences, the Benedictine Center for Servant Leadership, and the Gary Tharaldson School of Business.

All academic facilities and a limited number of rooms in the residences are accessible to students with physical challenges.

The University also maintains two in-town classroom facilities in Bismarck—the Butler Center for Lifelong Learning on South 7th Street, and the Physical Therapy Department on 26th Street and Rosser Avenue; a site in Fargo, ND; Grand Forks, ND; Grand Forks Air Force Base, ND; Watford City, ND; Billings, MT; and Fort Riley, KS. The University, in conjunction with its partnership with Arizona State University in Tempe, AZ, also maintains office and classroom space adjacent to the ASU campus.

- **Lumen Vitae University Center:** This newly constructed two-story facility serves as the beacon and central hub of campus. This facility includes a large ball room (Founders Hall), computer-controlled tinted glass windows, the campus restaurant and dining facilities, the Student Health Clinic, the Bookstore, student social and study areas, a bank, a convenience store, wrestling practice room, and access to the newly constructed Marian Shrine.

- **Harold J. Miller Center:** This building houses the department of Mathematics and Natural Sciences, department of Occupational Therapy, and classrooms in graduate programs in Athletic Training and Exercise Science.
- **Casey Center for Nursing Education:** Named after a Bismarck land developer and University benefactor through the Casey Trust, T. Clem Casey and his wife Meredith, this classroom and office building houses the Division of Nursing as well as office space for faculty in Exercise Science and Athletic Training.
- **Arno Gustin Hall:** Named after the third president of the University of Mary, the Rev. Arno Gustin, O.S.B., this 342-seat hall accommodates lectures, theater, and music.
- **McDowell Activity Center:** Named for Harley and Margaret McDowell who improved the quality of life through leisure activities in the region, this facility includes a gymnasium area for basketball and volleyball, a weight training room, classrooms, offices, an athletic training treatment room, locker rooms, and the Athletic Training and Biomechanics Program.
- **The Richard A. Tschider Center for Health Science:** Named for the long-time administrator of St. Alexius Medical Center, this building includes classrooms, labs, faculty offices, a conference room and a weight room, and adjoins the McDowell Activity Center. It is also the home of the Exercise Science program.
- **University Hall:** This facility includes a beautiful view of the Missouri River valley. The Marauder Cove serves as a campus study and gathering place. Future plans for this building include converting space to accommodate new academic classrooms and labs.
- **On-Campus Residences:** An active student residential community of approximately 1,000 students reside in a variety of student residences. There are three traditional residence halls, three that feature two-bedroom suites sharing bath facilities. Two residence halls are designated as faith-based intentional living spaces, four halls feature apartment-style housing
- **Wellness Center/Field House:** This facility provides opportunities for student recreation and physical development. The facility includes four multi-use basketball/volleyball/tennis courts, a regulation NCAA six-lane 200-meter running track, batting cages, a climbing wall and bouldering cave, and a racquetball court. The Wellness Center includes a wide variety of exercise machines, weight lifting equipment, and group fitness room. This facility is also the home of Marauders Athletics, with space dedicated to athletic administration, coaches' offices, and locker rooms.
- **Leach Center for Student Life:** This facility serves as a social hub, containing a large room for special events, including banquets, student contests, and dances.
- **Clairmont Center for Performing Arts:** Named after a Bismarck leader in construction and land development, Bill Clairmont, who has served on University Boards and supported its growth over the years, this two-story complex includes a chapel, general classrooms, offices, an art gallery, music teaching studios, practice rooms, rehearsal space, a recital hall, and a language lab.
- **Benedictine Center for Servant Leadership:** Known as Annunciation Priory from 1959 to 2000, this Marcel Breuer building was dedicated to the Benedictine Sisters of the Annunciation by Myron and Marjory Atkinson, Bismarck Catholic leaders and benefactors. It houses most administrative offices, and the Liffrig Family School Education and Behavioral Sciences, Boniface and Boniface West residence halls, St. Joseph residence hall, faculty offices, classrooms, and the Harold Schafer Leadership Center.
- **Harold Schafer Leadership Center:** Named after the renowned North Dakota entrepreneur, the center is located within the Benedictine Center. It includes an executive boardroom, the Great Room—designed for gatherings with full catering services, and two computer technology labs containing the latest computer hardware and software for specialized technology training.

- **Gary Tharaldson School of Business:** Dedicated in the fall of 2008 and named for North Dakota entrepreneur and businessman Gary Tharaldson, this facility is the home of the academic programs in Business. It contains classrooms, conference rooms, and faculty offices.
- **Liffrig Family School of Education and Behavioral Sciences:** Named in recognition of the family of Duane and Doris Liffrig, lifelong supporters of Catholic education. This facility includes offices for faculty who teaching in the Education, Criminal Justice, Psychology, Social Work, and Addiction Counseling programs. In addition, this facility has four technology-enhanced classrooms and a student resource room and lounge area.
- **Welder Library:** Constructed in 1998, Welder Library is dedicated to the Benedictine Sisters of Annunciation Monastery and bears the name of Sister Thomas Welder, OSB, president emerita of the University of Mary. The Welder Library serves over 70,000 patrons each year, seats 204 students, has 30 computer workstations, and currently has approximately 50,000 print volumes, more than 320,000 eBooks, over 3,000 multimedia items, and databases providing access to over 40,000 journals. Materials are accessible through an online catalog. Welder Library provides interlibrary loan service with local, regional, and nationwide library collections. Instruction on the use of library resources is provided to campus and Worldwide students via classroom sessions and online tutorials. See the Welder Library web page at www.umary.edu/academics/library/index.php. The facility also provides space for classrooms and faculty offices for the School of Arts and Sciences and the Student Success Center.

University of Mary Worldwide Programs for Adult Learners

Accelerated and Distance Education

The University is committed to serving the learning needs of adults. Undergraduate and graduate programs are offered utilizing alternative delivery modes including concentrated evening classes completed in 5-10 weeks, summer options, weekend college and distance education. Through University of Mary Worldwide, adult

learners with significant work experience may be granted prior learning academic credit through a portfolio evaluation of learning outcomes. Selected undergraduate programs are offered for adults who have already completed many requirements for their degree, allowing them to complete their degree in 15-18 months. Graduate programs are also offered in accelerated and in on-site and online formats. For more information, contact the University of Mary Worldwide offices in Bismarck or Fargo.

- **Tempe, AZ Center:** The Arizona Center serves the greater Phoenix area. The center is located at 230 E. University in Tempe Arizona. It has a classroom, a lecture hall and library, a conference room, a student reception and study area, and administrative offices. The classroom and lecture hall each have a dedicated multimedia projector that is connected to the internet. Computers, printers and wireless internet are available for student use. Library services are available at the Arizona State University Campus adjacent to the U-Mary Arizona Center, and additional conference facilities and chapel space are shared with the All Saints Newman Center.
- **Bismarck Center:** The Bismarck Center serves communities in western North Dakota. Located in the Butler Center for Lifelong Learning on South Seventh Street in Bismarck, the Butler Center is named in honor of Francis and Doris Butler, founders of Butler Machinery, Fargo, by their sons Matt, David, and Greg Butler. It is the site of most of the University's evening classes and many other special program offerings, and an office for the Centers for Accelerated and Distance Education. The center has eight classrooms, each with a seating capacity for 24 to 45 people with the flexibility for three larger spaces. It also serves as the University's information center within Bismarck.
- **Fargo Center:** The Fargo Center serves eastern North Dakota and western Minnesota, with sites at Grand Forks, Fargo, Jamestown and Belcourt, ND. The center is located in the Butler Building at 1351 Page Drive in Fargo. It has 11 classrooms including a complete computer lab, one conference room, as well as administrative and student support offices. The state-of-

the-art lab and classrooms enjoy high-speed connections to the internet as well as to the main campus.

- **Billings Center:** The Billings Center serves Montana, with sites at Billings and Poplar, MT. The center is located at 2690 Holman Avenue in Billings, Montana. It has three large classrooms, a computer lab, and an administrative office. Each classroom has a dedicated multi-media projector system that is connected to the internet. The computer lab features computers and a printer available for student use. Wireless internet is also available to all students and faculty throughout the center. Video conferencing is also available.
- **Fort Riley, Kansas:** The University of Mary is located on-post at Fort Riley, Kansas. This location houses a consortium of seven colleges and universities which are a part of Fort Riley Education Services. The address is Building 211, Suite 110, Custer Avenue, Fort Riley, Kansas. University of Mary has an administrative office and utilizes classrooms equipped with projection systems and wireless internet access.

The University of Mary is registered in a number of states to offer onsite and online distance education. This is not an exhaustive list of all sites and updates may be obtained by contacting U-Mary Worldwide offices at the main campus. Current state registration statements include:

- The University of Mary is authorized by the Montana Board of Regents of Higher Education.
- The University of Mary is registered to provide onsite Masters of Education (M.Ed.) program through the Arizona Private Post-secondary Education Board. The University of Mary's religious programs are exempt from licensure in Arizona. Students of the University of Mary residing in Arizona who have a complaint are encouraged to follow the University Grievance Policy as outlined in the Student Handbook pg. 51, and the General Grievance Policy for Students available at: my.umary.edu/ics/ClientConfig/policies/General_Grievance_Policy_for_Students.pdf. If the student complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint

with the Arizona State Board for Private Post-Secondary Education. The student must contact the State Board for further details. The State Board address is 1400 West Washington Street, Room 260, Phoenix, AZ 85007, phone# 602-542-5709, website address: www.azppse.gov.

- The University of Mary is a member of the Midwestern Higher Education Compact of the National Council for State Reciprocity Agreements—NC-SARA. This organization establishes comparable national standards for interstate offering of postsecondary distance education courses and programs and currently authorizes our online presence in 28 states. See <http://nc-sara.org> for a list of the states who have joined this initiative.

The Prior Learning Program

In 1978, as a member of the Council for Adult and Experiential Learning (CAEL), the University designed a program that awards academic credit for learning that took place outside a formal college setting. Students may apply this credit toward an academic degree from the University of Mary. The University awards credit after an assessment of a prior learning portfolio developed by each applicant to the program. Prior learning detailed in the portfolio is evaluated by University faculty from the relevant academic field to ensure that course outcomes have been met.

A candidate for a degree must submit the portfolio for evaluation at least one semester prior to the date of graduation. Ordinarily, prior learning credits are non-transferable. They are recorded as transfer credits and usually are not transcribed until the student has met the other requirements for a degree, or an added major or minor, at the University of Mary. These requirements are listed in other sections of this catalog.

Before pursuing prior learning credits toward a professional major or minor that requires licensure, certification, or endorsement by a recognized jurisdictional governing body, the student should consult with the appropriate division chairperson.

The Prior Learning Program is designed primarily for the older-than-average college-age student. Traditional college students may enter the program only during their senior year with approval of the school dean responsible for their major.

Year-Round Campus

The University of Mary's Year-Round Campus option offers students the same course load as traditional full-time degree programs. Instead of taking summers off, students have the option to continue studies for eight consecutive semesters. Students receive the same education and formation, but in much less time.

Another advantage of Year-Round Campus is our career-oriented Work Campus and Service Campus offerings, where students can earn spending money, help pay for student loans, jump-start a career and give back to the community.

Please contact the Admissions Department for additional information.

Summer Sessions

Summer sessions provide educational opportunities for undergraduate and graduate students through workshops, internships, independent study, and regular classes.

Graduate Programs

The University of Mary offers master's programs in Bioethics, Business, Business Administration, Clinical Exercise Physiology, Counseling, Education, Kinesiology, Nursing, Occupational Therapy, Project Management, Public Administration, Respiratory Therapy, and doctorate programs in Occupational Therapy (beginning summer 2018), Physical Therapy, Nurse Practitioner, and Education. Courses are offered each semester and during summer sessions. Students interested in pursuing a graduate degree should contact the dean of the appropriate school.

Graduate degree programs are listed with their appropriate academic school in this catalog, and the University of Mary website provides further information concerning graduate programs.

Step-Up Program (Dual Credit)

Capable high school juniors and seniors may enroll for university courses offered at partner high schools. Credits earned through this program are approved by the University of Mary and, as such, appear on an official transcript and may transfer to other institutions of higher education.

Programs for Elders

If class limits allow, persons 65 years of age or older may attend classes at the University of Mary tuition-free. They may take courses for academic

credit or on an audit basis. Individuals receiving this benefit will receive a 1098T which reflects the benefit received. In accord with IRS regulations, this benefit may have tax consequences.

Life-Long Learning and Continuing Education

The University of Mary approves courses for academic credit offered by outside agencies. These courses are in disciplines in which the University offers a major area of study.

Short courses and workshops are offered periodically for continuing education units (C.E.U.) and workshop credits (G.W.C.) as defined by The Council on Continuing Education.

Arrangements can be made for students to receive academic credit and/or continuing education units for workshops, seminars, etc., which are conducted in the community or on campus. To do so, the requestor must submit a request for approval for undergraduate, graduate, and continuing education units from the U-Mary website. The request for credit must include a description of the workshop or seminar, the dates of the workshop, workshop presenters, content and contact hours, and if applicable, additional requirements to be met.

Upon receipt and review of the request the office of academic affairs will forward the request for approval to the dean of the school overseeing the program, the registrar, and an authorized representative within the Director of Life Long Learning. Upon approval, the requestor will be notified in writing of approval of the specific course for a specific number of credits, credit requirements, tuition costs, and the name of the person to be contacted for registration. The requestor is responsible to ensure that he or she obtains the necessary registration forms.

Degree Information

Undergraduate Student Competence(s)

The University of Mary challenges students to develop and appreciate distinctly different ways of thinking about nature, culture, and society. Liberal learning engaged in collectively calls forth and develops essential qualities of the mind – creative, analytical, imaginative and intellectual – and at the University of Mary is not restricted to traditional liberal arts core courses; rather, liberal learning is integrated throughout disciplinary

and professional fields. The ultimate purpose of a liberal education is to develop in individuals a leadership ethic of social obligation and service that benefits the pluralistic world community.

When students graduate, they are competent in four areas essential for them to function in careers and lead meaningful lives.

Spirituality and Ethics

Draw upon spiritual, philosophical, religious and Benedictine traditions to express and act upon a principled set of values.

Well-developed systems of ethics and values lead to consistent behavior and understanding of the role of servant leader. Students must be able to discern between differing values and ethical systems and the impact of these systems in human society. Because the Christian tradition is the source of many commonly held values, it is helpful if students are familiar with its teachings.

Communication

Read, write, listen and speak effectively to gain and share meaning in a diverse world.

In order to succeed in any area, students must communicate effectively. They must be able to speak and write clearly and concisely using appropriate language. They also must be able to read and listen so that they can interpret texts and speakers.

Critical Thinking

Analyze, synthesize, and evaluate ideas and information from multiple perspectives to make decisions and solve problems.

To decide between options, students must gather information, interpret it without bias, examine alternatives, draw conclusions, and remain open to new possibilities in the light of additional information.

Global Stewardship

Respect and be critically aware of oneself and the diverse world to protect and strengthen natural, cultural and social environments.

Students come to appreciate their role as stewards of their own talents and gifts, their community, country and world. Through the study of historical, contemporary and cultural perspectives, students learn to function in complex and diverse environments.

The University requires that students complete 52 semester credits in liberal arts courses to help

develop the four competence areas: Spirituality and Ethics, Communication, Critical Thinking, and Global Stewardship. Faculty advisors assist students in choosing courses and identifying learning opportunities that will help them meet this requirement.

Graduate Student Competence(s)

Communication

Graduates demonstrate excellence in all facets of communication including the publication and presentation of scholarship.

Graduates differentiate themselves via an ability to fortify technical acumen and robust communication skills. They become leaders who actively listen to those with whom they work and collaborate; who dialogue when they introduce ideas, clarify meaning, and strategize towards solutions; and who write with disciplined purpose to effectively disseminate and contribute to new or existing information. Graduates' communication skills enable them to excel through effective interaction with colleagues across all levels and environments.

Scholarship

Graduates access, analyze evaluate, and process information from a variety of sources to generate new ideas which guide decision making to influence meaningful change.

Graduates foster a culture conducive to scholarship in which they use research principles to answer relevant questions which lay the foundation from existing knowledge and from those foundations generate relevant and innovative ideas and new knowledge. Our graduates are leaders in the synthesis of research to inform best practices.

Professional Distinction

Graduates are values-based and evidence-driven professionals who are servant leaders committed to excellence in their professions and communities.

Graduates grow in excellence, focusing professional skills and technical proficiency towards a higher commitment to service. They interact collaboratively and effectively within environments comprised of individuals who have diverse educational backgrounds, cultures, and professional talents. Their leadership is founded in both values-based and evidence-driven practice and

recognizes its role in contemporary society as one of distinct contribution and gift of self.

Moral Courage

Grounded in faith and reason, graduates clarify and defend moral personal and social values to uphold the pathway for justice in multiple contexts.

Graduates evaluate the human, cultural, religious, and social conditions and history in which decisions are made and habits are formed. With courage they take responsibility to make and follow the course of action which helps build a profession of integrity and a civilization of virtue and dignity rooted in ethical principles that serve the authentic good of all persons.



Undergraduate & Graduate Programs
at the University of Mary

2017–2018

General Bachelor Degree Requirements

The University of Mary offers programs in various professions leading to a Bachelor of Applied Science, Bachelor of Arts, Bachelor of Arts in Nursing, a Bachelor of Science, a Bachelor of Science in Nursing, Bachelor of Science in Respiratory Therapy, or a Bachelor of University Studies degree. To meet graduation requirements for a bachelor's degree, a student will complete the following:

1. A minimum of 124 semester credits of which at least 44 semester credits are on the 300-400 level with a minimum cumulative grade point average of C (2.0) or the minimum grade point average as required by a major
2. At least 62 semester credits in a four-year college of which 32 semester credits must be at the University of Mary, 12 of these in the student's major area, and six of these in the student's minor area.
3. A minimum of 52 semester credits in liberal arts and sciences (for all degrees except the B.A.S.), including:

Required Core

- The following courses are required:

ENG 121	College Composition II (3 semester credits)
COM 110	Oral Communication (3 semester credits)
MAT 103	College Algebra (or higher) (3-4 semester credits)
PHI 108	Search for Truth (3 semester credits)
- An Art Course: 3 semester credits

ART 108	Introduction to Photography
ART 116	Introduction to Film
ART 121	Introduction to the Art of Rome and Paris
ART 127	Introduction to Drawing
COM 200	Visual Communication
ENG 130	Introduction to Literature
ENG 140	Introduction to Narrative
MUS 196	Introduction to Music
- POL 101 Responsible Citizenship
(3 semester credits)

- One additional Global Stewardship Course from the following options:
(3 semester credits)

ANT 171	Cultural Anthropology
SOC 107	General Sociology
HIS 101 or 102	World Civilizations I or II
ECN 101	Economics of Social Issues
CTH/HIS 330	Catholicism and the Modern World

Any 300 level or above
Foreign Language/Literature course

- A 100/200 Level Lab Science Course:
(4 semester credits)
- The following two Theology Courses:
(6 semester credits)

THE 120	The Search for God
THE/CTH 234	Benedict: Yesterday and Today

- PHI 208/308 Ethics (3 semester credits)
or
PHI/CTH 210 Search for Happiness: Life, Faith and Reason
- HUM 122/322 First Year Seminar / Transfer Seminar
(1 semester credit)

The First-Year Seminar at the University of Mary has been framed as a skill-based course in which students develop and apply academic and personal skills necessary for a successful college experience. As part of seminar, students are introduced to concepts of the Benedictine tradition, liberal education, and servant leadership through engagement in activities involving academic, public, and professional communities.

- CIS 101 Introduction to Computer Information Systems
(3 semester credits)

or
Equivalent performance in the designated placement exam.

- Additional semester credits of approved liberal arts courses to reach the minimum total of 52 credits from Philosophy/Theology,

Math/Science, Humanities, or Social and Behavioral Science

Humanities (Prefix of ENG, COM, CTH, MUS, or SPA)

Mathematics/ Natural Sciences (Prefix of BIO, CHE, MAT, PHY, or SCI)

Philosophy/ Theology (Prefix of PHI or THE)

Social & Behavioral Sciences

(Prefix of ECN, GEO, HIS, POL, PSY, HSS, SOC, SWK)

- Additional requirement: Senior Capstone Course within the major that integrates the University of Mary core curriculum and the professional program/discipline. (1.0 or more semester credits)
4. Declaration of a major. Students indicate an area of study or a major during the first semester of the freshman year to guide course selection and the career exploration process. During spring semester of the sophomore year, the students apply to the academic department for which the area of study is offered. Students pursuing the Bachelor of University Studies (B.U.S.) degree do not declare a major.
 5. Participation in student academic achievement assessment (HUM 499). The University engages students in the assessment process to evaluate and improve teaching and learning. To accomplish this, student participation in tests and learning assessments is expected.

By utilizing summer sessions, students in some majors may complete major and liberal arts requirements in three years or less. Students interested in this option should consult their advisor.

Students who wish to complete two baccalaureate degrees must complete 160 semester credits, among other requirements. For more information, consult the Registrar.

Specific Degree Requirements

Bachelor of Arts and Bachelor of Arts in Nursing Degrees

In addition to meeting graduation requirements for a bachelor's degree, a candidate for a Bachelor of Arts or Bachelor of Arts in Nursing degree will have either proficiency in a second language through the completion of 12 semester

credits (or its equivalent) or 15 semester credits of Philosophy-Theology with 3 semester credits at the 300-400 level.

Bachelor of Science, Bachelor of Science in Nursing, or Bachelor of Science in Respiratory Therapy Degrees

A candidate for a Bachelor of Science, Bachelor of Science in Nursing, or Bachelor of Science in Respiratory Therapy degree completes semester credits required for a declared major in addition to graduation requirements for a bachelor's degree.

Bachelor of University Studies Degree

This degree is designed to fulfill the career needs of three groups: (1) those who have an interest in specific job requirements which do not fit any major offered at the University; (2) those who desire a degree for personal enrichment; (3) those who need a degree for job advancement where a specific major is not required. A student pursuing the University Studies degree must meet the general bachelor's degree requirements though the completion of a major is not required. This degree program is advised within the School of Arts and Sciences.

With the assistance of a faculty advisor, the candidate for a Bachelor of University Studies degree develops an individualized degree plan. The candidate for this degree may develop an area of concentration or courses relating to a specific topic, discipline, or area. For an area of concentration, a minimum of 28 semester credits is required of which eight may be earned in a practicum setting. Twenty of these credits are to be on the upper division (300-400) level. The courses need not come from one academic discipline.

Bachelor of Applied Science Degree

The Bachelor of Applied Science (B.A.S.) is a degree offering intended to serve those transfer students whose previous college experience was in a technical or vocational program, especially those students who may have achieved an Associate of Applied Science degree and are now looking to complete a Bachelor's degree. Because most technical/vocational credits do count apply towards progress for a Bachelor of Science, Bachelor of Arts, or Bachelor of University Studies degree, students with technical education backgrounds often find themselves facing an extremely long program of study once they decide they want to continue their education. The Bachelor of Applied Science is

intended to help these students achieve a bachelor-level education in a shorter time frame, by allowing them to apply their previously earned technical education credits toward the B.A.S. degree. Students should be aware that while the B.A.S. is a bachelor's degree, not all graduate or professional programs accept a B.A.S. as meeting their admissions requirements. Therefore, students who are planning to continue on to graduate or professional school should instead pursue a Bachelor of Science or Bachelor of Arts.

Program of Study/Core & Degree Requirements:

To meet graduation requirements for the Bachelor of Applied Science, a student will complete the following:

1. A minimum of 124 semester credits, of which at least 44 credits are on the 300-400 level, with a minimum cumulative grade point average of C (2.0) or the minimum grade point average as required by the major.
2. At least 62 semester credits in a 4-year college, of which 32 semester credits must be at the University of Mary, 12 of these in the student's major area, and six of these in the student's minor area (if applicable).
3. A minimum of 30 semester credits in the liberal arts and sciences, including:

Required Core

- One of the below courses
 - POL 101 Responsible Citizenship (3 semester credits)
 - HIS 271 US History I (3 semester credits)
 - HIS 272 US History II (3 semester credits)
 - Transfer course in State and Local Government or American History
- One of the below courses
 - ANT 171 Cultural Anthropology (3 semester credits)
 - SOC 107 General Sociology (3 semester credits)
 - Transfer course in Human Geography, Human Diversity, or Social Problems
- One of the below courses
 - ENG 121 College Composition II (3 semester credits)
 - Transfer course in Business or Technical Writing
- MAT 103 College Algebra (or higher) (3-4 semester credits)
- COM 110 Oral Communication (3 semester credits)
- One Science course (with or without a lab) (3-4 semester credits)
- One Theology course (of any level) (3 semester credits)
- One of the below courses
 - PHI 208/308 Ethics (3 semester credits)
 - CTH/PHI 210 Search for Happiness (3 semester credits)
 - Transfer course in Ethics
- CIS 101 Introduction to Computer Information Systems (3 semester credits)
 - or
 - Equivalent performance in the designated placement exam.
- HUM 499 Senior Competence Assessment (0 semester credits)
- Additional semester credits of approved liberal arts courses to reach the minimum total of 30 credits from Philosophy/Theology, Math/Science, Humanities, or Social and Behavioral Sciences.
 - Humanities (Prefix of ENG, COM, CTH, MUS, or SPA, CLA, GRK, ITA, FRE, GER, LAT)
 - Mathematics/Natural Sciences (Prefix of BIO, CHE, MAT, PHY, or SCI)
 - Philosophy/Theology (Prefix of PHI or THE)
 - Social & Behavioral Sciences (Prefix of ECN, GEO, HIS, POL, PSY, HIS, SOC)
- Completion of a Major. The following majors are available for completion within the BAS degree: Business Administration, Business Management, Computer Information Systems, Financial Services & Banking, Healthcare Administration, and Information Technology Management. Specific major requirements can be found in the Gary Tharaldson School of Business section of this catalog.

Requirements for Graduation

It is the responsibility of degree-seeking students to file an application for graduation in the Registrar's Office one full semester prior to the date of graduation. Also, an advisor verification of eligibility for graduation is due one full semester prior to graduation.

Ceremony Participation

All graduates are required to participate in the annual graduation ceremony held at the close of the spring semester unless excused by their dean or his/her designate. To participate in the annual commencement ceremony, students must have satisfactorily completed all work leading to a degree by the end of the spring semester. Independent studies and requests for Prior Learning Credit for graduating undergraduate seniors must be completed at least 1 month in advance of the end of their final semester of enrollment. An exception to these academic requirements will be made for students under the following circumstances:

- The undergraduate student is enrolled in an internship, provided the internship will be completed by the end of the subsequent semester.
- Undergraduate students in teacher education who have a block of directed teaching to complete may participate in the ceremony, provided that the student teaching experience and the Student Teaching Seminar are the only courses needed to satisfy their degree and will be completed in the fall semester after the ceremony.
- Undergraduate students who are within 12 credits of completing their degree(s) may participate in commencement if their academic advisor has submitted an Early Graduation Participation request to the Office of Academic Affairs and received approval from this office.
- Graduate students who are within one semester of completing their degree may participate in commencement if their academic advisor has submitted an Early Graduation Participation request to the Office of Academic Affairs and received approval from this office.
- Occupational Therapy students who are receiving the MSOT degree for the years 2018, 2019, and 2020 and who still need to complete

two semesters of field work. After 2020, Occupational Therapy students will have a doctorate degree and will not need this waiver.

Graduates participating in the ceremony must have completed arrangements for payment of their financial obligations.

Fulfilling Applicable Graduation Requirements

Students are expected to satisfy the graduation requirements in effect at the time of their admission to the University. If graduation requirements change after that date, students have the option of satisfying either the requirements in effect at the time of admission or the requirements in effect at the time of graduation unless changes have occurred in certification and professional requirements (in such areas as teacher education and the allied health fields), which preclude a choice. In the event that certification or professional requirements change and related course requirements become effective during the time the student is enrolled in a program, the new requirements will take precedence.

Returning Students

Students who withdraw from the University of Mary and return after an absence of one year or more are subject to the conditions and requirements for a degree as stated in the catalog which is in force at the time of their return to the University of Mary. Students who graduate from the University of Mary and return after an absence of one year or more are subject to the conditions and requirements for a degree as stated in the catalog which is in force at the time of their return to the University of Mary.

Areas of Study

Major Areas of Study

By the end of the sophomore year, students generally confirm their field of special interest for study, i.e., a major. An academic major may require no fewer than 32 semester credits although some majors require as many as 56 semester credits. Approximately one-half of the courses are to be beyond the 200 level. Other requirements are determined by the major.

To be eligible for a degree, transfer students must earn at least 12 semester credits on the 300-400

level in their major from the University of Mary. In addition to fulfilling the required courses for a major, students must fulfill the competence requirements as well as all other degree requirements.

It is the student's responsibility to seek admittance to a major area of study before the end of the sophomore year or, in the case of a transfer, after one semester at the University of Mary. Forms for this purpose are available from the program chairperson.

Minor Areas of Study

Students may add a minor to their major area of study. Minor programs are available to those who wish to study a subject beyond the introductory courses but not to the level required by a major.

To add a minor, transfer students must earn a minimum of six semester credits within the minor at the University of Mary of which three of the six semester credits must be upper level.

Concentrations

Students may add one or more concentrations to their major area of study. Concentrations are available to those who wish to place extra emphasis within the study of a profession to increase breadth and depth of a focused topic or area. Specific concentrations and the requirements are defined within the academic program listings for their respective schools.

Double Counting of Credits Policy

Majors: There must be at least 15 credits of unique, non-overlapping professional/ discipline coursework in each major. Interdisciplinary programs must have at least 12 credits of unique, non-overlapping professional/ discipline coursework in each major.

Minors: There must be at least 9 credits of unique, non-overlapping professional/ discipline coursework in each minor. Minors may not be awarded when a student is concurrently pursuing a major in the same academic program; for example, a student may not major in biology and minor in biology. Minors may not be added retroactively to a student record after the major is conferred.

Concentrations: At least half of the credits required for a concentration must include unique, non-overlapping professional/ discipline coursework.

Liberal Arts: Designated liberal arts courses may concurrently be counted toward the liberal arts requirements, major requirements, minor requirements, or concentrations, however, the above referenced requirements still stand.

Course Numbers

Courses numbered 100-299 are open to freshmen and sophomores, 300-499 are usually for juniors and seniors.

In all divisions, the following numbers are used for specific courses:

- 125 special offering, freshman level
- 225 special offering, sophomore level
- 325 special offering, junior level
- 425 special offering, senior level
- 328 readings and research, junior level
- 428 readings and research, senior level

Family Education Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of a student's educational records. The law applies to all schools which receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student, or former student, who has reached the age of 18 or is attending any school beyond the high school level. Students and former students to whom the rights have transferred are called eligible students.

- Parents or eligible students have the right to inspect and review all of the student's educational records maintained by the school. Schools are not required to provide copies of materials in educational records unless, for reasons such as great distance, it is impossible for parents or eligible students to inspect the records. Schools may charge a fee for copies.
- Parents and eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record,

the parent or eligible student has the right to place a statement with the record commenting on the contested information in the record.

- Grades will be made available to students via the my.umary.edu website by using their ID numbers and passwords. Grades will be mailed to parents upon receipt of request from the student. Such requests must be made in writing to the Office of the Registrar. Parents or legal guardians may also obtain their child's educational records if they establish that the student is a financial dependent as defined in Section 152 of the Internal Revenue Code of 1986. A student is considered "financially dependent" if either parent or your legal guardian claimed you as a dependent upon their most recent federal income tax return. The Office of the Registrar requires that the parent(s) or legal guardian provide a copy of the filed federal tax return before it releases the information.
- Generally, schools must have written permission from the parent or eligible student before releasing any information from a student's record. However, the law allows schools to disclose records without consent to the following parties:

School employees who have a need to know

Other schools to which a student is transferring

Certain government officials in order to carry out lawful functions

Appropriate parties in connection with financial assistance to a student

Organizations conducting certain studies for the school

Accrediting organizations

Individuals who have obtained court orders or subpoenas

Persons who need to know in cases of health and safety emergencies and state and local authorities, within a juvenile justice system, pursuant to specific state law.

Schools may also disclose without consent "directory"-type information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of atten-

dance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Students who do not wish to have their information included in the directory or released are responsible to provide written notice to the University of Maryland registrar. The notice must be received by the end of the second week of the semester to ensure that the student's information is not included in the directory.

For additional information or technical assistance, you may call (202) 260-3887 or TDD (202) 260-8956 or contact:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. These rights include:

1. The right to inspect and review the student's educational records within 45 days of the day the University of Maryland receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. As stipulated in FERPA, the University of Maryland will not normally provide written copies of educational records to students unless the student can demonstrate that it would be very difficult to inspect the records in person. In the case where copies are provided, the student is responsible for an administrative fee.

2. The right to request the amendment of the student's educational records that the student believes are inaccurate or misleading. Students may ask the University of Mary to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University of Mary in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted (such as Student Health Clinic personnel, security personnel, the University attorney, auditors, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the University of Mary discloses educational records without consent to officials of another school in which a student seeks or intends to enroll.

4. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of Mary to comply with the requirements of FERPA.

As provided by FERPA, it is the University of Mary's policy to publish certain student information in its student directory and/or release certain student information to the public and/or the media.

The information included in the University of Mary Directory includes:

- Name
- Address (local and/or permanent)
- Telephone number (local and/or permanent)
- Major(s), Minor(s), Degree(s)
- Class level

As a service to students, it is University of Mary policy to provide directory information to the members of the public who request contact information for a particular student. Normally this is limited to the student's phone number and/or address.

In addition, it is University policy to release student information to the public and to media sources regarding students who receive awards, honors, and/or participate in special programs and/or extracurricular activities. In addition to the directory information listed above, information may include: a) information describing the awards and/or honors; b) date of birth and/or place of birth; c) hometown; and/or d) dates of attendance.

Students who do not wish to have their information included in the directory or released are responsible to provide written notice to the University of Mary registrar. The notice must be received by the end of the second week of the semester to ensure that the student's information is not included in the directory.

Admissions

Every applicant to the University of Mary is reviewed on an individual basis. Admission is granted to applicants who will, in the judgment of the Academic Standards and Admissions Committee, make positive contributions to the community life of the University and be able to progress satisfactorily toward the completion of all degree requirements.

The University of Mary does not discriminate on the basis of race, color, religion, sex, age, national origin, disability, marital status or public assistance, in accordance with applicable laws. The university will not tolerate any discrimination, and any such conduct is prohibited. The university also prohibits any form of discipline or retaliation for reporting incidents of discrimination. The non-discrimination policy and contact information for the persons designated to handle inquiries can be found at www.umary.edu/nondiscrimination.

The University of Mary operates on a rolling admissions policy. Once the candidate's file is complete, a decision concerning acceptance is made and the applicant is generally notified within two weeks.

Freshmen Admission

To be considered for admission, prospective freshmen students must submit the following documents to the Office of Admissions, University of Mary, 7500 University Drive, Bismarck, ND 58504:

1. A formal application for admission (form can be found at www.umary.edu);
2. A non-refundable \$30 application fee;
3. Academic transcript(s) from high school(s)*, or GED transcript (if applicable), and any college(s) concurrently attended during high school;
4. An official score report from the American College Test (ACT) or the Scholastic Aptitude Test (SAT) examination.

** Please note: If a student graduates from a non-accredited high school or home school program, he/she may be required to submit additional information and/or other documentation about his/her educational program.*

Transcript

The applicant's graduating high school must submit an official copy of his/her transcript. Please note that the University will require high school transcripts at two points in the admission/enrollment process.

1. An "in progress" transcript is required before an admission decision can be made. The transcript must include all courses taken and the grades earned during the student's freshman, sophomore and junior year.
2. A final, official transcript is required after the student has graduated from high school. This transcript should include the following:
 - The names and grades for all courses completed during high school education along with the number of credits.
 - The date of graduation, which must be after the date of the completion of all courses.
 - The signature of the registrar or designated official at the high school.

While the University of Mary will extend an offer of admission to students based on an "in-progress" transcript, the University reserves the right to revoke that offer if the student fails to submit an official transcript following the completion of graduation requirements, or if a discrepancy exists between the "in-progress" transcript and the official transcript submitted following graduation.

Freshmen applicants are strongly encouraged to follow a college-preparatory curriculum. The University recommends that applicants complete these units of credit at the secondary level:

English	4
Social Studies	3
Mathematics	2 to 4
Science	2 to 4

ACT or SAT Test Score

Each applicant is responsible for applying for the examination, and candidates should schedule a test date during their junior year or one of the early test dates during their senior year. Scores

may be included as part of the official high school transcript. We ask that applicants request to have test scores sent directly from the testing agency:

ACT Procedure: Arrange for the ACT test scores to be sent to the University of Mary. The University of Mary's code for the ACT is 3201. Scores can be sent through the ACT's web site at www.act.org.

SAT Procedure: Arrange for SAT test scores to be sent to the University of Mary. The University of Mary's code for the SAT is 6428. Scores can be sent through the SAT's web site at sat.collegeboard.org.

Upon receipt of all required materials listed above, the applicant will be evaluated for admission. Minimum standards for automatic acceptance include both of the following:

1. ACT composite score of 19 or higher (or equivalent SAT score of 980 [Evidence-based Reading & Writing + Math], or a combined score of 900 for Critical Reading & Math on the pre-2016 version of the SAT)
2. High school cumulative GPA (unweighted) of 2.5 or higher, or if applicable, a GED battery average score of 450, with no scores lower than 410 in any one section.

Students who do not meet automatic admissions criteria will have their files reviewed by the Academic Standards and Admissions Committee. The committee evaluates secondary school achievement and test scores. In evaluating applications, the Academic Standards and Admissions Committee may request a recommendation from a counselor or faculty member, a résumé describing personal achievement, and/or a personal statement prior to making an admission decision. Students may be accepted upon recommendations by the Committee. Students admitted in this manner may be required to enroll in academic skills development courses and/or develop and follow an academic plan with the Student Success Center, and/or may be limited to a specified number of credits in their first semester.

Advanced Placement Examination

Students who receive a sufficient score on the Advanced Placement Tests of the College Entrance Examination Board (CEEB) receive appropriate university credit. Usually three semester hours of

credit are awarded for each examination, although some AP exams may be worth more than three credits. Most tests require a minimum score of three in order to be eligible for credit at Mary, while some exams require a minimum score of four. See the AP Exam Credit Card, available at www.umary.edu/registrar, for current course equivalences, minimum score requirements, and credit awarded for each AP exam. Contact the Registrar's Office with additional questions.

Home School Applicants

The University of Mary welcomes applications for freshmen admission from home school students, and many homeschool students choose the University of Mary every year. We also understand that frustrating delays can diminish the excitement of the college search process, so please know that the homeschool application process has been specifically tailored to the unique characteristics of a home education. Federal law requires that we receive specific documentation in order to offer federal financial aid to all of our students. As a result, we have created specific instructions for homeschooled students below.

We look forward to working with you and wish you the best of luck in your college search!

Accredited Homeschool Curricula Application Checklist

If you use an accredited homeschool program, please complete the following items in order to be considered for admission to the University of Mary:

- Submit the application for the University of Mary, found at www.umary.edu/apply.
- Request a copy of your most recent high school transcript; transcripts must be sent directly from the institution(s).
- Request that your official ACT and/or SAT score reports be sent directly to the University of Mary. Our ACT school code is 3201. Our SAT code is 6428.
- If you have taken college or university courses during high school, have an official copy of your final transcript sent directly to the University of Mary.
- Submit your \$30 application fee. If completing an online application, you may submit payment electronically.

Please note that the University will require high school transcripts at two points in the admission/enrollment process.

1. An official “in progress” homeschool transcript is required before an admission decision can be made. The transcript must include all courses taken and the grades earned during the student’s freshman, sophomore and junior years.
2. A final, official homeschool transcript is required after the student has graduated from high school. This transcript should include the following:
 - The names and grades for all courses completed during their high school education, along with the number of credits. One year of a high school course or one semester of a college course usually equals 1 credit.
 - The **date of graduation**, which must be after the date of the completion of all courses.
 - The **signature of the registrar or designated official** at the accredited homeschool program.

Common accredited programs include, **but are not limited to:** Kolbe Academy, Mother of Divine Grace (MODG), Seton Home Study and Coram Deo Academy – Homeschool division.

Non-Accredited & Self-Designed Homeschool Curricula Application Checklist

If you use a non- accredited homeschool program, please complete the following items in order to be considered for admission to the University of Mary:

- Submit the application for the University of Mary.
- Submit a copy of a notarized homeschool transcript. While we provide a transcript template for your convenience, you may use a transcript of your own creation with equivalent information if you prefer.
- Transcripts for courses taken outside of the home are to be sent directly to the University of Mary from the institution. Grades from these courses are to be included on the comprehensive transcript and calculated in the cumulative GPA.

- Submit a notarized copy of the University of Mary Letter of Self-Certification indicating that the applicant was homeschooled in accordance with state law in his/her home state and that the student is above the compulsory age of school attendance in North Dakota, which is 16 years of age. We will provide a template for this self-certification for your convenience.
- Request that your official ACT and/or SAT score reports be sent directly to the University of Mary. Our ACT school code is 3201. Our SAT code is 6428.
- If you have taken college or university courses during high school, have an official copy of your final transcript forwarded directly to the University of Mary.
- Submit your \$30 application fee. If completing an online application, you may submit payment electronically.

*Please note that the University will require transcripts at two points in the admission/enrollment process.

1. An official “in progress” homeschool transcript is required before an admission decision can be made. The transcript must include all courses taken and the grades earned during the student’s freshman, sophomore and junior years.
2. A final, official homeschool transcript is required after the student has graduated from high school. This transcript should include the following:
 - The names and grades for all courses completed during their high school education, along with the number of credits. One year of a high school course or one semester of a college course usually equals 1 credit.
 - The date of graduation, which must be after the date of the completion of all courses.
 - The signature of the primary homeschool teacher AND the signature of an official from the school district OR a notary.

If you have questions about the above information or what your unique homeschool situation requires, please contact an admission representative at 800-288-6279 or admissions@umary.edu.

Transfer Admission

The University of Mary welcomes transfer students from regionally accredited community and junior colleges and four-year colleges and universities. While students should refer to the Academic Life section of the catalog for information regarding transfer of credit, it is important to note that the Office of the Registrar evaluates transcripts and records transfer credits. Any preliminary reviews by other personnel are unofficial, not binding, and subject to change.

A student applying for admission to the University of Mary from another college must send to the Office of Admissions:

1. A formal application for admission (form can be found at www.umary.edu/apply);
2. A non-refundable \$30 application fee;
3. Transcripts from every college previously attended;
4. If the student has fewer than 24 transfer hours to evaluate, then the University will also require the following to determine the applicant's opportunity for success:
 - a. Academic transcript(s) from high school*, or GED transcript (if applicable), and any college(s) concurrently attended during high school;
 - b. An official score report from the American College Test (ACT) or the Scholastic Aptitude Test (SAT) examination. (As denoted below in "Adult Student Admission," transfer applicants over the age of 21 are eligible to apply without college placement test scores.)

Transcript

The applicant's college(s) or university(ies) must submit a copy of your transcript. Please note that the University may require transcripts at two points in the admission/enrollment process.

1. If currently enrolled in courses, an "in progress" transcript is required before an admission decision can be made. The transcript must include all courses taken and the grades earned during the student's undergraduate education, as well as a listing of any courses in progress.
2. A final, official transcript is required after the student has completed his/her classes

at the previous institution(s). Transcript(s) should include the following:

- The names and grades for all courses completed at the previous institution(s), along with the number of credits.
- The signature of the registrar or designated official at the college/university.

Upon receipt of all required materials listed above, the applicant will be evaluated for admission. The minimum standard for automatic admission is a cumulative GPA of 2.0 in all undergraduate level coursework. Students who do not meet automatic admissions criteria will have their files reviewed by the Academic Standards and Admissions Committee. The committee evaluates secondary school achievement. In evaluating applications, the Academic Standards and Admissions Committee may request a recommendation from a counselor or faculty member, a résumé describing personal achievement, and/or a personal statement prior to making an admission decision. Students admitted in this manner may be required to enroll in academic skills development courses and/or develop and follow an academic plan with the Student Success Center, and/or may be limited to a specified number of credits in their first semester.

Adult Student Admission for Undergraduate Study

The University of Mary welcomes adult learners. An adult student (one who is 21 years of age or older applying for first-time college studies) must send to the Office of Admissions:

1. A formal application for admission (form can be found at www.umary.edu);
2. A non-refundable \$30 application fee;
3. Academic transcript(s) from high school*, or GED transcript (if applicable), and any college(s) concurrently attended during high school;

Adult learners (aged 21 or older) applying for first-time college studies are eligible to apply for first time college study without qualifying based on college placement test scores. In addition, adult learners with previous college coursework will apply under the "Transfer Admission" guidelines listed above, but—if over the age of 21—will not be required to submit college placement test scores regardless of the number of credits being transferred.

Upon receipt of all required materials listed above, the applicant will be evaluated for admission. The minimum standard for automatic acceptance is a high school cumulative GPA (unweighted) of 2.5 or higher, or if applicable, a GED battery average score of 450, with no scores lower than 410 in any one section. Adult students who do not meet automatic admissions criteria will have their files reviewed by the Academic Standards and Admissions Committee. The committee evaluates secondary school achievement. In evaluating applications, the Academic Standards and Admissions Committee may request a recommendation from a counselor or faculty member, a résumé describing personal achievement, and/or a personal statement prior to making an admission decision. Students may be accepted upon recommendations by the Committee. Students admitted in this manner may be required to enroll in academic skills development courses and/or develop and follow an academic plan with the Student Success Center, and/or may be limited to a specified number of credits in their first semester.

International Student Admission

The University of Mary welcomes applications from international students. An international student applying for admission to the University of Mary must send to the Office of Admissions:

1. A formal application for admission (form can be found at www.umary.edu/apply);
2. A non-refundable application fee;
3. Certified copies of all academic records are required, including certified copies of all transcripts or school certificates and subjects for which the applicant was enrolled or is presently enrolled. If the grading format is not common to the U.S. educational system, then the Office of Admissions will request that the records be evaluated by a transcript evaluation service. The University of Mary does not perform internal translations/evaluations of international transcripts for individuals. The University of Mary prefers that a course-by-course evaluations be completed by World Education Services (WES) or by Educational Credential Evaluators (ECE), or from an agency that is a current member of the National Associations of Credential Evaluation Services (NACES). It is the responsibility of the student to arrange and

pay for the evaluation through one of the third party evaluation agencies and have the official evaluation sent directly to the University of Mary from the agency. The University of Mary does not require the official international transcript, only the official copy of the evaluation.

4. For first-time freshmen applicants, an official score report from the American College Test (ACT) or the Scholastic Aptitude Test (SAT) examination is required. Students who have difficulty locating a test center that administers the ACT or SAT should contact the American Embassy or an American school in their area.
5. Certification of Finances form showing evidence of student's ability to meet expenses for the first year of study. Since international students do not qualify for Title IV funds (Federal Financial Aid), they must show they have the funds necessary to attend the University of Mary.
6. Student applicants from countries in which English is not the native language are required to submit test scores verifying their proficiency of the English language.

Undergraduate

Applicants are required to take the Test of English as a Foreign Language (TOEFL) (school code 6428), and achieve a minimum score of 71 on the Internet-Based Test (iBT), 527-530 on the Paper-Based Test (PBT), or the International English Language Testing System (IELTS) Academic version, and score a minimum of 6.0.

Qualified undergraduate applicants may also complete the ELS English for Academic Purposes; successful completion of Level 112 in that program will meet the University's English proficiency requirement.

Scores for any applicant that are more than two years old are not valid and will not be considered.

Graduate

Applicants are required to take the Test of English as a Foreign Language (TOEFL), and achieve a minimum score of an 80 on the Internet Based Test (iBT), 550 on the Paper-Based Test, (PBT), or the International English Language Test System (IELTS) Academic version and score a minimum of a 6.5.

Scores for any applicant that are more than two years old are not valid and will not be considered.

Graduate students who provide evidence of successful completion of an undergraduate degree or another graduate degree from another regionally accredited institution of higher learning within the United States within the prior five years may be accepted without the TOEFL or IELTS scores.

Applicants who within the past two years have successfully completed a minimum of one year of full-time, post-secondary education (college-level) study in a country where English is the native language may have the TOEFL/IELTS requirement waived. One year of full-time enrollment is defined as completing the equivalent of at least 24 credit hours over 2 semesters at the undergraduate level or 18 credit hours over 2 semesters at the graduate level. English as a second language, intensive English, and/or remedial English courses cannot be included in the credit hour count.

Applicants who have been employed in the United States a minimum of two years, may submit proof of successful completion of the ACT Compass ESL test with a score of 94-99 as an alternative to the TOEFL or IELTS.

Undergraduate and graduate applicants should be aware that these score requirements represent standards for admission to the University of Mary but do not necessarily represent standards for admission to programs within the university that may impose a higher standard of English competency. If you will be applying to a program that has its own admission criteria (i.e. health sciences, education, etc.), please contact the program representative for required TOEFL or IELTS scores. There may also be higher score requirements for accelerated programs.

Admission of international students will not be granted until all required documentation has been received and verified. If the applicant can demonstrate that he or she meets the admission standards at the University of Mary, through an institution or organization officially recognized by the University of Mary (e.g., NCAA Eligibility Center), he or she may be accepted based on that documentation. Please note that all required documents indicated above must be received and on file at the University of Mary prior to the end of the student's first semester.

Deferred Admission

Students accepted to the University may request that their matriculation be postponed for one year without repeating the admissions process, as long as another college or university has not been attended.

Non-Degree Seeking Admission

A student not interested in obtaining a degree or one who has already completed work toward a degree may enroll at the University of Mary as a non-degree seeking student. Such persons may take courses for credit or arrange to audit courses. A non-degree seeking student is not considered a degree candidate and is not eligible for financial assistance. Students in this category must complete a non-degree seeking application, available online at www.umary.edu/apply. If the student chooses to pursue a degree at the University of Mary, he or she will be asked to submit a degree-seeking application form and follow the requirements as described under the appropriate Admissions section of the catalog.

Required Documents and Deposits

If an applicant is granted an offer of admission on the main campus, the applicant will be requested to send an enrollment fee of \$150. Payment of this fee completes the acceptance and pre-registration process. Accepted applicants are encouraged to pay the \$150 fee as soon as possible. This fee is refundable until May 1 for fall semester applicants, and September 15 for spring semester applicants.

In addition to the enrollment fee, all on-campus students are required to place a \$150 housing deposit with the University. This fee will be held in escrow until the room is vacated with a satisfactory clearance report from the residence hall director. Any assessments for damage will be deducted from the deposit.

Before the beginning of a student's academic career at the University of Mary, he or she must complete a current medical history form provided by the Office of Admissions. Housing information is mailed only after a student has been accepted into the University of Mary community.

Consideration of Applicants with a Prior Criminal History

Admission decisions for applicants to the University who have a prior criminal history,

those currently under a violence protection order, and those currently under investigation for or charged with criminal activity who otherwise satisfy the University's admission criteria will be made by the Academic Standards and Admissions Committee.

Having a criminal record will not necessarily prevent an applicant from being admitted to a course of study at the University of Mary. The decision will depend upon the circumstances and background of the offenses as well as the requirements and nature of the applicant's course of study. Deliberation will be conducted as to whether the offense(s) may indicate a future risk to other members of the community.

In order to initiate the review process by the Academic Standards and Admissions Committee, applicants with a prior criminal history, those under a violence protection order, and those under current investigation for criminal activity must submit prepayment and authorization for the University to conduct a background check to be conducted by a vendor selected by the University. The University also reserves the right to require, at the applicant's expense, any court documents deemed relevant, a current psychological evaluation, letters of progress from parole/probation officers or other correction professionals, or additional documents or assessments as deemed necessary by the University.

The results of said evaluations and information in the documents may be used by the Academic Standards and Admissions Committee to determine continued eligibility for enrollment within the University on a term-by-term basis. The Academic Standards and Admissions Committee reserves the right to consult with other University officials, legal counsel, and independent experts in evaluating any or all information regarding an applicant.

The University reserves the right to delay a determination with regard to the admission of any applicant currently under investigation for criminal activity until such time as all criminal proceedings have been fully resolved. Applicants under a current violence protection order are not eligible for admission to the University until such time as the violence protection order has expired.

Applicants convicted of violent crimes as defined by the U.S. Federal Bureau of Investigation Uniform Crime Report shall be barred from consideration as full-time or residential students.

Violent crimes under this system include murder and non-negligent manslaughter, forcible rape, robbery, and aggravated assault. Applicants convicted of statutory sex crimes, domestic violence, or felony offenses of any type may be barred from consideration as full-time or residential students.

Applicants' eligibility for participation in student life activities may be restricted at the discretion of the Academic Standards and Admissions Committee due to a criminal history disclosed on the application or findings of the criminal background check. If restrictions are imposed, the Committee will notify the candidate in writing.

Applicants and students with a prior criminal history may be excluded from consideration for certain programs of study at the University of Mary in which students are exposed to children or vulnerable adults. The University reserves the right to exclude a candidate who is considered by the Academic Standards and Admissions Committee to be unsuitable for a particular course or for attendance at the University in general. The University's appeal process does not apply to non-students.

The University of Mary does not guarantee placement for students with a prior criminal history who are accepted to the institution during any professional learning experiences. The institutions who receive our students and graduates may have their own standards for acceptance, including a clear criminal history.

All applicants and students with a prior criminal history are hereby advised that a criminal background check is required for admission to many professional schools including schools of medicine, law, pharmacy, and education. Some criminal offenses preclude students from participating in on-site professional experiences. In addition, some professional licensure boards include specific offenses that constitute those crimes for which licensure is prohibited. Students in these situations are subject to statutory or regulatory requirements independently imposed by law, or as required by affiliating entities. Ex-offenders are responsible for researching regulatory restrictions imposed on them by law or statute and making informed program choices.

The Academic Standards and Admissions Committee shall not consider the effect of an admission or denial decision on any candidate. For

example, if admission or enrollment to a college or university is a condition of a candidate's parole or probation, the Academic Standards or Admissions Committee will not consider that information as part of the review process.

Students with a prior criminal history who are granted admission may be ineligible for certain work study opportunities. The University of Mary reserves the right to revoke an offer of admission if an applicant fails to report a criminal history at the time of admission.

Withdrawal of Offers of Admission

The University of Mary requires all applicants for admission to provide complete and accurate information and to disclose any prior criminal history. The University reserves the right to withdraw offers of admission under the following circumstances:

1. the conduct of an applicant is not consistent with the goals, purposes, values, and philosophy of the University as stated in the university catalog and the student handbook;
2. the misrepresentation of facts to the University by an applicant during the application; or
3. the failure of an applicant to provide complete information as requested in the application process.

Admission to a Major Area of Study

Acceptance at the University of Mary does not automatically qualify a student to pursue a program in one of the undergraduate major areas of study.

Application requirements are specific to each major. The student should consult his/her advisor for details. Applications to majors are reviewed by the faculty members of the program. Students are then notified that they have been admitted, admitted provisionally, or denied admission to the program.

Readmission

A student in good academic standing who withdraws from the University of Mary for more than one calendar year is required to submit to the Office of Admission an application for admission and transcripts for any college coursework undertaken during the period of absence. A student seeking readmission who was not in good

academic standing at the time of leaving must apply to the Academic Standards and Admissions Committee. Conditions for reinstatement may be imposed upon returning students.

Students who have withdrawn from the University for disciplinary reasons, and who wish to be readmitted must apply to the Vice President for Student Development. Conditions for reinstatement may be imposed upon returning students.

Campus Visits

All prospective students are encouraged to visit the University of Mary campus for an interview with an admissions representative, a tour of the campus and facilities, and contact with students and faculty. The Office of Admissions provides student assistance and some meals for visitors during the school year. Visits or appointments at times other than during the regular working day can be arranged in advance by calling or writing the Office of Admissions:

1-800-AT U-MARY (1-800-288-6279)

Office of Admissions

University of Mary

7500 University Drive

Bismarck, ND 58504-9652

Our website is www.umary.edu

Our email address is enroll@umary.edu

Immunization Policy

The Immunization Policy at the University of Mary is intended to protect the campus community from illness and disease such as measles, mumps, and rubella. All degree seeking students are required to comply with the Immunization Policy.

Statement of the Policy

All students born after December 31, 1956 and enrolling in one or more face-to-face courses are required to provide proof of immunity to measles, mumps, and rubella (by showing either proof of two valid MMR injections or laboratory reports of adequate immunity to all three diseases), or have been granted a valid exemption. Students born before January 1, 1957 are considered to be immune and therefore do not need to submit proof of immunity.

Students not in compliance with this policy may have their registration cancelled. In the event of measles, mumps, or rubella outbreak on

the campus, students who have not previously submitted proof of immunity to measles may be removed from residence halls or barred from classes and other activities until university officials determine that there is no likely significant risk to the student or to others within the community.

Exemptions

Exceptions are made for students who have religious objections and students whose physi-

cians have certified that they cannot be immunized because of medical reasons. Exemptions may also be made for students who receive instruction solely via a medium which does not require physical attendance. The latter exemption is void should the student register for any class requiring physical attendance. Forms to verify compliance are available from the University of Mary Admissions Office.

Graduate Programs/Admissions

Graduate Study at the University of Mary

The University of Mary defines leadership as competence in one's chosen profession, courage in making ethical decisions based on Benedictine values, and compassion in serving the needs of others. Intellectual communities and learning environments of the University of Mary are built on the learners' life experiences and baccalaureate education.

These, partnered with leadership experiences, challenge the adult learner to perform at an advanced level of excellence through focused study and reflective self-assessment.

Graduate programs of study are designed for competence in a focused area and allow for individualized planning and goal setting. Each adult learner generates new knowledge through completion of an integrative, scholarly project.

Opportunities to engage in scholarly activity include pursuit of learning and experiencing through discovery, through integration of knowledge and research, through application of professional expertise and service, and through reflective teaching and learning. Graduate University of Mary teaching faculty creates intellectual communities where graduate students are valued participants.

General information on the University of Mary is found at the beginning of the Catalog.

Admission to Graduate Studies

Graduate degree seeking students must apply for admission to graduate study and must hold a bachelor's degree or higher from a United States regionally accredited institution of higher education or from an international school approved by the country's Ministry of Education. Additional requirements for admissions consideration are identified on the graduate studies application form and may vary by program.

One general application form is available for degree granting programs in Bioethics, Business, Counseling, Education, Clinical Exercise Physiology, Kinesiology, Nursing, and Respiratory Therapy. Application for the professional Occupational Therapy program is available at www.otcas.org. Application for the Doctor of Physical Therapy degree at the University of Mary is avail-

able at www.ptcas.org. Links to all University of Mary application forms can be found at www.umary.edu/apply.

An official, final transcript from the institution of higher education granting the bachelor's degree (or higher) is required for admission to graduate studies. Exceptions are program specific and may be found in degree program sections within this catalog. Other requirements for admissions to a specific degree program (e.g., criminal background check; interview) are listed within degree program descriptions found in the appropriate catalog section and at www.umary.edu. Students are to use and refer to the catalog which aligns with the year of their admissions to graduate studies and enrollment in courses.

Degree seeking students in good academic standing who request to re-enter following a hiatus of one calendar year, must reapply for admission by submitting a new application for admission for consideration by the department for the program of study. Official transcripts for college coursework undertaken during the period of absence must be submitted as part of the application process.

Students who have unofficially withdrawn from the University (i.e., "stopped out") for greater than one calendar year must re-apply to the University of Mary and to the department which houses the original or selected program of study. The student who re-applies enters under the current program of study for the degree sought. Course credits earned prior to the "stop out" are considered current if they have been earned within a seven (7) consecutive year time frame and if they remain required for the program of study.

Non-Degree Seeking Graduate Students

A non-degree seeking graduate student is someone who plans to take at least one graduate course for one or more of the following reasons:

1. Graduate School Preparation

Students with an undergraduate degree and, in certain cases, students who are taking graduate courses pre-requisite to a graduate program may enroll as non-degree seeking students. In the latter case, students are to seek advisement from the graduate program director for specific information about

enrolling in graduate courses as an undergraduate student. At minimum, the undergraduate student must hold senior status (greater than 90 semester credits earned).

2. Personal Interest

Students in this category, who often take courses for personal or professional development and do not necessarily intend on enrolling in a degree-seeking program, may apply as non-degree seeking graduate students.

3. Certificate Preparation

Students enrolled in graduate level certificate programs are non-degree seeking students.

4. Deciding on Degree-Seeking Program

University of Mary offers several master's and doctoral degrees with a wide array of areas of study to choose from. The non-degree seeking status offers students the opportunity to explore different courses in selected fields (e.g., business, nursing, education) before applying to a degree-seeking program. For example, a student may be unsure as to whether to seek a degree in business administration with a focus on energy management or to seek a degree in project management or public administration. However, students who take courses under the non-degree seeking status are not guaranteed placement into a degree-seeking program and must adhere to regular admissions requirements. Students may take up to nine (9) credits in some major areas of study as a non-degree seeking student before declaring degree-seeking status.

5. Missed Degree-Seeking Program Deadline

Although many programs at the University of Mary offer rolling admissions, some have specific application deadlines. Students who do not complete their application by the set deadline may apply as non-degree seeking students. However, students who take courses under the non-degree seeking status are not guaranteed placement into a degree-seeking program and must adhere to degree-seeking admissions requirements.

The minimum requirements to be admitted as a non-degree seeking graduate student are as follows:

- For graduate level academic certificate programs, a bachelor's degree or higher

conferred by a United States regionally accredited institution or an international school approved by the country's Ministry of Education

- Academic achievement in undergraduate studies indicating a capacity to succeed in graduate coursework (minimum of 2.5/4.0)
- Students who are in the final phase of their undergraduate program of study may request approval to take up to nine semester credits graduate coursework while an undergraduate student providing they are in good academic standing and that they have a minimum undergraduate cumulative GPA of 3.0 or higher
- Approval by the program director

Disability Services

The University of Mary is committed to working with students with disabilities to provide reasonable accommodations in academic programs and in the physical environment. The University's services are designed to offer personal attention to help students with disabilities succeed as well as to comply with the requirements of the Americans with Disabilities Act (ADA) and other legal mandates. Eligibility for services and accommodations is limited to students who make written application for services, furnishing all appropriate documentation in support of the services requested. To ensure adequate time to evaluate requests and to make accommodations, application must be made at least 60 days prior to the time the accommodation or service is needed. The application and guidebook are available for download at www.umary.edu/academics/student-success-center/student-accessibility-services or contact the Director of Student Accessibility Services, Benedictine Center for Servant Leadership, University of Mary, Bismarck, ND 58504. Phone: 701.355.8264

International Student Admissions

(Please refer to the International Student Admissions policy found in the Admissions section of the catalog with special attention to the sections specific to graduate students.)

Please refer to the Graduate Academic Policies section near the back of the Catalog.

Gary Tharaldson School of Business

FACULTY: Clement, Cuperus, Dosch, Fennewald, Fischer, Fishbeck, Hager (Associate Dean), Kozojed, Krein, Sautner, Schulz, Sovak, Van Orman

Mission

Using a philosophy of continuous improvement, the Gary Tharaldson School strives to be innovative and responsive to the changing needs of students, faculty and the business community through experience-based curricula.

Goals

Students obtaining a major within the Gary Tharaldson School of Business will:

- Formulate decisions utilizing Benedictine values, ethical frameworks, and professional standards
- Analyze the contemporary global business environment in an integrated manner
- Demonstrate professional business communication
- Apply business support tools to decision making.

Accreditation

The Gary Tharaldson School of Business at the University of Mary has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas. The business programs in the following degrees are accredited by the IACBE:

- Master of Business Administration
- Master of Project Management
- Bachelor of Arts – Accounting
- Bachelor of Arts –Financial Services and Banking
- Bachelor of Arts – Business Administration
- Bachelor of Arts – Marketing
- Bachelor of Arts – Sport and Leisure Management
- Bachelor of Science – Accounting

- Bachelor of Science –Financial Services and Banking
- Bachelor of Science – Business Administration
- Bachelor of Science – Marketing
- Bachelor of Science – Sport and Leisure Management

Traditional Undergraduate Majors:

Accounting, Business Administration, Computer Information Systems, Computer Science with an emphasis in Cyber Security, Construction Management, Financial Services and Banking, Healthcare Administration, Information Technology Management, Marketing, Sport and Leisure Management

Adult/Distance Education

Undergraduate Majors:

Accounting, Business Administration, Business Management, Healthcare Administration, Information Technology Management, and Marketing

Bachelor Interdisciplinary Major:

Business Education

Bachelor Degree Minors:

Accounting, Business Administration, Computer Information Systems, Financial Services and Banking, Healthcare Administration, Information Technology Management, Marketing, Sport and Leisure Management

Admittance to a Major Area of Study within the Gary Tharaldson School of Business

The criteria for acceptance into the business majors include submission of the appropriate application form and a cumulative grade point average (GPA) of 2.5 is required. Less than a 2.5 cumulative GPA will result in being denied acceptance. Students may reapply when their GPA meets the requirement.

Application forms may be obtained from the student's advisor. Following review of the application, students will receive written notice that they have been accepted or denied acceptance to the major(s).

Graduation Requirements for Students with a Major within the Gary Tharaldson School of Business

- Students must have been accepted into their major.
- All courses required for the major must have a grade of C or higher (includes courses taken within the Gary Tharaldson School of Business and transfer courses).
- Cumulative GPA of 2.5 or higher.
- Students must have met the general bachelor degree requirements as outlined in the appropriate release of the Catalog for that student. (See General Bachelor Degree Requirements section in the Catalog).
- Volunteer activity of 25 hours or greater must be documented and provided to the school. (Does not apply to distance education students.)
- Any required courses in the Gary Tharaldson School of Business majors will be accepted toward meeting the requirements for a major if taken within the past seven academic years. Any courses taken prior to the seven year period will only be accepted upon approval of the Dean or Associate Dean of the Gary Tharaldson School of Business to ensure that the program graduate has current knowledge in his or her chosen field.
- Non-traditional, distance education students in GTSB majors—with the exception of the accounting major—are not required to complete BUS 380 or an internship.

Traditional Bachelor Degree Majors

■ Accounting Major

Accounting majors graduating from the University of Mary's Gary Tharaldson School of Business will be enriched through a curriculum of discovery, development and application to ensure a sound knowledge of the key professional components of business. Students also gain an understanding of how to incorporate servant leadership into their everyday lives as business professionals. In addition to the core competencies

of the University, graduates of the Accounting program will be able to:

- Formulate decisions utilizing the Benedictine values, ethical frameworks, and professional standards.
- Analyze the contemporary global business environment in an integrated manner.
- Demonstrate professional business communication.
- Apply business support tools to decision making.
- Recognize the elements of an audit that was conducted with professional skepticism and in compliance with audit standards.
- Prepare financial statements in accordance with U.S. Generally Accepted Accounting Principles (GAAP).
- Apply tax laws to prepare tax returns.

Additional Program Information

The Accounting program's curriculum is designed to expose students to all content areas covered in the Certified Public Accountant (CPA) exam. A typical bachelor's degree requires 124 semester hours. Individuals who wish to sit for the CPA exam must have a total of 150 semester hours of college credit to be eligible to write the exam, so most accounting students who intend to take the CPA exam choose to complete additional coursework to meet this requirement. The student's accounting advisor will work with the student to determine the best courses (graduate and/or undergraduate) to meet the needs of the individual in obtaining the additional credit needed to sit for the exam and reach their career goals.

Accounting Major Required Courses:

All of the following courses require a final grade of C or higher to count towards the major.

- ACC 101, 102, 204, 301, 302, 303, 304, 322, 363, 403, 404, 414, 416, 422, 423, 424, 440
- ECN 203, 204; BUS 201, 215, 311, 312, 362, 380, CIS 101 or pass the equivalency exam, MAT 180, ENG 121, COM 110

Students must complete HUM 499, Senior Competencies Assessment, an exam to be taken during their last semester of study.

Transfer Students

To graduate with an accounting major, 16 upper-level (300-400) credits must be accounting courses taken from the University of Mary. Upper-level business or computer information electives do not count toward this requirement.

■ Business Administration Major

Business Administration majors graduating from the University of Mary's Gary Tharaldson School of Business will be enriched through a curriculum of discovery, development and application to ensure a sound knowledge of the key professional components of business. Students also gain an understanding of how to incorporate servant leadership into their everyday lives as business professionals. In addition to the core competencies of the University, graduates of the business administration program will be able to:

- Formulate decisions utilizing the Benedictine values, ethical frameworks, and professional standards.
- Analyze the contemporary global business environment in an integrated manner.
- Demonstrate professional business communication.
- Apply business support tools to decision-making.
- Engage in formulation and implementation of strategic planning initiatives.

Business Administration Major Required Courses:

All of the following courses require a final grade of C or higher to count towards the major.

- ACC 101, 102; BUS 200, 201, 215, 230, 311, 333, 346, 362, 371, 380, 401, 420, 403; 446 or 452; BUS/CTH 355
- ECN 203, 204; COM 110, MAT 180, COM 414, CIS 101 or pass the equivalency exam, ENG 121 (if pursuing B.A., B.S., or B.U.S. degree) or transfer course in Business or Technical Writing if pursuing a B.A.S. degree).

Students must also complete HUM 499, Senior Competences Assessment, an exam to be taken during their last semester of study.

■ Business Education Major

The curriculum in Business Education is designed to prepare students to be effective secondary classroom teachers capable of meeting the needs of all students, including those with special needs and from varied backgrounds. A student completing the Business Education program at the University of Mary is eligible for licensure to teach in grades 7-12 in North Dakota. Meeting the requirements for licensure in other states is the responsibility of each student.

Business Education Major Required Courses:

- Education Courses: EDU 200 or 202; 295, 301, 310, 320, 365, 367, 378, 401, 421, 423, 445
- Business Communications and Technology Application Courses: ACC 101, 102; BUS 200, 215, 311, 420; COM 414, CIS 106, ECN 203, 204
- Plus two CIS or ITM courses
- Additional required courses: COM 110, ENG 121, MAT 103 or higher, PSY 205, and a Lab Science.

Please review the requirements for Middle School Endorsement if that option is intended.

Students must also complete HUM 499, Senior Competences Assessment, an exam to be taken during their last semester of study.

■ Business Management Major

The business management major is designed for the working adult and focuses on management principles applicable to a variety of businesses and industries. In addition to the core competencies of the University, graduates of the business management program will be able to:

- Formulate decisions utilizing the Benedictine values, ethical frameworks, and professional standards.
- Analyze the contemporary global business environment in an integrated manner.
- Demonstrate professional business communication.
- Apply business support tools to decision-making.
- Demonstrate an understanding of corporate culture and the responsibilities of the manager to support and improve that culture.

Business Management Major Required Courses:

All of the following courses require a final grade of C or higher to count towards the major.

- ACC 101, 102; BUS 311, 326, 328, 346, 371, 374, 401, 403, 420, 454
- COM 204; MAT 180; CIS 101 or exam

Students must also complete HUM 499, Senior Competences Assessment, an exam to be taken during their last semester of study.

■ Computer Information Systems Major

Computer Information Systems majors graduating from the University of Mary's Gary Tharaldson School of Business will be enriched through a curriculum of discovery, development and application to ensure a sound knowledge of the key professional components of computer information systems. Students also gain an understanding of how to incorporate servant leadership into their everyday lives as business professionals. In addition to the core competencies of the University, graduates of the computer information systems program will be able to:

- Formulate decisions utilizing the Benedictine values, ethical frameworks, and professional standards.
- Analyze the contemporary global business environment in an integrated manner.
- Demonstrate professional business communication.
- Apply business support tools to decision-making.
- Implement a computer programming solution.
- Produce a web application.
- Create a database using professional tools and techniques.

Computer Information Systems Major Required Courses:

All of the following courses require a final grade of C or higher to count towards the major.

- CIS 106, 107, 203, 204; ITM 220, 300, 310, 340; CIS 356, 357, CIS 456 or ITM 420; CIS 457; BUS 200, 201, 230, 380, 454

- CIS 101 or pass the equivalency exam, COM 110, MAT 180, ENG 121 (if pursuing B.A., B.S., or B.U.S. degree) or transfer course in Business or Technical Writing if pursuing a B.A.S. degree).

Students must also complete HUM 499, Senior Competences Assessment, an exam to be taken during their last semester of study.

■ Computer Science Major

The Computer Science major prepares students for careers in software engineering, system administration and management, computer and network security and research and development. Graduates also use their undergraduate computer science background (and analytical skills) to prepare for careers in many other fields of information technology. In addition to the core competencies of the University, graduates of the computer science program majors will be able to:

- Formulate decisions utilizing the Benedictine values, ethical frameworks, and professional standards.
- Analyze the contemporary global business environment in an integrated manner.
- Demonstrate professional business communication.
- Apply business support tools to decision-making.
- Apply knowledge of computing and mathematics appropriate to the discipline using algorithmic methods.
- Analyze and evaluate multiple risk assessment methods and strategies.
- Implement a computer programming solution.

Computer Science Major Required Courses:

All of the following courses require a final grade of C or higher to count towards the major.

- CIS 106, 107, 203, 204;
- ITM 220, 300, 310, 340;
- CIS 3XX (Computer Architecture);
- ITM 3XX (Cybersecurity I), 4XX (Cybersecurity II), 420;
- BUS 380, 454;

- CIS 356, 357, 457; 456 or 458
- Students must also complete HUM 499, Senior Competences Assessment, an exam to be taken during their last semester of study.

■ Construction Management Major

The Construction Management major prepares students for careers in construction management. Graduates will acquire industry knowledge and experiential education needed to lead and supervise a wide variety of construction-related endeavors. In addition to the core competencies of the University, graduates of the construction management program will be able to:

- Formulate decisions utilizing the Benedictine values, ethical frameworks, and professional standards.
- Analyze the contemporary global business environment in an integrated manner.
- Demonstrate professional business communication.
- Apply business support tools to decision-making.
- Develop plans necessary to manage and control construction processes.

Construction Management Major Required Courses:

All of the following courses require a final grade of C or higher to count towards the major.

- ENR 101, 202, 203;
- MAT 204, 209;
- CHE 111;
- PHY 203 or 251; 215; 252 or 304
- GEO 150 or 203;
- ACC 101, 102;
- BUS 215, 311, 362, 371, 401, 454;
- ECN 203
- Additional required coursework in Construction Management, Surveying and Design is being developed
- Students must also complete HUM 499, Senior Competences Assessment, an exam to be taken during their last semester of study.

■ Financial Services and Banking Major

Financial Services and Banking majors graduating from the University of Mary's Gary Tharaldson School of Business will be enriched through a curriculum of discovery, development and application to ensure a sound knowledge of the key professional components of business. Students also gain an understanding of how to incorporate servant leadership into their everyday lives as business professionals. In addition to the core competencies of the University, graduates of the banking and financial services program will be able to:

- Formulate decisions utilizing the Benedictine values, ethical frameworks, and professional standards.
- Analyze the contemporary global business environment in an integrated manner.
- Demonstrate professional business communication.
- Apply business support tools to decision-making.
- Develop integrated financial plans to meet the needs of individuals or families.
- Evaluate investment opportunities.
- Explore the legal and regulatory environments of the financial industry.

Investment Club

The University of Mary Investment Club (UMIC) actively manages a stock portfolio with the mentorship of local representatives of major investment firms. Students may receive up to 4 total semester credits for active participation in UMIC activities such as portfolio management, speakers, and competitions. Please refer to Finance course descriptions.

Financial Services and Banking Major Required Courses:

All of the following courses require a final grade of C or higher to count towards the major.

- ACC 101, 102, 304; BUS 201, 215, 220, 311, 317, 318, 333, 362, 372, 380, 381, 418, 460; 446 or 452
- ECN 203, 204, COM 110, MAT 180, CIS 101 or pass the equivalency exam, ENG 121 (if pursuing B.A., B.S., or B.U.S. degree) or transfer course in Business or Technical Writing (if pursuing a B.A.S. degree)

Students must also complete HUM 499, Senior Competences Assessment, an exam to be taken during their last semester of study.

■ Healthcare Administration Major

Healthcare administration majors graduating from the University of Mary's Gary Tharaldson School of Business will be enriched through a curriculum of discovery, development, and application to ensure a sound knowledge of the key professional components of healthcare administration. Students also gain an understanding of how to incorporate servant leadership into their everyday lives as business professionals. In addition to the core competencies of the University, graduates of the healthcare administration program will be able to:

- Formulate decisions utilizing the Benedictine values, ethical frameworks, and professional standards.
- Analyze the contemporary global business environment in an integrated manner.
- Demonstrate professional business communication.
- Apply business support tools to decision-making.
- Discuss structure, operations, and financing alternatives in the healthcare industry.
- Explore the legal and regulatory environments of healthcare.

Healthcare Administration Major Required Courses:

All of the following courses require a final grade of C or higher to count towards the major.

- ACC 101, 102; CIS 101 or pass the equivalency exam, BUS 200, 201, 215, 230, 311, 333, 350, 351, 362, 371, 380, 401, 403, 407, 408; 446 or 452; HPS 206
- ECN 203, 204; COM 110, MAT 180, ENG 121 (if pursuing B.A., B.S., or B.U.S. degree) or transfer course in Business or Technical Writing (if pursuing a B.A.S. degree).

Students must also complete HUM 499, Senior Competences Assessment, an exam to be taken during their last semester of study.

■ Information Technology Management Major

Information technology management majors graduating from the University of Mary's Gary Tharaldson School of Business will be enriched through a curriculum of discovery, development and application to ensure a sound knowledge of the key professional components of computer information systems. Students also gain an understanding of how to incorporate servant leadership into their everyday lives as business professionals. In addition to the core competencies of the University, graduates of the information technology management program will be able to:

- Formulate decisions utilizing the Benedictine values, ethical frameworks, and professional standards.
- Analyze the contemporary global business environment in an integrated manner.
- Demonstrate professional business communication.
- Apply business support tools to decision-making.
- Discover industry and networking compliance standards appropriate to the information technology profession.
- Operate computer networks in compliance within industry best practices.

Information Technology Management Required Courses:

All of the following courses require a final grade of C or higher to count towards the major.

- BUS 200, 201, 215, 230, 371, 380, 401, 454; ITM 200, 220, 300, 310, 330, 340, 410, 420, 430; 456 or 452
- CIS 101 or pass the equivalency exam, COM 110, MAT 180, ENG 121 (if pursuing B.A., B.S., or B.U.S. degree) or transfer course in Business or Technical Writing (if pursuing a B.A.S. degree).

Students must also complete HUM 499, Senior Competences Assessment, an exam to be taken during their last semester of study.

■ Marketing Major

Marketing majors graduating from the University of Mary's Gary Tharaldson School of Business will be enriched through a curriculum of discovery, development and application to ensure a sound knowledge of the key professional components of business. Students also gain an understanding of how to incorporate servant leadership into their everyday lives as business professionals. In addition to the core competencies of the University, graduates of the marketing program will be able to:

- Formulate decisions utilizing the Benedictine values, ethical frameworks, and professional standards.
- Analyze the contemporary global business environment in an integrated manner.
- Demonstrate professional business communication.
- Apply business support tools to decision-making.
- Develop a marketing research plan.
- Evaluate marketing strategies.

Marketing Major Required Courses:

All of the following courses require a final grade of C or higher to count towards the major.

- ACC 101, 102, CIS 101 or pass the equivalency exam, BUS 200, 201, 215, 230, 311, 330, 333, 340, 341, 362, 380, 403, 406; 446 or 452; COM 329, 330
- ECN 203, 204; ENG 121, COM 110, MAT 180

Students must also complete HUM 499, Senior Competences Assessment, an exam to be taken during their last semester of study.

■ Sport and Leisure Management Major

Sport and Leisure Management majors graduating from the University of Mary's Gary Tharaldson School of Business will be enriched through a curriculum of discovery, development and application to ensure a sound knowledge of the key professional components of sport and leisure management. Students also gain an understanding of how to incorporate servant leadership into their everyday lives as business professionals. In addition to the core competencies of the University, graduates

of the sport and leisure management program will be able to:

- Formulate decisions utilizing the Benedictine values, ethical frameworks, and professional standards.
- Analyze the contemporary global business environment in an integrated manner.
- Demonstrate professional business communication.
- Apply business support tools to decision-making.
- Apply marketing concepts to the sports/entertainment industry.
- Analyze legal and risk management issues related to the sports/entertainment industry.

Sport and Leisure Management Major Required Courses:

All of the following courses require a final grade of C or higher to count towards the major.

- ACC 101, 102, CIS 101 or pass the equivalency exam, BUS 200, 201, 215, 230, 333, 340, 346, 371, 380; COM 414; , SLM 202, 227, 301, 327, 411, 440, 442; ITM 340
- ECN 203, 204, ENG 121, COM 110, MAT 180

Students must also complete HUM 499, Senior Competences Assessment, an exam to be taken during their last semester of study.

Bachelor Degree Minors

Minor in Accounting Required Courses:

ACC 101, 102, 204, 301, 302, 303, and one of the following: ACC 403, 414, 423; BUS 381 or 362 (if not already required for the student's major)

Minor in Business Administration Required Courses:

ACC 101, 102; ECN 203; BUS 215, 311; BUS/CTH 355; one elective from any 300-400 business course or ECN 204.

Note: This is for non-business majors only (Computer Information Systems, Computer Science, Information Technology Management, and any major outside the Gary Tharaldson School of Business)

Minor in Computer Information Systems Required Courses:

CIS 106, 107, 203, 204; ITM 310 and one CIS or ITM elective

Minor in Financial Services and Banking

Required Courses:

ACC 101, 102; MAT 103; ECN 203, 204; BUS 317, 362, 372, 381

Minor in Healthcare Administration

Required Courses:

ACC 101, 102; BUS 362; HPS 206; BUS 350, 351, 407, 408

Note: This is only for students majoring in health-care-related fields.

Minor in Information Technology Management

Required Courses:

BUS 215; ITM 200, 220, 310, 340; BUS 454 and one CIS or ITM elective.

Minor in Marketing Required Courses:

BUS 215, 230, 330, 333, 340 341; COM 330

Minor in Sport and Leisure Management

Required courses:

SLM 202, 227, 301,327, 411; BUS 215

Adult/Distance Education Undergraduate Degrees

■ Accounting

See description and course requirements on page 30.

■ Business Administration

See description and course requirements on page 31.

■ Business Management

See description and course requirements on page 34.

■ Healthcare Administration

See description and course requirements on page 34.

■ Information Technology Management

See description and course requirements on page 34.

■ Marketing

See description and course requirements on page 35.

Bachelor of Applied Science

Degree Options

The Bachelor of Applied Science degree is described in General Bachelor Degree Requirements and core courses are listed. In addition to the core requirements listed in that section, students must complete one of the following majors: Business Administration, Business Management, Computer Information Systems, Financial Services and Banking, Healthcare Administration, and Information Technology Management. B.A.S students complete the same major requirements as other students with the exception of the core requirements and the optional course in Business or Technical Writing substituting for English 121 for some majors. Some courses from a previously earned Associate of Applied Science degree may substitute if they are deemed equivalent by the Registrar and Dean/ Associate Dean.

Gary Tharaldson School of Business Undergraduate Course Descriptions

ACC 101 Principles of Accounting I

An introduction to accrual accounting and the basic financial statements, with emphasis on income statement items. 3 semester credits

ACC 102 Principles of Accounting II

Continues the study of accrual accounting and the basic financial statements, with emphasis on the balance sheet and statement of cash flows Prerequisite: ACC 101 3 semester credits

ACC 204 Accounting Applications

An introduction to using a commercial accounting software package to perform typical accounting functions in a business. Prerequisite: ACC 102 3 semester credits

ACC 301 Intermediate Accounting I

A study of financial accounting and reporting as it relates to financial statement preparation, current assets, current liabilities, and time value of money concepts. Students will be able to prepare financial statements in accordance with GAAP as well as account for various business transactions. Prerequisite: ACC 102 3 semester credits

ACC 302 Intermediate Accounting II

A study of financial accounting and reporting as it relates to cash flow statement preparation, long-term assets, long-term liabilities, and equity. Students will be able to prepare and interpret financial statements in accordance with GAAP as well as account for various business transactions. Prerequisite: ACC 301 3 semester credits

ACC 303 Accounting Information Systems

An introduction to the systems, procedures, and processes management employs to control operating activities and information reporting systems, and comply with laws and regulations. Prerequisite: ACC 102
3 semester credits

ACC 304 Introduction to Income Tax

This course introduces students to the theories of federal taxation as it applies to individuals. Addresses issues of importance for successful tax planning and tax minimization. Prerequisite: ACC 102
3 semester credits

ACC 322 Cost Management & Strategy

A study of accounting information as a management decision tool. Topics include product costing, methods including job-order costing, process costing, joint and standard costing. Planning and controlling of costs will also be studied including budgeting systems, variance analysis, cost-volume-profit relationships and cost allocation. Relevant costing techniques will also be applied in business decisions. The course focuses on the manufacturing environment, but there is some coverage of merchandising and service sectors. Prerequisite: ACC 102.
3 semester credits

ACC 363 Fund Accounting

Introduction to governmental and not-for-profit accounting. Prerequisite: ACC 302 or instructor consent.
3 semester credits

ACC 403 Individual Income Tax

In-depth study of factors affecting individual income tax returns. Continues to address issues of importance for successful tax planning and tax minimization. Prerequisite: ACC 304
3 semester credits

ACC 404 Income Taxation for Business Entities

This course introduces students to theories of federal taxation as it applies to businesses and other entities. Also addresses issues of importance for successful tax planning and tax minimization for business entities. Prerequisite: ACC 403
3 semester credits

ACC 414 Advanced Accounting I

A study of financial accounting and reporting for complex transactions, including pensions, leases, changes in principles, corrections of errors, and multiple ownership entities. Prerequisite: ACC 302
3 semester credits

ACC 416 Advanced Accounting II

A study of accounting and reporting foreign currency transactions, business segment reporting, accounting for partnerships, segment and interim reporting, Securities and Exchange Commission reporting, and accounting research. Prerequisite: ACC 414
3 semester credits

ACC 422 Auditing I

Introduction to the independent audit function. Topics include audit planning, risk analysis, management's assertions, and evidence gathering and analysis. Prerequisite: ACC 303
3 semester credits

ACC 423 Fraud Examination

In-depth study of detecting and investigating occupational fraud. Topics include interviewing skills and techniques used by forensic accountants to gather and evaluate evidence. Corequisite/Prerequisite: ACC 303.
3 semester credits

ACC 424 Auditing II

Continuation of the independent audit function. Topics include completing the audit, the audit report, other attestation and assurance services, and integrated audits of public companies. Capstone course. Prerequisite: ACC 422
3 semester credits

ACC 425 Special Topics

This course is designed to meet special requirements that an individual student may encounter during his or her academic career.
1-4 semester credits

ACC 440 Internship

This course is designed to provide a meaningful work experience for the student in an area that is related to accounting. This course integrates curricular learning with practical hands-on experience while allowing the student to demonstrate proficiency in the core university competencies. Prerequisite: Acceptance into the division or consent of Director of Experiential Education.
3 semester credits

BUS 130 Business Matters - 21st Century I

This is an introductory course relating to foundational concepts of business operations, including management, leadership, marketing, sales, and entrepreneurship. The course provides a theoretical, foundational examination of business operations. Dual credit offering only.
1 semester credit

BUS 135 Business Matters - 21st Century II

This is an introductory course relating to the practical application of business operations, including management, leadership, marketing, sales, and entrepreneurship. Dual credit offering only.
1 semester credit

BUS 200 Electronic Communication

This course teaches the alpha/numeric keyboard with emphasis on correct techniques, speed, and accuracy. Formatting of basic personal and business correspondence, reports and tabulation will also be covered.
3 semester credits

BUS 201 Advanced Spreadsheets

This course will prepare students for working with spreadsheets in a business environment. Students will learn to build spreadsheets and to use spreadsheets to analyze existing data sets to inform decision making.
3 semester credits

BUS 215 Principles of Management

Management stresses a set of activities directed at an organization's resources with the aim of achieving goals in an efficient and effective manner. This course explores the mana-

gerial activities of planning, decision-making, organizing, leading, and controlling.
3 semester credits

BUS 220 Introduction to Personal Financial Planning

Students will be introduced to the financial planning process; client/planner interactions; time value of money applications; personal financial statement development and assessment; cash flow and debt management; asset acquisition; education planning; planning elements of risk management; investment planning, retirement planning; special needs planning review; integrating planning recommendations; financial planning ethics review; and an overview of practice management concepts.
3 semester credits

BUS 230 Technology and Strategy

This course investigates ways effective and responsible use of various technologies can be used to achieve individual and organizational goals.
2 semester credits

BUS 311 Business Law I

Business Law deals with the legal implications of business decisions and activities. This course provides background information on the legal system and potential business liabilities and covers the law of contract and commercial paper such as promissory notes.
3 semester credits

BUS 312 Business Law II

Deal with the legal implications of business decisions and activities. Covers basic business organizations such as partnerships and corporations and also explores areas of debtor-creditor relationships, consumer protection, and employment.
3 semester credits

BUS 317 Money and Banking

Money and banking is a branch of economics covering financial institutions and their impact on economic activity. This course covers the Federal Reserve System, generated money multipliers, and general equilibrium analysis. Prerequisites: ECN 203, ECN 204 or instructor consent.
3 semester credits

BUS 318 Retirement Planning

Retirement planning focuses on preparation for retirement. The course will include the importance of retirement planning, on evaluation of the client's needs, and an understanding of Social Security and Medicare, and qualified and non-qualified retirement plans. Prerequisite: BUS 362
3 semester credits

BUS 325 Special Topics

This course is designed to meet special requirements that an individual student may encounter during his or her academic career. Prerequisite: instructor consent
1 – 4 semester credits

BUS 326 Management/Leadership Concepts

Students will be introduced to principles of management and leadership within an organization. Students will learn the difference between management and leadership and the importance each plays in organizational effectiveness.
3 semester credits

BUS 328 Organizational Behavior

Organizational Behavior is the study of how individual behavior, group behavior and organizational environment impact organizational effectiveness. The intent of this course is to introduce students to the history, theories, and practical application of organizational behavior concepts and their application in contemporary organizations.
3 semester credits

BUS 330 International Marketing

Students will be provided an overview of the dynamic and complex subject of international marketing. Students will also learn about the rising significance of global orientation in business and become familiar with the processes used and environments encountered by international marketers.
3 semester credits

BUS 333 Marketing

Marketing consists of activities that satisfy needs through production, placement, promotion, and pricing of goods, services, and ideas. This course explores target markets, marketing mixes, and marketing environments.
3 semester credits

BUS 340 Sales Management

Sales management looks at the different tools needed to satisfy customer demand. This course looks at the various technologies available to manage accounts, opportunities to develop strategies and finally, how to evaluate customer satisfaction.
3 semester credits

BUS 341 Retailing

Retailing is a unique business format which is distinct from manufacturing and wholesaling. This course explores how retailers develop strategies to attract customers and also how consumers develop strategies to acquire goods and services from retailers.
3 semester credits

BUS 346 Small Business Management

Students explore the problems and responsibilities in organizing, financing, and operating a small business. Students also explore the advantages that are inherent in operating a small business.
3 semester credits

BUS 350 Introduction to Healthcare Administration

This course introduces students to concepts, theories and approaches related to professional practice in the healthcare systems. It emphasizes management, coordination and organization of services from a customer perspective. A broad overview of the levels of care, the care continuum, regulations governing care delivery is provided.
3 semester credits

BUS 351 The American Healthcare System

This course presents students with an introduction to the structure, operations, and financing of the U.S. healthcare system. Major industry participants are examined, how healthcare services are allocated and financed, various factors that influence cost and quality of care, as well as future concerns for healthcare in the U.S. Prerequisite: BUS 350
3 semester credits

BUS/CTH 355 Principles of Catholic Social Teaching in Business

This course explores the formation of virtuous leaders, culture, and practices in a business setting based on the principles of Catholic Social Teaching. Students “should realize the responsibility of their professional life, the enthusiasm of being the trained ‘leaders’ of tomorrow, of being witnesses to Christ in whatever place they may exercise their profession” (John Paul, On Catholic Universities).

3 semester credits

BUS 362 Financial Management

This course introduces students to various fundamental financial concepts and skills. It helps students understand financial statement and analysis, time value of money, valuation of bonds and stocks and cost of capital. The course will also help students to be proficient in using the financial calculator.

Prerequisite: ACC 101 & ACC 102, or instructor consent.

3 semester credits

BUS 371 Human Resources Management

The goal of managing human resources is to get the right person on the job so that the needs of both the individual and the organization are met legally and efficiently. This course studies the process of managing human resources including the topics of recruitment, selection and performance appraisal.

3 semester credits

BUS 372 Insurance/Risk Management

This course introduces students to risk management and insurance decisions in personal financial planning. Topics include insurance for life, health, disability, property and liability risks, as well as annuities, group insurance, and long term care.

3 semester credits

BUS 374 Economics

Use economic information to make proactive decisions. Focus on planning and finance skills.

3 semester credits

BUS 380 Internship and Career Preparation

All students in the Gary Tharaldson School of Business are required to secure and complete a professional internship. Through a formal planning and development process, students will research career strengths and interests and assess internship opportunities in multiple industries for a positive learning experience in the internship setting. Completion of the internship and career preparation course is required at least one semester prior to enrollment in internship credits.

1 semester credit

BUS 381 Investments

The primary objective of investing is to gain value on capital. This course examines the basic economy so that the individual investor can develop strategies for acquiring wealth, managing a portfolio, and protecting assets. Some specific topics include: goal setting and budgeting, investing in real estate, using financial markets and institutions, and the impact of taxes on investing. Prerequisites: ACC 101, ACC 102, BUS 362 or instructor consent

3 semester credits

BUS 401 Operations Management

Students will learn about the planning, controlling, and implementation of the processes used by firms. Students will be exposed to operations management principles and their application to the daily functions of a company’s business model.

3 semester credits

BUS 403 Strategic Leadership and Management

Effective managers need to know how to make effective decisions. This course uses case studies to explore the analysis, formulation, and implementation of strategies. Prerequisites: ACC 101, ACC 102, ECN 203 and, ECN 204 or BUS 374, BUS 215 or 326, BUS 333, BUS 362 or instructor consent.

3 semester credits

BUS 406 Marketing Research

This course is designed to enable students to understand, interpret and conduct marketing research. It addresses the use of marketing research as an aid to make marketing decisions; specifically how the information used to make marketing decisions is gathered and analyzed. Students will be exposed to a variety of research designs including surveys and experimental designs, as well as data analysis and interpretation.

Prerequisites: MAT 180, BUS 333

3 semester credits

BUS 407 Healthcare Law and Regulatory Environment

This course presents fundamental concepts of legal issues in healthcare including the healthcare provider’s legal responsibilities, federal and state healthcare regulatory mandates, information management / security, informed consent and patient self-determination.

3 semester credits

BUS 408 Financial Management In Healthcare

This course provides students with a practical understanding of basic healthcare financial issues, processes and reports used in the healthcare industry. Prerequisite: BUS 362

3 semester credits

BUS 418 Estate Planning

Estate planning focuses on the efficient conservation and transfer of wealth, consistent with the client’s goals. It is a study of the legal, tax, financial and non-financial aspects of this process, covering topics such as trusts, wills, probate, advanced directives, charitable giving, wealth transfers and related taxes.

3 semester credits

BUS 420 International Business

The course will provide a broad knowledge of international business management and stimulate the interpersonal and intercultural management skills necessary for conducting international business. The economic, political, and legal aspects of global business are discussed in the course.

3 semester credits

BUS 446 Internship

This course is designed to provide a meaningful work experience for the student that is business related. The course integrates curricular learning with practical hands-on work experience while allowing the student to demonstrate proficiency in the core university competencies. Prerequisite:

Acceptance into the division or consent of Director of Experiential Education.
4 semester credits

BUS 452 Experiential Development

This course is an option to BUS 446 – Internship. Students will work on a special project to give them a hands-on experiential learning opportunity. The project must be approved by their advisor and Dean prior to enrollment in the course.
4 semester credits

BUS 454 Project Management

Project management is the application of project management concepts, skills, tools and techniques to project activities in order to meet project goals. Our studies will parallel the concepts, techniques, and tools set forth by industry professionals, specifically, the Project Management Book of Knowledge (PMBOK) developed by the Project Management Institute (PMI).
3 semester credits

BUS 460 Financial Planning Capstone

This course will engage the student in critical thinking and decision-making about personal financial management topics in the context of the financial planning process. The purpose of this course is to refine and develop skills needed for personal financial planners when working with individuals, families, and business owners in meeting financial needs and objectives. Prerequisites: BUS 220, BUS 317, BUS 318, BUS 362, BUS 372, BUS 381, BUS 418, or instructor consent
3 semester credits

CIS 101 Introduction to Computer Information Systems

This course teaches the fundamentals of computers and computer nomenclature focusing on the use of PC hardware, software, and the World Wide Web. No experience with computer applications is assumed; however, student should possess basic keyboarding and mouse skills. Specifically, the Windows operating system as well as the Microsoft Office Suite of applications will be studied.
3 semester credits

CIS 106 Application Software Concepts

This course presents a hands-on computer lab experience in the fundamental, introductory concepts of operating systems and object-oriented programming technology. Topics include graphical user interface and text-based operating systems concepts and understanding introductory programming logic and design.
3 semester credits

CIS 107 Introduction to Programming

This is a beginning course in computer programming. This course will utilize programming language and introduce the student to modern structure programming concepts and problem solving techniques. Programming activities include solving common business problems of limited complexity. Prerequisite CIS 106 or instructor consent
3 semester credits

CIS 203 Application Design and Implementation

This is a beginning course in the use of information systems techniques to solve managerial and organizational problems of limited complexity. Formal analytical problem-solving techniques are introduced. Students develop programmed

solutions using information systems development techniques with graphic-based, object-oriented, event-driven programming tools. Prerequisite: CIS 107 or instructor consent.
3 semester credits

CIS 204 Applications Development

This is an intermediate course in the use of information systems techniques to solve managerial and organizational problems. Formal analytical problem-solving techniques are utilized. Students develop programmed solutions with information systems development techniques with graphic-based, object-oriented, event-driven programming tools. Prerequisite: CIS 203 or instructor consent.
3 semester credits

CIS 356 Programming Languages I

This course is a study of structured and object-oriented programming language. Hands-on labs cover the discipline, methodologies, and techniques of software development. Topics include control structures, objects, classes, inheritance, simple data structures, and basic concepts of software development. The emphasis of this course is on techniques of program development within the object-oriented paradigm. Prerequisites: CIS 204 or instructor consent
3 semester credits

CIS 357 Programming Languages II

This course continues the study of structured and object-oriented programming language. Some of the more advanced fundamentals of programming will be covered including basic data structures (such as lists, stacks, and queues, binary trees, and hash tables), recursion, common algorithms (such as searching and sorting), and generic programming. This course also looks more deeply at object-oriented programming, including the use of class hierarchies. Prerequisite: CIS 204 & CIS 356 or instructor consent.
3 semester credits

CIS 456 Internship

This course is designed to provide a meaningful work experience for the student that is related to computer Information systems. The course integrates curricular learning with practical hands-on work experience while allowing the student to demonstrate proficiency in the core university competencies. Prerequisites: acceptance into the major or consent of the coordinator of internships.
4 semester credits

CIS 457 Advanced Programming Languages

This course provides the opportunity to learn and write sophisticated computer programs. Topics include distributed network applications, database connectivity, servlets, collections frameworks, multithreading, and multimedia development. Students will program a client/server enterprise application. Prerequisite: CIS 357 or instructor consent.
3 semester credits

FIN 110 Introduction to Fund Management Practicum I

This course will serve to enrich the investment and finance knowledge of involved students as they prepare market pitches, attend research sessions, formulate and execute successful investment strategies, and participate in the management of a diversified portfolio. This is a freshman-level course.
.5 semester credits

FIN 120 Introduction to Fund Management Practicum II

This course will serve to enrich the investment and finance knowledge of involved students as they prepare market pitches, attend research sessions, formulate and execute successful investment strategies, and participate in the management of a diversified portfolio. Students will also prepare for FIN 210. This is a freshman-level course.
.5 semester credits

FIN 210 Intermediate Fund Management Practicum I

This course will introduce the methods for justifying market pitches, research sessions, and successful investing studies leading to a diversified portfolio. This is a sophomore level course.
.5 semester credits

FIN 220 Intermediate Fund Management Practicum II

Students will continue their practice and build upon previous work in which they created market pitches, research sessions, and successful investing studies. This is a sophomore level course.
.5 semester credits

FIN 310 Fund Management Practicum I

This course will prepare students to predict the act of justifying market pitches, research sessions, and successful investing studies leading to a diversified portfolio. This is a junior level course.
.5 semester credits

FIN 320 Fund Management Practicum II

Through the use of ethical and fiscal knowledge, students will be able to justify market pitches, research sessions, and successful investing studies leading to a diversified portfolio. This is a junior level course.
.5 semester credits

FIN 410 Advanced Fund Management Practicum I

Students will develop strategy used to employ effective market pitches, research sessions, and successful investing studies leading to a diversified portfolio. This is a senior level course.
.5 semester credits

FIN 420 Advanced Fund Management Practicum II

This course will serve to critique financial understanding in such a way to maximize the effectiveness of market pitches, research sessions, and successful investing studies leading to a diversified portfolio. This is a senior level course.
.5 semester credits

ITM 200 Introduction to Information Systems

This course presents fundamental knowledge essential to managing an information technology system successfully within an organization. It considers strategic and operational issues, the significance of rapidly advancing technology, and human and organizational issues related to technology introduction and use. The course describes management systems and models of successful behavior to capitalize on opportunities and avoid numerous potential pitfalls.
3 semester credits

ITM 220 Computer Networking Essentials

This course introduces the fundamental building blocks that for a modern network, such as protocols, topologies, hard-

ware, and network operating systems. It then provides in-depth coverage of the most important concepts in contemporary networking, such as TCP/IP, Ethernet, wireless transmission, and security. The course will prepare you to select the best network design, hardware, and software for your environment.
3 semester credits

ITM 300 Systems Development I – Database

This course is an introduction to database systems design, implementation, and management. Database systems play a key part in systems development and are always designed as part of a larger system. The course emphasizes database design with a focus on relational database systems. Students will build a typical database application with a relational Data Base Management System. Traditional data modeling techniques are introduced for use in analyzing and designing a database. The course will also discuss database planning, administration, security, and integrity.
3 semester credits

ITM 310 Systems Development II – Methods

A detailed study of the systems development life cycle using strategies and techniques of structured systems analysis and design.
3 semester credits

ITM 330 Client/Server Operating Systems

The course provides students with an understanding of client/server operating systems in local area network environments. Students will learn basic client and server hardware and software requirements for operating systems. The course involves students in planning, installing, configuring and troubleshooting a network client and a server. Prerequisite: ITM 310
3 semester credits

ITM 340 Webpage Development

ITM 340 provides training in Web page/site development. Students will work with all of the elements of a Web page including text, images, animated images, image maps, links, audio, video, forms, JavaScript, and cascading sheets to name a few of the elements or techniques. The course will culminate in a sizeable project published to a Web server.
3 semester credits

ITM 410 Distributed Intelligence and Communication Administration

The course is an examination of the features and impact of distributed systems in the business enterprise. The course focuses on server administration and optimization in a wide-area networking environment. TCP/IP routed network theory, design and administration are covered. The student will configure, manage, and trouble shoot common administrative services in a multi-domain multi LAN environment. Prerequisite: ITM 330
3 semester credits

ITM 420 Systems Development Project

In this course students will design, build, and secure a network infrastructure. Students will administer additional server applications such as SQL servers and email servers. The course also covers security issues that are faced by many companies today such as cross site scripting, SQL injection,

viruses, and virtualization, as well as topics of increasing importance in the industry as a whole, like the latest breed of attackers. Prerequisite: ITM 410
3 semester credits

ITM 430 Current Issues in IT

This course will examine current issues and trends relating to technology that is being used in business and industry. Students will research current practices, compliance of standards in the profession, and the competitive advantage of using technology in business and industry. Globalization of technology and standards, legal ramifications and the ethical standards will also be reviewed.
3 semester credits

ITM 452 Experiential Development

This course is an option to ITM 456 – Internship. Students will work on a special project to give them a hands-on experiential learning opportunity. The project must be approved by their advisor and Dean prior to enrollment in the course.
4 semester credits

ITM 456 Internship

This course is designed to provide a meaningful work experience for the student that is related to computer information systems. The course integrates curricular learning with practical hands-on work experience while allowing the student to demonstrate proficiency in the core university competencies. Prerequisites: CIS 203 or consent of instructor
4 semester credits

SLM 202 Introduction to Sport and Leisure Management

This course is an introduction to the history, management and professional foundations emphasizing the role, the relevance and scope of recreation, leisure, sport, hospitality and tourism in society and the careers available. Students will study the terminology, philosophies and evolution of leisure and sport, motivation factors, leisure concepts and relevant contemporary issues. Students will further examine the core learning competencies and understandings to be successful in the field of sport and leisure management. These competencies and understandings of sport and leisure are: the social and cultural influence, management, leadership and organization, ethics, marketing, communications, budget and finance, legal aspects, economics, governance and why we participate.
3 semester credits

SLM 227 Program/Event Design and Management

Program and Event Design Management will include the study of the foundations of program and event offerings, their structure, implementation and the organization types (public, non-profit and commercial/for profit) that provide them. Students will develop and apply understanding of program analysis and needs assessment, design, planning, budget development, implementation and evaluation through study, discussion and hands-on experience. Students will develop an

understanding of the history of leisure programming and the individual and societal benefits provided by leisure programs and events. Students will also develop an understanding of service to program and event participants as customers and their role as a servant leader by programming for individuals, groups, teams and groups of individuals.
3 semester credits

SLM 301 Sport and Leisure in Society

Issues of Sport and Leisure in Society is a macro examination of the sport and leisure industry, as well as the issues and impacts on a global society. The course provides an opportunity to examine the sport and leisure industry by issues of participation in recreation, play, games and tourism. Students will analyze the social, economic, environmental, personal, political and cultural impacts of sport and leisure.
3 semester credits

SLM 327 Facilities Design and Management

Students in Facility Design and Management will explore central issues relative to facility planning, development and management and develop the understanding of facility core product and their extensions in providing services to the public. Students will define trends that dictate the growth or redevelopment of facilities and understanding of the operational demands placed on facilities for short term and long term use. Students will explore and discuss such management issues as staffing, programming, governance, risk, liability, programming, contracting, accessibility, regulatory compliance, volunteers, operating budgets, revenue generation, maintenance, and design standards.
3 semester credits

SLM 411 Governance and Policy Development

The study of organizational governance and policy development through the examination of governance models, structures, types, issues necessitating policy development and processes of implementation. The course will further explore within grass root to the highest level of public nonprofit and for profit sport and leisure organizations, their legal authorities, duty roles and responsibilities of planning.
3 semester credits

SLM 440 SLM Internship

This internship course is designed to provide sport and leisure management majors with a pre-professional experience under the direct and individualized guidance and supervision of a sport and leisure management professional.
4 semester credits

SLM 442 Sport and Leisure Management Leadership Seminar

The SLM Leadership Seminar is the capstone for SLM majors and should be taken during the student's final semester of study. Students will apply and integrate the concepts and theories from the other courses within the major utilizing case studies, projects, etc.
4 semester credits

Graduate Programs in Business

Faculty: Clement, Dosch, Fischer, Fishbeck, Hager (Associate Dean), Kozojed, Sautner, Sovak, Van Orman

The University of Mary offers its graduate programs in three formats through the Gary Tharaldson School of Business: (1) An on-site accelerated format; (2) An online accelerated format; (3) Blended with a combination of on-site and online courses. Students may choose an area of concentration: Catholic Philanthropy, Energy Management, Executive, Healthcare, Healthcare Informatics, Human Resource Management, Public Administration, Project Management, or Virtuous Leadership.

The accelerated formats provide adult students the opportunity to complete a graduate degree in as few as 15 months while continuing to work. Classes are taught in seminar style, allowing for student participation and discussion and for immediate application in the workplace. Class size is limited in all formats to ensure interaction between students and faculty and to maintain high academic standards consistent with the University of Mary. Adult students enroll with a cohort and learn from one another as well as the faculty, a teaching style and learning effective for adults. Students in the on-site format meet one night per week for the duration of the program.

The online format has a web-based curriculum that provides adult learners an opportunity to complete a graduate degree from the convenience of their computer. In the blended format, students may take some courses on-site and others online.

IACBE Accreditation

The Gary Tharaldson School of Business at the University of Mary has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas. The business programs in the following degrees are accredited by the IACBE:

- Master of Business Administration
- Master of Project Management
- Bachelor of Arts – Accounting
- Bachelor of Arts – Financial Services & Banking
- Bachelor of Arts – Business Administration
- Bachelor of Arts – Marketing

- Bachelor of Arts – Sport and Leisure Management
- Bachelor of Science – Accounting
- Bachelor of Science – Financial Services and Banking
- Bachelor of Science – Business Administration
- Bachelor of Science – Marketing
- Bachelor of Science – Sport and Leisure Management

■ Master of Business Administration (MBA)

Today's business leaders must combine expertise in their field with an ability to lead and manage in a complex and constantly changing business environment. The MBA program focuses on the application of business practices in a variety of organizational settings with an emphasis on accounting, finance and economics. With several optional areas of concentration, the degree can be tailored for specific career goals.

MBA Program Outcomes

Students completing a Master of Business Administration degree will be able to:

- Integrate decisions utilizing Benedictine values, ethical frameworks, and professional standards.
- Evaluate the contemporary global business environment in an integrated manner to propose business solutions.
- Demonstrate professional business communication.
- Interpret results from multiple business support tools to inform decision making.
- Synthesize content from professional journals and scholarly research to make conclusions regarding business practices.
- Assess business best practices using quantitative methodology.

Required Core Courses for the MBA

The following courses are core content for the MBA and are completed by all MBA students:

BUS 501 Graduate Program Orientation (0)

BUS 504	Management and Organizational Behavior (3)
MPM 500	Introduction to Project Management (3)
BUS 505	Human Resource Management (3)
PHI 572	Ethics (3)
BUS 565	Statistics & Research (3)
BUS 610	Marketing (3)
BUS 635	Law in the Managerial Environment (3)
BUS 502	Operations Management (3)
BUS 555	Managerial Finance (3)
BUS 605	Managerial Accounting (3)
BUS 571	Executive Economic Analysis (3)
BUS 790	Graduate Business Capstone (3)
HUM 799	Graduate Studies Assessment (0)

■ Master of Science in Business (MS)

The University of Mary Master of Science in Business program helps students develop skills, knowledge, and abilities needed to excel in complex and constantly changing environment. The MS has a strong emphasis on leadership and soft skills. With several optional areas of concentration, the degree can be tailored for specific career goals.

MS Program Outcomes

Students completing a Master of Science in Business degree will be able to:

- Integrate decisions utilizing Benedictine values, ethical frameworks, and professional standards.
- Evaluate the contemporary global business environment in an integrated manner to propose business solutions.
- Demonstrate professional business communication.
- Interpret results from multiple business support tools to inform decision making.
- Synthesize content from professional journals and scholarly research to make conclusions regarding business practices.
- Assess business best practices using qualitative methodology.

Required Core Courses for the MS

The following courses are core content for the MS and are completed by all MS students:

BUS 501	Graduate Program Orientation (0)
BUS 504	Management and Organizational Behavior (3)
MPM 500	Introduction to Project Management (3)
BUS 505	Human Resource Management (3)
PHI 572	Ethics (3)
BUS 565	Statistics & Research (3)
BUS 610	Marketing (3)
BUS 635	Law in the Managerial Environment (3)
BUS 502	Operations Management (3)
BUS 554	Fundamentals of Finance, Accounting, and Economics (3)
BUS 690	Executive Leadership (3)
BUS 790	Graduate Business Capstone (3)
HUM 799	Graduate Studies Assessment (0)

■ Master of Project Management (MPM)

The goal of the University of Mary Project Management graduate program is to provide the skill sets needed in any industry to become a successful project manager. The curriculum is developed to provide students with the knowledge, resources and skills necessary to execute projects on time and on budget. Students will have an opportunity to enhance communication skills and learn team building and leadership skills necessary for successful project management. With several optional areas of concentration, the degree can be tailored for specific career goals.

All MPM faculty teaching project management-specific courses are PMP® certified (Project Management Professional). Additionally, as a Registered Education Provider, the University of Mary has been approved by the Project Management Institute to issue professional development units (PDU) for its courses.

MPM Program Outcomes

Students completing a Project Management degree will be able to:

- Integrate decisions utilizing Benedictine values, ethical frameworks, and professional standards.
- Evaluate the contemporary global business environment in an integrated manner to propose business solutions.
- Demonstrate professional business communication.
- Interpret results from multiple business support tools to inform decision making.
- Synthesize content from professional journals and scholarly research to make conclusions regarding business practices.
- Assess business best practices using methodology as derived from the Project Management Body of Knowledge (PMBOK® Guide).

Required Core Courses for the MPM

The following courses are core content for the MPM and are completed by all MPM students:

BUS 501	Graduate Program Orientation (0)
BUS 504	Management and Organizational Behavior (3)
MPM 500	Introduction to Project Management (3)
BUS 505	Human Resource Management (3)
PHI 572	Ethics (3)
BUS 565	Statistics & Research (3)
BUS 610	Marketing (3)
BUS 635	Law in the Managerial Environment (3)
BUS 502	Operations Management (3)
MPM 600	Project Initiation (3)
MPM 610	Project Planning (3)
MPM 620	Project Execution and Control (3)
BUS 790	Graduate Business Capstone (3)
HUM 799	Graduate Studies Assessment (0)

PMI and PMP are registered marks of the Project Management Institute, Inc.

■ Master of Public Administration (MPA)

The University of Mary Master of Public Administration program is designed to provide an analysis of public administration in the American system of government. A specific focus will be placed on how the public and private sectors differ from leadership, logistic, and organizational perspectives. The program will examine foundations, organization, financing, management and administrative responsibilities. With several optional areas of concentration, the degree can be tailored for specific career goals.

MPA Program Outcomes

Students completing a Master of Public Administration degree will be able to:

- Integrate decisions utilizing Benedictine values, ethical frameworks, and professional standards.
- Demonstrate understanding of theories, concepts and practices relevant to public administration.
- Demonstrate appropriate skills to administer public entities and programs and contribute to public policy.
- Interpret results from multiple business support tools to inform decision making.
- Communicate effectively with a diverse and changing public.
- Synthesis content from professional journals and scholarly research to make conclusions regarding public administration practices.

Required Core Courses for the MPA

The following courses are core content for the MPA and are completed by all MPA students:

BUS 501	Graduate Program Orientation (0)
BUS 504	Management and Organizational Behavior (3)
MPM 500	Introduction to Project Management (3)
BUS 505	Human Resource Management (3)
PHI 572	Ethics (3)
BUS 565	Statistics & Research (3)
BUS 610	Marketing (3)

BUS 635	Law in the Managerial Environment (3)
BUS 502	Operations Management (3)
BUS 650	Foundations of Public Administration (3)
BUS 692	Public Finance and Budgeting (3)
BUS 660	Leadership in the Public Sector (3)
BUS 790	Graduate Business Capstone (3)
HUM 799	Graduate Studies Assessment (0)

Optional Concentrations for MBA, MS, MPM, and MPA

Catholic Philanthropy (9 credits)

Available for all graduate business programs

Upon successful completion of the three Catholic Philanthropy courses, students will be able to:

- Theology of Gift: demonstrate full knowledge of the "Theology of Gift" and how these principles affect modern philanthropy.
- Fundraising and Best Practices and Faith Tradition: synthesize professional best practices with the Catholic Faith and develop processes and plans formed by values of self-gift and service.
- CFRE Preparation: demonstrate preparation in all areas of CFRE test subject matter.
- Professional Ability: demonstrate professional competence as a manager or senior mission advancement professional.

Courses

BUS 537	Foundations of Catholic Philanthropy
BUS 567	Transformational Giving
BUS 636	Mission Advancement Principles & Practices

Energy Management (13 credits)

Available for all graduate business programs

Upon successful completion of the Energy Management concentration, students will be able to:

- Compare and contrast the environmental, regulatory, and legal and political environments for various types of companies within the energy sector.

- Evaluate economic factors, energy markets and trading practices utilized within the energy sector.

Courses

BUS 520	Foundations of Energy Management
BUS 522	The Economics and Markets of Energy
BUS 523	Financial Management in the Energy Industry
BUS 526	Legal Issues in Energy Management

Executive (9 credits)

Available for all graduate business programs

Upon successful completion of the Executive concentration, students will be able to:

- Integrate business operations from a systems prospective.
- Apply economic and behavioral concepts to strategy formulations.

Courses

BUS 575	Information Systems for Managers
BUS 645	Organizational Communication and Transition Management
BUS 696	Strategic Planning and Execution

Healthcare (9 credits)

Available for all graduate business programs

Upon successful completion of the Healthcare concentration, students will be able to:

- Analyze practices and policies which appropriately address the unique healthcare laws and regulations healthcare organizations must follow.
- Evaluate current issues in healthcare administration and possible impacts to an organization.

Courses

BUS 630	Contemporary Issues in Healthcare Administration
BUS 653	Healthcare Organizations and Finance
NUR 648	Healthcare Law and Policy

Healthcare Informatics (12 credits)

Available for all graduate business programs

Upon successful completion of the Healthcare Informatics concentration, students will be able to:

- Make the transition to a technologically advanced healthcare system smoother, more efficient, and safer for nurses and patients.
- Design information systems that optimize practitioner decision-making.
- Develop and troubleshoot tools for consumer healthcare, such as health-related websites, homecare management systems, remote monitoring, wearable monitoring devices, and telenursing.
- Promote health literacy through the design and development of tools and devices that bring health information to diverse populations.
- Engage in local and national policy debates over the need for more advanced health information technology.

Courses

NUR 590	Principles of Informatics in Health Care Professions
NUR 594	Ethics and Informatics
NUR 660	Human Technology Interface
NUR 667	Applied Clinical Informatics in Patient Centered Care

Human Resource Management (9 credits)

Available for all graduate business programs

This program has been developed based and on the human resource body of knowledge defined by the HRCI and Society for Human Resource Management (SHRM).

Upon successful completion of the Human Resource Management concentration, students will be able to:

- Formulate innovative human resource management solutions which align with an organization's strategic goals.
- Propose practices and policies which integrate various human resource management issues in a manner to aid an organization in the attainment of competitive advantage.

Courses

BUS 618	Collective Bargaining and Labor Relations
BUS 621	Strategic Compensation: A Human Resources Management Approach
BUS 622	Human Resources Development

Project Management (9 credits)

Available for MBA, MS, and MPA programs

Upon successful completion of the Project Management concentration, students will be able to:

- Assess best project management practices to lead ethically and professionally.
- Lead projects from a strategic perspective by aligning project goals within the broader organizational goals.

Courses

MPM 600	Project Initiation
MPM 610	Project Planning
MPM 620	Project Execution and Control

Public Administration (9 credits)

Available for MBA, MS, and MPM programs

Upon successful completion of the Public Administration concentration, students will be able to:

- Synthesize content from professional journals and scholarly research to make conclusions regarding business practices.
- Assess public sector best practices using quantitative and qualitative methodologies.

Courses

BUS 650	Foundations of Public Administration
BUS 692	Public Finance & Budgeting
BUS 660	Leadership in the Public Sector

Virtuous Leadership (8 credits)

Available for all graduate business programs

The purpose of the concentration is to provide leaders with an understanding of running a business effectively while leveraging the morality-infused practices as described by Alexandre Havard. The concentration will integrate business concepts critical to these organizations including

leadership development, magnanimity, morale courage, self-fulfillment, eudaimonia, and corporate social responsibility.

Upon successful completion of the Virtuous Leadership concentration, students will:

- Master techniques to integrate magnanimity into effective business practices.

“Magnanimity is the habit of striving for great things. Leaders are magnanimous in their dreams, their visions and their sense of mission; also in their capacity to challenge themselves and those around them. Fraternal humility is the habit of serving others. It means pulling rather than pushing, teaching rather than ordering about, inspiring rather than berating. Thus, leadership is less about displays of power than the empowerment of others.”

- Gain mastery of techniques inclusive to morale courage in their personal leadership style.

“The virtues of prudence (practical wisdom), courage, self-control and justice, which are mainly virtues of the mind and the will, constitute the foundations of leadership.”

Courses

PHI 550	Philosophy of Happiness
BUS 670	Virtuous Leadership Immersion
BUS 680	Business and Catholic Social Teaching

or

BUS 688	Culture and Public Service
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Non-Degree Certificate Program

Students who do not wish to pursue a full master’s degree may instead choose to pursue a non-degree certificate program. This program will result in the award of a graduate certificate on the student’s official transcript. **Please note:** this certificate program is not eligible for Title IV funding, and therefore students will not be able to apply federal financial aid funds toward the completion of this certificate program.

Catholic Philanthropy (9 credits)

Upon successful completion of the three Catholic Philanthropy courses, students will be able to:

- Theology of Gift: demonstrate full knowledge

of the “Theology of Gift” and how these principles affect modern philanthropy.

- Fundraising and Best Practices and Faith Tradition: synthesize professional best practices with the Catholic Faith and develop processes and plans formed by values of self-gift and service.
- CFRE Preparation: demonstrate preparation in all areas of CFRE test subject matter.
- Professional Ability: demonstrate professional competence as a manager or senior mission advancement professional.

Courses

BUS 537	Foundations of Catholic Philanthropy
BUS 567	Transformational Giving
BUS 636	Mission Advancement Principles & Practices

Admissions Requirement for GTSB Graduate Programs

Individuals holding a bachelor’s degree or higher from a regionally accredited institution and who have an undergraduate GPA of 2.5 (on a 4.0 scale) overall, or 2.75 during the last two years of the undergraduate degree, or 3.00 in a major field of study will be admitted to begin graduate study.

Applicants who do not meet one or more of the admissions requirements may have their applications reviewed on a case-by-case basis.

To complete the application process, applicants submit:

- Completed University of Mary Graduate Studies application (to include professional goal statement essay)
- Official transcript from institution of higher education granting the bachelor’s degree or higher
- Current resume
- Two letters of recommendation from professional sources
- Application fee

Additionally, applicants in the MBA program must fulfill one of the below requirements to enroll in MBA-specific courses:

Option 1 – Provide proof of GMAT taken within the last 5 years. GMAT scores must be submitted no later than the end of the second term of enrollment. Applicants must achieve at least a 28 in verbal, 38 in quantitative, and 550 total.

Option 2 – Applicant must successfully complete BUS 532, BUS 533, and BUS 534 prior to being enrolled in BUS 571, BUS 555, or BUS 605. Applicant must have earned a “C” or better in these courses for successful completion.

Exceptions to the GMAT requirement are offered. Please contact your advisor for more information.

Academic Progress

After the successful completion of at least six semester credits of graduate course work and a review of academic progress by the graduate advisor, the student will be advanced to candidacy status according to the following criteria:

- A minimum cumulative GPA of 3.0 on a 4.0 scale for graduate course work
- All graduate level courses must have a grade of C or higher to count toward the program requirements
- Acceptable personal, academic and professional conduct
- An approved program of study

Students who do not maintain satisfactory academic progress as determined by University policy will be notified of their academic status in writing by the Dean or Associate Dean of the Gary Tharaldson School of Business. Questions regarding academic standing should be referred to the student’s academic advisor.

The grading scale used for all graduate courses offered through the Gary Tharaldson School of Business is as follows:

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
0%-59%	F

Upon completion of the program of study, students are required to participate in university and program assessment of outcome achievement. Please see reference to HUM 799.

Graduate Business Course Descriptions

BUS 501 Graduate Program Orientation

This course will introduce students to the fundamental skills needed for success in the graduate level. Students will receive an orientation to scholarly writing, scholarly sources, Welder Library and APA style. The Benedictine Values and professional compartment policy are reviewed to set the expectations for graduate students. In addition, students will be introduced to the requirements for BUS 790 Graduate Business Capstone.

0 semester credits

BUS 502 Operations Management

This course emphasizes the importance of managing the activities involved in the process of converting or transforming resources into products or services. Topics include process planning, capacity planning, quality tools, and how the operations management area integrates with the other functional areas of the organization.

3 semester credits

BUS 504 Management and Organizational Behavior

Managers can be more effective leaders and decision makers by utilizing knowledge from the field of organizational behavior, which focuses on understanding human behavior at the individual and group level within the context of an organization. Concepts that influence behavior such as group dynamics, organization culture, motivation, power and politics, and conflict management are some of the specific areas covered in this course.

3 semester credits

BUS 505 Human Resource Management

This course will study the nature of human resource management, staffing the organization, developing human resources, compensating human resources and managing employee relations. The course emphasizes the need for HR professionals to effectively contribute to their organization as a strategic and knowledgeable business partner. Course competencies and outcomes focus on the importance of integrating HR knowledge with business essentials.

3 semester credits

BUS 520 Foundations of Energy Management

This course will provide an overview of the energy industry—past, present, and future. Students will discuss general terms and terminology of the industry and general issues in energy development and production and long current issues and new ventures. The course will examine the operating diversity among energy companies and the relationships among the various energy sectors. Students will explore the current political situation regarding the energy industry and its environmental impact. The course is designed to give students a foundation for the remaining energy courses.

4 semester credits

BUS 522 The Economics and Markets of Energy

This course will help students understand the geo-economics of energy. It will include analysis of past energy production and consumption patterns, production and distribution in the United States and abroad. The course will examine traditional energy economics and the effects of

alternative energy sources on a variety of issues including pricing, transportation, storage, regulations, taxation, economic efficiencies, energy policies and social welfare. This course will also examine how energy markets are established and how end products are priced and traded.
3 semester credits

BUS 523 Financial Management in the Energy Industry

This course incorporates financial concepts for managers to assist in making decisions related to the energy sector, including the application of these concepts in attracting and preserving capital. Course work will focus on understanding the costs and benefits of various capital alternatives and the ability to evaluate these courses in achieving strategic objectives. Topics will include terms and terminology of energy financing, cash flows, working capital analysis and alternatives, long-term financing, risk analysis, asset management, decision-making and energy project financing.
3 semester credits

BUS 526 Legal Issues in Energy Management

This course will investigate laws, legislation and regulations governing the development and disposition of energy resources and their related business transactions, including the underlying theories used in establishing these laws and regulations. The course will examine the general concepts of property and contract law pertinent to conducting business in the United States.
3 semester credits

BUS 532 Fundamentals of Economics

The purpose of this course is to provide managers with fundamental economic principles, which they may use to think critically about micro and macroeconomic events.
3 semester credits

BUS 533 Understanding Corporate Finance

A practitioner-oriented course, Understanding Corporate Finance is designed to provide the reader with the basic analytical skills common to all disciplines within the field of finance.
3 semester credits

BUS 534 Financial Accounting

A working knowledge of accounting is critical to success in business. Accounting information underlies most strategic and operational decisions made by management. The purpose of this package is to supply managers with knowledge of the objectives of accounting and to provide the tools necessary to interpret accounting information.
3 semester credits

BUS 537 Foundations in Catholic Philanthropy

This course provides an overview on Catholic philanthropic principles deeply rooted in Sacred Scripture and Church tradition. Students will analyze foundational principles such as Gift, Generosity, Gratefulness, and Love - specifically, how they relate to charitable giving and motives. Students will synthesize these concepts through an exploration of sacred scripture, early Church writings, and modern Church works.
3 semester credits

BUS 554 Fundamentals of Finance, Accounting and Economics

Students learn the relationship of the financial manager, the manager's organization, the financial markets and the tax environment, as well as how to use time value of money valuation tools and risk and return valuation models. Students will learn how to integrate fundamental economic principles effectively, which they may use to think critically about micro and macro-economic events. This course will also provide students with knowledge of the objectives of accounting and to provide the tools necessary to interpret accounting information.
3 semester credits

BUS 555 Managerial Finance

Analyze the relationship of the financial manager, the manager's organization, the financial markets, and the tax environment, as well as how to use time value of money valuation tools and risk and return valuation models. Focusing on the more technical or financial aspects of organizational life, the manager will be able to develop some measurable objectives by which to assess organizational goals.
3 semester credits

BUS 565 Statistics and Research

Effective business leaders must have a basic understanding of the application of statistical concepts and procedures. Students develop an understanding of the descriptive and inferential statistics utilized in educational research for the purpose of statistically analyzing and interpreting research findings.
3 semester credits

BUS 567 Transformational Giving

This course will define Major Gifts best practice and meet test preparation requirements for the Certified Fund Raising Executive (CFRE) test sections related to Securing the Gift and Relationship Building. Students will have the ability to interpret Major Gifts practices through the lens of SelfGift, compare different major gift approaches, and demonstrate mastery of major gifts techniques and presentation. Prerequisite: BUS 537
3 semester credits

BUS 571 Executive Economic Analysis

This course presents a wealth of real-world cutting-edge applications of advanced microeconomic theory. Applications will include microeconomic contributions to the understanding of leadership, globalization, consumer welfare and environmentally beneficial activities. The efficiency effects of perfect competition, monopoly, oligopoly and monopolistic competition will be compared and contrasted.
3 semester credits

BUS 575 Information Systems for Managers

Directly concerned with the management issues surrounding information and telecommunications systems, it presents the ingredients of management knowledge necessary for success in the management of information technology. This course views information technology from the perspective of managers at several levels - from the CEO to the first line manager. It provides frameworks and management principles that current or aspiring managers can employ to cope with

the challenges inherent in the implementation of rapidly advancing technology.
3 semester credits

BUS 605 Managerial Accounting

Analysis of financial data and use of the results to make wise business decisions. Enables managers to better control valuable resources and more accurately predict the cost of future business ventures.
3 semester credits

BUS 610 Marketing

Introduces students to the area of marketing management and analysis of the domain of marketing, including theories of how marketing managers make decisions, appeal to consumers, and develop unique marketing strategies. The managerial implications of these theoretical foundations will also be presented.
3 semester credits

BUS 618 Collective Bargaining and Labor Relations

This course examines the principles and laws of collective bargaining and labor relations, and the reasoning involved in the collective bargaining process. Today's workplace is also in a state of rapid change and is becoming more complex and competitive. Negotiations do not end when a settlement is reached and an agreement is signed. This course focuses on collective bargaining as a continuous process consisting of contract negotiations, administration, interpretation and sometimes arbitration.
3 semester credits

BUS 621 Strategic Compensation:

A Human Resource Management Approach

This course is designed to provide a solid understanding of the art and science of compensation practices. Compensation systems can promote an organization's competitive advantages when properly aligned with strategic goals. This course is designed to enhance the student's knowledge, skill and analytical ability in the area of strategic compensation practices.
3 semester credits

BUS 622 Human Resource Development

The overall intent of this course is to provide students with a comprehensive introduction to human resource development (HRD) competencies and for those students to successfully demonstrate their application of this knowledge. This course includes analysis of adult learning theory, analysis of the contribution of HRD in the business world, and specific skill development required of HRD professionals.
3 semester credits

BUS 630 Contemporary Issues in Healthcare Administration

The field of healthcare is rapidly changing. Effective administrators and managers must stay abreast of current issues to proactively assess and prepare for the impact to their particular field within the industry. This course discusses and evaluates evolving issues and provides a venue for debate and analysis of potential impact.
3 semester credits

BUS 635 Law in the Managerial Environment

This course is intended to teach not just principles and rules of law but also the thinking involved in legal reasoning. The focus is on how the rules of law are applied to business situations.
3 semester credits

BUS 636 Mission Advancement Principles & Practice

This course analyzes and evaluates ethical, procedural, legal, and managerial principles and practices of running a successful Mission Advancement office. This course will also fulfill Certified Fund Raising Executive (CFRE) test preparation necessary for the following sections: Donor Research, Volunteer Involvement, Leadership and Management, and Ethics, Accountability, and Professionalism. Prerequisites: BUS 537, 567
3 semester credits

BUS 645 Organizational Communication and Transition Management

The course is designed to teach an awareness of the managerial communication skills necessary to effectively lead an organization and its members through change and transition. Throughout the course, topics such as group communication, interpersonal communication, leadership, human relationships, and organizational culture and climate will be examined.
3 semester credits

BUS 650 Foundations of Public Administration

This course is designed to provide an analysis of public administration in our American system of government. A specific focus will be placed on how the public and private sectors differ from leadership, logistic, and organizational perspectives. The course will examine the foundations, organization, financing and management of this administrative responsibility.
3 semester credits

BUS 653 Healthcare Organizations and Finance

This course is designed to provide students with a practical understanding of healthcare financial issues, financial reporting and analysis. Financial management tools and methods used in budget preparation, evaluation of investment alternatives, financial forecasting and capital structures are covered with a focus on common practices in healthcare organizations.
3 semester credits

BUS 660 Leadership in the Public Sector

This course provides students with an in-depth analysis of leadership within the public sector. As a foundation of understanding, leadership will be discussed through basic situational and behavior theories. These theories will be compared and contrasted with effective leadership in the private sector. There will also be an analysis of effective strategies to maximize the chances for a citizen to be electable from exploratory, nomination, campaigning, to fundraising.
3 semester credits

BUS 670 Virtuous Leadership Immersion

This course provides the students an opportunity to interface directly with representatives of Alexandre Havard's Virtuous

Leadership Institute and course-mates. Concepts within *Virtuous Leadership*. An agenda for personal excellence (2nd edition) will be discussed. Students will be immersed in these concepts during a four-day session. This immersion session will be bookended with technically-blended content to prepare for the session and reflect on implementation techniques afterwards.

3 semester credits

BUS 680 Business and Catholic Social Teaching

In this course, students will analyze workplace diversity and discrimination, workplace conditions, privacy, wages, the use of technology, environmental concerns, and corporate social responsibility. Students will integrate these business topics through meaningful reflection of faith-based readings including *Rerum Novarum*, *Economic Justice for All* (United States Conference of Catholic Bishops), and John Paul II's *Laborem Exercens*.

3 semester credits

BUS 688 Culture and Public Service

An exploration of the indispensable role of human culture including the influence of relationships among employers and employees. A specific emphasis is placed on shaping various principles and approaches to organizational leadership in the private and public sectors. Students will compare and contrast different models in organizational management and define how competitive advantage and strategic goals and outcomes, with a view to the common good, are achieved through ethical and effective leadership.

3 semester credits

BUS 690 Executive Leadership

Students explore various principles and approaches to organizational leadership, as well as the influence of relationships among leaders and followers. Students will compare and contrast different leaders and contextual and operational issues in organization leadership and define how organizational competitive advantage, goals and outcomes are achieved through ethical and effective leadership. The transformational, transactional, and laissez-faire leadership will be evaluated on a situational perspective.

3 semester credits

BUS 692 Public Finance and Budgeting

Students will master the concepts related to public sector budgeting and fiscal administration. Students will understand how to effectively justify appropriations requests and scrutinize the requests from other departments. Students will evaluate the procurement process specific to public agencies. The procurement understanding includes, but is not limited to the creation of Requests for Proposals (RFP), Requests for Information (RFI), Invitation to Bid (IFB), and Full-time equivalent (FTE) employee requests

3 semester credits

BUS 696 Strategic Planning and Execution

Students are introduced to the concepts, processes and tools used in organizational strategic planning. The strategic alignment of people, resources and processes to the vision, mission and purpose of the organization are addressed. Students study the principles of strategic management and

link these principles to both sound theory and best practices. This course prepares students for their final capstone leadership seminar project.

3 semester credits

BUS 790 Graduate Business Capstone

Students are required to complete a literature review on a business topic they have researched or learned about throughout the program. Within the literature review, students must synthesize secondary research and demonstrate mastery of programmatic outcomes. Secondary research must be scholarly and the paper must conform to APA writing style. Additionally, students will be expected to present the literature review and verbally defend it at the end of the program.

3 semester credits

BUS 899 Continuing Enrollment

Students officially accepted into a graduate program of study but not enrolled for course credits in the final phase of program completion may be required to enroll in Continuing Enrollment in 1.0 semester credit increments for each term of the academic year. Continuing Enrollment semester credits do not count toward fulfillment of the program of study for the degree. The academic advisor for the degree approves enrollment in Continuing Enrollment.

1-8 semester credits

MPM 500 Introduction to Project Management

Provides a comprehensive overview of project management and program management. The course addresses the culture, the principles, and the basic techniques of project management. The course reviews the general stages of a project in chronological order and describes how the stages interrelate. The course identifies the basic tools of project and program management, such as work breakdown structure, scheduling, earned value analysis, and risk management. These tools are introduced by the instructor and subsequently used in student assignments. The elements of project management critical to the success of a project are also identified and explained. The principles and tools are integrated and clarified through case studies from a variety of organizational settings and through creation of project management plans developed by students working in teams.

3 semester credits

MPM 600 Project Initiation

This course will address aligning project goals with the broader organizational goals. Project feasibility and selection, interpersonal and organizational issues related to the initiation of project will be discussed. Topic to be included are, a) Identify and communicate with project stakeholders; b) Work effectively with project sponsors and resource managers; c) Identify the team skill sets needed for the project; d) Identify project manager and project team; e) Produce a "business case", which includes a statement of work (SOW); f) Perform initial risk analysis; and, g) Product a "project charter."

3 semester credits

MPM 610 Project Planning

This course will introduce the process of project planning and will include the topics of defining the scope of the project, identifying potential problems early in the project, providing quality planning, ensuring consistent organi-

zational goals, maintaining effective communications and set expectations needed for sound decision making. It will build upon the work performed during the Project Initiation and provides the prerequisites for the Project Execution and Control class.

3 semester credits

MPM 620 Project Execution and Control

This course will continue with the planning techniques of the Project Planning course and introduces the execution phase requirements to develop the product or service that the project was commissioned to deliver. This includes managing changes to the project scope and project schedule, implementing quality assurance and quality control processes, controlling and managing costs as established in the project budget, planning and monitoring the progress of deliverables, and utilizing the risk management plan.

3 semester credits

NUR 590 Principles of Informatics in Health Care Professions

As the world of technology continues to evolve, professionals must be well prepared to make significant contributions by harnessing appropriate and timely information.

This course will provide the basic theoretical framework and knowledge base for information management within various settings. Exploration of the roles and competences associated with informatics in a variety of environments and the associated functions of advocacy, informatics theories (using the concepts of data, information, knowledge, and wisdom), systems application, outcome management and evidence based practice application will be addressed.

3 semester credits

NUR 594 Ethics and Informatics

The adoption of new technological and communication advancements and use of decision making support tools reveal different moral dilemmas. The context for examining these moral issues or ethical dilemmas will become increasingly complex. This course will highlight familiar and new ethical concepts to consider when applied to informatics.

3 semester credits

NUR 660 Human Technology Interface

Anytime humans use technology, some type of hardware or software enables or supports the interaction. Poorly designed technology and communication systems can lead to errors, lower productivity, or even the removal of the system.

Unfortunately, as more complex health information technology applications are integrated the problems can become even worse. Professionals tend to be very creative and can

develop workarounds that allow circumvention of troublesome technology that unfortunately do not offer a long term solution. This course will address the human technology interface, explore human-technology interface problems, provide an overview of the purpose of conducting workflow analysis and design, explore meaningful use, and cite measured of efficiency and effectiveness that can be applied to redesign workflow efforts and processes.

3 semester credits

NUR 667 Applied Clinical Informatics in Patient Centered Care

This course investigates the application of information technology and impact of these interactions between healthcare providers and patients. Primary focus will include ways in which patients are engaged and empowered by the use of informatics technology, application and development of clinical decision making tools, meaningful use, and the influence on patient outcomes and safety. Topics will include project management for the implementation of informatics technology, use of simulation, workflow analysis, and solution modeling.

3 semester credits

PHI 550 Philosophy of Happiness

This course critically investigates the philosophy of eudaimonia, that is, the human quest for happiness throughout the ages, and various cultures, especially within the Catholic tradition. Arguments for and against various philosophical claims about paths to achieve human happiness are evaluated in light of ancient, medieval, modern and contemporary secular and religious thought. Students will identify and analyze the cultural expressions of the search for happiness evident in theology, literature, the arts, and the broader culture. Emphasis given to reading the classics and analyzing the claims made regarding education and the pursuit of truth and happiness in the Western tradition.

2 semester hours

PHI 572 Ethics

Perceive, analyze, and assess systems of values. Maintain ethical standards in a professional environment.

3 semester hours

HUM 799 Graduate Studies Assessment

Graduate students register for HUM 799 the final term of their tenure in the program of study to meet the University and program assessment requirement as specified in the graduate section of the catalog.

0 semester credits

School of Arts and Sciences

FACULTY: Anderson, Andreini, Aparecido, Augustadt, Ballenger, R., Barr, Bernier, L., Bernier, N., Bielinski, Bost-Sandberg, Boyd, Brodeur, Brumit, Bungum, Clark, Cleary, Cleveland, Collins, daCosta, Dojs, Dukart, Echelbarger, Ehrmantraut, Erling, Everett, Fischer, C. Fleischacker, D. Fleischacker (Dean), Franz, Garcia, Gauthier, Gorzelska, Gowen, D., Gowen, R., Gunderson, Hall, Haug, Henjum, Hellman, Hickman, Hollar, Huff, Huizenga, Jankovic, Kelly, Kilpatrick, King, Kraft, Lares, Lombardo, Lydeen, Macias, Martinez, Maskey, Matthiesen, Meland, Mertz, Meyer, Milburn, Occeña, Nordlie, Peliska, Pilling, Porter, Raber, Ritzke, Ronderos, Schilling, Shea, R., Sherman, Skrzypek, Sportiello, Springer, Stuart, Viernes, Waldenmaier, Willenbring, Wolf, Yarwood.

Areas of Study

Majors:

Biology, Biology Education, Catholic Studies, Chemistry, Communication, Culture Studies, Engineering Science, English, English Education, History, History Education, Liberal Arts, Mathematics, Mathematics Education, Music, Music Education, Music Performance, Music with an Emphasis in Sacred Music, Pastoral Ministry, Philosophy, Politics, Social Studies Education, Spanish, Theological Studies, Theology, University Studies.

Minors:

American Indian Studies, Art, Biology, Business Communication, Catechesis and the New Evangelization, Catholic Studies, Chemistry, Classical Studies, Culture Studies, Environmental Science, English, History, Liturgy, Mathematics, Media Production, Music, Native American Studies, Pastoral Ministry, Web Design, Philosophy, Philosophy/Theology, Social and Behavioral Sciences, Sociology, Spanish, Speech, Theater, Theological Studies, Theology.

Concentrations:

Pre-law, pre-medicine, pre-dentistry, pre-podiatry, pre-physician assistant, pre-chiropractic, pre-veterinary, pre-pharmacy, pre-optometry, and wildlife and conservation biology.

Office of Global Studies

Coordinator: Kemerly Meland

Programs Abroad

Rome Program

The program features specialized courses in the liberal arts, covering topics such as history, theology, art, architecture and music—specifically developed for the Rome campus. The following programs are offered in Rome:

- Fall Semester (5 courses – 15 credits)
- Spring Semester (5 courses – 15 credits)
- May Term (1 course – 3 credits) five weeks

Business Courses in Milan

This program is designed for Business major students partnering with Università Cattolica del Sacro Cuore (UCSC) – Milan campus. Students can take from 3-9 credits during the summer at UCSC.

Peru Program

The University of Mary has partnered with the Universidad Católica San Pablo in Arequipa, Peru, to offer students an opportunity to study and serve for a full semester in South America. Mary students live with host families for their semester of study, and all courses are taught in English, with courses including Art, Philosophy (Ethics), Theology, and Spanish. Students will also have the opportunity to meet and study with other international students at the Universidad San Pablo.

The program also serves the impoverished, including an outreach to the poorest of the poor in the remote town of Ayaviri. Students are able to experience the culture and wonders of Peru, to include an excursion to Machu Picchu, one of the “new” seven wonders of the world! In addition to the semester long program, the University of Mary offers a medical mission trip for physical therapy doctoral students during the spring semester, working with “Corpus et Vita” in Lima.

Faculty-led Study Abroad Programs

Short-term study trips abroad are organized and led by a University of Mary faculty member who relates course objectives with local culture, customs, famous sites and history. These programs offer a set list of courses offering from 1-6 credits, depending on the program.

Our most popular faculty-led study programs are to Guatemala for OT, PT and Nursing students.

Global Studies Course Description

INT 401 Study Abroad

Students registered will study abroad in programs governed by reciprocal exchange agreements with University of Mary. Programs include reciprocating foreign partner universities as well as programs of an exchange nature. Repeatable for credit. Consent of instructor required.

1-12 semester credits

Honors Program

Contacts: Dr. David Echelbarger, Dr. Michon Matthiesen, Dr. Nathan Kilpatrick
Humanities Scholars: Clay Jenkinson and Dr. Don Briel

Open to students across disciplines and schools, the Gregorian Scholars Honors Program extends the liberal arts tradition by inviting students to engage great thinkers and texts, examine beautiful works of art, experience outstanding performances, and explore the natural and historical sites of North Dakota and the Great Plains. As a community of students and teachers that unites the intellectual life, faith, and our local cultural history to provide an invigorating atmosphere of thought and reflection, the Gregorian Scholars Honors Program invites students to various honors colloquia and events throughout the year. In addition, students will complete three semester credits of foreign language at an intermediate level. In order to maintain eligibility for the program, students must maintain a cumulative GPA of 3.5 during all semesters of enrollment.

Areas of Study

■ Bachelor of University Studies Program

Program Chair: Dr. David Fleischacker

Advising for this degree occurs within the School of Arts and Sciences. Specific degree requirements are listed with general degree requirements near the front of this catalog.

■ Pre-Professional Concentrations

Health Care

Students interested in pursuing graduate degrees in medicine (M.D. and D.O.) and other health-related professions (e.g., chiropractic, dentistry, optometry, pharmacy, physician assistant, podiatry or veterinary medicine) gain a strong background

in the sciences and liberal arts at the University of Mary. Students are provided opportunities, both in and out of the classroom, to participate in experiences that will enhance their pre-professional preparation. Examples include participation in the many leadership, learning, and service activities available through membership in the Pre-Professional Student Association and other service organizations. Research seminars, panel discussions, and practice interviews are made available to students. In addition, some upper level courses require independent research projects and students may pursue independent study research projects in conjunction with area research institutions.

Because professional schools' entrance requirements vary widely, students are urged to contact the professional school they wish to attend to assure that they have taken all of the prerequisite classes to meet program requirements. When the following courses have been completed with a minimum cumulative GPA of 3.5, the student will receive a notation of the appropriate pre-healthcare concentration on his/her transcript (options include Pre-Med, Pre-Chiropractic, Pre-Dental, Pre-Optometry, Pre-Physician Assistant, Pre-Podiatry, and Pre-Veterinary).

Concentration in Pre-Healthcare:

BIO 103, 106, 311; CHE 111, 112, 217, 318; MAT 103 (or higher); PHY 203, 304.

These courses are strongly recommended: BIO 207, 208; CHE 310; ENG 302.

Pre-Law

To enter an approved school for the study of law, a person is expected to have a Bachelor of Arts or Bachelor of Science degree and to have successfully completed the Law School Admissions Test (LSAT). A degree which concentrates on the development of critical thinking, effective writing, and strong oral communication skills is a good preparation. Pre-Law Concentration is best suited for majors in: Accounting, Business, Mass Communication, Criminal Justice, English, History Education, and Social & Behavioral Sciences. When the following courses have been completed the student will receive a notation of "Pre-Law Concentration" on his/her transcript.

Concentration in Pre-Law:

ACC 101; BUS 311, 312; ENG 202 or 302; CRJ 212; CRJ 312, POL 202, 414; PHI 202; COM 311 or ENG 332 or COM 309; HIS 271 or 272, BUS/ENG/SBS 425-LSAT Preparation.

■ Minor in Art

1. Choose one (1) Art Studies course:
ART 116, 120, or 121
 2. Art Theory: COM 200
 3. Choose one (1) Practical Arts option:
ART 108, 127, 210, or take 3 art practica
courses (ART 135/235/335/435)
 4. Art History: ART 310, 410
 5. Choose one (1) upper-level elective:
ART 401, 421, or 325/425
- 18 total credits; 9 must be upper-level

■ Biology Program

The Biology Program exists to provide our students a thorough and relevant foundation of knowledge in the biological sciences, and to support the liberal arts and professional programs of the University of Mary. These programs thrive in a Benedictine environment that prepare students to function as life-long learners and servant leaders in their chosen careers in the sciences.

Biology Major

Chair: Dr. James Maskey

Program Advisors: Dr. Christine Fleischacker, Dr. Michael Lares, Dr. Jim Maskey, Dr. Margaret Nordlie, Dr. James Peliska, Dr. David Ronderos

The Biology major is a Bachelor of Science or Bachelor of Arts degree program designed to prepare students for a career as a professional biologist, or to provide the essential background for entrance into graduate school or professional programs. Students planning to attend graduate school or professional school should consult with their advisor and plan a program of study that meets the requirements of a particular school.

Outcomes

Biology graduates will:

- be able to effectively communicate in both written and oral formats
- demonstrate a broad, relevant knowledge base in biological science
- exhibit analytical and critical thinking skills
- demonstrate the ability to search for and access academic sources of information, to synthesize the information, and to evaluate it for relevance and reliability

- demonstrate technical proficiency in the lab
- recognize the role of the individual and society in understanding and improving the natural environment
- be competitive in gaining admittance to professional or graduate schools, or in securing employment requiring a baccalaureate

Required courses:

BIO 103, 106, 311, 354, 450; CHE 111, 112, 217, and any upper level chemistry course; PHY 203, 304; MAT 209 and one of the following: MAT 204, 206, or 210; HUM 499. Elective courses: Students must take five additional 300-400 level biology courses selected from three areas of study to complete the major. These electives are in addition to the required biology courses and must total a minimum of 20 semester hours.

Recommended courses:

Students are urged to consider taking the following as electives to strengthen the major: MAT 204 or a foreign language.

Minor sequence in Biology (20 semester credits):

BIO 103, 106; three Biology courses of 300 level or higher.

Minor sequence in Environmental Science (20 semester credits):

SCI 201; CHE 326 and 230 or 340; BIO 326 and 415 or 422 or 432 or 433.

Concentrations: Wildlife and Conservation Biology

Biology Education Major

Program Advisor: Dr. Christine Fleischacker

The Biology Education major is a Bachelor of Science or Arts degree program designed to prepare students for a career as a secondary teacher or to provide the essential background for entrance into certain graduate programs. Students planning to attend graduate school should consult with their advisor and plan a program of study that meets the requirements of a specific program and a particular school.

Outcomes:

Biology Education graduates will:

- be able to effectively communicate in both written and oral formats

- demonstrate a broad, relevant knowledge base in biological science
- exhibit analytical and critical thinking skills
- demonstrate the ability to search for and access academic sources of information, to synthesize the information, and to evaluate it for relevance and reliability
- demonstrate technical skills appropriate to their professions
- recognize the role of the individual and society in understanding and improving the natural environment
- be competitive in securing employment in secondary education

Required courses:

ENG 121; COM 110; BIO 103, 106, 311; CHE 111, 112; PHY 203, 304; MAT 204; SCI 201; EDU 200 or 202, 295, 301, 310, 320, 365, 367, 379, 401, 411, 421, 423, 442; PSY 201; PSY 205; HUM 499. Please review the requirements for Middle School Endorsement if that option is intended. (For Middle School Endorsement, PSY 332 is required.)

Elective courses:

Students must take five additional biology courses selected from three areas of study to complete the major. These electives are in addition to the required biology courses and must total a minimum of 20 semester hours.

Recommended as electives:

BIO 309, 330, 354, and 422

Wildlife and Conservation

Biology Concentration:

This concentration includes the core requirements for the biology major, plus the following electives: BIO 309, 312 or 330, 333 or 339, 415, 422, 432, 433, and a summer internship in Wildlife/Conservation Biology.

■ Catholic Studies Program

Program Coordinators: Fr. Robert Shea & Dr. Nathan Kilpatrick

The Bishop Paul A. Zipfel Catholic Studies Program invites students to encounter the living tradition of the Catholic Church and to examine the Catholic Church's comprehensive contributions to human thought and culture as she seeks to be faithful to the person of Jesus Christ. Drawing together faculty and students from across the

university, the Catholic Studies Program complements any field of study and pre-professional training. Students will come to appreciate the vitality of the Catholic faith by:

- exploring the dynamic interplay between Catholicism and culture in different times and places.
- encountering the complementarity of faith and reason within multiple disciplines.
- experiencing how the Catholic faith can enliven every part of your life .

Several courses, cross-listed with other disciplines (e.g. theology, history, philosophy, social and behavioral science, psychology, etc.), fulfill University core and liberal arts elective requirements, as well as program requirements for other majors and minors. The program is committed to a high level of faculty-student interaction both inside and outside the classroom. C-average minimum required to graduate with the major.

This program is offered at the University of Mary Tempe site in a collaborative relationship with Arizona State University, Tempe, AZ.

Required courses (Major):

CTH 101, CTH/PHI 210, CTH/HSS 220, CTH/THE 234, CTH 301, one CTH/HIS, one CTH Special Topics (325 or 425) or another approved interdisciplinary course at the 300 or 400 level, CTH 401 and 498.

Required courses (Minor):

CTH/THE 234 (taken sophomore year if possible); any two of CTH 101, CTH/PHI 210 or CTH/HSS 220 and two additional CTH courses from two of the following three options: CTH/HIS advanced elective (either CTH/HIS 330 or CTH/HIS 310); CTH 301; or CTH special topics (325 or 425).

■ Chemistry Program

Program Chair: Dr. Dennis Viernes

Mission

The Chemistry Department at the University of Mary exists to provide students with an education in chemistry that will support their completion of programs in the liberal arts and professions. It is met through quality classroom and laboratory instruction. The department assists students in becoming life-long learners and servant leaders.

Outcomes

Students completing a chemistry major or minor will:

- demonstrate a broad knowledge base in chemistry
- communicate effectively in written and oral forms
- exhibit analytical and critical thinking skills

Required courses (Major):

(64 semester credits)

CHE 111, 112, 217, 230, 312 or 326, 318, 329, 340, 417, 429, 450, 490; MAT 204, 209, 210; PHY 203, 304.

Minor sequence in Chemistry

(20 semester credits):

CHE 111, 112, 217; and two of the following: 230, 310, 312, 318, 325, 326, 417, 450.

■ Classical Studies Program

Program Coordinator: Dr. Carol Andreini

As a program within the School of Arts and Sciences under the area of Language, Communications and Fine Arts, the minor in Classical Studies invites students to develop as classical pupils through participating in the tradition of the trivium as the basis for a liberal arts education. Rooted in the harmony of the classical ideals, students study language, culture, and philosophy as based in the Greco-Roman heritage, but students will be able to communicate the continued relevance of this ancient legacy for the contemporary world.

Program Learning Outcomes

A student who completes the minor in Classical Studies should be able to:

- display mastery of one of the classical languages at an intermediate level and familiarity with that same language at an advanced level
- Analyze a poetic, philosophical, or rhetorical text with a clear understanding of the cultural context that provides exigence for these works.
- Demonstrate an appreciation for the enduring appeal of classical art forms.
- Critically evaluate the foundational role of the classical world in the development of the Western traditions of philosophy and theology.

Minor in Classical Studies:

Nine (9) credits of a single classical language, either Greek or Latin, 3 credits of which must be at the 200 level or above. (This requirement can be met with one of the following sequences: GRK 201, 202, 301, 302 or LAT 101, 102, 201, 202); one 3 credit course in the classical arts chosen from: ART 121, CLA 312 or ENG 330; one 3 credit course in classical history and culture chosen from CTH/CLA 320, CLA 310, 311 or HIS 101; one 3 credit course in classical philosophical and theological tradition chosen from PHI 202, 230, 317 or THE 440.

18 semester credits. Nine (9) credits must be from upper level courses.

■ Communication Program

Mission

The Communication Department provides a learning atmosphere which fosters creativity and community, while offering each student the opportunities, skills, theory and experiences to be an ethical, professional communication leader.

Outcomes

Graduates of this department:

- behave ethically in the profession.
- write and speak effectively to various audiences in a variety of formats.
- use technical skills (in such areas as: audio, video, computer, photographic and research) to create and communicate effectively.
- demonstrate an understanding of communication theory as a basis for professional thinking.
- demonstrate the ability to learn so as to adapt, to create and to manage change in the world of communication.
- meet professional demands while developing productive working relationships.
- can discuss a range of global, societal, religious, political and like pertinent issues, and their importance to and influence on communication.

Major in Communication

Program Chair: Marek Dojs

The Communication Major contains a core of required Communication courses and three distinct tracks—Media Production, Public Relations, and

Business Communication. Completion of any of the three tracks and the core Communication courses fulfill the requirements for the Communication Major.

Core Communication Requirements:

ENG 140	Introduction to Narrative
COM 103	Intro to Communication
COM 160	Media and Society
COM 150	Writing for the Media
COM 200	Visual Communication
COM 426	Communication Leadership
COM 430	Internship
COM 432	Seminar

One course from the following options:
COM 204, 210, 212, 220

One course from the following options:
ART 108, 116, COM 215

Business Communication Track Requirements:

ACC 101	Accounting
BUS 333	Marketing
BUS 371	Human Resources Management
COM 250	Design and Layout
COM 330	Principles of Advertising
COM 413	Organizational Communication
COM 414	Business Communication
COM Elective 300 level or above (3 credits)	

Media Production Track Requirements:

ART 108	Introduction to Photography
ART 116	Introduction to Film
COM 250	Design and Layout
COM 380	Video Field & Postproduction
COM 303	Mass Communication History & Theory

COM 3/400 level Professional Elective course from the following options: BUS 333, 371; COM 360, 329, 370, 330, 332, 413, 414, 480

COM 3/400 level Production Elective course from the following options: ART 421; COM 460, 450, 350; ENG 351

Public Relations Track Requirements:

BUS 333	Marketing
COM 250	Design and Layout
COM 329	Public Relations
COM 332	Public Relations Writing
COM 370	PR Campaigns and Strategies
COM 375	On-Camera Performance
COM 3/400 level Production or Professional Elective	
COM elective (Any 300+ course in COM)	

Minor in Business Communication:

ACC 101, BUS 333, 371; COM 200, 250, 414.
18 credits

Minor in Media Production:

COM 200, 215, 250, 380; any upper level production elective; and any upper level communication elective. 18 credits

Minor in Public Relations:

BUS 333; COM 200, 250, 329, 332, 370. 18 credits

Minor in Speech:

COM 204, 215, 250, 212, 311, 375, 390. 18 credits

Speech Education Licensure:

Licensure is offered upon demand. Please see the Program Director of Communication or the Dean of the School of Arts and Sciences for further information.

To be licensed to teach speech, students must obtain a secondary teaching degree and complete the speech minor. In addition they must take COM 319 and 320.

Minor in Web Design:

Communication and Business students given priority. ART 108; COM 200, 250, 350, ITM 220, 340; CIS 358. 21 credits.

■ Culture Studies Program

Program Chair: Dr. Leroy Huizenga

Major requirements may be met by completing courses in various combinations in geography, history, political science, anthropology, psychology, and sociology. Two options are available for the Culture Studies Major:

Major in Culture Studies: ANT 171; POL 101; HIS 101 or 102; and SOC 107 plus one 3 credit course

from the following selections: ECN 101, 203, 204; GEO 101; HIS 101, 102, 202, 210, 271, or 272; POL 202; PSY 201; HSS 220; or SOC 102, 202; plus three courses from the following selections: SOC 302, 304, 305, 307, 320, 404 or 408. Two 300-400 level courses from ECN, GEO, HIS, POL, HSS, SOC; CRJ 410, PSY 308, PSY 332 or 406; POL 490; HUM 499.

Minor in Culture Studies:

ANT 171, POL 101, SOC 107 plus one course selected from the following selections: ECN 101, 203 or 204; GEO 101; HIS 101, 102, 202, 210, 271 or 272; POL 202; PSY 201; HSS 220 or SOC 102 or 202; plus three courses (minimum of 10 credits) from the following selections: SOC 302, 304, 305, 307, 320, 404 or 408. (21 minimum credits; at least 14 credits must be taken at the University of Mary.

Minor in Sociology:

SOC 107; 102 or 202; and at least four additional upper level SOC courses (18 minimum credits; 14 credits must be from the University of Mary, SOC 320 is a two credit course.

Minor in American Indian Studies:

SOC 102, 107, 202, 304; HIS 471; THE 301; ENG 366

■ **Economics Program**

Program Coordinator: Dr. Ivan Jankovic

Minor in Economics:

Minimum of 18 semester credits
Required courses: ECN 203, 204, 343, 344 and MAT 180.

■ **Engineering Science Major**

Program Chair: Dr. Terry Pilling

The University of Mary has partnered with the University of North Dakota (UND) to offer degrees in Civil, Mechanical, and Electrical Engineering. Through this unique partnership, the student can remain on the University of Mary campus throughout their four years, taking some of their Junior and Senior level courses via the UND online program. Degrees in Chemical and Petroleum Engineering are also available with the UND online courses beginning in the Sophomore year. Currently, a student completing the program will receive a degree in Engineering Science from the University of Mary, as well as an ABET accredited degree in Engineering from the University of North Dakota.

The University of Mary is planning the construction of a new Engineering building and Laboratories which, upon completion, will enable future students to complete their entire Engineering degree at the University of Mary.

Engineering Science Requirements:

A total of 40 semester credits of mathematics (MAT), science (BIO, CHE, PHY, SCI), and engineering (ENR, ECI, EME, EEL) courses at the 200 level or above. Additionally, students must follow the major requirements specific to their field of study at UND (or another accredited engineering school) and must complete their bachelor's in engineering degree at their engineering school before the ENS major and dual degree will be awarded from the University of Mary.

The University of Mary's affiliation agreement with the University of North Dakota allows for a variety of different engineering majors that can be completed on the campus at the University of Mary with some laboratory work at the University of North Dakota campus during a summer residency. Because of the diverse requirements for these majors, the student should note a few pertinent guidelines:

- Students must build a solid mathematics back-ground, especially in calculus.
- Students will need to build solid computer skills.

■ **English Program**

Mission

The Language and Literature Department strives to develop a true community of learners where a working knowledge of literary history and literary analysis gives students a home in their own culture and makes them careful and compassionate judges of human nature.

Program Learning Outcomes

A graduate of the English program at the University of Mary:

- displays mastery of usage and mechanics in edited work
- can analyze a text or image in terms of its formal elements and their implications
- can distinguish major critical theories
- can use major research tools to construct a preliminary bibliography

- can produce an original short work of narrative, dramatic, or poetic art
- can use grammatical terminology to explain the stylistic or dialectal differences between two texts
- can apply several different critical theories to the same literary text and discuss their implications
- can analyze an argument in terms of both its logic and rhetoric
- can produce a well-supported argument incorporating research

Major in English

Program Chair: Dr. Michael Milburn

ENG 121, 140, 202, 215, 240, 302, 315, 320, 364, 366, 370, 470, 481; four (4) of the following literary survey courses: 321, 324, 330, 331, 336, 337; two (2) of the following advanced topics courses: 461, 462, 463, 464, 465; one additional 3/400 level course in English; 2 semesters of a foreign language; and one three-credit PHI/ THE elective (beyond those required of the liberal arts core).

Major in English Education

Program Chair: Dr. Michael Milburn

ENG 121, 140, 202, 215, 240, 302, 315, 320, 364, 366, 370, 380, 470, 481, plus three surveys selected from ENG 321, 324, 330, 331, 336, 337 and two advanced topics courses selected from: ENG 366, 461, 462, 463, 464, 465, 470. Required education coursework: MAT 103 or above; lab science course; PSY 201; PSY 205 (for Middle School Endorsement, PSY 332 is required); EDU 200 or 202, 295, 301, 310, 320, 365, 367, 371, 401, 411, 421, 423, and 430; HUM 499.

Minor in English:

ENG 140, 202, 215, 302; two of ENG 321, 324, 330, 331, 336, 337; one of ENG 366 461, 462, 463, 464, 465.

■ History Major

Program Chair: Dr. Joseph Stuart

Major in History:

ANT 171 or CTH/HSS 220; ART 121 or ENG 330; CLA 310; CLA 311 or 320; HIS 101, 102, 250, 271; 272 or 202; 480; three 300 level History course electives (one of which is to be a modern history and one of which is to be a medieval history course); one 400 level History course elective; PHI 317, 318; THE 303, 306 or 440; HUM 499. 45 semester credits,

at least 28 semester credits must be taken at the University of Mary.

Minor in History:

Six courses are required: HIS 101, 102, 250, 480; CLA 310 or 311 or 320; plus one HIS 300-400 level course. At least nine upper division semester credits must be taken at the University of Mary.

■ History Education Major

Program Chair: Dr. Joseph Stuart

Major in History Education:

HIS 101, 102, 202, 250, 271, 272, 300-400 level US history elective, 300-400 level world history elective, HIS 480, 490; PSY 201, 205 (for Middle School Endorsement PSY 332 is required), 12 semester credits in one of the following areas: political science, geography, or economics; lab science requirement for education; math requirement for education; EDU 200 or 202, 295, 301, 310, 320, 365, 367, 373, 401, 411, 421, 423; 438; HUM 499.

■ Liberal Arts Major

Program Advisor: Dr. David Fleischacker

Mission

The Liberal Arts major offers students the opportunity to gain a broad-based understanding of a number of disciplines including humanities, philosophy and theology, modern languages, social and behavioral science, and mathematics and natural sciences. The major leads to a Bachelor of Arts degree in Liberal Arts.

Graduates are expected to apply knowledge, skills, and ethical reasoning to contemporary situations learned in diverse disciplines. Students become leaders in the service of Truth springing from the Benedictine tradition. The major prepares students for advanced graduate study as well as a variety of careers. Nationally, liberal arts majors often are employed in management, sales, and human services.

Major in Liberal Arts:

MAT 209; SPA 304 or LAT 301; ENG 321, 324, 330, 337, ENG 364 or THR 300; HIS 101, 102, 271, or 272, HIS 250; SOC 107 or PSY 201; ECN 204; POL 318 or 318; PHI 202, 310; CLA 311 or 312; MUS/ THE 370; THE 250, 260; LIB 110, 210, 310, 410, 480; choose two from the following: CHE 109, 111; PHY 203; BIO 101 or 103; ENG 140.

■ Mathematics Program

Mission

The mission of the Mathematics Program is to promote academic excellence in a Benedictine environment by offering thorough, relevant courses and programs that prepare students to function as leaders in their communities and as professionals in their chosen careers. We provide service to all University of Mary students requiring mathematics for general education or for their major, and we provide a program for students who will teach mathematics or work in careers using mathematical skills.

Mathematics Major

Program Chair: Dr. Robert Willenbring

The Mathematics major is a four-year program leading to the Bachelor of Science or Bachelor of Arts degree. This major is designed to prepare students for professional work or graduate study in mathematics. Depending on their previous coursework, students generally start in MAT 103, 153 or 209 unless they already have college credit for Calculus.

Program Outcomes

Mathematics graduates will:

- exhibit analytical, critical thinking, and problem solving skills
- be able to interpret and analyze data using quantitative reasoning skills
- be able to use technology to aid in the solving of problems and analysis of data
- be able to communicate in the formal language of proof-based mathematics
- demonstrate a broad background in both pure and applied mathematics
- be competitive in securing employment requiring either an undergraduate degree in mathematics or significant quantitative reasoning skills, or gaining admittance to programs of advanced study.

Mathematics Major:

A total of 40 semester credits in mathematics at the 200 level or higher, with at least 20 semester credits at the 300 level or higher, including MAT 200, 209, 210, 211, 221, 312, 402, 421, 429.

Recommended courses:

Students are encouraged to take more than the minimum two (2) mathematics electives and/or to consider a minor in another area of interest to strengthen the major.

Minor in Mathematics

MAT 209, 210, 211; one elective 200 level or higher; two additional electives 300 level or higher.

Mathematics Education Major

Program Chair Dr. Robert Willenbring

The Mathematics Education major is a Bachelor of Science degree program designed to prepare students for a career as a secondary teacher or to provide the essential background for entrance into certain graduate programs. Depending on their previous coursework, students generally start in MAT 103, 153 or 209 unless they already have college credit for Calculus.

Program Outcomes

Mathematics Education graduates will:

- exhibit analytical, critical thinking, and problem solving skills
- be able to interpret and analyze data using quantitative reasoning skills
- be able to use technology to aid in the solving of problems and analysis of data
- be able to communicate mathematics to others in written and oral formats
- be able to communicate in the formal language of proof-based mathematics
- understand how the history and development of mathematics affects learning today
- be able to explain the mathematical concepts that underlie Algebra, Geometry, Trigonometry, Statistics, and Calculus, and be able to illustrate these concepts through appropriate applications
- be competitive in securing employment teaching middle school or high school mathematics or gaining admittance to programs of advanced study.

Math Education Major:

ENG 121; COM 110; a total of 40 semester credits in mathematics at the 200 level or higher, with at least 20 semester credits at the 300 level or higher, including MAT 200, 209, 210, 221, 312, 402, 421, 443 and 204 or 411. EDU 200 or 202, 295, 301, 310, 320,

365, 367, 377, 401, 411, 421, 423, 444; PSY 201; PSY 205 (For Middle School Endorsement, PSY 332 is required.); one (1) lab science; HUM 499.

■ Music Program

Department Chair: Dr. Tom Porter

Mission

The Music Department strives to develop a true community of learners where a challenging curriculum is integrated with professional training so that graduates are prepared to excel in their chosen specializations.

Outcomes

Graduates of this department:

- perform instrumentally and/or vocally with artistic competence
- conduct musical groups with attention to artistic concerns
- know the field of music study; can use its technical vocabulary and common approaches; can describe current issues and significant artistic works
- assess their own performance for purposes of continued development
- work effectively with others and demonstrate respect for them
- can describe the values of this Benedictine institution and reflect on them in their work
- contribute to their civic, cultural, and professional communities

Students choose from a Bachelor of Arts in Music, a Bachelor of Science in Music Education, a Bachelor of Music in Performance, a Bachelor of Arts in Music with an Emphasis in Sacred Music, and/or a minor in music. Incoming students are assessed for placement in music theory, ear training, and functional piano skills.

The University of Mary Music Program is accredited as an Associate Member of the National Association of Schools of Music.

Major in Music

Bachelor of Arts:

Advisor: Dr. Lucas Bernier

UMary Core; MUS 121, 122, 123, 124, 151, 152, 196, 221, 222, 223, 224, 262, 341, 342, 440 or 371 or 481; six semesters of major performance ensemble (primary

area); piano proficiency-level two; six semesters of perform lab; six semesters of applied music (primary area); elective music courses to total 45 credits in MUS (at least 14 upper division); proficiency in a second language through the completion of 12 semester credits (or its equivalent) or 15 semester credits of Philosophy/Theology with three (3) semester credits at the 300-400 level; HUM 499.

Major in Music Education

Bachelor of Science

Advisors: Dennis Gowen, Dr. Russell Ballenger

UMary Core; MUS 121, 122, 123, 124, 132, 151, 152, 153, 154, 196, 221, 222, 223, 224, 231, 232, 251, 252, 253, 254, 262, 321, 323, 331, 333 or 334, 341, 342, 362, 371, 382, 383, 384, 431; seven semesters of applied music (primary); four semesters of applied music (secondary); piano proficiency-level four; seven semesters of major performance ensemble (primary); three semesters of major performance ensemble (secondary); one semester of chamber ensemble (primary); seven semesters of perform lab; EDU 200 or 202, 295, 301, 320, 367, 390, 411, , 423, 434; PSY 201, 205 (for Middle School Endorsement, PSY 332 is required); HUM 499.

Major in Music Performance

Bachelor of Music

Advisors: Katherine Henjum, Dr. Brian Lydeen

UMary Core; MUS 121, 122, 123, 124, 151, 152, 196, 221, 222, 223, 224, 251, 252, 262, 341, 342, 350 or 355 or 334, 371, 471; eight semesters of major performance ensemble (primary area); four semesters of small performance ensemble; piano proficiency-level four; eight semesters of perform lab; eight semesters of applied music (primary area, one-hour lessons); MUS 357, 358 and two semesters foreign language (voice majors) and 14-16 semester hours music electives (no more than eight semester hours may be in ensembles and/or applied music); minimum 78 credits MUS with at least 21 upper division credits; HUM 499.

Major in Music with an Emphasis in Sacred Music

Bachelor of Arts

Advisor: Dr. Thomas Porter

Major Requirements:

UMary Core; MUS 121, 122, 123, 124, 151, 152, 196, 221, 222, 223, 224, 251, 252, 262, 321, 323, 341, 342, 362, 370, 470; two semesters of applied music: organ;

three semesters of applied music: voice (or class voice); four semesters of applied music: piano (or class piano); two to four additional semesters to total six semesters of applied music: organ or voice or piano; three semesters of concert choir; total of seven semesters of primary major performance ensemble; piano proficiency-level four; six semesters of perform lab; THE 321, 346, 332; one additional THE elective (total 18 credits THE with 12 upper division credits); HUM 499; 30 volunteer hours in a parish setting.

Minor in Music

MUS 121, 123, 151 or 201, 341 or 342; four semesters of performance lab (210/410); four semesters of applied music in primary performance area (201-209/401-409); four semesters of major performance ensemble in primary performance area (211/411, 212/412, 220/420); piano proficiency-level one; and enough credits from the following elective options to total twenty credits in the minor: MUS 122, 124, 132, 152, 221, 222, 231, 232, 262, 321, 323, 331, 333, 334, 341, 342, 350, 355, 357, 358, 370, 382, 383, 384, 431.

■ Philosophy Program

Program Chair: Dr. David Echelbarger

Major in Philosophy:

Required: PHI 108, 202, 208/308, 310, 327, 489. Plus 6 credits from PHI 230, 315, 320, 406; plus 12 other philosophy credits, of which no more than 6 may be lower division. Each semester, declared majors must also take PHI 150-450 Philosophy Colloquium. (This requirement is waived while students are studying abroad.) 34 Total Credits

Minor in Philosophy

Required: PHI 108, 202, 208/308, 310, 327. Plus 6 additional credits in philosophy. (No more than 3 credits may be lower division.) 21 Total Credits

■ Politics Program

Program Chair: Dr. Michael Hickman

Major in Politics

Major Requirements:

POL 105, either HIS 101 and 102 or HIS 271 and 272; POL 210 or 340; POL/PHI 317, 318, 330; POL/ECN 320; POL 414, 460; POL 450 or POL/PHI 480; POL 490; HUM 499; choose three (3) additional elective courses from the following: POL-prefix courses (except 101), HIS/CTH 330, or HIS 451

Minor in Politics

Minor Requirements:

POL/PHI 317, 318, 330; POL 414; choose three (3) additional elective courses from the following: POL-prefix courses (except 101), HIS/CTH 330, or HIS 451

■ Social Studies Education Major

Program Chair: Dr. Joseph Stuart

Major Requirements:

ANT 171 or CTH/HSS 220; HIS 101 or 102; 271 or 272; 300-400 US history elective; 300-400 world history elective; HIS 490; PSY 201, 205 (for Middle School Endorsement, PSY 332 is required); 12 credit hours in each of two of the following areas: political science, geography, or economics; lab science requirement for education; math requirement for education; EDU 200 or 202, 295, 301, 310, 320, 365, 367, 373, 401, 411, 421,423; 438; HUM 499.

■ Spanish Program

Mission

Since its foundation, the University of Mary has supported the need to form students with key values of the Christian, Catholic, and Benedictine tradition, sending forth students as leaders who serves Truth with moral courage.

The Spanish Program offers students the opportunity to expand their thinking and living by learning and experiencing a language and culture outside their own. The program prepares liberal arts students to be citizens of a global community. We offer them the opportunity to expand their concepts of language, culture, civilization, geography, philosophy and art while enhancing their job opportunities in a market that aims for excellence.

Objectives and Outcomes of a major in Spanish

Students are able to:

- A. Communicate orally in Spanish in real-life situations.
 - demonstrate proficiency in the comprehension of oral messages.
 - demonstrate proficiency in oral expression in Spanish including presentation to an audience of listeners on a variety of topics study (i.e., linguistics, literature, culture)

- understand someone else speaking about a discipline-related topic and be able to engage that person in discussion.
 - evaluate the use of language to convey meaning, to inform, and to persuade.
 - participate in multilingual communities at home and around the world.
- B. Communicate in writing with minimal errors in grammar, spelling, and the mechanics of writing.
- write clear and coherent essays in Spanish on various topics related to everyday situations and work.
 - exhibit research skills for producing papers including familiarity with library resources such as online databases and catalogs, the ability to gather and synthesize information, the ability to properly quote, paraphrase and summarize other texts, and familiarity with basic documentation formats.
- C. Read critically, interpret analytically, and write coherently about literature produced in Spanish
- analyze and interpret a variety of literary and cultural texts.
 - write clear and coherent essays in Spanish on literary topics.
 - interpret the use of rhetorical and literary techniques.
 - demonstrate a broad and deep knowledge of literary and cultural traditions: major movements, genres, writers and works of the Spanish-speaking world.
 - apply critical thinking skills as they read texts.
- D. Read critically, interpret analytically, and write coherently about fundamental principles of the Spanish language
- identify and explain distinctive linguistic features of Spanish.
 - identify and analyze some distinctive stylistic and dialectal features of Spanish.
 - synthesize selected scholarly work in Spanish linguistics, and Spanish Applied Linguistics.
 - apply Spanish linguistics theory to textual analysis.
- E. Understand and demonstrate appreciation of the cultural values of the Spanish-speaking world
- identify significant individuals, key eras, and major historical events and developments within Spanish-speaking nations and cultures.
 - describe and compare political, religious, social, economic and educational systems and institutions in Spanish-speaking nations and cultures.
 - discuss how the major physical and geographical features of Spanish-speaking countries have shaped their development and evolution of their cultures.
 - analyze social, ethnic and linguistic diversity in the Spanish-speaking world.
 - compare and contrast the differences and similarities between the U.S. and the Spanish speaking cultures.
 - draw connections with other disciplines
 - acquire information about other disciplines using the Spanish language.

Major in Spanish

Major Requirements:

The Spanish major requires the completion of 30 credits in Spanish, at least 18 of which must be upper level. Courses may be transferred in through study abroad opportunities, but 18 credits must be completed through the University of Mary.

Minor in Spanish

Minor Requirements:

The Spanish minor requires the completion of 18 credits in Spanish, six (6) of which must be upper-level. Courses may be transferred in through study abroad opportunities, but 12 credits must be completed through the University of Mary.

Placement Test

Students who have studied a foreign language for two years or more in high school before enrolling at the University of Mary receive advanced standing by passing a CLEP test or a placement test. Please contact the program coordinator.

Study Abroad Program

Travel abroad is open to students who have completed a language at the intermediate level

and have completed an acceptable preparatory exploration for travel abroad. Students who major and/or minor in Spanish are strongly advised to deepen their knowledge of the language by taking classes and experience culture immersion abroad. A variety of graduate and undergraduate courses may be offered at partner institutions. A seminar abroad may also be available and may be applied to a minor sequence; consult the Program Coordinator for more information.

State of the Art Language Lab

The University of Mary offers its students the best in technology with a portable, wireless language lab providing instant immersion from anywhere with internet connection.

■ Theatre Program

Minor in Theater

Program Coordinator: Daniel Bielinski

Minor Requirements:

THR 105, 210, 215, 305, 320, 410, and THR 145, 245, 345, 445 Theater Practica. 21 credits

Double Major: Students are encouraged to pursue a double major with the English major as one component. Modest adjustments in scheduling can be made.

■ Theology Program

The programs in Theology strive to advance the dialogue between faith and reason through the study of scripture, liturgy, Church history, and Christian morality. With a major in Pastoral Ministry, Theology, or one of the minors listed below, a student receives the degree of Bachelor of Arts. Theology courses are grouped into four major theological areas of study:

1. **Biblical Theology/Scripture:**
THE 110, 203, 210, 213, 260, 318, 330
2. **Moral Theology/Ethics/Spirituality:**
THE 208, 215, 217, 220, 240, 270, 302, 314, 315, 319, 320, 363, 382
3. **Liturgical Theology/Sacraments:**
THE 221, 323, 326, 332, 423
4. **Systematic/Historical Theology:**
THE 104, 112, 120, 234, 250, 301, 303, 306, 310, 312, 314, 317, 318, 337, 338, 360, 390, 440, 490

Pastoral Ministry

Program Chair: Dr. Michon Matthiesen

Major in Pastoral Ministry

Major Requirements:

THE 217, 303 or 310; 310 or 330; 332, 415, 418; plus a minimum of 26 semester credits in Theology, of these 26 credits, one course from each of the four major areas of theological study is required; SWK 309; HUM 499

Note: For those considering graduate studies, 12 semester credits of philosophy and two years of a foreign language are recommended.

Minor in Pastoral Ministry

Minor Requirements:

Minimum of 21 semester credits in theology of which three courses must be upper division. Students must pick at least one course from each area: (1) THE 318 or 330; (2) THE 217 or 302 or 315 or 363; (3) THE 221 or 323 or 332 or 370; (4) THE 303 or 310.

Theology

Program Chair: Dr. Christopher Collins

Major in Theology

Major Requirements:

42 semester credits in theology, including THE 120, 221, 234, 250, 260, 270, 429; seven (7) elective courses in THE, six (6) of which must be upper level; one upper level PHI course (PHI 308 not allowed); HUM 499.

Minor in Theology

Minor Requirements:

Minimum of 18 semester credits in theology, 9 credits of which must be upper division.

Minor in Liturgy

Minor Requirements:

Minimum of 18 semester credits, 9 of which must be upper level. Required courses are THE 120; THE/CTH 234; and THE 221/321; three (3) courses from the following four options: THE 332, 346, 423; THE/MUS 370.

Minor in Catechesis and the New Evangelization

Minor Requirements:

Minimum of 18 semester credits in theology,

including the core theology requirements plus THE 104, 313, 380 and 415.

Minor in Theology / Philosophy

Minor Requirements:

Minimum of 21 semester credits in Theology and Philosophy, 12 credits of which must be upper division.

Theological Studies

Program Chair: Dr. Michon Matthiesen

Major in Theological Studies (Second Major)

Major Requirements:

THE 110, 112, 208, 220, 221, 303, 318, 326, 330 and 429; HUM 499.

Minor in Theological Studies

Minor Requirements:

THE 110, 112; 208 or 220; two 300 level theology courses offered by the University of Mary.

This program is also offered at the University of Mary Tempe site in a collaborative relationship with Arizona State University in Tempe, AZ.

School of Arts & Science Course Descriptions

Anthropology Course Description

ANT 171 Introduction to Cultural Anthropology

As part of the University of Mary Core Curriculum, this course is designed to introduce you to human culture. We will look at many aspects of what it means to be human from a cross-cultural perspective. This course will expose you to the variety and diversity that is humanity.

3 semester credits

Art Course Descriptions

ART 108 Introduction to Photography

The study of basic photographic principles and procedures, including camera and digital image processing techniques. Photography will be studied as both an art form and a communication medium, and assignments emphasize a broad range of contemporary photographic practice.

3 semester credits

ART 116 Introduction to Film

Students in this course study the history and form of film including elements of composition and cultural relevance. Artistic comparison, criticism and interpretation foster student understanding of multiple points of view.

3 semester credits

ART 120 Art Appreciation:

Sacred and Secular Perspectives

This course is an introduction to the visual arts exploring various approaches to understanding art, art history, terminology, techniques, media, and motivating factors for creating art from sacred and secular perspectives.

3 semester credits

ART 121 Introduction to the Art of Rome and Paris

This course is designed to provide a hands-on approach to Western art history from antiquity to the early twentieth century in Rome and Paris, two of the artistically richest cities in Europe. Students will gain the skills and knowledge required to: identify key architects, painters and sculptors, describe the characteristics of artistic periods, and analyze the importance of Christianity in art creation.

3 semester credits

ART 127 Introduction to Drawing

Introduction to techniques aimed at improving drawing ability by expanding ways of seeing and responding to subject matter. Wide variety of media and range of subject matter are explored while basic design concepts are also emphasized.

3 semester credits

ART 210 Topics in Textile Arts

Students will explore the textile arts through the creation of their own story quilt within the parameters of a narrative visual story. They will draw, paint, write and quilt a narrative visual story on a piece of fabric.

3 semester credits

ART 243 Survey of Modern Art

Students learn about the major figures and art movements in Western Art beginning with Impressionism and continuing to the present day. Artistic processes and creative behavior are also emphasized.

3 semester credits

ART 310 Art History I

The History of Art I is a broad overview of the development of visual art from prehistory to early European Renaissance. Study will focus on key artistic movements, artists, techniques, materials, and cultural forces which influence their development as well as their symbolic and aesthetic properties.

3 semester credits

ART 401 Advanced Topics in Film Studies

Advanced Topics in Film Studies allows for students to delve deeper into critical studies of film, including auteur studies, genre, national cinemas, representation in film and other similar topics. Prerequisite: ART 116

3 semester credits

ART 410 Art History II

The History of Art II is a broad overview of the development of visual art from early European Renaissance to contemporary art. Study will focus on key artistic movements, artists, techniques, materials, and cultural forces which influence their development as well as their symbolic and aesthetic properties.

3 semester credits

ART 421 Advanced Photography

Advanced Photography focuses on the study of aesthetic and technical theories and how they apply to photo stories and essays. Students will further define their photographic vision by creating photographic essays or stories that will be worked on over time. Students learn about the major figures and art movements in Western Art beginning with Impressionism and continuing to the present day. Artistic processes and creative behavior are also emphasized. Prerequisite: ART 108

3 semester credits

ART 125/225/325/425

Special Offerings in Art
1-3 semester credits

ART 135/235/335/435 Art Practicum

The art practicum is designed to give students hands-on experience in a specific art medium. The practicum experience will vary depending on professor and subject matter covered. Students typically learn the practical technique of a specific art form and produce one to several pieces.

1 semester credit

Biology Course Descriptions**BIO 101 Human Biology**

An introductory biology course for non-science majors and allied health majors, this course emphasizes the physiology of human organ systems and its relationship to health, human genetics and evolution, and the relationship between humans and the environment. Duplicate credit for BIO 101 and BIO 103 is not allowed. Corequisite: BIO 101L or instructor consent

3 semester credits

BIO 101L Human Biology Laboratory

A forensic-based laboratory to complement BIO 101. 2 hours. Corequisite: BIO 101 or instructor consent

1 semester credit

BIO 103 General Biology I

Designated for biology majors and those planning to pursue graduate studies in the sciences. Basic biological concepts showing organic unity and diversity in an evolving world. Includes metabolism, genetics, cell theory, and development. Duplicate credit for BIO 101 and 103 is not allowed.

Corequisite: BIO 103L or instructor consent.

3 semester credits

BIO 103L General Biology I Laboratory

An investigation-based biology lab to complement BIO 103. 2 hours. Corequisite: BIO 103 or instructor consent.

1 semester credit

BIO 106 General Biology II: Life Strategies

Survey of strategies employed by plants and animals in solving the problems they encounter in dealing with changing internal and external environments. Prerequisite: BIO 103 or instructor consent. Corequisite: BIO 106L or instructor consent.

3 semester credits

BIO 106L General Biology II Laboratory

This lab is designed to complement the lecture in General Biology II: Life Strategies, and allows you to observe and describe representatives of each of the groups of organisms, perform experiments on selected topics and present information on physiological systems. Corequisite: BIO 106 or instructor consent.

1 semester credit

BIO 207 Human Anatomy and Physiology I

Lecture focuses on gross anatomy and in-depth study of human physiology. Homeostasis, histology, and the musculoskeletal, nervous, and endocrine systems are covered.

Prerequisite: Sophomore standing and ACT science score of at least 21, or BIO 101 or 103. Corequisite: BIO 207L or instructor consent.

3 semester credits

BIO 207L Human Anatomy and Physiology I Laboratory

This laboratory covers basic histology and the gross anatomy of the musculoskeletal, nervous, and endocrine systems. 2 hours. Corequisite: BIO 207 or instructor consent.

1 semester credit

BIO 208 Human Anatomy and Physiology II

Lecture covers in-depth study of the physiology of the cardiovascular, lymphatic and immune, respiratory, urinary, digestive and reproductive systems. Prerequisites: BIO 207 or instructor consent. Corequisite: BIO 208L or instructor consent.

3 semester credits

BIO 208L Human Anatomy and Physiology II Laboratory

Laboratory focuses on the gross anatomy of the cardiovascular, lymphatic, respiratory, urinary, digestive and reproductive systems. 2 hours. Corequisite: BIO 208 or instructor consent.

1 semester credit

BIO 209 Medical Microbiology

Morphology and physiology of bacteria and other microorganisms; their relation to health and disease. Prerequisite: ACT science score of at least 21, or BIO 101 or 103. Duplicate credit for BIO 209 and 309 is not allowed. Corequisite: BIO 209L or instructor consent.

3 semester credits

BIO 209L Medical Microbiology Laboratory

This lab is designed to complement the lecture in Medical Microbiology. This laboratory focuses on learning microbiology techniques while observing and performing experiments with various microbial organisms, with an emphasis on bacteria. 2 hours. Corequisite: BIO 209 or instructor consent

1 semester credit

BIO 223 Biology of Aging

This course is designed to give an overview of the aging process in humans and how the major organ systems change during aging. Topics to be covered include theories of aging, general changes during aging, the function of each major organ system and age related changes in these systems.

Laboratory: 2 hours. Prerequisite: none
4 semester credits

BIO 309 Microbiology

Morphology and physiology of microorganisms with emphasis on bacteria, laboratory diagnosis, and relationships to humans. Prerequisite: BIO 103 or instructor consent. Duplicate credit for BIO 209 and 309 is not allowed. Corequisite: BIO 309L or instructor consent.
3 semester credits

BIO 309L Microbiology Laboratory

This lab is designed to complement the lecture in Microbiology. This laboratory focuses on learning microbiology techniques and problem solving while observing and performing experiments with various microbial organisms, with an emphasis on bacteria. 3 hours. Corequisite: BIO 309 or instructor consent.
1 semester credit

BIO 310 Cell & Molecular Biology

An overview of the cell focused at the molecular level. This course covers the internal organization of the cell, common cellular processes, and their molecular mechanisms. Prerequisite: BIO 103 or instructor consent.
3 semester credits

BIO 310L Cell & Molecular Laboratory

This lab is designed to complement the lecture course for Cell & Molecular Biology. An overview of the cell focused at the molecular level. This course covers the internal organization of the cell, common cellular processes and their molecular mechanisms, with an emphasis on laboratory techniques and methods used to study cell and molecular biology. Corequisite: BIO 310 or instructor consent.
1 semester credit

BIO 311 Genetics

This course examines the fundamental principles of classical and molecular genetics. Topics covered include genes and their functions (DNA structure, transcription, translation), DNA and chromosome mutations, regulation of gene expression, principles of gene segregation analysis (Mendelian genetics, gene mapping, non-Mendelian inheritance), population genetics, quantitative genetics, and biotechnology. Prerequisite: BIO 103 or instructor consent. Corequisite: BIO 311L or instructor consent.
3 semester credits

BIO 311L Genetics Laboratory

Designed to complement BIO 311, this laboratory emphasizes problem-solving and techniques of molecular biology. 2 hours. Corequisite: BIO 311 or instructor consent.
1 semester credit

BIO 312 Parasitology

Physiology, anatomy, and life history of animal parasites with emphasis on those of man. Prerequisites: BIO 103, 106 or instructor consent. Corequisite: BIO 312L or instructor consent.
3 semester credits

BIO 312L Parasitology Laboratory

Designed to complement BIO 312, this laboratory emphasizes parasite anatomy and life cycles. Prerequisites: BIO 103, 106 or instructor consent. Corequisite: BIO 312 or instructor consent.
1 semester credit

BIO 314 Histology

A study of the microanatomy of cells, tissues, and organs. Prerequisites: BIO 103, 207 and 208 or instructor consent. Corequisite: BIO 314L.
2 semester credits

BIO 314L Histology Laboratory

A general histology laboratory designed to complement BIO 314. 2.5 hours. Corequisite: BIO 314.
2 semester credits

BIO 318 Immunology and Serology

Blood chemistry, antigen-antibody reactions, and general human immunology. Prerequisites: BIO 103, 106, or instructor consent. Corequisite: BIO 318L or instructor consent.
3 semester credits

BIO 318L Immunology and Serology Laboratory

This lab is designed to complement the lecture in Immunology. This laboratory focuses on learning cellular and molecular techniques while observing and performing experiments related to the immune system. 2 hours. Corequisite: BIO 318 or instructor consent.
1 semester credit

BIO 319 Hematology

The study of normal and abnormal human blood cells with an emphasis on clinical laboratory evaluations. Prerequisite: BIO 103 or instructor consent. Corequisite: BIO 320 or instructor consent.
3 semester credits

BIO 320 Hematology Lab

Laboratory evaluation of human blood cells with an emphasis on clinical laboratory evaluations. Corequisite: BIO 319 or instructor consent.
1 semester credit

BIO 323 Pre-Dentistry Practicum

Students will work with a local dentist observing all aspects of a dental practice, including both dental and office procedures. Students will gain hands-on experience by assisting dental hygienists, dental assistants, and dentists with a variety of procedures. Prerequisite: Instructor consent.
4 semester credits

BIO 324: Pre-Veterinary Practicum

Students in this course will volunteer with a local veterinarian to gain hands-on experience in the field prior to applying to veterinary school. Prerequisite: instructor consent.
4 semester credits

BIO 326 Environmental Biology

Addresses and interprets human and natural impacts on the natural world. The focus will be on biological concepts and issues such as biodiversity, conservation, and agriculture. Prerequisites: BIO 103, 106, or instructor consent. Corequisite: BIO 326L or instructor consent.
3 semester credits

BIO 326L Environmental Biology Laboratory

This lab is designed to reinforce the concepts associated with Environmental Biology presented in the lecture portion of

the course, and give some hands-on experience in the field.
Prerequisites: BIO 103, 106 or instructor consent. Corequisite:
BIO 326 or instructor consent
1 semester credit

BIO 329 Biology Lab Practicum

Prerequisite: instructor consent
1 semester credit

BIO 330 Zoology

Phylogenetic examination of important invertebrate and vertebrate animal groups with emphasis on morphology and physiology. Prerequisites: BIO 103, 106, or instructor consent. Corequisite: BIO 330L or instructor consent
3 semester credits

BIO 330L Zoology Laboratory

This lab is designed to supplement the lecture in zoology and allows you to observe, characterize and dissect representatives of the major animal groups discussed in lecture. Prerequisites: BIO 103, 106, or instructor consent. Corequisite: BIO 330 or instructor consent
1 semester credit

BIO 333 Ornithology

An upper level zoology course focusing on the biology of birds. Emphases include the evolution, morphology, physiology, and ecology of birds. Students will also learn to identify bird species, with an emphasis on species found in North Dakota. Prerequisites: BIO 103 and 106. Corequisite: BIO 333L or instructor consent
3 semester credits

BIO 333L Ornithology Laboratory

This lab is designed to reinforce the lecture in ornithology, and allows students to observe and characterize the unique features of birds. Students will also learn to identify bird species, with an emphasis on species found in North Dakota. Prerequisites: BIO 103 and 106. Corequisite: BIO 333 or instructor consent
1 semester credit

BIO 339 Mammalogy

The study of mammals is inherently interesting because, as members of this group, humans are similar to other mammals in many aspects of form and function. Also, wild and domestic mammals have great cultural, economic, and ecological importance. This course involves the study of the evolution, taxonomy, morphology, physiology, behavior, ecology, and conservation of mammals. It will examine the myriad structural and physiologic features which allow free-living mammals to exploit different types of habitats to survive and flourish. Prerequisites: BIO 103 and 106. Corequisite: BIO 339L or instructor consent
3 semester credits

BIO 339L Mammalogy Laboratory

This lab is designed to complement BIO 339. It focuses on the morphological characteristics of various mammal orders and the identification of mammal species found in the region. Prerequisites: BIO 103 and 106. Corequisite: BIO 339 or instructor consent
1 semester credit

BIO 354 General Botany

Study of plant life with emphasis on anatomy, morphology, physiology, and evolutionary relationships. Prerequisite: BIO 103 or instructor consent. Corequisite: BIO 354L or instructor consent
3 semester credits

BIO 354L General Botany Laboratory

A botany laboratory designed to reinforce the topics covered in BIO 354. Prerequisite: BIO 103 or instructor consent. Corequisite: BIO 354 or instructor consent
1 semester credit

BIO 415 Conservation Biology

Conservation biology is an emerging field of ecology that focuses on integrating information on fundamental ecological principles, economics, and ethics into a framework for managing and restoring plants and animals that are threatened by overexploitation or habitat changes induced by human uses of resources and the Earth's rapidly growing human population. This course will provide an introduction into the rapidly expanding realm of conservation science. Prerequisites: BIO 103 and 106. Corequisite: BIO 415L or instructor consent
3 semester credits

BIO 415L Conservation Biology Laboratory

This laboratory course will focus on practical exercises that reinforce the concepts covered in Conservation Biology lecture. Prerequisites: BIO 103 and 106. Corequisite: BIO 415 or instructor consent
1 semester credit

BIO 417 Developmental Biology

Examines the processes of development and the mechanisms which control them in several different vertebrate organisms. Circulatory, digestive, nervous, and reproductive systems are discussed. Prerequisite: BIO 103. Corequisite: BIO 417L or instructor consent
3 semester credits

BIO 417L Developmental Biology Laboratory

This lab is designed to complement the lecture in Developmental Biology. This laboratory focuses on learning cellular biology techniques and emphasizes project-based labs. Corequisite: BIO 417 or instructor consent
1 semester credit

BIO 421 Advanced Physiology

A detailed examination of selected human organ systems with emphasis on biochemical principles of physiology. Prerequisites: BIO 207, 208; or instructor consent. Corequisite: BIO 421L or instructor consent
3 semester credits

BIO 421L Advanced Physiology Laboratory

Designed to complement BIO 421, this lab focuses on the research process and the design and implementation of an independent research project. 2 hours. Corequisite: BIO 421 or instructor consent
1 semester credit

BIO 422 Principles of Ecology

Basic relationships between organisms and their abiotic and

biotic environments. Prerequisites: BIO 103, 106, or instructor consent. Corequisite: BIO 422L or instructor consent
3 semester credits

BIO 422L Principles of Ecology Laboratory

This lab is designed to complement the lecture in Ecology. Experiments will include field sampling of natural populations, laboratory exercises, computer exercises, and discussion/analysis of topics. Prerequisites: BIO 103, 106 or instructor consent. Corequisite: BIO 422 or instructor consent
1 semester credit

BIO 423 Animal Behavior

An exploration of the diversity of behavior in animals with an attempt to explain the similarities and differences in behavior in terms of phylogenetic history and the operation of natural selection. Both proximate and ultimate mechanisms will be examined. Prerequisites: BIO 103, 106, or instructor consent. Corequisite: BIO 423L or instructor consent
3 semester credits

BIO 423L Animal Behavior Laboratory

This lab is designed to give you experience in the methods used by researchers in animal behavior, to reinforce concepts presented in the lecture portion of the course, and to provide an opportunity to design and conduct a study on the behavior of animals. Prerequisites: BIO 103, 106, or instructor consent. Corequisite: BIO 423 or instructor consent
1 semester credit

BIO 428 Readings and Research in Biology

Prerequisites: BIO 103, 106, and instructor consent
1-4 semester credits

BIO 432 Wildlife Ecology and Management

This course covers ecological principles as they relate to wildlife populations, with a focus on the application of those principles to wildlife management and natural resource conservation. The course also examines the philosophical and sociological framework of wildlife conservation as it relates to the practice of the science. Prerequisites: BIO 103 and 106. Corequisite: BIO 432L or instructor consent
3 semester credits

BIO 432L Wildlife Ecology and Management Laboratory

This laboratory course is designed to complement BIO 432. It will introduce students to local wildlife professionals and provide students with practical experience in field and laboratory techniques used by wildlife managers. Prerequisites: BIO 103 and 106. Corequisite: BIO 432 or instructor consent
1 semester credit

BIO 433 Range Management

This course will cover the ecology and physiology of rangeland plants, as well as theory and techniques relating to the management of rangeland ecosystems. Topics include rangeland types, rangeland inventory and monitoring, grazing systems, stocking rates, manipulation of rangeland vegetation, and management of public rangeland. Prerequisites: BIO 103 and 106. Corequisite: BIO 433L or instructor consent
3 semester credits

BIO 433L Range Management Laboratory

This laboratory course is designed to reinforce the concepts presented in BIO 433. It will include practical exercises

relating to the theory and techniques of range management. Prerequisites: BIO 103 and 106. Corequisite BIO 433 or instructor consent
1 semester credit

BIO 125, 225, 325, 425

Special Offerings in Biology
Instructor consent
1-4 semester credits

BIO 450 Evolution & the Integration of Knowledge

This capstone course gives an overview of biological evolution, relates it to several fields within the sciences and provides an opportunity for students to integrate knowledge across various disciplines, drawing upon collaboration from guest lecturers. Prerequisites: Must be either biology major, biology minor, or biology education major with senior standing, or instructor consent.
3 semester credits

Catholic Studies Course Descriptions

CTH 101 The Great Catholic Adventure

Introduces the interdisciplinary study of Catholic thought and culture: the interplay of Church and culture throughout the ages, the complementarity of faith and reason across multiple disciplines, and integration of faith and life as a whole. Required foundation course for Catholic Studies major; elective foundation course for CTH minor.
3 semester credits

CTH 150 Catholic Studies Tutorial 1

The Catholic Studies tutorial helps students to synthesize, assimilate, and apply content they have received from Catholic Studies and other disciplines. It focuses in particular on the topic of faith and reason and the unity of knowledge.
1 semester credit

CTH 210/PHI 210 Search for Happiness: Faith and Reason in Life

Investigates the quest for happiness in light of the complementarity of Christian faith and human reason as found in the tradition of Catholic thought and culture. Evaluates arguments for and against various claims about happiness originating from popular culture, philosophy, theology, and other disciplines. Emphasis on the integration of the spiritual, bodily, and social dimensions of the human person. Required foundation course for Catholic Studies major; elective foundation course for Catholic Studies minor.
3 semester credits

CTH 220/HSS 220 Religion and Culture

Considers the sociological dynamics of religion in general and Catholicism in particular within human societies and culture. Examines the nature of a liberal arts-based education as a specific illustration of the relationship between religion and culture. Required foundation course for Catholic Studies major; elective foundation course for Catholic Studies minor. Elective for Social and Behavioral Sciences major.
3 semester credits

CTH 234/THE 234 Benedict: Yesterday and Today

Examines the influence of St. Benedict and Benedictines on Church, history, and various facets of human thought and

culture. Monasticism's significance as a resource for ongoing spiritual renewal in the Church and culture. Required foundation course for Catholic Studies major and minor. Advanced university core theology course (equivalent to THE 104, 110, 112). Offered on the main campus and other locations as well as every term on Rome Campus .
3 semester credits

CTH 250 Catholic Studies Tutorial 2

The Catholic Studies tutorial helps students to synthesize, assimilate, and apply content they have received from Catholic Studies and other disciplines. It focuses in particular on the theme of culture and the Integration of faith and life.
1 semester credit

CTH 301 Catholic Imagination

Explores the theological, aesthetic, and cultural significance of Catholicism's sacramental vision of the world and of the human person. Primary attention given to the nature of human imagination and to works of the imagination such as literature, art, and architecture. Required advanced course for Catholic Studies major; advanced elective for Catholic Studies minor.
3 semester credits

CTH 310/HIS 310 Catholicism and America

Examines the Catholic historical experience in America from colonization until the present. Consideration of how far Catholicism is compatible with American political and social values. Either this course or CTH/HIS 330 Catholicism and the Modern World is required for the Catholic Studies major; advanced elective for Catholic Studies minor. Upper-level U.S. History elective for History Education majors.
3 semester credits

CTH/CLA 320 Classical Roots of Christianity

Considers the many ways in which the ancient Greco-Roman tradition helped shape Christianity. Interdisciplinary course elective for Catholic Studies major and minor programs.
3 semester credits

CTH 325 or 425 Special Topics in Catholic Studies

Topics variable. Another interdisciplinary course may be substituted with the approval of the director. Required advanced course for Catholic Studies major; advanced elective for Catholic Studies minor.
3 or 4 semester credits

CTH 330/HIS 330 Catholicism and the Modern World

A comprehensive examination of Catholicism in relation to historical developments beginning in the Enlightenment and French Revolution. Treats the challenges and possibilities stemming from the encounter between Catholicism and the modern world as expressed in Ideas, cultures, and events since the eighteenth century. Either this course or CTH/HIS 310 Catholicism and America is required for the Catholic Studies major; advanced elective for Catholic Studies minor. Upper-level World History elective for History Education majors.
3 semester credits

CTH 350 Catholic Studies Tutorial 3

The Catholic Studies tutorial helps students to synthesize, assimilate, and apply content they have received from Cath-

olic Studies and other disciplines. It focuses in particular on the theme of leadership and vocation.
1 semester credit

CTH /BUS 355 Principles of Catholic Social Teaching in Business

This course explores the formation of virtuous leaders, culture, and practices in a business setting based on the principles of Catholic Social Teaching. Students "should realize the responsibility of their professional life, the enthusiasm of being the trained 'leaders' of tomorrow, of being witnesses to Christ in whatever place they may exercise their profession" (John Paul, On Catholic Universities).
3 semester credits

CTH 401 Great Catholic Figures

Advanced seminar discussion of Catholic figures and their cultural achievements and non-Catholic figures who have influenced the Catholic tradition of thought and culture. Required advanced course for Catholic Studies major. Prerequisites: one 200-level CTH course, and one 300-level CTH course.
3 semester credits

CTH 498 Integrating Capstone Seminar

Interdisciplinary dialogue concerning the application of Catholic thought and culture to different professions, disciplines, vocations, and states in life. Special attention given to the tasks of the New Evangelization. Taken senior year. Required advanced course for Catholic Studies major. Prerequisites: CTH 101, two 200-level CTH courses, and two 300-level CTH courses.
3 semester credits

Chemistry Course Descriptions

CHE 107 General, Organic, and Biochemistry

This course introduces students to inorganic, organic, and biochemistry. The structure and properties of representative inorganic, organic, and biochemical compounds, the study of chemical processes occurring within the living system, and overall applications to the health sciences will be emphasized. Basic math skills are a course prerequisite. The course contains a laboratory component. Duplicate credit for CHE 107 and CHE 110 or CHE 310 is not allowed.
4 semester credits

CHE 109 Fundamentals of Chemistry

Survey of college chemistry; chemistry of inorganic elements and compounds. Duplicate credit for CHE 109 and 111 not allowed. Lab: 2 hours
4 semester credits

CHE 110 Introduction to Organic and Biochemistry

Structure and properties of representative organic and biochemical compounds. Chemical processes occurring within the living system. A terminal course for non-majors. Duplicate credit for CHE 110 and 310 not allowed. Lab: 2 hours. Prerequisite: CHE 109 or high school chemistry and ACT science score 21 or higher.
4 semester credits

CHE 111 General Inorganic Chemistry I

Laws and theories of inorganic chemistry; preview of inorganic descriptive chemistry. Duplicate credit for CHE 111 and 109 not allowed. Lab: 2 hours
4 semester credits

CHE 112 General Inorganic Chemistry II

Continuation of CHE 111 including qualitative analysis and descriptive inorganic chemistry. Lab: 2 hours. Prerequisite: CHE 111 or consent of instructor
4 semester credits

CHE 217 Organic Chemistry I

Preparation and reactions of the main classes of organic compounds. Lab: 3 hours. Prerequisite: CHE 111 or consent of instructor
4 semester credits

CHE 230 Analytical Chemistry

This course covers fundamental theoretical concepts and practical skills relevant to analytical chemistry. The topics covered include statistics (as applied to chemical analysis), sampling and sample handling, quality control and quality assurance, and gravimetric and titrimetric methods of analysis (precipitation, acid-base, compleximetric and reduction-oxidation). Lab: 3 hours. Prerequisites: CHE 111 and 112 (or equivalent) or consent of instructor
4 semester credits

CHE 310 Biochemistry I

Carbohydrates, proteins, fats, enzymes, nucleic acids, vitamins, and hormones; process of digestion, absorption and metabolic cycles. Duplicate credit for CHE 110 and 310 not allowed. Lab: 3 hours. Prerequisite: CHE 217
4 semester credits

CHE 312 Biochemistry II

A second semester of biochemistry which covers metabolic reactions and cycles including the control mechanisms and associated energy changes. The structure and function of nucleic acids will also be included. Prerequisite: CHE 310
4 semester credits

CHE 318 Organic Chemistry II

Synthesis, mechanism, and spectroscopic analysis of typical organic compounds. Organic qualitative analysis is stressed in the laboratory. Lab: 3 hours. Prerequisite: CHE 217 or consent of instructor
4 semester credits

CHE 326 Environmental Chemistry

Study and analysis of the most important natural and human modulated chemical processes taking place within the earth's ecosystems and affecting natural resources. Lab: 3 hours. Prerequisites: CHE 111, 112, 230; or consent of instructor
4 semester credits

CHE 329 Chemistry Lab Practicum

Prerequisite: Consent of instructor
1 semester credit

CHE 340 Instrumental Analysis

This course focuses on modern instrumental methods for chemical analysis. It covers theory, instrumentation, operation and calibration of instruments used in: spectroscopy, chroma-

tography, and electrochemistry. Lab: 3 hours. Prerequisites: CHE 111, 112, 230; or consent of instructor
4 semester credits

CHE 417 Advanced Inorganic Chemistry

Advanced Inorganic Chemistry plays a key role in the science of materials, catalysis, biological processes, nanotechnology, as well as other multi-disciplinary fields. Concepts inherent in this course can include atomic structure and its spectra, covalent molecular geometries, main group properties such as structure and synthesis and physical and chemical properties, transition metals and coordination chemistry, organometallic chemistry, solid state materials, as well as other special topics. Lab: 3 hours. Prerequisites: MAT 209, 210; PHY 203, 304 or consent of instructor
4 semester credits

CHE 429 Safety in the Chemistry Laboratory

The study of the principles and methods for proper chemical hygiene and safety practices for working in a laboratory environment. Prerequisites: CHE 111, 112
1 semester credit

CHE 450 Physical Chemistry

The study of the fundamental understanding of the molecular and atomic levels of materials; how they behave and how chemical reactions occur. Lab: 3 hours. Prerequisites: MAT 209, 210; PHY 203, 304 or consent of instructor
4 semester credits

CHE 490 Senior Chemistry Seminar

A course in which students will synthesize, analyze and critique papers from a broad range of chemical research. Through seminars, presentations of journal articles, and discussions, students will integrate material from all of their undergraduate chemistry courses. Students will also write a final research paper. Prerequisites: Minimum of three upper level Chemistry courses or consent of instructor
2 semester credits

CHE 428 Readings and Research in Chemistry

Prerequisites: CHE 111, 217, and consent of instructor
1-4 semester credits

CHE 125, 225, 325, 425

Special Offerings in Chemistry Prerequisite: Consent of instructor
1-4 semester credits

Classics Course Descriptions**CLA 201 Classical Etymology**

Vocabulary building through the prefixes, suffixes, and roots of Greek and Latin.
2 semester credits

CLA 310 Glory of Greece

An introduction to the history of the ancient Greeks, their literature, politics, customs, art, and architecture.
3 semester credits.

CLA 311 Grandeur of Rome

An introduction to the history of ancient Rome, its literature, politics, customs, art, and architecture.
3 semester credits

CLA 312 Classical Mythology

A study of the gods and heroes of the ancient Greeks and Romans as found in classical and modern literature, sculpture, painting, music, and film.
3 semester credits

CLA/CTH 320 Classical Roots of Christianity

Considers the many ways in which the ancient Greco-Roman tradition helped shape Christianity. Interdisciplinary course elective for Catholic Studies major and minor programs.
3 semester credits

Communication Course Descriptions**COM 103 Introduction to Communication Studies**

Introduction to Communication Studies is an overview of the many professions in communication and reviews the Communication program and procedures.
1 semester credit

COM 110 Oral Communication

Examines the theories and practices students need to develop competence in public speaking and listening by providing experience in the preparation, presentation, and assessment of speeches. Informative and persuasive speaking are highlighted in this course.
3 semester credits

COM 110 Oral Communication – Speech Anxiety

Examines the theories and practices students need to develop competence in public speaking and listening by providing experience in the preparation, presentation, and assessment of speeches. Informative and persuasive speaking are highlighted in this course. COM 110-SA seeks to aid students with a self-report of high speech anxiety. Placement in these sections will take place based on the speech anxiety inventory conducted by Admissions upon arrival at the University. Students may also self-select to take this course.
3 semester credits

COM 150 Writing for the Media

Writing for the Media introduces the fundamentals of various forms of writing used in diverse media. Students learn the basics of journalistic and promotional writing styles. Prerequisite: ENG 121
3 semester credits

COM 160 Media and Society

Media and Society is an introductory examination of mass media and its impact on culture and society.
3 semester credits

COM 200 Visual Communication

Visual Communication guides students through an exploration of the idea that memorable visual messages with text have the greatest power to inform, educate, and persuade an individual.
3 semester credits

COM 204 Interpersonal Communication

Principles and theories of relational communication will be explored including such concepts as self, relational development, conflict, listening, language and nonverbal communica-

tion. Special emphasis will be given to interpersonal communication in small groups. Prerequisite: COM 110 or consent of the instructor
3 semester credits

COM 210 Intercultural Communication

A study of the theories and principles of communication within and across ethnic and multinational borders is the focus of this course with exploration into the fields of communication, business, healthcare, education, human rights, and global diversity. Study will culminate in a research project or a global issues service project. Prerequisites: COM 110; Suggested ANT 171 and BUS 215.
3 semester credits

COM 212 Persuasion

The art of persuasion is explored as an element of not only communication but society as well. Various aspects of persuasion and their impact (legal, ethical, etc.) and effectiveness as used in such areas as media, advertising, rhetoric, politics, and propaganda will be addressed.
Prerequisites: COM 110, ENG 121
3 semester credits

COM 215 Studio Production

Studio Production is an introduction to video production concepts and techniques within a studio production environment.
3 semester credits

COM 220 Rhetoric of Human Communication

This course presents an overview of communication theory. While broad in its coverage of concepts, students will explore their modern uses.
3 semester credits

COM 250 Design and Layout

Design and Layout is an entry-level design course focusing on using professional industry-standard software to create digital and print materials. Prerequisites: COM 200
3 semester credits

COM 303 Mass Communication: History and Theory

History, process, philosophy, law, policy of U.S. communication media. Each medium examined individually. Effects of messages, regulation of media, and other current issues examined. Prerequisites: ENG 121, COM 110 or consent of instructor
3 semester credits

COM 305 Sports Communication

An in-depth look at sports and its influence on society including the media through which its story is told. Areas of emphasis include sports writing, broadcasting, advertising, marketing and public relations. The course will include tours of sports facilities and speakers from sports teams and from the media which cover them. Prerequisites: COM 110, ENG 121
3 semester credits

COM 311 Advanced Public Speaking

Designed for students who desire to refine their public speaking skills. Public speaking from various areas such as traditional classrooms, professional, civic, ceremonial/ special

occasion, group, debate/discussion, limited preparation.

Prerequisite: COM 110

3 semester credits

COM 319 Secondary Speech Methods

Examines methods, materials, opportunities, and problems typically encountered in teaching high school speech.

Emphasis is on instruction and practice in procedures for planning, instruction, and evaluation.

2 semester credits

COM 350 Web Design

Web Design introduces the process of planning and designing a website using User Experience and Design principles.

Prerequisites: COM 110, ENG 121

3 semester credits

COM 320 Management of Extra Curricular Activities

Practice in the methods of advising and managing extracurricular programs in forensics, journalism, and theater.

2 semester credits

COM 329 Public Relations

Overview of history, theory, and research techniques and applications of public relations. Introduction to public relations writing and design. Projects include brochure preparation, problem research, and news releases. Focus on critical analysis of public relations problems and remediation.

Prerequisites: BUS 215, COM 204, COM 226, or consent of the instructor.

3 semester credits

COM 330 Principles in Advertising

Intense study of advertising, the process and practice. Planning, formulating, implementing, and evaluating an ad campaign. Social responsibilities and legal restrictions of advertising. Case studies assigned for discussion and evaluation. Prerequisites: ENG 121, COM 110, or consent of the instructor

3 semester credits

COM 332 Public Relations Writing

Practical study of the various genres of public relations writing: news releases, speeches, press packets, agency newsletters, and special events. Prerequisites: COM 360, 250, 329

3 semester credits

COM 360 Journalism

Journalism is an advanced study of investigative, feature, news and enterprise writing and producing to serve a public audience. Curriculum will focus on reporting, interviewing, writing and packaging for diverse media based on current professional models. Prerequisites: COM 150, 215

3 semester credits

COM 370 PR Campaigns and Strategies

This course covers public relations theories and strategic communication campaigns through direct experience. Students design a public relations campaign involving media management, community relations, educational outreach or other methods of advocacy using public relations strategies and tactics. Prerequisites: BUS 333; COM 329, 332

3 semester credits

COM 375 On-Camera Performance

This course covers a mix of on-camera study and practice.

Throughout the semester, students will study particular styles used by media personalities in news, commercials, opinion, and other television and new media broadcasting.

3 semester credits

COM 380 Video Field and Postproduction

Video Field and Postproduction introduces the technical skills and creative principles required for single camera video production and postproduction. Topics include video technology, design, composition, lighting, continuity, sound and editing.

Prerequisites: COM 215

3 semester credits

COM 390 Voice and Gesture

Voice and Gesture is a focused study of vocal and physical expression techniques. Students will study script analysis, vocal and physical characterization, Individual and group presentation skills. Prerequisites: COM 110

3 semester credits

COM 413 Organizational Communication

Study of communication practices in formal organizations with emphasis on communication between supervisors and subordinates. Examination of structure and function of planned and unplanned organizational communication networks and an introduction to the communication audit. Special attention given to managerial communication.

3 semester credits

COM 414 Business Communication

Preparation, practice and evaluation of oral and written communication for the business world: public presentation, small group skills, listening. Research, present, and evaluate communication for the business setting. Prerequisites: ENG 121, COM 110

3 semester credits

COM 426 Communication Leadership

As the capstone experience for all senior students in Communication, this course provides for the integration of core liberal learning, professional course work and servant leadership in communication. Assessments and preparation for internship placement are also completed. Prerequisite: Acceptance into the internship program

2 semester credits

COM 428 Reading and Research in Communication

An in-depth study to fit the student's competence and needs.

Prerequisite: Consent of instructor

1-4 semester credits

COM 430 Internship

Structured, on-the-job learning experience under supervision of professionals in a cooperating organization. Faculty advisor supervises, awards credit and grade. A learning contract is written between faculty advisor, supervisor and student stating conditions of work assignment (13 weeks, minimum of 40 hrs/week). Prerequisite: All other major coursework completed; Taken concurrently with COM 432

10 semester credits

COM 432 Seminar

An in-depth original research or production study designed, proposed, presented, and defended by the student to a committee of peers and staff. Practical exploration of job search procedure. Preparation of employment portfolio and resume; presentation of portfolio to faculty and peers. Taken concurrently with COM 430
2 semester credits

COM 450 Advanced Production: Radio and Audio

This course will offer the advanced training in the art and technique of audio production in radio and other media. Because of a rotation of topics, the course can be taken multiple times for credit. Prerequisite: COM 215
3 semester credits

COM 460 Advanced Production: Film and Video

With a rotation of topics in film production, students will explore focused subjects that might include short narrative filmmaking, documentary production, cinematography, and directing for film. Because of the rotating topics, the course can be taken multiple times for credit. Prerequisite: COM 380: Video Field & Postproduction
3 semester credits

COM 470 Advanced Topics in Professional Communication Studies

This course will offer the advanced study of an aspect of communication. Topics for the course will change based on instructor and student interest.
3 semester credits

COM 480 Advanced Topics in Communication Studies

This course will offer the advanced study of an aspect of communication. Topics for the course will change based on instructor and student interest.
3 semester credits

COM 125, COM 225, COM 325, COM 425

Special Offerings in Communication
1-4 semester credits

COM 133, 233, 333, 433 Practicum: Film and Video Production

Supervised or self-directed work in a faculty lead film production or student project. Students will have the opportunity to serve in a variety of roles including assistant producer, assistant director, script supervisor, and production assistants. Students might also be cast as actors, compose music, or write scripts. Open to all students, though students with prior production experience might have increased opportunities for the faculty-led film. Self-directed students need to have some level of experience prior to enrolling for practicum. May be taken up to three times for credit.
1 semester credit

COM 135, 235, 335, 435 Practicum: Radio Communication

The radio practicum is designed to give students hands-on experience in video production. The practicum experience will be tailored to the student's talents, goals and experience. Students typically take an air shift at a local radio station for two hours a week. No student can earn more than 4 hours in this practicum.

COM 139, 239, 339, 439 Practicum: Summit

Students participate in the development and production of the twice-monthly publication "The Summit," as editors, photographers and/or reporters. No student can earn more than 4 hours in this practicum.

COM 143, 243, 343, 443 Practicum: Competitive Forensics

A supervised experience in forensics. Students contract with faculty advisor. This practicum contributes to the curricular competencies of Spirituality and Ethics, Global Stewardship, Communication, and Critical Thinking. No student can earn more than 4 hours in this practicum.

COM 145, 245, 345, 445 Practicum: Theater

Theater Practicum is a directed supervised, practical experience in theatre production. Students participate in executing a fully realized theater production before a live audience as either actor, stage crew, designer, operator or production assistant.
1 semester credit

COM 147, 247, 347, 447

Supervised work in the BEK/UMary Broadcast Studio. Students will have the opportunity to serve in a variety of roles including: producer, master control, CG operator, and floor director.
1 semester credits

Economics Course Descriptions**ECN 101 Economics of Social Issues**

This course presents a social issues approach to the development of basic micro and macro principles of economics. Contemporary social issues covered in this course may include the following topics: Poverty; Discrimination; Economic Systems and Social Well-Being; Price Controls; Pollution; Crime; Education; Monopoly Power; Professional Sports; Economic Growth; Inflation; Unemployment; Monetary Policy; Fiscal Policy; and International Trade. Additional social issues will be selected by the instructor and class as time permits.

3 semester credits

ECN 203 Microeconomics

Microeconomics emphasizes the various market structures that individual units such as households and firms encounter when maximizing their utility and profits. It investigates the advantages and disadvantages of perfect competition, monopoly, oligopoly and monopolistic competition.

3 semester credits

ECN 204 Macroeconomics

Macroeconomics studies economic aggregates such as unemployment, inflation, and Gross Domestic Product and their impact on individuals and society. It examines the effects of fiscal and monetary policy on the level of economic activity.

3 semester credits

ECN/POL 320 Political Economy

This course analyses the interplay between economic and political forces in human society. It uses the tools of economic analysis to study constitutional design and governmental decision making. The course harnesses the insights of political philosophy and modern economic theory in order to shed

light on the problems such as economic freedom, equality, globalization and alternative economic systems.
3 semester credits

ECN 343 History of Economic Thought

This course is designed to study the major economic philosophers from Adam Smith to the present and their contributions to economic theory. Prerequisites: ECN 203, ECN 204 or instructor consent.
3 semester credits

ECN 344 Economic Policy Alternatives

This course presents the connections between economics and politics in our political economy. It explores the Impacts of alternative economic policy decisions on the goals of equity, efficiency, full employment, stable prices and economic growth. Economic policy making decisions will include monetary policy, fiscal policy, government regulations, income distribution and international trade.
3 semester credits

Engineering Program Course Descriptions

Engineering Course Descriptions

ENR 101 Introduction to Engineering

Introduction to Engineering is a three credit course for engineering majors. Students are introduced to engineering fields, practicing engineers, and hands-on engineering work while asking questions about ethics and the common good. Students will also be exposed to the design process, collaboration, research and analysis, communication, technical documentation and engineering standards.
3 semester credits

ENR/MAT 200 Computing for Math & Engineering

An introduction to computing, programming and software used by mathematicians and professional engineers. Students are expected to have access to a laptop. Programming will be taught in a computer algebra system, such as Matlab. Spreadsheets will be utilized for organizing data. Word Processing and computer presentations will be taught in the typesetting language LaTeX for professional rendering of symbols. Other relevant software, such as R for statistics, may be introduced. Fulfills the technology requirement in place of CIS 101 for the liberal arts core. Prerequisite: MAT 209. Recommended Corequisite: MAT 210
3 semester credits

ENR 201 Statics

Statics is a detailed introduction to calculus based statics for engineering students involving the analysis of structures, balance forces, moments, distributed loads, reactions, and friction. Prerequisites: MAT 109. Corequisites: MAT 210, PHY 251
3 semester credits

ENR 202 Dynamics

Dynamics is a three credit course for engineering majors and contains a study of kinematics and kinetics of particles; Newton's laws; energy and momentum methods; system of

particles; kinematics and kinetics of planar motions of rigid bodies; plane motion of rigid bodies; mechanical vibrations. Prerequisites: ENR 201, PHY 251. Corequisites: MAT 211, PHY 252
3 semester credits

ENR 203 Mechanics of Materials

Simple stress and strain, mechanical properties of materials, axial load, torsion, shear and bending moment, flexure and shear stresses in beams, combined stresses, stress transformation, statically indeterminate members and columns. There is a laboratory associated with this course. Prerequisites: ENR 201
3 semester credits

ENR 206 Fundamentals of Electrical Engineering

The course introduces fundamental electrical engineering concepts, such as passive and active components (resistor, capacitor, inductor, operational amplifier, digital gates), circuit analysis (Ohm's Law, KCL, KVL, phasors), energy, power and threephase systems. The course includes laboratory experiments and computer simulations. Prerequisite: PHY 252
3 semester credits

ENR 210 Computational Methods

Computational Methods is a 3 credit course for Engineering Majors consisting of advanced methods for computing and data analysis. Students are introduced to Unix/Linux command line programming, Bash shell scripting, Python 3, C, the VIM command line editor, Raspberry Pi, Gnuplot, as well as techniques of Engineering Data Analysis. Prerequisite: ENR/MAT 200
3 semester credits

ENR 460 Engineering Economy

Simple evaluation of the economic merits of alternative solutions to engineering problems. Evaluations emphasize the time value of money.
3 semester credits

ENR 488 Senior Design II

This is a comprehensive design course which integrates engineering design and engineering science components of previous and ongoing coursework into a major design experience. Design projects can be in the area of environmental, geotechnical, structures, water resources, transportation engineering, power systems, robotics, or any other project which requires components from Civil, Mechanical, and Electrical Engineering. Course activities include developing and analyzing a detailed design, preparing plans and drawings, developing design specifications, and estimating construction costs. Other topics covered include professional practice issues and computer aided design. Group design reports and individual oral presentations are required. This course is a combined course including Civil, Mechanical, and Electrical Engineers and requires each design group to contain at least one member from each branch of engineering. Prerequisites: ECI 482; two of ECI 412, 423, 431, or 451
3 semester credits

Civil Engineering Course Descriptions

ECI 202 Introduction to Digital Terrain Modeling

This course introduces some basic functions of the Civil 3D land systems design program. The course uses a combined lecture and laboratory format to teach fundamentals of land surface modeling. Students will have access to Civil 3D software through the SEM computer system. Prerequisite: ENR 101

1 semester credit

ECI 203 Earth Dynamics & Geophysics

Introduction to physical geology including geologic features, geomorphology, geohazards, geotechnical engineering design.

3 semester credits

ECI 301 Civil Engineering Laboratory

Laboratory course dealing with 1) determining soil index properties, grain size distribution, permeability, moisture density relations, shear strength, and consolidation of soils; 2) engineering properties of concrete, asphalt, steel, and composites; and 3) design of experiments. Prerequisite: ENR 203

2 semester credits

ECI 302 Civil Engineering Laboratory II

Laboratory courses dealing with 1) fluid properties, flow measurements, open channel flow, pipe flow, and hydraulic machinery; 2) water and wastewater treatment topics such as BOD, total and suspended solids, water hardness, chlorination, alkalinity, coagulation, and jar testing; and 3) design of experiments. Students perform lab work in teams and communicate results in written reports and one oral presentation. Prerequisite: ENR 203

2 semester credits

ECI 313 General Surveying

Measurements of distances and angles; EDM; satellite and inertial systems; triangulation; differential leveling; horizontal curves; vertical curves; traverse surveys; U.S. public land surveys; earthwork; boundary surveys; construction surveys. Prerequisite: MAT 209. Corequisite: ECI 313L

2 semester credits

ECI 313L General Surveying Lab

Course will involve laboratory assignments dealing with measurements of distances and angles; use of EDM, GPS, and automatic levels; traversing; leveling; horizontal curves; vertical curves; and topographic survey. Corequisite: ECI 313

1 semester credit

ECI 351 Structural Mechanics

Reactions, shear and bending moment, plane and space trusses, influence lines, deflections, virtual work, energy methods, approximate analysis, consistent deformations method, slope deflection and moment distribution methods, introduction to matrix methods. Use of computer for analysis. Prerequisite: ENR 203

3 semester credits

ECI 403 Topics in Civil Engineering

Investigation of topics as selected by working engineers in the civil engineering industry. Topics in this course will vary each time it is offered, and students may take this course to fulfill technical elective requirements for their civil engi-

neering degree. Course can be repeated for up to nine (9) credits toward the degree. Prerequisite: Junior status and department approval

3 semester credits

ECI 404 Civil Engineering Internship

This course provides students with an opportunity to gain real world experience in the civil engineering industry. Students may participate in an internship for up to two (2) semesters, earning a maximum of three (3) credits. The number of credits awarded depends on the number of internship hours worked. Students may not exceed 135 hours (3 credits) of internship work in a semester. Prerequisite: Junior status, internship acceptance letter from industry, and department approval

1-3 semester credits

ECI 412 Soil Mechanics

Course topics include principles of soil mechanics including weight-volume relationships, classification, compaction, effective stress, permeability and seepage, consolidation, shear strength, site exploration, introduction to lateral earth pressure, and slope stability. Prerequisite: ENR 203

3 semester credits

ECI 414 Foundation Engineering

Transportation systems; transportation planning and future developments; computer aided design; design and analysis of transportation facilities including traffic operations, highway geometry, and pavement. Prerequisite: ECI 412

3 semester credits

ECI 416 Transportation Engineering

Soil improvements and ground modifications, soil exploration and sampling, bearing capacity, spread footings, mat foundations, settlement analysis, drilled shaft and pile foundations, foundations on difficult soil. Prerequisite: ECI 412

3 semester credits

ECI 421 Hydrology

Course topics include measurement, interpretation, analysis and application of hydrologic data; precipitation, evaporation and transpiration; runoff hydrographs; routing methods; groundwater; and snow hydrology. Computer applications. Prerequisite: EME 306

3 semester credits

ECI 423 Hydraulic Engineering

Fluid statics and dynamics; open channel flow; transitions and controls; hydraulic structures; hydraulic machinery; hydraulic power conversion; and hydraulic modeling.

Prerequisite: EME 306

3 semester credits

ECI 431 Environmental Engineering I

Environmental quality, water quality modeling, water & wastewater treatment systems, sludge processing, solid wastes, hazardous wastes, environmental law. Prerequisite: EME 306

3 semester credits

ECI 432 Environmental Engineering II

Water distribution networks, mass curve analysis, wastewater collection systems, pumping systems for water and

wastewater, system design project, computer-assisted design, confined spaces. Prerequisite: EME 306
3 semester credits

ECI 444 Contracts & Specifications

Engineering contracts and specification essentials, legal aspects of engineering practice and employment; professional practice issues; procurement of work; governmental regulation.
3 semester credits

ECI 451 Steel Design

Selection of sections, bolted and welded connections, trusses, bearings, lightgage structural members, fatigue of structural members and introduction to plastic design. Prerequisite: ECI 351
3 semester credits

ECI 453 Reinforced Concrete

Materials and specifications, axially and eccentrically loaded columns, strength beam theory, shear stresses, bond and development length, serviceability, and oneway slabs. Prerequisite: ECI 351
3 semester credits

ECI 482 Senior Design I

The first course in student design which integrates engineering design and engineering science components of previous and ongoing coursework into a major design experience. Design projects can be in the areas of environmental, geotechnical, structures, water resources, or transportation engineering. Course activities include defining the problem, formulating project objectives, gathering background information, scheduling the project, applying design standards and realistic constraints; developing design alternatives; and evaluating design alternatives. Other topics covered include project management, effective team-working, engineering ethics, and computer aided design. Group design reports and individual oral presentations are required. Prerequisites: two of ECI 412, 423, 431, & 451
3 semester credits

Electrical Engineering Course Descriptions

EEL 201 Introduction to Digital Electronics

Introduction to Digital Electronics is a course for Electrical Engineering majors which contains an introduction to the fundamentals of circuit design, digital logic, and microcontrollers. This course includes a lab which concentrates on electronics project design using microcontrollers.
3 semester credits

EEL 206 Circuit Analysis

Introduces the foundations of electrical engineering, applying these concepts to circuit design, electronics, and circuit theory. The student is introduced to circuit CAD using gSchem and circuit simulation using NGspice. Prerequisite: MAT 209. Corequisite: EEL 206L
2 semester credits

EEL 206L Circuit Analysis Laboratory I

Introduction methods of circuit construction, experimental circuit analysis, and to proper uses of laboratory equipment. Corequisite: EEL 206
1 semester credit

EEL 304 Computer Aided Measurement & Controls

The principles of the use of a computer in a measurement and control environment are presented. Software is designed to drive interfaces to perform measurement and control algorithms. The software and concepts presented are evaluated in a laboratory environment. Prerequisite: MAT 209
3 semester credits

EEL 313 Linear Electric Circuits

Linear electric circuits in the steady state and transient conditions; two-port circuits; Fourier Series single and polyphase systems. Prerequisite: EEL 206. Corequisites: EEL 313L, EEL 318
3 semester credits

EEL 313L Circuits Laboratory II

Experimental circuit analysis and proper uses of laboratory equipment. EEL 313L is a continuation of the concepts and techniques learned in EEL 206L. Corequisite: EEL 313
1 semester credit

EEL 314 Signals & Systems

Passive filters; Laplace transform applications; Fourier transform; Ztransform; Nyquist sampling theorem; other topics as time permits (state variables; introduction to control and communications theory; discrete Fourier transform). Prerequisite: EEL 313. Corequisites: MAT 334, EEL 314L
3 semester credits

EEL 314L Signals & Systems Laboratory

Laboratory course to accompany the Signals and Systems course. Corequisite: EEL 314
1 semester credit

EEL 316 Electric & Magnetic Fields

Field produced by simple distributions of electric charges and magnetic poles, field mapping and application to engineering problems. Prerequisite: EEL 206. Corequisite: MAT 334
3 semester credits

EEL 318 Engineering Data Analysis

This course will provide undergraduate electrical engineering students with an understanding of the principles of engineering data analysis using basic probability theory and basic statistics theory. Students will have the opportunity to apply these concepts to actual engineering applications and case studies. Prerequisite: ENR 210; EEL 206. Corequisite: EEL 313
3 semester credits

EEL 321 Electronics I

Fundamentals of semiconductors, nonlinear discrete components such as diodes and transistors, and integrated circuits; analysis and synthesis of simple electronic circuits, including amplifiers. Prerequisite: EEL 313. Corequisite: EEL 321L
3 semester credits

EEL 321L Electronics Laboratory I

Practical electronics application and design using theory studied in concurrent third-year electrical engineering courses. Prerequisite: EEL 313L. Corequisite: EEL 321
1 semester credit

EEL 401 Electric Drives

A study of variable speed drives and their electronic controls; analysis and synthesis of power electronics through computer simulations and laboratory implementations. Prerequisite: EEL 314. Corequisite: EEL 401L
3 semester credits

EEL 401L Electric Drives Laboratory

Laboratory course to accompany the Electric Drives lecture course. Prerequisite: EEL 314. Corequisite: EEL 401
1 semester credit

EEL 403 Topics in Electrical Engineering

Investigation of topics as selected by working engineers in the electrical engineering industry. Topics in this course will vary each time it is offered, and students may take this course to fulfill technical elective requirements for their electrical engineering degree. Course can be repeated for up to nine (9) credits toward the degree. Prerequisite: Junior status and department approval
3 semester credits

EEL 404 Electrical Engineering Internship

This course provides students with an opportunity to gain real world experience in the electrical engineering industry. Students may participate in an internship for up to two (2) semesters, earning a maximum of three (3) credits. The number of credits awarded depends on the number of internship hours worked. Students may not exceed 135 hours (3 credits) of internship work in a semester. Prerequisite: Junior status, internship acceptance letter from industry, and department approval
1-3 semester credits

EEL 405 Control Systems I

Mathematic modeling and dynamic response of linear control systems; stability analysis; design of linear controllers using the root locus and frequency response techniques. Prerequisite: EEL 314. Corequisite: MAT 334, EEL 405L
3 semester credits

EEL 405L Control Systems Laboratory

Laboratory course to accompany the Control Systems I course. Prerequisite: EEL 314. Corequisite: EEL 405
1 semester credit

EEL 409 Power Systems I

Fundamentals of transmission lines. Prerequisite: EEL 313, 316
3 semester credits

EEL 410 Power Systems II

Power system Analysis. Generators, Loads, Transformers, Substations, and PSS/E and PSPICE analysis. Prerequisite: EEL 409
3 semester credits

EEL 421 Electronics II

Analysis of electronic circuits and systems using discrete components and integrated circuits, digital circuits, active filters, and power amplifiers. Prerequisites: EEL 314, 321. Corequisite: EEL 421L
3 semester credits

EEL 421L Electronics Laboratory II

Practical electronics application and design using theory studied in concurrent third-year electrical engineering courses. Corequisite: EEL 421
1 semester credit

EEL 452 Embedded Systems

A study of microcontroller hardware and software, with an emphasis on interfacing the microcontroller with external electronic devices such as transceivers, sensors, and actuators for communications and control within an embedded system. Prerequisites: EEL 201, 304, 321. Corequisite: EEL 452L
3 semester credits

EEL 452L Embedded Systems Laboratory

Laboratory course to accompany the Embedded Systems course. Corequisite: EEL 452
1 semester credit

EEL 461 Advanced Programming

Problem solving, algorithm development, and structured programming in a high-level language. Emphasis on learning how to design, code, debug, and document programs, using techniques of good programming style, advanced concepts in computer programming. Includes an introduction to data structures, analysis of algorithms, and the theory of computation. Includes laboratory.
3 semester credits

EEL 462 Systems Programming

Focus on low level programming. Topics covered include pointers, memory management, code optimization, compiling and linking, and library management. Prerequisite: EEL 461
3 semester credits

EEL 480 Senior Design I

The first course in a two-semester course in student design, emphasizing design methodologies, communications, and teamwork. Students will select an electronic system to design, capture end-user requirements, perform component trade studies, and lead a critical design review at the end of the semester. Prerequisite: instructor approval
3 semester credits

Mechanical Engineering Course Descriptions

EME 201 Student Design

Team problem solving with design and build of a machine or mechanism, typically ASME Design Contest project. Machine shop safety and introduction to fabrication processes. Special topic lectures on contemporary Mechanical Engineering issues and research activities. Corequisite: PHY 251
2 semester credits

EME 201 Student Design

Team problem solving with design and build of a machine or mechanism, typically ASME Design Contest project. Machine shop safety and introduction to fabrication processes. Special topic lectures on contemporary Mechanical Engineering issues and research activities. Corequisite: PHY 251
2 semester credits

EME 301 Materials Science

The theory of the structure of matter, the prediction and evaluation of engineering properties of materials. Prerequisites: CHE 111, PHY 252
3 semester credits

EME 306 Fluid Mechanics

Fluid properties; fluid statics and dynamics; transport theory and transport analogies, conservation of mass, energy, and momentum; dimensional analysis; boundary layer concepts; pipe flows; compressible flow; open channel flow. This course also includes a laboratory. Prerequisites: PHY 251, MAT 210
4 semester credits

EME 322 Design of Machinery

Analytical study of motions, velocities, accelerations and forces for design of machine elements. Introduction to spatial mechanisms, robotics, and actuator selection. Prerequisites: ENR 200, 202
3 semester credits

EME 323 Machine Component Design

Design of machine elements such as shafts, bearings, gears, clutches, springs, threaded components, and bolted, riveted, welded, and bonded joints. Stress and failure theory analyses of the implementation of machine components are covered. Prerequisites: EME 322
3 semester credits

EME 323 Machine Component Design

Design of machine elements such as shafts, bearings, gears, clutches, springs, threaded components, and bolted, riveted, welded, and bonded joints. Stress and failure theory analyses of the implementation of machine components are covered. Prerequisites: ENR 203, EME 322
3 semester credits

EME 323L Machine Component Design Laboratory

Application of design and analysis tools developed in the Machine Component Design course. Laboratory emphasizes creative design, analysis techniques, construction methods, and design report writing. Corequisites: EME 323
1 semester credit

EME 341 Thermodynamics

Fundamental energy relationships applied to both closed and open systems. Determination of thermodynamic properties, first and second laws of thermodynamic processes and basic cycles. There is a laboratory component to this course. Prerequisite: PHY 251. Corequisite: MAT 211
3 semester credits

EME 370 Disasters & Ethics

Disasters and Ethics will be the basis for teaching an ethics course to engineering students. Starting with the premise that most people know the difference between right and wrong (this is not a course on criminal activity!), the course explores how engineers, in spite of their best intentions, sometimes create disastrous situations. The effect of cumulative adverse detail is difficult to teach except with case studies. Also explored is cost vs. safety trade-offs, the role of lawsuits, and government regulation.
3 semester credits

EME 403 Topics in Mechanical Engineering

Investigation of topics as selected by working engineers in the mechanical engineering industry. Topics in this course will vary each time it is offered, and students may take this course to fulfill technical elective requirements for their electrical engineering degree. Course can be repeated for up to nine (9) credits toward the degree. Prerequisite: Junior status and department approval
3 semester credits

EEL 404 Mechanical Engineering Internship

This course provides students with an opportunity to gain real world experience in the mechanical engineering industry. Students may participate in an internship for up to two (2) semesters, earning a maximum of three (3) credits. The number of credits awarded depends on the number of internship hours worked. Students may not exceed 135 hours (3 credits) of internship work in a semester. Prerequisite: Junior status, internship acceptance letter from industry, and department approval
1-3 semester credits

EME 418 Manufacturing Processes

Descriptive and analytical study of manufacturing methods and economics as they pertain to machining, metrology and automation. Includes laboratory. Prerequisites: ENR 203, EME 301
4 semester credits

EME 441 Thermal Systems Laboratory

Investigation of thermal, fluid and mechanical systems and instrumentations. Statistical methods are used in data collection and analysis. Prerequisites: EME 341, 474
3 semester credits

EME 474 Heat & Mass Transfer

Convection, conduction, radiation, dimensional analysis and design of heat transfer equipment. Prerequisites: MAT 210, EME 306, EME 341
3 semester credits

EME 480 Mechanical Engineering Seminar

Reports and presentations on current developments in mechanical engineering and engineering ethics.
3 semester credits

EME 483 Mechanical Measurements Laboratory

Experiments and written reports on the operation and performance of instruments and basic mechanical engineering equipment.
3 semester credits

EME 487 Senior Design I

The first course of a two-course sequence in Engineering Design, students will establish important features of the machine or system to be designed, perform market analysis, establish design objectives, explore alternatives, conduct research, specify constraints. Prerequisite: EME 323/L, 474. Corequisite: EME 483
2 semester credits

English Course Descriptions

ENG 098 Writing in Sentences and Paragraphs

A developmental writing course in which students study grammatical rules and their application in the writing process. Students learn to develop coherent and unified paragraphs and essays, using appropriate transition signals. They also learn to summarize, paraphrase, quote and document reading materials. Class does not apply to graduation credit
4 semester credits

ENG 111 Composition I

Guided practice in college-level critical reading and expository writing, emphasizing a process approach and such expository modes as definition, comparison, and analysis.
3 semester credits

ENG 121 Composition II

Guided practice in college-level research and writing, emphasizing a process approach and such expository modes as definition, comparison and analysis. Prerequisite: ENG 111.
3 semester credits

ENG 130 Introduction to Literature

Study of the literary genres and related elements of literary form. Close reading and analysis of fiction, poetry and drama is augmented with the study of literary criticism and critical writing. Artistic comparison and interpretation foster a student's understanding of multiple points of view.
3 semester credits

ENG 140 Introduction to Narrative

Introduction to Narrative is designed to introduce students to storytelling in multiple media. Close reading and formal analysis of literature, film, and new media projects are augmented with research into storytelling as an aesthetic mode of communication. Artistic comparison, interpretation, and creation foster a student's own creative ability as well as his or her understanding of multiple points of view.
3 semester credits

ENG 202 Grammar

A linguistics-based study of the grammar of modern English. Required for all English majors.
3 semester credits

ENG 215 Introduction to the Profession of English

Outline of major theoretical stances towards the interpretation of literature plus tools and techniques especially applicable to research in language, literature, and culture. Required for all English majors.
3 semester credits

ENG 240 Introduction to Poetry

This course introduces students to the formal study of poetry. Focusing on the elements of prosody—meter, rhythm, rhyme, form, and imagery—this course will explore various modes of poetry as a unique form of literature.
3 semester credits

ENG 302 Classical and Contemporary Rhetoric

History of rhetoric from classical Western ideas through the middle ages and into the 21st century. Emphasis on theory and structure of argument, proofs, reasons, evidence, and

fallacies – with application of these in writing arguments for various audiences. Required for all English majors.
3 semester credits

ENG 315 Senior Seminar Prospectus

Development of an arguable topic, rough thesis, plan of work, and preliminary bibliography for the senior seminar. Required for all English majors. Prerequisite: Admission to the English major.
1 semester hour

ENG 320 Critical Theory

Historical and comparative study of major theoretical stances towards the interpretation of literature. Emphasis on primary documents. Required for all English majors.
3 semester credits

ENG 321 Survey of British Literature I

Important works in British literature from the beginnings through Neoclassicism.
3 semester credits

ENG 324 Survey of British Literature II

Important works in British literature from the Romantics to the present.
3 semester credits

ENG 330 Survey of World Literature I

Important works in world literature from the beginnings through the European Renaissance. Emphasis on non-English-language works read in translation.
3 semester credits

ENG 331 Survey of World Literature II

Important works in world literature from the European Renaissance through the present. Emphasis on non-English-language works read in translation.
3 semester credits

ENG 336 Survey of American Literature I

Important works in American literature from the beginnings through Whitman.
3 semester credits

ENG 337 Survey of American Literature II

Important works in American literature from Whitman through the present.
3 semester credits

ENG 351 Creative Writing

Guided experience in writing various genres. Emphasis on effective use of form, technique, and style.
3 semester credits

ENG 360 Writing Center Practicum

After 8-10 hours of training, students run the Writing Center under the direction of the English program. This directed practicum experience provides both a service and an additional resource to the university while giving direct experience to Writing Center staff, selected students who are trained to meet the writing-assignment needs of other university students. Prerequisite: Permission of instructor.
1-3 semester credits

ENG 364 Shakespeare

In this course, we will consider the value of Shakespeare's work by exploring the many genres in which he wrote (histories, tragedies, comedies, and romances). While we will ground our analysis in his portrayal of human relationships--familial and political, platonic and romantic--we will also pair close readings of the text with elements of Elizabethan culture in order to understand how the world's most famous writer was a man of his times responding to his times.
3 semester credits

ENG 366 Literary Diversity

This class will explore the literature of a particular cultural group (e.g., African Americans, Native Americans, women, the working class, etc ...). Focusing on mutual enrichment through careful consideration of an increasingly diverse world, this course will seek to respect all persons through a hospitable analysis of contemporary and historical cultural perspectives and their influence on a literary work's meaning and its ongoing significance for a diverse audience.
3 semester credits

ENG 370 History of the English Language

This course explores the pre-history and evolution of major dialects of English up to the present. Special attention will be paid to the interrelationship between history and linguistics, and the course will introduce "English" literature prior to Modern English.
3 semester credits

ENG 380 Young Adult Literature

This course introduces students to the distinct body of literature created for and marketed to adolescents. Paying equal attention to the literary merit of these works and the pedagogical possibilities of their use within the classroom, this class will introduce students to classics within the tradition, multiple genres, the issues of censorship and canonicity, and the representations of adolescence and adulthood as found in young adult literature.
3 semester credits

ENG 461 Major Theme

Advanced study of a particular literary theme or trope. For example: attitudes toward science in European literature, visits by the living to the land of the dead, the archetype of the goddess, or Plains literature.
3 semester credits

ENG 462 Major Author

Advanced study of a particular author. For example: Shakespeare, Whitman, or Dante.
3 semester credits

ENG 463 Literary Era

Advanced study of a particular literary era. For example: the Victorian era, the colonial era, or the high Middle Ages.
3 semester credits

ENG 464 Literary Genre

Advanced study of a particular genre or sub-genre. For example: lyric poetry, the novel, drama, or epic.
3 semester credits

ENG 465 Literary Movement

Advanced study of a particular literary movement. For example: Modernism or Romanticism.
3 semester credits

ENG 470 Composition Pedagogy and Theory

This course introduces students to the major theoretical questions in the field of Rhetoric and Composition so that they might explore the histories, theories, and pedagogical practices that define the life of the composition instructor. Students will be asked to examine their participation in the field as future teachers, developing scholars, and student-writers themselves in order to develop a nuanced understanding of what teaching composition means on all levels--from middle school to high school and the college classroom.
3 semester credits

ENG 481 Senior Seminar

Guided work in the development of an extended scholarly essay emphasizing collaborative refinement of ideas and approaches. Required oral presentation of findings. Capstone course required for all English majors.
3 semester credits

ENG 125, 225, 325, 425

Special Offerings in English
1-3 semester credits

French Course Description**FRE 101 Beginning French I**

Beginning French I introduces students to four basic skills with the French language: speaking, writing, reading, and listening. An emphasis is placed on a communicative proficiency. A cultural component is also integrated into the program.
3 semester credits

Geography Course Descriptions**GEO 150 Principles of Geography**

Study of geography in a modern context and its synthesizing role in relation to both physical and social sciences. Major emphasis is on the relationship between people and their environment, spatial interactions, and regional structures.
3 semester credits

GEO 161 World Regional Geography

Study of geographic processes shaping major world religions and inter-relationships in the global village; geographic bases and implications of current world events.
3 semester credits

GEO 350 Peoples & Cultures

An exploration of the particular peoples and cultures of a region or of similar physical geographies (e.g., Brazilian Rainforest or island cultures). The specific focus of the course may change and students can repeat the course when the focus changes.
3 semester credits

GEO 402 Human Geography

A review of the relationship between core areas of the earth and the peripheral environment as well as a display of the

continuing transformation of the political economy of the world, nations, regions, and cities. An emphasis on how social and cultural differences are embedded in human geography, especially differences in race, ethnicity, gender, age, and class.

3 semester credits

Greek Course Descriptions

GRK 201 Beginning/First Semester Greek

An introduction to the forms, syntax, and vocabulary of Attic Greek.

3 semester credits

GRK 202 Second Semester Beginning Greek

An introduction to the forms, syntax and vocabulary of Attic Greek. Prerequisite: GRK 201.

3 semester credits

GRK 301: Second Year Greek I: Classical Prose

Readings from selected classical Greek authors.

Prerequisite: GRK 202

3 semester credits

GRK 302 Second Year Greek II: New Testament Greek

An introduction to koine Greek as found in the New Testament. Prerequisite: GRK 301

3 semester credits

History Course Descriptions

HIS 101 & HIS 102 World Civilizations I and II

An introductory survey of world civilizations from (I) ancient times to 1500 and (II) from 1500 to present.

3 semester credits each

HIS 202 North Dakota History

Survey from pre-history to present: physical features, people, cultures, politics, and place in United States history.

3 semester credits

HIS 210 Civil Rights in America

This course analyzes the structure and dynamics of the civil rights movement and examines the people, stories, events and issues of America's civil rights struggle.

3 semester credits

HIS 250 The Historian's Craft

Presents the historian's craft as the guarding and communicating of memory in Western civilization. To "know thyself" today requires the large-scale study of the "making of Europe" as a background of modernity. Students see the process of change whereby a new religion enters an old society to create a civilization. They encounter key moments of the past through a great work of historical synthesis as well as various genres of historical communication that reflect Western identity. Introduces the principles of historical thinking and judgment; the sources of historical knowledge, such as personal experience, oral tradition/memory, archives, artifacts, and archeological sites; as well as various perspectives on the past such as macro-history, micro-history, meta-history, economic history, social history, etc. Required for all History and History Education majors.

3 semester credits each

HIS 271 & HIS 272 US History I and II

A survey of the history of the United States from: (I) pre-Columbian North America to 1877 and (II) from 1877 to the present.

3 semester credits each

HIS/THE 303 Church History

This course explores the history of the Church's emergence, development, and growth in the apostolic, patristic, medieval, and Reformation periods as well as the mutual effects of Christianity's engagement with various cultures.

3 semester credits

HIS 307 Difference and Inequality

Examination of issues of human diversity from historical, global, social and cultural perspectives. Issues may include race, gender, age, ethnicity, class or culture.

3 semester credits

HIS 310/CTH 310: Catholicism and America

Examines the Catholic historical experience in America from colonization until the present. Consideration of how far Catholicism is compatible with American political and social values. Either this course or CTH/HIS 330 Catholicism and the Modern World is required for the Catholic Studies major; advanced elective for Catholic Studies minor. Upper-level U.S. History elective for History Education majors.

3 semester credits

HIS 330/CTH 330: Catholicism and the Modern World

A comprehensive examination of Catholicism in relation to historical developments beginning in the Enlightenment and French Revolution. Treats the challenges and possibilities stemming from the encounter between Catholicism and the modern world as expressed in Ideas, cultures, and events since the eighteenth century. Either this course or HIS/CTH 310 Catholicism & America is required for the Catholic Studies major; advanced elective for Catholic Studies minor. Upper-level World History elective for History Education majors.

3 semester credits

HIS 350 U. S. Historical Era

An examination of an historical era in US history.

3 semester credits.

HIS 351 World Historical Era

An examination of an historical era in world history.

3 semester credits

HIS 360 Civilization in History

A study of a civilization(s) in world history and the factors in the rise and decline of civilizations.

3 semester credits

HIS 420 Military History

An examination of the significance of war in human society and history. One or more major wars studied along with key concepts and problems in military history.

3 semester credits

HIS 440 Biography and History

A study of the ways various historical biographies reveal the cultures of the past. Analysis of how human lives are situated in complex webs of contexts at any given time in history.

3 semester credits

HIS 450 U.S. Historical Theme

An examination of an historical era in U.S. history.
3 semester credits

HIS 451 World Historical Theme

An examination of an historical era in world history.
3 semester credits

HIS 471 Indians in American History

Analyzes histories of American Indians in the United States from a Native perspective, changes that occurred through European colonization, impact of United States Indian policy, political activism, and contemporary issues.
3 semester credits

HIS 480 Historiography and Methods

A study of historical writing and of a wide variety of historians and their approaches. Analysis of historical sources. Advanced-level research and writing of a history paper.
3 semester credits

HIS 125, HIS 225, HIS 325, HIS 425

Special Offerings in History
1-3 semester credits

HIS 490 /POL 490/HSS 490 Senior Seminar

An examination of leadership from historical, political, and social perspectives through literature and discussion. Methodology, assessment of the program and connections of Benedictine Values, servant leadership, mission, and philosophy are also included.
3 semester credits

Human and Social Science Course Descriptions

HSS 220/CTH 220: Religion and Culture

Considers the sociological dynamics of religion in general and Catholicism in particular within human societies and culture. Examines the nature of a liberal arts-based education as a specific illustration of the relationship between religion and culture. Required foundation course for Catholic Studies major; elective foundation course for Catholic Studies minor. Elective for Social and Behavioral Sciences major.
3 semester credits

HSS 125, HSS 225, HSS 325, HSS 425

Special Offerings in Human and Social Science
1-3 semester credits

HSS 490/POL 490/HIS 490 Senior Seminar

An examination of leadership from historical, political, and social perspectives through literature and discussion. Methodology, assessment of the program and connections of Benedictine Values, servant leadership, mission, and philosophy are also included.
3 semester credits

Humanities Course Descriptions

HUM 122/322 Freshmen/Transfer Seminar

Required one credit seminar for incoming freshmen or transfer students in which students are introduced to the University of Mary's mission and goals including develop-

ment of leadership skills. Emphasizes the concept of servant leaders, Benedictine values and service learning. Corequisite for 122: President's Seminar Lab (0 credit).
1 semester credit

HUM 127 Career Decision Making

Career Decision making is a 1 credit, 7 week course aimed at making students understand process of career development and to help them recognize their calling by greater self-awareness or increased knowledge of the work world.
1 semester credit

HUM 160/560 International Student Seminar

The International Student Seminar provides an introduction to American culture, University of Mary culture, and the US System of Higher Education. Policies and procedures, as well as expectations of the institution will be stressed. Great emphasis will be laid on Federal Rules and Regulations governing and affecting International Students Status in the United States.
3 semester credits

Italian Course Description

ITA 101 Conversational Italian

An introduction to conversational Italian: pronunciation, vocabulary, simple grammar.
3 semester credits

Latin Course Descriptions

LAT 101 Beginning Latin I

An introduction to the forms, syntax, and vocabulary of classical Latin.
3 semester credits

LAT 102 Beginning Latin II

The second semester, continued introduction to the forms, syntax, and vocabulary of classical Latin.
Prerequisite: LAT 101
3 semester credits

LAT 201 Second Year Latin I

Designed to form a transition from introductory material offered in first year Latin to the next level with Latin authors.
Prerequisite: LAT 102
3 semester credits

LAT 202 Second Year Latin II

A continuation of the transition from Latin I designed to form a transition from introductory material to the Latin authors. Prerequisite: LAT 201
3 semester credits

LAT 301 Advanced Latin

Readings from a variety of sources from ancient Roman literature, depending upon the semester's focus.
Prerequisite: LAT 202
3 semester credits

Liberal Arts Course Descriptions

LIB 110 The Educated Mind

In his final breaths before his execution, Socrates proclaimed one of the most famous truths that has echoed down through

history, "The unexamined life is not worth living." The educated mind is the mind that examines life to the full. It seeks to think about the beautiful unity of all that exists. It yearns for wisdom and reaches toward the most noble to find in humility its place in the cosmos. This seminar provides a forum in which students begin to encounter the examined life and the truly educated mind.

1 semester credit

LIB 210 The Artistic Mind

The artist is an instrument of the eras of creation and has a profound obligation to be authentic to the work of art, whether it be a painting, a poem, or a song. All forms of art manifest the soul of the author as the locus in which gathers the cosmos, history, and the divine. This class awakens students to the artistic mind that resides within them.

1 semester credit

LIB 310 The Scientific Mind

Our minds are created to correspond with all of reality. We have a deep thirst to understand the world around us. When the mind reaches out to understand, reality comes to live in the mind and soul. That thirst for understanding has given rise, among other things, to the development of mathematics and the natural sciences. Mathematics discovers all of the potentialities of the physical world. Science leads the mind to enter into the inner reality of things, whether rocks or flowers or animals or human beings. It can go yet further and open up a deeper thirst for the divine. A mind that travels this road of discovery begins to encounter the magnificent capacity of humans to understand existence in all of its particulars. This is the scientific mind.

1 semester credit

LIB 410 The Mind of Faith & Reason

Down through history the most difficult and enduring division has been between faith and reason. The mind of faith trusts and believes in the testimony of another. The mind of reason trusts in the powers of one's own intelligence. This seminar brings the two together to reveal the secret of their complementarity in human life, in civilization, and in history.

1 semester credit

LIB 480 Liberal Arts Capstone

The Liberal Arts Capstone is designed to help students integrate various fields of knowledge and professional areas into a whole while respecting the range and limits of those disciplines. The center piece of this course will be a student project that will require them to develop a self-knowledge that is central to being a liberally educated person. Projects may include but are not limited to: research papers; documentaries; and construction of a printed or on line magazine or journal.

3 semester credits

Mathematics Course Descriptions

Placement Evaluation

Students enrolling in ASD 097; MAT 102, 103 or 107 must first have a placement evaluation.

ASD 097 Fundamental Concepts of Algebra

Basic algebraic concepts and skills; for students with a minimum of high school mathematics. Taken by math place-

ment only; a grade of "C" or better is required to progress to MAT 102. May not be taken for credit hours after completing MAT 103. Does not fulfill core requirement. Does not apply to graduation credit.

4 semester credits

MAT 102 Intermediate Algebra

Provides an overview of the algebraic skills necessary to succeed in College Algebra. Concepts and topics include linear equations, graphing, inequalities, systems of equations, rational expressions, functions, exponents, radicals, radical equations, and quadratic equations. This course is taken by math placement and will not fulfill a core requirement nor will it substitute for a mathematics course of a higher number. Credits are applicable for liberal arts and graduation requirements.

4 semester credits

MAT 103 College Algebra

Topics included are the real number system; linear and quadratic equation and inequality solutions and applications, polynomial functions; exponential and logarithmic functions; other topics. Prerequisites: Two years of high school algebra and satisfactory placement evaluation; or MAT 102 with a grade of "C" or higher.

4 semester credits

MAT 107 College Mathematics for Non-Science Majors

Mathematical concepts in algebra, geometry, consumer mathematics, statistics, and probability with emphasis on problem solving. Applications are made in a variety of areas including business, social sciences, and natural science. Either MAT 103 or MAT 107, but not both, will fulfill a Math/Science general education core requirement. May not be taken for liberal arts credit after successfully completing a higher numbered math course. Prerequisites: Two years of high school mathematics, one of which is algebra, and satisfactory placement evaluation; or MAT 102 with a grade of "C" or higher.

3 semester credits

MAT 153 Algebra and Trigonometry

Functions and their graphs; emphasis on linear, quadratic, polynomial, and rational functions and their applications. Exponential and logarithmic functions, trigonometric functions and identities, applications. Conic sections. Systems of equations, counting and probability. Prerequisite: placement evaluation or consent of instructor.

4 semester credits

MAT 180 Elementary Statistics

The study of descriptive statistics such as mean, mode, range, standard deviation, variance, histograms, etc., that describe statistical information. The study of inferential statistics such as hypotheses testing of a population mean, proportion, etc., using a sample drawn from the population or testing to see if the sample is representative of the population being studied.

4 semester credits

MAT/ENR 200 Computing for Math & Engineering

An introduction to computing, programming and software used by mathematicians and professional engineers. Students are expected to have access to a laptop. Programming will be taught in a computer algebra system, such as Matlab. Spread-

sheets will be utilized for organizing data. Word Processing and computer presentations will be taught in the typesetting language LaTeX for professional rendering of symbols. Other relevant software, such as R for statistics, may be introduced. Fulfills the technology requirement in place of CIS 101 for the liberal arts core. Prerequisite: MAT 209. Recommended Corequisite: MAT 210
3 semester credits

MAT 204 Applied Statistics

Theoretical and practical introduction to graphic representations of data, probability theory, normal curve model, point and interval estimation, hypothesis testing, linear correlation, and inferential statistics. Critiques of scientific publications, data collection and analysis procedures, statistical analyses, and employing personal computers. Prerequisite: MAT 103 or consent of instructor
4 semester credits

MAT 205 Project in Applied Statistics

Collection and analysis of a large real world data set, preferably one generated by the student. Graphical representations, confidence Intervals and hypothesis tests or regression procedures learned in previous courses will be utilized to help generate conclusions supported by the data set. When taken together with MAT 180, this course may substitute for MAT 204. Prerequisite: instructor consent
1 semester credit

MAT 209 Calculus with Analytic Geometry I

Two dimensional analytic geometry; functions, limits, continuity. Differentiation of algebraic and trigonometric functions. Prerequisite: MAT 153, placement, or consent of instructor
4 semester credits

MAT 210 Calculus with Analytic Geometry II

Development and applications of the definite integral; logarithmic and exponential functions; methods of integration, including numeric; improper integrals. Prerequisite: MAT 209
4 semester credits

MAT 211 Calculus with Analytic Geometry III

Infinite series; vectors in two and three dimensions; differential calculus of functions of several variables; multiple integration. Prerequisite: MAT 210
4 semester credits

MAT 221 Topics in Euclidean Geometry

Euclidean geometry topics including properties of polygons, congruences, parallelism, similarity, circles, constructions, area and solid geometry. Prerequisite: MAT 103 or consent of instructor
4 semester credits

MAT 306 Combinatorics

Combinatorics and counting techniques-graphs, trees and networks; algorithms; induction. Prerequisite: One 200 level course or consent of instructor. MAT 312 and MAT 210 or 204 recommended.
4 semester credits

MAT 310 College Geometry

Advanced Euclidean geometry topics; non-Euclidean geometry, including hyperbolic and elliptic geometries. Prerequisite:

site: MAT 221 or consent of instructor
4 semester credits

MAT 312 Linear Algebra

Vector spaces, their general properties, and linear transformations; systems of linear equations, matrices, determinants. Prerequisite: One MAT 200 or higher level course
4 semester credits

MAT 334 Differential Equations

Ordinary differential equations; systems of equations; solution by series. Prerequisites: MAT 211, 312
4 semester credits

MAT 402 Algebraic Structures

Introduction to algebraic structures such as groups, rings, ideals, integral domains and fields. Comparing structures through equivalence relations, isomorphism, homomorphism. Divisibility and factorization of integers and polynomials. Fundamental Theorem of Algebra. Relevant proof techniques. Prerequisites (or concurrent): MAT 221, 312
4 semester credits

MAT 411 Mathematical Statistics

Probability theory; random variables and distribution functions; estimation; tests of hypotheses; regression and correlation. Prerequisite: MAT 211. Recommended: MAT 204 and MAT 312.
4 semester credits

MAT 421 Real Analysis

Underlying theory of Calculus and its applications. Theory of sets and Real numbers. Sequences and series. Limits and Continuity. Basic Topology of sets and space, including the Heine-Borel Theorem. Differentiation and Integration. Calculus theorems, such as the Mean Value Theorem, Intermediate Value Property, and the Fundamental Theorem of Calculus. Prerequisites: MAT 210, MAT 221, MAT 312 (concurrent or previous).
4 semester credits

MAT 428 Readings and Research in Mathematics

Prerequisite: Senior standing or consent of instructor.
1-4 semester credits

MAT 429 Seminar in Mathematics

A survey of a variety of mathematical topics, in familiar areas (such as Algebra, Number Theory, Geometry) and unfamiliar areas (such as Fractals, Chaos Theory). Students are expected to complete written and oral presentations demonstrating the ability to comprehend, communicate, and apply diverse mathematical methods. Prerequisites: MAT 221 (concurrent or previous), MAT 312
4 semester credits

MAT 443 History of Mathematics

Greek period; Western math up to 1650; modern math (calculus, group theory, axiomatization); current developments. Prerequisite: Consent of instructor
4 semester credits

MAT 451 Numerical Analysis

Introduction to Numerical Methods, algorithms, and error estimates. Numerical solutions of linear or non-linear equa-

tions. Interpolation and polynomial approximation. Numerical integration and differentiation. Prerequisites: MAT 312, Recommendations: MAT 334 (concurrent or previous), MAT 211 and familiarity with a programming language
4 semester credits

MAT 125, MAT 225, MAT 325, MAT 425

Special Offerings in Mathematics

1-4 semester credits

Music Course Descriptions

MUS 121 Sight Singing/Ear Training I

Designed to improve aural skills in the areas of sight singing and dictation. Rhythmic, melodic, and harmonic exercises are studied and executed.

1 semester credit

MUS 122 Sight Singing/Ear Training II

Designed to improve aural skills in the areas of sight singing and dictation. Rhythmic, melodic, and harmonic exercises are studied and executed. Prerequisite: MUS 121.

1 semester credit

MUS 123 Music Theory I

Theoretical concepts of diatonic harmony and 16th century counterpoint are studied and applied.

3 semester credits

MUS 124 Music Theory II

Theoretical concepts of diatonic and chromatic harmony, and basic concepts of composition, are studied and applied.

Prerequisite: MUS 123.

3 semester credits

MUS 132 Percussion Methods

Class instruction in percussion instruments for music education majors. Emphasis on pedagogical methods, performance competency, and grade-appropriate solo literature.

2 semester credits

MUS 151 Class Piano I

First semester of a four semester sequence. Development of level I piano proficiency skills including sight reading, harmonization, accompaniment, theory, piano repertoire and technique. No prior piano performance experience required.

1 semester credit

MUS 152 Class Piano II

Second semester of a four semester sequence. Development of level II piano proficiency skills including sight reading, harmonization, accompaniment, theory, piano repertoire and technique. Prerequisite: MUS 151.

1 semester credit

MUS 153 Class Voice I

Vocal technique and repertoire are studied in a class format, with emphasis placed on the development of a healthy speaking and singing voice.

1 semester credit

MUS 154 Class Voice II

Vocal technique and repertoire are studied in a class format, with emphasis placed on the development of a healthy

speaking and singing voice. Prerequisite: MUS 153.

1 semester credit

MUS 155 Class Guitar I

Guitar technique and repertoire are studied in a class format, with emphasis placed on the development of correct technique and performance skills. This course is designed for any student who is not a guitar major or minor.

1 semester credit

MUS 156 Class Guitar II

Guitar technique and repertoire are studied in a class format, with emphasis placed on the development of correct technique and performance skills. This course is designed for any student who is not a guitar major or minor. Prerequisite: MUS 155.

1 semester credit

MUS 196 Introduction to Music

Forms, styles, trends, cultural and historical aspects of western and world music within the context of creating increased enjoyment and understanding of music. Meets core and aesthetics requirements.

3 semester credits

MUS 200 Pep Band

Large instrumental performance ensemble open to all students with some prior experience. Provides entertainment and boosts school spirit at university football and basketball games.

1 semester credit

MUS 201 Applied Music: Piano/Harp

Collegiate level individual piano or harp instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.

1-2 semester credits

MUS 202 Applied Music: Voice

Collegiate level individual vocal instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study. Diction is also studied at all levels.

1-2 semester credits

MUS 203 Applied Music: Brass

Collegiate level individual brass instrument instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.

1-2 semester credits

MUS 204 Applied Music: Woodwind

Collegiate level individual woodwind instrument instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.

1-2 semester credits

MUS 205 Applied Music: Percussion

Collegiate level individual instruction in percussion instruments. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.

1-2 semester credits

MUS 206 Applied Music: Guitar/Jazz Bass

Collegiate level individual classical guitar or jazz bass instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.

1-2 semester credits

MUS 207 Applied Music: Strings

Collegiate level individual string instrument instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.

1-2 semester credits

MUS 208 Applied Music: Composition

Collegiate level individual composition instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.

1-2 semester credits

MUS 209 Applied Music: Organ

Collegiate level individual organ instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.

1-2 semester credits

MUS 210 Perform Lab

Music students gather in a pedagogical environment to develop critical listening and performance skills through attendance and performance at recitals, concerts and seminars.

0 semester credits

MUS 211 Concert Band

Large instrumental performance ensemble open to all students with some prior experience. Repertoire includes original band works as well as transcriptions and arrangements.

1 semester credit

MUS 212 Concert Choir

Large vocal ensemble open to all students with some prior experience. Repertoire includes significant choral works from chant to contemporary.

1 semester credit

MUS 213 Jazz Ensemble

Study and performance of classic and contemporary big band literature. Open by audition to all interested students.

1 semester credit

MUS 214 Vocal Chamber Music

Vocal ensembles, including Vocal Jazz, Vocal Arts Ensemble (opera scenes), and Chamber Choir (Renaissance through contemporary), open to all students by audition. Ability to rehearse and perform challenging vocal repertoire.

1 semester credit

MUS 215 Woodwind Chamber Music

Study and performance in woodwind groups of varying sizes. Open to all students by audition. Repertoire includes original works, transcriptions and arrangements.

1 semester credit

MUS 216 Brass Chamber Music

Small to medium-sized brass instrument performance

ensembles open to all students by audition. Aptitude necessary to perform concerts of diverse and challenging repertoire developed through rehearsal and performance. Repertoire includes original works for brass as well as transcriptions and arrangements.

1 semester credit

MUS 217 Percussion Chamber Music**Steel Drum Band:**

Study and performance of the unique steel pans from Trinidad and Tobago. Music includes calypso, soca, pop, Latin, classical, and jazz.

1 semester credit

Percussion Ensemble:

Study and performance in percussion groups of varying sizes. Repertoire includes historically significant works for percussion, contemporary compositions, improvised music, rudimental drumming, and world music.

1 semester credit

MUS 218 String Chamber Music

Study and performance in string groups of varying sizes. Open to all students by audition. Repertoire includes original works, transcriptions and arrangements.

1 semester credit

MUS 219 Bismarck-Mandan Civic Chorus

Community ensemble open to students by audition. Repertoire includes choral works from the Renaissance to today.

1 semester credit

MUS 220 Orchestra

Community ensemble open to students by audition. Repertoire includes original orchestral works as well as transcriptions and arrangements.

1 semester credit

MUS 221 Sight Singing / Ear Training III

Designed to improve aural skills in the areas of sight singing and dictation. Rhythmic, melodic, and harmonic exercises, error detection, and chromatic solfège are studied and executed. Prerequisite: MUS 122.

1 semester credit

MUS 222 Sight Singing / Ear Training IV

Designed to improve aural skills in the areas of sight singing and dictation. Rhythmic, melodic, and harmonic exercises, error detection, and chromatic solfège are studied and executed. Prerequisite: MUS 221.

1 semester credit

MUS 223 Music Theory III

Theoretical aspects of Baroque and Classical era music are studied through analysis and composition. Prerequisite: MUS 124.

3 semester credits

MUS 224 Music Theory IV

Theoretical aspects of Romantic and 20th Century music are studied through analysis and composition. Prerequisite: MUS 223.

3 semester credits

MUS 225 Special Topics

Arranged study.
1-4 semester credits

MUS 231 Brass Methods

Class instruction in brass instruments for music education majors. Emphasis on pedagogical methods, performance competence and grade-appropriate solo and ensemble literature.
2 semester credits

MUS 232 Vocal Methods

Class instruction in vocal methods for music education majors. Emphasis on pedagogical methods, healthy singing techniques, and grade-appropriate solo literature.
2 semester credits

MUS 251 Class Piano III

Third semester of a four semester sequence. Development of level III piano proficiency skills including sight reading, harmonization, accompaniment, theory, piano repertoire and technique. Prerequisite: MUS 152.
1 semester credit

MUS 252 Class Piano IV

Fourth semester of a four semester sequence. Development of level IV piano proficiency skills including sight reading, harmonization, accompaniment, theory, piano repertoire and technique. Prerequisite: MUS 251.
1 semester credit

MUS 253 Class Voice III

Vocal technique and repertoire are studied in a class format, with emphasis placed on the development of a healthy speaking and singing voice. Prerequisite: MUS 154.
1 semester credit

MUS 254 Class Voice IV

Vocal technique and repertoire are studied in a class format, with emphasis placed on the development of a healthy speaking and singing voice. Prerequisite: MUS 253.
1 semester credit

MUS 255 Class Guitar III

Guitar technique and repertoire are studied in a class format, with emphasis placed on the development of correct technique and performance skills. This course is designed for any student who is not a guitar major or minor. Prerequisite: MUS 156.
1 semester credit

MUS 256 Class Guitar IV

Guitar technique and repertoire are studied in a class format, with emphasis placed on the development of correct technique and performance skills. This course is designed for any student who is not a guitar major or minor. Prerequisite: MUS 255.
1 semester credit

MUS 262 Conducting I

Intended for the music major or minor with no prior background in conducting. The course will deal with the fundamentals of choral and instrumental conducting. Prerequisite: MUS 122 and 124.
2 semester credits

MUS 321 Music Technologies

Basics of sound reinforcement and stage lighting for music ensembles including proper set-up and safety procedures as well as trouble-shooting sound and lighting equipment. Synthesizer programming will include use of tone generators, sequencing, operational MIDI, and basic recording techniques. Brief overview of music education software.
2 semester credits

MUS 323 Orchestration and Arranging

Study of orchestrating and arranging music for both instrumental and choral ensembles. Prerequisites: MUS 221 and 223.
2 semester credits

MUS 324 Jazz Studies

A course for students interested in studying jazz improvisation.
1 semester credit

MUS 331 Woodwind Methods

Class instruction in woodwind instruments for music education majors. Emphasis on pedagogical methods, performance competency, and grade-appropriate solo and ensemble literature.
2 semester credits

MUS 333 Jazz Pedagogy & History

A course for music education majors reviewing the important trends and artists throughout the history of jazz as well as methods, repertoire, and materials to direct a jazz ensemble in the school setting.
2 semester credits

MUS 334 Piano Pedagogy and Literature

Overview of piano pedagogy, literature, and history for piano performance majors and other music majors whose primary performance area is piano. Topics covered include: teaching methods and techniques, beginning to advanced solo literature, famous performers and composers, historical performance practices, and studio management.
2 semester credits

MUS 341 Music History I

History of the evolution of musical style, form, and literature through a study of major composers and their works. Prerequisites: MUS 121 and 123.
3 semester credits

MUS 342 Music History II/World Cultures

History of the evolution of musical style, form, and literature as it relates to various world cultures. Prerequisites: MUS 121 and 123.
3 semester credits

MUS 350 Instrumental Pedagogy and Literature

Overview of instrumental pedagogy, literature, and history for the private studio instructor and performer, offered as sections in the areas of brass, woodwinds, percussion, guitar, and strings. Topics covered include: teaching methods and techniques, beginning to advanced solo and small ensemble music literature, famous performers and composers, historical performance practices, and studio management.
2 semester credits

MUS 355 Vocal Pedagogy and Literature

Overview of vocal pedagogy, literature, and history for vocal performance majors. Topics covered include: teaching methods and techniques, beginning to advanced solo literature, famous performers and composers, historical performance practices, and studio management.
2 semester credits

MUS 357 Diction for Singers I

Study designed to further familiarize the students with the International Phonetic Alphabet and those sounds particular to Italian and English art song literature and opera.
2 semester credits

MUS 358 Diction for Singers II

Study designed to further familiarize the students with the International Phonetic Alphabet and those sounds particular to German and French art song literature and opera.
2 semester credits

MUS 362 Conducting II

Development of further choral and instrumental conducting techniques: time beating, mixed meter, baton, and the left hand as well as the more advanced expressive gestures. Advanced score reading and the development of effective rehearsal techniques. Prerequisite MUS 262.
2 semester credits

MUS 370/THE 370 Sacred Music

Study of the historical tradition of church music from the New Testament to the present, and the practical implications of current teachings and practices. Cross-listed as THE 370.
3 semester credits

MUS 371 Recital I

Half-hour solo recital presented to the public on a student's primary instrument or voice under the guidance of a music faculty member.
1 semester credit

MUS 382 Elementary Music Methods

Methods of introducing singing, classroom instruments, rhythm, reading notation, and music appreciation in the elementary school. Prerequisites: MUS 122 and 124.
3 semester credits

MUS 383 Secondary Choral Methods

An overview of techniques and repertoire for music education majors who are preparing to teach choral music. Prerequisites: MUS 122 and 124.
2 semester credits

MUS 384 Secondary Instrumental Methods

An overview of techniques, repertoire, software and classroom management strategies for music education majors who are preparing to teach instrumental music. Prerequisites: MUS 122 and 124.
2 semester credits

MUS 392 Wind Instrument Maintenance and Repair

Maintenance and repair of woodwind and brass instruments. Acoustical and mechanical characteristics are dealt with in detail.
2 semester credits

MUS 395 The Music Professional

A seminar course that covers topics pertinent to the developing career of a professional musician.
1-2 semester credits

MUS 400 Pep Band

Large instrumental performance ensemble open to all students with some prior experience. Provides entertainment and boosts school spirit at university football and basketball games.
1 semester credit

MUS 401 Applied Music: Piano/Harp

Collegiate-level individual piano or harp instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1-2 semester credits

MUS 402 Applied Music: Voice

Collegiate level individual vocal instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study. Diction is also studied at all levels.
1-2 semester credits

MUS 403 Applied Music: Brass

Collegiate level individual brass instrument instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1-2 semester credits

MUS 404 Applied Music: Woodwind

Collegiate level individual woodwind instrument instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1-2 semester credits

MUS 405 Applied Music: Percussion

Collegiate level individual instruction in percussion instruments. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1-2 semester credits

MUS 406 Applied Music: Guitar/ Jazz Bass

Collegiate level individual classical guitar or jazz bass instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1-2 semester credits

MUS 407 Applied Music: Strings

Collegiate level individual string instrument instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1-2 semester credits

MUS 408 Applied Music: Composition

Collegiate level individual composition instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1-2 semester credits

MUS 409 Applied Music: Organ

Collegiate level individual organ instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1-2 semester credits

MUS 410 Perform Lab

Music students gather in a pedagogical environment to develop critical listening and performance skills through attendance and performance at recitals, concerts and seminars.
0 semester credits

MUS 411 Concert Band

Large instrumental performance ensemble open to all students with some prior experience. Repertoire includes original band works as well as transcriptions and arrangements.
1 semester credit

MUS 412 Concert Choir

Large vocal ensemble open to all students with some prior experience. Repertoire includes significant choral works from chant to contemporary.
1 semester credit

MUS 413 Jazz Ensemble

Study and performance of classic and contemporary big band literature. Open by audition to all interested students.
1 semester credit

MUS 414 Vocal Chamber Music

Vocal ensembles, including Vocal Jazz, Vocal Arts Ensemble (opera scenes), and Chamber Choir (Renaissance through contemporary), open to all students by audition. Ability to rehearse and perform challenging vocal repertoire.
1 semester credit

MUS 415 Woodwind Chamber Music

Study and performance in woodwind groups of varying sizes. Open to all students by audition. Repertoire includes original works, transcriptions and arrangements.
1 semester credit

MUS 416 Brass Chamber Music

Small to medium-sized brass instrument performance ensembles open to all students by audition. Aptitude necessary to perform concerts of diverse and challenging repertoire developed through rehearsal and performance. Repertoire includes original works for brass as well as transcriptions and arrangements.
1 semester credit

MUS 417 Percussion Chamber Music**Steel Band:**

Study and performance of the unique steel pans from Trinidad and Tobago. Music includes calypso, soca, pop, Latin, classical, and jazz.
1 semester credit

Percussion Ensemble:

Study and performance in percussion groups of varying sizes. Repertoire includes historically significant works for percussion, contemporary compositions, improvised music, rudimental drumming, and world music.
1 semester credit

MUS 418 String Chamber Music

Study and performance in string groups of varying sizes. Open to all students by audition. Repertoire includes original works, transcriptions and arrangements.
1 semester credit

MUS 419 Bismarck-Mandan Civic Chorus

Community ensemble open to students by audition. Repertoire includes choral works from the Renaissance to today.
1 semester credit

MUS 420 Orchestra

Community ensemble open to students by audition. Repertoire includes original orchestral works as well as transcriptions and arrangements.
1 semester credit

MUS 425 Special Topics

Arranged study.
1-4 semester credits

MUS 431 String Methods

Class instruction in string instruments for music education majors. Emphasis on pedagogical methods, performance competency, and grade-appropriate solo and ensemble literature.
2 semester credits

MUS 440 Internship

Structured, on-the-job learning experience under supervision of professionals in a cooperating organization. Faculty advisor supervises, awards credit and grade. A learning contract is written between faculty advisor, supervisor and student stating conditions of the internship. Capstone option for B.A. Music major. Prerequisites: MUS 222, 224 and 342.
4 semester credits

MUS 462 Advanced Conducting: Directed Study

Further development of conducting techniques and expression, including rehearsal technique. Enrollment by instructor permission only.
1-2 semester credits

MUS 470 Sacred Music Practicum

Course requires immersion in a parish setting. Students will synthesize information learned through their coursework and practicum experience, and will demonstrate servant leadership in planning, preparing, and directing the musical prayer of a local church. Satisfies capstone requirement for Sacred Music major. Prerequisites: MUS 222, 224, 370.
4 semester credits

MUS 471 Recital II

One-hour solo recital presented to the public on a student's primary instrument or voice under the guidance of a music faculty member.
2 semester credits

MUS 481 Senior Project

Guided work in the development of an extended scholarly essay, composition, arrangement, or portfolio of work. Capstone option for B.A. Music major.
Prerequisites: MUS 222, 224, 342.
4 semester credits

MUS 530 Elementary Music Orff Level 1

Pedagogy and movement training, recorder techniques, research, and presentations directly tied to professional standards in elementary music concluding in the completion of Level I Orff Training.

3 semester credits

Philosophy Course Descriptions**PHI 108 Search for Truth**

This course explores the very nature of truth itself. It provides a forum in which the most pressing questions of the human mind and heart are discussed and analyzed. Students will be introduced to the great minds of history, the questions they raised, the challenges they resolved, and how their answers help us to understand the meaning and purpose of life. By joining in the search for truth, students will learn to develop well-reasoned positions on enduring philosophical questions.

3 semester credits

PHI 150 Philosophy Colloquium

First year philosophy majors will meet to discuss readings, student projects, faculty projects, or hear lectures by guest speakers on philosophical topics.

0 semester credits

PHI 202 Logic

The study and practice of sound reasoning, both deductive and inductive. Formal and informal fallacies are also considered.

3 semester credits

PHI 208/PHI 308 Ethics

A study of the components of the moral life and its relation to human happiness. Topics may include objective goods, values, obligation, conscience, virtues and vices, and the norms of moral decision-making. It includes an analysis of major ethical systems, such as utilitarianism and deontology, from the perspective of the teleological systems of Aristotle and Aquinas. PHI 308 students are required to complete additional work for the course. A student may not receive credit for both 208 and 308.

3 semester credit

PHI 210/CTH 210: Search for Happiness:

Life, Faith and Reason

Investigates the quest for happiness in light of the complementarity of Christian faith and human reason as found in the tradition of Catholic thought and culture. Evaluates arguments for and against various claims about happiness originating from popular culture, philosophy, theology, and other disciplines. Emphasis on the integration of the spiritual, bodily, and social dimensions of the human person. Required foundation course for Catholic Studies major; elective foundation course for Catholic Studies minor.

3 semester credits

PHI 230 Ancient Philosophy

This course studies the major themes and figures at the beginning of Western philosophy. It may include a discussion of the pre-Socratics, Plato, Aristotle, the Epicureans, the Stoics, and Neo-Platonism; topics may include human nature, the nature of reality, and human life.

3 semester credits

PHI 250 Philosophy Colloquium

Second year philosophy majors will meet to discuss readings, student projects, faculty projects, or hear lectures by guest speakers on philosophical topics.

0 semester credits

PHI 310 Philosophy of the Human Person

A study of the human person. Topics may include some of the following: human knowledge, emotions, human reason, the nature of the human soul and its relation to the body, the immortality of the soul, free will, and others.

3 semester credits

PHI 313 Business Ethics

Analysis of ethical issues arising in business. Topics may include the moral implications of various economic systems (e.g., free enterprise; socialism); the basis for just compensation; work place climate and culture; and the purpose of business in relation to other human ends and needs. Prerequisites: PHI 208/308 strongly recommended.

3 semester credits

PHI 315 Medieval Philosophy

This course examines the continuation of Western philosophy in the medieval period. Central figures may include St. Augustine, Boethius, St. Anselm, and St. Thomas Aquinas, among others. Possible topics are faith and reason, free will, the problem of universals, and the existence of God. A discussion of Islamic and Jewish influences in Western philosophy may also be included.

3 semester credits

PHI/POL 317 Political Philosophy I

The first of two courses designed to give an overview of the history of political theory. Topics may include the Greek and Roman understandings of justice and the best regime; the impact of the rise of the Church on political philosophy; and the revival of classical political thought in the early Renaissance. Such figures as Plato, Aristotle, St. Augustine, St. Thomas Aquinas, and Machiavelli, may be included.

3 semester credits

PHI/POL 318 Political Philosophy II

The second of two courses designed to give an overview of the history of political philosophy after the Renaissance to contemporary times. Topics may include sovereignty, the social contract, the political philosophy of German idealism, utilitarianism, and various conceptions of modern liberal democracy. Central figures such as Hobbes, Locke, Rousseau, Marx, Hegel, Nietzsche, and Rawls, may be covered. PHI 317 is not required to take 318.

3 semester credits

PHI 320 Modern Philosophy

Analysis of the major philosophical movements in the modern period. Figures may include Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, Kant, and Hegel.

3 semester credits

PHI/POL 330 American Political Philosophy

This course analyzes the political philosophy of the American Founding with special attention to its historical and philosophical context. Furthermore, it traces important later developments in the self-understanding of the American Republic. 3 semester credits

PHI 331 Philosophy of Science

The study of the methods of science and its relation to philosophy. Topics may include an examination of classical cosmology through the Newtonian and Darwinian revolutions, an assessment of contemporary scientific approaches, or issues such as causation, Induction, scientific explanation, theory, or verification. Prerequisites: PHI 108 and PHI 208/308 or permission of the instructor.

Recommended: PHI 327

3 semester credits

PHI 350 Philosophy Colloquium

Third year philosophy majors will meet to discuss readings, student projects, faculty projects, or hear lectures by guest speakers on philosophical topics.

0 semester credits

PHI 406 Contemporary Philosophy

A study of recent philosophical developments from Hegel through Nietzsche and the present period. Topics may include: existentialism, pragmatism, phenomenology, analytic philosophy, and personalism. Philosophical foundations for influential figures such as Freud, Weber, Foucault, and Derrida may also be addressed.

3 semester credits

PHI 410 Philosophy of Knowledge

An in-depth study of various theories of knowledge, with emphasis on direct realism.

3 semester credits

PHI 415 Philosophical Theology

This course explores what human reason can know about God and the mysteries of faith. It examines how philosophical principles clarify issues especially related to theology. Topics may include both systematic and historical questions such as Divine attributes, the Trinity, the Incarnation, the Atonement, scholastic theology and the integration of Aristotelian metaphysics, Kant and the limits of knowledge.

3 semester credits

PHI 422 Aquinas & the Natural Law

An in-depth study of Aquinas' Natural Law theory and its modern commentators. Includes a close reading of primary texts. Prerequisites: PHI 208/308 strongly recommended

3 semester credits

PHI 426 Advanced Topics in Moral Philosophy

This course provides an in-depth examination of an advanced topic in moral philosophy. Possible topics include particular ethical theories, issues in metaethics, various topics in moral psychology, or the ethical works of a particular philosopher. May be repeated under different topics with advisor's approval. Prerequisites: PHI 208/308 strongly recommended.

3 semester credits

PHI 450 Philosophy Colloquium

Fourth year philosophy majors will meet to discuss readings, student projects, faculty projects, or hear lectures by guest speakers on philosophical topics.

0 semester credits

PHI 482 Biomedical Ethics

Analysis of ethical issues arising in healthcare. Issues may include: patient confidentiality, informed consent, honesty, the just distribution of healthcare resources, questions of death and dying, assisted suicide, the beginning of life, stem cell research, abortion, and cloning. Prerequisites: PHI 208/308 strongly recommended.

3 semester credits

PHI 328, PHI 428 Readings and Research in Philosophy

1-4 semester credits

PHI/POL 480 Modernity and the Sovereign State

This course examines the origin and nature of modernity, along with its connection to the modern sovereign state. It will explore the precise meaning of sovereignty, the question of a crisis within modernity itself, as well as the attendant consequences of these phenomena with regard to ethics, religion, and political life.

3 semester credits

PHI 489 Philosophy Senior Capstone

Students continue to develop and refine skills in philosophical analysis and criticism through writing and presenting an advanced philosophical essay. (Note: Students planning to pursue graduate studies are encouraged to complete their capstone project the fall semester of their senior year.) Prerequisite: Instructor consent.

3 semester credits

PHI 125/225/325/425 Special Topics in Philosophy

1-4 semester credits

Physics Course Descriptions**PHY 203 Introduction to Physics**

An algebra-based approach to mechanics (kinematics, dynamics, force, momentum, energy). Lab: 2 hours.

Prerequisite: MAT 103 or consent of instructor

4 semester credits

PHY 251 Engineering Physics I: Classical Mechanics

Physics 251 is a detailed introduction of calculus based classical mechanics. The four credit course for engineering/science students requires an understanding of Calculus I (prerequisite/Corequisite). This course develops the fundamentals of Mechanics and problem solving skills essential for science and engineering majors. PHY 251 is a requirement for engineering majors. Prerequisite: MAT 209. Corequisite: MAT 210.

4 semester credits

PHY 251L Engineering Physics I Laboratory

Physics 251L is a one credit laboratory course associated with the Physics 251 lecture course. Students perform laboratory experiments each week in Classical Mechanics and submit laboratory reports. Corequisite: PHY 251

1 semester credit

**PHY 252 Engineering Physics II:
Electromagnetism and Optics**

PHY 252 is a four credit course for engineering / science students consisting of an Introduction to electric and magnetic fields, Maxwell's equations, circuit elements, waves and optics. Physics 252 is a requirement for all engineering majors. Prerequisites: PHY 251, MAT 210. Corequisite: MAT 211

4 semester credits

PHY 252L Engineering Physics II Laboratory

Physics 252L is a one credit laboratory course associated with the Physics 252 lecture course. The laboratory each week covers experiments which exemplify the concepts covered in the lecture course with emphasis on constructing and analyzing experiments using technology and writing up professional laboratory reports discussing the results. Corequisite: PHY 252

1 semester credit

PHY 253 Engineering Physics III

Topics normally covered include theory of relativity, discovery of quantum phenomena, basic quantum mechanics, overview of atomic, nuclear and solid state physics, statistical physics, quantum fluids and superconductivity, fundamental forces and the physics of elementary particles. Prerequisites: PHY 252

3 semester credits

PHY 304 Intermediate Physics

A continuation of the algebra-based introduction to electricity and magnetism and other topics which may include vibrations and wave motion, fluids, light and optics, and modern physics. Lab: 2 hours. Prerequisite: PHY 203 or consent of instructor.

4 semester credits

Political Science Course Descriptions

POL 101 Responsible Citizenship

"Keep this rule... After that, you can set out for loftier summits" (RB 73:8-9). Leadership in the Benedictine Tradition calls us to care for the communities in which we live. This course gives the foundations to understanding the social and civic community of America. It serves as a focus of thinking, writing, and acting on issues of community import with critical awareness of the formation of American civic culture and an awareness of an individual's responsibility within that culture.

3 semester credits

POL 105 Foundation of Politics

This course examines the fundamental ideas, theories, methods, and philosophy of politics, exploring the nature of politics, political actions, and institutional structures.

3 semester credits

POL 202 American Government and Politics

Examination of the development of the Constitution, understanding of political events, political participation, the components of the political system, policy issues and the debates surrounding them, along with current events related to government and politics.

3 semester credits

POL 210 World Politics

This course introduces the different lenses through which to understand and engage issues in the international system. Throughout the course, students will be exposed to material related to the international political context through social, historic, economic, and political discourse. Emphasis will be placed on how to critically reflect on contemporary political issues.

3 semester credits

POL 220 American Public Administration

Examines the intellectual traditions and theoretical frames of reference that inform public administration as a field of professional practice and study, as well as current and continuing challenges and controversies specific to American practices.

3 semester credits

POL 302 State and Local Government

Consideration of the differences in governmental systems throughout the United States with emphasis on North Dakota.

3 semester credits

POL 308 Public Policy Analysis

Study of public policy that focuses on the theory and methodology that shapes policy inputs and policy outcomes In order to understand effective policy assessment.

3 semester credits

POL 313 The American Presidency

Rights, duties, and responsibilities of the President, constitutional guidelines, power command, reputation, transition, and the people in office.

3 semester credits

POL 316 American Foreign Relations

American foreign policy from 1895 to the present with an analysis of how the United States has played a changing role in world events and crises.

3 semester credits

POL/PHI 317 Political Philosophy I

The first of two courses designed to give an overview of the history of political theory. Topics may include the Greek and Roman understandings of justice and the best regime; the impact of the rise of the Church on political philosophy; and the revival of classical political thought in the early Renaissance. Such figures as Plato, Aristotle, St. Augustine, St. Thomas Aquinas, and Machiavelli, may be included.

3 semester credits

POL/PHI 318 Political Philosophy II

The second of two courses designed to give an overview of the history of political philosophy after the Renaissance to contemporary times. Topics may include sovereignty, the social contract, the political philosophy of German idealism, utilitarianism, and various conceptions of modern liberal democracy. Central figures such as Hobbes, Locke, Rousseau, Marx, Hegel, Nietzsche, and Rawls, may be covered. PHI 317 is not a required to take 318.

3 semester credits

POL/ECN 320 Political Economy

This course analyses the interplay between economic and political forces in human society. It uses the tools of economic analysis to study constitutional design and governmental decision making. The course harnesses the insights of political philosophy and modern economic theory in order to shed light on the problems such as economic freedom, equality, globalization and alternative economic systems.

3 semester credits

POL/PHI 330 American Political Philosophy

This course analyzes the political philosophy of the American Founding with special attention to its historical and philosophical context. Furthermore, it traces important later developments in the self-understanding of the American Republic.

3 semester credits

POL 340 Sources of Political Order

This class explores various possible bases upon which political rule may be justified and an authoritative pattern of social life maintained. Biblical, natural, supernatural, rationalistic, and idealistic approaches will be considered, along with their relationship to differing visions of human nature, the cosmos, and God.

3 semester credits

POL 408/SOC 408 Political Sociology

This course is an examination of the relationships between society, culture and politics. It focuses on concepts of power, the state, social and political movements, citizenship, democracy, and global political relationships.

3 semester credits

POL 414 United States Constitutional Law

Focus on the politics of justice, the nature of the Constitution, decisions made by the United States Supreme Court, and how these decisions impact legal actions. Recommended for Pre-Law and Secondary Education majors who plan to teach political science and history.

3 semester credits

POL 125, POL 225, POL 325, POL 425

Special Offerings in Political Science and Politics
1-3 semester credits

POL 440 Political Science Internship

Observation of work experience under the direction of a faculty member in a local, state, or federal government agency with emphasis on learning about the political process within the placement agency.

3 semester credits

POL 450 Contemporary Political Thought

This course surveys major political ideas and theories of the 20th Century and application to modern issues.

3 semester credits

POL 460 Congress and Presidency

This course examines how the presidency and congress cooperate and compete with each other in American democracy. Emphasis will be on analyzing contemporary foreign and domestic policy problems and presidential-congressional relations in terms of historical precedent, strategic behavior, and

future consequences.

3 semester credits

POL 470 Advanced Studies in Politics

This course provides students the opportunity to explore specified, rotating topics in Politics.

3 semester credits

POL/PHI 480 Modernity and the Sovereign State

This course examines the origin and nature of modernity, along with its connection to the modern sovereign state. It will explore the precise meaning of sovereignty, the question of a crisis within modernity itself, as well as the attendant consequences of these phenomena with regard to ethics, religion, and political life.

3 semester credits

POL 490/HIS 490 /HSS 490 Senior Seminar

An examination of leadership from historical, political, and social perspectives through literature and discussion. Methodology, assessment of the program and connections of Benedictine Values, servant leadership, mission, and philosophy are also included.

3 semester credits

Science Course Descriptions**SCI 102 Physical Science**

Selected topics from chemistry and physics. Laboratory experience is emphasized. Laboratory: 2 hours. Prerequisite: MAT 103 or MAT 107 or equivalent, or consent of instructor

4 semester credits

SCI 104 Drugs and the Human Body

Introduction to human physiology and how drugs interact with it. Topics include prescription drugs, over-the-counter drugs, alcohol, and illegal drugs. Designed for non-science majors; no prerequisite.

4 semester credits

SCI 201 Earth Science

Designed primarily for non-science majors. The course will provide an understanding of fundamental concepts of astronomy, geology, and environmental sciences (meteorology, hydrology, atmospheric and surface processes, etc.). Emphasis will be placed on the relevance of earth science to everyday life and physical environment. Laboratory: 2 hours. Prerequisite: MAT 103 or MAT 107 or equivalent, or consent of instructor

4 semester credits

SCI 224 Nutrition

Study of nutrient function and requirements throughout the life span. Designed for non-science and non-nursing majors; no science prerequisite

4 semester credits

SCI 322 Environmental Issues

Issues dealing with noise, water, air, radiation, solid and hazardous wastes, and pesticides are discussed. Designed for non-science majors.

4 semester credits

Sociology Course Descriptions

SOC 102 Introduction to American Indian Studies

Overview of American Indian society, culture, life ways, and values from pre-contact to present day. Emphasis on tribal people of the Northern Plains. This course meets certification requirements for education majors.

3 semester credits

SOC 107 General Sociology

Examines how the individual articulates with many concepts presented such as culture, society, socialization, groups, role, social stratification, socialization, deviance, norms, collective behavior and racism.

3 semester credits

SOC 202 Contemporary American Indian Societies

Examination of urban and reservation American Indian life including social institutions, values, tribal structure and government, tribal economic systems, federal Indian law. This course is strongly recommended for social work majors.

3 semester credits

SOC 302 Social Problems

Adverse social conditions throughout the world such as population problems, war, ecological crises, poverty, racism, and genocide.

3 semester credits

SOC 304 Plains Indian Culture

Analysis of the interrelationships of past and present spiritual beliefs, attitudes, customs, art, languages, symbols of Plains Indian culture.

3 semester credits

SOC 305 Deviant Behavior

Adult crime, juvenile delinquency, drug addiction, alcoholism, and sexual deviance and analysis of theories.

3 semester credits

SOC 320 Sociology of Sport

This course is a study of sport as a social phenomenon; examining the process by which people are socialized into sport and sport rules, and the social processes by which sport functions as a vehicle for socialization. The course will explore the topic of sport from a critical perspective especially focusing on inequalities, gender, race, class, and power.

2 semester credits

SOC 404 Marriage and the Family

Theory of family development with emphasis on the American setting: changing roles, adolescence, parenthood, mate selection, and crisis.

3 semester credits

SOC 408/POL 408 Political Sociology

This course is an examination of the relationships between society, culture and politics. It focuses on concepts of power, the state, social and political movements, citizenship, democracy, and global political relationships.

3 semester credits

SOC 125, SOC 225, SOC 320, SOC 425

Special Offerings in Sociology

1-3 semester credits

Spanish Course Descriptions

SPA 101 Beginning Spanish I

Understanding, speaking, reading, and writing in Spanish for students who have no previous knowledge of the language.

3 semester credits

SPA 102 Beginning Spanish II

Continuation of SPA 101.

3 semester credits

SPA 201 Intermediate Spanish I

Review of fundamentals and the four language skills by building students' language proficiency and encouraging comparing, contrasting and developing an appreciation of Spanish-speaking cultures.

3 semester credits

SPA 202 Intermediate Spanish II

Continuation of SPA 201.

3 semester credits

SPA 304 Latin American History I

Reading and writing of the cultures and history of Latin America. Prerequisite: SPA 202

3 semester credits

SPA 306 Latin American History II

Today's Spain/Latin America and the Hispanics.

3 semester credits

SPA 308 Spanish Readings

Selected readings that focus on a theme, author, genre, or professional topic. Prerequisite: SPA 202

3 semester credits

SPA 330 Spanish Grammar and Composition

Learning and practicing the general guidelines of how to write a composition or essay in Spanish, this course provides an opportunity for intensive reading and composition in Spanish with targeted grammar review to develop written communication abilities in Spanish by composing and revising various types of essays.

3 semester credits

SPA 401 Spanish Literature I

Advanced study and practice of Spanish syntax, grammar, vocabulary, and idiomatic expressions in writing and in conversational skills.

3 semester credits

SPA 402 Spanish Literature II

In this course, the student will integrate and deepen his/her knowledge, comprehension, and use of the Spanish language in all the advanced areas of grammar, listening comprehension, vocabulary, and phonetics.

3 semester credits

SPA 440 Advanced Spanish Conversation

Achieving a sound level of communicative ability in the language with an emphasis on spoken Spanish through intermediate-advanced level readings to elicit conversation and debate among the class. This course will build the student's oral proficiency, improve their listening and speaking skills,

expand their vocabulary and develop conversational strategies in Spanish.

3 semester credits

Theater Course Descriptions

THR 105 Acting Technique I

This course lays the foundation for a solid acting technique that is applied in a practical way in the other theater courses. Students will develop physical awareness, vocal freedom, and a sense of truthful performance on stage.

3 semester credits

THR 210 Dramatic Interpretations I

This course will provide practical experience for students as they work deeply on selected scenes from great plays of dramatic literature. Students continue to develop a truthful connection with the language and a relaxed, focused physical presence. Prerequisite: THR 105

3 semester credits

THR 215 Acting the Song:

An Actor's Approach to Musical Theatre

This course builds a strong acting technique to support a truthful approach to musical theater performance. Students will select multiple songs, which they will work individually with the professor in the classroom, focusing on a truthful, personal connection to the lyrics and the music.

3 semester credits

THR 305 Acting Technique II

This course continues the foundational work we began in Acting Technique I. We continue to explore physical awareness, vocal freedom, and a sense of truthful performance on stage. Students learn to analyze their own work with an eye towards improvement and growth. Students are also introduced to the basics of the acting profession.

3 semester credits

THR 320 Shakespeare: Bringing Poetry to Life on Stage

This course will explore the humor, humanity, and raw emotion of Shakespeare's poetry on the stage. Students will develop a solid, full-bodied approach to classical texts and will then implement their technique as they explore great scenes from Shakespeare's plays. Prerequisite: THR 105

3 semester credits

THR 410 Dramatic Interpretations II

This course continues the work we did in Dramatic Interpretation I. We continue to explore a deep sense of truthful performance on stage as we explore great scenes from dramatic literature. Prerequisites: THR 105, 210, 305 (305 can be concurrent).

3 semester credits

THR 145, 245, 345, 445 Theatre Practicum

Theater Practicum is directed, supervised, practical experience in theater production. Students participate in executing a fully realized theater production before a live audience as either actor, stage crew, designer, operator or production assistant.

1 semester credit (may be repeated up to 3 times total)

Theology Course Descriptions

THE 104 Basic Catholic Beliefs

This course explores the fundamental content and structure of Catholic faith and life as presented in the Catechism of the Catholic Church, examining the profession of faith according to the Apostles Creed, the celebration of the Christian mystery in the liturgy and sacraments, the moral life in Christ, and Christian prayer.

3 semester credits

THE 110 Introduction to the Bible

This course examines the structure and content of the Bible in its historical, literary, and canonical contexts with attention to traditional and modern interpretive approaches and the Bible's role in faith, life, and liturgy.

3 semester credits

THE 112 Introduction to Theology

This course explores the nature, sources, methods, and history of the various disciplines of Christian theology by engaging in reasoned reflection upon revelation in Scripture and Tradition.

3 semester credits

THE 120 Search for God: the Catholic Vision

This course, inspired by the *quaerere Deum* of the Benedictines, explores the triune God of love revealed in Jesus Christ as the heart of all reality and the possibility of knowing, loving, and serving Him through the grace of a divine encounter. It examines the narrative of salvation history in Sacred Scripture (Creation and Fall, Israel and Redemption in Christ, the foundation of the Church) and engages two spiritual classics, St. Augustine's *Confessions* as well as a contemporary work such as C. S. Lewis' *Surprised by Joy* or St. Thérèse of Lisieux's *Story of a Soul*. The course involves discussion of the relationship of faith and reason, the love God has for His people, and the promise and challenge of faith in ages past and present.

3 semester credits

THE 203 Letters of the New Testament

A historical and theological study of the New Testament Letters with emphasis on those by Paul; their importance for early Christianity and significance for the contemporary Church.

3 semester credits

THE 208 Introduction to Christian Ethics

This course examines significant conceptions of the Christian moral life and their sources as well as their relationship to natural law and virtue-centered approaches.

3 semester credits

THE 210 Biblical Prophets and Prophets Today

Major messages of Israel's prophets in light of social conditions of their time. Messages related to modern day men and women whose lives witness the Gospel's mandate of social justice.

3 semester credits

THE 213 Wisdom and Psalms of the Bible

This course examines the Psalms and Wisdom writings in both their theological and literary aspects with attention to their role in contemporary faith, life, and liturgy.

3 semester credits

THE 215/315 Virtue and Character

Critical reflection on values that promote growth and conscience formation. Examination of insights from psychology and the Christian tradition that foster integration and growth in virtue of the human person. Use of reflective methodology aimed at character development.

3 semester credits

THE 217 Theology of Christian Service

Explores the theological foundations and scriptural roots for servant leadership in the contemporary Christian Church. Students discuss and discover servant leader characteristics and the transformative power of service within the human experience.

3 semester credits

THE 220 Faith and Justice

This course explores Christian perspectives on the common good in light of challenges to peace and human dignity presented by the modern world, with special attention to Catholic social teaching.

3 semester credits

THE 221/321 Sacramental Theology

This course examines the incarnational and sacramental nature of Christian faith, life, and worship: the particular sacraments, especially baptism and the Eucharist; Christian mystagogy; and other sacramental rites and practices. Also available at a higher level as THE 321.

3 semester credits

THE/CTH 234: Benedict: Yesterday and Today

Examines the influence of St. Benedict and Benedictines on Church, history, and various facets of human thought and culture. Monasticism's significance as a resource for ongoing spiritual renewal in the Church and culture. Required foundation course for Catholic Studies major and minor. Advanced university core theology course (equivalent to THE 104, 110, 112). Offered on the main campus and other locations as well as every term on Rome Campus.

3 semester credits

THE 240 Theology of the Human Person

This course explores basic Christian doctrine concerning the human person in light of theological claims rooted in Scripture and Tradition, exploring such concepts as the image of God, the relationship of body and soul, identity, the nature of sin and redemption, the human family, human community, and human destiny.

3 semester credits

THE 250 Sacred Tradition

This course introduces students to the magisterial teaching of the Church as expressed in classic, primary sources of the Christian Tradition, texts which, from the time of Jesus and his Apostles to the present, hand down God's saving revelation. The course explores the central doctrinal themes of creation, incarnation, Trinity, faith and reason, grace and justification, martyrdom and ascetic practices, deification, eschatology, Mary, and prayer and worship.

3 semester credits

THE 260 Sacred Scripture

This course concerns the joyful reception and interpretation of Sacred Scripture in accord with the Church's Tradition as expressed in magisterial teaching. Approaching the Bible as God's coherent story presenting salvation history, it explores traditional and modern modes and methods of interpretation and Scripture's function and fruition in life, prayer, and liturgy.

3 semester credits

THE 270 Moral Theology

This course examines the scriptural roots of Christian moral theology, its adoption and purification of natural law and virtue-centered philosophic accounts, its orientation to sacraments and sacred liturgy, and its flourishing in the lived witness of the saints.

3 semester credits

THE 301 Native American Religion

Examination of traditional American Indian religious concepts, beliefs, teachings, practices, and rituals. Analysis of the place and role of Christian teachings and churches among American Indian people. Emphasis on the tribes of the Northern Plains region.

3 semester credits

THE 302 Suffering and Christian Healing

This course concerns the philosophical, theological, and moral challenges posed by the problem of pain and suffering for traditional Judeo-Christian conceptions of God as almighty and all-loving Creator, investigating the promise of various intellectual, moral, social, and spiritual responses to the problem presented by Scripture and tradition.

3 semester credits

THE/HIS 303 Church History

This course explores the history of the Church's emergence, development, and growth in the apostolic, patristic, medieval, and Reformation periods as well as the mutual effects of Christianity's engagement with various cultures.

3 semester credits

THE 306 The Reformation: Theology and History

This course examines the crises, debates, and movements that dramatically transformed Western Christianity in the sixteenth century, investigating renewal movements within the Catholic Church and the rise and development of Lutheran, Reformed, Anglican and alternative Protestant traditions.

3 semester credits

THE 310 The Church: People of God, Body of Christ

This course examines the historical reality and mystical nature of the Church and her Head, Jesus Christ. It focuses on the theology of the Church, giving special attention to the Second Vatican Council and subsequent developments. Topics to be covered include the Church's sacramental and eschatological nature, her institutional structure, the ecclesial vocations of all the baptized, ecumenism, Mary's role in the Church, and religious liberty.

3 semester credits

THE 312 Religions of Asia

The course examines the history, beliefs, and practices of the great world religions that originated in ancient south and east Asia while developing a theology of religions. The course concentrates on Hinduism, Buddhism, Daoism, and Confucianism and also investigates traditions such as Jainism, Sikhism, and Shinto. The course surveys the development of each tradition interaction among the traditions, and the diverse forms of each tradition around the world today.

3 semester credits

THE 313 Religious Education and Youth Ministry

This course focuses on religious education and youth ministry as expressions of Christian evangelization and catechesis. It presents the history and methods of religious education and youth ministry and their renewal following the Second Vatican Council. It also examines the opportunities and challenges of churches within contemporary culture within the context of the New Evangelization. The course also involves a practicum in either religious education or youth ministry.

3 semester credits

THE 314 Theology and the Literary Imagination

This course attends to the rich intersection of theology and the literary imagination, exploring literature of various genres, authors, eras and cultures for their aesthetic vision, moral import, and creative rendering of theological truth.

3 semester credits

THE 315/215 Virtue and Character

This course consists of the material of THE 215 with additional study in areas assigned by the instructor. A student may not receive credit for both 215 and 315.

3 semester credits

THE 317 Abrahamic Religious Traditions

This course examines the history, beliefs, and practices of the great monotheist religious traditions that trace their lineage to the prophet Abraham: Judaism, Christianity, and Islam. The course investigates the development of each tradition, Interaction among the traditions, and the diverse forms of each tradition in contemporary society.

3 semester credits.

THE 318 Jesus the Christ

This course concerns Christology, the study of Christian teaching about the person and work of Jesus Christ as presented in biblical texts, early Christian creeds, the formulas of the great ecumenical councils, sacramental rites, and the liturgy of the Church.

3 semester credits

THE 320 Theology of Body, Mind, Spirit

A theological study of the interconnection of the body, mind, and spirit with emphasis on the gifts/ strengths of the functions of the total personality.

3 semester credits

THE 321/221 Sacramental Theology

This course consists of the material of THE 221 with additional study in areas assigned by the instructor. A student may not receive credit for both 221 and 321.

3 semester credits

THE 326 Christian Marriage

This course explores the development of Catholic thought regarding marriage, sex, and family; its sources in Scripture, Tradition, reason and nature; the covenantal and sacramental nature of marriage; and its corporal, spiritual, and personal dimensions, with attention to challenges presented by the modern world.

3 semester credits

THE 330 The Gospels

This course examines the Gospels with regard to their background and development; their relationship to Jesus of Nazareth; their historical, literary, and canonical relationships; their narrative structure, theology and Christology; and their role in Christian faith, life and liturgy.

3 semester credits

THE 332 Eucharist

This course explores the central, repeatable sacrament of the Christian life from a historical and theological perspective, beginning with the Scripture and tracing the development of the Eucharistic rite to the Novus Ordo. Primary attention will be given to the Church's theological efforts to understand this great mystery of the faith. Focused study will be accorded to the Eucharistic prayers and to topics of sacrifice, real presence, and ecclesial communion.

3 semester credits

THE 338 Religions in the United States

This course examines the role of religion in the American experience from the period of European exploration and colonization to the present. It concentrates on the development of Jewish, Catholic, and Protestant traditions and also traces the transformation of Native American religions, the rise of new religious movements and the transplantation of other world religions.

3 semester credits

THE 342 Pilgrimage to the Holy Land

This course relates the archaeology and geography of the Holy Land, particularly the city of Jerusalem and region of Galilee, to the biblical account of salvation history, the history of the land, the phenomenon of sacred space, and the phenomenon of religious pilgrimage. It also explores the cultural, political, economic, and religious dynamics of the land today.

3 semester credits

THE 346 Liturgical Theology

This course examines the nature of Christian liturgy and the relationship between liturgy and theology. Attention will be given to early developments of a theology of worship (biblical foundations, patristic mystagogia, medieval allegory), and especially to the classical texts of the Liturgical Movement.

3 semester credits

THE 360 Mary in Church and Culture

This course examines the theological, liturgical, historical, cultural, artistic, and spiritual significance of Mary in the Church and in diverse cultures, with attention to Church teaching, theological reflection, and popular Marian piety.

3 semester credits

THE 363 Christian Spirituality

This course examines the rich dimensions of Christian spirituality by studying the nature of the embodied human person on the basis of theological anthropology, by examining the witness of various saints and orders, by investigating historical devotional, ritual, and sacramental practices, and by engaging in personal formation.

3 semester credits

THE 370/MUS 370 Sacred Music

Study of the historical tradition of church music from the New Testament to the present, and the practical implications of current teachings and practices. Cross-listed as MUS 370.

3 semester credits

THE 380 Theology of the New Evangelization

This course examines the theological relevance of Catholic social teaching for the phenomenon of the new evangelization in modern societies.

3 semester credits

THE 382 Seminar in Moral Theology

This course examines contemporary moral issues from a perspective informed by Christian theology anthropology, and cosmology. The course aims at cultivating effective Christian witness to the Gospel, communicating the truth of the human person, and committing to the pursuit of holiness and justice. Seminar topics change periodically but may include issues in human sexuality, the use of force, and ecology, among others.

3 semester credits

THE 390 The Triune God of Love

This course explores the highest mystery of the Catholic faith, the Holy Trinity. It examines the historical and theological development of the doctrine of the Trinity from the beginnings of Christianity to the present and engages its significance for prayer, liturgy, morality, society, and life..

3 semester credits

THE 328, THE 428 Readings and Research in Theology

Open to students of junior and senior standing. This course is student-initiated and only available upon the consent of instructor. Usually students in this course will have taken at least one other theology course. The course may be taken twice.

2-4 semester credits

THE 415 Servant Leadership in a Parish

Qualities of a servant leader enabling others to serve the Church more effectively. Ministerial skills explored and identified with the managerial processes and human relationships.

3 semester credits

THE 418 Pastoral Ministry Practicum

Field experience in a parish setting with integrative seminar.

6-8 semester credits

THE 423 Liturgical Celebration

In light of Vatican II and subsequent documents on liturgical worship, this course explores the principles for a fitting celebration of the Holy Mass, of the renewed rites of Christian initiation, of the Liturgy of the Hours, and of other ecclesial rites, giving attention to the liturgical seasons, to liturgical language, and to sacred art and music. The course includes practical experience in planning and evaluating liturgies.

3 semester credits

THE 429 Seminar in Theology

This course is required for senior Theology and Theological Studies majors and is intended as an opportunity for students to synthesize their theological learning and demonstrate proficiency in theological knowledge and research. Seminar topics will vary and will allow students to apply their learning and produce a substantial research paper (or some alternative project) on particular theological issue or topic.

3 semester credits

THE 440 The Theology and Legacy of St. Augustine

This course examines St. Augustine of Hippo's enduring contributions to Christian theology, thought, religion, and culture. It explores his intellectual and existential pilgrimage from pagan seeker to Christian convert, bishop, and Doctor of the Church and investigates his theological integration of ancient philosophy with dogmatic, moral, and biblical approaches to understanding the Triune God revealed In Jesus Christ and encountered in the Church.

3 semester credits

THE 490 St. Thomas Aquinas, the Angelic Doctor

This course explores St. Thomas Aquinas as Christian theologian, philosopher, teacher, and mystic. Focusing chiefly on his Summa Theologiae, the course explores the enduring legacy of his thought in the history of theology, including his synthesis of faith and reason, his appropriation of philosophy, his construction of a coherent theology of God, creation and anthropology, and his account of a graced return of the creature to the Creator through the person and work of Christ, mediated by the Church's sacraments.

3 semester credits

THE 125, 225, 325, 425

Special Offerings in Theology

1-4 semester credits

Liffrig Family School of Education & Behavioral Sciences

FACULTY: Bassingthwaite, Bitz, Cain, Condol, Gress, Holter, Jonas (Dean), Johnson Krug, Kooiman, Krukenberg, Lamb (Associate Dean), Litton, Marman, Miller, Morrau, Neumann, Nevland, Newell, Nieuwsma, Prussing, Salyers, Sawhney, Taylor, Tufte

Department of Behavioral Sciences

Undergraduate Chair: Heidi Nieuwsma, MSW, LICSW

Graduate Program Chair: Dr. Julijana Nevland

Mission

Providing the undergraduate and graduate students with a strong philosophy-based academic foundation that will prepare them for successful careers in education, social work, psychology, criminal justice, and counseling.

Philosophy

The Department of Behavioral Sciences' philosophy is to develop competent and principled professionals who demonstrate professional and community leadership, personal growth and accountability, and ethical and evidence-based practice.

Addiction Counseling Minor

Program Director: Heidi Nieuwsma, MSW, LICSW

Minor in Addiction Counseling: ADC 309, 311, 318; PSY 406 and two 300/400 courses selected from CRJ 310, 320; SWK 309, 433; PSY 308, 335, 345 as approved by advisor or program director.

Addiction Counseling Minor

Undergraduate Course Descriptions

ADC 309 Dynamics of Addiction: Addictive Disorders in Society

This course will provide the student with a broad overview of the trends and patterns of addictive disorders in society. The course will examine community based services and resources available to individuals and families experiencing addictive conditions. Emphasis will be placed on the importance of providing options for continuity of care for the prevention of relapse, enhancement of quality

of life and more satisfactory life adjustment.
3 semester credits

ADC 311 Dynamics of Addiction

This course will provide the student with a broad overview of the nature and progression of addictive conditions, and it will explore the impact of those conditions in the lives of addicted individuals, and within the home, family, community, school, work, and social environments.

3 semester credits

ADC 318 Pharmacology of Addiction

This course will provide an overview of the study of drugs, motivations for drug use, social implications, and factors affecting how drugs interact with the human body. It will describe the basic principles and terminology of pharmacology, psychology and physiology of drug use. An introduction and information on the classes of drugs will be discussed. The categories of drugs will include: alcohol, benzodiazepines, sedative-hypnotics, opiates, marijuana, stimulants, caffeine, cocaine, amphetamines, hallucinogens, inhalants, tobacco, and over-the-counter medications. In addition, psychotherapeutic drugs and mental illness will be reviewed along with addictive behaviors, including gambling addiction. Contagious diseases including AIDS/HIV are presented.

3 semester credits

Masters of Science Programs in Counseling

FACULTY: Nevland (Chair), Holter, Meidinger, Morrau, Wilson

Mission

The mission of the University of Mary's Graduate Counseling program is to develop competent counselors and servant leaders in the mental health field, though advanced study and emphasis on professional identity, appreciation for diversity, ethical and reflective practice, evidence based intervention, and value driven education.

■ Master of Science in Counseling (MSC)

The University of Mary Master of Science in Counseling offers advanced education for those seeking clinical and direct practice opportunities in mental health, education and human service settings. Completion of the program will position

students for North Dakota professional credentialing and licensure in specific fields of practice.

The program curriculum is designed to provide foundational coursework in counseling theories, practice models, and professional ethics as well as specializations in addiction counseling, clinical mental health counseling, and school counseling. Term three of the program of study provides the counseling track courses after the successful completion of the counseling practicum. If the 100 hour COU 590 Practicum and all foundational coursework is successfully completed, the student may apply for internship by completing the appropriate forms.

Upon successfully completing the coursework, comprehensive program exam, practicum, and internship, graduates will have demonstrated academic competence, ability to engage in ethical and evidence based practice, and personal and professional growth.

The academic curriculum is based on the 2016 outcomes and standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Program Outcomes

To educate ethical and evidence based professional counselors in a collegial learning environment that will foster competence in:

- Effective communication and relationships
- Critical thinking, analysis and decision making
- Leadership development in profession and community
- Self-understanding, growth and enrichment
- Integration of Christian and Benedictine values with professional ethics
- Culturally sensitive practice

Distinctive Features and Requirements

- Student centered learning environment
- Concentrated coursework-one class at a time model
- Cohort learning community
- Courses offered in evenings
- Focus on development of competent practitioners
- Faculty with the school, addiction counseling,

and clinical counseling practice experience

- Only graduate counseling program in Western North Dakota
- The core curriculum brings all three tracks together strengthening the preparation of counselors statewide.

Admission Requirements

- Minimum undergraduate cumulative GPA equivalent of 3.0 on a 4.0 point scale
- Undergraduate major in Psychology, Criminal Justice, Social Work, Education, or closely related human services or healthcare field
- In person interview with counseling program faculty
- Successful completion of FBI and Child Abuse and Neglect background checks
- Resume or Curriculum Vitae
- Two professional letters of recommendation
- Complete a 2 to 4 page Statement of Purpose. Please indicate why you are applying to the University of Mary's Graduate Counseling program, why you would like to become a counselor, and what you could contribute to our program.
- Official undergraduate and graduate transcripts

Non-Degree Seeking Student Admission

The Graduate Counseling Department will consider non-degree seeking student applications on a case by case basis. Students who do not possess a Master's degree in Counseling or a closely related field may be ineligible to enroll in certain courses (Program Director's discretion). Students may apply at any time.

Requirements:

- Undergraduate degree in Psychology, Education, Social Work, Criminal Justice, or a closely-related Human Service field
- Résumé or Curriculum Vitae
- All official undergraduate and graduate transcripts
- Complete a 1 page Statement of Purpose. Please indicate what course or courses you

would like to take and how these courses will assist you in reaching personal or professional goals (e.g., licensure).

- In-person interview with counseling program faculty

Depending on the course/s a student is interested in enrolling in, they may need to complete the Child Abuse and Neglect Check and the FBI Background Check (consult with the Program Director).

Note: Non-degree students will be required to follow the same academic policies as the traditional (full-time) students.

Pre-admission Background Check Requirement

Background checks are required for **admission** to the Counseling program in order to verify eligibility to participate in the required COU 590 Practicum, COU 695 Internship, and COU 614 Internship Seminar courses. The Criminal Background Check is completed by the Federal Bureau of Investigation (FBI) and the Child Abuse and Neglect Background Inquiry is completed by the North Dakota Department of Human Services.

Licensing Boards in the State of North Dakota review applicants with criminal histories on a case by case basis. Such applicants may or may not become licensed. It is the applicant's obligation to address this with the appropriate Licensing Board.

In addition, it is the applicant's responsibility to accurately report any criminal history and provide an explanation addressing the following items:

1. Brief description of the incident/arrest;
2. Specific charges;
3. Related dates;
4. Consequences;
5. Reflect on how this impacted your life.

If an incident/arrest occurs following acceptance into the program, it is the applicant's duty to immediately inform the Counseling Program Chair.

Candidacy Requirements for the Master of Science in Counseling Program

- Minimum grade of B- (80%) in all completed coursework
- Satisfactory progress on program outcomes

for personal and professional behavior

- Passing score on the Counselor Preparation Comprehensive Examination (CPCE)
- Successful completion of clinical, addiction, or school counseling internship
- Completion of a professional portfolio

Program of Study

Required Core Courses

Addiction Counseling, Clinical Mental Health Counseling, and School Counseling concentrations required all of the below core courses.

COU 500	Counseling Orientation Seminar
COU 590	Counseling Practicum
COU 510	Professional Counseling Ethics
COU 520	Social and Cultural Foundations of Counseling
COU 530	Human Growth and Development
COU 540	Career Counseling and Testing
COU 551	Research and Program Evaluation for Counseling
COU 570	Counseling Methods and Techniques
COU 572	Counseling Theories
COU 574	Group Counseling Theories and Techniques
COU 580	Assessment Techniques
COU 582	Psychopathology and Assessment
COU 650	Family Counseling
COU 695	Internship
COU 614	Counseling Internship Seminar
COU 611	Crisis Counseling
HUM 799	Graduate Studies Assessment

Addiction Counseling Track Courses

In addition to the core courses, students pursuing the Addiction Counseling track must complete the below courses:

COU 600	Psychopharmacology
COU 602	Prevention and Intervention Strategies

COU 604 Substance Abuse Counseling

COU 685 Counseling Seminars

Clinical Mental Health Counseling Track Courses

In addition to the core courses, students pursuing the Clinical Mental Health Counseling track must complete the below courses:

COU 600 Psychopharmacology

COU 640 Clinical Mental Health Counseling

COU 645 Child and Adolescent Counseling

COU 685 Counseling Seminars

School Counseling Track Courses

In addition to the above core courses, students pursuing the School Counseling track must complete the below courses:

COU 620 Elementary School Counseling

COU 622 Secondary School Counseling

COU 626 Guidance, Administration, and Consultation

COU 685 Counseling Seminars

Required Comprehensive Examination

All students are required to pass the national Counselor Preparation Comprehensive Examination (CPCE), prior to being able to graduate from the program.

Graduate Counseling Course Descriptions

COU 500 Counseling Orientation Seminar

Counseling Orientation Seminar will serve as an introduction to the Graduate Counseling program. Students will obtain a thorough understanding of how to successfully navigate through the expectations of the program. A special emphasis will be placed on the development of a professional counselor identity.

2 semester credits

COU 510 Professional Counseling Ethics

This course will explore the professional identity of counselors, professional organizations, publications, certifications, and licensing. American Counseling Association (ACA) Ethical Code is thoroughly reviewed, as well as the specific ethical codes of School Counseling and Addiction Counseling professions.

3 semester credits

COU 520 Social and Cultural Foundations of Counseling

Social and Cultural Foundations of Counseling will address social, cultural, and gender difference and issues, related to

counseling clients from various backgrounds, worldviews, and concerns. Topics of privilege and advocacy will be discussed.

3 semester credits

COU 530 Human Growth and Development

Human Growth and Development will address the theories of Individual and family development across the lifespan, and effects of trauma on normal human development. Students will learn how to differentiate counseling interventions based upon an individual's stage of development and functioning.

3 semester credits

COU 540 Career Counseling and Testing

Career Counseling and Testing will examine theories of career development and occupational choices as they apply to career counseling and guidance in schools and community settings. A special focus will be placed on strategies for assessing abilities, Interests, values, personality and other factors that contribute to career development.

3 semester credits

COU 551 Research and Program Evaluation for Counseling

Research and Program Evaluation for Counseling will address the importance of evidence based practice and methods of utilizing and interpreting research data in program evaluation and selection of counseling interventions. A special emphasis will be placed on through understanding of qualitative, quantitative, and mixed research methods.

3 semester credits

COU 570 Counseling Methods and Techniques

Counseling Methods and Techniques will provide instruction regarding basic counseling techniques and micro-skills. Students will explore and expand upon their own counseling style and begin integrating theory with practice.

3 semester credits

COU 572 Counseling Theories

Counseling Theories will emphasize a practice approach to teaching counseling theory. Students will analyze, compare, and contrast the tenets of the major counseling theories, and begin developing their own theoretical orientation.

3 semester credits

COU 574 Group Counseling Theories and Techniques

Group Counseling will address the theories and practice of group counseling. Students will be exposed to both didactic and experiential learning through interactive discussions, group activities, and role plays. The course content includes interaction regarding various counseling approaches and models, issues related to group leadership, and group facilitation skills. Additionally, ethical, legal, and professional issues related to group counseling will be discussed.

3 semester credits

COU 580 Assessment Techniques

Assessment Techniques will address the use of assessment for diagnostic and counseling intervention purposes. Students will become knowledgeable about various forms

of counseling assessments and methods for selection, administration, and implementation in treatment.
3 semester credits

COU 582 Psychopathology and Assessment

Psychopathology and Assessment will focus on the study of causes, manifestations, and treatment of mental disorders with an emphasis on diagnostic interviewing skills and diagnosis according to the DSM-V and ICD-10 classifications.
3 semester credits

COU 590 Practicum

The practicum is a supervised, onsite field experience that occurs in a professional counseling setting. This affords the graduate student an opportunity to shadow a master counselor. Students are demonstrating entry level competence as professionals, incorporating coursework into practice activities.
3 semester credits

COU 600 Psychopharmacology

Psychopharmacology will address various topics, including the brain's chemistry and interaction with legal and illegal psychoactive substances, with an emphasis on drug classifications, indications/contraindications, comorbidity, assessment and treatment of short term and long term symptoms, and effects of drug intoxication, abuse and withdrawal.
3 semester credits

COU 602 Prevention and Intervention Strategies

Prevention and Intervention Strategies explores a multidisciplinary/multidimensional discussion, with emphasis on best practices and care for select populations, risk factors, outreach services, community education, referral networks, and prevention activities in schools, the workplace, community groups, and healthcare delivery organizations.
3 semester credits

COU 604 Substance Abuse Counseling

Substance Abuse Counseling addresses addiction counseling specific theories and techniques. The course includes the study of stages, models, dynamics, and addiction counseling specific interventions. Moreover, students will learn the core skills needed to work with individuals, groups, and families in a substance abuse setting.
3 semester credits

COU 611 Crisis Counseling

Crisis Counseling will provide an overview of the theories and methods of crisis intervention. Students will learn about suicide prevention models, trauma-informed strategies, and local, state, regional, and national crisis resources.
3 semester credits

COU 614 Internship Seminar

This seminar is a supervised field experience that occurs in a professional counseling setting, during the student's second year in the counseling program. Theoretical application of knowledge and clinical techniques is emphasized with groups and individual clients, under clinical supervision from both field and counseling faculty supervisors.
Corequisite: COU 695
1 semester credit per semester

COU 620 Elementary School Counseling

Elementary School Counseling will prepare students in the planning and implementation of a comprehensive P-5 school-counseling program that promotes academic achievement, personal/social development, and career development through the use of guidance curriculum, responsive services, system support and individual planning.
3 semester credits

COU 622 Secondary School Counseling

Secondary School Counseling will prepare students in the planning and implementation of a comprehensive secondary counseling program that promotes academic achievement, social/emotional development, and career development through the use of guidance curriculum, responsive services, system support and individual planning.
3 semester credits

COU 626 Guidance, Administration, and Consultation

Guidance, Administration and Consultation will cover the implementation, organization, and administration of guidance and counseling programs within a school system, including design, evaluation, and the use of data in school counseling programs. Students will be introduced to models of school based collaboration and consultation and the role of school counselor as consultant.
3 semester credits

COU 640 Clinical Mental Health Counseling

Clinical Mental Health Counseling will review the history of community counseling, with a focus on those events that led to the development of a "community point of view." The course will acquaint students with the various approaches (preventative model, consultative role, etc.) and techniques (needs assessment, program evaluation) used by clinical mental health counselors. Distinctions between traditional clinical interventions and community interventions will be highlighted.
3 semester credits

COU 645 Child and Adolescent Counseling

Child and Adolescent Counseling will provide an introduction to the specific disorders and problematic psychological states manifested during childhood and adolescence. It will also provide an overview of currently used interventions and assessment techniques for treatment of psychopathology in youth.
3 semester credits

COU 650 Family Counseling

This course will review the theories, models, therapeutic interventions, and assessment strategies related to marriage, family, and couples counseling. Students will learn how trauma, substance abuse, and interpersonal violence impact family functioning, as well as specific strategies for fostering healthy relationships.
3 semester credits

COU 685 Counseling Seminar

Counseling Seminar offers an opportunity for an in-depth study of a topic in the field of professional counseling. Students may register for the course up to 6 times.
1 semester credit

COU 695 Internship

The internship is a supervised field experience that occurs in a professional counseling setting, during the student's second year in the counseling program. Theoretical application of knowledge and clinical techniques is emphasized with groups and individual clients, under clinical supervision from both field and counseling faculty supervisors.

6 semester credits

COU 899 Continuing Enrollment

A student who has completed all coursework required by his/her degree plan and who has registered for the capstone course and who does not complete the capstone project during the term in which he/she is registered must register for COU 899–Continuing Enrollment for each subsequent term (fall, summer, spring) until the capstone project is successfully completed. If the student fails to register, he/she will be withdrawn from candidacy for the Master of Science degree in counseling.

1 semester credit

HUM 799 Graduate Studies Assessment

Graduate students register for HUM 799 the final term of their tenure in the program of study to meet the University and program assessment requirement as specified in the Graduate Catalog.

0 semester credits

Criminal Justice Program

Program Director: Dr. Chad Litton

Outcomes

After completing the required curriculum in the criminal justice program, graduates will be able to:

- Evaluate the relative strengths of various approaches to criminal justice.
- Show an understanding of the major areas in criminal justice, to include:
 - Criminal justice and juvenile justice process
 - Criminology
 - Law enforcement
 - Law adjudication
 - Corrections
 - Facility and community corrections
 - Homeland security
 - Probation and parole
 - Private security
- Display ethical and professional behavior while applying this knowledge to problems and changing fact situations.
- Communicate this knowledge effectively in written and oral form.
- Process and apply information reliably.

- Demonstrate research skills to include statistics and computer methods.
- Demonstrate logic, critical thinking, and ethical decision-making.
- Display an understanding of the impact of issues of diversity on themselves and their communities.

■ Major in Criminal Justice:

ADC 311; CRJ 201, 210, 212, 310, 312, 320, 390, 410, 420; MAT 180 or 204; POL 414; PSY 201, 406; PSY/SWK 350; SBS 367; one of the following CRJ electives: CRJ 317, 318, 325, 425, or 490; and three (3) of the following electives: ADC 309, 318; POL 302; PSY 308, 332; 345; SOC 302, 305, 404; SWK 303, 309, 311, or 330; HUM 499

Minor in Criminal Justice:

CRJ 201, 212, 210, 310, and any two of the following courses: ADC 311; CRJ 312, 320, 325/425, 410, 420; HIS 307; POL 302, 414; PSY 308, 332, 406; SOC 302, 305; SWK 303.

Criminal Justice Program

Course Descriptions**CRJ 201 Introduction to Criminal Justice**

The criminal justice system and process including: crime, law-making, criminality, prosecution, police, courts, and corrections. Both historical and contemporary practices covered.

3 semester credits

CRJ 210 Police Science

The foundations of policing in the United States through an exploration of the history, organization, and process of police systems, as well as contemporary policing issues.

3 semester credits

CRJ 212 Criminal Law

Basic principles of substantive criminal law, traditional definitions of crime and recent developments in criminal law through an examination of the definitions of acts and omissions, with an emphasis on historical and philosophical concepts of criminal law.

3 semester credits

CRJ 310 Corrections

Survey of current correctional thought and practice in the United States. Evolution of modern correctional practices in different types of institutions and in the community.

Course includes a critical review of how politics influences sentencing and impacts the size of the correctional system.

3 semester credits

CRJ 312 Criminal Procedure

Basic principles of procedural criminal law, focusing on the 5th and 14th Amendment procedures, along with definitions

of elements that detail how the government processes persons in the criminal justice system, with an emphasis on safeguards taken by the criminal justice system to ensure fair treatment in the criminal process.

3 semester credits

CRJ 317 Terrorism and Homeland Security

The course will examine international terrorist events from the 20th and 21st centuries, focusing not only on religious (Jihadist and right-wing Christian) groups, but also Separatist, Nationalistic, Endemic, Revolutionary, and Maoist terrorist groups. The course addresses issues of domestic terrorism and includes a critical look at the United States pre-9/11 espionage community, their handling of the information leading up to the attack. It concludes with the subsequent restructuring of duties and the formation of the Department of Homeland Security, and local police role within that restructuring.

3 semester credits

CRJ 318 Human Trafficking

An examination of the history, causes, practices, and impacts of human trafficking.

3 semester credits

CRJ 320 Juvenile Justice

An examination of the historical development and philosophy of juvenile court, the theoretical explanations of delinquency, and how the courts are currently dealing with juvenile offenders while also attempting to meet the demands of society. In addition, the course will provide hands-on experience in dealing with the complexities of juvenile delinquents and their families.

3 semester credits

CRJ 390 Junior Internship

Observation of work experience under the direction of a faculty member in a local, state, or federal criminal justice agency. Work credits are arranged by the employer, advisor, and student. Progress is checked by oral and written reports from the employer. Periodic student-advisor conferences are required to discuss progress or problems. Students are required to submit an accounting of their experiences to the instructor. All internship experiences are based on a satisfactory/unsatisfactory basis.

3 semester credits

CRJ 410 Criminology

An examination of the major schools of criminological thought and their influence on the development of criminal justice policy.

4 semester credits

CRJ 420 Senior Seminar (capstone)

The capstone class for seniors, this is the culmination of the student's prior classes as they pursue their major in Criminal Justice. Students will read and analyze significant criminal justice research studies and legal cases that have formulated theory and policy direction in law enforcement, the courts, and corrections. Emphasis will be placed on decision making models, and students will evaluate ethical scenarios criminal justice professionals face daily. The course will critique current criminal justice policies and debate the more contro-

versial ones. Assessment of the criminal justice program and its connections with the Benedictine values, servant leadership, and University of Mary mission and philosophy are included throughout the course curriculum.

3 semester credits

CRJ 490 Senior Internship

Observation of work experience under the direction of a faculty member in a local, state, or federal criminal justice agency. Work hours are arranged by the employer, advisor, and student. Progress is checked by oral and written reports from the employer. Periodic student-advisor conferences are required to discuss progress or problems. Students are required to submit an accounting of their experiences to the instructor. All internship experiences are based on a satisfactory/unsatisfactory basis.

3 semester credits

CRJ 125, 225, 325, 425

Special Offerings in Criminal Justice

Topics in selected areas of the criminal justice field.

3 semester credits

Psychology Program

Program Director: Dr. Kristi Bitz

Outcomes

Psychology Program outcomes are based upon the American Psychological Association Learning Goals for the Undergraduate Psychology Major

- Student should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principals apply to behavioral phenomena
- Student will develop scientific reasoning and problem solving skills, including understanding of effective research methods
- Student will develop ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity
- Student should demonstrate competence in writing and in oral and interpersonal communication skills
- Student will demonstrate application of psychology-specific content and skills; effective self-reflection, project-management skills, teamwork skills, and career preparation

■ Major in Psychology:

BIO 101; SBS 367; MAT 103, 204; PSY 201, 204, 207, 350, 406, 490; HUM 499

Select one of the following: PSY 308, 335, 340

Select two of the following: PSY 310, 345, 410, 420

Select one of the following: PSY 307, 440; ADC 318

Select one of the following: PSY 205, 267, 332; ADC 311

Minor in Psychology:

PSY 201, 207, 406

Select one of the following: PSY 310, 345, 410, 420

Select one of the following: PSY 307, 308, 335, 340, 440; ADC 318

Select one of the following: PSY 205, 267, 332; ADC 311

Psychology Program Course Descriptions

PSY 201 General Psychology

General psychology is an introduction to the scientific study of behavior and mental processes. This course will provide a broad overview of human development, consciousness, perception, learning, memory, emotion and motivation, social behavior, personality, health and well-being, psychological disorders and treatments.

3 semester credits

PSY 204 History and Systems of Psychology

This course will provide a historical background of major theoretical viewpoints and philosophical issues in the field of psychological science. Attention will be given to competing schools and systems of psychology, including key figures and theoretical conflicts. The students will become familiar with the evolving American Psychological Association (APA) Code of Ethics as well as the APA professional writing style.

Prerequisite: PSY 201

3 semester credits

PSY 205 Educational Psychology

This course examines the principles of psychology as they relate to teaching and learning and focuses on how psychological theory and concepts can be understood and utilized to inform effective classroom practices. Topics of study include the role of educational psychology, learner differences, development, cognition, culture and diversity, views of learning, motivation, and assessment.

Prerequisite: PSY 201

3 semester credits

PSY 207 Life Span Development

This course will examine the theoretical and empirical basis of human development across the lifespan. Attention will be given to physical, cognitive, emotional, and social growth, from infancy to late adulthood. Prerequisite: PSY 201

3 semester credits

PSY 267 Human Sexuality

This course will address the biological, social, religious, cultural, historical and emotional aspects of human sexuality and development. Contemporary topics in human sexuality will be covered, including: contraception, pregnancy, sexually transmitted diseases, gender identity, and sex in the media.

Prerequisite: PSY 201

3 semester credits

PSY 307 Cognitive Psychology

This course serves as an introduction to cognitive psychology, which is the study of how people perceive, learn, remember, and think about information. Perception, attention, memory, language, problem-solving, reasoning, intelligence, and decision-making will be examined from various scientific perspectives. Prerequisite: PSY 201

3 semester credits

PSY 308 Social Psychology

This course will provide an overview of social psychology. Social psychology is the scientific study of how people think about, influence, and relate to one another. This course will explore topics such as the self, the interplay between behavior and attitude, conformity, helping, prejudice, culture, group influences, attraction, conflict and aggression. Prerequisite: PSY 201

3 semester credits

PSY 310 Sport and Injury Psychology

This course will address the principles of Sport Psychology, which will assist athletes (as well as those working with athletes) in identifying variables responsible for hindering and enhancing performance. The complex physical and psychological nature of injuries will be discussed, including theoretical foundations of behaviors, psychological intervention of performance problems, and psychosocial strategies/mental health issues related to injury. Prerequisite: PSY 201

3 semester credits

PSY 332 Child and Adolescent Psychology

This course will examine physical, cognitive, social, and emotional development from conception through adolescence as related to self, family, peers and social institutions. Normal as well as abnormal development will be studied.

Etiology, developmental course, assessment, diagnosis, and intervention/treatment of child and adolescent disorders will be explored. Prerequisite: PSY 201

3 semester credits

PSY 335 Theories of Personality

This course will address various theoretical views of personality development, including physiological, cognitive, evolutionary, and sociocultural perspectives. Personality stability, coherence, and change across time will be critically examined. Students will further become familiar with etiology of personality disorders and methods of personality assessment. Prerequisite: PSY 201

3 semester credits

PSY 340 Industrial and Organizational Psychology

This course will address the application of psychological principles to industrial/organizational (I/O) settings. Fundamental topics in the field of I/O will be covered, to include: enhancement of organizational effectiveness, employee selec-

tion/training, job appraisal, job design, work motivation/satisfaction, leadership, productivity, and organizational culture. Prerequisite: PSY 201
3 semester credits

PSY 345 Forensic Psychology

This course will address the application of psychological research, assessment, and expertise to the issues within the legal system. Contemporary topics in forensic psychology will be covered, including: criminal profiling, eyewitness testimony, detection of deception, jury selection, psychopathy and violence, competency to stand trial, risk assessment, stalking, and sexual offending. Prerequisite: PSY 201
3 semester credits

PSY/SWK 350 Research Techniques for the Social/Behavioral Sciences

This course will address social science research methods, procedures, data collection, and analysis. Qualitative, quantitative, and mixed methods approaches will be covered. Students will become more informed consumers of scholarly research and will learn how to develop an original research proposal. Prerequisite: MAT 204; PSY 201
3 semester credits

PSY 406 Abnormal Psychology

This course will address the development and structure of normal and abnormal behavior, as well as the biological, chemical, environmental, and social approaches to treatment. Theoretical and empirical bases for the emergence and maintenance of mood, anxiety, somatic, personality, substance-related, neurocognitive, psychotic, sexual, and eating disorders, will be covered. Prerequisite: PSY 201
3 semester credits

PSY 410 Psychological Testing and Assessment

This course will address the history and application of psychological assessment, as well as principles of test construction, administration, and interpretation. Students will become familiar with the following types of individual and group assessments: intelligence, achievement/ability, personality, neuropsychological, vocational, industrial/organizational, and forensic. Ethical and legal issues will be explored. Prerequisite: PSY 201
3 semester credits

PSY 420 Clinical Psychology

This course will address the foundations of clinical psychology, specialties in clinical psychology, clinical assessment, and evidence-based practice. The students will become familiar with therapeutic interventions utilized by the following perspectives: Psychodynamic, Phenomenological, Humanistic-Existential, and Cognitive-Behavioral. The essential elements of group therapy, family therapy, and couples therapy will be covered. Prerequisite: PSY 201
3 semester credits

PSY 440 Physiological Psychology

Physiological Psychology provides a basis for understanding the underlying physiological mechanisms of normal and abnormal behavior and cognition. It emphasizes both the structure and function of the nervous system and the relationships between the brain and responding, motivation,

emotion, cognition, arousal/sleep, eating, and learning. We will also discuss mental disorders, neurodegenerative disease, and the biological mechanism of drug action. Prerequisites: BIO 101 or BIO 103; PSY 201
3 semester credits

PSY 490 Senior Capstone in Psychology

The Capstone in Psychology course will assist students with career preparation, graduate school preparation, applied experience in the Psychology major (e.g. service learning), conference attendance/community networking, engagement in effective teamwork, and overall professional development. Prerequisite: PSY major; senior-level status
3 semester credits

Social and Behavioral Sciences Course Descriptions

SBS 367 Dimensions of Diversity

This course will explore concepts such as oppression, privilege, diversity, and inequality and their effect on individual identities, human relations, and social interactions. Particular attention will be paid to how these concepts may impact the everyday lives of students.
3 semester credits

Social Work Program

Program Director: Heidi Nieuwsma

Outcomes

Upon completion of the Social Work major, beginning level B.S.W. graduates will be able to:

- Identify as professional social workers and conduct themselves accordingly.
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgments.
- Engage diversity and difference in practice.
- Advance human rights and social and economic justice.
- Engage in research-informed practice and practice-informed research.
- Apply knowledge of human behavior and the social environment.
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- Respond to contexts that shape practice.
- Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.
- Engage in the practice of servant leadership.

Note: Successful completion of the Social Work Program qualifies students to take the Social Work license exam. Program completers' license exam pass rates are available by contacting the Social Work Program Director.

■ Major in Social Work

BIO 101; MAT 180 or 204; PSY 201, 207, 406; ADC 311; SBS 367; SWK 201, 309, 311, 312, 318, 319, 330, 350, 413, 417, 418, 419, 431, 432, 433; HUM 499; and one of the following 3 credit electives: SWK 303; CRJ 307, 310, 312, 320, 410; POL 302, 414; PSY 267, 307, 308, 332, 345, 420; SOC 302, 304, 305.

Social Work Program Course Descriptions

SWK 201 Introduction to Social Work

Historical development of the profession, key concepts, values and skills, range of employment fields and settings, as well as the social welfare issues and political contexts in which they are viewed.

3 semester credits

SWK 303 Services to Children and Families

Examination of the historical, social, and legal issues that have shaped traditional child welfare programs, a study of the wide range of programs to support families and children, and a study of the role of the social worker in services to children and families.

3 semester credits

SWK 309 Introduction to Generalist Practice

Presentation of theory and skills required for generalist social work practice. Introduce students to interventive processes common to helping professionals working with a wide range of clients including individuals, families, groups and communities. Particular attention is given to the use of strength based, problem solving and direct practice with clients. Prerequisite: SWK 201

3 semester credits

SWK 311 Social Welfare Policies I

Examination of the historical, political, philosophical, and economic forces that shape current social welfare systems. Development and analysis of social policy and programs emphasized. Prerequisite: SWK 201

3 semester credits

SWK 312 Social Welfare Policies II

Analysis of administrative and legislative processes that affect social programs; grant writing and program funding included. Pre-requisites: SWK 201, 309 and 311.

3 semester credits

SWK 318 Field Experience I

Experience in a professional human service setting under agency and educational supervision. Provides the student with a basic understanding of the human service delivery system, professional roles and responsibilities in human services, and the effective use of self in the helping role.

Minimum of 150 hours. Prerequisites: SWK 201; SWK 309 and SWK 311 to be taken prior to or concurrently.

3 semester credits

SWK 319 Integrative Seminar I

Integration of theory from academic work with field experience as students learn about the diversity of human services agencies and client populations served in rural/urban areas. Taken in conjunction with SWK 318.

3 semester credits

SWK 330 Human Behavior/Social Environment I

Examines theory and process of human interactions including social groups, organizations, institutions, families, and communities. Models and systems are explored.

3 semester credits

SWK/PSY 350 Research Techniques for the Social/Behavioral Sciences

This course will address social science research methods, procedures, data collection, and analysis. Qualitative, quantitative, and mixed methods approaches will be covered. Students will become more informed consumers of scholarly research and will learn how to develop an original research proposal. Prerequisite: MAT 180 or 204

3 semester credits

SWK 413 Generalist Practice with Groups

Addresses basic knowledge and skills needed in group work practice. Includes the study of stages, models, theory, dynamics, and techniques. Prerequisites: SWK 201, 309, 311, 312, 318, 319, 330, and 350.

3 semester credits

SWK 417 Generalist Practice with Families

Includes methods for assessment and intervention with families. Application of family theory to direct counseling, advocacy, problem-solving, and family policy stressed. Prerequisites: SWK 201, 309, 311, 312, 318, 319, 330, and 350; SOC 404.

3 semester credits

SWK 418 Field Experience II

Advanced experience in a professional human service agency to prepare students for professional generalist practice. Minimum of 400 hours. Prerequisites: SWK 201, 309, 311, 312, 318, 319, 330, 350, 413, 417, and 431; SWK 432 taken prior to or concurrently.

8 semester credits

SWK 419 Integrative Seminar II

The senior social work seminar is designed to provide each student with the opportunity to develop further integration of social work theory and practice from a generalist perspective. To facilitate this, the seminar participants address topics and issues that are immediate and practical for beginning level professionals. Students are required to examine these topics and issues in relation to their current and previous field experiences as well as in relation to theoretical and classroom content. Concurrent with SWK 418.

2 semester credits

SWK 428 Readings and Research in Social Work

A directed study to fit the student's area of interest. Prerequisite: Consent of instructor. Fulfills elective requirement.

1-4 semester credits

SWK 431 Human Behavior/Social Environment II

Provides critical, theoretically-based examination of interaction of people and their environments, with attention to individual, family, group, community, organizations, and institutions. The phenomena of violence, addictions, aging, and grief and loss are analyzed from systems and ecological perspective. Prerequisites: SWK 201, 309, 311, 312, 318, 319, 330, and 350.

3 semester credits

SWK 432 Generalist Practice with Organizations and Communities

Practice with large system (organizations and communities) assessment, intervention and evaluation, with an emphasis on theory and practice as they relate to rural/urban and reservation areas. Prerequisites: SWK 201, 309, 311, 312, 318, 319, 330, and 350.

3 semester credits

SWK 433 Crisis Intervention

An introduction to the various types of crisis situations practitioners may encounter. In addition, the course will offer various techniques and provide presentations on a variety of components needed to assist the student in understanding the concepts of crisis intervention. Emphasis will be upon a general understanding of the implications of techniques to modify, manage, and cope with crisis situations.

3 semester credits

SWK 125, 225, 325, 425**Special Offerings in Social Work**

1-4 semester credits

Department of Education

Chair: Kim Marman

Philosophy

The Department of Education undergraduate programs are designed to develop competent and principled professionals who take responsibility for student learning and who demonstrate strong pedagogical content knowledge and professional characteristics.

Note: Successful completion of a program of study in the Department of Education qualifies students to take the teacher licensure exam in their program area. Candidate teacher licensure pass rates can be found on the Department of Education web page.

Department of Education

Admission Requirements:

The specific requirements for entrance to the Department of Education are as follows:

1. A student must have minimum overall GPA of 2.75.
2. A student must complete a Personal Data Form.
3. A student must submit a current Graduation Report.
4. A student must write and submit an essay on his or her philosophy of education.
5. For Business Education, SBS Education, English Education, History Education, Biology Education, Math Education, and Music Education Majors only: Students must provide written evidence of acceptance by their major.

Admission to the Department of Education is prerequisite to taking EDU and PED 300–400 level courses. Admission requirements are presented and discussed in EDU 200 (Introduction to Education), and students are strongly advised to complete all 200-level courses prior to enrollment in EDU/PED 300 and/or 400-level courses.

Student Teaching Program

Admission Requirements:

The student teaching experience is the capstone course of the teacher preparation program in the Department of Education at the University of Mary. The specific requirements for admission into the student teaching program are as follows:

1. Admitted into the Department of Education.
2. Obtain a passing score on the Core Praxis I test before registering for EDU 411. A copy of scores must be submitted to the Department of Education.
3. Attend the Preliminary Student Teaching Meeting and complete a Student Teaching Program Application Form that is provided at the meeting.
4. Schedule a degree audit advising meeting with his/her advisor to complete a Graduation Audit Report form and a Degree Audit. These forms provide verification that the prospective student teacher has met the

following Student Teaching Program requirements:

- Completed all course work required for a teaching license.
 - Overall GPA of 3.0 or above in all teaching major(s).
 - No grade lower than a C- in any course required for teaching license.
5. Submit necessary Petition Letters if applicable to the Student Teaching Program Director within one month of student teaching application day
 6. Submit three Student Teaching Recommendation Forms: two from full-time Department of Education teaching faculty members and one recommendation from a teaching professional reference outside of the department. Secondary education majors must choose a full-time professor from within their content area as the third outside reference
 7. Complete EDU 390 - Diversity Practicum

Note: Upon approval from the Department of Education, a student may substitute a prior educational diversity experience from a department at the University of Mary.

8. The student must have completed two technology workshops offered by the Department of Education with certificates on file OR EDU 351 Educational Technology.

Note: Upon approval from the Department of Education, a student may substitute a technology training workshop or approved related course in which the student participated, if appropriate documentation is provided to the Department of Education Chair.

9. The student must complete a Federal Bureau of Investigation (FBI) and Bureau of Criminal Investigation (BCI) fingerprint background check and must submit the results of that background check to the Department of Education.

Note: If the background check reveals that the student has a conviction, that record must be submitted to the school district in which the student petitions to student teach. Based on the nature of the conviction, the university and /or school district can refuse to have the student placed in that school district and, as a result, that student will NOT

complete his/her teaching major requirements or university graduation requirements.

10. Present an electronic portfolio on Student Teaching Assessment Day. Portfolio evaluations must earn proficient or partially proficient.

Before being placed into student teaching each student must:

- Receive a passing grade in EDU 411 Student Teaching Assessment by completing each of the requirements listed above.

and

- Receive a passing grade in practicum courses for their major(s)- EDU 400/401/410/335

■ Early Childhood Education Program

Program Director: Janet Bassingthwaite

Program Outcomes:

- Students who complete the early childhood education program will be eligible for the North Dakota Educator's Professional License to teach in birth to grade 3 programs and classrooms.
- The curriculum in Early Childhood Education will provide students with a broad base of knowledge of the standards aligned content and curricular goals of the early childhood disciplines.
- Students will be prepared to become effective and reflective early childhood teachers who can plan and implement a broad range of instructional, assessment, and management strategies to create positive learning environments to meet the diverse needs of all students.
- Students will be able to engage in responsible professional behaviors as they apply effective decision making and communication skills while collaborating with career teachers in the field, families, and with community agencies for professional growth.

Early Childhood Education Course Requirements:

ENG 121; COM 110; HIS 101 or 102; GEO 150 or 161; PSY 205, 332; BIO 101 or 103; SCI 102, 201; MAT 103 or above; PED 305; EDU 200 or 202, 205, 215, 295, 301, 303, 307, 311, 312, 315, 316, 318, 320, 334, 335, 337, 338, 339, 351, 367, 385, 400, 411, 423, 424; HUM 499

■ Elementary Education Program

Program Director: Loni Miller

Program Outcomes

- Students who complete the elementary education program will be eligible for the North Dakota Educator's Professional License to teach in grades 1-6.
- The curriculum in elementary education will provide students with a broad base of knowledge of the standards aligned content and curricular goals of the elementary disciplines.
- Students will be prepared to become effective and reflective elementary teachers who can plan and implement a broad range of instructional, assessment, and management strategies to create positive learning environments to meet the diverse needs of all students.
- Students will be able to engage in responsible professional behaviors as they apply effective decision making and communication skills while collaborating with career teachers in the field, families, and with community agencies for professional growth.

Elementary Education Course Requirements:

ENG 121; COM 110; PSY 205; HIS 101 or 102 or MUS 342; GEO 150 or 161; BIO 101 or 103; SCI 102, 201; MAT 103 or above; PED 305; EDU 200 or 202, 205, 295, 300, 301, 303, 307, 311, 312, 315, 316, 318, 320, 351, 367, 390, 400, 411, 418, 423; HUM 499

■ Coaching and Sports Studies Program

Program Director: Dr. Wade Kooiman

The curriculum in Coaching and Sports Studies (CSS) major is designed for students who are interested in pursuing a career in the coaching profession independent of teaching at the elementary or secondary levels.

Coaching and Sports Studies Major Course Requirements:

BIO 101, 101L; THE core requirements; PHI 208-308; PSY 267, 310; HIS 307; KIN 151, 235, 238, 317; EXS 302, 305, 336; HPS 206; PED 157, 159, 207, 221, 222, 313, 326, 343, 370, 401; SLM 277, 327, 411, 422; HUM 499

■ Coaching (Minor) Program

The curriculum in Coaching (minor) is designed for students who are interested in pursuing a career in the coaching profession.

Coaching Minor Course Requirements:

BIO 101; BIO 207 or PED 207; KIN 151, 238; EXS 302, 336; PED 157, 159, 326, 343, 360, 370, 401.

■ Health Education (Minor) Program

The curriculum in Health Education (minor) is designed to prepare students to teach health education courses in the secondary school setting. A student who completes the health education minor program along with a teachable major at the University of Mary is eligible for licensure to teach health courses in grades 7-12 in North Dakota. Meeting the requirement of other states is the responsibility of the student.

Health Education Minor Course Requirements:

PED 157, 159, 312, 313; HPS 206; BIO 101 or 103; BIO 207 or PED 207; EDU 295, 310; EXS 305, 336; and KIN 317.

■ Middle School Endorsement

A Middle School Endorsement is recommended for all students who would like to become middle school teachers in North Dakota. A middle level major equivalency endorsement consists of 24 semester hours for a single content area (English, Math, Business, Social Studies, or Science) and is verified through official transcripts from a state-approved college of teacher education. These courses can be taken along with the Middle School Endorsement. To be highly qualified to teach Middle School English, Math, Social Studies, or Science, it is recommended that candidates successfully pass the Middle School Content Test for their discipline.

Middle School Endorsement Course Requirements:

PSY 332, EDU 305, 365 or 652, 530, and 573

■ Physical Education and Health Program

Program Director: Dr. Wade Kooiman

Program Outcomes:

- Students who complete the physical education program will be eligible for the North

Dakota Educator's Professional License to teach in grades K-12

- The curriculum will provide the students with the ability to become an effective Physical Education instructor who is able to motivate their students to become healthy active individuals.
- Students will be able to engage in responsible professional behaviors as they apply effective decision making and communication skills while collaborating with career teachers in the field, families, and with community agencies for professional growth.

Physical Education Course Require-

ments: ENG 121; COM 110; PSY 205, 267; BIO 101; BIO 207 or PED 207; MAT 103 or above; EXS 336; HPS 206; EDU 200 or 202, 295, 301, 310, 320, 367, 401, 411, 421, 423, 432-01, 432-02; PED 105, 157, 159, 221, 222, 303, 305, 313, 339, 401; KIN 235, 238; and HUM 499.

■ Reading Credential

The courses in the reading credential program are intended for students pursuing a teaching major, or professionals with a current endorsement, in elementary education or secondary education. A reading credential will provide students with the credential required to work with students assigned Title I reading programs.

Reading Credential Course Requirements:

Elementary education majors: EDU 365 or 652, 611, and 617. Secondary education majors must have a major in English, social studies or science, including a minimum of two semester hours in three of the following course areas: foundations or survey of reading, reading in the secondary school, diagnosis and correction of reading disabilities, clinical or laboratory practicum in reading with secondary students, reading in the content areas, research and the literature in reading or language arts, exceptional child, curriculum development, or English education methods.

■ Secondary Education Program

Program Director: Carmen Cain

Program Outcomes:

- Students may complete a bachelor's degree in secondary teaching in biology, business, English, history, mathematics, music, and social studies which will meet eligibility requirements for North Dakota teacher

licensure for teaching in grades five through twelve.

- The curriculum will prepare students to be effective secondary classroom teachers capable of meeting the needs of all students, including those with special needs and varied backgrounds.
- Coursework includes a strong liberal arts background, an integrated slate of courses from both the Education Department and the content major, and a number of opportunities to explore school systems outside of the local framework.

■ Special Education Program

Program Director: Jaylia Prussing

Program Outcomes:

- University of Mary students who complete the major in Special Education meet eligibility requirements for the North Dakota Intellectual Disabilities endorsement for K-12 schools. The University of Mary's coordinated course of study meets the state guideline which requires the special educator to attain a general education teaching major as well as a major in special education.
- In today's K-12 schools, students with disabilities are served by general education teachers, special education teachers, and other school personnel. In order to support and coordinate service to students with disabilities, the special educator must be competent in: characteristics of disabilities, federal and state special education law, collaboration and consultation, general school curriculum, behavior support, assessment, family school relations, and applied research and writing.
- Special education majors will have knowledge and skills that meet the Common Core of Knowledge and Skills, the Individualized Education Curricula, the Developmental Disabilities Curricula of the Council for Exceptional Children (CEC), and the endorsement standards for the state of North Dakota.
- Special education majors develop personal and professional skills and attitudes that prepare them for a variety of career options supporting people with disabilities in schools, human service agencies, adult education, community-home support, and administration.

Special Education Major Course Requirements:
PED 313; PSY 205, 332; EDU 200/202, 205, 295, 300, 307, 315, 316, 320, 339, 351, 367, 383, 388, 390, 392, 409 or 410, 411, 412, 413, 415, 418, 426, 429; HUM 499.

Special Education Minor Course Requirements:
EDU 295, 383, 412; choose 3 from the following courses (7 total credits minimum): PED 313; PSY 406; EDU 339, 409, 413, 415, 429

Note: A minor in Special Education does not lead to a North Dakota endorsement; however, the content and practices involved in a Special Education minor will be valuable to general education teachers and may be valuable to other human service majors such as occupational therapy, physical therapy, psychology and/or social work.

■ Exceptional Learners Program

Program Director: Jaylia Prussing

Students pursuing the Exceptional Learner degree are interested in working with individuals with exceptionalities outside of the teaching role. This degree is ideal for students interested in professions within the human service field as well as those pursuing related post-graduate degrees that require an undergraduate degree.

Program Outcomes:

University of Mary students who complete the major Exceptional Learners will be prepared to meet the needs of individuals with exceptionalities by:

- Being knowledgeable in characteristics of disabilities, best practices, human development, federal and state special education law, general school curriculum, behavior support, and assessment.
- Having the skills to work collaboratively and effectively with families and schools.
- Demonstrating personal, professional skills and attitudes that prepare them for a variety of roles supporting people with disabilities in schools, human service agencies, adult education, community-home support, and administration.

Exceptional Learners Major Course Requirements:

EDU 200, 205, 295, 300, 307, 315, 316, 320, 339, 351, 367, 383, 388, 390, 392, 409, 410, 412, 413, 415, 429; PED 313; PSY 201, 205, 207, 332; HUM 499

Education Course Descriptions (EDU)

EDU 200 Introduction to Education

This course is intended to provide students with an understanding of the historical and philosophical foundations of American education and give prospective teachers a basis for linking theory to practice. Students will gain insight into understanding their role as teachers in shaping and sustaining modern education and learn about the teaching profession, learner diversity among today's students, curriculum, instruction and productive learning environments in America's schools. During this course, students will be invited to make application to the Department of Education. 3 semester credits

EDU 202 Introduction to Teaching for Transfer Students

Assuming that the student has had some college coursework in teacher preparation, this course introduces the transfer student to the University of Mary's philosophy of teacher preparation and the conceptual framework of the Department of Education. The transfer education student develops his/her philosophy of education and has the opportunity to apply to the Department of Education.

1 semester credit

EDU 205 Developing Classroom Environments

This course helps students understand important elements in classroom environments that enhance curriculum.

Through a focus on effective hands-on, student-centered learning, this course focuses on managing the set-up, function, and routines of the classroom to assist in planning for instruction.

2 semester credits

EDU 215 Introduction to Early Childhood Education

This course explores the historical and philosophical foundations of the care and schooling of young children, ages 0-8. An over-view of typical and atypical child development, current theories, program models and issues, and various curriculum models will be covered.

2 semester credits

EDU 295 Learners with Exceptional Needs

Teachers must teach students with a wide variety of educational needs. This course presents an overview of learners with exceptional needs. Emphasis will be on processes and principles of special education, overviews of exceptionalities, curriculum and inclusion.

3 semester credits

EDU 300 Elementary Practicum I

This course is designed to give students practical experience in the classrooms in the areas of language arts, music, physical education, and art. This course must be taken concurrently with Block I methods courses: EDU 301, 315, 312; and PED 305.

2 semester credits

EDU 301 Classroom Management

This course is designed to familiarize students with basic theories of classroom discipline and management. This course will focus on proactive strategies to cultivate an atmosphere of mutual respect for all within a classroom as well as implementing prevention and re-mediation strategies when working with disruptive students. Prospective elementary teachers

should take classroom management concurrently with Block I methods courses: EDU 300, 312, 315 and PED 305.

2 semester credits

EDU 303 Elementary and Middle School Science Methods

This course is a survey of current elementary and middle school science teaching strategies and science programs with an emphasis on the integration of theory and practice. This course should be taken concurrently with EDU 307, 316, 318, and 400. Prerequisites: BIO 101; SCI 102, 201.

2 semester credits

EDU 305 Middle School Practicum

This course is designed to provide students with an observational practicum experience in the middle school practicum in each student's major area of study.

1 semester credit

EDU 307 Elementary and Middle School Math Methods

This course is a survey of current elementary and middle school math teaching strategies and math programs with an integration of theory and practice. Should be taken concurrently with EDU 303, 316, 318, and 400 if an elementary education major. Prerequisites: MAT 103 or 106.

2 semester credits

EDU 310 Secondary Practicum I

This course is designed to provide students with a practicum teaching experience in the secondary education classroom in each student's major area of study. This course must be taken concurrently with the major specific secondary teaching methods course.

1 semester credit

EDU 311 Music in the Elementary School

This course introduces methods of teaching singing, classroom instruments, rhythms, reading, and appreciation of music. This course should be taken concurrently with EDU 300, 301, 312, 315; and PED 305.

2 semester credits

EDU 312 Arts in the Elementary School

This course provides students with the study of the basic theories of music, theater, and visual arts as applied to the elementary education curricula and art programs in elementary schools. This course should be taken concurrently with EDU 300, 315; and PED 305.

2 semester credits

EDU 315 Elementary and Middle School Language Arts Methods

Elementary and middle school classrooms are learning environments in which students develop communication skills. Students in this course design instructional programs based upon theoretical foundations of instruction in reading, writing, listening, speaking, and thinking. This course should be taken concurrently with EDU 300, 301, 312, 320 and PED 305 if an elementary education major.

3 semester credits

EDU 316 Elementary and Middle School Reading Methods

This course is designed to examine effective scientifically-based instructional practices used to teach reading in the

elementary and middle school curriculum. Emphasis is placed on the use of data in providing flexible grouping and differentiated instruction to effectively meet student needs. This course should be taken concurrently with EDU 303, 307, 318, and 400. Prerequisite: EDU 315.

3 semester credits

EDU 318 Elementary and Middle School Social Studies Methods

This course is a survey of elementary and middle school social studies teaching strategies and social studies programs with an emphasis on the integration of theory and practice. This course be taken concurrently with EDU 303, 307, 316 and 400 if an elementary education major. Prerequisites: HIS 101 or 102.

2 semester credits

EDU 320 Curriculum, Instruction and Assessment

This course focuses on the curriculum development process in K-12 schools; the techniques used in designing and delivering learning activities; and the formal and informal assessment methods used to assess the performance of all students. Emphasis will be placed on the interdependence of curriculum, instruction, and assessment.

3 semester credits

EDU 332 Cognitive and Language Development

The importance of language, cognition, and thinking are highlighted in this course. Students are exposed to the current theories as well as the traditional theories of Piaget, Vygotsky, Chomsky, and Skinner. Attention is also given to how these theories impact teaching and learning. A 30-hour practicum is included in this course.

4 semester credits

EDU 334 Methods and Materials in Early Childhood Education

This course is a survey of current curriculum of early childhood education for young children ranging in age from birth to age eight with an integration of theory and practice. Professional development, ethical conduct and understanding what developmentally appropriate practices are fundamental in participation in the practicum field experiences. Curriculum planning and managing early childhood classrooms for infants and toddlers, preschool and kindergarten will be integrated throughout the semester. The course is taken concurrent with EDU 335.

2 semester credits

EDU 335 Early Childhood Education Practicum

This course requires 60 credits of field work with 20 credits spent training with each age group – Infant/Toddler, preschool and kindergarten. Students are required to work 5-6 hours a week for 12 weeks at a teaching location selected by the instructor. Evaluations will be conducted by supervising practicum teachers and include a self-evaluation component. Must be taken concurrently with EDU 334.

2 semester credits

EDU 337 Inclusion in Early Childhood Settings

More young children with disabilities are being included in regular childcare and classroom settings. Inclusion is adding to the tasks that teachers have in classrooms. By helping early

childhood educators understand the basic needs of children with disabilities, they will better meet the diverse needs of all children.

2 semester credits

EDU 338 Social Emotional Foundations of Early Childhood Education

Social-emotional development is the basis for all learning. Foundational experiences in early childhood formulate how a child learns to develop and maintain relationships, express and regulate emotion, and behave appropriately in social situations. Students will understand the history of social education, developmentally appropriate milestones, the adult's role, and strategies for purposeful teaching of skills in this domain.

2 semester credits

EDU 339 English Learners (EL) & Language Development

An introduction to English Learners with an emphasis on educational considerations. Students will also study typical and atypical language development patterns.

2 semester credits

EDU 351 Educational Technology

Students will design and create learning experiences that integrate technological tools and resources to maximize learning. Emphasis will be placed on current technology to support academic development in grades PreK-12 as well as opportunities for continuing professional growth.

1 semester credit

EDU 365 Reading Instruction in the Content Areas

This course emphasizes the importance of content literacy in elementary, middle school, and secondary grades. Special emphasis is given to various models of reading and differentiated instructional strategies for reading in the content areas, as well as best teaching practices in reading. Students in this course will utilize reading and study skills to facilitate vocabulary development, decoding skills, and comprehension abilities in the content areas. Focus of this course is to develop reading and study techniques to be used in content areas, both in regular classrooms and in resource situations.

2 semester credits

EDU 367 Cultural Diversity and Human Relations

The course will focus on how culture and other diversity topics affect interactions with others and will help students gain an increased awareness of, and an appreciation for, the dimensions related to their own culture and to the cultures of others with particular emphasis on the Native American culture. Students will have the opportunity to examine and analyze the impact of prejudice, discrimination, and privilege within self and between groups. The skills necessary for promoting positive human relations in a diverse society will be explored and developed.

3 semester credits

EDU 371 Secondary Methods – English

This course is designed to examine a variety of teaching, planning, and assessment strategies at the secondary level. Students will study ways in which middle and high school teachers can develop positive relationships with students and differentiate instruction to help diverse

learners master content standards. The course is delivered online by licensed teachers in the Bismarck area middle schools and/or high schools and includes current issues and practices affecting curriculum and teaching. Assignments, reading, and threaded discussions are designed to strengthen content knowledge and develop reflective practitioners who take responsibility for student learning. Concurrent registration with EDU 310 is required. Prerequisites: EDU 301 and 320.

2 semester credits

EDU 373 Secondary Methods – Social/Behavioral Sciences

This course is designed to examine a variety of teaching, planning, and assessment strategies at the secondary level. Students will study ways in which middle and high school social studies and history teachers can develop positive relationships with students and differentiate instruction to help diverse learners master content standards. The course is delivered online by licensed teachers in the Bismarck area middle schools and/or high schools and includes current issues and practices affecting curriculum and teaching. Assignments, reading, and threaded discussions are designed to strengthen content knowledge and develop reflective practitioners who take responsibility for student learning. Concurrent registration with EDU 310 is required. Prerequisites: EDU 301 and 320.

2 semester credits

EDU 377 Secondary Methods – Mathematics

This course is designed to examine a variety of teaching, planning, and assessment strategies at the secondary level. Students will study ways in which middle and high school math teachers can develop positive relationships with students and differentiate instruction to help diverse learners master content standards. The course is delivered online by licensed teachers in the Bismarck area middle schools and/or high schools and includes current issues and practices affecting curriculum and teaching. Assignments, reading, and threaded discussions are designed to strengthen content knowledge and develop reflective practitioners who take responsibility for student learning. Concurrent registration with EDU 310 is required. Prerequisites: EDU 301 and 320.

2 semester credits

EDU 378 Secondary Methods – Business Education

This course is designed to examine a variety of teaching, planning, and assessment strategies at the secondary level. Students will study ways in which middle and high school business education teachers can develop positive relationships with students and differentiate instruction to help diverse learners master content standards. The course is delivered online by licensed teachers in the Bismarck area middle schools and/or high schools and includes current issues and practices affecting curriculum and teaching. Assignments, reading, and threaded discussions are designed to strengthen content knowledge and develop reflective practitioners who take responsibility for student learning. Concurrent registration with EDU 310 is required. Prerequisites: EDU 301 and 320.

2 semester credits

EDU 379 Secondary Methods – Biology

This course is designed to examine a variety of teaching, planning, and assessment strategies at the secondary level. Students will study ways in which middle and high school biology teachers can develop positive relationships with students and differentiate instruction to help diverse learners master content standards. The course is delivered online by licensed teachers in the Bismarck area middle schools and/or high schools and includes current issues and practices affecting curriculum and teaching. Assignments, reading, and threaded discussions are designed to strengthen content knowledge and develop reflective practitioners who take responsibility for student learning. Concurrent registration with EDU 310 is required. Prerequisites: EDU 301 and 320.

2 semester credits

EDU 383 Introduction to Learners with Mild Disabilities

Special education teachers need to have a working knowledge of different mild disabilities. This course will provide an introduction to the characteristics of students who are intellectually disabled, emotionally disturbed, and learning disabled. This course is designed so that students learn special education terminology, laws, and general practices.

3 semester credits

EDU 385 Administration & Leadership of Early Childhood Programs

Personnel who supervise and organize early childhood programs are leaders in governance. Students examine local, state, and federal regulations governing the administration and management of early childhood programs. Methods of record keeping, personnel management, resource management, budgeting and fundraising are explored. Creating business plans and strategic planning for long-term sustainability will be critical to running a successful early childhood program.

2 semester credits

EDU 388 Methods of Education for Learners with Moderate/Severe Intellectual Disabilities

Teachers who serve students with moderate and severe disabilities must implement specialized teaching practices. This course explores those practices. Students learn about alternative curricula; how to teach students with physical, sensory or other health impairments; and how to evaluate and provide for the long-range needs of learners with intellectual disabilities. Practicing professionals will be sharing their expertise with students. This course will be combined with classroom and practicum experience.

3 semester credits

EDU 390 Diverse Learners Practicum

This course provides students in the School of Education and Behavioral Sciences (SEBS) the opportunity to observe and interact with persons of diverse backgrounds. The course is generally taken concurrently with EDU 367-Cultural Diversity and Human Relations. This Practicum is designed to provide students experiential and skill building opportunities. This course will be individualized to meet students' needs and/or opportunities.

1 semester credit

EDU 392 Transition Issues for Learners with Disabilities

Students must be knowledgeable about strategies and programs for persons with disabilities making a transition from school settings to: a) employment, b) post-secondary training or education, or c) independent living. This course will focus on the critical issues facing persons with disabilities when transitioning from the school setting to full participation in adult society. It emphasizes empowering service providers with the tools and strategies needed to assist students throughout the transition process. Practicum required.

3 semester credits

EDU 400 Elementary Practicum II

This course is designed to give students practical experiences in the classroom in the areas of reading, mathematics, science, social studies, and the integration of technology. This course must be taken concurrently with the Block II methods courses: EDU 303, 307, 316, and 318.

2 semester credits

EDU 401 Secondary Practicum II

Students must have practical teaching experience in the secondary education classroom prior to student teaching. In this course students are placed in a secondary education classroom in the student's major area of study. Each student is required to teach a specific number of lessons and the practicum student's knowledge, skills, and attitude as a preservice teacher are evaluated by the as-signed practicum teacher. This course must be taken concurrently with EDU 421.

1 semester credit

EDU 409 Introduction to Integrated Assessment

Teachers specializing in the areas of exceptionality assess students in order to provide the most appropriate programs for students with special needs. Based upon the premises of least restrictive environment and inclusive practice, students will establish beginning proficiency as consultants and practitioners of strategies related to Universal Design, Response to Intervention, and Positive Behavior Support. Emphasis is on developing skill in informational assessment and meeting individual learners' needs through accommodations and modifications.

2 semester credits

EDU 410 Practicum in Special Education

Teachers must apply best practices within real-life settings. This course allows students to observe and apply content and methods from current and prior coursework and provides an experiential base for upcoming courses. Taken concurrently with EDU 388.

2 semester credits

EDU 411 Student Teacher Assessment

Student teacher candidates must have obtained a satisfactory level of proficiency in a number of teaching skill areas prior to their student teaching placement. This course is designed to provide students with feedback on the Department of Education professional competencies. This assessment provides insight into the professional readiness of each student teacher candidate. The student teaching candidate must present Praxis I test scores no lower than the state mandated cut-off scores, a Graduation Audit Report and a Program Review of Studies for Graduation before being placed in student teaching.

0 semester credits

EDU 412 Cognitive Behavior Strategies

Teachers of special needs students will be direct service providers and consultants to other teachers, and they must have expertise in behavioral theory and intervention. This course explores the philosophy and applied practice of behavior change. Emphasis will be on functional behavior analysis, positive behavioral support, and cognitive practices. Students will write individual and group behavior change plans based on case studies.

2 semester credits

EDU 413 Community/Parent/Teacher/Child

This course examines the relationship between schools, families, and communities in meeting the educational needs of children in many settings.

2 semester credits

EDU 415 Integrated Assessment II

Special education teachers demonstrate competence in using assessments for identification of disabilities and for monitoring of students' progress. Teacher candidates practice choosing appropriate assessment instruments, administering of standardized and non-standardized instruments (including state mandated achievement tests and the alternative assessment process), interpreting results, and identifying eligibility and/or planning instruction based upon interpretations.

2 semester credits

EDU 421 Instructional Strategies in the Technological Classroom

This course is designed to increase the teaching effectiveness of preservice teachers who are preparing to become licensed teachers by improving their teaching skills in the areas in which research has demonstrated will increase student learning. The course is also designed to familiarize students with managerial, instructional, and institutional responsibilities of the professional teacher and the pre-service teacher in the technological classroom. Concurrent registration with EDU 401 is required.

2 semester credits

EDU 423 Student Teaching Seminar

The purpose of the seminar is to provide an orientation for students about to begin to student teach; to offer practical support for students while student teaching; and to provide students with a capstone culminating educational experience. In this course, students will discuss problems common to student teachers in K-12 classrooms, address individual concerns, and readdress legal issues. The course relies extensively on people outside of the program to serve as resources.

1 semester credit

EDU 429 Assistive Technology

Special education teachers must be competent in choosing and using assistive technology to support and enhance educational and life experiences for students with disabilities. Teacher candidates will gain knowledge and skills in assessment, funding, and use of specific, complex technology available for students with disabilities. Teacher candidates will learn to enhance their own productivity through use of general information technologies (e.g. computers, telecommunications, and the Internet) and to share information resources on disabilities, education, independent living, and health and wellness with the community.

2 semester credits

Practicum and Student Teaching Course Descriptions

(see PED course numbers for PED practica)

EDU 300 Elementary Practicum I

This course is designed to give students practical experience in the classrooms in the areas of language arts, music, physical education, and art. This course must be taken concurrently with Block I methods courses: EDU 301, 315, 312; and PED 305.

2 semester credits

EDU 305 Middle School Practicum

This course is designed to provide students with an observational practicum experience in the middle school practicum in each student's major area of study.

1 semester credit

EDU 310 Secondary Education Practicum

Students must have experience in the classroom prior to student teaching. This course is designed to give students the opportunity to observe teachers and student in the classroom in each student's major area of study. This course must be taken concurrently with secondary teaching methods courses.

1 semester credit

EDU 400 Elementary Practicum II

This course is designed to give students practical experiences in the classroom in the areas of reading, mathematics, science, social studies, and the integration of technology. This course must be taken concurrently with the Block II methods courses: EDU 303, 307, 316, and 318.

2 semester credits

EDU 401 Secondary Practicum II

Students must have practical experience in the classroom prior to student teaching. This course is designed to give students practical experiences in the classroom in each student's major area of study. This course must be taken concurrently with EDU 421.

1 semester credit

EDU 410 Practicum in Special Education

Teachers must apply best practices within real-life settings. This course allows students to observe and apply content and methods from current and prior coursework and provides an experiential base for upcoming courses. Taken concurrently with EDU 387, 388, and 389.

2 semester credits

EDU 418 Student Teaching – Elementary Education

Students majoring in Elementary Education are required to spend 8-12 weeks in an elementary education classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities. Prerequisite: Admission to Student Teaching Program

8-16 semester credits

EDU 424 Student Teaching – Early Childhood Education

Students majoring in Early Childhood Education are required to spend 8-12 weeks in an early childhood classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching,

and the performance of teacher related responsibilities.
Prerequisite: Admission to Student Teaching Program
8–12 semester credits

EDU 426 Student Teaching – Special Education

Students majoring in Special Education are required to spend 6-8 weeks in a special education classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities. Prerequisite: Admission to Student Teaching Program
6-8 semester credits

EDU 430 Student Teaching – English

Students majoring in English Education are required to spend 8-12 weeks in a secondary English classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities. Prerequisite: Admission to Student Teaching Program
8–12 semester credits

EDU 432-01 Student Teaching – Elementary Physical Education

Students majoring in Physical Education are required to spend 8 weeks in an elementary physical education classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities. Prerequisite: Admission to Student Teaching Program
8 semester credits

EDU 432-02 Student Teaching – Secondary Physical Education

Students majoring in Physical Education are required to spend 8 weeks in a secondary physical education classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities. Prerequisite: Admission to Student Teaching Program
8 semester credits

EDU 434 Student Teaching– Elementary, Vocal, Instrumental Music Education

Students majoring in Elementary, Vocal, and/or Instrumental Music Education are required to spend 8-12 weeks in an elementary, vocal, and/or instrumental music classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities. Prerequisite: Admission to Student Teaching Program
8–12 semester credits

EDU 438 Student Teaching – Social and Behavioral Science

Students majoring in Social and Behavioral Sciences Education are required to spend 8-12 weeks in a secondary social studies or history classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities. Prerequisite: Admission to Student Teaching Program
8–12 semester credits

EDU 442 Student Teaching – Biology

Students majoring in Biology Education are required to spend 8-12 weeks in a secondary biology classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities. Prerequisite: Admission to Student Teaching Program
8–12 semester credits

EDU 444 Student Teaching – Mathematics

Education Students majoring in Mathematics Education are required to spend 8-12 weeks in a secondary math classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities. Prerequisite: Admission to Student Teaching Program
8–12 semester credits

EDU 445 Student Teaching –Business Education

Students majoring in Business Education are required to spend 8-12 weeks in a secondary business education classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities. Prerequisite: Admission to Student Teaching Program
8–12 semester credits

Physical Education and Health Program Course Descriptions (PED)

PED 105 Swimming

This course focuses on the development of beginning swimming skills.
1 semester credit

PED 100-400 Varsity Sports Courses

For all students who are interested in participating in a varsity sport. These physical education courses are announced each term in the class schedule.
1 semester credit

PED 121 Weight Training

The course is designed to help students gain knowledge relative to the use of resistance training methods in order to achieve fitness objectives.
1 credit

PED 157 CPR/AED First Aid

This course focuses on the American Red Cross Standard First Aid and CPR/AED for the Professional Rescuer training.
1 semester credit

PED 159 Personal and Community Health

The study of community and environmental health along with emphasis on social, physical, emotional, spiritual, occupational, and mental wellness as they relate to the total person concept of health.
3 semester credits

PED 207 Survey of Human Anatomy

This survey course covers the gross anatomy and physiology of the human body including the cardiovascular, muscular, lymphatic and immune, respiratory, digestive, and reproductive systems.

4 semester credits

PED 221 Professional Activities I

This course focuses on the development of the knowledge and skills necessary to teach the activities taught in the physical education classroom at elementary school level with emphasis on the following activities: dance, basic tumbling, and fine motor skills development activities.

3 semester credits

PED 222 Professional Activities II

This course focuses on the development of the knowledge and skills necessary to teach the activities taught in the physical education classroom at the secondary school level with emphasis on the following activities: team sports, individual and dual sports, life-time activities, and aquatic activities.

3 semester credits

PED 260 ARC Lifeguarding

This course is designed by the American Red Cross to educate the student about the variety of aquatic emergencies. It will give the student an opportunity to participate in aquatic skills, practice saving skills, view and evaluate guarding techniques and read and report about the different areas of lifeguarding.

2 semester credits

PED 303 Secondary Methods: Physical Education

This course is designed to familiarize students with managerial, instructional, and institutional responsibilities of a middle school and/or secondary physical education teacher. Prerequisites: EDU 301, 320, and 391. *Note: Concurrent registration with EDU 310 is required for University of Mary students.*

2 semester credits

PED 305 Elementary Physical Education Methods

The study of the methods utilized in teaching physical education at the elementary level. For Physical Education majors to be taken concurrently with PED 339 and for Elementary Education majors to be taken concurrently with EDU 300. Prerequisites: Physical Education majors must have completed all 100 and 200 level PED courses and Elementary Education majors must be enrolled in all Block I courses.

2 semester credits

PED 312 Secondary Methods: Health Education

This course is designed to familiarize students with managerial, instructional, and institutional responsibilities of a middle school and/or secondary physical education teacher. This course is delivered by licensed teachers in middle schools and/or high schools in the Bismarck area. *Concurrent registration with EDU 310 is required.* Prerequisites: EDU 301, 320, and 391.

2 semester credits

PED 313 Adaptive Physical Education

The study of the philosophy, knowledge, teaching techniques, and implementation of a quality adapted physical education program for students with special needs in both inclusive

and small group settings. Students will learn about a large variety of disabilities and conditions, and their impact on the child's educational process. This course will challenge the student to think of children/people with disabilities in inclusive ways, and will incorporate a variety of teaching methods to achieve its goals (lecture, group work, individual work, play acting, hands on learning activities, disability simulation, designing and creating equipment, etc.).

2 semester credits

PED 326 Psychological and Sociological Aspects of Coaching

The study of psychological and sociological aspects that apply to the coaching of sports and the elementary and secondary levels. Prerequisites: Completion of all PED 100-200 level courses.

2 semester credits

PED 339 Elementary Physical Education Practicum (PED)

A supervised practical experience in the teaching of physical education classes at the elementary school level. Concurrent registration with PED 305 required for all physical education majors. Prerequisite: Completion of all 100 and 200 level EDU and PED courses.

1 semester credit

PED 343 Coaching Practicum

A supervised practical experience in coaching a particular sport that is of interest to the student. This course must be taken concurrently with PED 370. Prerequisite: Completion of 100 and 200 level courses required for coaching minor.

2 semester credits

PED 370 Coaching Methods

The study of pedagogical aspects of coaching with emphasis on the theoretical aspects of coaching and the organization, theory, and techniques of coaching at the elementary and secondary school levels.

2 semester credits

PED 401 Administration of Physical Education and Sports Programs

The study of principles and practices in the administration of sound physical education, health, and athletic programs. Emphasis is on staff development, facilities and equipment, administrative procedures, and legal implications that apply to physical education, health, and sports programs.

2 semester credits

PED 422 Coaching Internship

Students majoring in Coaching, Sport Science are required to spend 8-12 weeks in a high school or collegiate coaching environment of the student's preferred sport under the supervision of an assigned cooperating head or assistant coach. The internship experience includes observation, coaching, and the performance of coaching related responsibilities. Prerequisites: PED 343, 370

8 semester credits

Master's Programs in Education

FACULTY: Dr. Rod Jonas (Dean), Dr. Wade Kooiman, Dr. Carmelita Lamb (Associate Dean), Dr. Manisha Sawhney, Dr. Michael Taylor, Dr. Brenda Tufte (Chair: Graduate Education Programs).

Description of the Graduate Program in Education

The University of Mary Graduate Program in Education offers a wide range of opportunities for the adult learner. Students may take courses towards educational credentials and endorsements, or may complete their Master's or Doctoral degree in education. Master's candidates have the option of completing a thesis or preparing a comprehensive portfolio as their capstone project. In order to meet the needs of adult learners, graduate classes are offered online or face-to-face during summers.

Admission Procedures

An individual holding a Bachelor's degree or higher from an accredited institution may be admitted to begin graduate study. An individual seeking a North Dakota credential or endorsement must hold a Bachelor's degree in education from an accredited institution and must have the appropriate North Dakota licensure and years of experience, as well as the required coursework, in order to be recommended for North Dakota credentialing or endorsement by the Graduate Program in Education. In most cases, the requirements listed below must be met prior to admission for graduate study. In addition, a student must maintain an overall GPA of 3.00 in order to continue in graduate programs in education.

- An cumulative undergraduate GPA of 3.0 or higher
- Current teacher education licensure or appropriate experience (unless the individual is seeking licensure or enrolling in the M.Ed.: Curriculum Instruction, and Assessment track for reasons other than teacher licensure)
- Two letters of professional recommendation
- Appropriate experience

In addition to the above, a graduate student seeking Master's candidate status must apply for and complete a qualifying conference after admission for University of Mary graduate study and before completion of more than nine hours

of coursework. At the qualifying conference, the student meets with his or her academic advisor. This conference has a two-fold purpose: to develop a plan of study and to determine whether any transfer credit will be accepted. A student may request a qualifying conference by contacting the secretary of the School of Education and Behavioral Sciences.

The Master of Education Degree Requirements (M.Ed.)

The Master's degree must be completed within seven years of the completion of the earliest graduate course used in the course of study. Up to one-third of the total credits required for the course of study may be transferred from another accredited institution. To achieve the Master's Degree, the student must complete courses within an emphasis area (listed following) and must successfully complete either a thesis or a comprehensive professional portfolio.

Thesis Option

The thesis option emphasizes original research. It represents a student's capacity for detailed, in-depth research or advanced scholarship. A thesis must demonstrate a student's ability to clearly define a worthwhile problem, to conduct a thorough investigation, to organize the findings, to draw defensible conclusions, and to give an oral presentation of the findings. After the student has been admitted to candidacy for the degree, a research proposal is written and the thesis committee is selected. These activities are completed within EDU 704: Critique and Design of Research. The research proposal must be approved by the Graduate Committee and the Vice President for Academic Affairs. Writing and presentation of the thesis totals at least five semester credits (EDU 700, Research Seminar I, 1 credit; EDU 701, Research Seminar II, 1 credit; and EDU 704, Research Presentation, 3 credits). EDU 704, Research Presentation, must be completed by the date established in EDU 551: Critique and Design of Research, or the student must register for continuing credit each semester until the thesis has been completed and the research presented.

Portfolio Option

The portfolio option requires the student to complete courses within an emphasis area and to create an electronic portfolio demonstrating competence in the University of Mary's graduate requirements, competence in the student's emphasis area, and further demonstrating the graduate's ability to

assume a leadership role in the field of education. Creation and presentation of the graduate portfolio totals four hours of credit (EDU 705, Portfolio Preparation, 2 credits; and EDU 706, Portfolio Presentation, 2 credits).

Accreditation

The University of Mary is accredited by North Central Association of Colleges and Schools, with its most recent notification of accreditation occurring in 2013. The Education program is approved by the state of North Dakota. Other memberships include the North Dakota Association of Colleges for Teacher Education (NDACTE), the North Dakota Council of Educational Leaders (NDCEL), and the Carnegie Project on the Education Doctorate (CPED).

Information

For information concerning the Education Graduate Program, contact the Division of Education Administrative Assistant at 701-355-8058.

The graduate webpage may be accessed through the University of Mary website www.umary.edu.

Please note: The emphasis area courses in the following degree plans meet the North Dakota Endorsement or Credential requirements in all programs applicable.

■ Master of Education

Reading Emphasis*

Program Director: Loni Miller

Core Courses (15-16 semester credits):

EDU 531	Ethics in Education and Human Performance (2)
EDU 551	Critique and Design of Research (2) <i>(It is strongly suggested that EDU 551 be taken prior to EDU 565.)</i>
EDU 565	Statistics (3)
EDU 567	Diversity in Culture and Human Relations (2)
EDU 608	Foundations in Education (2)
HUM 799	Graduate Student Assessment (0)

Thesis Option:

EDU 700	Research Seminar I (1)
EDU 701	Research Seminar II (1)

EDU 704	Research Presentation (3)
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Portfolio Option:

EDU 705	Portfolio Preparation (2)
EDU 706	Portfolio Presentation (2)

Emphasis Area Requirements (14 semester credits):

EDU 535	Foundations of Literacy (2)
EDU 536	Teaching Writing Across School Curriculum K-12 (3)
EDU 611	Reading Diagnosis and Correction (2)
EDU 617	Reading Clinic (2)
EDU 652	Teaching Reading in the Content Area (2)
EDU 566	School Curriculum K-12 (3)

Electives (2-4 semester credits):

Must be graduate level courses and should be selected from areas to enhance reading education.

Total: 32 semester credits

*If seeking the North Dakota Reading Credential, the candidate must meet the Department of Public Instruction qualifications for the reading specialist: elementary or secondary.

■ Master of Education

Elementary Administration*

Program Director: Dr. Mike Taylor

Core Courses (16-17 semester credits):

EDU 531	Ethics in Education and Human Performance (2)
EDU 551	Critique and Design of Research (2) <i>(It is strongly suggested that EDU 551 be taken prior to EDU 565.)</i>
EDU 565	Statistics (3)
EDU 567	Diversity in Culture and Human Relations (2)
EDU 665	School Culture and Organization Behavior (3)
HUM 799	Graduate Student Assessment (0)

Thesis Option:

EDU 700	Research Seminar I (1)
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EDU 701	Research Seminar II (1)
EDU 704	Research Presentation (3)

Portfolio Option:

EDU 705	Portfolio Preparation (2)
EDU 706	Portfolio Presentation (2)

Emphasis Area Requirements (19 semester credits):

EDU 545	School Administration (2) <i>Prerequisite to other Emphasis Area Courses</i>
EDU 527	Management Theory and Personnel (3)
EDU 566	School Curriculum K-12 (3)
EDU 570	Differentiated Instruction (3)
EDU 620	Integrating Technology in Education (2)
EDU 632	School Law (2)
EDU 634	School Finance (2)
EDU 692	Internship: Elementary Administration (2)

Total: 34 - 35 semester credits

* Completion of a Master of Education in Elementary Administration meets the requirements for the Level I Elementary Principal Credential. If seeking a North Dakota Elementary Administration credential, an individual must:

- Hold a valid North Dakota teaching license based on a bachelor's degree with a major (or other appropriate endorsement) in elementary education.
- Have three years of successful teaching and/or administrative experience in elementary schools.
- Have a Master's degree.

■ Master of Education**Secondary Administration***

Program Director: Dr. Mike Taylor

Core Courses (15-16 semester credits):

EDU 531	Ethics in Education and Human Performance (2)
EDU 551	Critique and Design of Research (2) <i>(It is strongly suggested that EDU 551 be taken prior to EDU 565.)</i>
EDU 565	Statistics (3)

EDU 567	Diversity in Culture and Human Relations (2)
EDU 665	School Culture and Organization Behavior (3)
HUM 799	Graduate Student Assessment (0)

Capstone Options (choose one):*1. Thesis*

EDU 700	Research Seminar I (1)
EDU 701	Research Seminar II (1)
EDU 704	Research Presentation (3)

2. Portfolio Project

EDU 705	Portfolio Preparation (2)
EDU 706	Portfolio Presentation (2)

Emphasis Area Requirements (19 semester credits):

EDU 545	School Administration (2) <i>Prerequisite to other Emphasis Area Courses</i>
EDU 527	Management Theory and Personnel (3)
EDU 566	School Curriculum K-12 (3)
EDU 570	Differentiated Instruction (3)
EDU 620	Integrating Technology in Education (2)
EDU 632	School Law (2)
EDU 634	School Finance (2)
EDU 692	Internship: Secondary Administration (2)

Total: 35 - 36 semester credits

*Completion of a Master of Education in Secondary Administration meets the requirements for the Level I Secondary Principal Credential. If seeking a North Dakota Secondary Administration credential, an individual must:

- Hold a valid North Dakota teaching license based on a bachelor's degree with a major (or other appropriate endorsement) in elementary education.
- Have three years of successful teaching and/or administrative experience in secondary schools.
- Have a Master's degree.

■ Master of Education

Autism Spectrum Disorder

Program Director: Kim Marman

Core Courses (15-16 semester credits):

EDU 531	Ethics in Education and Human Performance (2)
EDU 551	Critique and Design of Research (2) <i>(It is strongly suggested that EDU 551 be taken prior to EDU 565.)</i>
EDU 565	Statistics (3)
EDU 567	Diversity in Culture and Human Relations (2)
EDU 608	Foundations in Education (2)
HUM 799	Graduate Student Assessment (0)

Emphasis Area Requirements (17 semester credits):

EDU 564	Introduction to Autism Spectrum Disorder (3)
EDU 595	Behavior Management (3)
EDU 660	Special Education Law (2)
EDU 664	ASD Interventions Across the Lifespan (3)
EDU 674	ASD Communication Strategies (3)
EDU 684	Internship and Seminar (3)

Total: 32-33 semester credits

■ Master of Education

Curriculum, Instruction and Assessment

Program Director: Carmen Cain

Core Courses (15-16 semester credits):

EDU 531	Ethics in Education and Human Performance (2)
EDU 551	Critique and Design of Research (2) <i>(It is strongly suggested that EDU 551 be taken prior to EDU 565.)</i>
EDU 565	Statistics (3)
EDU 567	Diversity in Culture and Human Relations (2)
EDU 608	Foundations in Education (2)
HUM 799	Graduate Student Assessment (0)

Capstone Options (choose one):

1. Thesis	
EDU 700	Research Seminar I (1)

EDU 701	Research Seminar II (1)
EDU 704	Research Presentation (3)
2. Portfolio Project	
EDU 705	Portfolio Preparation (2)
EDU 706	Portfolio Presentation (2)

Emphasis Area Requirements (13 semester credits):

EDU 566	School Curriculum K-12 (3)
EDU 570	Differentiated Instruction (3)
EDU 620	Integrating Technology in Education (2)
EDU 637	Educational Assessment (3)
EDU 645	School and Family Relations (2)

Electives (3-4 semester credits):

Electives must be graduate-level EDU courses.

Total: 32 semester credits

Licensure Tracks

The Curriculum, Assessment, & Instruction (CIA) program also gives students the ability to add on optional licensure tracks, to allow them to become licensed educators in a field if they are not already licensed before pursuing the M.Ed. degree. Following are the additional requirements to add on to the base CIA requirements if the student wishes to become licensed in a specific content area.

Biology, Business, English, History, Math, & Social Studies Education:

EDU 505	Exceptional Child
EDU 510	Sec Edu Clin Pact LT
EDU 511	Student Teach Assessment
EDU 578	Methods in Secondary Education
EDU 638	Sec Edu Internship LT
EDU 651	Classroom Culture & Management
EDU 652	Teach/Reading/Content Areas

Music Education:

EDU 505	Exceptional Child
EDU 511	Student Teach Assessment
EDU 638	Sec Edu Internship LT

Physical Education:

EDU 505	Exceptional Child
EDU 510	Sec Edu Clin Pact LT

EDU 511	Student Teach Assessment
EDU 578	Methods in Secondary Education
EDU 638	Sec Edu Internship LT
EDU 651	Classroom Culture & Management

■ Master of Education

Curriculum, Instruction and Assessment with Early Childhood Education Emphasis Area

Program Director: Janet Bassingthwaite

Core Courses (15-16 semester credits):

EDU 531	Ethics in Education and Human Performance (2)
EDU 551	Critique and Design of Research (2) <i>(It is strongly suggested that EDU 551 be taken prior to EDU 565.)</i>
EDU 565	Statistics (3)
EDU 567	Diversity in Culture and Human Relations (2)
EDU 608	Foundations in Education (2)
HUM 799	Graduate Student Assessment (0)

Capstone Options (choose one):

1. Thesis

EDU 700	Research Seminar I (1)
EDU 701	Research Seminar II (1)
EDU 704	Research Presentation (3)

2. Portfolio Project

EDU 705	Portfolio Preparation (2)
EDU 706	Portfolio Presentation (2)

Emphasis Area Requirements (21 semester credits):

EDU 511	Student Teacher Assessment Licensure Track (0)
EDU 535	Foundations of Literacy (2)
EDU 570	Differentiated Instruction (3)
EDU 620	Integrating Technology in Education (2)
EDU 622	Supervision and Teaching of Language Arts (2)
EDU 624	Supervision and Teaching of Elementary Math (3)
EDU 626	Supervision and Teaching of Elementary Social Studies (2)

EDU 628	Supervision and Teaching of Elementary Science (2)
EDU 637	Educational Assessment (3)
EDU 698	Early Childhood Education Internship Licensure Track (2)

Electives may be needed to meet ESPB licensure requirements if content was not addressed in the undergraduate program).

Total: 36-37 semester credits

■ Master of Education

Special Education Strategist

Program Director: Kim Marman

Core Courses (15-16 semester credits):

EDU 531	Ethics in Education and Human Performance (2)
EDU 551	Critique and Design of Research (2) <i>(It is strongly suggested that EDU 551 be taken prior to EDU 565.)</i>
EDU 565	Statistics (3)
EDU 567	Diversity in Culture and Human Relations (2)
EDU 608	Foundations in Education (2)

Capstone Options (choose one):

1. Thesis

EDU 700	Research Seminar I (1)
EDU 701	Research Seminar II (1)
EDU 704	Research Presentation (3)

2. Portfolio Project

EDU 705	Portfolio Preparation (2)
EDU 706	Portfolio Presentation (2)

Emphasis Area and Endorsement Requirements (17–31 semester credits):

EDU 507	Introduction to Mild Disabilities (3)
EDU 576	Advanced Methods and Materials Learning Disabilities (2)
EDU 588	Advanced Methods and Materials Intellectual Disabilities (2)
EDU 592	Special Education Transitions (3)
EDU 595	Behavior Management (3)

EDU 609	Internship: Intellectual Disabilities (2)
EDU 611	Reading Diagnosis and Correction (2)
EDU 617	Reading Clinic (2)
EDU 645	School and Family Relations (2)
EDU 660	Special Education Law (2)
EDU 670	Education of Students with Emotional Disorders (2)
EDU 672	Advanced Assessment of Exceptional Students (2)
EDU 690	Internship: Emotional Disorders (2)
EDU 691	Internship: Learning Disabilities (2)
* EDU 505	Exceptional Child (or undergraduate equivalent) is prerequisite to Emphasis Area Requirements

* If the candidate's licensure is at the secondary level, Math Methods and Reading Methods are required for ND endorsement.

* Non-teaching licensed candidates may become licensed through this program of study by taking 3-4 additional courses.

Total: 32-47 semester credits

■ Master of Education

Physical Education & Athletic Administration

Program Director: Dr. Wade Kooiman

Core Courses (18-19 semester credits):

EDU 531	Ethics in Education and Human Performance (2)
EDU 551	Critique and Design of Research (2) <i>(It is strongly suggested that EDU 551 be taken prior to EDU 565.)</i>
EDU 565	Statistics (3)
EDU 634	School Finance (2)
EDU 527	Management Theory/Personnel (3)
EDU 620	Integrating Technology in Education (2)
HUM 799	Graduate Assessment (0)

Capstone Options (choose one):

<i>1. Thesis</i>	
EDU 700	Research Seminar I (1)
EDU 701	Research Seminar II (1)
EDU 704	Research Presentation (3)
<i>2. Portfolio Project</i>	
EDU 705	Portfolio Preparation (2)
EDU 706	Portfolio Presentation (2)

Emphasis Area Requirements

(15 semester credits):

EDU 545 is pre-requisite to all other emphasis area coursework.

EDU 602	Administration of Physical Education and Sports (3)
EDU 603	Assessment & Planning in Physical Education and Sports (3)
EDU 567	Diversity in Culture and Human Relations (2)
EDU 543	Coaching Today's Athlete (3)
EDU 560	Sports Compliance (3)
EDU 600	Internship (1)

Electives (2-3 credits):

EDU 642	Public Relations (2)
EDU 632	School Law (2)
HPS 505	Psychology of Human Performance (3)
EDU 608	Foundations in Education (2)
EDU 636	School Plant (2)

* If the candidate's licensure is at the secondary level, Elementary Math Methods and Elementary Reading Methods are required for ND endorsement.

Total: 36-37 semester credits

North Dakota Reeducation Endorsement Plans

Endorsements are issued by the Education Standards and Practice Board (ESPB). Additional information may be obtained from the Education Standards and Practice Board, 2718 Gateway Avenue, Suite 308, Bismarck ND 58503 (701) 328-9641. A student seeking an endorsement should access the ESPB website for a list of required coursework. The

student will list courses already taken and courses that he/she intends to take on the form provided. This form must be approved by ESPB as part of obtaining each endorsement. Although education graduate faculty can assist students in planning, the student seeking an endorsement is typically a non-degree seeking student, and therefore does not have an official advisor in the Department of Education. Access the ESPB web site at www.state.nd.us/espb.

North Dakota Endorsements appropriate to University of Mary graduate coursework:

- Middle School
- Secondary
- Special Education

North Dakota Credential Plans

The Graduate Program in Education offers the coursework necessary to fulfill the following credentials issued by the North Dakota Department of Public Instruction:

- Superintendent/Principal
- Reading

Additional information may be obtained from the Department of Public Instruction, 600 East Boulevard Avenue, Bismarck ND 58505-0080 (701) 328-2260. A student seeking a credential should access the DPI website www.dpi.state.nd.us for a list of required coursework. The student will list courses already taken and courses that he/she intends to take on the form provided.

This form must be approved by DPI as part of obtaining each credential. Although Education Graduate Faculty can assist students in planning, the student seeking a credential only is typically a non-degree seeking student, and therefore does not have an official advisor in the Department of Education. For additional information regarding courses that meet credential or endorsement requirements, access the Education pages of the University of Mary website: www.umary.edu.

■ Doctorate in Educational Leadership and Administration

The Doctorate of Education

Associate Dean: Dr. Carmelita Lamb

Graduate Chair: Dr. Brenda Tufte

Choice of Emphasis Area: K-12 Leadership and Administration or Higher Education Leadership and Administration

Degree Requirements (Ed. D.)

Students in the University of Mary's Doctorate in Educational Leadership and Administration program are uniquely prepared to lead and impart 21st century education programs at both the pre K-12 and higher education levels. The only Ed.D. program of its kind between Fargo, ND and Bozeman, MT, Mary's Doctorate of Education provides a rigorous, cutting-edge curriculum grounded in timeless values like service, respect for persons, and community. Designed to meet the dynamic and changing needs faced by educators today, the Doctorate in Educational Leadership and Administration program also supports completion in three years.

In addition to mastering the core competencies of the program, students in the Ed.D. program are able to:

- Work toward the Doctoral degree in Education Leadership and Administration with a group of adult student peers, providing strong support, work teams, and long-lasting professional connections and friendships.
- Learn from world-class faculty who are also leaders in their specialty areas.
- Utilize state-of-the-art online learning technology to complete the degree no matter where one lives and works. The learning model incorporates a two-week residency each summer to provide the opportunity for rich interaction and collaboration.
- Have access to skilled academic advisors and career mentors throughout the program.

Doctorate of Education Course Requirements

Core Courses:

EDU 805	Administrative & Organizational Behavior
EDU 808	Historical Foundations in Education
EDU 856	Leading Adult Learners
EDU 870	Leading Curriculum
EDU 905	Assessment & Accountability in Education
EDU 910	Issues & Trends in Education
EDU 915	Educational Ethics
EDU 917	Research Methodology & Data Analysis
EDU 927	Advanced Qualitative/Quantitative Research
EDU 945	Brain Based Research & Learning
EDU 990	Internship
HUM 999	Doctoral Student Assessment

Electives (need 6 credits from the below)

Note: if student has not previously completed a graduate level statistics course, one elective course must be EDU 565 Statistics.

BUS 505, 610, 660, 690; EDU 527, 543, 550, 564, 565, 620, 631, 636, 637, 642, 652, 660, 664, 674, 852, 955; MPM 500

Dissertation

EDU 920	Dissertation (up to 12 credits)
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K-12 Track:

EDU 801	School & Community Relations
EDU 840	Systems & Finance in K-12 Education
EDU 876	Supervision of Differentiated Instruction

Higher Education Track:

EDU 850	Systems & Finance in Higher Education
EDU 935	The Professoriate & Beyond
EDU 970	Program Evaluation

Graduate Education Course Descriptions

EDU 505 Exceptional Child

Teachers in public schools have the responsibility to provide an education in the least restrictive environment for children who have been identified as having physical, emotional and/or academic disabilities. Using terminology specific to each area of exceptionality as defined in the Individuals with Disabilities Education Act, students examine prevalence, causes, medical and psychosocial interventions, and outlooks. Emphasis is on practical application of inclusionary strategies.
3 semester credits

EDU 506 Philosophy of Happiness in Education

This course critically investigates the philosophy of eudaimonia, which is the human quest for happiness throughout the ages, and various cultures, especially within the Catholic tradition and its educational practice. Arguments for and against various philosophical claims about paths to achieve human happiness are evaluated in light of ancient, medieval, modern and contemporary secular and religious thought. Students will identify and analyze the cultural expressions of the search for happiness evident in theology and the Catholic educational environment. Emphasis given to reading the classics and analyzing the claims made regarding education and the pursuit of truth and happiness in the Western tradition.
2 semester credits

EDU 507 Introduction to Mild Disabilities

Special education teachers need to practice strategies for teaching students with mild disabilities. This course will provide an introduction to the characteristics of students who are intellectually disabled, emotionally disturbed, learning disabled, or who otherwise need adaptations due to difficulties in learning. This course is designed so that the students learn special education terminology, laws, and practices.
3 semester credits

EDU 509 Writing for Professionals

Successful professionals need to write clear and effective proposals, reports, directives, and requests. Students learn how to re-search, manage, and clarify information; how to revise through multiple drafts to tailor writing to its intended audience; how to anticipate reader's needs for information and manage reader's attitudes; and how to balance conciseness with communication. They also study the results of recent research into how people read and how writers write most effectively. This focus enables student writers to manage the process of writing to achieve both clarity and desired results.
2 semester credits

EDU 510 Secondary Education

Clinical Practice: Licensure Track

This course is designed to familiarize adult learners with the managerial, instructional, and institutional responsibilities of a middle school and/or secondary teaching assignment. Research in current best teaching practice, general pedagogy, and teaching in a particular content area will be addressed. The course content is delivered by licensed teachers in the middle and/or secondary schools in Bismarck, Mandan, or

surrounding area. This course meets the needs of students seeking North Dakota teacher licensure at the graduate level who are currently employed in schools.
1 semester credit

EDU 511 Student Teacher Assessment: Licensure Track
Graduate level teacher licensure candidates must have a satisfactory level of proficiency in a number of teaching skill areas prior to being placed in an applied internship. This course is applied to provide candidates with feedback and insight regarding their readiness for internship. The candidate must present Praxis I test scores no lower than the state mandated cut-off scores and a graduate plan of study (including transcript review) prior to placement in the school.
0 semester credit

EDU 525 Special Topics in Education
Students have the opportunity to explore special topics in the field of education. Pre-requisite: Admission to the Graduate Program and consent of advisor and instructor.
1-4 semester credits

EDU 527 Management Theory/Personnel
Administrators must know how to effectively manage resources in order to attain school objectives. The students study the theories of management and know how they relate to effective decision making. Discussion will focus on the study of research and data-based program evaluation, management and the use of information systems, planning, and education improvement processes. By concentrating efforts toward these areas, administrators will develop effective management skills.
3 semester credits

EDU 530 Philosophy and Foundations of Middle School
The heart of the middle school philosophy is interdisciplinary team organization. Interdisciplinary teams are faced with the problems of how to use the resources of time and space effectively. This course will describe the philosophy and foundations of middle school education. Emphasis will be on the use of teams to meet the physical, intellectual, social, and emotional needs of the young adolescent.
3 semester credits

EDU 531 Ethics in Education and Human Performance
Educators and human performance leaders must uphold community norms while at the same time demonstrating exemplary tolerance for differing ethical viewpoints. Students learn how to identify and analyze systems of values including their own, and how to structure meaningful ethical standards and practices in the community and larger society.
2 semester credits

EDU 535 Foundations of Literacy
Practitioners in the elementary and secondary schools make effective instructional decisions that are based upon exemplary research based teaching methods for reading and writing education. Students will examine and apply contemporary theory and pedagogical issues and techniques in literacy instruction to include comprehension, word knowledge, social/environmental, psycholinguistic factors in reading and writing development.
2 semester credits

EDU 536 Teaching writing Across the School Curriculum, K-12
The focus will be upon comprehensive writing instruction for learning across the curriculum at grade levels K-12. The current best practices in the teaching of writing to understand the role of writing instruction and assessment in promoting student learning and motivation will be studied. Graduate candidates will identify the interdependence of reading and writing development as similar recursive processes. The teaching of one process can affect the students' expertise in the other process. Writers need to be readers for when they read, they have the opportunity to study the why, how, and what of the reading process. Candidates are expected to gain competency and growth through a variety of writing assignments during the course.
3 semester credits.

EDU 542 Language Development and Disorders
Being able to effectively communicate with others is essential. Students study normal language development in children, both expressive and receptive. Students study the literature, observe and record language use, assess language using formal and informal assessment tools, and evaluate a child's language scores with suggested norms to determine the discrepancy from acceptable performance.
3 semester credits

EDU 545 School Administration
The administrator's role in the local educational agency is a multi-faceted leadership function. Students learn the principles of personnel administration and staff development. They also develop introductory skills in curriculum design, budgeting, and effective communication.
2 semester credits

EDU 550 Philosophy of Happiness: Catholic Education and Community Relations
This course critically investigates the philosophy of eudaimonia, that is the human quest for happiness throughout the ages, and various cultures, especially within the Catholic tradition and its educational practice. Arguments for and against various philosophical claims about paths to achieve human happiness are evaluated in light of ancient, medieval, modern and contemporary secular and religious/political thought. Students will identify and analyze the cultural expressions of the search for happiness evident in theology and the Catholic educational environment. Emphasis is given to analyzing the ethical implications of Catholic educational policy and the strategies to communicate these policies to community stakeholders. Students will utilize classical readings to inform contemporary claims made regarding education and the pursuit of truth and happiness in the Western tradition.
2 semester credits

EDU 551 Critique and Design of Research
Effective educators are able to synthesize current research and develop new knowledge through investigation. To develop their research skills, students study the components of the research process and the methods employed in conducting experimental and descriptive research with application to the field of education.
2 semester credits

EDU 561 Classroom Culture and Management

This course exposes graduate candidates to cultures within schools and the broader community that form the basis of social and behavioral practices while familiarizing them with theories and practices of classroom management and discipline. The course emphasizes research and application of proactive strategies designed to cultivate an atmosphere of respect for all within the K-12 classroom. Students will also focus on prevention of disruptive behaviors and resolution of conflict.

3 semester credits

EDU 564 Introduction to Autism Spectrum Disorder

This course provides an overview of characteristics, theory, and teaching approaches for individuals with Autism Spectrum Disorder (ASD). Emphasis will be upon definition, incidence and prevalence, classification systems, etiological and diagnostic issues, educational structure and environment, and family/guardian involvement regarding individuals with ASD.

3 semester credits

EDU 565 Statistics

Effective educators and administrators must have a basic understanding of the application of statistical concepts and procedures. Students learn descriptive and inferential statistics utilized in educational research for the purpose of analyzing and interpreting research findings.

3 semester credits

EDU 566 School Curriculum K-12

This course explores the foundations, design, development, and implementation of curriculum in K-12 and other settings and examines administrators', teachers', and leaders' role in curriculum decision-making, development, and implementation.

3 semester credits

EDU 567 Diversity in Culture and Human Relations

Educators and human performance professionals must be respectful of the needs of all People. This course examines ethnic, cultural, economic, gender and other types of diversity in the classroom. It fosters attitudes and strategies that meet the needs of diverse students, families, and communities. North Dakota Indian heritage, culture, education, and health issues will be emphasized.

2 semester credits

EDU 570 Differentiated Instruction

This course fosters the use of differentiated instruction. Differentiated Instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. Graduate candidates are encouraged to evaluate their own teaching strategies and to adopt an approach to teaching and learning that provides multiple options for taking in and making sense of ideas and information. Candidates will also be encouraged to make curricular and instructional decisions based upon student assessment data.

3 semester credits

EDU 573 Curriculum and Methods of Middle School Education

Curriculum and methods of a middle school are designed to meet the intellectual, physical, emotional, and social needs of

the young adolescent. The course will explore components necessary for effective middle school curriculum. A number of interactive strategies including cooperative learning and integrated curriculum will be presented. The application of integrated curriculum and service learning will be modeled.

EDU 576 Advanced Methods and Materials / Learning Disabilities

Teachers of children and youth with learning disabilities design programs for direct instruction and for collaboration and consultation services. To attain this skill, students develop a working knowledge of methods and materials for teaching students who have been identified with learning disabilities. Emphasis is on developing effective teaching strategies.

2 semester credits

EDU 578 Methods in Secondary Education: Licensure Track

This course is designed to familiarize adult learners with the managerial, instructional and institutional responsibilities of a middle school and/or secondary teaching assignment. Research in current best teaching practice, general pedagogy, and teaching in a particular content area will be addressed. This course meets the needs of students seeking North Dakota teacher licensure at the graduate level and who are not currently employed in schools.

2 semester credits

EDU 588 Advanced Methods and Materials Intellectual Disabilities

Teachers serving students with moderate and severe disabilities must implement specialized teaching practices. This course explores those practices. Students will learn about alternate curricula; how to teach students with physical, sensory, or other health impairments; and how to evaluate and provide for the long range needs of learners with intellectual disabilities. Practicing professionals will share their expertise with students. Students will participate in EDU 609 - Internship: Intellectual Disabilities concurrent with this course.

2 semester credits

EDU 592 Special Education Transitions

Special Education service providers must be knowledgeable of strategies and programs for persons with disabilities transitioning from the school setting to: a) employment, b) post-secondary training or education, or c) independent living. This course will focus on the critical issues facing persons with disabilities when transitioning from the school setting for full participation in adult society. It emphasizes empowering service providers with the tools and strategies needed to assist students throughout the transition process. Local travel required.

2 semester credits

EDU 595 Behavior Management

Skilled school personnel function on the premise that academic progress is achieved through effective behavior management of children. Students demonstrate their knowledge of the theories underlying the appropriate practices of managing significant behavior in educational settings. Emphasis is upon functional behavior analysis and positive behavior support.

3 semester credits

EDU 606 History of Catholic Education

This course studies the history of Catholic education and defines the core principles which have developed through the intellectual, social, and political developments from the eve of the French Revolution (1789) to the Second Vatican Council (1962). Special emphasis is given to the distinctive character of secular and private religious education constructs and educational outcomes. Students will engage the historical development of modern thought in order to articulate the distinctive approach of Catholic Schools to students, families and the larger community and will examine the necessary components of effective family and community relations. 2 semester credits

EDU 608 Foundations in Education

This course examines the historical, legal, and philosophical foundations of American education and the current issues and trends influencing it. Students study the development of the field of education and the issues and trends currently affecting teaching and learning. 2 semester credits

EDU 609 Internship: Intellectual Disabilities

School personnel have developed skills in their areas of study that are augmented by field based experiences under the supervision of master teachers and administrators. Students practice their knowledge and skills at practicum sites or other school environments. Through the internship/practicum, students have practical experiences in their areas of emphasis as well as experiences such as site based decision making, personal relations, curricular planning, organization and time management, and student relations. Prerequisite: Admission to the Graduate program and completion of area of emphasis. 12 semester credits

EDU 611 Reading Diagnosis and Correction

Children with difficulties in reading and language arts make significant gains when their problems are properly diagnosed and the correct remediation procedures are prescribed. These gains are made when children are taught by clinicians who have developed skill in the selection and administration of formal and informal diagnostic procedures and in prescribing remediation strategies that address the children's needs. This course is designed to provide knowledge of theories and procedures of the remedial reading process and application of those theories and procedures in the reading clinic. (EDU 617 required concurrently). 2 semester credits

EDU 617 Reading Clinic

The remedial reading teacher is a specialist who has background knowledge of the reading process and has technical training in administration of diagnostic/prescriptive procedures. Student and reading teachers experience teaching and remediation strategies in a supervised practicum setting. The course is designed to provide training in formal test administration, scoring and interpretation within the framework of the case study report. (EDU 611 required concurrently). 2 semester credits

EDU 620 Integrating Technology in Education

Educators must have expertise in teaching strategies that effectively integrate current technology into the curriculum. Students are given the opportunity to examine and develop

computer-based teaching strategies and techniques that will improve student learning. Emphasis is placed on the examination of computer-based instructional strategies, but students also examine computer software programs designed to assist educators with other professional responsibilities, including grading, database development, record keeping, and research.

2 semester credits

EDU 622 Supervision and Teaching of Language Arts

Educators design learning environments that develop communication skills in elementary school children. Students design instructional programs, based upon sound curricular theory as applied to current technological processes, that provide children the opportunity to develop their skills in reading, writing, speaking, listening and thinking. This focus gives teachers and administrators experience in making curricular decisions.

2 semester credits

EDU 624 Supervision and Teaching of Elementary Math

Effective educators provide opportunities for displaying logical/mathematical intelligence in classroom activities. Students examine strategies in the teaching, evaluation, and supervision of an elementary math program. This focus gives teachers and administrators experience in making curricular decisions. Emphasis is placed on the implementation of manipulative materials.

3 semester credits

EDU 625 Special Topics in Education

Students have the opportunity to explore special topics in the field of education. Pre-requisite: Admission to the Graduate Program and consent of advisor and instructor.

1-4 semester credits

EDU 626 Supervision and Teaching of Elementary Social Studies

Effective educators are practitioners of the social democratic process. Students examine current research and methodology in the teaching and supervision of an elementary social studies curriculum. This focus gives teachers and administrators experience in making curricular decisions.

2 semester credits

EDU 627 Current Research in Teaching Reading

Effective secondary educators must have knowledge about the current trends and best practices employed in teaching at the secondary level. Students work independently to synthesize current knowledge in the teaching of a discipline specific content area at the secondary level. Emphasis is placed on the research of teaching strategies and techniques that improve student learning.

2 semester credits

EDU 628 Supervision and Teaching of Elementary Science

Effective educators are practitioners of the scientific process. Students investigate current content of science curricula and develop the process skills necessary to plan, design, and supervise an effective elementary science curriculum. Emphasis is placed on laboratory experiences.

2 semester credits

EDU 629 Current Research in Assessment Strategies

This course examines the background and rationale for assessment in education from assessment of individual student outcomes to program-wide assessment. The primary focus is the systematic and school-wide use of assessment tools and data to evaluate the effectiveness of teaching and learning.

2 semester credits

EDU 631 Supervision of Student Teaching

Effective teacher educators provide a laboratory for teachers in training where their skills are guided, nurtured and enhanced. Professionally certified personnel develop the techniques, processes, and observation skills needed to be cooperating teachers. The focus of this course is to develop supervisory skills.

2 semester credits

EDU 632 School Law

School personnel must have knowledge of the complexity of legal precedents governing school and student relations, use of public funds, procedural due process, and curricular decisions. Students develop an understanding of the federal, state and local precedents affecting local educational agencies. This course is designed to involve students in the study of the factual and technical aspect of problem solving procedures involved in school law.

2 semester credits

EDU 633 History of Catholic Education

This course studies the history of Catholic education and defines the core principles which have developed through the intellectual, social, and political developments from the eve of the French Revolution (1789) to the Second Vatican Council (1962). Special emphasis is given to the distinctive character of secular and private religious education constructs and educational outcomes. Students will engage the historical development of modern thought in order to articulate the distinctive approach of Catholic Schools to students, families and the larger community and will examine the necessary components of effective family and community relations.

2 semester credits

EDU 634 School Finance

The quality of fiscally based decisions that impact the students who attend our schools is often dependent upon the knowledge and judgment of the school administrator who understands the relationship between revenues and the development and maintenance of programs designed to benefit students. Attainment of competence in school finance is a lifelong process that requires flexible and analytical thinking. This course is designed to provide students with an overview of the fundamental principles that govern school finance.

2 semester credits

EDU 636 School Plant

The school plant is an important component of a safe and healthy school climate. This course provides methods and procedures of developing, operating, and maintaining school facilities.

2 semester credits

EDU 637 Educational Assessment

Effective educators use ongoing assessment strategies to assure student learning. This course provides individualized research and instruction in assessment strategies ranging from informal feedback to standardized testing. Particular emphasis will be upon federal and local assessment mandates. Applied research and case study will be conducted within the graduate candidate's school setting.

3 semester credits

EDU 638 Secondary Education

Internship: Licensure Track

This course is designed to provide adult learners with a secondary or middle school internship that meets the ESPB standard for student teaching at the graduate level.

3 semester credits

EDU 642 Public Relations

This course involves the study of the responsibility of school administrators, boards, and school personnel to cultivate a positive relationship with the community, staff, students, and the media to enhance the education of students. Ethical implications of policy initiatives will be explored. Emphasis is placed upon the leadership role necessary in effectively dealing with political issues, public relations programs, and appropriate role of the community in the education process. The course will highlight a positive, proactive approach to leadership that is necessary to create a positive educational image for the twenty-first century.

2 semester credits

EDU 645 School and Family Relations

The success of any special education program is the relationship with parents and community resources. The student explores the relationships of schools, communities and families. Family dynamics, conferencing with parents and developing net-works with school and community resources are considered. Parent panels, community resource panels, and various other resources are used.

2 semester credits

EDU 652 Teaching Reading in the Content Area

Students in upper elementary, middle, and secondary schools use reading to access content. In order to develop students' reading skills, each teacher must know how to teach reading within the content area. Graduate candidates will develop strategies to use reading to develop vocabulary, comprehension, and critical thinking in elementary, middle school, and secondary students in all school settings.

2 semester credits

EDU 656 Assessment of Exceptional Students

Teachers specializing in the areas of exceptionality assess students in order to provide the most appropriate programs for students with special needs. Based upon the premises of least restrictive environment and inclusive practice, students will establish beginning proficiency as consultants and practitioners of strategies related to universal design, response to intervention, and positive behavior support. Emphasis is on developing skill in informal assessment and meeting individual learners needs through accommodations and modifications.

2 semester credits

EDU 657 Assessment of Exceptional Students II

Special education teachers demonstrate competence in using assessments for identification of disabilities and monitoring of students' progress. Teacher candidates practice choosing appropriate assessment instruments, administering of standardized and non-standardized instruments (including state mandated achievement tests and the alternative assessment process), interpreting results, and identifying eligibility/planning instruction based upon interpretations.

2 semester credits

EDU 660 Special Education Law

Special education and general education teachers, administrators, and related service personnel must know and apply educational practices required by law in order to effectively serve all students, including those with special needs. This course teaches the history, intent, educational practices and major court cases in special education law. Emphasis will be on the Individuals with Disabilities Education Acts and the Americans with Disabilities Act (ADA).

2 semester credits

EDU 664 ASD Interventions Across the Lifespan

Practitioners in the educational setting provide interventions for individuals with ASD. The students explore the interventions across the lifespan for individuals with ASD. Emphasis will be placed upon evidence-based practices through design, application and supports in the home, school, and other settings.

3 semester credits

EDU 665 School Culture and Organization Behavior

Effective educational leaders must have a good understanding of organizational behavior and an understanding of how to create the school culture needed to improve student learning. This course is a study of organizational leadership in education, as it relates to decision making, organizational change, managing conflict, creating strong communication processes, and motivating self and others to achieve school goals. The course challenges students to develop and analyze successful models of school reform, while helping them gain a professional understanding of organizational theory and research as it relates to K-12 schools.

3 semester credits

EDU 670 Education of Students with Emotional Disorders

School personnel who work with children identified as seriously emotionally disturbed understand the unique educational, emotional and behavioral needs of this population. Students explore strategies and materials designed to meet the specific needs of emotionally disturbed children and youth in school and therapeutic settings. A practicum is included.

2 semester credits

EDU 672 Advanced Assessment of Exceptional Students

Teachers specializing in the areas of exceptionality assess students in order to provide the most appropriate programs for students with special needs. Based upon the premises of least restrictive environment and inclusive practice, students will establish beginning proficiency as consultants and practitioners of strategies related to universal design, response

to intervention, and positive behavior support through developing informal assessment. Teacher candidates practice choosing appropriate assessment instruments, administering of standardized and non-standardized instruments (including state mandated achievement test and the alternative assessment process), interpreting results, and identifying eligibility planning instruction based upon interpretations.

3 semester credits

EDU 674 ASD Communication Strategies

This course examines communication skill, devices, and collaborative techniques for individuals with ASD. The focus will be upon the role the professional plays in developing language and communication skills of individuals with ASD, research-based strategies which improve communication skills, and the role the professional plays in collaborating with multidisciplinary team. A brief overview of augmentative and alternative communication devices and environment arrangements will be addressed.

3 semester credits

EDU 682 Advanced Practicum: Emotional Disorders, Intellectual Disabilities, Learning Disabilities

Teachers of children with special learning needs must have technical and experience based skills to provide appropriate programs for those students. Graduate students develop advanced skills through review of current best practice literature and through tours and interviews at regional sites serving students with disabilities. The course design allows flexibility in scheduling and individualization in topical work to meet each graduate student's particular interests and course of study.

2 semester credits

EDU 684 Internship and Seminar: ASD

Teachers will implement technical and experience-based skills to provide effective programs for students with ASD at practicum sites or other school environments. Graduate students add to the skills needed to serve students with ASD through synthesis of coursework including characteristics, interventions, communications, special education law, and behavior management of best practice readings and seminars. This course allows flexibility in scheduling and individualization in topical work to meet each students particular needs and interests.

3 semester credits

EDU 686 Elementary Education**Internship: Licensure Track**

This course is designed to provide adult learners with an elementary education internship that meets the North Dakota Education Standards and Practices Board standard for student teaching at the graduate level.

3 semester credits

EDU 692 Internship: Elementary School Administration

School personnel have developed skills in their areas of study that are augmented by field based experiences under the supervision of master teachers and administrators. Students practice their knowledge and skills at practicum sites or other school environments. Through the internship/practicum, students have practical experiences in their areas of emphasis as well as experiences such as site based decision making, personal relations, curricular planning, organization and time

management, and student relations. Prerequisite: Admission to the Graduate program and completion of area of emphasis. 12 semester credits

EDU 693 Internship: Secondary School Administration

School personnel have developed skills in their areas of study that are augmented by field based experiences under the supervision of master teachers and administrators. Students practice their knowledge and skills at practicum sites or other school environments. Through the internship/practicum, students have practical experiences in their areas of emphasis as well as experiences such as site based decision making, personal relations, curricular planning, organization and time management, and student relations. Prerequisite: Admission to the Graduate program and completion of area of emphasis. 12 semester credits

EDU 694 Internship: School Superintendent

School personnel have developed skills in their areas of study that are augmented by field based experiences under the supervision of master teachers and administrators. Students practice their knowledge and skills at practicum sites or other school environments. Through the internship/practicum, students have practical experiences in their areas of emphasis as well as experiences such as site based decision making, personal relations, curricular planning, organization and time management, and student relations. Prerequisite: Admission to the Graduate program and completion of area of emphasis. 12 semester credits

EDU 695 Internship: Special Education Director

School personnel have developed skills in their areas of study that are augmented by field based experiences under the supervision of master teachers and administrators. Students practice their knowledge and skills at practicum sites or other school environments. Through the internship/practicum, students have practical experiences in their areas of emphasis as well as experiences such as site based decision making, personal relations, curricular planning, organization and time management, and student relations. Prerequisite: Admission to the Graduate program and completion of area of emphasis. 12 semester credits

EDU 698 Early Childhood Education Internship: Licensure Track

This course is designed to provide adult learners with an early childhood education internship that meets the North Dakota Education Standards and Practices Board standard for student teaching at the graduate level. 2 semester credits

EDU 700 Research Seminar I

Research seminars guide students through thesis research and writing. 1 semester credit

EDU 701 Research Seminar II

Research seminars guide students through thesis research and writing. 1 semester credit

EDU 704 Research Presentation

Students present research to faculty and guests upon completion of their research and writing. 3 semester credits

EDU 705 Portfolio Preparation

Students are introduced to development of their electronic professional portfolios. 2 semester credits

EDU 706 Portfolio Presentation

Students present their electronic professional portfolios for approval and program completion. 2 semester credits

HUM 799 Graduate Studies Assessment

Graduate students register for EDU 999 the final term of their tenure in the program of study to meet the University and program assessment requirement as specified in the graduate section of the catalog. 0 semester credits

EDU 801 School Community Relations

The purpose of School and Community Relations is to prepare educational leaders for communication processes with internal and external stakeholders. Educational leaders need an understanding of the culture of educational institutions within the local and larger community. This course examines the roles of school administrators, governing boards, faculty, and staff in relationship with students, parents, local and state governments in order to enhance the educational experiences of students and to benefit other community stakeholders. 3 semester credits

EDU 805 Administration & Organizational Behavior

Educational leaders must use effective administrative models as experienced in the theory displayed in the studies presented in the course. This course is a study and critique of selected theories and research in administration and organizational behavior including topics such as leadership, servant leadership, effective communication, motivational practices, morale building, building and maintaining responsible and productive professional relationships, management of conflict, and personality, values, and ethics. This course introduces students to key theories and models in Organizational Behavior (OB). Key theories and models are discussed and contrasted, and empirical support examined. Students will carry out in-depth and critical analyses of relevant literature published in top journals and research volumes in the field. 3 semester credits

EDU 808 Historical Foundations of Education

This course, Foundations of American Education, encompasses a broad field of study that touches on a variety of academic disciplines and combinations of disciplines, such as history, philosophy, the social sciences, religion, economics, cultural studies, and gender studies. An Interpretive and critical examination of the history of education is necessary for educational leaders to understand the underpinning of current educational practices and make wise decisions for the future. This course explores educational questions from historical, philosophical and social perspectives and provides a foundation for educational practice that is guided by critical thinking, reflection, and principles grounded in the context of multiple outlooks. 3 semester credits

EDU 840 Systems & Finance in K-12 Education

Knowledge and skills to effectively manage and direct finances and meet school and district goals is required for K-12 administrators. Candidates will examine historical and contemporary economic issues that have shaped and will continue to shape school systems today. This course will investigate sources of and influences on PK-12 funding and prepare administrators and emergent leaders to consider multiple perspectives in systems and finance within PK-12 education.

3 semester credits

EDU 850 Systems and Finance in Higher Education

Knowledge and skills to effectively manage and direct finances and meet institutional mission is required of university educators in positions of leadership. Candidates will examine historical and contemporary economic issues that have shaped and will continue to shape colleges and university systems today. This course will investigate influences on higher education and prepare instructors and emergent leaders to consider multiple perspectives in systems and finances within higher education.

3 semester credits

EDU 856 Leading Adult Learners

College instructors need an understanding of the characteristics and needs of adult learners. This course will review and evaluate theory and research that make adult education a distinctive field of philosophy and practice. Candidates will apply andragogical strategies to design curriculum and assessment that effectively meets the needs of adult learners.

3 semester credits

EDU 870 Leading Curriculum

Leading Curriculum is a course that will explore the major curriculum design models, interpretation of school district curricula, initiation of needs analysis, planning and implementation of frameworks for instruction, alignment of curriculum with anticipated outcomes, monitoring social and technological developments as they affect curriculum, and adjusting content as needs and conditions change.

3 semester credits

EDU 876 Supervision of Differentiated Instruction

Educational leaders must employ supervision and pedagogical strategies that meet the individual needs of their supervisees and students. This course examines theories of differentiation in learning and motivation and encourages candidates to develop a wide range of strategies for use in their roles as instructors, supervisors, and administrators.

3 semester credits

EDU 899 Continuing Enrollment

A student who has completed all coursework required by his/her degree plan and who has registered for the capstone course (either EDU 704–Thesis Presentation or EDU 706–Portfolio Presentation) and who does not complete the capstone project during the term in which he/she is registered must register for EDU 899–Continuing Enrollment for each subsequent term (fall, summer, spring) until the capstone project is successfully completed. If the student fails to register, he/she will be withdrawn from candidacy for the master's degree in education.

1 semester credit

EDU 905 Assessment & Accountability

Educational leaders must understand the importance of data based decision making both instructional and programmatic. In this course, students will consider, analyze, and apply a variety of approaches of Interpreting individual and group behavior based upon best-practice research. Student projects will be individualized to focus upon either Instructional assessment or program assessment and resultant data driven decision making.

3 semester credits

EDU 910 Issues & Trends in Education

Leading Curriculum is a course that will explore the major curriculum design models, interpretation of school district curricula, initiation of needs analysis, planning, and implementation of frameworks for instruction, alignment of curriculum with anticipated outcomes, monitoring social and technological developments as they affect curriculum, and adjusting content as needs and conditions change.

3 semester credits

EDU 915 Educational Ethics

Educational leaders must practice in ways that reflect commitment to values. This course Inspires candidates to search for truth and provides a forum for discussion In the Catholic Intellectual tradition. Candidates will examine traditional as well as critical theory approach to moral and ethical reasoning. School based case study will provide opportunity for application.

3 semester credits

EDU 917 Research Methods & Data Analysis

Educational leaders must understand the process of scientific inquiry in order to critique and design educational research relevant to their fields of study. This course overviews quantitative research design, data-based Inference, qualitative design, and data analysis in practice based research. Students are introduced to foundational theories in educational research. They are exposed to how these theories have been used to explain problems of practice in the K-12 sector and/or higher educational settings. Students then have an opportunity to explore the characteristics and possibilities of quantitative and qualitative approaches by applying the learning into data collection and analysis. The projects in the course allow students to create a draft doctoral problem statement (DPS), and analyze different theoretical frameworks to help create the foundation for their theoretical framework and complete a literature review for their proposed topic of study.

3 semester credits

EDU 920 Dissertation

The purpose of EDU 920 is to provide targeted mentorship for doctoral candidates through the dissertation process. The expectation is for candidates to work directly with their dissertation chair on the experimental design/IRB and ensuing data collection, analysis, and reporting to be completed during this course which has been segmented into four increments of three credits each within the Ed.D. curriculum.

12 semester credits

EDU 927 Quantitative & Qualitative Research

Educational leaders must conduct quantitative and qualitative research in order to improve educational policy and practice. Candidates will apply principles and practices of quantitative research to case studies. In addition, candidates will apply principles and practices of qualitative research to case studies. By the end of the course, candidates will have created the outline of their theses using quantitative, qualitative or mixed methodology.

3 semester credits

EDU 935 The Professoriate & Beyond

The purpose of the course is to provide graduate students with an understanding and contextual knowledge of the professoriate and issues facing higher education. These topics include: faculty roles and responsibilities, changing demographics and nature of the students/learners (i.e. diversity in culture & poverty), impact of technology upon higher education, paradigm shifts in the academy (historical background ancient to contemporary), ethical issues and professional standards, global perspectives on higher education, and external forces influencing the college/university.

3 semester credits

EDU 945 Brain Based Research & Learning

Educational leaders must be aware of how people learn. In this course, candidates will synthesize research from the fields of education, cognition, and the neuroscience. Candidates will evaluate and apply strategies to enhance student learning including engagement, attention, meaning making, retention and generalization. Candidates will also explore specific areas of the brain and their functions.

3 semester credits

EDU 955 Leadership for Social Justice

Leaders are in a privileged position to effect a transformation of perspectives on social justice by exhibiting moral courage. This course gives participants the opportunity to explore this

potential, and, through life experiences and current literature, can assess their personal leadership styles and attitudes toward social justice with moral courage. For leaders in any context, the goal will be to develop well-articulated positions and strategies for shaping a socially and morally just response to issues surrounding leadership.

3 semester credits

EDU 970 Program Evaluation

Educational leaders must evaluate programs in order to serve the needs of society. This course is designed to train candidates to evaluate program effectiveness in meeting educational goals and objectives, utilize a variety of approaches to systematically identify and describe areas of strength to facilitate improvements, and describe findings from their evaluation of the merit of programs. Therefore, the purpose of this course is to provide an advanced graduate-level seminar on program evaluation. Conceptual foundations and practical guidelines are covered with a primary emphasis on information necessary to conduct an evaluation in real settings that span a variety of organizational environments where the religious, academic, and cultural needs of people in our society are being served in educational settings.

3 semester credits

EDU 990 Internship

The intention of EDU 990 Internship is to provide doctoral candidates with advanced clinical experience in an education, business, or government setting.

3 semester credits

HUM 999 Doctoral Studies Assessment

Graduate students register for EDU 999 the final term of their tenure in the program of study to meet the University and program assessment requirement as specified in the graduate section of the catalog.

0 semester credits

School of Health Sciences

FACULTY: Allen, Anderson, Arndt, Babb, Blay, Briggs, Bruun, Currie, Dockter, Dooley, Dressler, Dunnigan, Eckert, Emmel, Fetting, Gebhardt, Hair, Hall, Helm, Herman, Hogan, Huss, Hutzenbiler, Johnson, Johnson Krug, Kitzenberg, Klein, Kobes, Lassiter, Lawson, Leer, Littlefield, Lundeen, Madler, Nustad, Olson, C., Olson, J., Parker, Reemts, Roller (Dean), Rohr, Roth, Saghiv, Schroeder, Schulte, Sibla, Smith, Sperle, Taylor, Varland, Vollrath, Weigel, Weigum, Welch, Zeltinger.

Undergraduate Areas of Study

Majors:

Athletic Training, Biomechanics, Communication Sciences and Disorders, Exercise Science, Medical Laboratory Science, Nursing, Radiologic Technology, Respiratory Therapy.

Minor

Wellness.

Graduate Areas of Study

Bioethics, Clinical Exercise Physiology, Kinesiology, Nursing, MSN/MBA Dual Degree Program, Occupational Therapy, Physical Therapy, Respiratory Therapy

Interdisciplinary Courses Offered

HPS 206 Medical Terminology

This course introduces the student to the fundamentals of medical terminology. The course includes word structure of body parts and organs, body systems, basic medical and surgical terms and therapeutic interventions, diagnostic and medical abbreviations and symbols.
2 semester credits

HPS 310 Foundation in Health Promotion and Wellness

Foundations of Health Promotion and Wellness will define health promotion and wellness (HPW) and explore current issues of HPW in the context of a social-ecological model, advocacy, intervention programs, economic impact, and measurement of wellness.
3 semester credits

IPE 401 Interprofessionalism in Healthcare

This course will be offered in a blended format and will address health science students' development of inter-professional skills, behaviors, and attitudes that will be used in their practices to make sound decisions for patients through the decisions of a health care team. Areas common to all practices such as ethics, moral courage, diversity, and communication will be covered. Ample opportunities for students to practice inter-professional communication and decision-making will be provided via small inter-professional group experiences.
1 semester credit

IPE 501 Inter-professionalism in Healthcare

This course will be offered in a blended format and will address health science students' development of inter-professional skill, behaviors, and attitudes that will be used in their practices to make sound decisions for patients through the decisions of a healthcare team. Areas common to all practices such as ethics, moral courage, diversity, and communication will be covered. Ample opportunities for students to practice inter-professional communication and decision making will be provided via small inter-professional group experiences.
1 semester credit

Major Areas of Study

■ Medical Laboratory Science Program

Program Advisor: Dr. David Ronderos

Medical Laboratory Science (MLS) is a four-year program leading to a Bachelor of Science or Bachelor of Arts degree. It consists of 124 semester credits, 87 of which are taken on campus and 37 of which are granted for courses taken during the clinical internship.

The campus preparation provides a basic curriculum in biology, chemistry, and mathematics. The student has a flexible schedule of required competence and science courses during the first three years at the University of Mary. Transfer students must earn a minimum of 32 semester credits on campus; 16 of these must be from in Math or Science (credit received for the clinical internship does not satisfy this requirement).

All students must complete a minimum of 12 semester credits of upper division Math/Science courses.

A clinical internship of 12 consecutive months is taken during the last year of preparation at the University of North Dakota School of Medicine with clinical training at one of their approved sites such as St. Alexius Medical Center, Bismarck; Trinity Medical Center, Minot; or at any other accredited school of MLS. Students cannot be guaranteed a specific location for their internship.

Upon graduation, the student is eligible to take the national examination for certification for MLS by the American Society of Clinical Pathologists.

Major in Medical Laboratory Science:

BIO 103/L, 106/L, 207/L, 208/L, 209/L or 309/L, 311/L, 312/L or 330/L, 318/L, 319, 320; CHE 111, 112, 217, 310; MLS 417, 418, 419

MLS Clinical Internship Course Titles:

MLS 417 UND Summer Intensive

MLS 418 Medical Laboratory Science Internship I

MLS 419 Medical Laboratory Science Internship II

Department of Athletic Training & Kinesiology

Faculty: Hall (Clinical Education Coordinator), Johnson Krug (Chair), J. Olson, Currie, Welch

Adjunct faculty include, but is not limited to professionals from the disciplines of athletic training, physical therapy, occupational therapy, nursing, exercise science, athletic administration, and family and orthopedic medicine.

The certified athletic trainer (ATC) is a qualified healthcare professional educated and experienced in the management of healthcare problems associated with physical activity. In cooperation with physicians and other allied health personnel, the ATC functions as an integral member of the healthcare team in secondary schools, colleges and universities, sports medicine clinics, professional sports programs, industrial settings, and other healthcare environments. The American Medical Association recognizes athletic training as an allied healthcare profession.

Mission

Our mission is to prepare students to become professionals who assist athletes of all ages and abilities to participate in recreational and competitive activities. The program strives to develop leaders in the athletic training profession or allied health professions who possess excellent communication and critical thinking skills. We encourage understanding and respect for social, physical, and cultural diversity.

■ Athletic Training Program

Faculty: Hall (Clinical Education Coordinator), Johnson Krug (Chair), Currie, Welch

Special Note: Fall 2017 will be the last starting freshman class for the undergraduate Athletic Training major. In the future, Athletic Training will become a master's level program, in alignment with changing professional standards and accreditation requirements.

The Athletic Training Program at the University of Mary is accredited by the Commission on

Accreditation for Athletic Training— Education Program (CAATE). More information on CAATE can be found at www.caate.net. By graduating from an accredited curriculum program, students become eligible candidates to sit for the Board of Certification (BOC) examination.

The athletic training student's professional preparation is directed toward the development of specific competencies in the following domains: prevention, clinical evaluation and diagnosis, immediate care, treatment, rehabilitation, and reconditioning, organization and administration, and professional development; in the following content areas: evidence-based practice; prevention and health promotion; clinical examination and diagnosis; acute care of injury and illness; therapeutic interventions; psychosocial strategies and referral; healthcare administration; professional development and responsibility. Through a combination of formal classroom instruction and clinical experience, the athletic training student is prepared to apply a wide variety of specific healthcare skills and knowledge in each domain during assigned hours of supervised clinical experience.

The athletic training major is a Bachelor of Science degree.

Mission

The mission of the University of Mary Athletic Training Program is to prepare students to become professionals who serve the needs of the active population of all ages and abilities. The program strives to develop transformational leaders in the athletic training profession who possess excellent communication and critical thinking skills, and are ethical healthcare professionals. We encourage understanding and respect for social, physical, and cultural diversity.

Outcomes and Goals

1. Students will use knowledge from evidence based research and science methodology to interpret research related to athletic training to answer clinical questions and to guide clinical practice.
 - a. Demonstrate a thorough initial clinical evaluation of injuries and illnesses sustained by the active population.
 - b. Develop and implement a comprehensive treatment plan for injuries and illnesses sustained by the active population.
 - c. Develop a plan for delivering health care information and counseling patients, parents,

and coaches on matters pertaining to the physical, psychological and emotional health and well-being of the patient.

- d. Design a comprehensive research project
Assessment: ATH 3 2 7 and 3 2 8 cumulative practical exam 84 % or higher; ATH 319 84 % or higher on cumulative project; CAT project 84% or higher; ATH 454 research project 84% or higher; ATH 454 focus paper 84% or higher.
2. Students will develop their critical thinking, reflection, analysis and communication skills.
- a. Demonstrate successful completion of athletic training competencies.
- b. Demonstrate personal and professional ability effectively reflect on educational and clinical abilities. Practice self-reflection in order to enhance their personal and professional abilities.
- c. Analyze available research to determine effectiveness, relevance and its use in evidence based practice in health care
- d. Develop a plan for delivering effective health care communication and consultation between patients, families, and coaches on matters pertaining to the physical, psychological and emotional health and well-being of the patient.
Assessment: Completion of competency packet; Completion of CIP packet; above an 84% for all selfevaluations completed for all students; development of growth plan; senior research project presentation at colloquium; IRB proposals; above an 84% in ATH 329 on the case description; completion of CIP packet.
3. Students will become effective and ethical healthcare professionals
- a. Embrace the responsibility for continuing education based on personal strengths and also challenges within the athletic training profession.
- b. Complete a professional development plan based on self-assessments in order to promote personal and professional growth.
- c. Develop ethical health practices as outlined by the NATA Code of Ethics
Assessment: above 84% on focus paper for ATH 453; 360 degree evaluation; above 84% on ethics paper in ATH 354.
4. Students will demonstrate servant leadership based on the Benedictine Values to serve those around them.
- a. Completion of service learning experience for the surrounding community.
- b. Apply transformational leadership abilities in order to effectively collaborate in an interdisciplinary environment.
- c. Demonstrate Benedictine Values in everyday life.
Assessment: Completion of service learning experience; day of service reflection; PBL completion; student led prayer/reflection at the beginning of class all ATH syllabi
5. Complete a comprehensive assessment plan that evaluates all aspect of the clinical education program.
- a. Complete clinical site evaluation completed on a yearly basis to ensure quality.
- b. Provide preceptor evaluations on a yearly basis to ensure quality of preceptor.
- c. Increase knowledge of the preceptors to engage the students in education.
- d. Clinical education placement is equitable and non-discriminatory with varied populations.
Assessment: Clinical evaluations; preceptor evaluation; clinical evaluation and my.umary page; clinical evaluations.
6. Students will be prepared for post-graduate educational experience.
- a. Demonstrate ability to integrate into a post graduate professional setting.
- b. Demonstrate skills to practice in a competent and safe manner.
- c. Validate they are prepared to work as a professional.
- d. Completion of graduation rates; graduating student exit evaluations; alumni placement rates
Assessment: Grad audit; ACES preparatory workshop; 70% first time pass rate on the BOC; graduation rate; senior exit evaluations; alumni placement rates.

Criteria for Acceptance of Student's Application

1. Application materials are distributed to the student enrolled in ATH 121 and ATH 243. Applications for admission are submitted by October 1 of the fall semester. All prerequisites

are strictly enforced. Student-athletes at the University are considered for admittance into the professional level of the ATP with the same criteria as other prospective students.

2. Application materials include: a letter of application, application for athletic training admissions, three recommendation forms, proof of current Emergency Cardiac Care and First Aid certification, medical history and health evaluation, documentation of completed HBV series, a copy of student's immunization certification, and a signed and dated copy of the Technical Standards for Admission to the Major.
3. The Athletic Training Program (ATP) Admissions Committee reviews all applications for completeness, and the applicant is informed of any deficiency. The applicant has the opportunity for immediate remediation of the deficiency to allow for continuation in the application process. Applicants with completed application materials are notified of their provisional acceptance into the ATP. A non-remediated deficiency affects the applicant's continuation in the admission process.
4. The applicant will be interviewed by the Athletic Training Admissions Committee during the fall semester when the student is enrolled in ATH 243. The admissions committee includes but is not limited to the athletic training program director, clinical education coordinator, and a minimum of one University faculty member, one preceptor, and one athletic training student.

Pre-Admission Courses:

KIN 151, 238; ATH 243; BIO 103, 207, 208; PED 157, 159; HPS 206.

Required Professional Courses:

ATH 200, 244, 300, 305, 314, 319, 327, 328, 329, 353, 354, 400, 405, 441, 453, 454; KIN 316, 317, 336; PSY 201, 207; MAT 180; IPE 401.

■ Biomechanics Program

Faculty: Hall (Clinical Education Coordinator), Johnson Krug (Chair), Currie, Welch

The Bachelor of Science in Biomechanics is a 2.6 or four-year degree program that focuses on anatomy and human movement. The year round campus option is a great route for those students wishing to pursue a graduate degree.

Marketing will be targeted for those potential graduate students to complete the degree with the year round campus model. Students are encouraged to consider Biomechanics as preparation for furthering their education in a master's degree program in athletic training, kinesiology, clinical exercise physiology, and doctoral degrees in physical therapy, occupational therapy or other allied health disciplines. The undergraduate Biomechanics degree, along with a minor, will meet the Prerequisites for the Master of Science in Athletic Training, Doctor in Physical Therapy, and Doctor in Occupational Therapy. There are a number of careers available with a BS in Biomechanics and Human Movement, such as motion analysis, ergonomics specialist, researcher, coach, strength and conditioning specialist, activities specialist, activities or athletic director, and sales to name a few.

Mission

The mission of the University of Mary Biomechanics program is to develop leaders in the world of movement analysis in the evolving field of kinesiology.

Admission Requirements:

Students may declare a major in Biomechanics during their freshman year. Students will apply to the program during the spring semester of the sophomore year. Minimum criteria for selection includes a 2.5 grade point average in the prerequisite courses along with a letter of intent.

Students applying into the biomechanics program must meet the following requirements.

- Grade of "B" or higher in required the following courses: ATH 238, HPS 206, PED 157, 159, KIN 121, 235
- Grade of a "C-" or higher in BIO 207
- Maintain a cumulative GPA of a 2.5

Biomechanics Requirements:

KIN 121, 151, 235, 238, 302, 304, 317, 316, 320, 336, 340, 360, 420, 436; BMC 305, 310, 320, 330, 410, 420, 470, 490; IPE 401; HPS 206; PED 157, 159; PSY 207, 310; MAT 180; PHY 203, 304; HUM 499

- Grade of "B" or higher in required all ATH, EXS, PED, and KIN courses
- Grade of a "C-" or higher in BIO, CHE, PHY, PSY courses
- Cumulative GPA of 2.5 or higher

Athletic Training Course Descriptions

ATH 121 Introduction to Athletic Training

An introductory class designed to help educate the freshman level student about the different career paths in Athletic Training. Students will have the opportunity to interact with professionals currently working in the field, research job/higher education opportunities, become introduced to athletic training equipment, interact with current athletic training students, and learn the process of acceptance into the University of Mary Athletic Training program. Prerequisites: None. 1 semester credit

ATH 200 Introduction to Clinical Education I

The rotation experience serves as the laboratory portion of Clinical Education (ATH 200). The student, under the direct supervision of the preceptor for the assigned sport rotation will assist with providing athletic training coverage at the University of Mary and contracted sites. 1 semester credit

ATH 243 Foundations in Athletic Training

An introductory course to the profession of athletic training designed to meet specific athletic training educational competencies. The prospective athletic training student gains a better understanding of the clinical education aspect of athletic training and specific healthcare skills and knowledge that will be developed within each of the domains of professional development and responsibilities. Prerequisites: Successful completion of KIN 151, 238 with a grade of "B" or better; PED 157, 159 with a grade of "C" or better. 2 semester credits

ATH 244 Foundations in Athletic Training II

The second of two clinical education courses designed to meet specific athletic training educational competencies for the healthcare providers of the physically active, the course expands on the knowledge gained in ATH 243 and introduces the domains of injury assessment, first aid and emergency care, pathology of injury and risk management and injury prevention. Therapeutic modalities, therapeutic exercise principles, along with general medical conditions affiliated with athletic training will also be addressed and continued to students in this course. Students in this course will begin to learn the basic methodologies of becoming successful evidence based healthcare professionals, associated with the foundations of athletic training practice. Prerequisites: Successful completion of KIN 151, 238; and ATH 243 with a grade of "B" or better; BIO 207; PED 157, 159 with a grade of "C" or better. 2 semester credits

ATH 250 Emergency Management

This course will focus on emergency care management, proper taping and bracing techniques. The athletic training student will learn the theory and application of emergency management techniques. Techniques will be utilized, researched, and practiced. The athletic training student will also learn the theory and application of taping and wrapping techniques and use of essential materials. Prerequisites: Successful completion of KIN 151, 238 with a grade of "B" or better; BIO 207; PED 157, 159 with a grade of "C" or better. 2 semester credits

ATH 250L Emergency Management Lab

This is the lab portion for Emergency Management course. It will focus on becoming proficient in emergency management techniques and advanced taping techniques. Emergency care techniques and supplies will also be introduced, utilized, researched, and practiced. The athletic training student will learn the theory and application of taping and wrapping techniques and use materials essential to the advancement of the student. Prerequisites: Successful completion of KIN 151, 238 with a grade of "B" or better; BIO 207; PED 157, 159 with a grade of "C" or better. 2 semester credits

ATH 300 Clinical Education I

The athletic training student applies a wide variety of specific healthcare skills and knowledge during assigned hours of supervised clinical experience that occur through the course of the semester in the athletic training room and rotational setup with various university or area high school athletic teams' practices and/or events. The National Athletic Trainers' Association Education Council has identified athletic training educational competencies and clinical proficiencies for the healthcare of athletes and others involved in physical activity. This content area is a collection of knowledge, skills, and values that the entry-level certified athletic trainer must possess for effective performance as an entry-level certified athletic trainer. Skill competency is obtained during the classroom and laboratory instruction. Skill proficiency is demonstrated during laboratory evaluation, and skill mastery is demonstrated when the skills are applied appropriately in the clinical setting with appropriate choices made and appropriate outcomes achieved. Skill competency is knowledge and skills to be mastered within a self-study guide to evaluate the athletic training student's strengths and areas for improvement. 0 semester credits

ATH 305 Clinical Education II

The athletic training student applies a wide variety of specific healthcare skills and knowledge during assigned hours of supervised clinical experience that occur through the course of the semester in the athletic training room and rotational setup with various university or area high school athletic teams' practices and/or events. The National Athletic Trainers' Association Education Council has identified athletic training educational competencies and clinical proficiencies for the healthcare of athletes and others involved in physical activity. This content area is a collection of knowledge, skills, and values that the entry-level certified athletic trainer must possess for effective performance as an entry-level certified athletic trainer. Skill competency is obtained during the classroom and laboratory instruction. Skill proficiency is demonstrated during laboratory evaluation, and skill mastery is demonstrated when the skills are applied appropriately in the clinical setting with appropriate choices made and appropriate outcomes achieved. Skill competency is knowledge and skills to be mastered within a self-study guide to evaluate the athletic training student's strengths and areas for improvement. 0 semester credits

ATH 314 Advanced Techniques in Athletic Training

A lecture/laboratory course for the prospective athletic training student in advanced techniques in athletic training. Content to be covered will include, but is not limited to,

human anatomy and assessment of injury/illness, both of which are domains to meet athletic training educational competencies. Other general principles to be covered in this course will be: goniometry, manual muscle testing; and other related medical conditions. Prerequisites: Successful completion of ATH 243 with a grade of "B" or better, BIO 207. Corequisites: KIN 238, ATH 244, BIO 208
3 semester credits

The following courses are limited to students enrolled in the professional level athletic training education program: ATH 300, 305, 319, 327, 328, 329, 353, 354, 400, 405, 441, 453, and 454.

ATH 319 Therapeutic Exercise in Athletic Training

A course in therapeutic exercise and rehabilitative techniques with content primarily addressing basic theories and principles of athletic injury rehabilitation including therapeutic exercise and the use of physical agents. Direct supervision of a certified athletic trainer through the course of the semester will provide a basis for the development of rehabilitation protocols. Prerequisite: Successful completion of KIN 238; ATH 244, 314, 329 and 353 with a grade of a "B" or better.
3 semester credits

ATH 327 Evaluations I

A course in the evaluation of musculoskeletal injury and illness with content including, but not limited to, the concepts and techniques in evaluation of normal human movement and biomechanics, abnormal movement and biomechanics, specific evaluation techniques to determine the presence and cause of faulty movement which may predispose an individual to injury/illness and establish an athletic training diagnoses and describe movement disorders. In addition to the didactic content, the course provides laboratory skill acquisition and research experience in evidence based clinical practice. Prerequisite: Successful completion of ATH 314 with a grade of a "B" or better. Corequisite: KIN 360.
4 semester credits

ATH 328 Evaluations II

An advanced course in the evaluation and recognition concepts of musculoskeletal injury and illness with content including, but not limited to, the concepts and techniques in surgical intervention and treatment, abnormal movement and biomechanics of gait, specific evaluation, and treatment techniques for extremity joint accessory movement and cause of faulty movement which may predispose an individual to injury/illness.
2 semester credits

ATH 329 Therapeutic Modalities in Athletic Training

A course in the application of therapeutic modalities. Practical and relevant information about the use of therapeutic modalities for treatment of injuries and illnesses in the sports medicine setting, as well as planning, implementation, documentation, and evaluation of the efficacy of therapeutic modalities. In addition, the course provides laboratory and research experiences and practice in the use of therapeutic modalities during assigned clinical hours in the athletic training room setting under the direct supervision of a certified athletic trainer through the course of the semester.

Prerequisites: Successful completion of ATH 314 with a grade of a "B" or better.
3 semester credits

ATH 353 General Medical Conditions in Athletic Training

This course covers assessment and evaluation of general medical conditions and disabilities including psychosocial intervention and referral and pathology of injury and illness. Prerequisites: Successful completion of ATH 244 and 314 with a grade of "B" or better.
3 semester credits

ATH 354 Healthcare Administration

This course covers healthcare administration. Content to be covered will include, but is not limited to, medical ethics and legal issues, emergency planning, professional development and responsibilities, and organization, administration, and management in the athletic training room and/or clinical setting. Prerequisite: Successful completion of ATH 353 with a grade of "B" or better.
3 semester credits

ATH 400 Clinical Education III

The athletic training student applies a wide variety of specific healthcare skills and knowledge during assigned hours of supervised clinical experience that occurs through the course of the semester in the athletic training room, mentoring sophomore and junior athletic training students, and working with various university or area high school and professional athletic team practices and/or events. The National Athletic Trainers' Association Education Council has identified athletic training educational competencies and clinical proficiencies for the healthcare of athletes and others involved in physical activity. This content area is a collection of knowledge, skills, and values that the entry-level certified athletic trainer must possess for effective performance as an entry-level certified athletic trainer. Skill competency is obtained during the classroom and laboratory instruction. Skill proficiency is demonstrated during laboratory evaluation, and skill mastery is demonstrated when the skills are applied appropriately in the clinical setting with appropriate choices made and appropriate outcomes achieved. Skill competency is knowledge and skills to be mastered with a self-study guide to evaluate the athletic training student's strengths and areas for improvement.
1 semester credit

ATH 405 Clinical Education IV

The athletic training student applies a wide variety of specific healthcare skills and knowledge during assigned hours of supervised clinical experience that occurs through the course of the semester in the athletic training room, and with various University or area high school athletic team practices and/or events. The National Athletic Trainers' Association Education Council has identified athletic training educational competencies and clinical proficiencies for the healthcare of athletes and others involved in physical activity. This content area is a collection of knowledge, skills, and values that the entry-level certified athletic trainer must possess for effective performance as an entry-level certified athletic trainer. Skill competency is obtained during the classroom and laboratory instruction. Skill profi-

ciency is demonstrated during laboratory evaluation, and skill mastery is demonstrated when the skills are applied appropriately in the clinical setting with appropriate choices made and appropriate outcomes achieved. Skill competency is knowledge and skills to be mastered with a self-study guide to evaluate the athletic training student's strengths and areas for improvement.

1 semester credit (Pass/Fail)

ATH 441 Practicum in Athletic Training

This course will enhance the athletic training students' knowledge of orthopedic and general medical aspects of athletic training. It involves direct observation, experiential learning, and case study under the direct supervision of the instructor as well as local and regional medical professionals in various settings. The student will be exposed to advanced evaluation and treatment skills in outpatient physical therapy/sports medicine clinics: orthopedic, family practice, and sports enhancement clinics.

Prerequisites: ATH 319, 327, 329, 353, 354; Corequisites: 453 or 454

1 semester credit

ATH 453 Athletic Training Senior Capstone I

An advanced course designed for students enrolled in the athletic training major, the emphasis of this course will be practical assessment and care of athletes in the athletic training environment in preparation for the BOC practical examination. Content to be covered will include, but is not limited to, acute care of injury and illness: assessment and evaluation of injury and illness: professional development: as well as orthopedic assessment. Prerequisites: ATH 319, 327, 329, 353; all need a grade of B or better

3 semester credits

ATH 454 Athletic Training Senior Capstone II

This second capstone course focuses on integration of knowledge and the culmination of concepts and theories regarding the practice of athletic training. Prerequisite: Successful completion of ATH 453 with a grade of "B" or better

3 semester credits

Biomechanics Course Descriptions

BMC 305 Motor Learning

To introduce students to the processes that support and drive human movement learning. An introduction to the application of the research, which helps us understand movement development in its practical application, movement assessment, and movement training techniques. The student will be guided through an understanding of the neuromuscular patterns as they pertain to movement. Prerequisites: BIO 207/L, BIO 208/L; KIN 235

3 semester credits

BMC 310 Functional Anatomy

This course is designed to have the students learn the musculoskeletal system in depth. The students will explore specific, individual structures from all regions of the body. The syndaver laboratory will be used to assist in student learning. Prerequisites: BIO 207/L, BIO 208/L; PED 360

3 semester credits

BMC 320 Applied Motion Analysis

The course will entail a skill or task analysis. The student will be required to complete an in depth motion analysis of the musculoskeletal system. Prerequisites: KIN 235, 360; EXS 302; BMC 310; BIO 207/L, 208/L

2 semester credits

BMC 330 Strength & Conditioning Practicum

The Strength and Conditioning Practicum will focus on developing the knowledge, skills, and abilities in the areas of athletic enhancement. The students will observe 30 hours in observation and skill application within the strength and conditioning field. Pre- or Corequisite: EXS 302

1 semester credit

BMC 410 Assessment & Design

This course will provide students with the foundational understanding of assessment knowledge to be applied in the assessment practicum. Students will understand the biomechanical concepts related to ergonomics with the focus on health, safety, and comfort. Prerequisites: BIO 207/L, BIO 208/L; BMC 310. Corequisite: BMC 470

2 semester credits

BMC 420 Field Experience

The field experience requires a minimum of 40 hours per credit of working with a professional. This experience is to further develop skills, knowledge, and competence that has developed over the course of the program. The intent is to assist the student in preparation for a career. Prerequisites: senior-level status; BMC major

6-12 semester credits

BMC 470 Assessment & Design Practicum

This practicum is designed to build off of the information and knowledge the student learned in the Assessment and Design course. The student will be performing an ergonomic assessment as well as other assessments on general populations to assist in strengthening their skills. Corequisites: BMC 410

1 semester credits

BMC 480 Capstone

The course focuses on the integration of knowledge and the culmination of concepts and theories regarding the practice of kinesiology and biomechanics. The students will prepare their research to present at a scholarly event. There will be an emphasis on understanding the concepts to complete the Certified Strength and Conditioning Specialist exam by the National Strength and Conditioning Association. Prerequisites: KIN 320, 340

3 semester credits

BMC 490 Advanced Biomechanics

This course will provide the advanced study and application of mechanical principals, analytical methods and instrumentation systems to human movement and skill analysis. Prerequisites: KIN 360; PHY 203, 304; BMC 310, 320; grade of "B" or higher in all professional courses (ATH, EXS, KIN, BMC); grade of "C-" or higher in BIO, CHE, and PHY courses; minimum cumulative GPA of 2.5

3 semester credits

Kinesiology Course Descriptions

KIN 121 Introduction to Kinesiology

Introduction to Kinesiology is designed to help educate the freshman level student about the different career paths in Kinesiology. Students will have the opportunity to interact with professionals currently working in the field, research, job/higher education opportunities, identify specific equipment, interact with current students, and discuss the process of acceptance into a variety of pre and post professional programs at the University of Mary.

1 semester credit

KIN 151 Introduction to Athletic Taping Techniques

An introductory course for athletic training and physical education students in elementary taping and wrapping techniques designed to meet specific athletic training educational competencies for the healthcare of the physically active. Content to be covered will include, but is not limited to, risk management, acute injury care, and pathology of injury.

1 semester credit

KIN 235 Motor Development

The study of the motor skill development process as it pertains to the development and improvement of motor skills. The course will focus on the development process and the factors of influence across a lifespan.

2 semester credits

KIN 238 Prevention and Care of Athletic Injuries

The Prevention and Care of Athletic Injuries course will provide an overview of the prevention, treatment and rehabilitation of athletic injuries. General principles to be covered in the course will be: physical conditioning; equipment fitting; recognition, assessment and management of various athletic injuries; rehabilitation of athletic injuries; basic nutrition; blood borne pathogens; skin disorders and other related medical conditions. Prerequisite: PED 157

2 semester credits

KIN 302 Concepts of Strength and Conditioning

This course includes study and application of proper weight lifting techniques for a variety of populations including the apparently healthy, children, elderly, cardiac and pulmonary patients, and athletes. Prerequisite: BIO 207 or PED 207

2 semester credits

KIN 304 Strength and Conditioning Program Design

This course examines the scientific basis for developing strength and conditioning training programs for individual athletes and entire teams at specific times of the year. Focus will be given to learning the process of developing a program for each of the key sports performance components and goals. Prerequisite: KIN 302

2 semester credits

KIN 316 Basic Pharmacology for Human Performance Sciences

An introductory course designed for health science majors, content area is a collection of knowledge, skills and values that entry-level students must possess in pharmacologic applications, precautions, and interactions of medications. Content to be covered would include, but is not limited to pharmacologic applications, drug classifications, aware-

ness of the indications, contraindications, precautions, and interactions of medications and of the governing regulations relevant to the treatment of injuries to and illnesses of athletes and others involved in physical activity. This course will also cover storage, dispensing and tracking information of pharmaceutical products, use of the Physician Desk Reference, and activation of poison control services. Prerequisites: BIO 207, 208. Enrollment limited to students who have been accepted into the departments of Human Performance Sciences and Education.

3 semester credits

KIN 317 Sports Nutrition for Health and Performance

A course designed for athletic training, exercise science, pre-physical therapy, and physical education students. Content to be covered will include, but is not limited to, nutritional aspects of injury and illness, risk management, pharmacological aspects of injury and illness, psychosocial intervention and referral, and weight management and body composition. Other general principles to be covered in this course will be: eating disorders, weight gain and weight loss, hydration, and performance enhancing supplements, all of which are common among physically active individuals. Prerequisites: BIO 207, 208. Enrollment limited to students that have been accepted into the departments of Human Performance Sciences and Education.

3 semester credits

KIN 320 Research I

The students will be able to do a thorough literature search through the University library system. An understanding and application of the different types of research as well as the appropriate statistical analysis will be taught in this course.

2 semester credits

KIN 336 Exercise Physiology

The study and application of the principles of physiology of the human body influenced by exercise or a lack of exercise.

Prerequisites: BIO 207, 208, or 215

4 semester credits (includes lab)

KIN 340 Research II

This advanced research course will delve deeper into the different types of research and statistical analysis used in the health and education professions. The students will apply their research knowledge to develop a research plan. Prerequisites: KIN 320; BMC 305

1 semester credit

KIN 360 Biomechanics and Kinesiological Studies

This course explores the study of anatomical and mechanical aspects of human movement which apply to the development and improvement of efficient human movement.

Prerequisite: BIO 207.

4 semester credits

KIN 420 Research III

The intent of this research course will be to design, implement, and develop a research project. The students will present their scholarly work at a scholarly event. Prerequisites: KIN 320; BMC 305

1 semester credit

KIN 436 Administration

This course covers health and education professions administration. Content to be covered will include, but is not limited to, medical ethics and legal issues, emergency planning, professional development and responsibilities, and organization, administration and management in the health professions.

3 semester credits

■ Master of Science**Program in Kinesiology**

Faculty: Johnson Krug (Chair), J. Olson (Program Coordinator)

The Master of Science (MS) degree program in Kinesiology is offered as an online program; targeting professionals interested in sports and athletic enhancement and kinesiology related fields.

Mission

The University of Mary Master of Science degree program in Kinesiology exists to develop experts in the career path they choose who will be servant leaders for their constituents.

Distinctive Features

- Comprehensive curriculum founded in specialty standards.
- Servant leadership, evidence based practice and internship experiences.
- Small class size.
- Student centered learning environment.
- GRE not required.

Graduate Degree Requirements

To achieve the master's degree, students must complete the program of study with a minimum of 3.0 GPA.

Satisfactory Academic Progress

The student must maintain a GPA of 3.0 during all semesters as a graduate student in the program. If this is not maintained, students are subject to warning or suspension as stated in the Graduate policy for Satisfactory Academic Progress found in the University Bulletin.

Application/Admission Requirements

Students complete the step by step application process online at the University of Mary website, under the Admissions tab:

www.umary.edu/apply

Program Outcomes

- Achieve advanced levels of knowledge and skills in kinesiology and sports enhancement.
- Incorporate research methodology in kinesiology and sports enhancement.
- Develop skills in kinesiology and sports enhancement that benefit communities and society.

Prerequisites for Master of Science**Program in Kinesiology**

- Bachelor's degree in Athletic Training, Exercise Science, Physical Education, or related field
- Undergraduate GPA 3.0 minimum

Kinesiology Program

IPE 501	Interprofessionalism in Healthcare
EDU 531	Ethics in Education and Human Performance
EDU 551	Critique and Design of Research
HPS 501	Foundations and Concepts in Human Performance
HPS 505	Psychology of Human Performance
EDU 565	Statistics
EDU 567	Diversity in Cultural and Human Relations
KIN 600	Internship
KIN 635	Motor Learning
KIN 660	Biomechanics
KIN 670	Kinesiology
KIN 675	Applied Research

Elective Option 1 (choose one)

EDU 560	Sports Compliance
HPS 617	Human Performance Nutrition

Elective Option 2 (choose one)

EDU 543	Coaching Today's Athlete or
HPS 603	Strength and Conditioning

Capstone Options (choose one group)*1. Project*

KIN 700	Capstone Internship/Project
KIN 702	Capstone Project

2. Thesis

HPS 703 Thesis

HPS 704 Thesis

Master of Science Program in Kinesiology Course Descriptions

Required EDU prefix course descriptions are listed under the Education Department listings.

HPS 501 Foundations and Concepts of Human Performance

This course will initiate the comprehensive analysis of human performance and how it is justified in students' specific areas of expertise. Focus will be on integrating and combining ideas about human performance for application in future classes. Emphasis will be upon the study of improving productivity in organizations by designing and developing effective interventions that are results-oriented, comprehensive, systematic, and ethical.

3 semester credits

HPS 505 Psychology in Sport, Health & Disease

This course will focus on human performance including psychology in training and competition for sport and behavior theory, strategies that encourage adoption of healthy behaviors and how to identify and address common mental health conditions that exist in clinical populations. Prerequisite: Acceptance into one of the following programs of study: Clinical Exercise Physiology, Kinesiology or Physical Education and Athletic Administration (Liffrig Family School of Education and Behavioral Sciences).

3 semester credits

HPS 603 Strength and Conditioning

This course is a comprehensive study of strength development. The students will develop programs for a variety of populations with different health issues. Students will compare and contrast strength and conditioning styles and techniques to ensure peak performance.

3 semester credits

HPS 617 Nutrition in Sport, Health, and Disease

This course will focus on human performance including psychology in training and competition for sport and behavior theory, strategies that encourage adoption of healthy behaviors and how to identify and address common mental health conditions that exist in clinical populations. Prerequisite: Acceptance into one of the following programs of study: Clinical Exercise Physiology, Kinesiology or Physical Education and Athletic Administration (Liffrig Family School of Education and Behavioral Sciences).

3 semester credits

HPS 703 and 704 Thesis

The capstone option for the Master's in Human Performance from the University of Mary requires an oral defense of a completed thesis. The oral defense provides the opportunity for each graduate student to defend his or her research study findings and to receive constructive feedback. Students are expected to present the conclusions of the findings and recommendations on how these findings may

impact their field.

6 semester credits

KIN 600 Internship

The course will require a minimum of 30 hours of field experience. The focus of the internship experience is to further develop knowledge, skill and abilities, and prepare for professional practice in a designated area of interest.

1 semester credit

KIN 635 Motor Learning

This course is research based with practical application which will give the student a solid foundation in motor skills. The students will examine the function of the separate systems and cumulative systems that aid in the development and refinement of human motion.

3 semester credits

KIN 660 Biomechanics

The course is an advanced study of biomechanical concepts and their application to human movement and skill. The students will create hypotheses regarding the causes of particular motions and what result occurs.

3 semester credits

KIN 670 Kinesiology

Students will study human anatomy in order to categorize origins, insertions, and actions according to function. Students will analyze movements and skills in light of different kinesiological theories and will synthesize skill applications based upon that analysis.

3 semester credits

KIN 675 Applied Research

The intent of this research course is to develop a research focus, analyze literature, and design, construct, and create a research project. This course addresses the methodology in conducting research in evidence-based practice. This course will advance the development of the research proposal and Institutional Review Board documents. Prerequisites: EDU 551; HPS 501

2 semester credits

KIN 700 Capstone Internship

The course will require a minimum of 90 hours of field experience. The focus of the internship experience is to further develop knowledge, skill and abilities, and prepare for professional practice in a designated area of interest.

3 semester credits

KIN 702 Capstone Project

The capstone option for the Master's Degree in Human Performance from the University of Mary requires the completion of a directed study. The purpose of the directed study is to provide each graduate student with the opportunity to interact with graduate faculty and other graduate students to better understand the procedures employed in conducting, critiquing, and applying research in his/her chosen field.

3 semester credits

KIN 899 Continuing Enrollment

This course involves the on-going research mentoring of students that have not met all thesis/research project requirements by the end of their last approved term in the MS KIN

program. The student's research mentor will continue from the last research achievement made by the student and progress the student until completion of all research requirements. Students may need to re-register for the duration of more than one semester to complete all requirements.

1 semester credit

Department of Exercise Physiology

Faculty: Dressler (Exercise Clinic Coordinator); Kobes (Fieldwork Coordinator); Nustad (EXS Program Director/Department Chair), Saghiv (MS-CEP Director/ Research Coordinator)

The Exercise Science Program at the University of Mary is a four-year Bachelor of Science degree. The curriculum was endorsed by the American College of Sports Medicine from 2003-2010, and has currently achieved accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP; 25400 US Highway 19 N, Suite 158, Clearwater, FL 33763. Telephone: 727-210-2350).

Graduation from an accredited program is a demonstration of high quality knowledge, skills, and abilities. The Exercise Science Program at the University of Mary has also earned membership in the National Strength and Conditioning Association – Education Recognition Program. This, too, is a distinction recognizing quality of the academic program.

The curriculum emphasizes a strong foundation in the sciences and promotes community involvement. The educational philosophy of the Exercise Science Program supports learning through experiences, interactions, and application of knowledge and skills. The Exercise Science Program also focuses on clinical competencies and aims to prepare graduates for higher education opportunities, entry level clinical roles in cardiac rehabilitation, pulmonary rehabilitation, adult fitness, and for personal training and leadership roles in the fitness industry. The Department of Exercise Physiology extends the Benedictine values of living a healthy and holistic lifestyle.

Mission

The Department of Exercise Physiology exists to provide the people of this region with leaders in the areas of fitness and exercise testing, exercise prescription, exercise program development, and fitness instruction, meeting the fitness and exercise needs for people who are apparently healthy, at higher risk, or have known disease. The mission of the Department of Exercise Physiology is driven

by the Rule of St. Benedict and aims to provide the region with services that promote the exercise component of a healthy, holistic lifestyle.

Outcome and Goals

Based on the missions of the University of Mary, the School of Health Sciences, and the Department of Exercise Physiology, graduates of the degree program in exercise science will have the knowledge, skills, and abilities to:

1. Assess and provide for the fitness and exercise needs of people who are apparently healthy, at higher risk, or with known disease
2. Perform as entry-level technicians in clinical cardiac rehabilitation and pulmonary rehabilitation programs
3. Serve in leadership roles in the health fitness industry as personal trainers, coordinators and directors of fitness programs
4. Promote the component of exercise and fitness for a healthy lifestyle in a safe, legal, and ethical manner
5. Interpret, analyze, be resourceful, and think critically in a world of constant change and discovery
6. Demonstrate a commitment to professionalism including lifelong learning, community service, and the Benedictine values.
 - a. Pursue higher education degrees in related areas including exercise physiology, physical therapy, occupational therapy, physician assistant, and other health occupation programs.
 - b. Be eligible for application for the American College of Sports Medicine (ACSM) Certified Exercise Physiologist (EP-C) Certification

■ Exercise Science Program

Admission Requirements

Entrance into the University of Mary Exercise Science Program is selective. Students may declare a major in exercise science during their freshman year. However, acceptance to the professional Exercise Science Program requires an application process which typically occurs in the spring of the sophomore year. Students will be accepted during the spring semester to begin course work in the fall

semester of the same calendar year.

Minimum criteria for selection include completion of Prerequisite course work with a cumulative 2.5 grade point average and a 2.75 grade point average in the prerequisite courses.

Students are encouraged to consider the Exercise Science Program as preparation for furthering their education in a master's degree program in exercise physiology, doctor in physical therapy, doctor in occupational therapy, or other allied health/health disciplines.

Major in Exercise Science:

BIO 103, 207, 208; CHE 109 and 110, or 111 and 112; MAT 103, 180 or 204; PSY 201, 207, 406; PHY 203, 304; PED 157; EXS 305, 400, 401, 402, 406, 420, 445, 452, 455, 465, 466, 467; KIN 238, 302, 316, 317, 336, 360; HPS 206; NUR 319 or EXS 418; IPE 401; HUM 499.

Exercise Science Course Descriptions

EXS 300 Research Fieldwork Experience (elective)

This introductory course provides an opportunity to interact with leading investigators actively engaging in scholarly research activity within the School of Health Sciences or within the local or regional community. Students may be involved in data collection, data input, scheduling subjects for testing, data analysis and other forms of assistance. Prerequisite: Course facilitator approval. May be taken up to four times, i.e. 300.1, 300.2, 300.3, 300.4
1 semester credit

EXS 305 Leadership in the Fitness Industry

This course aims to prepare students to become leaders in a community or corporate fitness setting. Students will learn current group fitness methods and trends, appropriate delivery of group fitness for diverse populations, strategies for changing health behaviors within a community, and best business practices in leadership, management, marketing and risk management as it relates to the fitness industry.
3 semester credits

EXS 310 Foundations of Health Promotion and Wellness (Wellness Minor; Not required for EXS Major) Foundations of Health Promotion and Wellness will define health promotion and wellness (HPW) and explore current issues of HPW in the context of a social-ecological model, advocacy, intervention programs, economic impact, and measurement of wellness. Stress management and resilience will also be addressed.
3 semester credits

EXS 400 Strength and Conditioning/ Community Fitness Practicum

The strength and Conditioning/Community Fitness Practicum will focus on developing the knowledge, skills and abilities in the areas of athletic enhancement and community fitness. The students will complete 30 hours in observation experiences within the two designated fields of practice.
1 semester credit

EXS 401 Clinical Practicum

The Clinical Practicum will focus on developing the knowledge, skills and abilities in the areas of cardiac and pulmonary rehab. The students will complete 30 hours in observation experiences within the two designated fields of practice.
1 semester credit

EXS 402 Senior Practicum

The Senior Practicum will focus on developing the knowledge, skills and abilities in the areas of cardiac and pulmonary rehab, fitness assessment, exercise prescription, group exercise instruction and exercise programming for special populations. The students will complete 30 hours of observation and application experiences within the designated fields of practice.
1 semester credit

EXS 406 Introduction to Electrocardiography

This course focuses on foundational information of electrocardiography and ECG rhythm interpretation skills. Prerequisites: BIO 207, 208
2 semester credits

EXS 418 Pathophysiology & Exercise

This course will address the pathological conditions encountered in clinical practice across the life span. Emphasis is placed upon the reason and mechanisms that cause each pathology, as well as regulatory and compensatory mechanisms as they relate to commonly occurring diseases. In addition, the course will include diagnostic tools, treatments and the effect of the pathology on the ability to exercise and the effects of exercise on the symptoms acutely and chronically.
3 semester credits

EXS 420 Exercise Prescription

This course involves study, discussion, and hands-on service learning in developing appropriate exercise programs for a variety of populations including the apparently healthy as well as those at risk, with known disease, and other special population groups. Major components of the course include health risk assessment, exercise testing and prescription, and program development. Prerequisites: KIN 336
4 semester credits

EXS 445 Exercise Science Internship

The Exercise Science Internship requires a minimum of 240 hours (40 hours per credit) of field experience. The focus of the internship experience is to further develop clinical competencies, knowledge, skill and abilities, and prepare for professional practice in a designated area of interest falling in one of the following categories: cardiac rehabilitation, pulmonary rehabilitation, athletic development programs, or community fitness programming. The clinical hours involved in the internship experience may be applied toward required hours of practical experience for application for the American College of Sports Medicine Health Fitness Instructor Certification or Exercise Specialist Certification. Prerequisite: EXS 443
6–12 semester credits

EXS 452 Cardiopulmonary Rehabilitation

The student will study, discuss, and experience hands-on application of current practices in cardiac and pulmonary rehabilitation. Clinical laboratory includes observation at a

clinical cardiac and pulmonary rehabilitation sites.

Prerequisites: EXS 406; KIN 336

4 semester credits (includes lab)

EXS 455 Advanced Exercise Physiology

This advanced course involves detailed study of the metabolism of carbohydrates, fats, and proteins. Special attention is given to variations and alterations in the pathways as a result of certain disease processes and the effects of exercise.

Prerequisite: KIN 336

2 semester credits

EXS 465 Senior Seminar I

Senior Seminar I is the first capstone course in the Program in Exercise Science, melding together the foundational studies, knowledge, skills, and abilities. The primary focus consists of planning for the capstone research project, including completion of forms required by the University of Mary Institutional Review Board. Students will also begin work on a professional portfolio and resume. Senior Seminar I is completed in the spring of the junior year. Prerequisite: Must have a declared major in Exercise Science and be in the junior year of studies.

1 semester credit

EXS 466 Senior Seminar II

Senior Seminar II is the second capstone course in the program in Exercise Science, bridging the foundational curricular experience with professional preparedness and/or higher education directives. Senior Seminar II involves completion of a capstone research project as well as directed preparation for the ACSM-EP-C Certification Exam. Students will continue to build on the development of a resume and professional portfolio. Senior Seminar II is completed in the fall of the senior year. Prerequisite: Must be accepted into the professional Exercise Science Program and completing studies for the senior year of the Exercise Science curriculum.

1 semester credit

EXS 467 Senior Seminar III

Senior Seminar III is the final capstone course of Exercise Science, melding together foundational studies, knowledge, skills, and abilities. Key assignments include a capstone review of literature paper, and mock exam in preparation for the ACSM-EP-C certification. Students will also contribute to a market analysis class project and will present their completed research from Senior Seminar II in a public forum. Senior Seminar III is completed in the spring of the senior year. Prerequisite: Must be accepted into the professional Exercise Science Program and completing studies for the senior year of the Exercise Science curriculum.

2 semester credits

HUM 499 Senior Competency Testing

Senior competency testing is required of all University of Mary graduating seniors. University of Mary competencies levels of achievement are assessed. Scores are made available students as well as used for overall university assessment of competency achievement.

0 semester credits

Wellness Minor

The Wellness Minor exists to 1) broaden the knowledge, skills, and abilities of those interested in the healthcare and allied healthcare industries and 2) to engage students in the process of becoming stewards of their personal health and wellness stewards of global population health and wellness.

Wellness, defined as a multi-dimensional sense of being, includes the physical, psychological, social, spiritual, emotional, financial and intellectual domains. A minor in wellness provides a concentration of study that prepares individuals to develop or to serve on work site wellness teams. Students with an additional bachelor's degree in athletic training or exercise science may also find employment as a wellness program coordinator or wellness director. The wellness minor seeks to prepare students to be stewards of their personal well-being and provides a concentration of study for those preparing for graduate studies in physical therapy or occupational therapy.

Required Courses:

EXS 310, KIN 336, PSY 207, KIN 317 or SCI 224, THE 320 or 302 or 363.

Elective Courses:

Students need 8 credits of additional electives chosen from the following courses: BUS 215, 362, 371, 381; KIN 238, 302; PSY 307, 308, 406; PED 159, 267, 326; THE 326; THE 215 or 315.

■ Master of Science Program in Clinical Exercise Physiology

Faculty: Nustad (Department Chair), Saghiv (Program Director and Research Coordinator), Dressler (Exercise Clinic Coordinator); Kobes (Fieldwork Coordinator)

The Master of Science (MS) degree program in Clinical Exercise Physiology (CEP) prepares competent and collaborative practitioners for the professions in clinical exercise physiology. The MS degree Program in Clinical Exercise Physiology is delivered via a blended model (face-to-face classroom and distance online), designed such that students can work and/or live in another community while completing the degree. The program has a clinical emphasis in exercise prescription for clinical populations (i.e. cardiovascular, pulmonary, metabolic, orthopedic, musculoskeletal, neuromuscular, neoplastic, immunologic, and

hematologic etc.) and focuses on advanced study of exercise physiology. Career opportunities are available in areas of cardiac and pulmonary rehabilitation, clinical exercise prescription, leadership in community and corporate fitness environments, strength and conditioning, and higher education.

The Clinical Exercise Physiology Program has achieved accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP; 25400 US Highway 19 N, Suite 158, Clearwater, FL 33763. Telephone: 727-210-2350).

Mission

The University of Mary MS degree program in Clinical Exercise Physiology exists to develop leaders in clinical exercise physiology and to serve the exercise health and fitness needs of people who are apparently healthy, at risk, or with known clinical diseases or conditions.

Vision

The University of Mary Master of Science degree program in Clinical Exercise Physiology envisions being a premier university program in development of clinical exercise physiology experts including values and evidence based practitioners and researchers in this region and beyond.

Distinctive Features

The University of Mary offers graduate students the opportunity to earn a MS in Clinical Exercise Physiology at an affordable, private, Catholic university.

- Flexible program designed for working professionals that blends online and face-to-face courses (blended delivery model).
- Face-to-face "lab week", one week (Mon-Sat) per semester to gain hands-on clinical experience, skills acquisition and mastery via practice, repetition and application with real program participants in the Exercise Clinic.
- Comprehensive curriculum grounded founded in specialty standards and Christian, Catholic, Benedictine values.
- Servant leadership, evidence based practice and internship experiences.
- Research experiences that create opportunities to advance knowledge and problem solving, while positioning graduates for further study at the doctorate level.
- Prepares students to sit for the ACSM-RCEP exam.
- Blended delivery model.
- Student centered learning environment.
- GRE not required.

Graduate Degree Requirements

To achieve the master's degree, students must complete the clinical exercise physiology program of study with a minimum of 3.0 GPA.

Satisfactory Academic Progress

The student must maintain a GPA of 3.0 during all of the semesters.

Application/Admission Requirement

Students complete the step by step application process online at the University of Mary website, under Academics, Master of Science Program in Clinical Exercise Physiology.

Clinical Exercise Physiology Program Outcomes

Graduates of the Master of Science degree Program in Clinical Exercise Physiology will be able to serve competently in a variety of professional roles (career opportunities mentioned above). Specifically, graduates will:

- Assess and provide for the fitness and exercise needs of people who are apparently healthy, at higher risk, and with known cardiovascular, pulmonary, renal, metabolic, orthopedic / musculoskeletal, neuromuscular, neoplastic, immunologic, and hematologic disorders.
- Perform as competent technicians in clinical cardiac and pulmonary rehabilitation programs.
- Serve in leadership roles in the health and fitness industry as coordinators and directors of fitness and rehabilitation programs.
- Promote the components of exercise, fitness, health, well-being, healthy lifestyle and rehabilitation in a safe, legal, and ethical manner.
- Interpret, analyze, be resourceful, and think critically in a clinical world of constant change and discovery.
- Demonstrate a commitment to professionalism including lifelong learning, community service, and the Benedictine Values.

Prerequisites for MS Degree Program in Clinical Exercise Physiology

Prerequisites for Acceptance into the MS-Clinical Exercise Physiology (MSCEP) Program:

- Bachelor's degree in Exercise Science or Bachelor's degree in related field with the following Prerequisite courses: Anatomy & Physiology I & II (with labs), College Chemistry Series (with labs), Exercise Physiology, Lifespan/Developmental Psychology, Abnormal Psychology, College Math (algebra or higher), Pharmacology (if student hasn't already taken a basic pharmacology, he/she must complete by the end of the first term of CEP program).
- Undergraduate GPA 3.0 minimum;
- Completion of the online application process located on the program webpage.

Required Courses (course descriptions provided below): EDU 551, 565; CEP 506, 518, 520, 599, 618, 621, 630, 636, 637, 650, 699, 700, 701, 702, 703, 704; HPS 505 or 617; IPE 501; HUM 799.

Course Requirements

IPE 501	Interprofessionalism in Healthcare
EDU 551	Critique & Design of Research
EDU 565	Statistics
CEP 506	ECG for Clinical Exercise Physiology
CEP 518	Pathophysiology
CEP 520	Exercise Testing & Prescription
CEP 599	Professional Distinction & Research I
CEP 618	Exercise Pharmacology
CEP 621	Exercise Prescription & Chronic Conditions
CEP 630	Health Behavior & Education
CEP 636	Clinical Exercise Physiology I & Lab
CEP 637	Clinical Exercise Physiology II & Lab
CEP 650	Biogenetics
CEP 699	Professional Distinction & Research II
CEP 700	Internship I: Clinical

CEP 701	Internship II: Clinical
CEP 702	Professional Distinction & Research III
CEP 703	Professional Distinction & Research IV
CEP 704	Professional Distinction & Research V
CEP 730	Establishing & Managing a Clinic

Elective Option (choose one)

HPS 505	Psychology in Sport, Health & Disease
HPS 617	Nutrition in Sport, Health, & Disease

Course Descriptions

Required EDU prefix course descriptions are listed under the Education Department listings.

CEP 518 Pathophysiology

This course will address the pathological conditions encountered in clinical practice across the life span. Emphasis is placed on regulatory and compensatory mechanisms as they relate to commonly occurring diseases, implications upon exercise related physiological responses and exercise prescriptions.
3 semester credits

CEP 506 ECG for Clinical Exercise Physiology

This course involves development of electrocardiography (ECG/EKG) descriptive analysis skills and ECG interpretation in the context of clinical exercise physiology professional practice. Students will develop decision making skills based upon clinical scenarios, ECG descriptive analysis, and interpretation.
2 semester credits.

CEP 520 Exercise Testing and Prescription

This course involves the study and application of evidence based safe and effective exercise programming (prescription) for people who are apparently healthy, at risk, and with known disease. Health risk and fitness assessment knowledge and skills, clinical case assessment, and pharmaceutical knowledge are incorporated as essential information to prescribe exercise for people of different ages and special populations such as children, elderly, pregnancy, intellectual disability, and obesity.
2 semester credits

CEP 599 Professional Distinction & Research I

This course marks the beginning of research planning and preparation, as well as the beginning of the students' path towards professional distinction. These include the identification of a research study topic with identification of the specific research question(s). Students will complete training for conduction of safe research on human subjects, identify resources and primary variables of interest, and conduct a review of the literature for their research topic. Students will start preparing their IRB proposal.

In addition, students will start developing their professional portfolio, creation/improvement of the students' curriculum vitae, and become members of a professional organization. Students will learn and improve leadership skills and understanding, while advancing their clinical skills to a level of distinction.

1 semester credit

CEP 618 Exercise Pharmacology

This course involves the application of pharmacological agents to exercise physiology clinical cases. In conjunction with pathophysiologic concepts, students will apply their knowledge of pharmacokinetic and pharmacodynamic principles to clinical situations of individuals of diverse backgrounds within a variety of settings. Prerequisite: a foundational Pharmacology course (program pre-req; needs to be completed before end of first term)

2 semester credits

CEP 621 Exercise Prescription & Chronic Conditions

This course involves continued study and application of evidence based safe and effective exercise programming (prescription) for people with chronic disease and special conditions. Clinical case assessment, problem based learning, and evidence in the research literature are emphasized with exercise prescription for people who have conditions and diseases such as cardiac, pulmonary, diabetes, cancer, osteoporosis, arthritis, HIV, stroke, spinal cord injury, non-specific low back pain, and cerebral palsy. This course includes building on assessment skills and clinic experience. Prerequisite: CEP 520.

2 semester credits

CEP 630 Health Behavior & Education

This course involves in-depth study of theories of behavior change for clinical populations and the need for health education for such populations. This course aims to develop professional skills in motivational interviewing and physical activity counseling, and prepares students to apply evidence based intervention strategies considering the influence of chronic disease and conditions on health behaviors.

2 semester credits

CEP 636 Clinical Exercise Physiology I

Students will engage in detailed study and application of principles of human physiology with special focus given to variations and alterations in metabolic pathways as a result of sedentary behavior and the effects of exercise. This course includes laboratory skills development and skills testing.

2 semester credits

CEP 637 Clinical Exercise Physiology II

Students will engage in detailed study and application of principles of human exercise physiology and clinical exercise physiology with special focus given to conduction of clinical exercise physiology work and tests. This course includes a blended delivery with online and face-to-face interactions including laboratory skills development, practice time, and skills testing. Prerequisite: CEP 636

2 semester credits

CEP 650 Biogenetics

This course will address the genetic basis of the human body, existence, and function. It will provide a foundation of

knowledge in genetics and microbiology, which will allow students to further their comprehension concerning the genetic components of life and disease.

2 semester credits

CEP 699 Professional Distinction & Research II

This course continues the students' achievements in CEP 599, advancing to an IRB proposal after establishing the design and methodology of their research study. These include the repeated cycles of revisions to the IRB proposal until approved by the IRB committee. If immediately approved, student may begin data collection. In addition, students will continue developing their professional portfolio, curriculum vitae, professional organization membership. Students will continue to improve leadership skills and understanding, while advancing their clinical skills to a level of distinction. Prerequisite: CEP 599.

1 semester credit

CEP 700 Internship I: Clinical

The internship experience will consist of a pre-arranged hands-on experience in the student's chosen clinical area(s) of exercise physiology, including, but not limited to, cardiac rehabilitation, pulmonary rehabilitation, bariatric, cancer, diabetes, and/or arthritis. The Internship site must be approved by the program fieldwork coordinator.

3 semester credits

CEP 701 Internship II: Clinical

The internship II experience will consist of a pre-arranged hands-on experience in the student's chosen clinical area(s) of exercise physiology, including, but not limited to, cardiac rehabilitation, Pulmonary rehabilitation, bariatric, cancer, diabetes, and/or arthritis. The Internship II site must be approved by the program fieldwork coordinator. It may be a continuation at the Internship I site or a different site.

3 semester credits

CEP 702 Professional Distinction & Research III

This course continues the students' achievements in CEP 599 and 699 advancing to subject enrollment and data collection (if not yet started). These may also include the beginning of chapter writing regarding research. In addition, students will continue developing their professional portfolio, curriculum vitae, professional organization membership. Students will continue to improve leadership skills and understanding, while advancing their clinical skills to a level of distinction.

1 semester credit

CEP 703 Professional Distinction & Research IV

This course is a continuance of courses CEP 599, CEP 699 and 702. In addition to data collection, students will continue to write their research chapters, via cycles of revisions and corrections until every chapter is finalized.

In addition, students will continue developing their professional portfolio, curriculum vitae, professional organization membership. Students will continue to improve leadership skills and understanding, while advancing their clinical skills to a level of distinction.

2 semester credits

CEP 704 Professional Distinction & Research V

This course is the final capstone course in the Clinical Exercise Physiology program. Students will complete the writing

of their thesis paper, prepare manuscript(s) to submit for publication, and present their research as a public forum. A research paper will be prepared and submitted according to the guidelines in the Thesis Handbook. Prerequisite CEP 703 2 semester credits

CEP 730 Establishing & Managing a Clinic

This course aims to prepare students to establish and manage a cardiorespiratory and cardiovascular clinic, and to teach the day to day functions of the manager and clinical exercise physiologist, including community relations, personal relations, and professional relations.

1 semester credit

CEP 899 Continuous Enrollment

This course involves the ongoing research mentoring of students that have not met all thesis/research project requirements by the end of their last approved term in the MSCEP program. The student's research mentor will continue from the last research achievement made by the student and progress the student's status until completion of all research requirements. Students may need to re-register for the duration of more than one semester to complete all requirements. Prerequisites: CEP 599, CEP 699, CEP 702, CEP 703, CEP 704 1 semester credit

HPS 505 Psychology in Sport, Health & Disease

This course will focus on human performance including psychology in training and competition for sport and behavior theory, strategies that encourage adoption of healthy behaviors and how to identify and address common mental health conditions that exist in clinical populations. Prerequisite: Acceptance into one of the following programs of study: Clinical Exercise Physiology, Kinesiology or Physical Education and Athletic Administration (Liffrig Family School of Education and Behavioral Sciences). Elective course for CEP. 3 semester credits

HPS 617 Nutrition in Sports, Health, and Disease

The course examines the role of nutrition in sport performance, health, and disease. Students will compare and contrast nutritional aspects of injury and illness, risk management, psychosocial intervention and referral, weight management, and body composition. Students will examine nutritional needs of clinical populations as well as eating disorders, weight gain and weight loss, hydration, and performance enhancing supplements. Elective course for CEP. 3 semester credits

■ Master of Science Program in Bioethics

Faculty: Rohr

Program Overview

The interdisciplinary Master of Science in Bioethics Degree offered in partnership with the National Catholic Bioethics Center (NCBC) has a total of 33 credits and can be completed in two years. In the first year, the student enrolls in the NCBC Certification Program in Health Care Ethics.

Upon successful completion, the student may transcript up to 12 graduate credits through the University of Mary. The second year, completed within three semesters, begins directly after completion of the NCBC Certification in May and will include bioethics courses in faith and reason, law, health care, biomedical industries, medicine, and health policy. The degree program includes a practicum and capstone project.

Bioethics is a new field of study developed in the last third of the twentieth century in response to technological advances made in the areas of science, medicine and health care. It is the field of inquiry that addresses the ethical problems posed by advances made in several specific disciplines such as the life sciences, psychology, biomedical engineering and genetics. Advances such as organ transplants, stem cells, genetic engineering, and life-support machines increase our ability to influence the length and quality of life. Bioethics is broadly interdisciplinary and encourages collaboration of various stakeholders in the discourse that helps people make morally sound decisions, made within our Christian, Catholic, and Benedictine tradition, about responsible use of biomedical advances.

Career Outlook

The Master of Science in Bioethics Degree provides advanced training in bioethics for students and professionals who will encounter bioethical issues in the course of their primary careers. Health care workers, attorneys, those in life sciences, church leaders, chaplains, ethics committee members (policy analysis & development), educators, researchers, compliance officers (risk managers or institutional review board positions), grant writers, and public policy makers are likely to enroll in this program.

Programs of Study

Undergraduate students have the opportunity to complete the Bachelors to Master's degree in five years by enrolling in the NCBC Certification Program in Health Care Ethics during their senior year.

Program Mission

To prepare our students to provide leadership in the making of morally good and sound bioethical decisions through the integration of faith, reason, and science.

Program Vision

Informed by the Christian, Catholic and Benedictine tradition, the program in Bioethics prepares graduates to meet bioethical healthcare challenges

with confidence, courage and clarity. Housed in the School of Health Sciences, the program seeks to advance the bioethical discourse in all areas of healthcare: education, clinical practice, and research. Our graduates are recognized leaders who serve the common good and every individual with mindfulness and compassion.

Program Outcomes

After completing the required curriculum in the bioethics program, graduates will be able to:

1. Integrate the philosophical and scientific underpinnings of faith and reason in ethical decision making
2. Integrate the philosophical underpinnings of faith and reason into a framework for ethical decision making
3. Apply the ethical decision making framework to a complex ethical situation in the areas of clinical practice, education and research including but not limited to the following topics:
 - a. informed consent in research and treatment
 - b. confidentiality and the health care provider-patient relationship
 - c. cultural and religious diversity among patients and practitioners
 - d. suffering, death and dying
 - e. experimentation and new technologies in health care and science
 - f. reproductive technologies
 - g. access to and allocation of medical resources
 - h. fraud and abuse
 - i. intellectual property
 - j. regulatory affairs
4. Develop a scholarly thesis or paper utilizing the faith and reason framework to critically analyze a complex ethical dilemma in health care.

Admission Requirements

Applications can be found at the University of Mary website www.umary.edu and are accepted online up to one year prior to the program start date.

In addition to meeting the University of Mary's admission requirements and being accepted, the

following criteria must be met for enrollment into the M.S. in Bioethics program:

1. Successful completion of the National Catholic Certification Program in Health Care Ethics evidenced by a certificate of completion from NCBC that must be received prior to the end of the student's first semester at the University of Mary
2. Must have a bachelor's degree or have completed at least 90 credits toward a bachelor's degree and have graduated with the bachelor's degree by the end of the Health Care Ethics Certification Program
3. Cumulative GPA of 3.0 in the National Catholic Certification Program in Health Care Ethics
4. Letter grade no lower than a "C" on any individual National Catholic Certification Program in Health Care Ethics course

Master of Science in Bioethics Curriculum

■ Year One

Semester One

HCB 510	The Ethical and Religious Directives for Catholic Health Services	2
HCB 520	Key Principles of Medical Ethics	2

Semester Two

HCB 530	Catholic Bioethics, the Dignity of the Person, and the Gift of Human Life	5
HCB 540	Case Studies and Applied Topics	3

■ Year Two

Semester One

HCB 620	Bioethics: Faith and Reason	3
HCB 630	Law and Bioethics	3

Semester Two

HCB 650	Health Care and Biomedical Industry Ethics	3
HCB 660	Medicine and Bioethics	3
HCB 670	Bioethics Seminar II	1

Semester Three

HCB 720	Health Policy and Bioethics	3
HCB 790	Bioethics Practicum and Capstone Project	4

Bioethics Course Descriptions

HCB 510 The Ethical and Religious Directives for Catholic Health Services

This course will study the content of the Ethical and Religious Directives for Catholic Health Care Services, to help acquire an overview of critical topics in Catholic medical ethics. The formulations of the Ethical and Religious Directives for Catholic Health Care Services will serve as a reference point for the content covered in subsequent courses and sections of the Catholic Certification Program in Health Care Ethics.

2 semester credits

HCB 520 Key Principles of Medical Ethics

This course will familiarize students with several of the most fundamental principles utilized in medical ethics and bioethical thinking.

2 semester credits

HCB 530 Catholic Bioethics, the Dignity of the Person, and the Gift of Human Life

This course will examine the major areas of modern bioethics and the key ethical concerns raised by these issues, studying a natural law and reasoned approach to discerning critical lines of ethical obligation. Students will examine areas where ethical ambiguity may still exist from the vantage point of Catholic teaching, such as embryo adoption, or Gamete Intrafallopian Transfer, and be able to articulate a reasoned position and coherent approach to dealing with such questions in the practical sphere.

5 semester credits

HCB 540 Case Studies and Applied Topics

This course will review and critically analyze case studies and applied topics in bioethics

3 semester credits

HCB 620 Bioethics: Faith and Reason

This course covers the philosophical and theological underpinnings of bioethics and applies these principles to the topics of moral courage and moral relativism. Other theories such as situational ethics, consequentialism, and Kantian Fundamentalism will be addressed with regard to how they relate to Natural Law.

3 semester credits

HCB 630 Law and Bioethics

This course examines the philosophical, theological, historical and present day concepts of bioethics and their relationship to law within present-day reality. Students will discuss relevant legal issues from a federal and state viewpoint and relate them to the ways that courts, legislators, policy makers, and scholars approach bioethical issues.

3 semester credits

HCB 650 Health Care and Biomedical Industry Ethics

This course explores the ethical dilemmas within the health care and biomedical industries. The principles of organizational ethics, professional ethics, and theories of justice as they relate to ethical decision making in the realm of health care and biomedical industries will be addressed. This course will further prepare students to address ethical

issues in their place of employment as they deal with ethics compliance and risk management.

3 semester credits

HCB 660 Medicine and Bioethics

This course explores the philosophical, theological, and human physiological concepts of bioethics as they relate to clinical decision-making in medicine. Students will distinguish how microcosmic and macrocosmic ethical issues affect every-day practice in the realm of medicine.

3 semester credits

HCB 670 Bioethics Seminar II

This seminar course is designed to give students the opportunity to hear from experts in the fields of health care business and medicine in bioethics, to discuss current issues in these areas, and draw connections between business, medicine and bioethics.

1 semester credit

HCB 720 Health Policy and Bioethics

This course is an exploration of health policy and its development, emphasizing social justice and human rights, thus providing the moral and ethical basis of existing and potential policies. Concepts of distributive justice, competing goals, political, and ethical foundations will be analyzed in how they contribute and compete with each other in policy development.

3 semester credits

HCB 790: Bioethics Practicum and Capstone Project

This course allows students the opportunity to participate in a practical experience in ethical clinical decision making and to develop and disseminate an original scholarly paper utilizing compassion and moral courage. The practicum is an integration and synthesis of content from all previous foundational course work – Ethical and Religious Directives for Catholic Health Care Services, ethics, law, business, biomedicine, health care, and health policy; applying scholarly methods of bioethical inquiry and composition in a theme related to their practicum experience. In this course, students will disseminate an original work that integrates skills of critical reasoning and analysis.

4 semester credits

■ Division of Nursing

Faculty: Bruun, Buechler, Dunnigan, Fetting, Gebhardt, Hair, Huss, Hutzenbiler, Johnson, Leer, Reemts, Roth, Vollrath, Weigel, Weigum.

Nursing Division Chair: Dr. Glenda Reemts

Mission

The Nursing Division prepares nurses to provide safe, quality, patient-centered healthcare to the people in the region and beyond without regard to race, religion, cultural background, or gender. By fostering a Christian, Catholic, and Benedictine learning environment, the Division supports the University mission to prepare leaders in the service of truth and to be competent in

spirituality and ethics, communication, critical thinking, and global stewardship. Academic preparation and nursing practice opportunities in a variety of health-care settings along the continuum of care will prepare students to achieve competence in the areas of professionalism, environmental contexts, valuing, and scholarship.

Vision

The undergraduate nursing faculty maintains that the baccalaureate degree (BSN) is the essential entry level of education for professional nursing practice. The BSN degree prepares professional nurses in the generalist role. Concurrent with professional nursing standards and the mission, vision, and philosophy of the University of Mary, faculty believe that nursing practice is built on knowledge, theory, and research.

Faculty believe graduate nursing education builds upon the knowledge and skills defined by the Baccalaureate Essentials document and prepares one for nursing practice at an advanced level. The faculty's goal is that nurses of graduate programs acquire depth and breadth of advanced nursing knowledge for expert practice.

Graduates of the Nursing Division will be successful leaders, effective collaborators, and sophisticated consumers of research. These graduates will be socially accountable, culturally sensitive, and responsive to the changing healthcare environment.

The Division of Nursing offers a Bachelor of Science or Bachelor of Arts degree in nursing. The curriculum prepares the graduate to: (1) practice professional nursing in a variety of environmental and cultural settings, (2) become leaders in health-care, and (3) pursue graduate study in nursing.

The division traces its beginnings to the St. Alexius Hospital School of Nursing founded in 1915. The sponsoring body, the Benedictine Sisters of Annunciation Monastery, recognized the necessity of baccalaureate education and began Mary College; a major in nursing was among its initial programs. The first nursing students received a baccalaureate degree from the college and graduated in 1964. In 1986 the graduate program was initiated and the name, Mary College, changed to the University of Mary.

Continuing the Benedictine tradition which formed its beginnings, the division offers a program holistic in nature and characterized by Benedictine values. The undergraduate nursing curriculum is based upon suggestions outlined

by the Institute of Medicine and built upon the Quality and Safety for Nursing Education framework. With this preparation, the nurse can continue to learn both through experience and further academic study and meet the demands of the role of the nurse in contemporary society.

Through its Kappa Upsilon Chapter, the Division of Nursing has membership in Sigma Theta Tau, the International Honor Society in nursing. Candidates for membership must demonstrate superior scholarly achievement, evidence of leadership, and marked potential for achievement in the field of nursing.

The baccalaureate programs are approved by the North Dakota Board of Nursing and accredited by the Commission on Collegiate Nursing Education.

Successful completion of the traditional, LPN to BSN or Accelerated 2nd Degree BSN program prepares the graduate for the NCLEX-RN licensure exam, which is developed and administered through the National Council of State Boards of Nursing.

Required nursing courses:

BIO 207, 208, 209; CHE 110; PSY 201, 207; ANT 171 or SOC 107 (or other approved SOC substitute); ENG 121; MAT 180 or 103; NUR 216, 240, 242, 248, 317, 319, 321, 336, 342, 346, 347, 355, 423, 424, 435, 436, 443, 444, 445, 446, and 450; IPE 401.

University-wide senior assessment course:

HUM 499

Program Outcomes

At the end of the program, the graduate of the University of Mary, Division of Nursing will be able to:

1. Create healing environments by developing and maintaining respectful, caring, professional relationships based upon an understanding of person-environment interactions and the individual human experience of health, illness, and healing.
2. Provide safe, quality, cost-effective care to patients, families, and populations.
3. Collaborate with patients, families, and communities as part of nursing and inter/intraprofessional healthcare teams.
4. Integrate informatics and communication systems to improve patient care outcomes.
5. Engage in lifelong learning through the application of evidence-based knowledge from

nursing and the arts and sciences as the basis for nursing practice.

6. Integrate professional nursing standards, the code of ethics, principles of servant-leadership, Benedictine values, and a liberal arts education into practice to advance the nursing profession.

Cooperating Clinical Agencies

Nursing students receive nursing practice experience in a variety of settings in addition to the classroom and laboratory. These settings include homes of clients, clinics, public health agencies, nursing homes, hospitals, special population agencies, schools, human service centers, community agencies, and childcare agencies.

Curriculum Pathways

Required nursing courses may be completed following the traditional, completion, or accelerated pathway. Program outcomes are the same in all pathways, but the course content is organized differently to facilitate learning for different types of students. Program objectives are the same in both pathways but the course content is organized differently to facilitate learning for different types of students.

The traditional pathway is designed for those who enter the Division of Nursing without formal nursing knowledge or skill. The completion pathway is designed for persons who have formal nursing knowledge and skills and are licensed either as an LPN or RN. LPNs and RNs may choose to take courses in either the traditional or a completion pathway. The Completion Pathway for LPNs combines distance learning with limited on-site instruction. The RN Completion Pathway is delivered totally online. The accelerated 2nd degree BSN pathway is designed for individuals who already have a baccalaureate degree in another discipline.

Admission Policy—Traditional and Accelerated 2nd Degree BSN Programs

Application for the traditional nursing program occurs twice a year during the semester when a student is completing or has completed 24 credits of Prerequisite courses AND has taken or is enrolled in NUR 240.

Requirements for acceptance are:

- Completed Application form.

- Two completed recommendation and appraisal forms
- A passing score on a Success Predictor Exam (not applicable for Accelerated 2nd degree students).
- Minimum of a 3.0 GPA in at least 24 prerequisite credits including UMary coursework and any prerequisite transfer courses.
- Grade of “C” or higher in each of the following nursing prerequisite courses and official transcript for transferred credits:

ANT 171	Anthropology or
SOC 107	Intro to Sociology (or other approved Soc. Substitute)
BIO 207	Anatomy & Physiology I
BIO 208	Anatomy & Physiology II
BIO 209	Microbiology
ENG 121	College Composition II
CHE 110	Intro to Organic & Biochemistry
MAT 180	Elementary Statistics or
MAT 103	College Algebra
PSY 201	General Psychology
PSY 207	Lifespan Psychology
NUR 216	Nutrition
*NUR 240	Introduction to Nursing as a Profession <i>(current CNA license required)</i>

- * Enrollment in NUR 240 is restricted to students who have declared nursing as a major and hold a current CNA license. All other nursing courses are restricted to students who have been accepted into the Division of Nursing with the exception of NUR 216, NUR 317, and NUR 319.
- The total number of prerequisite courses which may be repeated is limited to two. The grade received during the student’s second attempt will be used in evaluation for admission. Repeated classes will also include those from which a student has withdrawn (W, WP, WF). Students who withdraw due to nonacademic reasons may request consideration for admission.

- American Heart Association Basic Life Support for Healthcare Providers Certification © is required (two year certification). This must be obtained and in place at the start of the junior year.
- Criminal background checks.
- Signed disclosure form.
- Signed Professional Behavior contract
Documentation of health requirements as given below:
- Documentation of physical assessment, health history, current immunizations, and Hepatitis B Series must accompany the application to the division.
- Annual TB testing, flu vaccine and 12 panel drug screening are required.
- A passing score on a Success Predictor Exam (scores are ranked for admission selection)
*this does not apply in selection of candidates for the accelerated program

An individual with a disability is considered for admission based on his/her ability to meet the curriculum requirements. No otherwise qualified person shall be, solely by reason of a disability, excluded from participation in the program (American Disabilities Act of 1990). Students must verify that they meet the Physical & Mental Requirements to Provide Safe Patient Care for Students, Faculty, and Preceptors.

Applicants are considered primarily on the basis of academic achievement as evidenced by a minimum cumulative GPA of 3.0 by admission. Preferential consideration is given to applicants who have taken all prerequisite coursework at the University of Mary, and have demonstrated participation in volunteer activities. Entry into the nursing major is competitive and class size is limited.

International Students

Applicants from countries in which English is not the native language are required to prove a minimum level of English proficiency. The University of Mary will accept scores from the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS).

The TOEFL or IELTS score may be waived for students from countries where English is the only official language (International Services has a list of countries adopted from AACRAO).

Official TOEFL or IELTS scores must be submitted along with the necessary application materials when students are applying for admission to the Division of Nursing prior to the application deadline (students may contact International Services to obtain a copy of official TOEFL or IELTS scores, if applicable).

Test Score Requirements

Undergraduate

The Division of Nursing requires a minimum TOEFL score of an 80 on the Internet based test (iBT) (IELTS score of 6.5) or a 550 on the Paper Based Test (PBT). The Division of Nursing also requires TOEFL iBT Speaking subscale score of a 26 (IELTS of 8) or above and TOEFL iBT Writing subscale score of 24 (IELTS of 6.5) or above, and an iBT Reading subscale score of a 23 (IELTS of 6.5 or above).

Completion Nursing Programs

Applicants who are applying to an undergraduate Completion Nursing Program (LPN to BSN, RN to BSN) must achieve a minimum TOEFL iBT score of 100 (IELTS of 7). The Division of Nursing also requires TOEFL iBT Speaking subscale score of a 26 (IELTS of 8) or above and TOEFL iBT Writing subscale score of 24 (IELTS of 6.5) or above, and an iBT Reading subscale of 23 (IELTS of 6.5 or above).

All exams are valid for two years.

Official scores must be sent directly to:

Undergraduate Admissions
University of Mary
7500 University Drive
Bismarck, ND 58504

Academic Transcript Evaluation

Applicants to the Accelerated Nursing Programs must submit certified copies of all academic records at the time of application to the Division of Nursing. Certified copies include transcripts or school certificates and subjects for which the applicant was enrolled or is presently enrolled. If the applicant has attended a university outside of the United States, the Division of Nursing requires the applicant to provide a course-by-course transcript evaluation. The evaluation must include transcript authenticity, GPA calculation, U.S. degree equivalency, and is sent directly from the evaluation service. Transcript evaluation must be performed by the American Associates of Collegiate Registrars and Admissions Officers (AACRAO) or World Education Services (WES).

Official transcripts must be sent directly to:

Undergraduate Admissions
University of Mary
7500 University Drive
Bismarck, ND 58504

Official copies of the WES or ACCRAO transcripts can be obtained from International Services by the undergraduate student for Division of Nursing (major) application purposes.

Progression

Once admitted, the total number of nursing courses (NUR) which may be repeated is limited to one. Repeated classes will also include those from which a student has withdrawn (W, WP, WF). Students who withdraw due to nonacademic reasons may request consideration for continuing.

■ Nursing LPN to BSN

Infused with Christian, Catholic, Benedictine values, the LPN to BSN program at the University of Mary emphasizes the importance of service and community both in work and personal life. Recognizing the practicing nurse's competency and help lesson scheduling conflicts, the LPN to BSN program at the University of Mary uses a blended learning format to eliminate the need for students to attend daily classes. Students are required to attend on-campus sessions for orientation, presentations, oral/written exams, and limited clinical experiences. The remainder of the program, both theory and the majority of the clinical experiences, can often be fulfilled in a student's home community.

Admission Policy LPN to BSN

Requirements for acceptance into the Nursing Division are:

- A current license in good standing as a certificate or associate degree LPN. Students must have had 1000 hours of direct patient care within the last two years OR have graduated in the last 6 months.
- Completed Application form.
- Two completed recommendation forms
- Cumulative GPA of 3.0 calculated from nursing courses from program issuing LPN degree and prerequisite courses (see list of courses below)
- Grade of "C" or higher in each of the following nursing prerequisite courses and

official transcript for transferred credits. Classes older than 5 years will be evaluated on a case by case basis.

ANT 171	Anthropology or
SOC 107	Intro to Sociology (or other approved SOC substitute)
BIO 207	Anatomy & Physiology I
BIO 208	Anatomy & Physiology II
BIO 209	Microbiology
CHE 110	Intro to Organic & Biochemistry or
CHE 107	Intro to Gen/Org/Biochemistry
ENG 121	Composition II
MAT 180	Elementary Statistics or
MAT 103	College Algebra
PSY 201	General Psychology
PSY 207	Lifespan Psychology

- No nursing/nursing prerequisite course (above listed courses) may be repeated more than once. The grade received during the student's second attempt will be used. The total number of nursing/nursing prerequisite courses which may be repeated is limited to two. Repeated classes will include those from which a student has withdrawn (W, WP, WF). Students who withdraw due to nonacademic reasons may request consideration for admission.
- American Heart Association Basic Life Support for Healthcare Providers Certification © is required (two year certification).
- Criminal background check (completed annually).
- Signed disclosure form.
- Signed Professional Behavior contract.
- A passing score on a Success Predictor Exam (scores are ranked for admission selection).
- Applicant must meet all deadlines set by the University of Mary and be in good standing with prior institutions.
- TOEFL requirement if applicable.
- Documentation of health requirements as given below:

- Documentation of health history and current immunizations as required by the Division of Nursing must accompany the application to the division.
- TB testing is required.
- Annual flu vaccination required.
- Annual 12 panel drug screening.
- An individual with a disability is considered for admission based on his/her ability to meet the curriculum requirements. No otherwise qualified person shall be, solely by reason of a disability, excluded from participation in the program (American Disabilities Act of 1990). Students must verify that they meet the Physical & Mental Requirements to Provide Safe Patient Care for Students, Faculty, and Preceptors

Curriculum/Requirements

Courses in the LPN to BSN Curriculum:

NUR 341	Intro to Professional Nursing (3 credits)
NUR 248	Health Assessment (4 credits)
NUR 343	Nursing Care of the Older Adult (3 credits)
NUR 319	Pathophysiology (3 credits)
NUR 216	Nutrition (2 credits)
NUR 317	Pharmacology (3 credits)
NUR 323	Concepts of IV Therapy (1-2 credits)
NUR 331	Maternal/Child Bridge (3 credits)
NUR 336	Ethics Law and Policy (3 credits)
NUR 345	Medical Surgical Bridge (4 credits)
NUR 347	Medical Surgical Nursing II (5 credits)
NUR 446	Community Health Nursing (4 Credits)
NUR 435	Research & Evidence Based Practice (3 credits)
NUR 436	Nurse as Leader (3 credits)
NUR 423	NCLEX I (1 credit)
NUR 444	Mental Health Nursing (4 credits)
NUR 443	Critical Care Nursing (4 credits)

NUR 450 Role of the Professional Nurse (3 credits)

NUR 424 NCLEX II (1 credit)

IPE 401 Interprofessionalism in Healthcare (1 credit)

University-wide senior assessment course:

HUM 499 Senior Competency Testing (0 credits)

124 Credits required for graduation

Progression

Once admitted, the total number of nursing courses (NUR) which may be repeated is limited to one. Repeated classes will also include those from which a student has withdrawn (W, WP, WF). Students who withdraw due to nonacademic reasons may request consideration for continuing.

■ Nursing Accelerated 2nd Bachelor's Degree

The curriculum for the accelerated nursing students is the same as the traditional on-campus BSN program: 70 nursing credits and approximately 550 hours of clinical/laboratory experiences. The coursework is accomplished in a highly compressed timeframe with coursework being completed over a 12 month period. The capstone/practicum course will be completed over a 5 week timeframe once all coursework is completed. The majority of courses are taught over a seven to eight week timeframe. Students will begin the program at the beginning of the Spring term and will graduate the following Spring term. Because of the rigors of the program, accelerated nursing students will be required to have an admission GPA of 3.0 and a minimum grade of "C" for each prerequisite course.

Admission Policy

Students accepted into the accelerated nursing program must have a bachelor's degree from a regionally accredited university and meet the admission requirements for the Division of Nursing Undergraduate Nursing Program. These requirements include:

- 3.0 GPA on a minimum of 24 credits on prerequisite courses.
- Grade of "C" or higher in each of the following nursing prerequisite courses and official transcript for transferred credits.

Prerequisite Courses:

ANT 171	Anthropology or approved Sociology substitute)
BIO 207	Anatomy & Physiology I
BIO 208	Anatomy & Physiology II
BIO 209	Microbiology
CHE 110	Intro to Organic & Biochemistry
ENG 121	Composition II
MAT 180	Elementary Statistics or
MAT 103	College Algebra
PSY 201	General Psychology
PSY 207	Lifespan Psychology
NUR 216	Nutrition

- No nursing/nursing prerequisite course (above listed courses) may be repeated more than once. The grade received during the student's second attempt will be used. The total number of nursing/nursing prerequisite courses which may be repeated is limited to two. Repeated classes will include those from which a student has withdrawn (W, WP, WF). Students who withdraw due to nonacademic reasons may request consideration for admission.
- American Heart Association Basic Life Support for Healthcare Providers Certification © is required (two year certification).
- Criminal background check (completed annually).
- Signed disclosure form.
- Signed Professional Behavior contract.
- Applicant must meet all deadlines set by the University of Mary and be in good standing with prior institutions.
- TOEFL requirement if applicable.
- Documentation of health requirements as given below:
- Documentation of health history and current immunizations as required by the Division of Nursing must accompany the application to the division.
- TB testing is required.

- Annual flu vaccination required.
- Annual 12 panel drug screening.
- An individual with a disability is considered for admission based on his/her ability to meet the curriculum requirements. No otherwise qualified person shall be, solely by reason of a disability, excluded from participation in the program (American Disabilities Act of 1990). Students must verify that they meet the Physical & Mental Requirements to Provide Safe Patient Care for Students, Faculty, and Preceptors

Curriculum/Requirements*Courses in the Accelerated BSN Curriculum:*

NUR 240	Intro to the Profession of Nursing
NUR 242	Nursing Fundamentals
NUR 248	Health Assessment Lab
NUR 317	Pharmacology
NUR 319	Pathophysiology
NUR 336	Ethics, Law, & Policy
NUR 340	Medical Surgical Nursing I
NUR 342	Gerontologic Nursing
NUR 344	Pediatric Nursing
NUR 346	Maternity & Women's Health
NUR 423	NCLEX I
NUR 424	NCLEX II
NUR 436	Nurse as Leader
NUR 443	Critical Care Nursing
NUR 444	Mental Health Nursing
NUR 446	Community Health Nursing
NUR 450	Role of the Professional Nurse
NUR 435	Research
IPE 401	Interprofessionalism in Healthcare
<i>University-wide senior assessment course:</i>	
HUM 499	Senior Competence Assessment

■ Nursing RN to BSN

Infused with Christian, Catholic, Benedictine values, the RN to BSN program at the University of Mary emphasizes the importance of service and community both in work and personal life. In addition to providing a broad spectrum of evidence-based practice, critical-thinking, and leadership skills, the RN to BSN program offers a deeper knowledge of spirituality, ethics, and global stewardship.

Admission Policy

Requirements for acceptance into the Nursing Division are:

- Completed Application form.
- Cumulative GPA of 2.75
- American Heart Association Basic Life Support for Healthcare Providers Certification © is required (two year certification).
- Criminal background check.
- Signed disclosure form.
- TOEFL requirement if applicable.

Documentation of health requirements as given below:

- Documentation of health history and current immunizations as required by the Division of Nursing must accompany the application to the division.
- TB testing is required.
- Additional immunizations per agency requirements.

An individual with a disability is considered for admission based on his/her ability to meet the curriculum requirements. No otherwise qualified person shall be, solely by reason of a disability, excluded from participation in the program (American Disabilities Act of 1990). Students must verify that they meet the Physical & Mental Requirements to Provide Safe Patient Care for Students, Faculty, and Preceptors.

Applicants are considered primarily on the basis of academic achievement as evidenced by a minimum cumulative GPA of 2.75 on admission.

Curriculum/Requirements

To gain admission in the RN to BSN nursing program, you must hold an Associate degree or diploma in Nursing from an accredited institution

of higher education and have a GPA of 2.75 or higher, with a GPA of 2.0 or higher in the nursing required courses.

Graduation Required Courses

- Grade of "C" or higher in each of the following graduation required courses:

ANT 171	Anthropology (or approved sociology substitute)
BIO 207	Anatomy & Physiology I
BIO 208	Anatomy & Physiology II
BIO 209	Microbiology
ENG 121	Composition II
MAT 180	Elementary Statistics or
MAT 103	College Algebra
PSY 201	General Psychology
PSY 207	Lifespan Psychology
	A theology course
	An ethics courses

Curriculum/Requirements

Courses in the RN to BSN Curriculum:

NUR 348	RN to BSN Health Assessment (2 credits)
NUR 352	Health Promotion for the Older Adult (4 credits)
NUR 336	Ethics Law and Policy (3 credits)
NUR 368	Evidence Based Nursing Practice (3 credits)
NUR 402	Community as Partner (3 credits)
NUR 437	The Professional Nurse (4 credits)
NUR 462	Leadership and Management (4 credits)
NUR 468	Global Nursing Issues (3 credits)
NUR 479	Professional Nursing II (Capstone) (4 credits) **Final Semester

University-wide senior assessment course:

HUM 499	Senior Competence Assessment (0 credits)
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124 Credits required for graduation

Progression

Once admitted to the Nursing Division, the total number of nursing courses (NUR) which may be repeated is limited to one. Repeated classes will also include those from which a student has withdrawn (W, WP, WF). Students who withdraw due to nonacademic reasons may request consideration for continuing.

Division of Nursing Course Descriptions

NUR 204 Calculating Medication Dosages

This course enhances the student's ability to calculate medication dosages. A review of basic mathematical skills is included. The metric and apothecary systems and conversions between the two are addressed. The student reads labels, performs medication calculations and IV flow rates. This course is required for those who fail a medication calculations competency exam and highly recommended for those with a Math ACT < 21.

1 semester credit

NUR 216 Nutrition

This course will focus on the study of nutrition and its impact on health. This knowledge is foundational to assess nutritional needs. Nutritional principles will be applied to promote and support health throughout the life span. Influences of culture, values, economics, and evidence based literature will be integrated into the assessment and plan for meeting dietary needs. This course will build on the liberal arts core.

2 semester credits

NUR 240 Introduction to Nursing as a Profession

This course introduces students to professional nursing roles and attributes. Standards of nursing care; therapeutic communication; and quality and safety concerns will be explored utilizing the Quality and Safety Education for Nurses (QSEN) framework. The University of Mary competencies and Division of Nursing philosophy, as well as the Benedictine values, will be explored and applied to nursing. Certified Nursing Assistant (CNA) skills will be validated for safety and effectiveness.

3 semester credits

NUR 242 Nursing Fundamentals

This course introduces the student to the role of the professional nurse as provider of patient-centered care. There is an emphasis on knowledge, judgments, skills, and professional values within a framework of Quality and Safety Education for Nurses (QSEN). Topics include the nursing process; accident and injury prevention; communication skills including documentation; and nursing care interventions. Laboratory experiences provide the opportunity to learn, practice, document, and demonstrate nursing skills in a controlled environment.

6 semester credits

NUR 248 Health Assessment

Emphasis of this course is on holistic assessment of persons across the lifespan. Professional interviewing and psychomotor skills are used to obtain health histories and perform

physical and mental status examinations that include documentation of findings and identification of functional health patterns as a basis for nursing diagnoses.

4 semester credits

NUR 317 Pharmacology

This course is an introduction to pharmacology. Its focus is on the fundamental principles of pharmacology and actions/interactions of selected drugs used throughout the life span. Legal, cultural, ethical, and economic aspects related to drug therapy will be discussed. This course builds upon the liberal arts core and explores professional and Benedictine values as they relate to pharmacology.

3 semester credits

NUR 319 Pathophysiology

This course builds on knowledge gained from anatomy, physiology and microbiology to provide the student the opportunity to examine health deviations and their impact on human functioning throughout the lifespan. This course focuses on factors that influence disease and the body's mechanisms to compensate for pathophysiological changes. The effects of genetics/genomics and the environment on health and illness are explored.

3 semester credits

NUR 321 Advanced Nursing Skills

This course familiarizes the student to the concepts and principles necessary to perform select advanced nursing skills for the adult patient based on evidence-based knowledge and utilizing the framework of Quality and Safety Education for Nurses (QSEN). Students will demonstrate competence in the performance of nursing procedures in the laboratory setting while integrating legal/ethical considerations. This course builds upon the liberal arts core and implements professional and Benedictine values.

2 semester credits

NUR 323 Concepts of Intravenous Therapy

This course provides the LPN to BSN students the certification required by the North Dakota Board of Nursing to initiate and manage intravenous therapy. This course will provide the opportunity for the students to perform selected interventions including infection control, enteral therapies, and IV administration across the lifespan to promote healing and health. Standards of nursing and quality and safety concerns will be discussed utilizing the Quality and Safety Education for Nurses (QSEN) framework. The University of Mary competencies and Division of Nursing philosophy as well as Benedictine Values, will be examined and applied to nursing. Practical skills will be instituted as per topical outline.

1 semester credits

NUR 328 Readings and Research in Nursing

This course provides in-depth study of an area not covered in the existing curriculum.

1-4 semester credits

NUR 336 Ethics, Law & Policy

This course explores ethical and legal issues in relation to the political, economic, social, cultural, and regulatory environments influencing the practice of nursing and healthcare in the local, national, and global community. Students will build upon the liberal arts core and implement professional and

Benedictine Values during classroom and written activities.
3 semester credits

NUR 341 Introduction to Professional Nursing

This course explores the role of the professional nurse as provider of patient-centered care. Standards of nursing care; professional value and judgments, therapeutic communication; and quality and safety concerns will be discussed utilizing the Quality and Safety Education for Nurses (QSEN) framework. The University of Mary competencies and Division of Nursing philosophy, as well as Benedictine values, will be examined and applied to nursing. Professional writing will be introduced and applied in this course.
3 semester credits

NUR 342 Gerontologic Nursing

This course focuses on the health and nursing care of older adults with an emphasis on healthy aging and wellness. Students will develop respect and an appreciation for the older adult across the continuum of care. Ethical considerations in aging and the variations of health and wellness will be explored. Nursing process and Quality and Safety Education for Nurses (QSEN) principles provide direction to promote, restore, and maintain the health of the older adult patient.
4 semester credits

NUR 343 Nursing Care of the Older Adult

This course focuses on the health and nursing care of older adults with an emphasis on healthy aging and wellness. Students will develop respect and an appreciation for the older adult across the continuum of care. Ethical considerations in aging and the variations of health and wellness will be explored. Nursing process and Quality and Safety Education for Nurses (QSEN) principles provide direction to promote, restore, and maintain the health of the older adult patient.
3 semester credits

NUR 345 Medical/Surgical Bridge

This course builds upon the basic knowledge gained in a Licensed Practical Nursing Program. This course focuses on nursing care of adults who have common health problems with predictable outcomes and chronic disease states that may have acute exacerbations. Nursing process, Quality and Safety Education for Nurses (QSEN) principles, the liberal arts core, and Benedictine values provide direction to promote, restore, and maintain the health of the medical-surgical patient.
4 semester credits

NUR 346 Maternity Nursing and Women's Health Care

This course focuses on nursing care for the childbearing family. Topics related to women's health will be explored. The course provides an introduction to the process of normal childbirth, women's health, dynamics of the childbearing family, and identification and nursing care of high-risk antepartum, laboring, and postpartum patients. Nursing process and Quality and Safety Education for Nurses (QSEN) principles provide direction to promote, restore, and maintain the health of women and newborns. This course builds upon the liberal arts core and implements professional and Benedictine values.
4 semester credits

NUR 347 Medical/Surgical NURSING II

This course focuses on nursing care of the adult patient who experiences acute and/or progressive health problems. Nursing process and Quality and Safety Education for Nursing (QSEN) principles provide direction to promote, restore, and maintain the health of medical-surgical patients in selected acute care settings.
5 semester credits

NUR 348 RN to BSN Health Assessment

The RN to BSN student will demonstrate integration of systematic data collection, effective communication in performing patient centered and holistic assessments with lifespan, ethic, socioeconomic, cultural, mental health, spirituality, patient education, and health risk reduction considerations. Students utilize the liberal arts core, Benedictine values, professional values, and QSEN principles in obtaining, organizing and interpreting health assessment data. Prerequisite: Admission to RN to BSN program.
2 semester credits

NUR 352 Health Promotion for the Older Adult

This course will address the theoretical and evidence based care of common geriatric health problems with a focus on co-morbidities. Emphasis will be placed on the pathophysiologic cause of disease and the role of nutrition and pharmacology in health promotion and disease management. Various assessment tools and strategies for delivering evidence based care are examined and will provide the basis for nursing care designed to enhance quality of life for the older adult in both health and disease states. Ethical and Legal considerations, Quality and / Safety Education for Nurses (QSEN) principles and national patient safety indicators will provide direction to promote, restore, and maintain the health of the older adult patient. The student will perform a complete assessment on an older adult with co-morbidities and develop interventions to promote successful aging and quality of life. Prerequisite: Admission to RN to BSN program.
4 semester credits

NUR 355 Medical Surgical I

This course focuses on nursing care of adults who have common health problems with predictable outcomes and chronic disease state that may have acute exacerbations. Nursing process, Quality and Safety Education for Nursing (QSEN) principles, the liberal arts core, and Benedictine values provide direction to promote, restore, and maintain the health of the medical-surgical patient.
5 semester credits

NUR 360 Professional Nursing I

This course builds on professional nursing roles and inter/intradisciplinary health care. Quality and safety concerns utilizing the Quality and Safety Education for Nurses framework, professional nursing standards, and the Benedictine values will be explored and applied to nursing. Prerequisite: Admission to RN to BSN program.
3 semester credits

NUR 368 Evidence Based Nursing Practice

This course is designed to build upon the introductory concepts of evidence-based nursing practice from earlier

courses and explores research as it relates to nursing theory, clinical nursing practice, and the broader arena of healthcare. Emphasis is placed on examination of scientific merit and critique of research literature as a foundation for evidence-based decision making. A focus is placed on identification of practice issues, appraisal and integration of evidence, evaluation of patient outcomes and sharing best practices that occurs within the inter/intra professional healthcare team to enhance the quality of patient care. Prerequisite: Admission to RN to BSN program.

3 semester credits

NUR 325, 425 Special offerings in Nursing

1-4 semester credits

NUR 402 Community as Partner

This course focuses on the partnership between nursing and the community in promoting health. It explores content areas basic to the practice of community health nursing and public health nursing; models of community assessment, data analysis, formulation of a health community nursing diagnosis; and planning, implementation, and evaluation of a community health promotion program. The diverse roles, strategies and interventions that community and public health nurses utilize to promote population health are analyzed.

3 semester credits

NUR 423 NCLEX Review I

This course focuses on nursing curricular content review with regard to the following categories: Management of Care; Safety and Infection Control; Health Promotion and Maintenance; and Psychosocial Integrity. Clinical decision test taking strategies and computerized practice exams are utilized.

Students master content and test-taking skills needed for successful completion of the NCLEX-RN exam. In addition, the following concepts are utilized throughout the major patient needs categories and subcategories of the NCLEX test plan: Nursing Process; Caring; Communication and Documentation; and Teaching and Learning. This course builds upon the liberal arts core and utilizes professional and Benedictine values.

1 semester credit

NUR 424 NCLEX Review II

This course focuses on nursing curricular content review with regard to the following categories: Basic Care and Comfort; Pharmacological and Parental Therapies; Reduction of Risk Potential; and Physiological Adaptation. Clinical decision test taking strategies and computerized practice exams are utilized. Students master content and test-taking skills needed for successful completion of the NCLEX-RN exam.

In addition, the following concepts are utilized throughout the major patient needs categories and subcategories of the NCLEX test plan: Nursing Process; Caring; Communication and Documentation; and Teaching and Learning. This course builds upon the liberal arts core and utilizes professional and Benedictine values.

1 semester credit

NUR 425I Trauma Care

This course will provide an overview of the ND emergency trauma system, role of diverse trauma team members, kinematics of trauma, and presentation of specific trauma-related injuries. Students will develop beginning skills in: 1)

assessment of actual and potential injuries (single and multiple system), 2) principles of early stabilization, and 3) prevention of further complications. Community education for injury prevention will be stressed. Pre or Corequisites: Junior level course.

2 semester credits

NUR 428 Readings and Research in Nursing

This course provides for in-depth study of an area not covered in the existing curriculum.

1-4 semester credits

NUR 431 Maternal/Child Bridge – LPN to BSN

This course is a Maternal Child Bridge course for the LPN to BSN student. Learners will study the high risk pregnancy, critical situations in labor, delivery, and postpartum care, the high risk infant, and the critically ill and the chronically ill child. Nursing practice will enable the learner to gain experience of these high risk patients.

4 semester credits

NUR 435 Research & Evidence Based Practice

This course is designed to provide the student with foundational principles of the research process. Emphasis is on examination of scientific merit and critique of research literature as a foundation for evidence-based decision making. Evidence-based literature and ethical dimensions of nursing research are explored to enhance the quality of patient care. A focus is placed on identification of practice issues, appraisal and integration of evidence, evaluation of patient outcomes, and sharing best practices that occurs within the healthcare team to enhance the quality of patient care.

3 semester credits

NUR 436 Nurse as Leader

This course enables the student to pursue development and competence of skills in the beginning role of healthcare leader and care manager. The purpose is to provide the nursing student with the basic concepts and theories needed for safe, effective, patient-centered care. Core elements of the care management process, leadership theories, and multiple care manager roles are explored. This course builds upon the liberal arts core and the student will implement professional and Benedictine values.

3 semester credits

NUR 437 The Professional Nurse

Framed by competencies from Quality and Safety Education for Nurses (QSEN), this course will offer Associate Degree and Diploma prepared nurses foundational content in evidence based practice, patient safety, quality improvement, informatics, interdisciplinary and intradisciplinary teamwork, and patient-centered care across the lifespan, including genetics and genomics. Role socialization, leadership and scholarly oral and written communication are emphasized.

4 semester credits

NUR 442K Internship: Summer

This course provides the opportunity for the student to apply nursing knowledge skills and abilities learned in the junior year nursing curriculum in provision of nursing care under the direct supervision of a clinical supervisor by the hiring agency.

2 semester credits

NUR 442L Internship: Summer

This course provides the opportunity for the student to apply nursing knowledge skills and abilities learned in the junior year nursing curriculum in provision of nursing care under the direct supervision of a clinical supervisor by the hiring agency.

1 semester credit

NUR 443 Critical Care Nursing

This course focuses on nursing care of adult patients experiencing acute, complex and potentially unstable illnesses. Students use high acuity nursing principles to prevent potential complications of and optimize recovery from serious illness. The nursing process and Quality and Safety Education for Nursing (QSEN) principles provide direction to promote and restore optimum health in the seriously ill patient.

4 semester credits

NUR 444 Mental Health Nursing

This course provides the student with knowledge, skills, and experiences related to mental health nursing as well as an opportunity to apply previously learned behavioral and scientific concepts to nursing practice. Nursing process and Quality and Safety Education for Nursing (QSEN) principles provide direction to promote, restore, and maintain the health of patients with mental health concerns. Concepts relate to ethical/legal, professional accountability, community, and Benedictine values will be applied to patient care issues. Past, present, and future trends in mental health nursing will be explored. Discussion of the roles of the interdisciplinary mental health team, with emphasis on the nursing role, will occur throughout the course.

4 semester credits

NUR 445 Pediatric Nursing

This course focuses on the nursing care of children from birth through adolescence. Education of the child and family regarding health promotion, disease prevention and safety issues are addressed. The effects of acute and chronic illness and the impact of genetics/genomics on growth and development are studied in selected care settings. The nursing process, ethical principles, and Quality and Safety Education for Nurses (QSEN) competences provide direction to promote, restore, and maintain the health of children. This course builds upon the liberal arts core and implements professional and Benedictine values.

3 semester credits

NUR 446 Community Health Nursing

This course will enable students to analyze nursing's role as it relates to core competencies of community, public, and global health nursing. Principles of health promotion, disease prevention, and health restoration will be addressed utilizing the framework of Quality and Safety Education for Nurses (QSEN). Emphasis will be placed on the synthesis of concepts, theories, knowledge, and practice from intra/inter-professional sciences to determine the health status, needs, and assets of communities. Students will assess physical, social, and cultural environments to identify populations at risk to implement appropriate patient-centered and evidence-based nursing interventions.

4 semester credits

NUR 450 The Role of the Professional Nurse

This capstone course prepares the student for the professional nursing role and assists in the transition to nursing practice by providing students with the opportunity to synthesize knowledge, concepts, and skills learned in previous courses and apply them to a practice setting. It is designed to enhance competence and self-confidence in problem solving and decision making skills. The preceptorship component of this course allows students to provide patient-centered care in collaboration with a baccalaureate prepared registered nurse preceptor under the guidance of a faculty mentor.

3 semester credits

NUR 462 Leadership and Management

This course enables the student to enhance skills as a health-care leader and care manager. The purpose is to provide the student with the concepts and theories needed for safe and quality effective patient-centered care based on care management processes, leadership theories, multiple care manager roles, and quality improvement processes. Emphasis is placed on the critical role of the nurse leader in promoting a collaborative, interdisciplinary approach to delivery of high quality care to a diverse population. This course builds upon the liberal arts core, professional nursing standards, and Benedictine Values. Prerequisite: Admission to RN to BSN program.

4 semester credits

NUR 468 Global Issues in Nursing

This course explores contemporary trends in healthcare delivery and professional nursing practice. National and international issues will be examined as they relate to changes in nursing practice and education. Emphasis is placed on identifying factors which have influenced nursing practice, including cultural diversity, informatics, genomics, government policy, and economics. This course builds upon the liberal arts core, professional nursing standards and Benedictine values. Prerequisite: Admission to RN to BSN program.

3 semester credits

NUR 479 Professional Nursing II

This capstone course enables the student to synthesize and integrate knowledge of nursing research, leadership and management, national patient safety resources, and evidence based practice to design, implement, and lead an evidence based project to improve client outcomes and provide quality and professional nursing care. The Institute of Medicine's healthcare professional core competencies of providing patient-centered care, working in inter-professional teams, employing evidence based practice, applying quality improvement, and utilizing informatics will provide the overarching framework for this course. The student will develop an evidence based change project integrating quality improvement process and national patient safety resources. The University of Mary competences, Division of Nursing Philosophy, and Benedictine values will be explored and integrated into the evidence based project. Prerequisite: Admission to RN to BSN program.

4 semester credits

NUR 497 RN to BSN Prior Learning

Prerequisite: Admission to RN to BSN program and successful completion of NUR 479.

0-30 semester credits

NUR 498 Nursing Guatemala: A Service Learning Experience

Cultural competence is a necessary skill for successful nursing practice. This 10-day excursion with the God's Child Project in Antigua, Guatemala allows students to broaden their cultural perspective and appreciate lifestyles and socioeconomic levels very different from their own. In this service learning experience, students volunteer to build a house in Guatemala for a very poor family. They volunteer at a malnourishment center and are able to utilize their prior learning in caring for severely malnourished infants and children. Other volunteer options include volunteering at the Dreamer Center School, serving meals at a homeless shelter and traveling with social workers into mountain villages to observe needs assessments. Tours of hospitals and nursing homes may also be available. The opportunity will deepen student understanding of other cultures/lifestyles and the challenges others face in living a healthy life amidst poverty. 1 semester credit

Graduate Programs in Nursing

Graduate Faculty: Babb, Brookings, Dietrich, Doerner, Dunnigan, Ferry, Fladeland, Gerhardt, Hair, Herman, Horner, Howard, Klein, Kolsrud, Lassiter, Madler, Morgan, Reemts (Nursing Division Chair), Rohr, Roller, Schlittenhardt, Thayer.

Chair, Graduate Nursing Education:

Dr. Billie Madler

Mission

The Nursing Division prepares nurses to provide safe, quality, patient-centered healthcare to the people in the region and beyond without regard to race, religion, cultural background, or gender. By fostering a Christian, Catholic, and Benedictine learning environment, the Division supports the University mission to prepare leaders in the service of truth and to be competent in spirituality and ethics, communication, critical thinking, and global stewardship. Academic preparation and nursing practice opportunities in a variety of health-care settings along the continuum of care will prepare students to achieve competence in the areas of Professional Distinction, Scholarship, Communication and Moral Courage.

Accreditation Status

University of Mary nursing graduate program is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, (202) 887-6791. The graduate pre-licensure program (i.e., Family Nurse Practitioner program) is approved by the North Dakota Board of Nursing.

Graduate Degree Requirements

The Master of Science in Nursing degree and/or the Doctor of Nursing Practice degree must be conferred within seven years of completion of the earliest graduate course used in the course of study. Up to one-third of the total graduate credits required for the course of study may be transferred from another accredited institution. To achieve the master's or doctorate degree, the student must complete the selected course of study.

Satisfactory Academic Progress

Graduate nursing students are expected to maintain: a cumulative GPA of 3.0 or higher, completion of no less than 67% of attempted courses, achieve a grade of B- or higher in each course; pass all clinical or practical educational experiences; demonstrate continuous adequate progress in thesis, capstone, or DNP project work; and pass all course and program competency exams. Should students fall below this expectation, they will be referred to the Nursing Academic Progression Committee for recommendation of action. Students may be dismissed from Graduate Nursing Programs if a letter grade lower than a B- is earned more than once for a repeated course or for more than one course in their program of study. Please refer to the Graduate Nursing Handbook for additional details.

Description of Graduate Nursing Degrees

The demand for nursing leaders prepared to meet the challenges of providing healthcare today is well established. At the University of Mary, graduate students have opportunities for varied learning experiences designed to develop expertise in advanced nursing practice, education, administration and informatics. The curriculum is intended to provide learning opportunities in high-quality clinical services, cutting edge education pedagogy, and leading nursing institutions.

The University of Mary nursing graduate demonstrates the University Mission to prepare servant leaders. We believe that students desiring to be leaders who are competent, autonomous practitioners, and ethical decision makers are best served by faculty who facilitate reflective thinking and critical inquiry vetted in information that is complimentary of current environmental contexts.

The University of Mary offers several programs culminating in a Master's degree and two programs culminating in a Doctoral degree.

Distinctive Features

- Choose a learning format and program schedule that best meets your lifestyle.
- Collaborative learning environment among a diverse peer group that is guided by faculty with practical lived experiences in content area.
- Comprehensive curriculum informed by nursing specialty standards.
- Servant leadership, evidence based practice and practica frame student experiences.
- The University of Mary philosophy of a student centered learning environment.
- GRE not required.

■ Master of Science in Nursing (MSN)

The University of Mary offers four programs of study options for the MSN degree:

- BSN to MSN: Nursing Leadership & Management
- Diploma / ADN to MSN: Nursing Leadership & Management
- MSN/MBA -Healthcare Administration Dual Degree
- BSN to MSN: Nurse Educator
- BSN to MSN: Nursing and Healthcare Informatics

All nursing Master's degree options are offered in an online format. To complement classroom learning, students are required to participate in educational and/or leadership experiences within clinical settings.

Application/Admission Requirement

Individuals holding a nursing diploma or associate degree from an accredited institution are eligible to apply to the Diploma / ADN to MSN: Nursing Leadership & Management program of study. Persons with a bachelor degree in nursing from an accredited institution are eligible to apply to the BSN to MSN: Nursing Leadership & Management, MSN/MBA in Healthcare Administration dual degree, MSN: Nurse Educator, or MSN: Nursing and Healthcare Informatics program of study.

Requirements listed below must be met before admission to graduate nursing study:

- Evidence of current, unencumbered RN licensure
- Undergraduate GPA of 2.75 or higher on a 4.0 scale
- Completed graduate application
- Professional goals essay
- Official transcripts (including degree granting institution and transcripts of any graduate courses completed)
- Current resume
- Two letters of professional reference
- Background check through CastleBranch® and Release of Information of Criminal Background Report

International Students

Applicants from countries in which English is not the native language are required to prove a minimum level of English proficiency. The University of Mary will accept scores from the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS).

The TOEFL or IELTS score may be waived for students from countries where English is the only official language (International Services has a list of countries adopted from AACRAO).

Graduate students who have evidence of successful completion of an undergraduate degree or another graduate degree from another regionally accredited institution of higher learning within the United States within the prior five years may be accepted without the TOEFL or IELTS scores.

Official TOEFL or IELTS scores must be submitted along with the necessary application materials when students are applying for admission to the Division of Nursing prior to the application deadline (students may contact International Services to obtain a copy of official TOEFL or IELTS scores, if applicable).

Test Score Requirements

Master of Science in Nursing

For applicants who are applying to a graduate nursing program: the Division of Nursing requires a minimum TOEFL score of an 89 (IELTS of 6.5) on the Internet based test (IBT). The Division of Nursing also requires TOEFL iBT Speaking subscale score of a 26 (IELTS of 8) or above and

TOEFL iBT Writing subscale score of 24 (IELTS of 6.5) or above, TOEFL iBT Reading subscale score of a 21 (IELTS of 6.5 or above), and a TOEFL Listening subscale score of 18 (IELTS of 6) or above.

All exams are valid for two years.

Official scores must be sent directly to:

Graduate Admissions
University of Mary
7500 University Drive
Bismarck, ND 58504

Academic Transcript Evaluation

Certified copies of all academic records are required at the time of application. Certified copies include transcripts or school certificates and subjects for which the applicant was enrolled or is presently enrolled. If the applicant has attended a university outside of the United States, the Division of Nursing requires the applicant to provide a course-by-course transcript evaluation. The evaluation must include transcript authenticity, GPA calculation, U.S. degree equivalency, and is sent directly from the evaluation service. Transcript evaluation must be performed by the American Associates of Collegiate Registrars and Admissions Officers (AACRAO) or World Education Services (WES).

Official transcripts must be sent directly to:

Graduate Admissions
University of Mary
7500 University Drive
Bismarck, ND 58504

Additional admission requirements unique to each program are listed below.

Applicants for the Diploma/ADN to MSN: Nursing Leadership & Management must also provide a signed Memorandum of Understanding prior to gaining admission to the program.

Individuals interested in pursuing graduate nursing education who have not decided on a program of study must apply to University of Mary Graduate Studies as a non-degree seeking student. Students who take courses under the non-degree seeking status are not guaranteed placement into a degree program; must adhere to expected admissions criteria; and, are not eligible for federal financial aid.

Nursing Leadership & Management Specialty

In today's healthcare environment nurse leaders, both executive and managerial, need a broad background in nursing and business concepts. Emphasis of this content is placed within the context of advanced nursing practice in health-care. The graduate program provides the student with the opportunity to identify and partner with a healthcare organization and nursing leader to participate in a clinical experience. The capstone seminar, a service project, is designed to guide students in the integration of nursing and management theory with a practical application.

BSN to MSN: Nursing Leadership & Management

Program Outcomes

- Designs processes to achieve quality, cost-effective and ethical health outcomes
- Appreciates the complexity of human resource management in today's healthcare
- Evaluates quality and safety measures
- Designs a plan of change using principles of servant leadership
- Collaborates with others to improve the quality of professional nursing practice and healthcare policy
- Utilizes evidence based practice for performance improvement
- Possesses requisite knowledge to pursue doctoral education
- Uses information technology to improve processes
- Demonstrates effective principles of change while providing client centered care

BSN to MSN: Nursing Leadership & Management Courses

Orientation Course

HUM 506 New Graduate Student Orientation

Core Courses

NUR 510 Healthcare Across the Population
NUR 551 Critique & Design of Nursing Research

NUR 601	Evidence Based Practice and Strategic Healthcare Decision Making
NUR 611	Influential Nursing Leadership
NUR 612	Professional Roles in Advanced Nursing
NUR 613	Leadership and the Future of Nursing
NUR 648	Healthcare Law and Policy

Nursing Leadership & Management Specialty Courses

BUS 504	Management and Organizational Behavior
BUS 505	Human Resource Management
NUR 560	Applied Healthcare Economics, Finance and Budgeting
BUS 630	Current Issues in Healthcare Administration
NUR 696	Seminar and Service Project I
NUR 697	Seminar and Service Project II
Statistics	Students must successfully complete an UG or GR statistics course before or during their course of study. Options include MAT 180, MAT 204, NUR 565, or approved transfer course.

Program Assessment Course

HUM 799	Graduate Student Assessment-Nursing
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Total: 36 semester credits

Clinical Hours = 500

■ Diploma/ADN to MSN: Nursing Leadership & Management

This program of study is designed to allow nurses who have completed a diploma or associate degree and are licensed as a registered nurse to supplement their college education with two foundational courses in the first term of study. This program provides the student with the opportunity to identify and partner with a healthcare organization and nursing leader to participate in a clinical experience.

The capstone seminar, a service project, is designed to guide students in the integration of nursing and management theory with a practical application.

Diploma/ADN to MSN: Nursing Leadership & Management Program Outcomes

- Designs processes to achieve quality, cost-effective and ethical health outcomes
- Appreciates the complexity of human resource management in today's healthcare
- Evaluate quality and safety measures
- Designs a plan of change using principles of servant leadership
- Collaborates with others to improve the quality of professional nursing practice and healthcare policy
- Utilizes evidence based practice for performance improvement
- Possesses requisite knowledge to pursue doctoral education
- Uses information technology to improve processes
- Demonstrates effective principles of change while providing client centered care

Diploma/ADN to MSN: Nursing Leadership & Management Courses

Graduation Requirements or Transfer Course Equivalents

- Human Anatomy I & II
- Microbiology
- Sociology
- Psychology
- Composition II

Orientation Course

HUM 506	New Graduate Student Orientation
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Bridge Courses

NUR 402	Community as Partner
NUR 437	The Professional Nurse

Core Courses

NUR 510	Healthcare Across the Population
NUR 551	Critique & Design of Nursing Research
NUR 601	Evidence-Based Practice and Strategic Healthcare Decision Making

NUR 611	Influential Nursing Leadership
NUR 612	Professional Roles in Advanced Nursing
NUR 613	Leadership and the Future of Nursing
NUR 648	Healthcare Law and Policy

Specialty Courses

BUS 504	Management and Organizational Behavior
BUS 505	Human Resources Management
NUR 560	Applied Healthcare Economics, Finance and Budgeting
BUS 630	Current Issues in Healthcare Administration
NUR 696	Seminar and Service Project I
NUR 697	Seminar and Service Project II
Statistics	Students must complete an UG or GR statistics course during their course of study. Options include MAT 180, MAT 204, NUR 565, or approved transfer course.
HUM 799	Graduate Student Assessment-Nursing

Total: 43 semester credits

Leadership Experience Hours = 500

■ MSN/MBA in Healthcare Administration Dual Degree

The University of Mary's MSN/MBA: Healthcare Administration dual degree offers an outstanding opportunity for nursing leaders to earn both degrees in an integrated program that prepares nursing leaders with a unique blend of clinical and administrative skills, all grounded in the Benedictine values.

The MSN/MBA: Healthcare Administration program blends nursing and business coursework, imparting the skills necessary to analyze significant issues between clinical nursing practice and healthcare administration to offer effective conflict resolution and provide leadership for practical solutions.

MSN/MBA in Healthcare Administration Dual Degree Program Outcomes

- Integrate ethical practices and policies which appropriately address the unique healthcare

laws and regulations healthcare organizations must follow

- Synthesize information through research and data analysis using best business and evidence based nursing practice to facilitate change toward high quality, cost effective and ethical nursing care delivery systems
- Collaborate with interdisciplinary teams, consumers, and other key stakeholders to effect needed change in healthcare delivery systems
- Utilize stewardship of human, fiscal, and organizational resources based on principles of finance, accounting, and economics
- Incorporate service and Benedictine values into nursing leadership practices
- Evaluate current domestic and global issues on healthcare and possible impacts to a changing healthcare industry
- Analyze significant issues between clinical nursing practice and healthcare administration to offer effective conflict resolution and provide leadership for practical solutions

Orientation Course

HUM 506	New Graduate Student Orientation
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Core Courses

NUR 510	Healthcare Across the Population
NUR 551	Critique & Design of Nursing Research
NUR 601	Evidence-Based Practice and Strategic Healthcare Decision Making
NUR 611	Influential Nursing Leadership
NUR 612	Professional Roles in Advanced Nursing
NUR 613	Leadership and the Future of Nursing
NUR 648	Healthcare Law and Policy

Specialty Courses

BUS 502	Operations and Management
BUS 504	Management and Organizational Behavior
BUS 505	Human Resource Management

NUR 560	Applied Healthcare Economics, Finance and Budgeting
BUS 555	Managerial Finance
BUS 571	Executive Economic Analysis
PHI 572	Ethics
BUS 605	Managerial Accounting
BUS 610	Marketing
BUS 630	Current Issues in Healthcare Administration
BUS 635	Law in the Managerial Environment
BUS 653	Healthcare Organizations and Finance
BUS 696	Seminar and Service Project I
BUS 698	MSN/MBA-HC Dual Degree Capstone Course

Program Assessment Course

HUM 799	Graduate Student Assessment-Nursing
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Total: 60 semester credits

Leadership Experience Hours = 500

■ BSN to MSN: Nurse Educator

The nurse educator program of study prepares nurses for leadership roles in practice and academic settings by emphasizing curricular design, teaching strategies, and assessment of learning measures.

Two practicum courses provide the student with the opportunity to identify and partner with one or both of the following:

- a nursing program and an experienced nurse educator to participate in direct classroom and nursing practice instruction;
- a nurse educator within a healthcare organization to participate in continuing education and professional development of practicing nurses.

Nurse Educator Program Outcomes

- Demonstrates an expanded knowledge base of the art and science of nursing.
- Creates teaching environments, established by nursing standards, which incorporate the application of learning theories, implementa-

tion of varied teaching strategies, and use of diverse evaluation methods.

- Evaluates curricular design in regard to the student experience, the achievement of program outcomes, and the attainment of accreditation standards.
- Illustrates the nurse educator's responsibility to foster professional competence, behavior, and role socialization of students in teaching/ learning milieus.
- Understands the role of the nurse educator in student development of intra- and inter-professional communication skills to advance the delivery of safe patient care.
- Recognizes how political, institutional, societal, and economic forces influence the role of the nurse educator.
- Prioritizes the nurse educator's role as a change agent and facilitator of innovation through the utilization of servant leadership principles and the Benedictine values.
- Articulates a commitment to the practice of lifelong learning to maintain competence as a nurse educator, cultivate nursing knowledge, and promote the scholarship of nursing.

Nurse Educator Course Requirements

Orientation Course

HUM 506	New Graduate Student Orientation
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Core Courses

NUR 510	Healthcare Across the Population
NUR 551	Critique & Design of Nursing Research
NUR 601	Evidence Based Practice and Strategic Healthcare Decision Making
NUR 611	Influential Nursing Leadership
NUR 612	Professional Roles in Advanced Nursing
NUR 613	Leadership and the Future of Nursing
NUR 648	Healthcare Law and Policy

Nurse Educator Specialty Courses

NUR 521	Advanced Pathophysiology for Nurse Educators
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NUR 531	Principles of Pharmacology for Nurse Educators
NUR 566	Advanced Health Assessment for Nurse Educators
NUR 572	Nurse Educator Clinical Integration
NUR 580	Seminar in Nursing Education I
NUR 680	Seminar in Nursing Education II
Statistics	Students must complete a graduate-level statistics course during their course of study. Options include NUR 565 or an approved transfer course.

Capstone Option (choose one)

1. Thesis

NUR 699	Preparation for Thesis
NUR 700	Thesis
NUR 701	Thesis Continuation

2. EBP Project

NUR 694	EBP Project Planning
NUR 704	EBP Project Implementation
NUR 705	EBP Project Outcome Measurement

Program Assessment Course

HUM 799	Graduate Student Assessment-Nursing
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Total: 42 semester credits

Educational Experience Hours = 500

■ MSN: Nursing and Healthcare Informatics Program

Nursing informatics is a specialized, data-driven field in which registered nurses aim to strengthen the quality of choices made by patients, nurses and other healthcare professionals through a combination of nursing science, computer science and information analysis. A master's degree in nursing informatics is required to enter this field and to be eligible for national certification. These programs educate students in the collection, interpretation and implementation of data relevant to nursing practice and research. Students need a strong understanding of statistics and a variety of analytical methods. Registered nurses who are trained in informatics can go on to positions in healthcare which may include:

- Nursing informatics specialist
- Nursing informatics consultant
- Coordinator of nursing information systems
- Clinical informatics officer
- Project director for nursing information
- Nursing and Healthcare Informatics Program

Outcomes

- Discuss the influence of professional nursing standards, the code of ethics, principles of servant leadership, Benedictine values, nursing philosophy, and personal beliefs on the professional informatics nurse's practice.
- Value the input of collaboration with the patient, family, healthcare team to improve quality and safety in patient outcomes when developing strategies, policies, or procedures for introducing, evaluating, or modifying information technology applied to nursing practice, administration, education, or research.
- Analyze and interpret patient, nursing, or information systems data to improve nursing services and to inform health policy and advocacy efforts.
- Translate nursing practice information and informatics technology between nurses, healthcare team members, administration, systems engineers, analysts, or designers.
- Develop or implement policies or practices to ensure the integrity, privacy, confidentiality, and security of patient information.
- Apply knowledge of computer science, information science, nursing, and informatics theory to nursing practice, education, administration, in collaboration with other health informatics specialists with focus on patient safety, patient outcomes and population health.
- Design, develop, select, test, implement, and evaluate new or modified informatics solutions, data structures, and decision-support mechanisms to support patients, health care professionals, and their information management and human-computer and human-technology interactions within health care contexts.

Nursing and Healthcare Informatics Course Requirements

Orientation Course

HUM 506 New Graduate Student Orientation

Core MSN Courses

NUR 510 Healthcare Across the Population

NUR 551 Critique & Design
of Nursing Research

NUR 601 Evidence Based Practice and
Strategic Healthcare Decision
Making

NUR 611 Influential Nursing Leadership

NUR 612 Professional Roles
in Advanced Nursing

NUR 613 Leadership and the Future of
Nursing

NUR 648 Healthcare Law and Policy

Core Informatics Courses

NUR 590 Principles of Informatics
in Healthcare Professions

NUR 594 Ethics and Informatics

NUR 660 The Human Technology Interface

NUR 667 Applied Clinical Informatics
in Patient Centered Care

Nursing Informatics Courses

NUR 597 Professional Domains
of Nursing Informatics

NUR 679 Nursing Informatics Seminar I

NUR 686 Nursing Informatics Seminar II

Program Assessment Course

HUM 799 Graduate Student
Assessment-Nursing

Total: 38 semester credits

Clinical Hours = 360

■ Doctor of Nursing Practice (DNP)

The University of Mary offers two program of study options for the DNP degree:

- BSN to DNP: Family Nurse Practitioner
- MSN to DNP: Organizational Leadership

The BSN to DNP Family Nurse Practitioner program is offered in a blended online/on-site format. Students in this program of study are required to participate in a limited number of campus visits. Students will be required to participate in a variety of clinical experiences.

The MSN to DNP Organizational Leadership program is offered online with one required campus visit at the conclusion of the program of study. Students are required to participate in clinical experiences throughout their program of study.

Application/Admission Requirement

Individuals holding a bachelor degree in nursing from an accredited institution are eligible to apply to the Family Nurse Practitioner programs of study. Individuals holding a master's degree in nursing from an accredited institution are eligible to apply for the Organizational Leadership program of study.

Requirements listed below must be met before admission to graduate nursing study:

- Evidence of current, unencumbered RN licensure
- Cumulative GPA of 2.75 or higher on a 4.0 scale
- Completed graduate application (including application fee)
- Professional goals essay
- Official transcripts (including degree granting institution and transcripts of any graduate courses completed)
- Current resume
- Two letters of professional reference
- Background check through CastleBranch® and Release of Information of Criminal Background Report

Additional FNP application/admission requirements

- Admissions interview
- Complete physical assessment demonstration

Additional Organizational Leadership application/admission requirements

- Verification of clinical/practicum hours completed as part of a master's program in one of the following methods:

- The clinical/practicum hours completed in the master's program are clearly identified on the transcript
- Syllabi for the clinical/practicum courses are submitted and the clinical/practicum hours are identified
- A letter from an official from the institution where the master's degree was granted verifying the clinical/practicum hours
- Prerequisite: evidence of completion of a graduate statistics course

International Students

Applicants from countries in which English is not the native language are required to prove a minimum level of English proficiency. The University of Mary will accept scores from the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS).

The TOEFL or IELTS score may be waived for students from countries where English is the only official language (International Services has a list of countries adopted from AACRAO).

Graduate students who have evidence of successful completion of an undergraduate degree or another graduate degree from another regionally accredited institution of higher learning within the United States within the prior five years may be accepted without the TOEFL or IELTS scores.

Official TOEFL or IELTS scores must be submitted along with the necessary application materials when students are applying for admission to the Division of Nursing prior to the application deadline (students may contact International Services to obtain a copy of official TOEFL or IELTS scores, if applicable).

Test Score Requirements

Doctor of Nursing Practice

Applicants who are applying to the Doctor of Nursing Practice (DNP) must achieve a minimum TOEFL score of 100 (IELTS of 7) on the Internet based test (IBT). The Division of Nursing also requires TOEFL iBT Speaking subscale score of a 26 (IELTS of 8) or above and TOEFL iBT Writing subscale score of 24 (IELTS of 6.5) or above, TOEFL iBT Reading subscale score of a 23 (IELTS of 6.5 or above).

All exams are valid for two years.

Official scores must be sent directly to:

Graduate Admissions
University of Mary
7500 University Drive
Bismarck, ND 58504

Academic Transcript Evaluation

Certified copies of all academic records are required at the time of application. Certified copies include transcripts or school certificates and subjects for which the applicant was enrolled or is presently enrolled. If the applicant has attended a university outside of the United States, the Division of Nursing requires the applicant to provide a course-by-course transcript evaluation. The evaluation must include transcript authenticity, GPA calculation, U.S. degree equivalency, and is sent directly from the evaluation service. Transcript evaluation must be performed by the American Associates of Collegiate Registrars and Admissions Officers (AACRAO) or World Education Services (WES).

Official transcripts must be sent directly to:

Graduate Admissions
University of Mary
7500 University Drive
Bismarck, ND 58504

■ BSN to DNP: Family Nurse Practitioner

The University of Mary Family Nurse Practitioner (FNP) program:

- Prepares graduates to assume positions of leadership and influence in primary care.
- Assists graduates to engage in the art and science of their profession, influence the function of individuals and organizations, generate ideas, promote change, disseminate knowledge, and clarify and defend personal and social values.
- Emphasizes knowledge and skills essential for the practice of primary care within a complex healthcare delivery system.
- Prepares graduates as servant leaders.

The University of Mary FNP Program is designed using an on-site/online model. The on-site component consists of face-to-face time for several days at the start of each semester and also during the final week of the last semester prior to graduation. This on-site time together is referred to as "Institute". The remaining classroom instruction occurs on-line. Faculty and students collaborate on

student placement for clinical experiences. Often, these experiences may be completed in or near a student's home community.

Successful completion of this program of study prepares the graduate to apply for their choice of family nurse practitioner national certification through either the American Nurses Credentialing Center or the American Association of Nurse Practitioners Certification Program.

Family Nurse Practitioner Program Outcomes

- Demonstrates competence in health promotion, disease prevention and illness management of individuals, families and communities.
- Utilizes servant leadership principles and expanded knowledge in health policy, advocacy, and healthcare quality to promote change in the delivery of care along the healthcare continuum
- Applies Benedictine values to foster a collaborative nurse practitioner-patient relationship that fosters respect, protection, and enhancement of spiritual integrity, human dignity, as well as cultural diversity to improve patient and population health outcomes.
- Acts as a leader in knowledge translation and application of evidence based practice from nursing and related fields through critical evaluation, synthesis, and integration of health information data and research findings.
- Influences, negotiates, and manages change among an inter-professional team for purposes of advancing healthcare quality among patients, populations, and systems.
- Practices reflectivity as an advanced practice nurse who is aware of and responsive to environmental contexts that shape healthcare decision making.

Family Nurse Practitioner Required Courses

Orientation Course

HUM 506 New Graduate Student Orientation

Core Courses

NUR 510 Healthcare Across the Population

NUR 551 Critique & Design of Nursing Research

NUR 601 Evidence Based Practice and Strategic Healthcare Decision Making

NUR 611 Influential Nursing Leadership

NUR 612 Professional Roles in Advanced Nursing

NUR 648 Healthcare Law & Policy

NUR 613 Leadership and the Future of Nursing

Statistics Students must successfully complete a graduate-level statistics course before or during their course of study. Options include NUR 565 or an approved transfer course.

Family Nurse Practitioner Specialty Courses

NUR 519 Advanced Pathophysiology

NUR 562 Pharmacology for Advanced Practice

NUR 567 Advanced Health Assessment

NUR 569 Family Theory

NUR 582 Human Responses, Clinical Decision Making and Diagnostic Testing

NUR 584 Health Promotion and Clinical Prevention

NUR 586 Clinical Anatomy

NUR 589 Common & Chronic Health Management

NUR 620 Care of Women and Children

NUR 690 Common & Chronic Health Practicum

NUR 720 Care of Women and Children Practicum

NUR 830 DNP Project & Nursing Scholarship I

NUR 836 Acute and Emergent Health Problems

NUR 840 DNP Project & Nursing Scholarship II

NUR 850 Teaching and Learning in Nursing

NUR 930 DNP Project & Nursing Scholarship III

NUR 940	DNP Project & Nursing Scholarship IV
NUR 959	Seminar and Practicum
NUR 975	Program Competence Examination
HUM 999	Graduate Student Assessment –Nursing

Total: 86 semester credits

Clinical Hours = 1180

■ MSN to DNP: Organizational Leadership

Organizational Leadership Program Outcomes

- Appraise health care organizations to assess strengths and weaknesses and facilitate organization-wide improvement in healthcare delivery from a systems thinking approach.
- Perform as a leader in knowledge translation and application of evidence based practice through critical evaluation, synthesis, and integration of health information data and research findings to improve healthcare and health care systems.
- Integrate informatics and patient care technology into clinical practice and organizational systems to improve healthcare outcomes.
- Influence health care policy at the local, state, and federal level to champion issues of quality, social justice, equality, and fiscal responsibility in the delivery of healthcare services.
- Successfully negotiate and manage cutting-edge innovations and change among an interprofessional teams for purposes of advancing healthcare quality among patients, populations, and complex systems.
- Apply Benedictine values to foster a collaborative relationship that promotes respect, protection, and enhancement of spiritual integrity, human dignity, as well as cultural diversity to improve patient and population health outcomes.
- Integrate professional standards, nursing science and theory, values, accountability, ongoing self-reflection, ethical, analytical, and organizational sciences as the foundation for the highest level of nursing practice.

Organizational Leadership Required Courses Orientation Course

HUM 506 New Graduate Student Orientation

Core Courses

NUR 830	DNP Project & Clinical Scholarship I
NUR 838	Epidemiology & Population Health
NUR 840	DNP Project & Clinical Scholarship II
NUR 848	Data Driven Quality Improvement in Healthcare
NUR 850	Teaching & Learning in Nursing
NUR 905	Organizational Systems Leadership Practicum
NUR 906	Healthcare Finance & Economics
NUR 916	Interprofessional Collaboration
NUR 930	DNP Project & Clinical Scholarship III
NUR 940	DNP Project & Clinical Scholarship IV
NUR 9XX	Healthcare Policy & Advocacy

Graduate Nursing Course Descriptions

NUR 402 Community as Partner

This course focuses on the partnership between nursing and the community in promoting health. It explores content areas basic to the practice of community health nursing and public health nursing; models of community assessment, data analysis, formulation of a health community nursing diagnosis; and planning, implementation, and evaluation of a community health promotion program. The diverse roles, strategies and interventions that community and public health nurses utilize to promote population health are analyzed.

3 semester credits

NUR 437 The Professional Nurse

Framed by competencies from Quality and Safety Education for Nurses (QSEN), this course will offer Associate Degree and Diploma prepared nurses foundational content in evidence based practice, patient safety, quality improvement, informatics, interdisciplinary and intradisciplinary teamwork, and patient-centered care across the lifespan, including genetics and genomics. Role socialization, leadership and scholarly oral and written communication are emphasized.

4 semester credits

NUR 510 Healthcare Across the Population

Healthcare extends beyond traditional settings of care transactions. It includes not only hospitals and clinics but also,

in a growing capacity, the world (i.e., communities, regions, and countries). Public health knowledge is grounded in principles of epidemiology and influenced by genetics and genomics. Utilizing principles of both, students will explore environmental health, ethical health disparities, and issues of social justice.

3 semester credits

NUR 519 Advanced Pathophysiology

Provides advanced understanding of the pathophysiologic mechanisms underlying human disease processes. The manifestations of pathophysiologic alterations will be analyzed as well as common diagnostic testing of pathologic processes. Prerequisite: Admission to FNP program of study.

4 semester credits

NUR 521 Advanced Pathophysiology for Nurse Educators

This course is designed to provide future nurse educators with a holistic and advanced overview of physiologic concepts and pathophysiologic responses to alterations in function that occur in persons across the life span. This course facilitates students' achievement of an expanded depth and range of their selected clinical focus area. In this course, advanced teaching principles and techniques utilized by Master's prepared nurse educators will be emphasized.

3 semester credits

NUR 531 Principles of Pharmacology for Nurse Educators

This course provides graduate nurse educator students with advanced knowledge of pharmacology and its implications for nursing care. The course builds upon and reinforces an understanding of basic principles of pharmacology. Nurse educator students explore concept-based principles of pharmacology as they apply to various pathophysiological conditions. The application of evidence-based practice literature will enable students to strengthen the depth and scope of their selected clinical focus area and reinforce approaches to teaching/learning situations for promotion of safe and appropriate use of medications.

3 semester credits

NUR 551 Critique & Design of Nursing Research

Understanding and utilizing research findings are fundamental skills that are needed to advance the nursing profession. This course focuses on advanced scholarly activities that are utilized to conduct nursing research. The history of nursing research; steps that are utilized to conduct research; and differences between the utilization of quantitative and qualitative research methodologies are discussed. The modeling of servant leadership principles that includes the incorporation of research into one's own practice; engaging in and encouraging activities to generate evidence; and promoting others to use research findings will be explored.

3 semester credits

NUR 560 Applied Healthcare Economics, Finance and Budgeting

Efforts to optimize delivery of high quality, safe and effective healthcare in a cost-effective fashion are the objective of nurse leaders. Factors affecting the financial health of an organization including economics, federal and state payment systems

and regulations, and private insurance issues are investigated. Principles of healthcare financing, budgeting, cost/benefit analysis, and fiscal reporting will be explored. The course will culminate in development of a business plan that demonstrates responsible management of financial resources.

3 semester credits

NUR 562 Pharmacology for Advanced Practice

Focus includes the application of pharmacological agents (prescribed and over the counter) used to treat acute and chronic health problems of individuals of varying ages and cultural backgrounds within a variety of settings. Pharmacokinetic and pharmacodynamic principles and current research form the foundation for discussion of selected drug groups. Emphasis is given to indications, mechanisms of action, dosages, adverse side effects, cost containment and client education. Prerequisite: NUR 519, 567. Corequisites: NUR 589

4 semester credits

NUR 565 Statistics

Effective educators and administrators must have a basic understanding of the application of statistical concepts and procedures utilized in conducting research. Students develop an understanding of descriptive and inferential statistics for the purpose of statistically analyzing and interpreting research findings.

3 semester credits

NUR 566 Advanced Health Assessment for Nurse Educators

This course enables nurse educator students to refresh and expand their overall knowledge base of fundamental health assessment principles to perform holistic assessments on patients/clients throughout the lifespan. Students will transfer knowledge of health assessment principles that will not only enhance the depth and breadth of health assessment knowledge related to their selected clinical focus area, but will also expand their role as Master's prepared nurse educators.

3 semester credits

NUR 567 Advanced Health Assessment

Refine and strengthen advanced health assessment and clinical judgment skills providing foundation for planning therapeutic and healing interventions for well and ill persons. A problem-focused and comprehensive database is developed and communicated through written and oral methods. This includes complete functional, spiritual and family assessment, health history, physical examination and appropriate laboratory and diagnostic data. Cultural and developmental variations of the person are emphasized. Selected common abnormalities, disease states associated with the body system or body parts are examined holistically. 60 clinical hours. Prerequisite: Admission to FNP program. Corequisite: Current Healthcare CPR certification.

4 semester credits

NUR 569 Family Theory

Examines relevant theories as the basis for the development of therapeutic, caring relationships with families. Specific attention is given to understanding the nature of family structures, considering different perspectives used in assessing

families, using assessment tools and designing advanced nursing interventions.

2 semester credits

NUR 572 Nurse Educator Clinical Integration

Mastery of clinical expertise will be facilitated with applied learning experiences. These experiences are intended to allow nurse educator students to integrate cognitive learning with the affective and psychomotor domains of learning. In a supervised experience, students will enhance the breadth and depth of knowledge within their selected area of nursing expertise.

1 semester credits; 10 week course

NUR 580 Seminar in Nursing Education I

This course is designed to introduce nurses for their roles as educators in academic and health care settings. The role of the nurse educator will be explored. Concepts for effective teaching that include theories of learning; teaching methods; assessment of learning in didactic and clinical settings; as well as curricular development and evaluation will be studied. The use of evidence-based literature will be used to guide educational practices and promote the scholarship of teaching. A practicum in an academic or educational health care setting, in collaboration with an expert nurse educator, will facilitate application of course content. Prerequisites: NUR 521, 531, 566
7 semester credits; 90 educational experience hours

NUR 582 Human Responses, Clinical Decision Making and Diagnostic Testing

This course is an integrated approach to utilization of evidence based skills in development of a holistic, high-quality, and cost effective plan of care through emphasis of sound clinical reasoning with relationship to differential diagnosis, diagnostic testing, and laboratory investigation. Principles of intercollaborative communication, ethical influences and cultural specificity will promote and strengthen critical thinking in primary care patient populations. Pre/Corequisites: Admission and successful progression in FNP program.
3 semester credits

NUR 584 Health Promotion and Clinical Prevention

The family nurse practitioner synthesizes theoretical, scientific, and contemporary clinical knowledge for the assessment and management of both health and illness states. In this course, students will learn how to effectively apply evidence based clinical guidelines critical to health promotion, health protection, and disease prevention in order that individuals can increase control over and improve their own health. The relationship of genetics in health promotion and clinical prevention is explored while consideration of ethical questions linked to health promotion and clinical prevention are also considered

3 semester credits

NUR 586 Clinical Anatomy

Building on a basic knowledgebase of anatomy, students will achieve competence in clinical application of anatomical and physiologic processes of humans. This course will be taken concurrently with Advanced Pathophysiology. As a result of taking these courses in concert, students will correlate clinical findings of normal anatomical and physiologic process with pathologic deviations of normal in humans.

3 semester credits

NUR 589 Common & Chronic Health Management

In this course, knowledge of pathophysiology, pharmacology, and comprehensive physical assessment is integrated with principles of health promotion as well as management of common and chronic health problems seen in maturing adults. Collaboration models of practice within the rural and urban health settings are introduced. Evidence-based practice protocols are examined and utilized in the primary care setting.

Prerequisites: NUR 519, 567. Corequisites: NUR 562

4 semester credits

NUR 590 Principles of Informatics in Health Care Professions

As the world of technology continues to evolve, professionals must be well prepared to make significant contributions by harnessing appropriate and timely information. This course will provide the basic theoretical framework and knowledge base for information management within various settings. Exploration of the roles and competences associated with informatics in a variety of environments and the associated functions of advocacy, informatics theories (using the concepts of data, information, knowledge, and wisdom), systems application, outcome management and evidence based practice application will be addressed.

3 semester credits

NUR 594 Ethics and Informatics

The adoption of new technological and communication advancements and use of decision making support tools reveal different moral dilemmas. The context for examining these moral issues or ethical dilemmas will become increasingly complex. This course will highlight familiar and new ethical concepts to consider when applied to informatics.

3 semester credits

NUR 597 Professional Domain of Nursing Informatics

The informatics nurse specialist can contribute to practice, education, industry, research, and government by providing a nursing perspective in the application of informatics as project manager, consultant, educator, researcher, product developer, decision support/outcomes manager, advocate/policy developer, clinical analysis/system specialist, and entrepreneur. This course will explore these various roles through the critical evaluation of current literature, current roles and future roles, professional values and standards, and review of evolving competencies of nursing informatics practice.

2 semester credits

NUR 601 Evidence-Based Practice and Strategic Healthcare Decision Making

The health of an organization, a population, or an individual relies heavily on strategic decision-making based on evidenced based findings yet individualized to the unique setting they are applied in. This course will engage students in principles of evidence based practice and knowledge translation. Topics focused on will include healthcare quality, patient safety, population health, and healthcare informatics/technologies.

2 semester credits

NUR 611 Influential Nursing Leadership

Complexities of the current United States healthcare environment call for nurses to function within and often lead interdisciplinary teams in works toward improved care and outcomes. Developing accountability for advancing the field of nursing and designing strategies for continued professional growth

while consistently making patient-centered, culturally sensitive and data driven decisions in the spirit of a professional environment is the focus of this course. Servant and transformational styles are the leadership philosophies targeted.

2 semester credits

NUR 612 Professional Roles in Advanced Nursing

This course provides a framework of professional standards that serve as the foundation to nursing education, practice and professionalism. The course will immerse students in the profession's historical roots as well as current and future issues, roles, practice environments, and opportunities. Upon completion of the course, student will be prepared to role model behaviors that effectively advocate efforts to promote positive patient outcomes and advance the profession.

3 semester credits

NUR 613 Leadership and the Future of Nursing

The nursing profession plays an integral role in the future of healthcare in the United States. As a practice discipline, students will be paired with a leadership mentor for real world observation and application of leadership principles in systems thinking, innovation, change management, evidence-based practice, communication, conflict resolution, and decision making.

2 semester credits / 80 leadership experience hours

NUR 620 Care of Women and Children

Engages students in focused study of health promotion, disease prevention, and management of health problems in the population of women and children in the primary care setting. Students will develop information literacy through analysis of primary research and clinical practice guidelines commonly applied to this population. Reflection of the interdependence between practice and special issues, such as social factors, diversity, ethics, and health policy will occur. Prerequisite: NUR 589

4 semester credits

NUR 648 Healthcare Law & Policy

This course will provide a basic foundation of the legal system and a broad analysis of laws which impact health care. Topics of particular focus in the course will include professional licensing regulations, practices which create legal liability for health care providers and health care institutions, requirements and pitfalls of reimbursement and payment systems, the decision making processes for death and dying, and the exploration of laws which may directly or indirectly impact health care.

3 semester credits

NUR 660 Human Technology Interface

Anytime humans use technology, some type of hardware or software enables or supports the interaction. Poorly designed technology and communication systems can lead to errors, lower productivity, or even the removal of the system. Unfortunately, as more complex health information technology applications are integrated the problems can become even worse. Professionals tend to be very creative and can develop workarounds that allow circumvention of troublesome technology that unfortunately do not offer a long term solution. This course will address the human technology interface, explore human-technology interface problems, provide an overview of the purpose of conducting workflow analysis

and design, explore meaningful use, and cite measured of efficiency and effectiveness that can be applied to redesign workflow efforts and processes.

3 semester credits

NUR 667 Applied Clinical Informatics in Patient Centered Care

This course investigates the application of information technology and impact of these interactions between healthcare providers and patients. Primary focus will include ways in which patients are engaged and empowered by the use of informatics technology, application and development of clinical decision making tools, meaningful use, and the influence on patient outcomes and safety. Topics will include project management for the implementation of informatics technology, use of simulation, workflow analysis, and solution modeling.

3 semester credits

NUR 679 Nursing Informatics Seminar I

This course will explore project management concepts and skills related to the Implementation and evaluation of information systems. The focus of this course is to begin integrating all previous study and to identify the focus of students' final capstone project. This seminar will provide an opportunity for the student to gain introductory informatics-related experiences in the healthcare setting through a minimum of 120 hours of clinical setting functioning under the supervision of an informatics professional.

3 semester credits

NUR 680 Seminar in Nursing Education II

This course focuses on the synthesis and integration of concepts, educational theories, and sound educational principles that are incorporated throughout the University of Mary graduate nurse educator program of study. Nurse educator students will refine their skills in assessing learning needs; evaluating curricula design; developing courses/programs of study; teaching and guiding learners; evaluating learning; and documenting outcomes of educational processes. The student will engage in practical experiences with an expert nurse educator who works in an academic setting or a clinical setting. Students will examine strategies to strengthen the commitment to lifelong learning, leadership, and scholarship to advance the discipline of nursing education. Prerequisite: NUR 580

3 semester credits / 90 educational experience hours

NUR 686 Nursing Informatics Seminar II

This seminar will provide an opportunity for the student to gain advanced informatics-related experiences in the healthcare clinical setting through a minimum of 120 hours of practice functioning under the supervision of an informatics professional. Specific learning objectives will be developed based upon the clinical placement. Students will develop and implement an informatics capstone project in collaboration with a community partner to apply learned skills that address an informatics problem in the healthcare setting. Students will disseminate the final results and lessons learned as evidence of program completion. Students will be eligible to write the ANCC certification exam following this practicum course. Prerequisite: NUR 679

3 semester credits

NUR 690 Common & Chronic Health Practicum

This course focuses on the application of health promotion and management of common and chronic health conditions for maturing adults through advanced practice interventions. Current theory and research on social issues, which have an impact on individuals, families and communities are incorporated into the course. Rural and urban health collaboration models of practice are continued. Prerequisites: NUR 589, ACLS certification
4 semester credits

NUR 694 NE EBP Project Planning

This is the first in a series of three courses for Nurse Educator students completing an EBP Project as their culminating capstone work. In this course students will serve as a change agent to facilitate implementation of an innovative change focusing on educational practices, procedures, or policies. Students, in collaboration with an academic or healthcare organization, will identify an organizational need. Through analysis of secondary organizational evidence and literature synthesis the student will develop evidence based project recommendations. By the conclusion of the course students will develop an implementation and outcomes measurement plan for the selected EBP Project.
2 semester credits

NUR 696 Seminar and Service Project I

Students will initiate a capstone project within a healthcare organization as a member of a team. Working in consultation with a nursing leader a clinical practice question will be identified. The students will work together in teams to analyze the clinical practice problem, design specific clinical practice project recommendations and identify methods for measuring project outcomes. As a result of this course, the student will be prepared to implement and measure effectiveness of the clinical project in NUR 697 Seminar and Service Project II. 200 clinical hours; 220 leadership experience hours. Prerequisites: NUR 551, 601, 611 and 560.
3 semester credits

NUR 697 Seminar and Service Project II

Students, working as a member of intra-professional and inter-professional teams, will execute project implementation and outcome measurement strategies for the clinical project initiated in NUR 696 Seminar and Service Project I. In this course students will achieve university and organizational Institutional Review Board approval to implement, and subsequently measure and disseminate findings of the clinical project. Prerequisite: NUR 696
3 semester credits/200 leadership experience hours

NUR 698 MSN/MBA Dual Degree Capstone Course

Working as a member of intra-professional and inter-professional teams, students will conduct planning, implementation, and outcome measurement of a clinical project initiated in NUR 696 Seminar and Service Project I. Careful consideration of human and fiscal resources as well as potential barriers to continued success of the project will be assessed and recommendations for management of these issues will be included in the final project. In this course students will achieve university and organizational Institutional Review Board approval to implement, and subsequently measure and disseminate findings of the clinical project.

Prerequisite: NUR 696

3 semester credits/200 clinical hours/200 leadership experience hours

NUR 699 Preparation for Thesis

Healthcare and higher education of health professionals is changing at an unprecedented rate. In nursing, it is imperative that nurse educators are prepared to design innovative curricula and teaching-learning strategies that will prepare students for the environment they will be entering. Adequate research is necessary to understand effective means to reach these goals. This course will facilitate the nurse educator students' initial steps in the formulation of a research proposal. The course will culminate with a plan for conducting a scholarly investigation.
1 semester credit

NUR 700 Thesis

Thesis advising guides students through thesis research and writing to produce a scholarly contribution to the nursing profession through a formal research study. This course will culminate with the completion of a thesis research proposal.
1-3 semester credits

NUR 701 Thesis Continuation

Thesis advising guides students through thesis research and writing to produce a scholarly contribution to the nursing profession through a formal research study. This course will culminate with the written and oral dissemination of a completed thesis.
2 semester credits

NUR 704 NE EBP Project Implementation

This is the second in a series of three courses for Nurse Educator students completing an EBP Project as part of their culminating capstone work. In this course, students will gain IRB approval and execute the project implementation plan.
1 semester credit

NUR 705 NE EBP Project Outcome Measurement

This is the third in a series of three courses for Nurse Educator students completing an EBP Project as their culminating capstone work. In this course, students will analyze, report to stakeholders, and disseminate outcome measurements of the EBP Project. Prerequisite: NUR 704
1 semester credit

NUR 720 Care of Women & Children Practicum

This course focuses on participation in the management of common episodic and chronic conditions, which promote and support the health of women and children through advanced practice interventions. Current theory and research on social issues, which have an impact on individuals, families and communities are incorporated into the course. Prerequisites: NUR 620, PALS certification
4 credits

NUR 830 DNP Project & Nursing Scholarship I

This course is the first in a four part series of courses culminating in completion of an applied evidence based practice (EBP) project that results in a systems change. In this course, the student/student team will initiate collaboration with a healthcare organization or health related entity to identify a clinical practice problem through investigation of internal

organizational data and documentation of a needs assessment. Students will develop a PICO question, create a problem statement, define the significance of the problem, and identify key project stakeholders. Students will complete a review of the literature from the current body of knowledge relevant to their project topic, formulate recommendations for change considering the clinical context, and organize a project implementation and outcomes measurement plan. Threaded within this course are principles of health informatics, systems thinking, funding sources, and theoretical frameworks that guide decisions and contribute to the application of innovation in healthcare organizations.

7 semester credits

NUR 836 Acute and Emergent Health Problems

Provides an expanded base for recognition and initiation of effective emergency care. Focus on rapid, systematic assessment, stabilization, and management/referral of acute, emergency, and trauma events. 150 practice hours.

Prerequisite: NUR 720, current PALS, ACLS, and TNCC certifications

8 semester credits

NUR 838 Epidemiology & Population Health

In this course, the DNP student will interpret and integrate epidemiology, logistic modeling, and public health surveillance in evaluating and improving healthcare systems.

The course provides an introduction into investigation of outbreaks and will enable the healthcare professional to develop a knowledge base to address issues of health and illness among a population.

3 semester credits

NUR 840 DNP Project & Nursing Scholarship II

This course is the second in a four part series of courses culminating in completion of an applied evidenced based practice (EBP) project resulting in a systems change. Professional obligations of nurse leaders are multidimensional. This course challenges students in role transformation to consider social, economic, and political influences that shape health policy, healthcare quality, and patient safety at the national, regional, and organizational level. Through study of knowledge translation, student will discover how nursing practice is informed and patient care is advanced.

1 semester credits

NUR 848 Data Driven Quality Improvement in Healthcare

This course provides DNP students with the opportunity to develop and refine leadership decision making skills. Making informed choices within healthcare organizations requires clinical inquiry and utilization of not only relevant, but also accurate data. Advancing nursing and health care quality through strategy implementation and systems thinking principles that are founded on evidence-based, data driven decisions is the focus of this course.

3 semester credits

NUR 850 Teaching and Learning in Nursing

With education as the cornerstone of nursing practice, the constantly evolving nursing discipline requires continued dissemination of evidence-based knowledge from expert clinicians. This course explores teaching and learning principles of nursing education. Students learn to apply these

principles as they learn to design curricula; develop lesson plans; deliver presentations; and evaluate outcome assessments for teaching/earning experiences in classroom and practice settings.

3 semester credits

NUR 899 Continuing Enrollment

Registration in NUR 899 may be required by graduate students who are not otherwise enrolled in courses for an academic term, but who remain active in a program of study with intentions of completing the program of study for a graduate degree. The continued enrollment credit allows for extended work on the thesis or other capstone/culminating project or experience.

1-8 semester credits

NUR 905 Organizational Systems Leadership Practicum

This clinical course prepares DNP students to refine critical leadership skills for direct and indirect care through precepted experiences that allow doctoral students to develop clinical competencies within their specific emphasis area. Students integrate theory and clinical competencies to provide preventative care, health promotion, health education, health systems leadership, policy and evidence-based care to a variety of populations. This course explores leadership competencies including change management, strategy implementation, emotional and social intelligence, influence, expertise, conflict management, decision making, team dynamics, and systems thinking.

2-4 semester credits

NUR 906 Healthcare Finance & Economics

This course focuses on the fiscal management concepts of healthcare systems. Analytical methods will be used to appraise economic aspects across various sectors of the healthcare system including clinics, underserved and rural populations, organizations, local, state and federal health care budgets, and the economic aspects of healthcare reform. The course applies tools of analysis to the behavior of households, healthcare providers, health insurance organizations, pharmaceutical industries, hospitals, and not-for-profit and federally funded clinics.

3 semester credits

NUR 916 Interprofessional Collaboration

In this course, DNP students build upon current collaboration skills to develop leadership and negotiation expertise in interprofessional teams to drive positive redesign of healthcare delivery and systems. Tools, theories, and models for navigating through conflict resolution, effective communication, team dynamics, and motivation to achieve optimal health outcomes will be further explored.

3 semester credits

NUR 930 DNP Project & Nursing Scholarship III

This course is the third in a four part series of courses culminating in completion of an applied evidenced based practice (EBP) project resulting in a systems change. During DNP Clinical Project III the student will continue collaboration with project stakeholders from a healthcare organization or health related entity. With IRB approval, students will carry out their project implementation plan.

1 semester credits

NUR 940 DNP Project & Nursing Scholarship IV

This is the final course in a four part series of courses culminating in completion of an applied evidenced based practice (EBP) project resulting in a systems change. During DNP Clinical Project IV the student will continue collaboration with a healthcare organization or health related entity. Students will analyze data gathered from their projects, evaluate outcomes, and disseminate their conclusions.

3 semester credits

NUR 959 Seminar and Practicum

Clinical and professional forces critical to a successful transition into the advanced nursing practice role are the focus of this course. The interplay of legal, economic, political, regulatory, and ethical factors on this practice is analyzed. Servant leadership is explored and integrated into the student's own philosophy and behavior. Scholarly writing is emphasized. The intensive practicum promotes synthesis of theoretical knowledge and practice skills acquired throughout the program. Diagnostic reasoning and health-care management skills are refined. Collaborative practice opportunities occur in diverse community settings. 390 clinical hours. Prerequisites: NUR 836; Current ACLS, TNCC, and PALS certifications

6 semester credits

NUR 975 Program Competence Examination

Demonstration of competency in didactic program content is evidenced by student's satisfactory completion of this comprehensive written examination. Corequisite: NUR 959

0 credits

HUM 506 New Graduate Student Orientation

Upon the successful completion of this course, students will be introduced to the University of Mary mission, leadership, and organizational structure. Student will 1) gain experience with University and program specific policies, 2) practice navigating and operating the Learning Management System (LMS) and 3) be introduced to the Welder Library.

0 semester credits

HUM 799 06 Graduate Studies Assessment-Nursing

Master's students register for HUM 799 06 the final term of their tenure in the program of study to meet the University and program assessment requirement as specified in the graduate section of the catalog.

0 semester credits

HUM 999 Graduate Studies Assessment-Nursing

Doctoral students register for HUM 999 the final term of their tenure in the program of study to meet the University and program assessment requirement as specified in the graduate section of the catalog.

0 semester credits

Department of Occupational Therapy

FACULTY: Anderson, Briggs, Dooley, Kitzenberg, Lawson, Olson, Sibla (Program Director), Schroeder, Varland (Academic Fieldwork Coordinator)

Program Overview

The Master of Science in Occupational Therapy degree is designed to prepare competent, caring, ethical, compassionate, and caring occupational therapists who serve the diverse healthcare needs of society in accordance with the Benedictine values. The professional curriculum consists of unique learning experiences and opportunities within a supportive healthcare community, including an optional service-learning experience. Students engage in learning through traditional educational strategies, as well as service learning and problem based learning experiences. A group research project which is mentored by an occupational therapy faculty member culminates with a platform and poster presentation, and a paper in manuscript form. Fieldwork experiences are completed at a large variety of diverse setting throughout the US. The experienced faculty represent numerous areas of practice. Their mission is to teach students to think critically, solve problems, and express themselves clearly. Upon completing a degree in OT at the University of Mary, graduates will have the skills and training necessary to practice in a variety of professional roles and settings, including to under-served and diverse populations.

The Master of Science in Occupational Therapy degree is for individuals who have completed a bachelor's degree. This program is located in Bismarck, ND or Billings, MT. Lectures between the two locations are shared via videoconferencing in real time. All lab experiences and interactive educational experiences are provided on campus in Bismarck and Billings, with University of Mary Occupational Therapy faculty providing direct teaching and supervision.

Mission

The Doctor of Occupational Therapy Program at the University of Mary prepares competent occupational therapists who are leaders in service through evidence-based practice, advocacy, lifelong learning and scholarship. Graduates have adept knowledge of humans as occupational beings,

critical thinking, therapeutic use of self, and leadership to effect change. Rooted in Christian, Catholic, and Benedictine values, graduates uphold ethical standards, values, and attitudes of the occupational therapy profession.

Outcomes

Upon completion of the professional occupational therapy education program at the University of Mary, the graduate will:

- Function autonomously in a variety of roles and practice settings using effective clinical reasoning based on best evidence
- Effectively communicate and work interprofessionally to provide valuable health-care services
- Use servant leadership skills to make ethical decisions and effect change through skilled communication, therapeutic use of self, advocacy, and scholarship
- Meet the unique needs of individuals, communities, and populations through the application of knowledge in delivery models, policies, and systems in current and emerging practice settings

Credentialing

Upon satisfactory completion of the University of Mary Occupational Therapy Curriculum, including Level II fieldwork, students are awarded the Master of Science in Occupational Therapy and are eligible to take the certification examination for the occupational therapist, administered by the National Board for Certification in Occupational Therapy. Successful completion of this examination leads to certification as an occupational therapist and to the title "Occupational Therapist, Registered" (OTR).

Additionally, individual state regulations must be met for the OTR to practice. Most states require licensure in order to practice; however, licenses are usually based upon results of the NBCOT certification examination. When applying for state licensure, certification or registration, a criminal background check is typically completed. A felony conviction may affect a graduate's ability to take the National Board for Certification examination or to attain state licensure.

Accreditation Status

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational

Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. AOTA's phone number, is (301) 652-AOTA and www.aotaonline.org.

University of Mary NBCOT Pass Rates

Pass rates can be found at <https://secure.nbcot.org/data/schoolstats.aspx>

■ Entry Level Occupational Therapy Degree Program of Study

Bachelor's Degree to Master of Science in Occupational Therapy

Designed for students who have a Bachelor's degree other than in occupational therapy. This program takes 2½ years to complete and includes 2 years of professional coursework and 24 weeks of Level II fieldwork experiences.

Admissions Requirements

The University of Mary Occupational Therapy Program is a member of the Occupational Therapy Centralized Application Service (OTCAS), available at www.otcas.org. Students should submit their applications to OTCAS and indicate the University of Mary is one of their choices. OTCAS will send the documentation to the Department of Occupational Therapy Admission Committee for consideration.

After receipt of application through OTCAS, the Admission Committee selects candidates eligible for the required personal interview. The final class is selected based on an objective point system based on cumulative GPA, GPA in Prerequisite courses, completion of volunteer hours, professional references, and the interview. The deadline for submission of the application to OTCAS is December of the year prior to the June / August start date. Interviews are conducted in mid-January. The following are the program admission requirements and minimum criteria for admission to the professional Occupational Therapy Program:

1. Prerequisite course requirements

- Composition (writing course – Composition II preferred)
- Speech: Public Speaking
- Fundamentals of Chemistry (with a lab)
- *Anatomy & Physiology I (with a lab)

- *Anatomy & Physiology II (with lab)
- General Psychology
- Lifespan Psychology
- Medical Terminology
- College Algebra (or higher)
- Abnormal Psychology

*Note: Anatomy & Physiology (with lab) may be separate courses

2. Applicants must have completed 8 of 10 required Prerequisite courses by January 2016.
3. Community Service and Volunteer Hours: All hours must be completed within the last three years.
 - 20 hours volunteer service with an occupational therapist AND
 - 20 hours community service (work hours are not accepted for community service hours)
4. Three (3) letters of reference addressing moral and ethical behavior, academic abilities, and work ethic. One of these references must be completed by a previous or current work supervisor or from the OT supervising the volunteer hours. Reference letters can be submitted with the OTCAS.
5. A minimum cumulative GPA of 3.0 on a 4.0 scale and a minimum grade of "C" in all pre-requisite course work. Students may retake Prerequisite coursework one time.
6. International students need to provide a copy of the score sheet from the Test of English as a Foreign Language (TOEFL) or the International English Language testing service (IELTS).
7. A criminal history may affect clinical and field work experiences, national certification, state licensure/certification and/or employment. Convictions may disqualify the student from clinical and fieldwork experiences. Employers and fieldwork sites may also conduct a general criminal history background check. Students with criminal convictions should recognize that any such conviction may impede eventual licensure or employment, and that the University of Mary cannot predict the future decisions of professional agencies or employers.

International Students

Applicants from countries in which English is not the native language are required to prove a minimum level of English proficiency. The University of Mary will accept scores from the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS).

The TOEFL or IELTS score may be waived for students from countries where English is the only official language (International Services has a list of countries adopted from AACRAO).

Graduate students who have evidence of successful completion of an undergraduate degree or another graduate degree from another regionally accredited institution of higher learning within the United States within the prior five years may be accepted without the TOEFL or IELTS scores.

Official TOEFL or IELTS scores must be submitted along with the necessary application materials when students are applying for admission to the Occupational Therapy program at the University of Mary.

Test Score Requirements

Applicants who are applying to the Occupational Therapy program are required to achieve a minimum TOEFL score of an 89 (IELTS of 6.5) on the Internet based test (IBT). The Occupational Therapy program also requires TOEFL iBT Speaking subscale score of a 26 (IELTS of 8) or above, TOEFL iBT Writing subscale score of 24 (IELTS of 6.5) or above, TOEFL iBT Reading subscale score of a 21 (IELTS of 6.5 or above), and a TOEFL Listening subscale score of 18 (IELTS of 6) or above.

All exams are valid for two years.

Official scores must be sent directly to:

Graduate Admissions
University of Mary
7500 University Drive
Bismarck, ND 58504

Academic Transcript Evaluation

Certified copies of all academic records are required at the time of application. Certified copies include transcripts or school certificates and subjects for which the applicant was enrolled or is presently enrolled. If the applicant has attended a university outside of the United States, the University of Mary requires the applicant to provide a course-by-course transcript evaluation.

The evaluation must include transcript authenticity, GPA calculation, U.S. degree equivalency, and is sent directly from the evaluation service. Transcript evaluation must be performed by the American Associates of Collegiate Registrars and Admissions Officers (AACRAO) or World Education Services (WES).

Official transcripts must be sent directly to:
 Graduate Admissions
 University of Mary
 7500 University Drive
 Bismarck, ND 58504

Early Assurance

A selected group of high school seniors may apply for early enrollment into the program. The number is determined on a yearly basis. Applicants for early enrollment must be outstanding in their own high school; having at least a composite score of 24 on the ACT or a GPA of 3.5. A member of the OT faculty interviews these students prior to their early acceptance. Students accepted for this program sign an agreement detailing specific requirements.

Future Plans for the OT Program –Occupational Therapy Doctoral Degree

The profession of occupational therapy requires either a master's level or doctoral level degree for the entry level occupational therapist. There is a national trend in occupational therapy educational programs to move toward the doctoral degree. In our desire to create not only competent occupational therapists, but leaders and change agents in the profession, the OT program has begun the process of developing a doctoral degree. It is the intention of the program to begin the doctoral degree in summer/fall 2018, after successfully completing the steps necessary to receive accreditation from the Accreditation Council for Occupational Therapy Education. Students will be required to have a bachelor's degree prior to beginning the doctoral program. Students who begin their education in the fall of 2015 or later are strongly encouraged to complete a bachelor's degree in preparation for this change.

Admissions Requirements for the Occupational Therapy Doctoral Degree

Course Requirements

- Anatomy & Physiology I with lab
- Anatomy & Physiology II with lab

- General Chemistry with lab OR Physics with lab
- General Psychology
- Developmental or Lifespan psychology
- Abnormal Psychology
- Statistics (from mor psychology department)
- Medical terminology or passing grade on competency exam

Other Requirements

- A minimum cumulative GPA of 3.0 on a 4.0 scale and a minimum of a "C" in all Prerequisite coursework. Students may retake Prerequisite coursework one time. A GPA of 3.0 in Prerequisite coursework is required. Of the Prerequisite courses, a student may only retake a total of 3 of the 7 classes.
- Three (3) letters of reference addressing moral and ethical behavior, academic abilities, and work ethic. One of these references must be completed by a previous or current work supervisor OR from the occupational therapist supervising the volunteer hours.
- Twenty (20) volunteer hours with an occupational therapist: additional volunteer hours with nonprofit organizations which provide services to people is highly recommended.
- GRE within the last five (5) years
- International students need to provide a copy of the score sheet from the Test of English as a Foreign Language (TOEFL).

Rolling Admissions

If the class number does not reach the desired class size, rolling admissions will go into effect. Students must meet all criteria previously outlined and participate in the formal interview process. Rolling admissions are considered until the first day of class in the fall. Applicants will be reviewed based on the time of submission of a completed application.

Occupational Therapy Course Descriptions

Pre-professional courses

OTH 200: Introduction to OT Practice

An overview of the philosophy, history and development of the profession of OT; overview of the scope of practice; roles and tasks of the occupational therapist and occupational

therapist assistant; traditional and emerging employment settings; family centered service, rural health, and diversity.
2 semester credits

OTH 395, 495, 595: Directed Study in Occupational Therapy Practice

Opportunity for students to explore focused areas of occupational therapy practice with a faculty preceptor. Based on their interests, students propose a topic for study to faculty. When approved, students complete their project generally within a one semester time frame with direction from their preceptor.
1 – 4 semester credits

OTH 400: Fundamentals of Occupational Therapy

This course is designed to provide Track II occupational therapy students (those with an AA degree as an Occupational Therapy Assistant or with a Bachelor of Arts or Science degree in a related field) with the fundamental skills related to occupational therapy. Information provided in this course includes portions of all 300 level courses in the professional occupational therapy education program and offers the student opportunity to develop foundational skills required for progression in the OT curriculum. The areas will include: Occupation Based Practice (Nature of Occupation), Theory I (Models of Practice in Occupational Therapy), Evidence Based Practice, Fundamentals of OT Intervention and the OT Process, Human Health, and an Overview of Issues in Occupational Therapy including documentation, ethics, cultural competence, OT/OTA relationships, legislation affecting OT practice, and reimbursement systems.
8 semester credits

OTH 407: Evidence Based Practice

This course is designed to prepare students with the knowledge, skills and, abilities necessary to make clinical judgments about the validity of research and to implement evidence-based clinical practice. This course will focus on the concepts of evidence-based practice with emphasis on forming answerable clinical questions, using effective literature search strategies, appraising the evidence, and choosing the best most appropriate evidence for a client. Based on presentation of case scenarios, students will formulate the key question(s), search medical and health related databases, appraise the evidence with a critical analysis and describe application of the evidence in a clinical context.
2 semester credits

OTH 409: Behavioral Neuroscience I

An introduction to the study of the central and peripheral nervous systems of the human body. Major topics addressed are neuroanatomy, neurophysiology, nervous system development, sensory systems, and motor systems. Laboratory experiences with testing and examination of functions associated with a healthy nervous system, acquired and developmental aberrations, and traumatic insult are included in the context of occupation and occupational therapy evaluation processes. Uses case stories for integration and application. This course uses web resources to enhance learning.
4 semester credits

OTH 415: OT Issues II

This course is a study of major trends and issues that impact the standards of occupational therapy practice and the

delivery of occupational therapy services to persons in the early lifespan. These include, but are not limited to ethics, servant leadership development, occupational therapy management and marketing, supervision of personnel, collaboration with families and professionals, reimbursement and documentation, legislation, diversity, rural health, health promotion and wellness, and service delivery systems, models, and approaches. The course will cover topics and field experiences with emphasis on their relationship to occupation based practice for individuals and populations in early lifespan (infants, children, adolescents, young adults).
3 semester credits

OTH 418 Special Topics in OT: 1–elective

This course will provide students with focused training and exploration of current practice(s) or topic(s) in occupational therapy. Students will have the opportunity to integrate information from prior coursework and will challenge their clinical reasoning skills. The content of the course varies based upon practice demands, literature trends, emerging areas of practice, and focus areas identified by the American Occupational Therapy Association.
1 semester credit

OTH 419 Special Topics in OT: 2–elective

This course will provide students with focused training and exploration of current practice(s) or topic(s) in occupational therapy. Students will have the opportunity to integrate information from prior coursework and will challenge their clinical reasoning skills. The content of the course varies based upon practice demands, literature trends, emerging areas of practice, and focus areas identified by the American Occupational Therapy Association.
1 semester credit

OTH 420 Special Topics in OT: 3–elective

This course will provide students with focused training and exploration of current practice(s) or topic(s) in occupational therapy. Students will have the opportunity to integrate information from prior coursework and will challenge their clinical reasoning skills. The content of the course varies based upon practice demands, literature trends, emerging areas of practice, and focus areas identified by the American Occupational Therapy Association.
1 semester credit

OTH 423: Group Leadership in Occupational Therapy–Level I FW

Students enhance leadership abilities by modeling skills for planning, implementing, and reviewing outcomes of service with groups or populations. Emphasis is placed on providing effective interventions in a group setting with individuals in the early lifespan.
1 semester credit

OTH 424: Fieldwork with Individuals in the Early Lifespan: Level I

Level I Fieldwork is infused with several elements of the Occupational Therapy curriculum to promote synthesis of learning (ACOTE 2006 STANDARDS.SECTION B: 10.11). Level I Fieldwork that is completed with specific segments of the lifespan is embedded into the occupational therapy curriculum in order to provide students the opportunity

to discuss the impact of selecting occupations relevant to the client's occupational performance. Students enrolled in this course gain practical application with individuals from birth to age 21.

1 semester credit

OTH 430: Application of Assistive Technology

Advanced Applications of Assistive Technology will provide students with knowledge and skills in assessment, funding, and use of specific, complex technology available for clients with disabilities and occupational therapist/educators. These devices can be used to develop or enhance the educational, work leisure or self-care skills of individuals across the lifespan who have disabilities. They can also enhance the students' productivity through use of general information technologies (e.g. computers, telecommunications, and the internet) and to share information resources on disabilities, education, independent living, and health and wellness with the community.

3 semester credits

OTH 431: OT Process and Developmental

Conditions I: Early Lifespan

In this course, students develop and integrate knowledge and skills related to the OT Process for persons in the early lifespan with developmental conditions, such as genetic and chromosomal abnormalities, learning disabilities, intellectual disability, HIV/AIDS, and Infectious Conditions. Within the context of the Occupational Therapy Practice Framework and frames of reference guiding occupational therapy practice, students apply the occupational therapy process including evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. The course will integrate normal development, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process associated with children birth to five years of age, and with the above named and related developmental conditions.

4 semester credits

OTH 432: OT Process and Developmental

Conditions II: Early Lifespan

In this course, students develop and integrate knowledge and skills related to the OT Process for persons in the early lifespan with musculoskeletal and general medical conditions, such as Osteogenesis Imperfecta, Muscular Dystrophy, Juvenile Rheumatoid Arthritis, respiratory conditions, limb abnormalities, and childhood cancers. Within the context of the Occupational Therapy Practice Framework and frames of reference guiding occupational therapy practice, students apply the occupational therapy process including evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. The course will integrate normal development, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process associated with children five to 21 years of age, and with the above named and related developmental conditions.

3 semester credits

OTH 435: OT Process through Case

Application: Early Lifespan

In this course, students synthesize knowledge and skills related to the occupational therapy process as it relates to persons in the early lifespan through case application. Knowledge gained in courses in the first semester of the pediatric component of the OT education program is applied through problem-based learning, including video and paper cases, and client interaction. Students focus on professional skills, clinical reasoning, documentation, and application of frames of references and models of practice to the occupational therapy process.

1 semester credit

OTH 436: OT Process through Case Application

& Comprehensive Examination: Early Lifespan

In this course, students synthesize knowledge and skills related to the occupational therapy process as it relates to persons in the early lifespan through case application. Knowledge gained in courses in the first and second semester of the pediatric component of the OT education program is applied through problem-based learning, including video or paper cases and client interaction. Students focus on professional skills, clinical reasoning, and application of frames of references and models of practice to the occupational therapy process. The course culminates in a comprehensive examination, consisting of a written (multiple choice and essay) and laboratory section.

1 semester credit

OTH 441: OT Process with Neurological

Conditions I: Early Lifespan

In this course, students develop and integrate knowledge and skills related to the OT Process for persons in the early lifespan with neurological conditions, such as cerebral palsy, Autism Spectrum disorders, ADHD, DCD, feeding dysfunction, & nerve injuries. Within the context of the Occupational Therapy Practice Framework and frames of reference guiding occupational therapy practice, students apply the occupational therapy process including evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. The course will integrate normal development, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process associated with persons in the early lifespan with the above named and related developmental conditions, sensory processing disorders.

4 semester credits

OTH 450: Functional Anatomy & Kinesiology I

This is the first course of a two-part sequence in Functional Anatomy and Kinesiology. The course provides a detailed study of the science of human movement in the context of activity from biomechanical, neuromuscular and anatomical perspectives. Students will learn bony landmarks and the musculoskeletal system of the human body underlying occupational therapy assessment and intervention with a focus on the abdomen, back and shoulder. The course includes principles and methodology of posture, movement analysis, muscle strength testing, and joint range of motion testing. Students will learn muscle palpation, manual muscle testing, range of motion, and motion analysis. Models will be used to facilitate

understanding musculoskeletal anatomy and assessment and its relationship to occupational performance. The use of case stories will introduce biomechanical principles associated with occupational performance.

4 semester credits

OTH 451: Functional Anatomy & Kinesiology II

This is the second course of a two-part sequence in Functional Anatomy and Kinesiology. The course provides a detailed study of the science of human movement in the context of activity from biomechanical, neuromuscular and anatomical perspectives. Students will learn bony landmarks and the musculoskeletal system of the human body underlying occupational therapy assessment and intervention, with a focus on the forearm, hand, head, neck and lower extremities. The course includes principles and methodology of body mechanics, movement analysis, muscle strength testing, and joint range of motion testing. Students will learn muscle palpation, manual muscle testing, range of motion, and motion analysis. Models will be used to facilitate understanding musculoskeletal anatomy and assessment and its relationship to occupational performance. The use of detailed activity analysis, case stories and problem-based learning will introduce clinical signs and symptoms associated with biomechanical disease and injury for integration into occupational performance. Students will demonstrate information literacy by recognizing the need for information and the ability to locate, evaluate, and effectively use necessary information as it relates to clients and occupational therapy.

4 semester credits

OTH 452: OT Process for Psychological Conditions: Early Lifespan

In this course, students develop and integrate knowledge and skills related to the OT Process for persons in the early lifespan with psychological conditions, such as substance abuse, and mood, behavioral, anxiety, and eating disorders. Within the context of the Occupational Therapy Practice Framework and frames of reference guiding occupational therapy practice, students apply the occupational therapy process including evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. The course will integrate normal development, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process associated with persons in the early lifespan with the above named and related psychological conditions.

2 semester credits

OTH 502: Fundamentals of OT 1

This course will introduce students to occupation as a fundamental concept within the profession of occupational therapy. Students will gain an understanding of the history and philosophical base of the profession and domain of practice. Official documents of the American Occupational Therapy Association and other relevant organizations will be explored.

5 semester credits

OTH 507: Concepts and Practice of Research

Addresses methods employed in conducting quantitative and qualitative research and development of the research proposal. Includes critique of research studies including

various methodologies and application to informed practice decision making. Prerequisite: Student must be enrolled in the professional occupational therapy education program.

1 semester credit

OTH 508: Therapeutic Modalities and Essentials of Splinting

Occupational therapist use physical agent modalities as an adjunct of therapy to enhance occupational performance. This course provides students with the theory and technical application of commonly used physical agent modalities as they relate to various clinical conditions throughout the lifespan. The course addresses the physical and biophysical changes that occur with the application of thermal or electrical agents. Students will use clinical reasoning to select and apply the appropriate agent to determine the body's response for indicated pathological conditions. This course also emphasizes the principles of orthotics and upper extremity prosthetics in occupational therapy. Students employ critical thinking skills to design and fabricate splints or other orthotics to attain intervention goals for selected clinical conditions across the lifespan. This course serves as evidence for certification in physical agent modalities.

2 semester credits

OTH 511: Seminar: Occupational Justice

This course provides students with an opportunity for in-depth study of the principles of occupational justice which focuses on the human need for occupational involvement. Situations of occupational injustice, including occupational deprivation and occupational inequality are explored as well as the role of occupational therapy as advocate in occupational injustice.

1 semester credit

OTH 515: OT Issues III

Major trends and issues, which impact the standards of occupational therapy practice and the delivery of occupational therapy services to the adult and older adult are emphasized. These include current reimbursement and documentation pertinent to adults and elders, managed care, legislation, diversity, ethical practice, rural health, health promotion and wellness, and service delivery systems.

2 semester credits

OTH 516: Administration and Leadership in OT

Within this course administrative roles and responsibilities within occupational therapy, program development, and leadership development are covered. Students engage in detailed program development, including planning, developing a budget, marketing, and program assessment. Strategies for effective leadership are also examined and applied.

1 semester credit

OTH 517: Implementation of Research Methods in Occupational Therapy

In this course students implement the research methodology that was developed in their research proposal in OTH 507: Research Methods. Students will gather quantitative and/or qualitative data as outlined in the research proposal. Students will analyze the data and develop meaningful clinical conclusions from the analysis.

1 credit

OTH 523: Group Leadership in Occupational Therapy: Adults and Aging Adults

Students refine leadership abilities by synthesizing skills such as planning, implementing, and evaluating outcomes; introspective analysis of self as therapeutic agent; and the impact of interpersonal dynamics within the group process. Emphasis is placed on providing effective interventions in a group setting with individuals who are adults or aging adults.

1 semester credit

OTH 524: Fieldwork with Individuals in the Adults or Aging Adult Lifespan: Level I

Level I Fieldwork is infused with several elements of the Occupational Therapy curriculum to promote synthesis of learning (ACOTE 2006 STANDARDS SECTION B: 10.11). Level I Fieldwork that is completed with specific segments of the lifespan is embedded into the occupational therapy curriculum in order to provide students the opportunity to discuss the impact of selecting occupations relevant to the client's occupational performance. Students enrolled in this course gain practical application with individuals, adults, and older adults age 22 through senescence.

1 semester credit

OTH 535: OT Process through Case Application: Adult Lifespan

In this course, students synthesize knowledge and skills related to the occupational therapy process as it relates to adults through case application. Knowledge gained in courses in the first semester of graduate year of the OT education program is applied through problem-based learning, including video or paper cases and client interaction. Students focus on professional skills, clinical reasoning, documentation, and application of frames of reference and models of practice to the occupational therapy process.

1 semester credit

OTH 536: OT Process through Case Application and Comprehensive Evaluation: Adult Lifespan

In this course, students synthesize knowledge and skills related to the occupational therapy process as it relates to adults through case application. Knowledge gained in courses in the first and second semesters of graduate year of the OT education program is applied through problem-based learning, including video or paper cases and client interaction. Students focus on professional skills, clinical reasoning, documentation, and application of frames of reference and models of practice to the occupational therapy process. The course culminates in a comprehensive examination. The comprehensive examination consists of a written (multiple choice and essay) and a laboratory section.

1 semester credit

OTH 541: OT Process with Neurological Conditions I: Adult Lifespan

In this course, students develop and integrate knowledge and skills related to the OT Process for persons in the adult lifespan with neurological conditions including Cerebrovascular accident, Spinal Cord Injury, Traumatic Brain Injury and others. Within the context of the Occupational Therapy Practice Framework and frames of reference guiding occupational therapy practice, students apply the occupational therapy process including evaluation (occupational profile, analysis of occupational performance), intervention (plan,

implementation, and review), and outcomes. The course will integrate concepts of neuroscience, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process.

3 semester credit

OTH 542: OT Process with Neurological Conditions II: Adult Lifespan

In this course, students develop and integrate knowledge and skills related to the OT Process for persons in the adult and older adult lifespan with neurological conditions including Alzheimer's disease, Parkinson's disease, Multiple Sclerosis, and others. Within the context of the Occupational Therapy Practice Framework and frames of reference guiding occupational therapy practice, students apply the occupational therapy process including evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. The course will integrate concepts of neuroscience and the aging brain, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process.

4 semester credits

OTH 552: OT Process with Psychological Conditions: Adult Lifespan

In this course, students develop and integrate knowledge and skills related to the occupational therapy process for persons in the adult and later lifespan with psychological conditions, including mood disorders, anxiety disorders, substance use disorders and others. Within the context of the Occupational Therapy Practice Framework and frames of reference guiding occupational therapy practice, students apply the occupational therapy process including evaluation (occupational profile, analysis of occupational performance), intervention (plan, implement and review), and outcomes. This course will integrate normal development, human health conditions, assessment tools, models of practice and frames of reference into the occupational therapy process.

3 semester credits

OTH 560: Therapeutic Use of Self

Students in this course address a unique aspect of service delivery. The focus of coursework is based on the holistic nature of health which is achieved by incorporating physical, mental, emotional and spiritual dimensions of each individual. Students build on their personal insight as a means of developing a value complex essential for delivery of future intervention with individuals, groups and/or populations. Opportunity exists for the student to engage in discussion, projects and field experience as a methodology to personally evaluate appropriate therapeutic use of self.

1 semester credit

OTH 561: OT Process with Orthopedic and Musculoskeletal Conditions: Adult Lifespan

In this course, students develop and integrate knowledge and skills related to the OT Process for persons in the adult lifespan with orthopedic and musculoskeletal conditions such as, amputation, hip fractures, hip replacements, and back pain. Within the context of the Occupational Therapy Practice Framework and frames of reference guiding occupational therapy practice, students apply the occupational therapy process including evaluation (occupational profile, analysis of

occupational performance), intervention (plan, implementation, and review), and outcomes. The course will integrate normal adult development, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process.

2 semester credits

OTH 562: OT Process with Medical Conditions: Adult Lifespan

In this course, students develop and integrate knowledge and skills related to the OT Process for persons in the adult lifespan with medical conditions such as, rheumatoid arthritis, fibromyalgia, cancer, and cardiac dysfunctions. Within the context of the Occupational Therapy Practice Framework and frames of reference guiding occupational therapy practice, students apply the occupational therapy process including evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. The course will integrate normal adult development, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process.

3 semester credits

OTH 565: Statistics

Effective occupational therapists, teachers, and administrators must have a basic understanding of the application of statistical concepts and procedures utilized in conducting research. Students develop an understanding of descriptive and inferential statistics for the purpose of statistically analyzing and interpreting research findings.

3 semester credits

OTH 581: Community Based Fieldwork

Level I Fieldwork is infused with several elements of the Occupational Therapy curriculum to promote synthesis of learning. Level I Fieldwork that is completed with specific segments of the lifespan is embedded into the occupational therapy curriculum in order to provide students the opportunity to discuss the impact of selecting occupations relevant to the client's occupational performance. Students enrolled in this course gain practical application with individuals, adults, and older adults age 22 through senescence in a community based setting.

1 semester credit

OTH 602: Fundamentals of OT 2

This course explores the foundational aspects of occupational therapy practice. An in-depth look at the International Classification of Functioning and Disability, task analysis, and occupational science, including case application, will be explored. This course will also examine the role of occupation in enhancing health of clients through health and wellness promotion.

2 semester credits

OTH 603: Cross Cultural Occupational Therapy (elective)

This course provides occupational therapy students an opportunity to participate in a short-term cross-cultural immersion service learning experience during which students will participate in and/or be exposed to aspects of work, family, social, educational, and healthcare systems in or outside of the United States. During the preparation, participation, and

post-trip reflection, students will identify cultural differences, feelings, and challenges when interacting with a culture diverse from their own. Students will identify and implement strategies to effectively overcome cultural barriers and interact appropriately during a service-learning experience.

1 semester credit

OTH 615: Advanced OT Issues

This course is designed to help students integrate practice experience from Level II Fieldwork with theoretical knowledge learned during previous didactic coursework (theory, human occupation, human health). Students engage in learning opportunities designed to facilitate professional leadership necessary to effect change and to prepare for indirect service role functions.

1 semester credit

OTH 617: Dissemination of Occupational Therapy Research

In this course, students will disseminate their research, which was completed in OTH 507: Concepts of Research and OTH 517: Implementation of Research Methods. The research study concludes with a written article, which is suitable to submit for publication and a formal presentation for the university and professional communities. Students integrate and synthesize the results of the Master's Directed Study to generate an article suitable to submit for publication in a scholarly journal appropriate to the topic of study. In addition, students create a professional presentation based on their research study for a scholarship colloquium for the university and professional communities.

1 semester credit

OTH 680: Fieldwork Seminar

This seminar is designed to prepare students for the transition from the academic setting to clinical fieldwork settings. Content includes, but is not limited to, development and synthesis of professional behaviors, self-assessment skills, strategies for success, and the supervisory process that will be encountered during the Level II fieldwork experiences. Policies and procedures for Level II fieldwork will be emphasized. Students will discuss various aspects of their Level I fieldwork and review OT's role in the delivery of OT services for individuals in a variety of practice settings.

1 semester credit

OTH 682: Level II FW: Early Lifespan*

This 12 week fieldwork allows students to be actively involved in the process of transition from the student role to the role of entry level occupational therapy practitioner as it relates to individuals from birth to age 21 years. Students enrolled in Level II Fieldwork courses will have the opportunity to gain field experience in a variety of practice settings through the country, but primarily in North Dakota and contiguous rural states. Students will be expected to apply theoretical knowledge learned in the classroom to the practice environment with individuals and populations. Prerequisite: Students must be enrolled in the professional occupational therapy education program and must have successfully completed occupational therapy and support coursework leading to eligibility for Level II Fieldwork.

8 semester credits

OTH 683: Level II FW: Adulthood/Later Lifespan*

This 12 week fieldwork allows students to be actively involved in the process of transition from a student role to the role of entry level occupational therapy practitioner as it relates to individuals and populations in adulthood and geriatrics. Students enrolled in Level II Fieldwork courses will have the opportunity to gain field experience in a variety of practice settings through the country, but primarily in North Dakota and contiguous rural states. Students will be expected to apply theoretical knowledge learned in the classroom to the practice environment with individuals and populations. Prerequisite: Students must be enrolled in the professional occupational therapy education program and must have successfully completed occupational therapy and support coursework leading to eligibility for Level II Fieldwork. 8 semester credits

OTH 685: Graduate Seminar

Students engage in special study and discussion through use of case method learning that integrates graduate competencies, Benedictine values, and experiential learning. Each student prepares a case story based on a real life experience with a service recipient that occurred while on required fieldwork. Focus is on analysis and synthesis of experiences as related to servant leadership and to emerging as a healthcare practitioner. Each student facilitates small group and large group peer discussions to engage in professional reasoning and outcome evaluation based on a case story and domains and processes of an occupational therapy framework. 1 semester credit

Department of Physical Therapy

FACULTY: Allen, Dockter (Department Chair), Eckert (Director of Clinical Education), Emmel (Assistant Coordinator of Clinical Education), Hogan, Lundeen, Parker (Director of Research), Roller, Schulte, Taylor.

Program Overview

All students are required to complete a bachelor's degree prior to admission into the 32-month professional phase of the physical therapy program. The professional curriculum consists of unique experiences provided within a supportive healthcare community including an optional international service-learning experience in Guatemala or Peru. An individual or group research project, culminating with a presentation and paper in manuscript form, is required to complete the clinical inquiry portion of the curriculum. Full-time clinical education internships are completed at a variety of diverse settings throughout the US and are spaced throughout the educational program. There is also a full time clinical internship opportunity offered in Peru. Students manage a pro bono clinic on campus and provide physical therapy

services under faculty guidance in order to practice their skills and serve the needs of the people in the community. The experienced faculty, representing several specialty areas of practice, are assisted by adjunct faculty, including physical therapists, physicians, and other healthcare professionals. The Doctor of Physical Therapy (DPT) degree is awarded upon successful completion of both the academic and clinical portions of the curriculum.

Concentration Option**– Business and Physical Therapy**

Students in the final year of the University of Mary's Doctor of Physical Therapy Program have the option of completing nine additional credits of coursework that will lead to a concentration in business. Students will complete online courses in an interprofessional format that will improve their business acumen to better meet the demands of modern healthcare practice.

Graduate Outcomes

Graduates of the Doctor of Physical Therapy curriculum will have the ability to perform as entry-level physical therapists in a variety of roles and practice settings. Specifically, the intended outcomes are:

- Practice in a safe, legal and ethical manner.
- Practice autonomously and collaboratively and recognize when a problem or need is outside the scope of physical therapist practice.
- Effectively communicate in verbal, non-verbal, written and electronic formats with all stakeholders.
- Competently examine and manage patients/clients in diverse settings
- Apply knowledge of diversity into practice, service, and scholarship.
- Educate others using a variety of teaching methods commensurate with learner characteristics.
- Apply evidence to the clinical decision-making process in the practice of PT that results in effective outcomes for patients and clients.
- Participate in the administration of the practice setting.
- Provide prevention and wellness programs appropriate to physical therapy.

- Demonstrate a commitment to professionalism including lifelong learning, advocacy and servant leadership.
- Demonstrate the ability to discover, integrate, and apply knowledge for the advancement of PT practice.

Accreditation

The Program in Physical Therapy at the University of Mary is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax St. Alexandria, VA, 22314: 703-706-3245; email: accreditation@apta.org. website: www.capteonline.org. The North Central Association of Colleges and Schools (NCA) has accredited the University to offer the DPT.

Graduate Outcomes

Students in the University of Mary Program in Physical Therapy benefit from small class sizes and personal interaction with faculty. The average graduation over the past 3 years (2015-2017) was 93.5%. Upon completion of the program, students are prepared to take the National Physical Therapy Examination (NPTE) administered through the Federation of State Boards of Physical Therapy (FSBPT).

The overall NPTE pass rate (2014-2016) was 100%. One hundred percent of graduates are employed as physical therapists in a variety of settings across the nation.

Mission of the Program in Physical Therapy

The mission of the University of Mary Department of Physical Therapy is to prepare competent, ethical, compassionate, and caring physical therapists who serve the diverse healthcare needs of society through the advancement of practice, advocacy, education, and service in accordance with the Benedictine values.

Application and Admission

The University of Mary is a member of the Physical Therapist Centralized Application Service (PTCAS), available at www.ptcas.org. Students should submit their application to PTCAS and indicate that the University of Mary is one of their choices. PTCAS will send the documentation to the Physical Therapy Admissions Committee for consideration.

After receipt of application through PTCAS, the Admissions Committee selects candidates eligible for the required personal interview. The final class is selected on an objective point system based on

prerequisite GPA, GRE scores, and interview score. The deadline for submission of the application to PTCAS is December 15th of the year prior to the September start date. Interviews are conducted throughout the fall and early spring. University of Mary does participate in the PTCAS Early Decision option.

The following are the program prerequisites and minimum criteria for admission to the Doctor of Physical Therapy professional program:

Prerequisite Requirements

- **Required Courses:** Two courses in biological sciences (Botany, Zoology, and Ecology are not acceptable)
Acceptable Courses: Cell, Embryology, General, Genetics, Histology, Immunology, Microbiology, Molecular
U-Mary Equivalent: BIO 103 and BIO 209
- **Required Courses:** One course in anatomy with lab, one course in physiology with lab, or a two course sequence in anatomy and physiology
Acceptable Courses: Human Anatomy and Physiology I and Human Anatomy and Physiology II OR Human Anatomy and Human Physiology
U-Mary Equivalent: BIO 207 and BIO 208
- **Required Courses:** Two courses in general chemistry with lab
Acceptable Courses: General, Biochemistry, Inorganic, Organic
U-Mary Equivalent: CHE 109 and 110 or CHE 111 and CHE 112
- **Required Courses:** Two courses in general physics with lab
Acceptable Courses: Physics I and II
U-Mary Equivalent: PHY 203 and PHY 304
- **Required Courses:** Developmental or Lifespan Psychology
Acceptable Courses: Lifespan and Developmental Psychology
U-Mary Equivalent: PSY 406
- **Required Courses:** Abnormal Psychology
Acceptable Courses: Abnormal Psychology
U-Mary Equivalent: PSY 406
- **Required Courses:** Statistics*
Acceptable Courses: Business Statistics, Math Statistics, Psychology Statistics
U-Mary Equivalent: MAT 180

- **Required Courses:** Medical Terminology**
- Acceptable Courses:** Course not required
- U-Mary Equivalent:** HPS 206 suggested

* Statistics is not included in the prerequisite course GPA calculation.

** Students must demonstrate competence in medical terminology by either passing a medical terminology course prior to entering the program OR independently studying and then passing a medical terminology test in the first semester of the PT program.

Recommended Courses

If students plan on participating in the optional field experience in Guatemala or Peru, they are encouraged to take Beginning Spanish.

Transfer Students

Transfer students are welcome to apply. Advising of transfer students occurs through the Office of Admissions at 701-355-8235 or jweltz@umary.edu.

Minimum Criteria for Admission

The minimum criteria for admission to the doctoral program in physical therapy include:

- 7 out of 10 of the prerequisite courses completed prior to application
- Cumulative GPA of 2.75 on all undergraduate college work
- Cumulative GPA of 3.0 on all prerequisite courses and a minimum of a 2.0 on any course
 - A candidate may retake any prerequisite course one time. The higher of the two grades will be used when calculating the prerequisite GPA.
 - No more than two (2) retakes in the prerequisites will be considered.
 - Official GRE Scores - PT program does not have a minimum GRE score at this time.
- Completion of a bachelor's degree by the time of admission into the professional program.

Clinical Observation or Work Experience Requirement

The candidate must complete 40 hours of observation, volunteer or paid experience with one or more licensed and practicing physical therapists.

It is highly recommended that the hours occur in more than one area of clinical practice. The clinical experience hours must have taken place within two years of the application deadline. For each clinical experience, the student and the supervising physical therapist complete a Clinical Experience Form. These forms are available on the PTCAS website.

Letters of Recommendation

Applicants must have two letters of recommendation describing the applicant's suitability for physical therapy.

Early Assurance

A selected group of high school seniors may apply for early assurance into the program. Applicants for early assurance must be outstanding high school students having at least a composite score of 24 on the ACT or a GPA of 3.5. A member of the PT faculty interviews these students prior to their early acceptance. Students accepted for this program sign an agreement detailing specific GPA requirements for their undergraduate coursework.

International Students

Applicants from countries in which English is not the native language are required to prove a minimum level of English proficiency. The University of Mary will accept scores from the Test of English as a Foreign Language (TOEFL).

Official TOEFL scores must be submitted by the application deadline on the PTCAS application (Code: 5312). Applicants who are applying to the Doctor of Physical Therapy program are required to achieve a minimum TOEFL score of an 89 on the Internet-based test (iBT®). The Doctor of Physical Therapy also requires a minimum TOEFL iBT® Speaking subscale score of a 26, TOEFL iBT® Writing subscale score of 24, TOEFL iBT® Reading subscale score of a 21, and a TOEFL Listening subscale score of an 18.

All exams are valid for two years.

Foreign Transcripts

The University of Mary Doctor of Physical Therapy does not accept foreign or international coursework, only courses taken within the U.S. will be considered. Coursework completed in Canada should be submitted to PTCAS for evaluation.

Rolling Admissions

The Physical Therapy program does participate in rolling admissions in that qualified applicants

may be sent an invitation to interview early in the fall as their application is received and reviewed by the admissions committee through PTCAS. Students must meet all criteria previously outlined and participate in the formal interview process.

Evaluation and Grading

The program uses a variety of teaching methods including lectures and discussion, laboratory activities, service learning, student presentations and integrated clinical experiences. Competency and proficiency are determined by written examinations, practical examinations, class presentations, and projects.

Students must meet the academic requirements of this program in compliance with the policies laid out in the Physical Therapy Student Handbook. The minimum cumulative GPA requirement is a 3.2 for the DPT program.

Feedback

The Physical Therapy Program values constructive feedback. Faculty and administration strive to respond to complaints and concerns in a timely and appropriate manner. A complaint is considered genuine when the individual voicing the concern submits it in writing with a signature, or speaks directly with the Physical Therapy Program Director or Dean of the School of Health Sciences.

The Physical Therapy Program Director, Dr. Mary Dockter, may be reached at (701) 355-8045 or via email at mdockter@umary.edu. The Dean of the School of Health Sciences, Dr. Jodi Roller, may be reached at (701) 355-8189 or via email at rollerj@umary.edu.

Doctor of Physical Therapy Program Requirements

IPE 501	Interprofessionalism in HC	1
PTH 505	Anatomy I	4
PTH 506	Anatomy II	2
PTH 507	Physiology Foundations	2
PTH 508	Neuroscience	3
PTH 509	Kinesiology I	3
PTH 510	Kinesiology II	3
PTH 511	LAMP I	2
PTH 512	Musculoskeletal Assessment I	4
PTH 513	Systems Screening I	4
PTH 514	Systems Screening II	2

PTH 515	Essential Skills I	2
PTH 516	Essential Skills II	3
PTH 519	ICE I	1
PTH 520	ICE II	1
PTH 521	LAMP II	1
PTH 526	Systems Screening III	2
PTH 527	Essential Skills III	4
PTH 531	Clinical Education I	4
PTH 619	ICE III	1
PTH 620	ICE IV	1
PTH 621	Orthopedic Management I	4
PTH 622	Orthopedic Management II	4
PTH 627	Exercise Physiology	1
PTH 628	Psychosocial Aspects	2
PTH 629	Neuromotor Physical Therapy	3
PTH 630	Neuromotor Physical Therapy II	3
PTH 633	Cardiopulmonary Mgt. I	3
PTH 634	Health Promotion & Wellness	2
PTH 636	Integumentary Management	2
PTH 641	Lifespan I: Pediatric PT	4
PTH 642	Geriatric Management	3
PTH 643	Clinical Inquiry I	1
PTH 660	SOLE I	1
PTH 731	Clinical Experience II (8 wks)	6
PTH 743	Clinical Inquiry II	1
PTH 760	SOLE II	1
PTH 761	Diagnostic Imaging and Procedures	1
PTH 765	Professional Development	2
PTH 775	Differential Diagnosis	1
PTH 811	LAMP III Administration and Management	2
PTH 812	LAMP IV Leadership and Professionalism	2
PTH 819	ICE V	1
PTH 820	ICE VI	1
PTH 831	Clinical Experience III	8
PTH 832	Clinical Experience IV	8

PTH 843	Clinical Inquiry III	1
PTH 853	Clinical Inquiry IV	1
PTH 859	Complex Case Management	2
PTH 861	Complex Case Management II	2
Choose one (1) elective option		2
1.	PTH 825.1 Sports Medicine I	
	PTH 825.2 Sports Medicine II	
2.	PTH 835.1 Pediatric I	
	PTH 835.2 Pediatric II	
3.	PTH 845 Women's Health	
4.	PTH 855 Neuro Vestibular	
5.	Gain an approved independent certification	

Optional Concentration in Business for DPTs

BUS 505	Human Resource Management	3
BUS 653	Healthcare Organizations and Finance	3
NUR 648	Healthcare Law and Policy	3

Physical Therapy Course Descriptions

Business courses for the optional concentration are listed with the Gary Tharaldson School of Business. The nursing course is listed under graduate nursing within the School of Health Sciences chapter.

PTH 505 Anatomy I

This foundational science course is a detailed study of bony landmarks, the musculoskeletal system, and peripheral neural components of the head, back, abdomen and lower extremity, which will provide a basis for the understanding of the movement, assessment, and treatment of the human body. Anatomical study will include examination of the anterior, and posterior abdominal wall, the superficial and deep back muscles, lower extremities, and the head and neck. 4 semester credits

PTH 506 Anatomy II

This foundational science course is a continuation of Anatomy I. This course is a detailed study of bony landmarks, musculoskeletal system, and peripheral neural components of the upper extremity, which will provide a basis for the understanding of the movement, assessment and treatment of the human body. The histological structure and development of the musculoskeletal, connective tissue, integumentary, vascular and respiratory systems will be examined. 2 semester credits

PTH 507 Physiology Foundations

The physiology of the neurological, musculoskeletal, cardiopulmonary, and renal systems is the focus of this class. Oxygen and carbon dioxide transport in healthy and sedentary/pathological subjects are presented in relation-

ship to diffusion capacity, blood flow changes, work capacity, and training adaptations. Special attention is given to the response of the heart during exercise and blood pressure changes. The pulmonary and renal regulation of total body acid – base will also be a focus of this course. 2 semester credits

PTH 508 Neuroscience

This course is a detailed study of the central and peripheral nervous systems. The course will cover the basic gross anatomy, cell biology, physiology, development and support systems of the nervous system. Motor, sensory and autonomic systems will be covered, along with the effects of injury to these systems. The course will finish with the study of specific regions of the nervous system, examining their specific functions and the impairments seen after an injury. 3 semester credits

PTH 509 Kinesiology

This course covers the study of joint and muscle function of the spine and lower extremities applying the principles of biomechanics and motion to both normal and pathological populations including posture and posture analysis. Students learn normal movement and then begin to identify pathological movement including recognition of the probable causes. Laboratory study includes palpation of surface anatomy, goniometry and manual muscle testing, application of biomechanical theory and muscle function to normal and pathological movement. 3 semester credits

PTH 510 Kinesiology II

This course covers the study of the upper extremities applying the principles of biomechanics and motion to both normal and pathological populations including gait and gait analysis. Students learn normal movement and then begin to identify pathological movement including recognition of the probable causes. Laboratory study includes palpation of surface anatomy, goniometry and manual muscle testing, application of biomechanical theory and muscle function to normal and pathological movement. 3 semester credits

PTH 511 LAMP I

This introductory course stresses trans-curricular components of Leadership, Administration, Management, and Practice (LAMP). Because this is a first-semester, first-year course, all elements are introduced to provide students the knowledge to integrate skills learned into the remainder of the curriculum. The components are covered under the major areas of communication (written and oral), professionalism and critical inquiry. 2 semester credit

PTH 512 Musculoskeletal Assessment I

This course is an introduction to orthopedic evaluation skills in neuromusculoskeletal assessment. Emphasis is on basic evaluation techniques in orthopedic and manual physical therapy with an introduction to special test diagnostic accuracy and interpretation. It provides the foundation for selection of appropriate assessment and treatment planning in orthopedics. Students learn an algorithm approach to screening, examination, and evaluation which all involves a

critical thinking process to establish an orthopedic impairment based physical therapy diagnosis.

4 semester credit

PTH 513 Systems Screening I

Systems Screening is an overview of physiological systems, particularly as they relate to examination, assessment and treatment of the physical therapy patient or client. The course will begin with interviewing, taking a history, intake screening, and red flags which may indicate a systemic disorder. An examination of specific conditions will be introduced with a general examination of how the body responds to injuries and stressors, and the role of pharmacology in preventing, diagnosing, and treating pathological conditions. This introduction to systems screening will introduce an examination of how the body-responds to injury or stressors. Specific physiological systems in the body will then be examined, looking at the normal anatomy and physiology, examination and assessment of that system, recognizing common pathological conditions, understanding when physical therapy may affect the condition, and recognizing when a condition is outside the limits of physical therapy practice. Pharmacological agents used in the treatment of the conditions and how these agents may interact with physical therapy interventions will be reviewed. In Systems Screening I, the topics covered will be the fluid / lymphatic systems, genetics, immunopathology, cancer, hematology, endocrinology, reproduction, pancreas and diabetes, gastrointestinal, hepatic, integumentary, and urinary.

4 semester credits

PTH 514 Systems Screening II

This course is a continuation of Systems Screening I. The neurological, ear and eye and musculoskeletal systems in the body will then be examined, looking at the normal anatomy and physiology, examination and assessment of that system, recognizing common pathological conditions, understanding when physical therapy may affect the condition or be affected by the condition, and recognizing when a condition is outside the limits of physical therapy practice. Pharmacological agents used in the treatment of the conditions and how these agents may interact with physical therapy interventions will be reviewed.

2 semester credits

PTH 515 Essential Skills I

This course provides an introduction to safety precautions and infection control as well as preparing the student for all skills needed in patient care activities including positioning transfers, mechanical lifts, wheelchair fitting and mobility ambulation with assistive devices, and patient education. This course also covers assessment of architectural barriers and an introduction to orthotic devices.

2 semester credits

PTH 516 Essential Skills II

This course introduces the student to the theory and practice of therapeutic exercise including active and passive range of motion, proprioceptive neuromuscular facilitation, stretching, joint mobilization and strengthening and aerobic exercises.

3 semester credits

PTH 519 ICE I

Under the guidance and supervision of core academic faculty and clinical faculty who work within the community,

students will spend time in community clinics to practice skills learned within the first semester of the curriculum.

This course allows students the opportunity to practice skills gained during the professional program.

1 semester credit

PTH 520 ICE II

Under the guidance and supervision of core academic faculty and clinical faculty who work within the community, students will spend time in community clinics to practice skills learned within the first and second semesters of the curriculum. This course allows students the opportunity to practice skills gained during the professional program.

1 semester credit

PTH 521 LAMP II

This course prepares students to be successful in their first clinical internship and covers topics such as regulatory and legal issues in healthcare specific to physical therapists including supervision rules, reimbursement, HIPAA, clinical education assessment and conflict resolution. In addition, students will prepare for their first clinical experience by completing necessary paperwork, immunizations, and background checks.

1 semester credit

PTH 526 Systems Screening III

This course is a continuation of Systems Screening II. The cardiovascular and pulmonary systems in the body will then be examined, looking at the normal anatomy and physiology, examination and assessment of that system, recognizing common pathological conditions, understanding when physical therapy may affect the condition or be affected by the condition, and recognizing when a condition is outside the limits of physical therapy practice. Pharmacological agents used in the treatment of the conditions and how these agents may interact with physical therapy interventions will be reviewed.

2 semester credits

PTH 527 Essential Skills III

This course emphasizes the theory, indications, contraindications, clinical decision making, and the safe application of physical agents including heat, cold, hydrotherapy, electrotherapy, traction, compression, and soft tissue mobilization. Students will also have the opportunity to practice physical agents in a clinical setting.

4 semester credits

PTH 531 Clinical Education I

This first six week long, full-time clinical experience occurs in July-August after the 1st academic year and primarily occurs in the setting of acute, outpatient orthopedic, skilled nursing or rural sites in order to allow students the opportunity to master skills gained throughout the first year. By the end of the experience, and with the assistance of the clinical instructor, students will demonstrate the ability to perform and document a comprehensive examination; including development of a physical therapy diagnosis, prognosis, and plan of care and complete intervention, included in the plan of care of the non-complex patient.

4 semester credits

PTH 619 ICE III

Under the guidance and supervision of core academic faculty and clinical faculty who work within the community, students will spend time in community clinics to practice skills learned within the first year and the first semester of the second year of the curriculum. This course allows students the opportunity to practice skills gained during the professional program.

1 semester credit

PTH 620 ICE IV

Under the guidance and supervision of core academic faculty and clinical faculty who work within the community, students will spend time practicing skills of cardiopulmonary management of patients. This course allows students the opportunity to practice skills gained during the professional program within specialty areas of practice. Additionally, time within pro bono clinics allow students the opportunity for faculty-mentored practice and for mentoring a first-year physical therapy student in management of patient care.

1 semester credit

PTH 621 Orthopedic Management I

This course establishes an evidence based practice approach for patient/client management of acute/sub-acute and chronic disorders related to the spine, pelvis and temporomandibular joint (TMJ). This course also exposes the students to the Interdisciplinary management of orthopedic conditions through the perspective of area physicians and physical therapists. In addition, students are exposed to pathology that is unique to or more prevalent in women and /or men such as prenatal and postpartum care, prostate issues, pelvic floor dysfunction, and arthritic conditions. Laboratory study includes advanced evaluation and Intervention of therapeutic exercise and manual therapy including thrust and/or non-thrust techniques of the spine and TMJ.

4 semester credits

PTH 622 Orthopedic Management II

This course establishes an evidence based practice approach for patient/client management of acute/sub-acute, chronic, and post-surgical disorders related to the intersegmental management and treatment of the Upper & Lower Extremity and its intersegmental association with the cervical thoracic junction and lumbopelvic region respectively. This course also exposes the students to the interdisciplinary management of orthopedic conditions through the perspective of area physicians and physical therapists. In addition, students are exposed to pathology that is unique to or more prevalent in women and/or men such as breast cancer, female athlete triad, and menopause. The course will emphasize advanced evaluation and interventions of therapeutic exercise, neuromuscular re-education, and manual therapy integrating thrust and/or non-thrust techniques of the spine and extremities.

4 semester credits

PTH 627 Exercise Physiology

The cardiovascular, cardiopulmonary, and energetic responses to graded exercise testing and prescription is the focus of this class. Special attention is given to the assessment

of maximal aerobic work capacity and the concepts of energy efficiency during function.

1 semester credit

PTH 628 Psychosocial Aspects

This course addresses the psychological and psychosocial problems associated with chronic disease, traumatic injury and being in the "patient role." It includes lectures, reading, discussion, and student presentations of his or her experience interviewing a person with a disability.

2 semester credits

PTH 629 Neuromotor Physical Therapy

This course includes an introduction to and application of theories of motor control, motor learning, neuroplasticity, and normal and abnormal postural control. The relationship between motor control and neuroanatomy is explored. Students are introduced to the application of neurological examination techniques including the areas of cognition, attention, sensation, tone, balance, coordination and function. This course concludes with an introduction to intervention for the client with neurological impairments where students learn to select, perform and synthesize contrived techniques, therapeutic exercise, motor learning and neuromuscular facilitation.

3 semester credits

PTH 630 Neuromotor Physical Therapy II

This course includes the concepts and principles in the examination, evaluation, and collaborative treatment of the adult patient with a neurological diagnosis. Students use case studies to learn to manage various neurological conditions and use simulated conditions to develop specific therapeutic techniques for use in treatment of such conditions. This course also covers the basics of evaluation and treatment of a vestibular pathology.

3 semester credits

PTH 633 Cardiopulmonary Management I

This course presents the central and peripheral cardiovascular system in a cellular through system format. Emphasis will be placed on the evaluation, screening, and diagnosis regarding impairment and function. Use of the pulmonary function tests, arterial blood gas analysis, oximetry, expired gas analysis, and electrocardiogram for baseline testing and subsequent monitoring is presented to include both test performance and clinical utilization. Focus is on recognition, interpretation, clinical utilization and application of examination data.

3 semester credits

PTH 634 Health Promotion & Wellness

This course prepares students to utilize information learned in the first Cardiopulmonary Management course to develop appropriate examination and interventions for the patient with cardiopulmonary conditions. Additionally, it prepares students for completion of exercise testing and prescription in patients with co-morbid conditions for the promotion of health and wellness across the lifespan. Finally, it allows students the opportunity to promote health, wellness, and prevention of injury through education of the pediatric population in a community fair at a local school.

2 semester credits

PTH 636 Integumentary Management

This course emphasizes the examination, evaluation, diagnosis, prognosis, plan of care, and intervention of types of wounds. This course also covers amputation/prosthetic examination and intervention. The student synthesizes the knowledge of the disease and healing process with rehabilitation management. The student is able to collaborate with various healthcare professionals to gain experiences working with patients with wounds and amputations.

2 semester credits

PTH 641 Lifespan I: Pediatric PT

This course begins with an overview of typical fetal through school-age motor development, while highlighting how aberrations in development result in the pediatric diagnoses explored later in the course. An overview of other domains of development is provided. The student will gain insight into the supervision of physical therapist assistants and aides, ethical issues surrounding pediatric physical therapy practice, and pediatric service delivery models. Students gain the knowledge and skills in evaluation and management of common pediatric conditions in the final portion of the course. The lab component of this course allows the student hands-on experience and pediatric observation, assessment, and interaction.

4 semester credits

PTH 642 Geriatric Management

This course provides information on current issues that impact healthcare delivery for the older adult population. Theory of normal aging processes, sociocultural, environmental factors, psychosocial issues, and systemic changes are discussed in relation to health promotion, prevention and wellness, optimal daily function, and quality of life. Collaboration with other healthcare providers, the community, and family resources are addressed. The Benedictine values, particularly respect for person and hospitality are stressed as essential to the development of a therapeutic environment. A service learning component is included to offer the student a "hands-on" opportunity to work with an elderly person while developing a relationship with and assisting the person to achieve a healthy lifestyle.

3 semester credits

PTH 643 Clinical Inquiry I

The course presents the components of a plan for the student's research topic, the Research Proposal. The students form a group and select a core physical therapy faculty member as their research chairperson. The students must complete a project that is in the research area of their selected chairperson. Under the direction of their chairperson, the students generate a written proposal in which they provide the background and justification for the topic, and a plan for data collection and analysis. The research proposal is also presented to peers and faculty as an oral presentation. Ethical considerations of authorship, the protection of subjects' rights, and the institutional review process are also presented using a case-based approach.

1 semester credit

PTH 660 SOLE I

This course focuses on contributions individuals make beyond their professional role. It will enable students to

begin to internalize their role as a service-oriented citizen and healthcare professional. Students will explore the physical therapist's role as a servant leader by actively engaging the APTA Core Values of altruism, compassion/caring, and social responsibility while providing culturally competent services. Beginning with a broad view of cultural competency and servant leadership, students will then narrow the scope to specifically discuss Issues related to either the social-political issues in a foreign country; or local societal Issues affecting the people of our region specific to the student's chosen servant leadership project. Students will then collaborate with an agency In order to develop a proposal for a service learning project locally, regionally, or internationally that will take place later in the curriculum. Outcomes will be achieved through independent study and reading, group discussion, peer presentations, and self-reflection.

1 semester credit

PTH 731 Clinical Experience II

This 8 week full-time clinical experience provides students the opportunity to practice and gain further experience in content areas of orthopedics, neurological rehabilitation, pediatrics, manual therapy, cardiac rehabilitation, acute care inpatient, rural or burn/wound therapy. The student should be nearing entry-level at the conclusion of this internship.

6 semester credits

PTH 743 Clinical Inquiry II

The course includes a case-based statistical analysis laboratory in which the student writes the hypotheses for the cases, performs the appropriate statistical analysis, and writes their conclusions in terms of applying the results to practice. Principles of research design are also studied in relationship to appropriate statistical analyses and application to clinical practice.

1 semester credit

PTH 760 SOLE II

After project approval in spring year 2, students engage in service with an organization locally or internationally, complete their assessments to determine outcomes and reflect on their role as a servant leader.

1 semester credit

PTH 761 Diagnostic Imaging and Procedures

This course is placed in the last semester of the didactic curriculum after all other course work is complete. The placement of this course gives students an opportunity to synthesize all information from previous coursework into complex clinical cases. It is designed to bridge the gap between the final didactic experience and the final clinical experiences.

1 semester credit

PTH 765 Professional Development

This course helps to prepare the student for licensure and successful completion of the National Physical Therapy Examination (NPTE) as well as the job search. Students will prepare for the as well as the job search. Students will prepare for the NPTE by participating in a 2 day test preparation course. Students will also learn about state licensure and the role of the FSBPT and career development including resume writing and interviewing. Students will also develop goals and a professional development plan that includes elements

of financial, spiritual and professional development and mentoring.

2 semester credits

PTH 775 Differential Diagnosis

In-depth online course designed for students to be able to develop a consistent way to screen for systemic diseases and conditions that mimic neuromusculoskeletal problems, subsequently adding to a graduate's skill in becoming a direct access physical therapist.

1 semester credit

PTH 811 LAMP III Administration and Management

In this course students study the administrative and management role of the Physical Therapist in the healthcare system. Students examine various payment systems, management styles, human resource management, financial and risk management, and program development. Additional ethical, legal, and practice issues will also be discussed throughout the course. Emphasis will be placed on creating and managing a PT practice in multiple

2 semester credits

PTH 812 LAMP IV Leadership and Professionalism

This course emphasizes the Leadership and Professionalism aspects of LAMP (leadership, administration, management, and professionalism.) Students explore and experience leadership and professionalism as they become more familiar with the broader health care environment and the controversial issues relating to the physical therapist profession and health and wellness. They will study how to become agents of change through knowledge of the cultural, economic, political and power structures in organizations and other social structures. Included topics are physical therapists as consultants and advocating for change via legislation, APTA House of Delegates, and changing public opinion.

2 semester credits

PTH 819 ICE V

Under the guidance and supervision of core academic faculty and clinical faculty who work within the community, students will spend time in community clinics to practice skills learned within the first and second years of the curriculum. This course allows students the opportunity to observe and practice skills gained during the professional program within specialty areas of practice.

1 semester credit

PTH 820 ICE VI

Under the guidance and supervision of core academic faculty and clinical faculty who work within the community, students will spend time in community clinics to practice skills learned within the first and second years of the curriculum. This course allows students the opportunity to observe and practice skills gained during the professional program within specialty areas of practice.

1 semester credit

PTH 825.1 Sports Medicine Elective

This course covers advanced sports injury concepts with special emphasis involving traumatic injury examination with on field injury management. Knowledge, skills, and abilities needed to work in this specialized area of sports medicine include taping, bracing, injury prevention, spine

injury, spinal immobilization, head injury assessment, sports equipment evaluation, integumentary management, biomechanical analysis, return to sports testing, and nutrition. The purpose of the elective is to provide the physical therapist student with an opportunity to develop beginning skill sets in sports physical therapy while advancing their competency in the management of both on and off-field athletic injuries.

1 semester credit

PTH 825.2 Sports Medicine Elective

This course covers advanced sports injury concepts with special emphasis involving traumatic injury examination with on field injury management. Knowledge, skills, and abilities needed to work in this specialized area of sports medicine include taping, bracing, injury prevention, spine injury, spinal immobilization, head injury assessment, sports equipment evaluation, integumentary management, biomechanical analysis, return to sports testing, and nutrition. The purpose of the elective is to provide the physical therapist student with an opportunity to develop beginning skill sets in sports physical therapy while advancing their competency in the management of both on and off-field athletic injuries.

1 semester credit

PTH 831 Clinical Experience III

This final two 10 week clinical internships continue to progress the student to entry-level in the management of patients throughout the lifespan and throughout various patient care settings. The final two placements will complete the clinical education experience required settings. Students by the completion of four experiences are required to have had practice in four diverse settings, including at least one rotation in an acute, outpatient, and a neurologic setting. The neuro setting requirement can be met in the skilled nursing, neuro rehab or pediatrics setting. The student must be at entry level at the completion of these third and fourth Internships in order to graduate from the program.

8 semester credits

PTH 832 Clinical Experience IV

This final two 10 week clinical internships continue to progress the student to entry-level in the management of patients throughout the lifespan and throughout various patient care settings. The final two placements will complete the clinical education experience required settings. Students by the completion of four experiences are required to have had practice in four diverse settings, including at least one rotation in an acute, outpatient, and a neurologic setting. The neuro setting requirement can be met in the skilled nursing, neuro rehab or pediatrics setting. The student must be at entry level at the completion of these third and fourth Internships in order to graduate from the program.

8 semester credits

PTH 835.1 Pediatric Elective

This course will further prepare students for practice in pediatrics. Childhood onset/acquired movement disorders will be studied in greater depth to allow for knowledge translation of current evidence based practice specific to the areas of examination, evaluation. Students will work with individuals with common pediatric diagnoses under the guidance of a physical therapist. Intervention, and communication/ coordination for individuals across the lifespan and throughout

various practice settings within pediatrics. Students work directly with individuals with childhood onset/acquired movement disorders, and their families to develop a capstone study project related to the experience.

3 semester credits

PTH 835.2 Pediatric Elective

This course is the second half of the pediatric elective. In this course, childhood onset and acquired movement disorders will be studied in greater depth to allow for knowledge translation and application of current evidence based practice specific to the areas of intervention, and communication/coordination for individuals across the lifespan and throughout various practice settings within pediatrics. Students work directly with individuals with childhood onset or acquired movement disorders and their families to develop a capstone case study project related to their experience working with a child, family and therapist during the first portion of this course.

1 semester credit

PTH 843 Clinical Inquiry III

Instruction on the writing and presenting of the dissertation and assistance is provided with the analysis and interpretation of the actual data collected by students.

1 semester credit

PTH 845 Women's Health Elective

This course further prepares students for practice in women's health. A variety of women's health conditions will be studied in greater depth and students will practice examination and intervention techniques. Students will work with local experts in the region in order to gain hands-on lab experience and patient care skills. In addition, students will be exposed to other aspects of women's health patient care management including marketing, reimbursement, and professional development. This elective is considered beyond entry-level; students will be introduced to pelvic floor examination and intervention.

2 semester credits

PTH 853 Clinical Inquiry IV

Final writing, submission, and oral presentation of the dissertation. Students receive the guidance of their respective research chairs in the final preparation of dissertation.

1 semester credit

PTH 855 Neuro Vestibular Elective

This course further prepares students for advanced practice in neurological and vestibular rehabilitation. Students will build on their fundamental knowledge and will study more in depth the management of the complex BPPV patient as well as evaluation and treatment of the patient with central vertigo, unilateral and bilateral vestibular hypofunction deficits. Students will also gain beyond entry-level experience working with patients with various neurological diagnoses and will have hands on experience in a supervised clinical setting. Aspects of prevention, evaluation, adjunctive interventions, overall management, and lifelong fitness for neurological patients will be covered.

2 semester credits

PTH 859 Complex Case Management I

This course is the first in a series of two problem based capstone courses for physical therapy management of patient cases. Using a Problem-Based learning format, special emphasis will be placed on screening for differential diagnosis, management of comorbidities, integration of other diagnostic information. Students will work in groups with a faculty mentor to develop an evidenced based management plan based on their interpretation of screening and examination. They will synthesize the information and develop a management plan, which includes all aspects of patient care. Students also present and discuss a case study from the first of their two terminal clinical education experiences. Students also must pass a lab comprehensive exam in order to pass this course and continue on to final internships.

2 semester credits

PTH 861 Complex Case Management II

This course is the second in a series of two problem based capstone courses for physical therapy management of patient cases. Using a Problem-Based learning format, special emphasis will be placed on screening for differential diagnosis, management of comorbidities, integration of other diagnostic information. Students will work in groups with a faculty mentor to develop an evidenced based management plan based on their interpretation of screening and examination. They will synthesize the information and develop a management plan, which includes all aspects of patient care. Students also present and discuss a case study from the first of their two terminal clinical education experiences. One of the PBI cases will be an interdisciplinary case with students from other disciplines. Students also must pass a written comprehensive exam in order to pass this course and continue on to final internships.

2 semester credits

■ Radiologic Technology Program

Program Advisors: Dr. Jodi Roller, Richard Cleary (Program Coordinator)

Radiologic Technology offers a four-year program leading to a Bachelor of Science or Bachelor of Arts degree.

The two years of campus preparation for the Bachelor of Science degree include courses in biology, chemistry, physics, mathematics, and psychology as well as courses to fulfill competence requirements. Following the campus preparation, the student applies for admission to a hospital school for an internship. The 24-month clinical internship may be taken at St. Alexius School of Radiologic Technology or Sanford Health Systems in Bismarck; Trinity Hospital School of Radiologic Technology, Minot; Rapid City Regional Hospital; Mayo School of Health-Related Sciences, Rochester, MN or at any other accredited school.

A total of 60 semester credits will be granted for courses taken during the internship. Upon comple-

tion of the internship, the student is eligible to take the AART Radiographer's Registry Examination to become certified as a Registered Radiologic Technologist/Radiographer.

All students, including transfer students, must take at least 32 semester credits on campus; 16 of these are to be in math/science. Credit received for the clinical internship does not satisfy this requirement.

Students are responsible for providing transportation to and from all clinical internship assignments and for personal living expenses throughout the clinical internship, regardless of location.

Sequence in Radiologic Technology major: BIO 101, 207, 208, 209; CHE 109; MAT 103; PHY 203, 304; PSY 201; RDT 201, 202, 300, 301, 302, 400

RDT 201 Clinical Internship

Radiologic Technology I

12 semester credits

RDT 202 Clinical Internship

Radiologic Technology II

12 semester credits

RDT 300 Clinical Internship

Radiologic Technology III

6 semester credits

RDT 301 Clinical Internship

Radiologic Technology IV

12 semester credits

RDT 302 Clinical Internship

Radiologic Technology V

12 semester credits

RDT 400 Clinical Internship

Radiologic Technology VI

6 semester credits

Department of Respiratory Therapy

Program Faculty:

Dr. Christine Sperle (Department Chair), Jessica Arndt, Megan Schneider, Shawn Small

The undergraduate respiratory therapy program consists of a two-year pre-professional phase (freshman and sophomore years) followed by two-years of professional preparation (junior and senior years) on the CHI/St. Alexius Medical Center campus. The Bachelor of Science in Respiratory Therapy (BSRT) degree is granted to students who successfully fulfill University of Mary Respiratory

Therapy Program requirements. The Respiratory Therapy Program is fully accredited by the Commission on Accreditation for Respiratory Care (CoARC), 1248 Harwood Road Bedford, Texas 76021-4244, telephone (817) 283-2835.

Mission

To prepare students to become competent registered respiratory therapists who think critically; engage in evidence-based practice; function as expert resources to physicians and other healthcare professionals; assume leadership roles; and interact respectfully and compassionately with others, regardless of cultural background, values, and lifestyles.

Respiratory Therapy Program

The professional phase of the program is located at CHI/St. Alexius Medical Center in Bismarck (faculty offices, laboratory, classroom and clinical facilities), and is co-sponsored by the University of Mary and CHI/St. Alexius Medical Center. The curriculum consists of classroom, laboratory and clinical practicum courses, including over 1100 hours of supervised experience in direct patient interaction.

The program benefits from small classroom size and direct interaction with professors who are published authors of textbooks and scientific papers. Faculty student ratio is 1:4 in the classroom and laboratory and 1:1 in the clinical patient care setting. The program has received national recognition for excellence in graduate credentialing success, placing it in the top 10% of programs in the country in this category. Graduates consistently score well above the national mean in credentialing exams, and typically have employment commitments before graduation; the program has enjoyed a 100% graduate employment rate for many years. The program has a national reputation for the quality of its graduates. Program credentialing success and job placement can be compared with all other programs in the country at the web site for the Commission on Accreditation for Respiratory Care: www.coarc.com.

Respiratory Therapy Pre-Med Track

This option allows students to take all courses required for admission to most medical schools while completing requirements for the B.S.R.T. degree. After completing the degree, graduates may, at their option, apply for admission to medical

school; if accepted, they may decide to work as a respiratory therapist before and during medical school. Regardless of medical school admission status, graduates have a marketable professional credential in healthcare.

Admission

To qualify for admission consideration, students must complete all math/science pre-professional requirements with a minimum grade of "C" in each course and an overall math/science grade point average of 2.5 or higher. In addition, the overall University grade point average must be a minimum of 2.5. Students who successfully complete these pre-professional requirements are eligible to apply for admission to the professional Respiratory Therapy Program. Completion of pre-professional requirements does not guarantee admission to the professional program; separate application must be made to the Respiratory Therapy Department. Personal interviews, academic performance, and letters of reference are used in the admission process. For equally qualified applicants, admission preference will be given to eligible students completing their pre-professional work at University of Mary. The professional program application deadline is February 15 of the sophomore year for admission to the fall semester of the same year. Prospective applicants should make an appointment with the respiratory therapy department chair (701-530-7756; csperle@primecare.org) to tour the CHI/St. Alexius Health and to arrange a job shadow experience to learn more about the responsibilities and duties of respiratory therapists. Program application forms can be accessed online under the School of Health Sciences, Respiratory Therapy Program from the University of Mary web site.

Rolling Admissions

If the class number does not reach its maximum capacity by the application deadline, a rolling admissions policy will be followed. Students must meet all criteria previously outlined and participate in the formal interview process. Rolling admissions are considered until the first day of class in the fall. Applicants will be reviewed based on the time of submissions of a completed application.

Credential/License

Students who complete the accredited professional program and all degree requirements are eligible to take the credentialing examinations

administered by the National Board for Respiratory Care (NBRC) leading to the Registered Respiratory Therapist (RRT) credential. Licensure requirements in the state of North Dakota (and in all other states) are also met by successful completion of the NBRC examinations.

The Profession

Respiratory therapists are essential members of the modern healthcare team and work in collaboration with physicians and other health professionals in adult and newborn intensive care units, hospital emergency rooms, outpatient rehabilitation clinics, sleep-related breathing disorders clinics, and in the home. Program graduates are prepared to assess patients, develop a plan of care, implement therapy, evaluate its effectiveness and modify treatment as appropriate. Patients include critically or chronically ill individuals suffering from a variety of respiratory and cardiac problems. In addition to treatment, therapists perform various complex diagnostic and monitoring procedures to assist the physician in devising an appropriate care strategy. In the home, outpatient and community settings, respiratory therapists provide education to patients and families in the day-to-day self-management of chronic respiratory conditions such as asthma and chronic obstructive pulmonary disease (COPD); tobacco cessation is an important aspect of these educational efforts.

Program Outcomes

Upon graduation from the respiratory therapy program, students will be able to:

- Demonstrate knowledge of the physiological bases for all therapeutic interventions and diagnostic procedures in all areas of respiratory therapy practice
- Demonstrate proficiency in implementing all respiratory therapy treatment and diagnostic procedures
- Demonstrate proficiency in interpreting physical exam findings, cardiopulmonary monitoring data, laboratory data, and diagnostic imaging information
- Demonstrate problem solving and critical thinking skills as consultants to physicians and other healthcare personnel in developing cardiopulmonary care strategies
- Demonstrate proficiency in establishing an evidence base for best practice through

research and the critique and interpretation of the professional scientific literature

- Demonstrate knowledge of the ethical obligations and responsibilities of healthcare professionals and institutions
- Demonstrate knowledge of the legal, social and economic environments in which the healthcare institutions function
- Demonstrate effective cross-cultural and interdisciplinary human interaction skills in the healthcare setting and the broader community
- Demonstrate knowledge of current issues and trends in healthcare, including public policy, access and reimbursement issues
- Demonstrate proficiency in oral and written communication
- Educate patients and the general public in matters of cardiopulmonary health and chronic disease management
- Demonstrate leadership abilities as a member of the healthcare team.

Transfer Students

Transfer students completing respiratory therapy program prerequisites at other regionally accredited colleges and universities are welcome to apply to the respiratory therapy program; professional courses in the respiratory therapy curriculum fulfill the University of Mary's residency requirement for the baccalaureate degree. Transfer students must also meet the University of Mary's liberal arts graduation requirements for the Bachelor of Science degree. Academic advising for transfer students occurs through the Office of Admission at 701-355-8235 or jweltz@umary.edu.

Respiratory Therapy Essential Functional Requirements

In addition to admission criteria, qualified applicants are expected to meet essential functional requirements of the respiratory therapy profession. Students requesting reasonable accommodation to meet these requirements must inform the Program Director in writing of the need for such accommodations at the time of application. Essential functional requirements include cognitive, motor and behavioral abilities.

Respiratory therapy students must be able to: move quickly in confined spaces; sit and stand

while maintaining balance; stand in-place for prolonged periods; reach above the shoulders and below the waist; twist, stoop, squat; climb stairs; walk rapidly (emergency situations); precisely manipulate small instruments and pieces of equipment; squeeze forcefully with hands; write with a pen; key information into a computer; lift and carry 30 pounds; have sufficient physical strength and mobility to perform cardiopulmonary resuscitation; hear, see, feel with fingers, smell; distinguish colors; read, write and comprehend English; interpret written information; identify cause and effect relationships; add, subtract, multiply and divide; tell and measure time; orally communicate and interact with others; speak on the telephone; establish rapport with others (patients, coworkers); establish appropriate emotional and interpersonal boundaries; maintain effectiveness under stress and strong emotions.

Curriculum Pathways

Required respiratory therapy courses may be completed following the traditional or completion pathway. Program outcomes and objectives are the same in all pathways, but the course content is organized differently to facilitate learning for different types of students.

The traditional pathway is designed for those who enter the Division of Respiratory Therapy without formal respiratory therapy knowledge or skill. The completion pathway is designed for persons who have formal respiratory therapy knowledge and skills and are licensed as a Registered Respiratory Therapist (RRT).

Traditional Program

Prerequisite Courses (need a grade of "C" or higher):

PSY 201	Intro to Psychology
COM 110	Oral Communications
ENG 121	Composition II
BIO 209	Microbiology
MAT 103	College Algebra
PHY 203	Intro to Physics
BIO 207	Anatomy & Physiology I
BIO 208	Anatomy & Physiology II
NUR 217	Pharmacology
PHI 308	Ethics

Chemistry Option (choose one pairing)

CHE 109	Fundamentals of Chemistry
CHE 110	Intro to Organic & Biochemistry
	or
CHE 111	General Inorganic Chemistry I
CHE 112	General Inorganic Chemistry II

Major in Respiratory Therapy:

ANT 171, BIO 207, 208, 209; CHE 109, 110 or CHE 111, 112; COM 110; ENG 121; MAT 103; NUR 317; PHY 203; PSY 201; RTH 301, 305, 307, 320, 335, 411, 416, 418, 420, 422, 426, 427, 428, 430, 436, 438, 441, 450 and 452; IPE 401.

Major in Respiratory Therapy with Pre-Med Track:

In addition to (or in place of) the course in the Respiratory Therapy major: BIO 103; CHE 111, 112 (to replace the CHE 109, 110 sequence), CHE 217, 318 (CHE 310 is recommended); PHY 304.

Students may choose from among several electives to complete requirements for the Bachelor of Science degree.

RRT to BSRT Completion Program

The RRT to BSRT Completion Program is designed for individuals who have graduated from a CoARC accredited institution with associate degree in Respiratory Therapy and have passed the NBRC Registered Respiratory Therapy (RRT) examination. Because the student is required to be a Registered Respiratory Therapist before being accepted into the program, up to 18 semester hours of block credit will be granted for the RRT credential that will go toward the BSRT degree. All students must meet the University of Mary upper division requirement that requires students to take 44 hours of 300-400 level course work for the B.S. degree

To gain admission in the AS to BS respiratory therapy program, a student must hold an Associate of Science (or equivalent) in Respiratory Therapy from a CoARC accredited institution of higher education. Students must also hold the RRT credential and have a cumulative GPA of 2.50 or higher, with a GPA of 2.75 or higher in the respiratory therapy courses transferred in.

RRT to BSRT Required Courses:

BUS 351, 407; NUR 319; IPE 401; RTH 330, 340, 421, 435, 440, 455, 470, 480, 490; HUM 499

Required Graduation Courses*:

ANT 171 or SOC 107; BIO 207, 208, 209; ENG 121; MAT 103 or 180; PSY 201; PHI 208/308 or PHI/CTH 210; THE 120 or THE/CTH 234

**Need a grade of "C" or higher*

Respiratory Therapy Undergraduate Courses Descriptions**RTH 301 Introduction to Respiratory Care**

An overview of the respiratory care profession and its function within the medical community and the healthcare team. Topics include medical terminology, history and development of the profession, an introduction to the healthcare system, legal aspects of healthcare, professional ethics, multi-cultural health communication and patient-therapist interaction.

3 semester credits

RTH 305 Basic Procedures

This course emphasizes the theory and practice of current respiratory care modalities including basic monitoring and testing techniques. Topics include infection control; aerosol and humidity therapy; medical gas therapy; cardiopulmonary pharmacology; physical assessment; volume expansion and bronchial hygiene therapy; airway management; and arterial blood gasses.

6 semester credits

RTH 307 Basic Procedures Laboratory

Laboratory practice in the basic respiratory care modalities, and the testing and monitoring procedures covered in RTH 301, 305, 335. Equipment assembly, disassembly, operation and troubleshooting are emphasized. Basic physical assessment skills and communication skills are also practiced. Clinical observation rotations are scheduled to help the student prepare for Clinical Practicum I. Skill proficiency tests are conducted to prepare students for clinical experience.

1 semester credit

RTH 320 Clinical Practicum I

Supervised clinical experience in the therapeutic modalities and procedures covered in RTH 305 and 307. Proficiency in each area is required to progress in the program. Meets 16 hours per week, 2 days per week.

3 semester credits

RTH 330 Advanced Cardiopulmonary Pharmacology

This course is designed to help broaden the health care professional's knowledge of pharmacology. Topics include types and effects of drugs commonly used in ancillary health care are presented. Basic pharmacologic principles and the pharmacologic actions of the major drug classes will be discussed in relation to physiologic systems, with emphasis on the application of these agents. Students taking this course will also study the most recent FDA approved medications and understand the current state of respiratory care practice

in today's health care environment. Prerequisites: Acceptance into the RRT-BSRT Completion Program
3 semester credits

RTH 335 Clinical Cardiopulmonary Physiology

Concepts in pulmonary, cardiovascular and renal physiology, situated in a clinical context. Physiological mechanisms underlying the beneficial effects of treatment and the application of technology are explained. Compensatory mechanisms and the interdependent function of the cardiopulmonary and renal systems are covered. The course emphasizes the understanding of theory in the context of physiological data interpretation. Relevance to clinical practice is emphasized. Prerequisite: BIO 207-208 or equivalent.
6 semester credits

RTH 340 Advanced Cardiopulmonary Physiology

This course focuses on the application of cardiopulmonary and renal physiological concepts in the clinical setting. Physiological compensatory mechanisms and the interactive role of the cardiopulmonary and renal systems are major topics. Emphasis is placed on the use of physiological concepts to understand and solve hypothetical clinical problems.
4 semester credits

RTH 411 Respiratory Care in Alternate Sites

This course covers respiratory care in the outpatient, long-term care, and home-care settings. Patient populations addressed range from infants to elderly. Topics include discharge planning, psychosocial implications of chronic pulmonary disease, disease management, pulmonary rehabilitation, reimbursement issues, and patient education. Communication and physical assessment skills are emphasized. Prerequisite: RTH 335; 426; 427.
2 semester credits

RTH 416 Pediatric/Neonatal Respiratory Care

This course focuses on respiratory care practice unique to pediatric and newborn populations. Topics covered include developmental anatomy and physiology, congenital anomalies and problems of prematurity that affect cardiopulmonary function, diagnosis, pathophysiology and treatment of cardiopulmonary diseases, newborn intensive care, mechanical ventilation and physiologic monitoring. Unique aspects of neonatal mechanical ventilators are covered in a laboratory setting.
3 semester credits

RTH 418 Department Leadership

An overview of leadership focusing on the traits every leader should develop, and the impact leadership can have on your profession. Career development is also discussed, concentrating on job searching and interviewing skills. Prerequisites: successful completion of all previous RTH requirements.
2 semester credits

RTH 420 Professional Seminar

This course contains three components: (1) Identification of student learning needs and general review in preparation for comprehensive program and credentialing examinations; (2) complete and discuss sample credentialing exams; (3) medical ethical issues. Students will research areas of learning needs. Sample credentialing examinations and clinical simu-

lation computer software are used for comprehensive review. Prerequisites: enrollment in the final semester of the Respiratory Therapy Program.
2 semester credits

RTH 421 Leadership and Management

This course is a study of leadership focusing on the traits every respiratory therapist should develop, and the impact leadership can have on your profession. It also examines other issues such as how to function as a member of interdisciplinary health care team, and how to develop, modify and evaluate patient care plans, disease management and patient education. Prerequisite: Acceptance into the RRT-BSRT Completion Program
3 semester credits

RTH 422 Clinical Cardiopulmonary Assessment

This course emphasizes the integration of physical findings, the patient interview, the medical record, and diagnostic testing data in the assessment of cardiopulmonary status. Development of an assessment based respiratory care plan and its systematic evaluation is a major focus. Diagnostic testing areas include basic laboratory and electrocardiogram interpretation, advanced pulmonary function testing and chest x-ray interpretation. Case studies are used.
5 semester credits

RTH 426 Human Diseases I

A study of the diagnosis, treatment and management of cardiopulmonary disorders in the adult. Emphasis is placed on understanding the essential mechanisms of disordered function and the rationale for therapeutic intervention. Prerequisites: RTH 305; 307; 335; or instructor's consent.
4 semester credits

RTH 427 Human Diseases II

A study of the pathophysiology, diagnosis, treatment and management of various diseases in the adult. Disorders covered include renal, genetic, endocrine, neurological, hematological, gastrointestinal, musculoskeletal, and liver diseases. Essential mechanisms of disordered physiological function and rationale for therapy are emphasized. Prerequisites: RTH 305; 307; 335; 426; or instructor's consent.
2 semester credits

RTH 428 Respiratory Care Specialty

This clinical specialty course allows students to improve technical proficiency, increase professional competency, and enrich knowledge in areas of personal interest. Students submit written proposals outlining learning goals and objectives methods for achieving goals and the means for measuring their achievement. Proposals must meet faculty approval. The course involves a minimum of eight hours per day, five days per week (approximately 320 hours) over the last eight weeks of the senior year. Prerequisites: completion of all previous program clinical requirements.
8 semester credits

RTH 430 Clinical Practicum II

Supervised clinical experience in the therapeutic modalities and procedures cover in RTH 436 and 438 (adult critical care and pulmonary function). Proficiency in each area is required to progress in the program. Participation in the

American Lung Association's Asthma Camp is required. Meets in the summer session 40 hours per week for 6 weeks. Prerequisites: RTH 436; 438. 5 semester credits

RTH 435 Advanced Critical Respiratory Care

This course focuses primarily on managing and monitoring mechanically assisted ventilation in the adult and neonatal intensive acute care setting. Areas of inquiry include: (1) determination of the need for mechanical ventilatory assistance, (2) beneficial and adverse effects of mechanical ventilatory assistance in various pathologies, (3) implementation, management, and the monitoring of mechanical ventilatory assistance, and (4) the general operating principles and capabilities of mechanical ventilators. Emphasis is placed on using physical assessment skills and various physiological monitoring data to guide the management of the critically ill patient. Prerequisites: Acceptance into the BSRT Completion Program; RTH 340 4 semester credits

RTH 436 Critical Respiratory Care

This course focuses on managing and monitoring mechanically assisted ventilation in the adult in the intensive care setting. Areas of discussion include: (1) physiological criteria for initiating mechanical ventilator assistance, (2) beneficial and adverse effects of mechanical ventilator assistance in various pathologies, (3) implementing, managing and physiologically monitoring mechanical ventilator assistance, and (4) general operating principles and capabilities of mechanical ventilators. Emphasis is placed on using physical assessment skills and various physiological monitoring data to guide the management of the critically ill patient. Prerequisites: RTH 335 or instructor's consent. 5 semester credits

RTH 438 Ventilator/Critical Care Laboratory

Laboratory practice in the operation, testing, and troubleshooting of mechanical ventilators, noninvasive monitoring equipment, continuous positive airway pressure systems, hemodynamic monitoring equipment, and chest drainage systems. Skill proficiency tests are conducted to prepare students for critical care clinical experiences. Prerequisites: RTH 307 and concurrent enrollment in RTH 436. 1 semester credit

RTH 440 Advanced Cardiopulmonary Assessment

This course emphasizes the integration of physical findings, the patient interview, the medical record, and diagnostic testing data in the assessment of cardiopulmonary status. Development of an assessment based respiratory care plan and its systematic evaluation is a major focus. Diagnostic testing areas include basic laboratory and electrocardiogram interpretation, advanced pulmonary function testing and chest x-ray interpretation. Prerequisites: RTH 330, RTH 340 4 semester credits

RTH 441 Clinical Practicum III

Supervised clinical experience in adult intensive care, pediatric intensive care, neonatal intensive care, hemodynamic monitoring, cardiology, pulmonary reconditioning, home respiratory care and medical rounds with the program

medical director are included. Meets 40 hours per week, 5 days per week for eight weeks. Prerequisites: RTH 436; 416; 429; 411. 8 semester credits

RTH 450 Research in Respiratory Care

The importance of research to the field of respiratory care and basic tools for implementing and critically evaluating research efforts. Areas covered include current research trends in respiratory care, sampling and research design, statistical tools, critical review of the literature, analysis and communication of research results. A research paper is part of the course requirement. Prerequisite: Enrollment in the final semester of the professional program. 2 semester credits

RTH 455 Health Promotion

This course offers an overview of various health related topics, including the illness-wellness continuum, the dimensions of health and the health promotion process. Students are introduced to strategies for incorporating health promotion into their professional and personal lives. Prerequisites: Enrollment in the RRT-BSRT Completion Program 3 semester credits

RTH 452 Health Promotion

This course examines the increasing redirection of healthcare resources from disease identification and treatment to disease prevention and health enhancement. The premise is that healthcare professionals have a responsibility to influence people to make healthful lifestyle decisions, and to help build cultures supportive of healthful living. Students are introduced to strategies for promoting health both professionally and personally. Prerequisite: Enrollment in final semester of the professional program. 2 semester credits

RTH 470 Research & Evidence Based Practice

This course focuses on the importance of research and evidence-based medicine in the field of respiratory therapy, and the basic knowledge needed to critically evaluate published research. Students gain experience in identifying and developing appropriate research questions, research hypotheses, research designs, and basic data analysis. Several reflection papers and critique of scientific papers are course requirements. 3 semester credits

RTH 480 Respiratory Therapy Seminar

This course contains three components: (1) Discussion and evaluation of current issues in respiratory therapy; (2) exploration of the theoretic foundations and practical techniques used to plan, apply and design appropriate instructional methods to enhance learner achievement in small- and large-groups, clinical, bedside, ambulatory settings; (3) exploration of the major ethical issues confronting the practices of medicine including end of life issues. Prerequisites: RTH 330, RTH 340, RTH 421, RTH 435, RTH 440, RTH 455, and RTH 470 3 semester credits

RTH 490 Respiratory Therapy Speciality Capstone

This capstone course allows students to improve technical proficiency, increase professional competency, and enrich knowledge in areas of personal interest. Students will develop

a needs assessment and submit a written proposal outlining learning goals and objectives, methods for achieving goals and the means for measuring their achievement. Proposals must meet faculty approval. Activities may include practical clinical experience, and may also include projects such as designing an evidence based protocol for implementation in their department or hospital or community based education program designed to improve patient outcomes and provide quality respiratory care. Prerequisites: RTH 330, RTH 340, RTH 421, RTH 435, RTH 440, RTH 455, and RTH 470
4 semester credits

■ Graduate Program in Respiratory Therapy

FACULTY: Sperle (Director), Arndt, Small

Program Overview

The Master of Science in Respiratory Therapy (MSRT) offers individuals with baccalaureate degrees in disciplines other than respiratory therapy the opportunity to complete the professional component of the respiratory therapy program for graduate credit and enter practice with advanced preparation. In addition to a baccalaureate degree, applicants must also meet the respiratory therapy program's math and science prerequisites. The Master of Science curriculum encompasses the baccalaureate professional respiratory therapy curriculum, which consists of 70 credit hours, 37 hours of which are courses offered at the graduate level. Upon successful completion of the professional curriculum, graduates are eligible to sit for state licensing and national credentialing examinations offered by the National Board for Respiratory Care, leading to the Registered Respiratory Therapist (RRT) credential.

The Master of Science in Respiratory Therapy provides graduates with accelerated mobility into leadership roles, such as healthcare education coordinators, clinical instructors, clinical team leaders, assistant managers, or specialty therapists.

The program benefits from small classroom size and direct interaction with professors who are published authors of textbooks and scientific papers. Faculty student ratio is 1:4 in the classroom and laboratory and 1:1 in the clinical patient care setting. The program has received national recognition for excellence in graduate credentialing success, placing it in the top 10% of programs in the country in this category. Graduates consistently score well above the national mean in credentialing exams, and typically have employment commitments before graduation; the program has enjoyed

a 100% graduate employment rate for many years. The program has a national reputation for the quality of its graduates. Program credentialing success and job placement can be compared with all other programs in the country at the web site for the Commission on Accreditation for Respiratory Care: www.coarc.com.

Mission

The mission of the Respiratory Therapy program is to prepare students at the graduate level to become competent registered respiratory therapists who think critically; engage in evidence-based practice; function as expert resources to physicians and other healthcare professionals; assume research and leadership roles in academia and practice; and interact respectfully and compassionately with others, regardless of cultural background, values and lifestyles.

Outcomes

Upon completion of the Master of Science in Respiratory Therapy, graduates will be able to:

- Demonstrate knowledge of the physiological bases for all therapeutic interventions and diagnostic procedures in all areas of respiratory therapy practice
- Demonstrate proficiency in implementing all respiratory therapy treatment and diagnostic procedures
- Demonstrate proficiency in interpreting physical exam findings, cardiopulmonary monitoring data, laboratory data, and diagnostic imaging information
- Demonstrate problem solving and critical thinking skills as consultants to physicians and other healthcare personnel in developing cardiopulmonary care strategies
- Demonstrate proficiency in establishing an evidence base for best practice through research and the critique and interpretation of the professional scientific literature
- Demonstrate knowledge of the ethical obligations and responsibilities of healthcare professionals and institutions
- Demonstrate knowledge of the legal, social and economic environments in which healthcare institutions function

- Demonstrate effective cross-cultural human interaction skills in the healthcare setting and the broader community
- Demonstrate knowledge of current issues and trends in healthcare, including public policy, healthcare access and reimbursement issues
- Demonstrate proficiency in oral and written communication, including the preparation of a manuscript suitable for submission to a peer-reviewed scientific journal
- Educate patients and the general public in matters of cardiopulmonary health and chronic disease management
- Develop a healthcare related research proposal that meets requirements for institutional review board approval
- Demonstrate advanced knowledge in one of three specialization areas in respiratory therapy: (1) professional education; (2) hospital department administrative leadership; or (3) a clinical specialty practice area.

Accreditation Status

The Graduate Respiratory Therapy Program is accredited by the Commission on Accreditation for Respiratory Care (CoARC), 1248 Harwood Road Bedford, Texas 76021-4244, telephone (817) 283-2835.

Admissions Requirements

The application deadline is February 15 each year. Applicants for admission to the Professional Master of Science in Respiratory Therapy Program must meet the following minimum qualifying criteria:

1. Earned baccalaureate degree from a regionally accredited college or university with an overall college grade point average (GPA) of 3.00 or higher
2. Admission to the University of Mary Graduate Studies
3. A 3.00 or higher GPA in the respiratory therapy program's prerequisite pre-professional courses in math, biology, chemistry, physics, pharmacology, ethics, English (communication) and social sciences, with no individual course grade below a "C."

4. Three letters of reference from the applicant's undergraduate professors or academic counselors who are in a position to judge the applicant's written communication proficiency and ability to perform graduate level work.

Applicants must have successfully completed each of the following prerequisite courses with a grade of "C" or higher:

- General Inorganic Chemistry (two semesters)
- Microbiology
- College Algebra
- Ethics
- Introduction to Physics
- Human Anatomy and Physiology (two semesters)
- Pharmacology

Upon meeting preliminary qualifying criteria, applicants are eligible for a respiratory therapy admissions interview. Admissions decisions are based on academic GPA, references, and the interview score.

International Students

Applicants from countries in which English is not the native language are required to prove a minimum level of English proficiency. The University of Mary will accept scores from the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS).

The TOEFL or IELTS score may be waived for students from countries where English is the only official language (International Services has a list of countries adopted from AACRAO).

Graduate students who have evidence of successful completion of an undergraduate degree or another graduate degree from another regionally accredited institution or higher learning within the United States within the prior five years may be accepted without the TOEFL® or IELTS scores.

Official TOEFL or IELTS scores must be submitted along with the necessary application materials when students are applying for admission to the Graduate Respiratory Therapy Program at the University of Mary.

Test Score Requirements

Applicants who are applying to a Graduate Respiratory Therapy Program are required to

achieve a minimum TOEFL score of an 89 (IELTS of 6.5) on the Internet-based test (iBT®). The Graduate Respiratory Therapy Program also requires a TOEFL iBT® Speaking subscale score of a 26 (IELTS of 8) or above, TOEFL iBT® Writing subscale score of 24 (IELTS of 6.5) or above, TOEFL iBT® Reading subscale score of a 21 (IELTS of 6.5) or above, and a TOEFL Listening subscale score of an 18 (IELTS of 6).

All exams are valid for two years.
Official scores must be sent directly to:

Graduate Admissions
University of Mary
7500 University Drive
Bismarck, ND 58504

Academic Transcript Evaluation

Certified copies of all academic records are required at the time of application. Certified copies include transcripts or school certificates and subjects for which the applicant was enrolled or is presently enrolled. If the applicant has attended a university outside of the United States, the University of Mary requires the applicant to provide a course-by-course transcript evaluation. The evaluation must include transcript authenticity, GPA calculation, U.S. degree equivalency, and is sent directly from the evaluation service. Transcript evaluation must be performed by the American Associates of Collegiate Registrars and Admissions Officers (AACRAO) or World Education Services (WES).

Official transcripts must be sent directly to:

Graduate Admissions
University of Mary
7500 University Drive
Bismarck, ND 58504

Rolling Admissions

If the class number does not reach its maximum capacity by the application deadline, a rolling admissions policy will be followed. Students must meet all criteria previously outlined and participate in the formal interview process. Rolling admissions are considered until the first day of class in the fall. Applicants will be reviewed based on the time of submissions of a completed application.

Graduate Course Descriptions

RTH 526 Human Diseases I

A study of the diagnosis, treatment and management of cardiopulmonary disorders in the adult. Emphasis is placed

on understanding the essential mechanisms of disordered function and the rationale for therapeutic intervention.
4 semester credits

RTH 535 Clinical Cardiopulmonary Physiology

This course focuses on the application of cardiopulmonary and renal physiological concepts in the clinical setting. Physiological compensatory mechanisms and the interactive role of the cardiopulmonary and renal systems are covered. Emphasis is placed on using theoretical concepts to guide interpretation of physiological data (such as blood gases and calculations of various physiological indices) and to solve hypothetical clinical problems.
6 semester credits

RTH 536 Critical Respiratory Care

This course focuses primarily on managing and monitoring mechanically assisted ventilation in the adult in the intensive acute care setting. Areas of inquiry include: (1) determination of the need for mechanical ventilatory assistance, (2) beneficial and adverse effects of mechanical ventilatory assistance in various pathologies, (3) implementation, management, and the monitoring of mechanical ventilatory assistance, and (4) the general operating principles and capabilities of mechanical ventilators. Emphasis is placed on using physical assessment skills and various physiological monitoring data to guide the management of the critically ill patient.
5 semester credits

RTH 611 Respiratory Therapy In Alternate Sites

This course addresses respiratory therapy in non-acute care sites, including outpatient, long-term and home care settings. Areas covered include discharge planning, psycho-social implications of chronic cardiopulmonary disease, respiratory care plan development, patient education, disease management, pulmonary rehabilitation, and third party reimbursement issues. Guest lecturers contribute substantially to the course.
2 semester credits

RTH 616 Pediatric and Neonatal Respiratory Care

This course focuses on respiratory care practice unique to pediatric and newborn populations. Topics covered include developmental anatomy and physiology, congenital anomalies and problems of prematurity that affect cardiopulmonary function, diagnosis, pathophysiology and treatment of cardiopulmonary diseases, newborn intensive care, mechanical ventilation and physiologic monitoring. Unique aspects of neonatal mechanical ventilators are covered in a laboratory setting.
3 semester credits

RTH 618 Departmental Leadership

An overview of leadership focusing on the traits every leader should develop, and the impact leadership can have on your profession. Career development is also discussed; concentrating on job searching, resume writing, and interviewing skills.
2 semester credits

RTH 622 Clinical Cardiopulmonary Assessment

This course emphasizes the integration of physical findings, the patient interview, the medical record, and diagnostic testing data in the assessment of cardiopulmonary status.

Development of an assessment based respiratory care plan and its systematic evaluation is a major focus. Diagnostic testing areas include basic laboratory and electrocardiogram interpretation, advanced pulmonary function testing and chest x-ray interpretation. Case studies are used.
5 semester credits

RTH 628 Respiratory Care Specialty Capstone

Each student chooses one of three major specialty areas in which to concentrate for this spring capstone experience: (1) a patient care or diagnostic area; (2) an education focus, i.e. respiratory care classroom/lab/clinical teaching and testing; (3) a management focus, i.e. respiratory care departmental management and leadership experiences. The course is completed over the last eight weeks of the final semester and includes practical experience. The research project identified in the prior semester (RTH 650) culminates in a written scientific paper suitable for submission to a peer-reviewed scientific journal.
8 semester credits

RTH 650 Research in Respiratory Care

This course focuses on the importance of research and evidence-based medicine in the field of respiratory therapy, and the basic knowledge needed to critically evaluate published research. Several reflection papers and a research proposal, complete with a literature review are course requirements. Students gain experience in identifying and developing appropriate research questions, developing research hypotheses, and writing a formal research proposal for approval by the Institutional Review Board. Work on the research project extends into the spring term as part of the student's RTH 628 capstone experience.
2 semester credits

RTH 652 Health Promotion and Disease Prevention

This course offers an overview of various health related topics, including the illness-wellness continuum, the dimensions of health and the health promotion process. Students are introduced to strategies for incorporating health promotion into their professional and personal lives. Emphasis is placed on development of health promotion practices that can be incorporated into a community setting.
2 semester credits

RTH 899 Continuing Enrollment

A student who has completed all coursework required by his/her degree plan and who has registered for the capstone course and who does not complete the capstone project during the term in which he/she is registered must register for RTH 899—Continuing Enrollment for each subsequent term (fall, summer, spring) until the capstone project is successfully completed. If the student fails to register, he/she will be withdrawn from candidacy for the Master of Science degree in respiratory therapy.
1 semester credit

HUM 799 Graduate Studies Assessment

Graduate students register for RTH 999 the final term of their tenure in the program of study to meet the University and program assessment requirement as specified in the graduate section of the catalog.
0 semester credits

In addition to these courses, students must also successfully complete the following respiratory therapy courses (course descriptions appear in the undergraduate program section): RTH 301, 305, 307, 320, 411, 420, 427, 430, 438, 441.

Department of Speech-Language Pathology

Faculty: Blay, Smith (Chair), Zeltinger

Communication Sciences and Disorders Program

The Communication Sciences and Disorders Program at the University of Mary is part of the School of Health Science's Speech-Language Pathology Department and leads to a four-year Bachelor of Science degree in Communication Sciences and Disorders. Our program provides a pre-professional study for students interested in preparing for a career in Speech-Language Pathology.

The undergraduate curriculum provides knowledge in normal and disordered speech, language, swallowing and hearing processes. Assessment and intervention learning experiences are supported by current research and evidence based practice. Christian, Catholic, Benedictine and professional speech-language values are embedded in our program to establish ethical, respectful, caring and service oriented students.

Speech Language Pathology Department Mission

The mission of the Speech-Language Pathology Program is to foster the development of highly qualified, ethical and skilled speech language professionals to be servant leaders with strong academic ability and character fostered by Benedictine values that will support their individual growth and a passion for contributing to society and improving the lives of others.

Speech Language Pathology Department Vision

The vision of the Speech Language Department is to be a leader in Speech Pathology programs for providing outstanding undergraduate and graduate academic and clinical training. The University of Mary Speech Pathology program will positively impact the number of qualified speech language pathologists to increase service to the community, the state and beyond.

Outcomes and Goals

- Discuss basic human communication and swallowing processes.
- Examine and evaluate information in basic human communication differences and communication disorders.
- Apply current knowledge of the principles and methods of prevention, assessment, and intervention to individuals with communication disorders.
- Deliver practicum experiences designed to prepare students to deliver appropriate prevention, and intervention for individuals with communication disorders.
- Apply effective oral and written communication skills in all academic settings.
- Demonstrate moral, ethical, and respectful conduct as viewed through Benedictine values.
- Gain entry and be successful in a graduate program in speech-language pathology, audiology, or related field.

Program Admission

- A student may declare a major in Communication Sciences and Disorders (CSD) during their freshman year and are allowed to take 200 level CSD courses before being accepted into the program.
- Students apply to the CSD program during spring of their sophomore year. The admissions committee reviews all applicants based on the following criteria: GPA (minimum 3.0 cumulative GPA); personal statement reflecting an interest in communication sciences and disorders; completed application.
- The Communication Sciences and Disorders Program provides a pre-professional study for students interested in preparing for a career in Speech-Language Pathology. Graduate study is required for the professional practice as a Speech-Language Pathologist or Audiologist.

Major Degree Requirements

- 54 semester credits in Communication Sciences and Disorders (CSD)

- Knowledge in normal and disordered speech, language, swallowing and hearing processes

- Assessment and intervention learning experiences are supported by current research and evidence based practice

- 124 semester credits total

- Prerequisites

- BIO 207, 208 (need to take before Speech Anatomy and Physiology)

Major in Communication Sciences and Disorders Required Courses

BIO 207, 208; CHE 109 OR PHY 203; PSY 201, 207, 406; MAT 180; COM 110; ENG 121; EDU 295, 367; CSD 210,220, 230, 240, 310, 320, 330, 340, 350, 360, 370, 410, 420, 430, 440, 450, 460, 485.

Undergraduate Course Descriptions

CSD 210 Intro to Communication Disorders

This course provides an introduction to the concepts essential in understanding human communication, communication disorders and the fields of Speech-Language Pathology and Audiology. The causes, symptoms, diagnosis and therapy of speech, language, and hearing disorders are examined in individuals from birth through adult.

3 semester credits

CSD 220 Speech and Hearing Science

The goal of this course is to ensure students have a thorough understanding of the anatomy, physiology, and physical properties related to the production, perception, and interpretation of the speech and hearing systems. The principles and objectives acquired in this course will promote critical thinking and provide students with the foundation on which to build their knowledge base and clinical skills.

3 semester credits

CSD 230 Intro to Phonetics

Students are introduced to the characteristics of Standard American English speech sounds and the International Phonetic Alphabet (IPA) symbols to represent them, with the emphasis on ear training, and a description of place and manner of production of these sounds.

3 semester credits

CSD 240 Intro to Sign Language

This is an introductory course in the study of American Sign Language. The content includes the basic receptive and expressive sign skills and sign vocabulary required to be able to communicate in ASL. Deaf culture will be explored. Prerequisites: CSD 220, 330

3 semester credits

CSD 310 Speech Anatomy & Physiology

This course provides an in-depth knowledge of the anatomy and physiology of the respiratory system, the larynx, the head and neck, and the ear, related to speech production, reception

and swallowing processes.

Prerequisites BIO 207, 208

3 semester credits

CSD 320 Language Development & Structure

This course explores the development of language from birth to adulthood is studied relative to the development of communication and speech. Prerequisites: CSD 210, 220, 230
3 semester credits

CSD 330 Intro to Audiology

This course explores hearing and hearing disorders for speech-language pathologists. Anatomy and physiology of the ear and pathologies of the auditory mechanism will be explored. Prerequisites: CSD 210, 220, 230, 310, 320
3 semester credits

CSD 340 Adult Communication Disorders

This course will provide study of the nature, evaluation and treatment of acquired communication and cognitive-linguistic disorders in adults caused by stroke, brain injury and neurological disease including motor speech disorders, dysphagia, voice, and cognitive linguistic disorders. Prerequisites: CSD 210, 220, 230, 310, 320
3 semester credits

CSD 350 Pediatric Language Disorders

This course provides an overview of the theoretical framework, nature, assessment and treatment of language disorders from birth to adolescence. Prerequisites: CSD 210, 220, 230, 310, 320
3 semester credits

CSD 360 Neuroanatomy for SLP

The neuroanatomy, neurophysiology and functions of the central and peripheral nervous systems will be examined as they relate to speech, language, and swallowing. Neurological disorders will be discussed throughout the life-span. Prerequisites: CSD, 220, 230; BIO 207, 208
3 semester credits

CSD 370 Articulation and Phonology

This course will examine the normal aspects of articulation and speech sound acquisition and give students a basic formation in causation, diagnosis and treatment of disorders of articulation and phonological disorders. Prerequisites: CSD 210, 220, 230, 310, 320
3 semester credits

CSD 410 Communication Disorders Seminar

This course is a three hour per week seminar introducing the basic concepts of research and professional issues in the field of communication sciences and disorders. This course prepares senior level undergraduate students for the Senior Capstone research project in the spring semester. Students will research a topic of interest, develop adequate library research skills, and demonstrate knowledge of processes used in research. Students will also critically evaluate peer-reviewed scholarly research in the field and develop proficiency using APA format and style. The seminar also incorporates aspects of professionalism such as preparing a resume and cover letter for application to graduate school or job seeking. Students will participate in peer review of resumes and cover letters and mock interviews.
3 semester credits

CSD 420 Intro to AAC

This course explores foundational ideas and concepts regarding the assessment and intervention of assistive technology (AT) and augmentative and alternative communication (AAC) techniques for emerging communicators, school-age children and adults. Prerequisites: CSD 340, 350
3 semester credits

CSD 430 Aural Rehabilitation

This course explores the effects of hearing loss on speech perception, speech production and language development. Assessment, Intervention and counseling strategies are introduced. Prerequisites: CSD 220, 310, 330
3 semester credits

CSD 440 School Programs in Speech Pathology

This course examines school based service delivery, working collaboratively in a school setting, introduction to individualized education plans, assessment and intervention processes, and laws related to school age children. Prerequisites: All CSD 200 and 300 level courses
3 semester credits

CSD 450 Clinical Methods in Speech Pathology

This course includes the study of diagnosis and treatment of communication disorders in children and adults. Test construction, administration, scoring and interpretation. Development of treatment programs, ethics, EBP, and client clinician interactions. Clinical management and theoretical framework will be examined. Prerequisites: All CSD 200 and 300 level courses
3 semester credits

CSD 460 Senior Capstone

Students in this course will synthesize information in all communication sciences and disorders courses to culminate in a written research topic of personal interest. Students will be required to present their written research topic during a poster session. Prerequisites: CSD 220, 310, 330
3 semester credits

CSD 485 Clinical Practicum: Speech Pathology

Students will complete observations, assignments and clinical lab experiences relating to service delivery in Speech-Language Pathology. Seniors majoring in Communication Sciences and Disorders may accrue up to 25 hours on Observation in Speech-Language Pathology and up to 25 hours of client contact hours. This course is designed to introduce students the knowledge and skills required for observation and treatment of a variety of communication disorders. Supervised clinical practicum lab experience including remediation of a variety of communication disorders will be completed under the direction of a certified Speech Language Pathologist. Two to three hours of clinical/lab work and additional interaction with supervisors each week are required in addition to the weekly class. The course is offered Fall and Spring semester. Students are only required to take this course one time.
3 semester credits

Harold Schafer Emerging Leaders Academy

Undergraduate Programs/ Academic Policies

Mission

To identify and develop servant leaders of moral courage.

Vision

The Emerging Leaders Academy will recruit and retain high performing candidates and the graduates of these programs will be highly sought after by employers because of their exemplary writing, speaking, critical thinking, and professional skills.

Program Description

The Emerging Leaders Academy is a leadership development program that is designed for highly-motivated, capable students who are interested in becoming future professional leaders. Students in the Gary Tharaldson School of Business, the School of Education and Behavioral Sciences, the School of Health Sciences and the School of Arts and Sciences will be introduced to the Academy during their freshman year. Interested students will then make application to The Emerging Leaders Academy that officially begins during the fall semester of the sophomore year and continues each semester through the end of the junior year. Select students will be chosen by each school for admission into the Senior Emerging Leaders Academy capstone experience.

As members of the Emerging Leaders Academy, students will develop higher level leadership

skills through hands-on projects and experiences that network them with the region's top leaders. Mentorships and internships enhance students' professional development and open the door to future employment or graduate school recommendation. Each year, students who prove their passion and motivation for leadership will be selected to move forward in the program. Only a very select few students will enter the unique, individualized senior capstone experience where they will design a leadership experience that meets their individual professional and leadership needs.

Admission to the Emerging Leaders Academy

All freshmen students will enroll in the introductory Emerging Leaders Academy class. Those choosing to further their leadership development will make formal application to the Emerging Leaders Academy that officially begins in the fall of their sophomore class. Each school has an application process for the Academy at the sophomore and junior level. Prospective students may also qualify for Emerging Leaders Academy early acceptance program if they have a 3.25 cumulative grade point average or a 24 ACT composite score and successfully complete an essay and interview. Early acceptance allows these students to enter the Emerging Leaders Academy as sophomores assuming successful progress during the freshman year. Transfer students may also enter the Emerging Leaders Academy upon enrollment at the University of Mary.

Academic Life

■ Registration and Schedules

Calendar

The University of Mary operates on a trimester calendar which divides the academic year into three semesters of 16 weeks each: Fall, Spring, and an optional Summer. During a semester, a traditional undergraduate student generally enrolls in a program of five courses, each carrying three semester credits. Such a program provides time for the student to pursue a subject in-depth. During Summer Term, the student may enroll in a liberal arts course, engage in independent study, travel, or complete specialty areas in the major. Additionally, the University offers a Year Round Campus program, which allows students to continue their full-time enrollment through all three terms. Year Round Campus participants have the opportunity to complete their programs of study in a much shorter period of time; some as quickly as 2.6 years.

Adult and non-traditional students have the opportunity to complete many programs of study in an accelerated format. For many of our adult graduate and undergraduate programs, students can enroll in multiple five-week, seven-week, eight-week, or 10-week courses within a given semester. Adult and graduate programs are offered year-round, with full-time coursework available all three semesters for most programs.

Registration

In preparation for early registration, a schedule of classes will be published with the time, place of meeting, and instructor for the course. The schedule of classes can be found on the University of Mary website at www.umary.edu/registrar, or in the student portal at my.umary.edu. The University is not bound to offer any elective course for which there is insufficient registration and reserves the right to withdraw any course described in this catalog.

Opportunities are provided during each semester for students to register early for the following term. Early registration forms are approved and signed by the student's advisor. The student may then register online or manually at the Registrar's Office. Students should take note that financial holds or lack of prerequisites may block online registration. Incoming freshmen are encouraged to meet with an advisor for early registration on one of the days scheduled for this

purpose (SOAR) prior to the beginning of the next academic term.

Incoming first-time college students who do not or cannot attend the early spring freshmen registration sessions may register by making an appointment with the Office of Undergraduate Admissions. Transfer students, readmitted students, and graduate students will work directly with the advisor to register for classes.

Students who are enrolled at the University of Mary but wish to take required courses elsewhere must seek prior approval for their applicability and acceptance as divisional requirements. Requests for approval are made through the respective chairperson and the registrar.

Changes of Schedule

Once a student's class schedule has been approved, changes are to be submitted on a drop/add form, available online at my.umary.edu or from the Office of the Registrar. All manual registrations, adds, or drops performed by the Office of the Registrar need the approval of both the academic advisor and student.

Adding a course after the deadline: No courses may be added after the published add/drop date for the course without the approval of the instructor. A \$50 per-course late fee may be assessed if a course is added after the eighth instructional day.

Dropping a course: Courses will not be recorded on the academic record if the class is dropped before the published add/drop date for the course. Students may withdraw from a class anytime during an academic session up to the Friday one week before final test week, provided they follow the drop/add/withdrawal procedures. Since credit is not received for withdrawals, the student's grade point average is not affected. However, course withdrawals will count as credits attempted but not earned, affecting a student's Satisfactory Academic Progress standing.

A student who withdraws from a course before two weeks after mid-term will have the course recorded on the permanent transcript with a grade of "W" and will be charged for that course on a pro-rated basis. A student who elects to withdraw from a course after this period will receive a grade of "WP" or "WF" as determined by the instructor.

Impact on Financial Aid: Students who add or drop classes may need to repay some or all of the financial aid funds received. Classes must be added or dropped prior to the last day to add/drop classes for adjustments to be considered. Courses dropped after the add/drop date will be charged in full. Depending on a student's program and number of credits enrolled in, adjustments to tuition &/ or fees may/ may not occur. Adjustments will be determined based on the documentation submitted by the Office of the Registrar. Students who add or drop classes must follow the official procedure as set forth by the Office of the Registrar. Failure to do so may result in the student responsible for paying all or part of the tuition/fees charged.

Final Examination

For full semester courses, final examinations are given during the last week of the term at the times indicated on the published final exam schedule. Students should arrange to complete exams during the published times. Students with three examinations on one day may request to take the last scheduled examination on another day. Such a request to reschedule must be presented to the instructor one week prior to the test day. The instructor will make arrangements for the student to be tested on another day.

Accelerated courses will give the final examination during the last week of the class, usually on the final day of class. Individual instructors will notify course participants of the exact final exam date.

■ Credits, Student Classification, and Transcripts

Credit

Credit for academic work is based on a semester system. One semester credit is given for the satisfactory completion of 15 classroom periods of 50 minutes each. In laboratory work, field, or clinical experience, a block of two to five class hours is equated to a lecture period. An average of 16 credits needs to be earned each semester if a student is to complete his or her undergraduate degree in eight semesters. For graduate programs, the program length varies by individual program.

Double Counting of Credits

Majors: There must be at least 15 credits of unique, non-overlapping professional/discipline coursework in each major. Interdisciplinary programs

must have at least 12 credits of unique, non-overlapping professional/discipline coursework in each major.

Minors: There must be at least 9 credits of unique, non-overlapping professional/discipline coursework in each major. Minors may not be awarded when a student is concurrently pursuing a major in the same academic program. For example, a student may not major in biology and minor in biology. Minors may not be added retroactively to a student record after the major is conferred.

Concentrations: At least half of the credits required for a concentration must include unique, non-overlapping professional/discipline coursework.

Liberal Arts: Designated liberal arts courses may concurrently be counted toward the liberal arts requirements, major requirements, minor requirements, or concentrations; however, the above referenced requirements still stand.

Graduate Programs: The double-counting of credits policy varies program-by-program for graduate studies. Consult the program chair for the specifics for individual programs.

Audit

Students may, with the instructor's consent, register for a course on an audit or non-credit basis. The instructor has no obligation to evaluate the performance of auditors nor will a grade be given to auditing students. Policies for auditing courses are on file in the Registrar's Office.

Non-Classroom Opportunities for Credit

For enrichment or advancement, students may, with the advice of their academic advisor, pursue any of the following means of attaining academic credit outside the classroom setting:

- **Advanced Placement Examination**

Students who receive a sufficient score on the Advanced Placement Tests of the College Entrance Examination Board (CEEB) receive appropriate university credit. Usually three semester hours of transfer credit are awarded for each examination although some AP exams may be worth more than three credits. Most tests require a minimum score of three in order to be eligible for credit at Mary, while some exams require a minimum score of four. See the AP Exam Credit Card, available at www.umary.edu/registrar, for current course

equivalencies, minimum score requirements, and credit awarded for each AP exam. Contact the Registrar's Office with additional questions.

- **College Level Examination Program**

The College Level Examination Program (CLEP) has been established to enable students to earn college transfer credit by examination. In some divisions an essay is also required. For additional information, or to schedule an examination contact Career and Testing Services at 701-355-8050. The CLEP equivalencies can be found online at www.umary.edu/registrar.

- **Challenge Examination**

In academic areas for which CLEP tests are not available, a student may petition to challenge an undergraduate course listed in the catalog. To do so, the student obtains the Request for Credit through Challenge form from the Office of the Registrar. The student is required to complete the request form and requests approval through the dean of the school responsible for the course. Once authorized, the student must submit the form to the director of student accounts and pay the challenge fee. The director of student accounts retains one copy of the form. The student must present the second copy of the request form to the authorizing dean or the supervising faculty member who will administer the test or evaluate the paper. After the student has completed the test or the paper, the instructor evaluates the paper or test, affixes the grade to the lower portion of the request form, signs the form, and submits the form to the Office of the Registrar. The registrar records the grade.

Directed Study

Sophomores, juniors, seniors, and older-than-average students who have the necessary prerequisites and meet accepted standards may pursue courses through directed study. A minimum grade point average of 2.0 is required for a student to be eligible for directed study. The 328-428 course numbers in each division are provided for in-depth study of a special interest and of areas not covered in the existing curriculum. Standard elective and required courses which are difficult for the student to access at regularly-scheduled times may also be available. A course for which a student has

received a grade of "F" may not be repeated as a directed study. Tuition for a directed study is the same as that for a regular course.

A student wishing to pursue a course by directed study:

1. Confers with his/her advisor about the advisability of such pursuit.
2. Obtains the Directed Study Form from the Office of the Registrar.
3. Obtains the signature of his/her advisor indicating advisor approval of the directed study.
4. Secures the sponsorship of an appropriate faculty member, visits with this faculty sponsor to outline course objectives, content, and requirements and to schedule meeting times and determine the final completion date.
5. Makes payment for the course in the Office of Student Accounts. Part-time students and students for whom this course constitutes an overload will pay additional tuition for this course.
6. Returns the completed Directed Study Form to the Office of the Registrar. To drop an independent study course, a student must complete a change in registration form (including necessary signatures) and submit it to the Office of the Registrar.

Credit for Prior Learning

Undergraduate students with three or more years of work experience may receive credit for learning attained outside of the academic setting through the University's Prior Learning Program. Details of this program are contained in the Special Programs section of this catalog.

Transfer of Credit

The Office of the Registrar evaluates transcripts and records transfer credits. The names of the transfer institutions accompany the courses and corresponding grades on the University of Mary transcript. Any preliminary reviews by other personnel are unofficial, not binding, and subject to change. Acceptance of transfer courses and the award of University transfer credit shall not express or imply that all transfer credit will be fully applicable toward degree requirements in particular programs of study at the University of Mary. Students are not at liberty to selectively

transfer courses. Transfer credit is only granted for courses in which a grade of “D” or better was earned, except when a higher grade is required for the student’s major as declared at the time of the transcript evaluation.

The Registrar may grant exceptions to the minimum grade requirement when an articulation agreement exists between the credit awarding institution and the University of Mary. Courses that do not meet major grade requirements are not eligible for transfer. No more than 62 semester credits may be transferred from two-year institutions, and no more than 92 credits may be transferred in total from all institutions.

Credits from Accredited Institutions in U.S.:

The University of Mary accepts credits earned at institutions accredited by agencies recognized by the U.S. Department of Education for the level of credit awarded provided that such credits have been earned through university-level courses appropriate to the student’s degree program at the University of Mary.

Credits from International Institutions: Credits from foreign or professional schools will be evaluated on a case-by-case basis by the Office of the Registrar in consultation with the Office of Academic Affairs and/or the Academic Dean responsible for the student’s declared program of study.

Remedial Credits: Remedial or developmental courses are not considered college-level and do not transfer

Exam-Generated Credits: The following are examples of exam-generated credits that may be considered for transfer. Other exam-generated credits may also be considered.

- Advanced Placement (AP)
- CLEP
- DSST
- Prior Learning
- Challenge
- Discipline-Specific

Meeting Liberal Arts Core: If a transfer student seeking a B.A., B.S., B.A.N., B.S.N., B.S.R.T., or B.U.S. comes to the University of Mary from an accredited college/university with a previously earned A.A., A.S., B.A., or B.S.; or their transcript includes a minimum of 52 liberal arts credits; the University would accept their transfer courses as meeting the

University General Bachelor Degree core courses. If their previous program did not include an ethics and theology, those two courses would still be required. However, the previous completion of an A.A.S. or B.A.S. degree would not be considered as meeting the University liberal arts core requirements. However, students holding an A.A.S., who are licensed LPNs or RNs, and who will be enrolling in the B.S.N. degree completion program will still be eligible for the core course waiver outlined above.

Students who have been exempted from the liberal arts core course requirements are not exempt from the minimum of 52 liberal arts credits requirement for a bachelor’s degree. Additionally, these students are not exempt from specific course requirements for their majors, even if those courses may be used to satisfy liberal education requirements at the University of Mary. Finally, students seeking a B.A.S. degree will not receive a general core waiver due to the condensed nature of the B.A.S. liberal arts core.

Student Classification

Regular students are those who have been admitted with the expectation of becoming candidates for graduation. Special students are those who have been admitted for special programs in non-degree status. The classification of regular students is based on progress toward graduation as follows:

Class standing granted	Number of semester hours satisfactorily completed
Freshmen	0–29.9
Sophomore	30–59.9
Junior	60–89.9
Senior	90+

Transcripts

Transcripts are certified copies of the student’s permanent record and show academic status at the time of issuance. Transcripts will be issued only if authorized in writing by the student and the student should be advised that 3-5 business days are needed for transcript transactions. Transcripts will be withheld if a student or graduate has not met financial obligations at the University.

■ Grading, Academic Progress, and Progress Toward A Degree

Grades

Grades awarded at the University of Mary are A, B, C, D (with + or -), or F.

The University of Mary grading scale, published on the back of the official transcript, to assign final grades and points is as follows:

A	Outstanding performance	4.0 points
A-		3.7 points
B+		3.3 points
B	More than satisfactory performance	3.0 points
B-		2.7 points
C+		2.3 points
C	Satisfactory performance	2.0 points
C-		1.7 points
D+		1.3 points
D	Passing, but less than satisfactory performance	1.0 points
D-		.7 points
F	Unsatisfactory	0 points
W	Withdrew, no status	0 points
WF	Withdrew, failing	0 points
WP	Withdrew, passing	0 points
I	Incomplete	0 points
P	Passing	0 points

Calculating Grade Point Average (GPA):

When a course is repeated, both courses are entered on the transcript, but only the most recent course will be counted toward the degree and the grade point average. A student earns honor points for each semester credit according to the value of the grade received. The grade point average is computed by dividing the honor points earned by the credit hours.

Incompletes

An incomplete (I) grade, given at the discretion of the instructor, if not changed within the first three weeks of the next academic session, converts to a grade of "F" unless an extension is granted in writing by the instructor.

Pass/Fail

For internships, practicums, performance ensembles, workshops, and activities courses, the

option of pass/fail grading is available. All grades are recorded on the student's official transcript.

Assessment

Assessment of student learning is an integral component of every academic program. Continuous assessment of learning is the foundation for program improvement. Participation in assessment activities is required at the course, program, and university levels for academic advising and for best practices in teaching and learning. The assessment program is designed to help the student reflect on his/her progress toward meeting program outcomes as well as strengths and areas needing improvement within the university curriculum and environment.

Grade Reports

Mid-semester: Instructors inform students of their mid-semester grades as an indication of their progress. Mid-semester grades for deficiencies are distributed to the student's advisor but do not appear on the student's permanent transcript.

At mid-semester the instructor submits grades online, using the university's faculty and student portal, JICS/my.umary.edu. At the end of the semester or term, the instructor submits final grades online using the same method. Students and advisors access grades online. The Office of the Registrar records the grades.

Final grades: At the close of each semester, final grades are recorded on students' permanent records. Students may view their final semester grade on their personal home page on the University of Mary web site.

Accessing Grade Reports: Grades will be made available to students via the my.umary.edu website by using their ID numbers and passwords. Grades will be mailed to parents upon receipt of a written and signed request from the student. Such requests must be made in writing to the Office of the Registrar. Parents or legal guardians may also obtain their child's educational records if they establish that the student is a financial dependent as defined in section 152 of the Internal Revenue Code of 1986. A student is considered "financially dependent" if either parent or his/her legal guardian claimed the student as a dependent upon their most recent federal income tax return. The Office of the Registrar requires that the parent(s) or legal guardian provide a copy of the filed federal tax return before it releases the information.

Academic Grievances

Academic grievances are petitions to change a decision rendered about an academic matter, excluding Academic Warnings, Suspensions, and Dismissals from the University (see Academic Warnings, Suspensions, and Dismissals: Right to an Appeal for the procedure on appealing these academic decisions). Students may file an academic grievance for several reasons including: a perceived violation of university policy, failure to follow published course policies, a lack of consistency within the student's course section, or a dispute over the factual accuracy of graded work. The following are not reasons that qualify matters for academic appeal: a disagreement with published course policies, differences in classroom policies or grading schemes in different courses or between different sections of the same course, or a grade's impact on a student's academic progress, athletic eligibility, or eligibility for financial assistance or veteran's benefits.

Students shall use the following procedure to file an academic grievance:

- a. Within two weeks after a student experiences the problem, he/she should contact the instructor involved and discuss the situation. If still dissatisfied, the student should proceed to step b.
- b. Provide the Department/Division Chair or Dean (in the absence of a Chair) with a written statement that identifies the course and instructor, describe the problem, request specific actions, and give evidence to support the appeal within 30 calendar days of the original appeal to the instructor. Students should include copies of all relevant documents: papers, tests, etc. The Department/Division Chair or Dean (in the absence of a Chair) reviews the material and rules on the request. A student may appeal the decision of the Department/Division Chair or Dean or assigned alternate under only specific circumstances, as outlined in step c.
- c. Students may appeal the ruling in part b based on the discovery of new evidence previously unavailable, a significant irregularity in the procedural process that could affect the ruling in part b. General dissatisfaction with the decision made under step b is not sufficient grounds to appeal the decision to this level. The appeal under this

part must take place within 30 calendar days of the ruling in part b. Students appeal to the Dean or Assistant to the Vice President for Academic Affairs (AVPAA) if the Dean ruled in step b. To file an appeal, the student must provide the Dean or AVPAA with a written statement that identifies the course and instructor, describes the problem, describes the new evidence or the perceived irregularity, and provides evidence to support the appeal. Students should include copies of all relevant documents: papers, tests, etc. The Dean or AVPAA reviews the material and rules on the request. A student may appeal the decision made under step c under specific circumstances, as outlined in step d.

- d. Students may appeal the decision made under step c if he or she believes there has been a significant irregularity in the procedural process, or if new evidence comes to light that may change the outcome of the appeal. General dissatisfaction with the decision made in part c is not sufficient grounds to appeal the decision of the AVPAA. Students may appeal the decision to the Vice President for Academic Affairs (VPAA) within 30 calendar days.

The VPAA shall select an impartial committee of three university faculty and/or administrators to adjudicate the appeal within a reasonable deadline as determined by the VPAA. The committee then requests that the student submit evidence within a reasonable timeframe; reviews the evidence; interviews, if necessary, those individuals involved; and recommends in writing a course of action to the VPAA. The VPAA considers the recommendation of the committee and rules on the appeal. That ruling is final and binding.

Exceptions to the Academic Grievance Process:

- **Absent Faculty:** In a case where the instructor is absent or is no longer employed by the college, the appeal shall begin directly with the Chair or Dean of the Division or School in which the course was taken
- **Additional preliminary levels of appeal:** In some programs, students may have additional levels of appeal available to them prior to reaching the Dean. Additional preliminary levels of appeal appear on the

course syllabi and may include other university officials such as a program director or level coordinator. Once an appeal reaches the level of Dean, all appeals must follow the sequence stated in this section.

- If the adjudicator listed in any of the appeal steps is the instructor of record for the course in which the appeal is filed, a designee will be appointed by the instructor's immediate supervisor to adjudicate the appeal and the appeal will begin at the level at which the instructor of record would otherwise serve as the appeal adjudicator.

Academic Honors

At the end of fall and spring semesters, undergraduate students are placed on the Dean's List if they achieve a term grade point average of 3.5 or above on a minimum of 12 semester credits (full-time status) with letter/point grades. If the student is involved in any course that awards a pass/fail grade, honors distinction will be determined by completion of at least 12 semester credits (full-time status), a grade point average of 3.5 or higher on any courses with letter/point grades and a grade of pass on any pass/fail courses. The undergraduate student must not have a grade of "I", "WIP", or "SC" in any course at the time Academic Standing and Honors are determined. If an undergraduate student completes any graduate course with a grade of "B-" or better during the same term, those hours will be counted toward full-time status. Graduate letter/point grades will NOT be counted toward the undergraduate grade point average when determining academic honors.

Academic honors at commencement are awarded to graduates who have earned an undergraduate cumulative grade point average of 3.5-3.74 (Cum Laude), 3.75-3.89 (Magna Cum Laude), 3.9-4.0 (Summa Cum Laude). These academic honors will show on the student's final transcript.

For transfer students, grades from other colleges will be included when computing honors. Honors awarded at commencement will be based upon the grade point average of all course work completed prior to the point of commencement.

Satisfactory Academic Progress

To fulfill requirements for a degree, full-time and part-time undergraduate students must:

1. Have a grade point average of 1.8 at the end of 29.9 earned semester credits and a

cumulative grade point average of 2.0 thereafter and

2. Met Progress Toward a Degree standards

To maintain satisfactory academic progress, a full-time student must have 24 career-earned semester credits annually as recorded at the University of Mary. Program requirements may be more stringent.

Monitoring Progress: Progress for traditional undergraduate students will be monitored at the end of the fall semester and at the end of the spring semester. All graduate and distance education students' progress will be monitored at the end of the fall semester, spring semester, and summer semester.

In the case of a transfer applicant whose academic transcript indicates failure to maintain reasonable progress, the applicant may be granted a warning semester and academic progress will be reviewed after the first semester of attendance.

Graduate Students: Graduate student policies for satisfactory progress can be found under the Graduate Academic Policies section of this catalog.

Progress Toward a Degree

Students must demonstrate progress toward a degree by completing at least 67% of all attempted credits and maintaining minimum GPA requirements in accordance with the satisfactory academic progress policy. The grades W, F, I and SC are considered "attempted" and will be considered as unsuccessful completion when determining if a student has maintained this standard.

Students may take no more than 150% of the allowed credits toward any given degree. For example, a student enrolled in a bachelor's degree program must obtain his or her first bachelor's degree within 192 credits.

Academic Amnesty Policy

A University of Mary undergraduate student can take advantage of the "Academic Amnesty Policy" by petitioning the Academic Standards and Admissions Committee specifying the courses the student requests to be dropped. Only courses with grades of "D" and "F" may be dropped. Only courses taken ten semesters (excluding summer sessions) or more before the student's application for readmission may be dropped. The petition for Academic Amnesty must be made within six months following the student's readmission.

Current students who change their major from one division to another division and/or have unusual circumstances may also petition to have their “D” and “F” grades dropped. When the Committee approves a petition for Academic Amnesty, the original University of Mary grades will be shown on the transcript but a notation will be made and these grades will not be included in the calculation of grade point averages or the satisfaction of degree requirements.

This policy can be used only one time in the student’s academic career.

■ Academic Standing and Sanctions

Academic Standing

Students who have failed to maintain Satisfactory Academic Progress, who have failed to achieve Satisfactory Academic Progress after one Warning semester will be suspended or, in extenuating circumstances, as determined by the Vice President of Academic Affairs, such students may be moved to continuing success plan status.

Students do not need to first be placed on warning status to be suspended. If it is determined by the Vice President of Academic Affairs that academic progress is so lacking that suspension is warranted, the student may be suspended directly. For example, a freshman student who earns less than a 1.0 GPA for the first semester of enrollment may be suspended without serving a warning semester.

Academic Warning

Students eligible for an academic warning will be notified by letter that they have one additional semester to bring their standing within requirements while continuing their eligibility for extra-curricular activities. The letter will inform them of their right to an academic appeal. As a student on warning, the student will be required to complete and maintain a degree success plan with a designated advisor and comply with all the terms and conditions set forth in the degree success plan. In the event that they are not able to achieve Satisfactory Academic Progress by the end of the warning semester, the student may be suspended or, in extenuating circumstances as determined by the Vice President of Academic Affairs, may be moved to a continuing degree success plan status.

Academic Suspension

Students who are suspended (see criteria in

Academic Standing policy) will receive a letter notifying them of the suspension and their right to an appeal. Suspended students will not be eligible to register for coursework and will be terminated from active status. Their financial aid and athletic eligibility will be terminated.

Students who have been suspended from the university must follow the Reinstatement Policy to be readmitted.

Academic Probation

Students who successfully appeal their suspension may be placed on academic probation. Students may remain on academic probation for no more than one semester. As a student on probation, the student will be required to complete and maintain a degree success plan with a designated advisor and comply with all the terms and conditions set forth in the degree success plan. In the event that the student is not able to achieve satisfactory academic progress by the end of the probationary semester, the student may be suspended or may be moved to a continuing degree success plan status.

Degree Success Plans

Students who do not meet standards of satisfactory academic progress must maintain a degree success plan with a designated advisor and comply with all the terms and conditions set forth in the degree success plan.

Academic Warnings, Suspensions, and Dismissals: Right to an Appeal

Students who have been placed on an Academic Warning, are suspended, or have received notice of dismissal from the University may appeal this status to:

Academic Standards & Admissions Committee
Attn: Assistant to the Vice President
for Academic Affairs
7500 University Drive
Bismarck, ND 58504

The appeal must be in writing and submitted within 14 calendar days of the student’s notification. Students may appeal due to mitigating circumstances such as illness of the student or immediate family member, death of an immediate family member, or other circumstances that may have resulted in sub-standard academic performance. The student must comply with all requests for documents pertaining to academic performance, i.e., copies of papers, test results,

attendance records, etc. The Academic Standards and Admissions Committee considers and rules on the appeal. That ruling is final and binding.

A student's status does not change while an appeal is under consideration. If he or she is in academic warning, probation or suspension, the warning, probation or suspension stands. If a student was dismissed, he or she remains dismissed.

Approval of an academic probation or suspension appeal does not ensure reinstatement of eligibility for financial or extracurricular activity participation.

Dismissal from Undergraduate Studies

Students who fail to achieve Satisfactory Academic Progress and are suspended from the Program of Study ultimately will be dismissed from the University because of poor scholarship. Students will receive notice of the dismissal decision in writing and will be provided with information on the Right to an Academic Appeal.

Students also may be dismissed for misconduct. See most current University of Mary Student Handbook at www.umary.edu.

Reinstatement

A student seeking readmission after being suspended or who otherwise was not in good academic standing at the time of leaving must apply to the Assistant to the Vice President for Academic Affairs. Conditions for reinstatement may be imposed upon returning students.

The student will be reenrolled under the university catalog in place at the time of readmission, which may require additional coursework or contain different policies than those in place at the time of their original enrollment. Students who are reinstated academically may still be on financial aid suspension based on the Satisfactory Academic Progress Policy for Financial Assistance.

■ Attendance and Withdrawal

Deployment Policy

A student who is called to active military duty should promptly notify the Office of Military Student Services (written or orally) of his or her military orders, including the departure date, to begin the withdrawal process.

If the student withdraws before 75 percent of the semester has elapsed, the student will receive a full refund of tuition and fees without credit or grades being posted. A grade of "W" will be recorded on

the student's transcript.

If the student withdraws after 75 percent of the semester has elapsed, the student will receive full credit with grades earned at the time of withdrawal. If a course relies on a final project and/or examination to determine satisfactory performance, no credit will be granted until all required work is completed.

Students taking online courses may continue to be enrolled in those classes if it is possible and Internet is accessible.

Students wanting to complete their courses via independent study may do so with the consent of the instructor(s).

Students living in residence halls and/or with a meal contract will be refunded all remaining room and board costs.

The University will comply with the HEROES Act of 2003 to ensure that service members who are receiving federal student aid are not adversely affected because of their military status.

Class Attendance

Policy for class attendance is determined by individual faculty members. The policy regarding absences may vary from instructor to instructor. It is the responsibility of the student to be familiar with the policy of each of their instructors. The student is responsible to contact the instructor as soon as it is possible to discuss possible arrangements for making up any course work that has been missed for cases involving school sanctioned absences, serious illness, hospitalization, or other serious circumstances.

A student is responsible for any work missed and may be dropped from a class because of excessive absences upon request of the instructor and the approval of the Vice President for Academic Affairs.

Withdrawal from the University

Withdrawal from the University during the school year begins with an exit interview. Students wishing to withdraw should stop by the Student Success Center in the lower level of Welder Library to meet with an advisor. In addition to the conversation, the process involves procuring all necessary signatures, including Student Development, Financial Aid, the Registrar and Student Accounts. Students living on campus must check out with the Residence Director. To obtain a refund on tuition or other fees, students will follow the policy described under Refund Policy.

■ Academic Conduct Standards

Academic Honor Code & Honor System

The University of Mary Academic Honor Code and Honor System is found at www.umary.edu/honor. All student assignments are subject to screening for plagiarism through www.turnitin.com software.

Student Conduct in Instructional Settings and in Online Courses and Discussions

The instructor has disciplinary authority over classroom behavior and may dismiss or remove any student engaged in disruptive conduct. Disruptive conduct is defined as conduct which may include, but is not limited to, interfering with classroom procedures, the presentation of the instructor or other students, or another student's right to pursue coursework.

Disruptive conduct may also be covered under other university policies that may apply. A written warning is not required as a prerequisite to disciplinary action for disruptive conduct in instructional settings.

In response to non-threatening disruptive conduct in an instructional setting, the instructor

has disciplinary authority over classroom behavior and may dismiss or temporarily remove from the classroom any student engaged in disruptive conduct. Faculty members shall report the situation to their department head or dean.

In response to threatening conduct in an instructional setting, the faculty member is the sole judge of whether a student's conduct is sufficiently disruptive to warrant dismissal from the classroom. A faculty member may adjourn the class and/or seek assistance, as the faculty member deems necessary. This assistance may include contacting campus security, the department head or chair, the dean, academic affairs, student development, human resources or law enforcement.

If, in consultation with the dean and/or academic affairs, the student's conduct is sufficiently disruptive to warrant permanent dismissal from the classroom, the dean or academic affairs officer shall have the authority to drop, withdraw, or cancel the student's registration for the course or full course schedule. The student has the right of redress as outlined in the Academic Appeals Process.

Student Life

Reflective of our Benedictine heritage and sponsorship, the first goal of the student life program is to welcome each new student into membership in the Christian, Catholic and Benedictine learning community known as the University of Mary. As members of this community, students experience education in the Benedictine Wisdom Tradition where learning is understood to be a part of the process of developing one's God-given gifts and potential for use in service to others. In this Benedictine philosophy of education, a high value is placed on learning that occurs outside the classroom. Consistent with this philosophy, the student life program actively creates learning opportunities in the residence halls, campus ministry, student activities, student organizations, and in student services.

Residence Life

The Residence Life community at the University of Mary is made up of more than 1,030 students. The location of the campus atop a bluff overlooking the Missouri River and the City of Bismarck provides a unique residential campus environment in a natural setting with beautiful views. Each residence hall is characterized by a strong sense of Benedictine community where residents enjoy the convenience of being within walking distance to classes and campus services. Each residence hall has a professional-level director who lives in and supervises the facility. There are also several student resident assistants who promote a variety of fun activities and who serve as peer resources for residents.

The university offers students a variety of residence hall options including traditional residence halls, suite-style and apartment-style facilities. The descriptions of each residence hall may be found on the University of Mary website. All students who wish to participate in the Residence Life program must apply. Applications are available online at my.umary.edu under the link labelled "Residence Life: Online Registration."

Residency Requirement

The University of Mary requires freshmen and sophomores (students with fewer than 60 earned credits on the day classes begin) who are under the age of 21 to live on campus for the entire semester. Any exception to this policy must be approved in

advance by the Vice President for Student Development.

Residence halls and on-campus apartments are closed during the Christmas vacation period.

Student Handbook

The University of Mary Student Handbook is the university's official source of information for students about student rights and responsibilities to the university community. The handbook includes important information about the university's conduct standards for students, residence hall policies, and other policies that govern student life. It is also a valuable resource for students about the many services available for students at the university. Upon enrollment, each student is responsible to obtain a current copy of the student handbook and abide by the policies and regulations in it. The handbook is available in electronic form from the Student Life section of the university's web site and from the university's portal site (my.umary.edu). Printed copies are available at the Student Development Office located in the Benedictine Center.

Student Government

Students have the opportunity to serve in leadership positions and actively participate in the decision-making process of the University through student government and membership on various committees and councils.

Each spring students elect the student body president, vice president and student senators to a one-year term. Students representing the first-year class are elected in the fall. Senators are elected from various representative districts to ensure broad representation. Through this system, each student is represented on the Student Senate through their academic division and by resident status, whether on-campus or off-campus. The Student Senate is a forum to consider issues important to students and participates in the University of Mary decision-making process as the voice of the student body. The student body president nominates students, with the approval of the Student Senate, to serve on various campus committees and councils.

Student Organizations

Over 30 student organizations exist at the University of Mary including professional organizations, service organizations, and special interest

clubs. Each offers students the opportunity to meet new people, learn interpersonal skills, and develop leadership abilities. A complete listing of campus organizations is available from the "Student Life" section of the university's web site and in the Student Handbook.

University Ministry

The University of Mary encourages each student to pursue an active spiritual life and to participate in the spiritual community of one's choosing. The University of Mary community, in keeping with its Catholic tradition, celebrates the Eucharistic Liturgy. Schedules and locations are posted around campus.

University Ministry serves the spiritual needs of the University of Mary community by offering retreats, studies in Sacred Scripture, prayer groups, volunteer opportunities, and social gatherings.

The ministry staff consists of a director, an assistant director, a chaplain, and student peer-ministers. The University Ministry Office, located in the Benedictine Center next to Our Lady of the Word Chapel, is open to all.

Campus Ministry Team and Campus Ministry Volunteers

The Campus Ministry Team assists the Director of Campus Ministry in planning and offering spiritually-oriented activities for the students from all faith backgrounds. Team members assist with liturgical celebrations, music ministry, and retreats both on and off campus. In addition, team members serve as role models and promote active participation in spiritually-oriented activities. In addition to the positions on the team, students from all faith traditions are invited to volunteer as musicians, to assist with liturgies, and to help plan social events.

Musical Groups

All students attending the University of Mary are invited to participate in a musical activity, regardless of their major. The University sponsors a diversified number of performance ensembles where participation earns credit toward graduation. Instrumental and vocal ensembles perform at civic and University functions and several groups conduct annual tours throughout the region.

Intercollegiate Athletics

The University of Mary provides opportunities for participation in men's football, soccer, cross country, basketball, wrestling, indoor track,

baseball, and outdoor track. Opportunities for participation for women include soccer, volleyball, cross country, basketball, indoor track, softball, tennis and outdoor track.

The University of Mary is a member of the Northern Sun Intercollegiate Conference (NSIC) and the National Collegiate Athletic Association (NCAA).

Students who participate in University athletics are expected to meet the same academic standards as all other students.

The NSIC and NCAA set eligibility and scholarship standards.

Student Recreation and Wellness

Student Recreation and Wellness offers a wide variety of fun options for students to incorporate physical activity, wellness and sport into their weekly routine. Located in the Leach Field House, programs include intramural sports to provide both men and women the opportunity to participate in competitive activities ranging from basketball, flag football, dodge ball, softball, and volleyball to table tennis, swimming and racquetball. Throughout the year, there are league seasons for several sports as well as a variety of short-term or one-day tournaments to provide everyone a chance to participate in their favorite sport. Students interested in wellness and fitness are able to participate in group fitness classes such as zumba and kick-boxing or they may pursue their individual fitness goals by using the fitness center, indoor walking track, outdoor walking path or swimming pool at their own convenience. The Coordinator of Student Recreation and Wellness is assisted by a group of student employees known as the REC Crew. Various campus facilities, including the fitness center, racquetball court, track, volleyball courts, and basketball courts are available for student use during regularly-scheduled times.

Student Newspaper

Students interested in photography and journalism have an opportunity to contribute to the student newspaper, *Summit*.

Convocations and Cultural Events

University convocations give students an opportunity to learn about such areas as the arts, politics, and history through presentations by well-known experts in their fields. The University has hosted such groups as the Minnesota Opera and the New York Repertory Theatre.

The proximity of the University to the Bismarck and Mandan communities also provides opportunities for cultural experiences. The Bismarck-Mandan Symphony, the Bismarck-Mandan Civic Chorus, the Bismarck Art and Galleries Association, the North Dakota Heritage Center, and the Bismarck Civic Center are examples of various cultural resources found in the city.

Student Volunteer Program

The student volunteer program provides volunteer opportunities for students in all areas of study, and serves as a resource for faculty in developing service learning experiences. The program is based upon the Christian, Catholic and Benedictine tradition of service and encourages students to actively serve others, the University, the larger civic community, their church and their country.

Campus Security

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act or "Clery Act", the University of Mary annually publishes a Campus Security Report. It is available to all enrolled students, prospective students, employees, and prospective employees of the University. The report includes a description of campus security procedures and it provides security and safety recommendations for members of the community. A three-year history of crime statistics at the University of Mary is also included in the report. An electronic version of the report is available at www.umary.edu/pdf/umary-securityreport.pdf. All University of Mary students are responsible for obtaining a copy of the report, to be familiar with its contents, and to follow the recommendations included in it regarding safety and security.

Student Services

Student Success Center

The Student Success Center, located on the lower level of Welder Library, is committed to providing services that encourage students to attain their academic, career, and personal goals. All enrolled undergraduate students at the University of Mary are eligible for the wide range of academic services and support. Services include:

- Academic Advising Services
- Counseling Services
- Student Support Services/TRIO
- Tutoring & Learning Skills Services
- Student Accessibility Services
- Career Services

Advising

One important aspect of student life is the opportunity for students and faculty to associate outside the formality of the classroom. Through the advising program, at least one person on the University of Mary staff is individually concerned with a student's academic progress and personal growth. The advising program assists the student in realizing his or her educational goals and in developing his or her leadership qualities. During the first semester, all new undergraduate students participate in first-year experience/transfer experience seminars, which provide a structure for regular contact between students and specially-trained advisors and introduces students to the philosophy of servant leadership. Students are assigned major-specific advisors at the end of the first semester of the freshman year; sooner for Emerging Leaders Academy, transfer students or adult learners. If a student changes majors, a new advisor from the appropriate discipline is assigned.

Advisors assist students to resolve concerns in both academic and personal areas. They formulate degree plans, help in course selection, provide information about University requirements and policies, and refer students to other, more specialized, resources.

First-Year Experience & Transfer Student Experience

Mindful that students who are new to the University go through a period of adjustment, the University of Mary's First-Year Experience begins

with orientation and offers special activities and learning opportunities throughout the year for first-year students.

Student Support Services/TRIO

The Student Support Services/TRIO Program provides academic and personal support to first generation (neither parent has a bachelor's degree), economically disadvantaged students, and/or students with disabilities. The program provides academic assistance with one-on-one tutoring, priority registration, mentoring, freshman seminar, study skills workshops and career exploration.

Students also receive assistance with financial literacy skills and securing appropriate financial resources. Qualifying TRIO students can apply for supplemental grant monies and receive book and merit grants. A variety of resources are available for students as they develop self-reliance, independence, and academic success.

Services for Students with Disabilities

The University of Mary is committed to providing all students with disabilities equal access to all its programs and services in full compliance with Section 504 of the Rehabilitation Act of 1973, the American's with Disabilities Act (ADA) and other legal relevant mandates. Students with disabilities who have need of accommodations are responsible to apply to the office of Student Accessibility Services. Applications need not be in writing; however, application forms are available at Student Accessibility Services. As part of the application process, the student must provide documentation of his/her disability or diagnosis, which should also include a statement regarding the student's functional limitations related to the accommodation(s) requested. All documentation must be current and must be provided by a qualified professional. Applications, documentation, and requests for accommodations should be submitted to the Director of Student Accessibility Services at least 60 days prior to the date needed. Applications for accommodations due to TEMPORARY disabilities resulting from unexpected accident, injury, illness, hospitalization, etc. should also be submitted to the same office.

Each year, Student Accessibility Services coordinates accommodations and services for 60 to 90 University of Mary students who have at least

one significant functional limitation as a result of a disability or other condition. To meet student needs, a wide variety of accommodations are provided including accommodations for students who are differently able with regard to learning ability, physical ability, emotional ability, and diet to name a few.

For further information, please contact the Director of Student Accessibility Services in the Student Success Center at (701) 355-8264.

Tutoring and Learning Skills Services

The Student Success Center, located on the lower level of Welder Library offers walk-in peer tutoring, online tutoring, small group tutoring, and learning skills services at no cost to students. All enrolled undergraduate students at the University of Mary are eligible for this service. Services include an assessment of learning through Canvas, online or by an appointment with an advisor in such topics as:

- Time management
- How to use your learning style to your advantage
- How to create an effective environment in which to study
- How to read a text book and retain what you read
- How to take effective notes
- How to study for exams (including essay, multiple choice and math/science exams)

Counseling Services

The Counseling Service Center provides free and confidential counseling to University of Mary students. The center is staffed by a professional counselor who provides individual counseling, support groups, crisis intervention, and information and referral to other campus and community services. Common concerns include adjustment issues, relationship concerns, family issues, depressed mood, anxiety, conflict resolution, and many others. Counseling Services is located in the Benedictine Center for Servant Leadership. Appointments may be scheduled at the Student Development Office or by calling 355-8145.

Career and Testing Services

Career and Testing Services offers a wide variety of services and resources to help students facilitate

their career development and job search process. The following list of programs and services includes some of what is available to University of Mary students and alumni:

- CLEP testing
- DSST testing
- Individual career counseling appointments
- Focus 2 online career planning system
- Career Decision Making Class
- Information on careers and majors
- Majors Fair
- Informational Interviews and Job Shadow Week
- Resume and cover letter writing assistance
- Mock Interview and interview strategies and tips
- Career resource library including job search handouts
- Marauder Jobs online resume and job posting system
- Walk-in hours
- 48 hour resume review
- Career and Internship Fairs
- Career Development Week
- Career Services social media platforms
- National testing for graduate and undergraduate school entrance, tests for nurses, teachers, doctors, engineers and credit earning for classes

Student Health Clinic

The Student Health Clinic is operated by Mid Dakota Clinic. A wide range of services are provided including complete physical exams for athletics, employment, travel, etc., diagnosis and treatment of illness and injury, pelvic exams, pap smears, pregnancy testing, testing for sexually transmitted diseases, immunizations and allergy injections.

On-site laboratory testing includes strep, mono, urine, hemoglobin and blood sugar. If further laboratory tests and x-rays are deemed necessary, expedited referral services are available within the Mid Dakota system.

Other healthcare services provided include printed health information, instruction and counseling about disease prevention, and risk-educational

tion. Health promotion includes stress reduction, weight management, smoking cessation, alcohol/drug education, and counseling regarding sexuality that is consistent with Catholic teaching. A courier service for prescriptions is available.

The Student Health Clinic is staffed by a nurse practitioner that is able to diagnose and treat common acute and chronic illnesses. The nurse practitioner may write prescriptions as deemed necessary.

Clinic hours are Monday-Thursday, 9 a.m. to 4 p.m., and Friday, 8:30 a.m. to noon. To make an appointment, call 355-8288. Appointments are encouraged; however, walk-ins are welcome.

Food Service

The Campus Restaurant, located in the Lumen Vitae University Center, is open 24/7 (excepting some holidays and breaks) to serve meals and

snacks. Students living in the residence halls are required to be on a board contract. Students residing in the apartments have the option of participating in the board contract.

In addition to the services offered at the campus restaurant, the campus coffee shop—MC²—offers a variety of coffees, pastries, sandwiches, and other treats. MC² is located in the lobby of the Gary Tharaldson School of Business.

University Bookstore and Mart

The University Bookstore and Mart, located in the Lumen Vitae University Center, provides students with the convenience of on-campus shopping. Books, school supplies, monogrammed items, postage stamps, and a limited number of personal supplies are available. All merchandise and books must be paid for at the time of purchase.

Tuition and Fees

Current Charges

Current charges and payment information can be viewed at my.umary.edu under the Student tab, then under Financial Information. Charges can include tuition, fees, room/board charges, misc. course fees, books and other educational-related charges.

Institutional Payment Plans

The University of Mary accepts cash, check, money order, and MasterCard, Visa, and Discover credit cards. Make your check payable to University of Mary. Please include your student ID on your check. The University of Mary also offers a convenient payment plan. If you have questions on the payment plan, please call the University of Mary Student Accounts Office at 701-355-8143 or Nelnet Business Solutions/NBS at 800-609-8056 or visit our website at my.umary.edu under Student Accounts.

Payment Policies

All charges assessed by the University (tuition, fees, room, board and other charges incurred) are due and payable during the assigned fee payment time each semester. It is the student's responsibility to view their charges at my.umary.edu each semester and ensure that their balance is paid in full by the due date. Paper billing statements will not be mailed. Remittances are made payable to the University of Mary. If the account is not settled at the scheduled time, the student's instructors may be notified and the student could be withdrawn from courses and not allowed to attend class until settlement is made with the Director of Student Accounts. The University reserves the right to withhold transcripts and diplomas until all financial obligations have been met or satisfactory arrangements have been made in writing with the Director of Student Accounts.

Tuition paid by each matriculated student covers the costs of instruction, library services and convocations. No additional fees are charged for these services. For some classes, there are course laboratory fees and program fees in addition to the regular tuition. Expenses for housing and transportation and charges for liability insurance related to student teaching, clinical experience, practical or intern-

ships are the responsibility of the student.

The University of Mary reserves the right to make changes to listed charges at the beginning of any term. All charges are payable in US currency.

Room and Board

All students living in University residence halls are required to purchase a meal plan. Students living off-campus or in the student apartments are not required to purchase a meal plan but may purchase meals if they so choose. Meals may not be charged. Applications for housing and meal plans may be requested from the Office of Student Development.

Refunds

Credit balance refunds will be mailed to students within 14 days of credit balances appearing on the student's account.

Hold Policy

Untimely payment of an outstanding student account balance may result in a hold being placed on a student account and the subsequent withholding of transcripts, diplomas, class selection, and certification of graduation. Students are encouraged to contact the Office of Student Accounts to discuss any special circumstances surrounding an outstanding account balance.

Stop Payment/Replacement Check Policy

Students who wish to place a stop payment or request a replacement check for any reason on their student refund check, must wait 30 days from the actual date of issuance and will be charged a \$30.00 stop payment fee for a check amount greater than \$50.00. The fee will be automatically deducted from their replacement check, provided the original check has not been cashed. There are no exceptions or appeals for this fee.

The replacement check will not be re-issued until 14 calendar days after the university confirms the stop payment.

Charge Appeal Policy

Charge appeals are petitions to change or remove charges on a Student Account. To appeal a charge on your student account, a student must fill out the Request to Review / Appeal Charge

Form that can be found at www.umary.edu on the Student Account page under Forms. Students may request a charge appeal for several reasons including a perceived violation of university policy, an advising error, a late fee/finance charge that should not have been charged, or any other charge violation the student feels needs to be addressed. It should be noted that the University has published policies on tuition fees and refunds and charge appeal requests that simply disagree with the policy are not granted.

If a student is requesting an exception to the policy, they must visit with Financial Aid Services first to receive counseling concerning any implications a charge appeal may have to their financial aid eligibility.

If you are requesting an exception to the University policy, supporting documentation along with a copy of the policy section under appeal must be attached to the Request to Review / Appeal Charge Form. For example if an advising error was made please include a statement signed from your advisor confirming that such an error was made.

The Director of Student Accounts along with the Vice President of Financial Affairs will determine if proper University policies have been followed and make an adjustment based on their review. An email will be sent to the student's University of Mary email account regarding the decision.

Bankruptcy Policy

For those past students who have filed or have been granted bankruptcy under the US Federal Bankruptcy Laws and would like to enroll or re-enroll at the University of Mary, it is expected that their tuition either be paid upon registration; or, in the case of Financial Aid or Third Party Reimbursement, their method of payment be declared on the Intended Method of Payment Form found on the my.umary.edu website along with the appropriate documentation.

Withdrawing from the University

Students who withdraw or are expelled from the University of Mary prior to and including the sixty percent point (i.e. less than or equal to sixty percent) in the semester may be required to repay some or all of their financial aid received. Students who withdraw after the sixty percent point (i.e. greater than sixty

percent) in the semester are considered to have earned all of their financial aid. Federal student aid will be returned according to the Federal Return of Funds Policy. The amount of aid and the charges incurred are determined on a daily pro-rata basis prior to and including the sixty percent completion point in the semester (i.e. less than or equal to sixty percent).

As an example, if you complete thirty percent of the semester and then withdraw, you will earn thirty percent of your aid and you will therefore be charged thirty percent of your tuition, fees, and other charges. If you completed sixty one percent of the semester and then withdraw, you will be considered to have earned all of your financial aid for the semester and will not have charges adjusted; therefore, a student is not eligible for a refund.

Students who have charges and aid adjusted upon withdrawal may be required to repay some of the aid already received. All unpaid account balances are the responsibility of the student to pay in full. It should be noted that the University reserves the right to withhold transcripts and students will not be allowed to re-enroll in classes until balances are made current. If a withdrawal results in a credit balance, the credit balance will be refunded to the student within 30 days of the date of the student's notification of withdrawal. Any questions regarding the University of Mary's adjustment policy of Federal Student Aid requirements can be directed to the Office of Financial Aid at 701-355-8142 or the Office of Student Accounts at 701-355-8143.

Tuition Charges/Refunds Following Withdrawal

Classes must be added or dropped prior to the last day to add/drop classes for adjustments to be considered. The last day to add/drop classes is published on the Academic Calendar for each term. The Academic Calendar can be viewed at www.umary.edu. If a student is dropping a particular class or classes, the tuition and fees and/or internal scholarships (those given by the University of Mary) will be returned in full during the add/drop period with the exception of consumable charges (room and board). If the student is withdrawing from the University, these consumable charges will be prorated on a daily basis based on the date of withdrawal. Courses dropped after the add/drop date will

be charged in full. Depending on a student's program and number of credits enrolled in, adjustments to tuition and/or fees may / may not occur. Adjustments will be determined based on the documentation submitted by the Office of the Registrar. Students who add or drop classes must follow the official procedure as set forth by the Office of the Registrar. Failure to do so may result in the student owing all or part of the tuition/fees charged. Keep in mind that students who add or drop classes may need to repay some or all of the financial aid funds received.

Financial Assistance

Financial Aid is available for eligible students. It is the goal of the University of Mary to provide adequate financial assistance to all students who apply. The primary responsibility for financing a college education rests with the student and family. Assistance offered by colleges, the government, and other sources is viewed as supplemental to the efforts of the student and family. For any questions on the financial aid application process, please contact the Financial Aid Office at finaid@umary.edu or at 701-355-8142.

Who May Apply

Students applying for financial assistance must:

1. Be a U.S. citizen or an eligible non-citizen.
2. Be enrolled and accepted in a degree-granting program.
3. Be maintaining satisfactory progress toward completion of a course of study.
4. Not be in default or owe a repayment through the federal Student Financial Aid Programs.

How to Apply

In order to determine eligibility for most types of financial aid, a student must complete the Free Application for Federal Student Aid (FAFSA). A FAFSA application must be completed each year at www.fafsa.gov. Both the student and the dependent student's parent will need a FSA ID, which can be applied for at <http://fsaid.gov>. When completing the FAFSA, applicants must list the University of Mary as a college they plan to attend. Our school code is 002992. Prior to receiving an award letter and financial aid, a student must be accepted, enrolled, and pursuing a degree from the University of Mary.

To be considered for the maximum financial aid, the FAFSA should be processed on or before March 30 of each year.

How Is Eligibility Determined?

Financial aid eligibility is determined based on financial "need." Financial "need" is determined by a federal formula which analyzes a family's financial situation. Items such as income and assets, the number of dependents in the household, the number of family members currently in post-secondary education, and the cost of the educa-

tional program, as well as other factors, are used to determine a student's eligibility for financial aid.

The "need" of the student is the difference between the cost of the institution being considered and the family's ability to pay as determined by the federal formula for financial need. The total cost of school will include not only direct costs, such as tuition and fees, books, and room/board, but also indirect costs such as transportation (excluded in online programs,) supplies and miscellaneous living expenses. The University will build a realistic budget, or total "cost," to reflect a student's total cost of attending school.

Enrollment Status

Undergraduate Students

Full-time	12 or more credits
Three-quarter time	9-11 credits
Half-time	6-8 credits
Less than half-time	5 or fewer credits

Graduate Students

Full-time	9 or more credits
Three-quarter time	7-8 credits
Half-time	5-6 credits
Less than half-time	4 or fewer credits

Financial Aid

Disbursements and Refunds

All of the financial aid that you accept, federal and non-federal, grants and loans, will be directly credited to your student account. The "disbursement date" for financial aid is the day that funds arrive at the University of Mary. For disbursements of loan funds, it generally takes the Financial Aid Office three days to complete the necessary steps before the funds are applied to your student account. Depending on your program of study, your financial aid will be disbursed either once per semester or over the course of the semester.

Financial aid refunds (excess aid) will not be made available to students until after final add/drop day in each semester, as noted on the University of Mary Academic Calendar, and after all charges are paid in full each semester. The Student Accounts Office mails refund checks to students. Students are able to view their account online at any time at my.umary.edu.

Financial Aid Sources

Please contact the Financial Aid Office for information on any of the following programs. Students should explore as many options to apply for aid as possible.

Grant Programs

Federal Pell Grant: This is a grant awarded based on financial need as determined by the Department of Education. It does not have to be repaid.

Federal Supplemental Education Opportunity Grant (FSEOG): This grant is awarded based on financial need. It does not have to be repaid. Students must be Pell eligible to receive this grant.

TEACH Grant: This grant provides up to \$4,000 per academic year in grant assistance to undergraduate, post-baccalaureate, and graduate students who agree to serve for at least four years as full-time “highly qualified” teachers in high need fields in public and not for profit private elementary or secondary schools that serve students from low income families. Specific requirements and application steps apply. Please contact the Financial Aid Office for more information on eligibility.

Employment

Federal Work Study: This award must be earned by the student. Students must have unmet need to qualify for this award and must meet U.S. employment eligibility requirements.

Loan Programs

Federal Perkins Loan: This loan must be repaid. It is based on financial need. The interest rate is five percent (5%). No principal or interest payments are required as long as half-time enrollment status is maintained. Student will be required to complete loan entrance counseling and a Master Promissory Note. The Federal Perkins Loan program will be unavailable for new borrowers after September 30, 2016

Federal Nursing Loan: This loan must be repaid. It is based on financial need. The interest rate is five percent (5%). No principal or interest payments are required as long as half-time enrollment status is maintained. Students who are juniors or seniors and who are accepted to the Division of Nursing can apply. Students will be required to complete loan entrance counseling, a Master Promissory Note, and disclosure documents annually.

Federal Direct Subsidized Loan: This is a loan that must be repaid. It is based on financial need. Students must be enrolled at least on a half-time basis to qualify. The interest that accrues on this loan is paid by the government while the student is enrolled at least half-time. Students may be required to make interest payments during grace periods. A 6-month payment grace period is allowed after a student drops below half-time. Contact the Financial Aid Office to determine your interest rate. Loan entrance counseling will be required and students must sign a Master Promissory Note.

Federal Direct Unsubsidized Loan: This loan must be repaid. Students must be enrolled at least on a half-time basis to qualify. The student is required to pay interest on this loan from the time of disbursement. Loan entrance counseling will be required and students must sign a Master Promissory Note. Contact the Financial Aid Office to determine your interest rate.

University of Mary Scholarships

Most University of Mary scholarships are split between fall and spring semesters. Students enrolled as a full-time year-round campus student or in a non-traditional undergraduate or graduate program may be eligible to receive scholarships in all terms consecutively depending on specific scholarship criteria. Most scholarships are renewable for up to a maximum of 8 semesters.

Sister Thomas Welder Leadership Scholarship: This merit scholarship is based on prior academic standing. It is awarded in fall and spring semesters only to full-time traditional undergraduate students, or up to 8 consecutive semesters with full-time enrollment for a Year-Round Campus student.

ELA Seasonal Scholarship Competitions: Scholarships will be split between the “Fall Scholarship Competition” and the “Spring Scholarship Competition”. Scholarships to be awarded are the Trustees Scholarship, Founder’s Scholarship, and the Dean’s Scholarship. Students must be first time freshmen, full time traditional undergraduate students with a GPA of 3.25 or higher and an ACT of minimum 21 to be eligible to compete.

Activity Scholarships: Scholarships are available for participation in activities on the University of Mary campus. They are awarded on an annual basis in fall and spring semesters to full-time traditional undergraduate students.

Catholic Scholars: Awarded to incoming, first-time freshmen based on specific criteria. This is an on-campus room/board scholarship.

State/Local/Other Programs

North Dakota State Grant: The North Dakota State Grant provides need-based grants for North Dakota high school graduates attending North Dakota colleges. A student's FAFSA application serves as the application for the North Dakota State Grant. Students are encouraged to submit their FAFSA application as soon as feasible after October 1 of the year prior to enrolling in college for consideration.

North Dakota Scholars Program: North Dakota's best and brightest high school graduates receive a financial incentive to remain in North Dakota for college. To learn more about this opportunity, contact the North Dakota University System.

North Dakota Academic Scholarships OR North Dakota Career & Technical Education Scholarships:

- Rewards students for taking challenging coursework in high school in preparation for college.
- The scholarship value is up to \$6000 (\$750/semester) for students who qualify.
- To apply, complete the ACT or WorkKeys before Feb 12.
- Application is available on the ND Department of Public Instruction website.

North Dakota Indian Scholarship: This scholarship assists American Indian students in obtaining a college education. Apply through the North Dakota University System.

You should also research other funding sources, such as tribal scholarships or grants, vocational rehabilitation, outside scholarships or military benefits. The Financial Aid Office can assist you as you begin your search.

Other Payment Options

Parent PLUS Loan: This is a loan that parents borrow for their dependent student's educational expenses. Parents must apply and qualify for this loan. The interest rate is 7.9% fixed and fees may apply. Repayment begins immediately upon disbursement.

Alternative Loan: Alternative education loans are

private student loans that help supplement federal financing. These are private loans that students must apply for and qualify for based on the lender requirements. Federal funding sources should be pursued first.

Payment Plan: The University of Mary offers a convenient payment plan through Nelnet Business Solutions. A small enrollment fee will enroll you in the no-interest plan. For more information contact the Office of Student Accounts.

Satisfactory Progress Policy for Financial Aid

A complete copy of the Financial Aid Satisfactory Progress Policy can be requested in the Financial Aid Office.

In accordance with Federal regulations, to be eligible for Title IV aid, a student must make satisfactory degree progress. The receipt of financial aid and progress toward attaining a degree go hand in hand. Students must meet both quantitative and qualitative standards. All federal, state and institutional aid programs are covered by this policy.

Quantitative Standard:

- 1st year undergraduate (0-29 credits earned) must maintain a 1.8 cumulative GPA.
- 2nd year undergraduate and beyond (30+ credits earned) must maintain a 2.0 cumulative GPA.
- Graduate students must maintain a cumulative 3.0 GPA.
- Division requirements may be more stringent.

Qualitative Standard:

- All grade levels (undergraduate and graduate) must successfully complete at least 67% of all attempted credits. The grades W, WP, WF, F, I and SC are considered "attempted" and will be considered as unsuccessful completion when determining if a student has maintained this standard.
- Obtain a first bachelor's degree within 150% of the credits required to earn degree. Generally, 192 credits is the standard for most University of Mary undergraduate programs. Students seeking dual-degrees, second degrees or who have made major changes should contact the Financial Aid Office to determine eligibility requirements.

SAP in Regards to 150 Percent Direct Subsidized Loan Limit Regulations:

- A borrower's maximum period of eligibility to receive an interest loan subsidy in the form of subsidized direct loans is a period of time that is equal to 150% of the published length of the student's academic program. If a student enrolls in coursework full time after 150% has been met, the student will lose federal loan subsidy on all subsidized loans borrowed through the 150% period of enrollment, but may still be eligible for unsubsidized loans. Student progress is monitored on a semester by semester basis.

Monitoring Progress

- Progress for all students will be monitored on a semester-by-semester basis.
- Assessment will be based on the student's cumulative academic record, including all transfer semester credit hours accepted toward the student's current degree, incomplete grades, W, WF, WP, and SC grades.
- Continuous-enrolled students applying for financial aid for the first time must have maintained progress during the previous terms of enrollment regardless of prior post-secondary attendance.
- Students who have stopped-out of college for a period of twelve or more months may have the ability to maintain financial eligibility even though prior performance was substandard. Students in this situation should contact the Financial Aid Office for more information.
- Other special considerations for appeal may involve a student changing degrees / divisions, which may require additional credits.
- Federal regulations may require immediate suspension. A student does not need to first be placed in WARNING status to be suspended.
- Students are personally responsible for all charges incurred at the University of Mary while they are suspended from receiving financial aid.
- Students may only request an appeal once for any given circumstance.
- Academic amnesty has no bearing on standard of progress for financial aid.
- One WARNING period will be given prior to a student being suspended from financial aid due to substandard academic performance.
- If a student successfully appeals a suspension, one term (one semester) of PROBATION will be granted, giving the student an opportunity to prove academic success.
- Following one term of PROBATION, continued aid eligibility requires proven success (during the term of PROBATION), a comprehensive degree-success plan must be submitted, and the ability to reach the stated minimum requirements prior to degree completion must be attainable. Students in this status must maintain progress each term until they are in full compliance.
- Final determination of appeal approval or denial will rest with the Office of Financial Aid. The Office of Financial Aid will make the best determination for the student while complying with federal guidelines.

What Does WARNING Mean?

WARNING is the status assigned to a student who fails to make satisfactory academic progress. The student may continue to receive financial aid for one payment period (one semester). No appeal is required for this status. Students will be notified by letter.

What Does PROBATION Mean?

PROBATION is a status assigned to a student who fails to make satisfactory academic progress AND who has successfully appealed AND who has received official notification that aid eligibility has been reinstated. Students who are placed in probation status may receive financial aid for one payment period (one semester). Students will be notified by letter.

What Does ACADEMIC PLAN Mean?

After one term of PROBATION in which the student has proven their ability to succeed academically, and through additional requirements being met, students may request to be placed in ACADEMIC PLAN, which will be monitored after the end of each semester and students must prove their ability

each term to remain in this status. If it is determined that the student is not following the degree-success plan set forth or not improving academically, the student will be suspended from aid.

What Does SUSPENSION Mean?

Students designated “SUSPENSION” are no longer eligible for federal, state or institutional financial aid. All charges incurred while under suspension will be the personal responsibility of the student to pay.

Right to Appeal

Students who have had their financial aid suspended due to unsatisfactory academic progress may appeal their standing to:

University of Mary
Financial Aid Office
7500 University Drive
Bismarck, ND 58504

Financial Aid and Institutional Charges —Changes in Enrollment

If a student adds or drops credits at any point in a semester, their financial aid and institutional charges may be affected. Please contact either the Financial Aid Office at finaid@umary.edu or the Student Accounts Office at staccts@umary.edu to determine if a change in enrollment will affect you.

Financial Aid and Institutional Charges — Withdrawing or Expelled Students Return of Federal Title IV Financial Aid

If a student withdraws from school or is expelled, a calculation called Return of Title IV Aid must be completed. The amount of Title IV assistance earned is calculated based on the number of days completed in the enrollment period on a prorated basis. The percentage is then applied to the assistance received to determine how much aid a student has actually earned. If the student has received more aid than he/she earned, funds must be returned to the appropriate issuing agency. If a student has earned more aid than what they were disbursed, a possible “Post Withdrawal Disbursement” of aid can be made to help cover tuition,

fees, and other charges. Returns to Title IV financial aid, will be done in the manner prescribed by law.

The Return of Title IV policy, which prorates eligibility based on attendance, applies not only to the federal financial aid programs but also to state and institutional aid. Adjustments to a student’s institutional charges for tuition, fees, room and board for a student who withdraws or is expelled, will mirror the same policy of proration.

A student who has received financial aid and who withdraws or is expelled may be required to repay some or the entire award funds received. Any institutional charges resulting from a student withdrawing from the university will be the responsibility of the student to pay in full.

Any questions regarding this policy can be directed to the Financial Aid Office at finaid@umary.edu.

Nondiscrimination

The University of Mary does not discriminate on the basis of race, color, religion, sex, age, national origin, disability, marital status or public assistance, in accordance with applicable laws. The university will not tolerate any discrimination, and any such conduct is prohibited. The university also prohibits any form of discipline or retaliation for reporting incidents of discrimination. The following persons have been designated to handle inquiries regarding the non-discrimination policy:

Director of Human Resources
Benedictine Center, Room 210
7500 University Drive
Bismarck, ND 58504

or

Director of Student Life
Benedictine Center, Room 1501
7500 University Drive
Bismarck, ND 58504

or

Assistant to the Vice President
for Academic Affairs
Benedictine Center, Room 1206
7500 University Drive
Bismarck, ND 58504

Graduate Academic Policies

■ Grading, Academic Progress, and Progress Toward A Degree

Grades

Grades awarded at the University of Mary are A, B, C, D (with + or -), or F.

The University of Mary grading scale, published on the back of the official transcript, to assign final grades and points is as follows:

A	Outstanding performance	4.0 points
A-		3.7 points
B+		3.3 points
B	More than satisfactory performance	3.0 points
B-		2.7 points
C+		2.3 points
C	Satisfactory performance	2.0 points
C-		1.7 points
D+		1.3 points
D	Passing, but less than satisfactory performance	1.0 points
D-		.7 points
F	Unsatisfactory	0 points
W	Withdrew, no status	0 points
WF	Withdrew, failing	0 points
WP	Withdrew, passing	0 points
I	Incomplete	0 points
P	Passing	0 points

Calculation of Grade Point Average (GPA):

A student earns honor points for each semester credit earned according to the value of the grade received for a graduate course. The grade point average is computed by dividing the honor points earned by the semester credits. When a course is repeated, both course grades are entered on the transcript, but only the highest grade will be counted toward the degree and the grade point average.

Incompletes

Graduate students may request an Incomplete for a course when unforeseen circumstances prevent them from completing a course at its scheduled time. Students must obtain written

permission for an Incomplete from the course instructor and the course instructor must agree to provide continued academic guidance to the student. Incompletes must be completed within three (3) weeks following the published end date of the course or the "I" [Incomplete] grade will convert to a grade of "F" unless an extension (Passing Incomplete or "PI") is granted in writing to the Registrar by the instructor. Students may be assigned no more than one incomplete grade per term. For internships, practica, and workshops, the option of pass/fail (P/F) grading is available upon approval of the department overseeing the program of study.

Extensions

The end date of a class may be extended for the entire course cohort for up to seven (7) calendar days by the instructor and under the discretion of the instructor providing the extension does not interfere with the University final grade due date at the end of the term. The instructor must notify each student's advisor, the degree program director, Registrar, and, for online degree programs the Coordinator of Distance Education.

Special Circumstance (SC) Policy

The Special Circumstance policy is to be used only under extreme circumstances that interrupt a student's progress toward degree requirements. These are limited to death in the family or severe illness. Interruptions due to work do not warrant a grade of SC. All attempts should be made to give the student an incomplete grade before pursuing a grade of SC. The student, under the grade of SC, will have to retake the entire course within one year. Beyond one year, the SC grade will turn to an F. If the course is retaken within one year, the student will not be re-registered for the course, nor will they be charged again for the course. Beyond one year, the student must re-register and will be re-charged at the current tuition rate.

Grade Reports

At the close of each semester, final grades are recorded on students' permanent records. Students may view their final semester grade on their personal home page on the University of Mary website, <http://my.umary.edu> by using their ID numbers and passwords.

Satisfactory Academic Progress

To fulfill requirements for a degree, full-time and part-time students must:

1. Have a cumulative grade point average of 3.0 and
2. Met Progress Toward a Degree requirements.

A minimum grade of "C" is required for all courses in a graduate program of study, unless specified to be higher by a graduate program.

Academic Review: An academic review is performed by the student's advisor and program director following completion of at least the initial 6.0 graduate semester credits in the program of study. Students with good academic standing are considered "candidates" for the degree and their program of study is validated. Students who do not meet criteria for continuation in their program of study are notified of their academic standing in writing. Refer to departmental graduate programs for criteria regarding satisfactory academic progress, policies on grades, and evaluations of performance.

All graduate students' progress will be monitored at the end of the fall semester, spring semester and summer semester.

GPA Requirements for Graduation: Students will not graduate unless the cumulative grade point average for courses in the graduate program of study is at least a 3.0. Students participating in a dual degree program must maintain an overall grade point average that meets the requirements of both graduate programs.

Progress Toward a Degree

Students must demonstrate progress toward a degree by completing at least 67% of all attempted credits and maintaining minimum GPA requirements in accordance with the Satisfactory Academic Progress policy. The grades W, F, I and SC are considered "attempted" and will be considered as unsuccessful completion when determining if a student has maintained this standard. Students may take no more than 150% of the allowed credits toward any given graduate degree.

■ Credit Load, Credit Validation, Transfer Credits, and Transcripts

Credit Load

The following applies to enrollment in graduate courses for a semester / term:

Less than half time:	4 or fewer semester credits
½ Time:	5-6 semester credits
¾ Time:	7-8 semester credits
Full time:	9 or more semester credits

Validation of Credit

Credit for a University of Mary graduate course must be earned within a seven (7) consecutive year time frame to be considered current for the graduate program of study toward a degree. University of Mary coursework taken more than seven years prior to completion of the graduate degree sought is considered outdated unless assessed to be current by the faculty within the program of study. Outdated coursework may be applied to the graduate degree if a student completes a revalidation process defined by the graduate program and approved by the School and University. Graduate work from another institution which is outdated more than 7 years may not be revalidated for a University of Mary graduate degree unless approved by the graduate program director. Work which was part of a completed prerequisite for a graduate degree program does not become obsolete. Students may revalidate no more than 6.0 semester credits of outdated University of Mary graduate coursework required for the graduate degree.

The revalidation process includes the following steps:

1. Students are required to submit a written request for revalidation of outdated graduate courses toward a program of study for a University of Mary graduate degree. The request includes:
 - a. Method for revalidation agreed upon by the instructor and student
 - b. Instructor's assessment of the course (previous relevancy, current relevancy, student continued command of content based on the method for revalidation)
 - c. Action (approve/deny) with signatures of the instructor, graduate program director, dean, and the Director of Graduate Studies
2. Students must pay the validation fee as published in the most current University of Mary Tuition and Fee Schedule.

Transfer Credits

Credits from other United States regionally accredited institutions of higher education and from international schools approved by the countries Ministry of Education must be approved for transfer to the University of Mary by the program director and the Registrar. All official transcripts must be received by the Registrar from the institutions granting credit for the transfer to be considered. Credits under consideration must have been earned within a seven (7) consecutive year time frame to be acknowledged as current for the program of study. Once approved, up to one-third of credits toward a program of study with a grade of "B" or better may be transferred as part of the graduate degree. Approved courses and accompanying credits are listed on the student's program of study and University of Mary transcript record.

Transcripts

Transcripts are certified copies of students' permanent grade records and display academic status at the time of issuance. All grades are recorded on the student's official transcript, including grades for courses repeated. For information on GPA is calculated, see the Grades policy.

Transcript requests: Transcripts are issued only if authorized in writing by the student. Three (3) to five (5) business days are needed for transcript transactions. Transcripts are withheld if a student or graduate has not met financial obligations at the University of Mary. Transcripts can be requested online via the National Student Clearinghouse, or in person at the Registrar's Office. Complete ordering instructions can be found at www.umary.edu/transcripts.

Academic Grievances

Academic grievances are petitions to change a decision rendered about an academic matter, excluding Academic Warnings, Suspensions, and Dismissals from the University (see Academic Warnings, Suspensions, and Dismissals: Right to an Appeal for the procedure on appealing these academic decisions). Students may file an academic grievance for several reasons including: a perceived violation of university policy, failure to follow published course policies, a lack of consistency within the student's course section, or a dispute over the factual accuracy of graded work. The following are not reasons that qualify matters for academic appeal: a disagreement with

published course policies, differences in classroom policies or grading schemes in different courses or between different sections of the same course, or a grade's impact on a student's academic progress, athletic eligibility, or eligibility for financial assistance or veteran's benefits.

Students shall use the following procedure to file an academic grievance:

- a. Within two weeks after a student experiences the problem, he/she should contact the instructor involved and discuss the situation. If still dissatisfied, the student should proceed to step b.
- b. Provide the Department/Division Chair or Dean (in the absence of a Chair) with a written statement that identifies the course and instructor, describe the problem, request specific actions, and give evidence to support the appeal within 30 calendar days of the original appeal to the instructor. Students should include copies of all relevant documents: papers, tests, etc. The Department Division Chair or Dean (in the absence of a Chair) reviews the material and rules on the request. A student may appeal the decision of the Department/Division Chair or Dean or assigned alternate under only specific circumstances, as outlined in step c.
- c. Students may appeal the ruling in part b based on the discovery of new evidence previously unavailable, a significant irregularity in the procedural process that could affect the ruling in part b. General dissatisfaction with the decision made under step b is not sufficient grounds to appeal the decision to this level. The appeal under this part must take place within 30 calendar days of the ruling in part b. Students appeal to the Dean or Assistant to the Vice President for Academic Affairs (AVPAA) if the Dean ruled in step b. To file an appeal, the student must provide the Dean or AVPAA with a written statement that identifies the course and instructor, describes the problem, describes the new evidence or the perceived irregularity, and provides evidence to support the appeal. Students should include copies of all relevant documents: papers, tests, etc. The Dean or AVPAA reviews the material and rules on the request. A student may appeal the decision made under step c under specific circumstances, as outlined in step d.

- d. Students may appeal the decision made under step c if he or she believes there has been a significant irregularity in the procedural process, or if new evidence comes to light that may change the outcome of the appeal. General dissatisfaction with the decision made in part c is not sufficient grounds to appeal the decision of the AVPAA. Students may appeal the decision to the Vice President for Academic Affairs (VPAA) within 30 calendar days.

The VPAA shall select an impartial committee of three university faculty and/or administrators to adjudicate the appeal within a reasonable deadline as determined by the VPAA. The committee then requests that the student submit evidence within a reasonable timeframe; reviews the evidence; interviews, if necessary, those individuals involved; and recommends in writing a course of action to the VPAA. The VPAA considers the recommendation of the committee and rules on the appeal. That ruling is final and binding.

Exceptions to the Academic Grievance Process:

- **Absent Faculty:** In a case where the instructor is absent or is no longer employed by the college, the appeal shall begin directly with the Chair or Dean of the Division or School in which the course was taken
- **Additional preliminary levels of appeal:** In some programs, students may have additional levels of appeal available to them prior to reaching the Dean. Additional preliminary levels of appeal appear on the course syllabi and may include other university officials such as a program director or level coordinator. Once an appeal reaches the level of Dean, all appeals must follow the sequence stated in this section.
- If the adjudicator listed in any of the appeal steps is the instructor of record for the course in which the appeal is filed, a designee will be appointed by the instructor's immediate supervisor to adjudicate the appeal and the appeal will begin at the level at which the instructor of record would otherwise serve as the appeal adjudicator.

■ Academic Standing and Sanctions

Academic Standing

Students whose academic progress does not reflect the standards set forth in the Satisfactory Academic Progress policy will become eligible to be placed on Academic Warning, Academic Suspension, or Academic Probation.

Academic Warning

Students eligible for an academic warning have one additional semester to bring their standing within requirements and will receive a letter notifying them of this requirement and the Right to an Academic Appeal. As a student on warning, the student will be required to complete and maintain a Success Plan with a designated advisor and comply with all the terms and conditions set forth in the success plan. In the event that they are not able to achieve Satisfactory Academic Progress by the end of the warning semester, the student will be suspended or, in extenuating circumstances as determined by the Vice President for Academic Affairs, may be moved to a continuing success plan status.

Academic Suspension

Graduate students who have failed to maintain Satisfactory Academic Progress or who have failed to achieve Satisfactory Academic Progress after one Warning semester will be suspended. Students will receive notice of suspension and their appeal rights in a letter (see section on Academic Probation and Right to an Academic Appeal). Suspended students will not be eligible to register for coursework and will be terminated from active status. Their financial aid will be terminated.

Students who have been suspended from the university must follow the Reinstatement Policy to be readmitted.

Academic Probation

Graduate students who successfully appeal their suspension may be placed on academic probation. Students may remain on academic probation for no more than one semester. As a student on probation, the student will be required to complete and maintain a Success Plan with a designated advisor and comply with all the terms and conditions set forth in the success plan. In the event that the student is not able to achieve Satisfactory Academic Progress by the end of the probationary semester, the student may be suspended or may be moved to a continuing success plan status.

Academic Warnings, Suspensions, and Dismissals: Right to an Appeal

Graduate students who have been placed on an Academic Warning, are suspended, or have received notice of dismissal from graduate studies may appeal their status to:

Academic Standards & Admissions Committee
Attn: Academic Affairs
7500 University Drive
Bismarck, ND 58504

The appeal must be in writing and submitted within 14 calendar days of the student's notification. Students may appeal due to mitigating circumstances such as illness of the student or immediate family member, death of an immediate family member, or other circumstances that may have resulted in substandard academic performance. The student must comply with all requests for documents pertaining to academic performance, i.e., copies of papers, test results, attendance records, etc. The Academic Standards and Admissions Committee considers and rules on the appeal. That ruling is final and binding.

A student's status does not change while an appeal is under consideration. If he or she is in academic warning, probation or suspension, the warning, probation or suspension stands. If a student was dismissed, he or she remains dismissed. Approval of an academic probation or suspension appeal does not ensure reinstatement of eligibility for financial aid.

Academic Success Plans

Graduate students who do not meet Satisfactory Academic Progress must maintain a success plan with a designated advisor and comply with all the terms and conditions set forth in the success plan.

Dismissal from Graduate Studies

Students who fail to achieve Satisfactory Academic Progress and are suspended from the Program of Study ultimately will be dismissed from the University because of poor scholarship [less than 3.0 cumulative grade point average for two consecutive terms or for three cumulative terms; less than a grade of "C" in one or more courses in a term for students on probation.] Students will receive notice of the dismissal decision in writing and will be provided with information on the Right to an Academic Appeal.

Students also may be dismissed for misconduct.

See most current University of Mary Student Handbook at www.umary.edu.

Reinstatement of a Graduate Student

A graduate student seeking readmission after being suspended or who otherwise was not in good academic standing at the time of leaving must apply to the applicable Dean. Conditions for reinstatement may be imposed upon returning students.

Stipulations for reinstatement to University of Mary Graduate Studies may include, but not be limited to, the following:

- Must wait out one term and reapply for graduate studies prior to the returning term; a student may also be required to apply to the degree granting program of study
- Once re-enrolled, the student must repeat a course/s in which a grade less than a "C" was earned
- A minimum semester / term GPA of 3.0 must be achieved in the first semester of a reinstatement
- A minimum cumulative grade point average of 3.0 must be achieved by the end of the second term of reinstatement

The student will be reenrolled under the university catalog in place at the time of readmission, which may require additional coursework or contain different policies than those in place at the time of their original enrollment. Students who are reinstated academically may still be on financial aid suspension based on the Satisfactory Academic Progress Policy for Financial Assistance.

Students who have been withdrawn from the University for disciplinary reasons and who wish to be readmitted must apply to the Dean or the Assistant to the Vice President for Academic Affairs (in the Dean's absence). Conditions for reinstatement may be imposed upon returning students.

■ Academic Conduct, Attendance, and Withdrawal Policies

Student Conduct in Instructional Settings and in Online Courses and Discussions

The instructor has disciplinary authority over classroom behavior and may dismiss or remove any student engaged in disruptive conduct. Disruptive conduct is defined as conduct which may

include, but is not limited to, interfering with classroom procedures, the presentation of the instructor or other students, or another student's right to pursue coursework.

Disruptive conduct may also be covered under other university policies that may apply. A written warning is not required as a prerequisite to disciplinary action for disruptive conduct in instructional settings.

In response to non-threatening disruptive conduct in an instructional setting, the instructor has disciplinary authority over classroom behavior and may dismiss or temporarily remove from the classroom any student engaged in disruptive conduct. Faculty members shall report the situation to their department head or dean.

In response to threatening conduct in an instructional setting, the faculty member is the sole judge of whether a student's conduct is sufficiently disruptive to warrant dismissal from the classroom. A faculty member may adjourn the class and/or seek assistance, as the faculty member deems necessary. This assistance may include contacting campus security, the department head or chair, the dean, academic affairs, student development, human resources or law enforcement.

If, in consultation with the dean and/or academic affairs, the student's conduct is sufficiently disruptive to warrant permanent dismissal from the classroom, the dean or academic affairs officer shall have the authority to drop, withdraw, or cancel the student's registration for the course or full course schedule. The student has the right of redress as outlined in the Academic Appeals Process.

Deployment Policy

A student who is called to active military duty should promptly notify the Office of Military Student Services. Written orders or a notice of activation that includes the departure date should be submitted as soon as possible.

If the student deploys before 75 percent of the course requirement(s) have been completed, the student may receive a full refund of tuition and fees. A grade of "W" will be recorded on the student's transcript.

If the student deploys after 75 percent of the course requirement(s) have been completed, the student may receive full credit with the grades earned at the time of deployment. Or, the student may choose to withdraw and receive a W grade: no refund adjustments will be made.

Students taking online courses may continue to be enrolled in those classes without accommodation if classwork is possible during deployment and Internet is accessible. Students seeking accommodations due to deployment must receive instructor consent.

Students wanting to complete their courses via directed study may do so with the consent of the instructor(s).

Students living in residence halls and/or with a meal contract will receive a refund. The refund will be prorated based on the deployment date.

The University will comply with the HEROES Act of 2003 as amended to ensure that service members who are receiving federal student aid are not adversely affected because of their military status.

Attendance

The policy of class attendance is at the discretion of instructors who will explain their written policy during the first week of class. Students are responsible to be familiar with the policy of their instructors. In the case of unexcused absences, students are responsible for work assigned, quizzes, tests or announcements made while absent. For accelerated courses, opportunity to make-up work involving discussion with a peer cohort may not be possible. At the request of the instructor and with approval of the Vice President for Academic Affairs, students may be administratively dropped from classes due to excessive absences.

Absence from Class

When it is necessary for students to be absent from class it is the responsibility of students to contact the Instructor to discuss the reasons. Instructors have the authority to make the decision whether to excuse an absence or not. Students should be aware that the policy regarding excused absences may vary from instructor to instructor. It is the responsibility of students to be familiar with the policy of each of their instructors. In cases of serious illness, hospitalization, a death in a family or other serious circumstances where it is difficult for a student to contact instructors, the student may designate a responsible other (for example, spouse, family member, medical professional) to contact the Office of the Vice President for Academic Affairs for assistance. However, it remains the student's responsibility to contact the instructor as soon as it is possible to discuss arrangements for making up course work that has been missed.

Notice of Withdrawal from Graduate Studies

Students officially withdraw from the University of Mary Graduate Studies before the end of the semester or term by informing their academic advisor of the intention to withdraw and by completing a Notice of Withdrawal. The University of Mary Registrar enters a grade based on the academic calendar for adds/drops, withdraws (W), and withdraws passing/failing (W/P, W/F) for each course in which the student was registered. If a student drops out of the University without following the procedure described, a grade of "F" is recorded for each course at the end of the term. For information on tuition refunds, please refer to "Tuition and Fees: Aid and Refunds when a Student Withdraws."

■ Directed Study, Dual Degrees, Program of Study, Continuing Enrollment and Degree Completion

Directed Study Policy

When onsite and online options for study are not an option, a student may seek approval to complete a course through directed study. Minimum criteria for approval include that the student be in good academic standing. Students who fail a course may not repeat the same course as directed study. Start and end dates of a directed study at the graduate level must be written on the Directed Study form and the dates must coincide with the term dates.

The Directed Study form is submitted to the Office of the Registrar. The advisor must submit a drop form and the Directed Study form at the same time when a student is substituting a directed study for a seated class.

Dual Degree Plan: Same Academic Division

Graduate students may complete more than one degree within one academic division without having to complete additional semester credits beyond the requirements of each program, as core requirements may count in both degree programs of study.

Dual Degree Plan: Interdisciplinary Divisions

Graduate students may complete more than one degree within interdisciplinary academic divisions by completing the requirements for the additional

degree program of study (for example Master of Science in Nursing: Nurse Administrator who also earns the Master of Business Administration in Healthcare).

Completion of the Graduate Program of Study

Students enrolled in master's degree programs must complete one of the following capstones: Thesis, directed study, comprehensive examination, seminar or other culminating course, or a portfolio as required by the discipline. In some disciplines a combination may be required. Students enrolled in dual degrees programs must fulfill requirements for the capstone for each degree program or for each cognate/focus area of study if the dual degree is in the same academic discipline. Doctoral degree students are to refer to their respective academic discipline for specific requirements for the culminating scholarly activity.

Approval to Conduct Research: In all cases of scholarly activity involving human subjects, students must submit their intentions prior to implementation of such activity to the Institutional Review Board (IRB) for approval following first the approval of the academic advisor, instructor, or committee. **See also the University of Mary General Policy for Human Subjects Review and required IRB forms and documents at www.umary.edu or contact the Office of Academic Affairs.**

Continuing Enrollment

Students officially accepted into a graduate program of study but not enrolled for course credits in the final phase of program completion may be required to enroll in Continuing Enrollment in 1.0 semester credit increments for each term of the academic year. Continuing Enrollment semester credits do not count toward fulfillment of the program of study for the degree.

The Academic Advisor for the degree approves enrollment in Continuing Enrollment.

Gary Tharaldson School of Business

MGT 899: Continuing Enrollment:
MBA, MPM, MS

School of Education & Behavioral Science

COU 899: Continuing Enrollment: MSC
EDU 899: Continuing Enrollment: MED

School of Health Sciences

KIN 899: Continuing Enrollment: MS-KIN

NUR 899: Continuing Enrollment: MSN

OTH 899: Continuing Enrollment: MSOT

PTH 899: Continuing Enrollment: DPT

RTH 899: Continuing Enrollment: MSRT

University and Program Assessment

Graduate students completing their tenure at the University of Mary participate in assessment to assist the university in planning for future students, in assuring academic quality, and in creating optimal learning environments. At the University level, students may be asked to complete satisfaction surveys. In addition, faculty of graduate degree programs may require students to participate in program outcome assessment which, in addition to curriculum evaluation, may be used to benchmark with other institutions in higher education that have similar graduate degree programs. Finally, a graduate degree program may have competence-based evaluation as a component expectation for fulfillment of requirements for the degree.

A non-credit bearing course is required for Graduate Studies Assessment.

Course Description

HUM 799 or HUM/PTH 999

Graduate Studies Assessment

Graduate students register for HUM 799 at the Master's Degree level and HUM/PTH 999 at the Doctoral Degree level the final term of their tenure in the program of study to meet the University and program assessment requirement as specified in the Graduate Catalog.

0 semester credits

Application for a Diploma

Graduate students apply for a diploma to the Registrar no later than the term prior to the expected date of graduation (e.g., December 1st for spring graduation; April 1st for fall graduation). Also, an advisor verification of eligibility for graduation is due one full semester prior to graduation. In order to be considered candidates for graduation, students must be in good standing with the degree granting program; must have earned 67% of credits attempted; must have a minimum cumulative grade point average of 3.0 on a 4.0 scale in graduate course work; and, must have completed all assessment requirements for the University and the degree granting program.

■ Graduate Financial Assistance

Financial aid is available for eligible graduate students. It is the goal of the University of Mary to provide adequate financial aid to all students who apply. For any questions on the financial aid application process or any funding programs or policy, please contact the Financial Aid Office at finaid@umary.edu or at 701-355-8142.

Who May Apply

Students applying for financial aid must:

- 1) Be a U.S. citizen or an eligible non-citizen
- 2) Be enrolled and accepted in a degree-granting program
- 3) Be maintaining Satisfactory Progress towards completion of a course of study
- 4) Not be in default or owe a repayment through the federal Student Financial Assistance Programs.

How To Apply

In order to determine eligibility for most types of financial assistance, a student must complete the Free Application for Federal Student Aid (FAFSA). A FAFSA application must be completed each year at fafsa.ed.gov. Both the student and the dependent student's parent will need a FSA ID, which can be applied for at studentaid.edu.gov/sa/fafsa/filling-out/fsaid. When completing the FAFSA, applicants must list the University of Mary as a college they plan to attend. Our school code is 002992. Prior to receiving an award letter and financial aid, a student must be accepted, enrolled, and pursuing a degree from the University of Mary.

To be considered for the maximum financial aid, the FAFSA should be processed on or before March 30 of each year. Beginning with the 2017-18 academic year, the FAFSA will be available for completion online at fafsa.ed.gov on October 1.

How Is Eligibility Determined?

Financial aid eligibility is determined based on financial "need." Financial "need" is determined by a federal formula which analyzes a family's financial situation. Items such as income and assets, the number of dependents in the household, the number of family members currently in post-secondary education, and the cost of the educational program, as well as other factors, are used to determine a student's eligibility for financial assistance.

The “need” of the student is the difference between the cost of the institution being considered and the family’s ability to pay as determined by the federal formula for financial need. The total cost of school will include direct costs, such as tuition and fees, books, and room/board, and also indirect costs such as transportation (excluded in online programs,) supplies and miscellaneous living expenses. The University will build a realistic budget, or total “cost”, to reflect a student’s total cost of attending school.

Enrollment Status Graduate Students

Full-time	9 or more credits
Three-quarter time	7-8 credits
Half-time	5-6 credits
Less than half-time	4 or fewer credits

Financial Aid Disbursements and Refunds

All of the financial aid that you accept, federal and non-federal, grants and loans, will be directly credited to your student account. The “disbursement date” for financial aid is the day that funds arrive at the University of Mary. For disbursements of loan funds, it generally takes the Financial Aid Office three days to complete the necessary steps before the funds are applied to your student account. Depending on your program of study, your financial aid will be disbursed either once per semester or over the course of the semester.

Financial aid refunds (excess aid) will not be made available to students until after the final add/drop day in each semester, as noted on the University of Mary Academic Calendar, and after all charges are paid in full each semester. The Student Accounts Office mails refund checks to students. Students are able to view their account online at any time at my.umary.edu.

Financial Aid Sources

Please contact the Financial Aid Office for information on any of the following programs. Students should explore as many options to apply for aid as possible.

Grant Programs

TEACH Grant: This grant provides up to \$4,000 per academic year in grant aid to undergraduate, post-baccalaureate, and graduate students who agree to serve for at least four years as full-time “highly qualified” teachers in high need fields in public and not for profit private elementary or

secondary schools that serve students from low income families. Specific requirements and application steps apply. Please contact the Financial Aid Office for more information on eligibility.

Loan Programs

Federal Perkins Loan: This loan must be repaid. It is based on financial need. The interest rate is five percent (5%). No principal or interest payments are required as long as half-time enrollment status is maintained. Students will be required to complete loan entrance counseling and a Master Promissory Note. The Federal Perkins Loan will be unavailable for new borrowers after September 30, 2016.

Federal Nursing Loan: This loan must be repaid. It is based on financial need. The interest rate is five percent (5%). No principal or interest payments are required as long as half-time enrollment status is maintained. Students will be required to complete loan entrance counseling, a Master Promissory Note, and disclosure documents annually.

Federal Direct Unsubsidized Loan: This loan must be repaid. The interest rate is 5.31%. Students must be enrolled at least on a half-time basis to qualify. The student is required to pay interest on this loan from the time of disbursement. Loan entrance counseling will be required and students must sign a Master Promissory Note.

State/Local/Other Programs

North Dakota Indian Scholarship: This scholarship assists American Indian students in obtaining a college education. Apply through the North Dakota University System. You should also research other funding sources such as grants, vocational rehabilitation, outside scholarships or military benefits. The Financial Aid Office can assist you as you begin your search.

Other Payment Options

Graduate PLUS Loan: Students must apply and qualify for this loan. The interest rate is 6.31% fixed and fees may apply. Repayment begins immediately upon disbursement.

Alternative Loan: Alternative education loans are private student loans that help supplement federal financing. These are private loans that students must apply for and qualify for based on

the lender requirements. Federal funding sources should be pursued first.

Payment Plan: The University of Mary offers a convenient payment plan through Nelnet Business Solutions. A small enrollment fee will enroll you in the no-interest plan. For more information contact the Office of Student Accounts.

Satisfactory Progress Policy for Financial Assistance

A complete copy of the Financial Aid Satisfactory Progress Policy can be requested in the Financial Aid Office.

In accordance with Federal regulations, to be eligible for Title IV aid, a student must make satisfactory degree progress. The receipt of financial aid and progress toward attaining a degree go hand in hand. Students must meet both quantitative and qualitative standards. All federal, state and institutional aid programs are covered by this policy.

Quantitative Standard:

- 1st year undergraduate (0-29 credits earned) must maintain a 1.8 cumulative GPA.
- 2nd year undergraduate and beyond (30+ credits earned) must maintain a 2.0 cumulative GPA.
- Graduate students must maintain a cumulative 3.0 GPA.
- Division requirements may be more stringent.

Qualitative Standard:

- All grade levels (undergraduate and graduate) must successfully complete at least 67% of all attempted credits. The grades W, WP, WF, F, I and SC are considered "attempted" and will be considered as unsuccessful completion when determining if a student has maintained this standard.
- Complete the graduate degree within 150% of program requirements.
- Graduate Program Division requirements may be more stringent.

Monitoring Progress

- Progress for all students will be monitored on a semester-by-semester basis.
- Assessment will be based on the student's cumulative academic record, including all transfer semester credits hours accepted

toward the student's current degree, incomplete grades, W, WF, WP and SC grades.

- Continuous-enrolled students applying for financial aid for the first time must have maintained progress during the previous terms of enrollment regardless of prior post-secondary attendance.
- Students who have stopped-out of college for a period of twelve or more months may have the ability to maintain financial eligibility even though prior performance was substandard. Students in this situation should contact the Financial Aid Office for more information.
- Other special considerations for appeal may involve a student changing degrees / divisions, which may require additional credits.
- Federal regulations may require immediate suspension. A student does not need to first be placed in WARNING status to be suspended.
- Students are personally responsible for all charges incurred at the University of Mary while they are suspended from receiving financial aid.
- Students may only request an appeal once for any given circumstance.
- Academic amnesty has no bearing on standard of progress for financial aid.
- One WARNING period will be given prior to a student being suspended from financial aid due to substandard academic performance.
- If a student successfully appeals a suspension, one term (one semester) of PROBATION will be granted, giving the student an opportunity to prove academic success.
- Following one term of PROBATION, continued aid eligibility requires proven success (during the term of PROBATION), a comprehensive degree-success plan must be submitted, and the ability to reach the stated minimum requirements prior to degree completion must be attainable. Students in this status must maintain progress each term until they are in full compliance.

- Final determination of appeal approval or denial will rest with the Office of Financial Aid. The Office of Financial Aid will make the best determination for the student while complying with federal guidelines.

What Does WARNING Mean?

Status assigned to a student who fails to make satisfactory academic progress. The student may continue to receive financial aid for one payment period (one semester). No appeal is required for this status. Students will be notified by letter.

What Does PROBATION Mean?

Status assigned to a student who fails to make satisfactory academic progress AND who has successfully appealed AND who has received official notification that aid eligibility has been reinstated. Students who are placed in probation status may receive financial aid for one payment period (one semester). Students will be notified by letter.

What Does ACADEMIC PLAN Mean?

After one term of PROBATION in which the student has proven their ability to succeed academically, and through additional requirements being met, students may request to be placed in ACADEMIC PLAN, which will allow for continued aid eligibility. Progress will be monitored after the end of each semester and students must prove their ability each term to remain in

this status. If it is determined that the student is not following the degree-success plan set forth or not improving academically, the student will be suspended from aid.

What Does SUSPENSION Mean?

Students designated "SUSPENSION" are no longer eligible for federal, state or institutional financial aid. All charges incurred while under suspension will be the personal responsibility of the student to pay.

Right to Appeal: Students who have had their financial aid suspended due to unsatisfactory academic progress may appeal their standing to:

University of Mary
Office of Student Financial Aid
7500 University Drive
Bismarck, ND 58504.

Financial Aid and Institutional Charges — Changes in Enrollment

If a student adds or drops credits at any point in a semester, their financial aid and institutional charges may be affected. Please contact either Financial Aid at finaid@umary.edu or Student Accounts at staccts@umary.edu to determine if a change in enrollment will affect you.

Financial Aid and Institutional Charges—Withdrawing or Expelled Students

Return of Federal Title IV Financial Aid

If a student withdraws from school or is expelled, a calculation called Return of Title IV Aid must be completed. The amount of Title IV assistance earned is calculated based on the number of days completed in the enrollment period on a prorated basis. The percentage is then applied to the aid received to determine how much aid a student has actually earned. If the student has received more aid than he/she earned, funds must be returned to the appropriate issuing agency. If a student has earned more aid than what they were disbursed, a possible "Post Withdrawal Disbursement" of aid can be made to help cover tuition, fees, and other charges. Returns to Title IV financial aid will be done in the manner prescribed by law.

The Return of Title IV policy, which prorates eligibility based on attendance, applies not only to the federal financial aid programs but also to State and institutional aid. Adjustments to a student's institutional charges for tuition, fees, room and board for a student who withdraws or is expelled, will mirror the same policy of proration. A student who has received financial aid and then withdraws or is expelled may be required to repay some or all of the award funds received.

Any institutional charges resulting from a student withdrawing from the university will be the responsibility of the student to pay in full.

Any questions regarding this policy can be directed to the Financial Aid Office at finaid@umary.edu.

■ Inquiries, Grievances, and Appeals

Nondiscrimination

The University of Mary does not discriminate on the basis of race, color, religion, sex, age, national origin, disability, marital status or public assistance in accordance with applicable laws. The university will not tolerate any discrimination, and any such

conduct is prohibited. The university also prohibits any form of discipline or retaliation for reporting incidents of discrimination. The following persons have been designated to handle inquiries regarding the non-discrimination policy:

Director of Human Resources

Benedictine Center, Room 411
7500 University Drive
Bismarck, ND 58504

or

Director of Student Life

Benedictine Center, Room 1501
7500 University Drive
Bismarck, ND 58504

or

**Assistant to the Vice President
for Academic Affairs**

Benedictine Center, Room 1206
7500 University Drive
Bismarck, ND 58504

Channel for Communication:

Academic Grievance

When students have a grievance related to their learning experience at the University of Mary, they are to follow the channel of communication beginning with the individual mostly closely aligned to the grievance, if possible.

Instructor > Program Director
> Dean >VP Academic Affairs

**Right to an Academic Appeal (see policy In
Academic Standing and Sanctions section)**

Personnel

I. Board of Trustees

Dan Butler

Chairman of the Board
President, Butler Machinery Company
Fargo, ND

Kevin Cramer

Representative to Congress
Bismarck, ND

Bill Daniel

President, Daniel Companies
Bismarck, ND

Scott Davis

Executive Director,
North Dakota Indian Affairs Commission
Mandan, ND

Pauline Economon

Retired-Director of FirstChoice Clinic
Fargo, ND

Tom Engelhardt

Financial Advisor
Bismarck, ND

Julie Liffbrig Fedorchak

ND Public Service Commission
Bismarck, ND

Kathleen Gaddie

Business Owner, Ryan Chevrolet
Minot, ND

Tim Hennessy

President, US Bank
Bismarck, ND

Mikey Hoeven

Former First Lady of the State of North Dakota
Bismarck, ND

Niles Hushka

Retired-CEO, KLJ Solutions Co.
Bozeman, MT

Nicole Kivisto

President/CEO MDU Resources Group
Bismarck, ND

Sister JoAnn Krebsbach, O.S.B.

Annunciation Monastery
Bismarck, ND

Sister Nicole Kunze, O.S.B.

Prioress, Annunciation Monastery
Bismarck, ND

A. Kirk Lanterman

Chairman Emeritus, Holland America Line, Inc.
Seattle, WA

Sister Susan Lardy, O.S.B.

Retired Vice President -Mission Effectiveness
St. Alexius Medical Center
Bismarck, ND

Gary Miller

Retired-President St. Alexius Medical Center
Bismarck, ND

Dr. Harold J. Miller

Chairman Emeritus, University of Mary
Bismarck, ND

Sister Agatha Muggli, O.S.B.

Director of Formation, Annunciation Monastery
Bismarck, ND

Sister Agnes Reiner

Spiritual Care, Garrison Memorial Hospital
Garrison, ND

Dr. Jonathan Reyes

United States Conference of Catholic Bishops
Virginia Beach, VA

Sister Patricia Schap, O.S.B.

Oblate Director, Annunciation Monastery
Bismarck, ND

Msgr. Gregory Schlesselmann

St. Paul's Newman Center
Fargo, ND

Kurt Schley

Market CEO/President CHI St. Alexius Health
Bismarck, ND

Monsignor James P. Shea

President, University of Mary
Bismarck, ND

John J. Simmons

Chairman and CEO, Carbontec Energy Corporation
Bismarck, ND

Gary Tharaldson

Tharaldson Companies
Fargo, ND

Dr. Gary Watts

Emeritus Vice President of Academic Affairs,
University of Jamestown
Spokane, WA

II. Administration

Monsignor James Patrick Shea, Ph.B., S.T.B., Ph.L.,
President, University of Mary

Greg Vetter, M.B.A.

Executive Vice President/Chief of Staff

Diane Fladeland, R.N., Ph.D.

Vice President for Academic Affairs

Jerome Richter, M.Ed.

Vice President for Public Affairs

Tim Seaworth, Ph.D.

Vice President for Student Development

Michael McMahon, M.S. (2007)

Vice President for Enrollment Management

Dale Lennon, B.A., B.S. (2016)

Director of Intercollegiate Athletics

III. Deans**David Fleischacker (2010)**

Dean, School of Arts and Sciences
B.A., College of St. Thomas
M.A., Boston College
M.A., Ph.D., The Catholic University of America

Rodney Jonas (1989)

Dean, Liffrig Family School of Education and Behavioral Sciences
Professor
B.A., Augsburg College
M.S., North Dakota State University
Ph.D., University of Minnesota

Jodi Roller (1995)

Dean, School of Health Sciences
Professor, Physical Therapy
B.S., M.P.T., D.P.T., University of North Dakota
Ed.D., St. Thomas University

Position Vacant

Dean, Gary Tharaldson School of Business

IV. Scholars**Clay Jenkinson (2014)**

School of Arts and Sciences
Scholar of Humanities
B.A., University of Minnesota, Moorhead
B.A., M.A., Oxford University

V. Full-Time Teaching Faculty**Donald Allen (1997)**

School of Health Sciences
Associate Professor, Physical Therapy
B.S., Manhattan College
M.P.T., University of Mary
Ph.D., Rockefeller University

Cindy Anderson (2008)

School of Health Sciences
Associate Professor, Occupational Therapy
B.S. University of North Dakota
M.S.O.T. University of Mary
OTD, University of St. Augustine for Health Science

Carol Andreini (2011)

School of Arts and Sciences
Professor, Classics
B.A., College of New Rochelle
M.A., M.S., Ph.D., University of Minnesota

Jessica J. Arndt (2013)

School of Arts & Sciences
Assistant Professor, Respiratory Therapy
B.S.R.T., M.Ed., University of Mary

Deanna Babb (2014)

School of Health Sciences
Associate Professor of Nursing
B.S.N., M.S.N., Montana State University
D.N.P., University of Missouri

Russell Ballenger (2014)

School of Arts and Sciences
Assistant Professor, Music
B.M., Indiana University
M.M., University of New Mexico
D.M.A., University of Alabama

Janet Bassingthwaite (2008)

Liffrig Family School of Education & Behavioral Sciences
Assistant Professor, Education
B.A., North Dakota State University
M.S., University of Mary

Daniel Barr (2016)

School of Arts and Sciences
Assistant Professor, Chemistry
B.S., Barrett Honors College at Arizona State University
M.S. (c), Utica College
Ph.D., Arizona State University

Lucas Bernier (2010)

School of Arts and Sciences
Assistant Professor, Music
B.M., University of Minnesota, Moorhead
M.A., D.M.A., University of Iowa

Daniel Bielinski (2015)

School of Arts and Sciences
Assistant Professor, Performing Arts
B.A., Ave Maria University
M.F.A., Columbia University

Kristi Bitz (2011)

Liffrig Family School of Education and Behavioral Sciences
Associate Professor, Psychology
B.S., Valley City State University
B.S., M.A., Ph.D., University of North Dakota

Afua Blay (2017)

School of Health Sciences
Assistant Professor, Speech Language Pathology
B.S., University of Ghana
M.S., Ph.D., University of North Dakota

Kalyn Briggs (2015)

School of Health Sciences
Assistant Professor, Occupational Therapy
B.U.S., M.S.O.T., University of Mary
Ph.D., Texas Woman's University

Ann Wolfgram Brodeur (2016)

School of Arts and Sciences
Assistant Professor, History
B.A., Franciscan University, Steubenville
M.A., Catholic University
Ph.D., University of Toronto

Matthew Brumit (2017)

School of Arts and Sciences
Assistant Professor, English
B.H., Southern Methodist University
M.A., University of Dallas
Ph.D., University of Dallas

Mary Bruun (2008)

School of Health Sciences
Assistant Professor, Nursing
Certificate, North Dakota State College of Science
A.S.N., Presentation College
B.S.N., M.S.N., University of Mary

Donald Bungum (2016)

School of Arts and Sciences
Assistant Professor, Philosophy
S.B., University of Chicago
M.S.T., M.S.P., Oxford University
Ph.D., St. Louis University

Carmen Cain (2017)

Liffrig Family School of Education and Behavioral Sciences
Assistant Professor, Education
B.S., M.Ed., University of Mary

Richard Cleary (2006)

School of Arts and Sciences
Instructor, Mathematics
B.A., St. John's University
M.Ed., North Dakota State University

Tom Clement (2017)

Gary Tharaldson School of Business
Associate Professor, Business
B.S., M.B.A., Ph.D., University of North Dakota

Scott Cleveland (2015)

School of Arts and Sciences
Assistant Professor, Philosophy
B.A., Taylor University
M.A., Yale Divinity School
Ph.D., Baylor University

Rodrigo da Costa Aparecido (2017)

School of Arts and Sciences
Lab Instructor, Engineering
B.S., Universidade de Sao Paulo Sao Carlos, SP/Brazil
Electronics Technician Title, Escola Técnica Professor Everardo Passos – S J Campos, SP/Brazil

Christopher Collins (2013)

School of Arts and Sciences
Assistant Professor, Theology
B.A., B.S., College of Charleston
M.A., Ph.D., Ave Maria University

Susann Cuperus (1998)

Gary Tharaldson School of Business
Assistant Professor, Business
Certified Public Accountant
Certified Fraud Examiner
B.A., Augustana College
B.S., University of North Dakota
B.S., M.S., University of Mary

Brandy Currie (2011)

School of Health Sciences
Assistant Professor, Athletic Training
B.S., M.Ed., University of North Dakota

Mary Dockter (1998)

School of Health Sciences
Professor, Physical Therapy
B.S., University of North Dakota
M.Ed., University of Mary
Ph.D., University of North Dakota

Marek Dojs (2014)

School of Arts and Sciences
Assistant Professor, Communications
B.A., University of St. Thomas, Houston, TX
Certificate in Documentary Filmmaking,
George Washington University
M.F.A., University of North Texas

Megan Dooley (2016)

School of Health Sciences
Assistant Professor, Occupational Therapy
B.S., University of Mary
M.S.O.T., University of Jamestown
O.T.D., Rocky Mountain University of Health Professions

Robert Dosch (2017)

Gary Tharaldson School of Business
Professor, Accounting
B.S., Moorhead State University
Ph.D., University of Iowa
Certified Public Accountant (CPA)

Kayla Dressler (2012)

School of Health Sciences
Assistant Professor, Clinical Exercise Science
B.S., University of Mary
M.S., Ball State University

Austin Dukart (2016)

School of Arts and Sciences
Lab Instructor, Chemistry
B.S., University of Mary

Jocelyn Dunnigan (1992)

School of Health Sciences
Associate Professor, Nursing
B.S.N., University of Mary
M.S.N., University of Texas
Ph.D., University of North Dakota

David Echelbarger (2014)

School of Arts and Sciences
Assistant Professor, Philosophy
B.A., St. Norbert College
M.A., Ph.D., Baylor University

Jody Eckert (2008)

School of Health Sciences
Associate Professor, Physical Therapy
B.A., Concordia College
M.P.T. Mayo College of Health Science
D.P.T. Boston College

Lauren Emmel (2013)

School of Health Sciences
Assistant Professor, Physical Therapy
B.S., D.P.T., College of St. Catherine

Alice Erling (2006)

School of Arts and Sciences
Laboratory Instructor, Biology
B.S., Manhattan College

Jennifer Fennewald (2013)

Gary Tharaldson School of Business
Assistant Professor, Computer Information Systems
B.A., M.B.A., University of Dubuque
M.S., M.B.A., University of Phoenix

Ashley Fettig (2017)

School of Health Sciences
 Assistant Professor, Nursing
 B.S.N., University of North Dakota
 M.S.N., University of Mary

Raquel Fischer (2013)

Gary Tharaldson School of Business
 Assistant Professor, Graduate Business
 B.S., Dickinson State University
 M.B.A., University of Mary

Kevin Fishbeck (2001)

Gary Tharaldson School of Business
 Professor, Information Technology
 B.S., M.A., Northern State University
 Ph.D., University of North Dakota

Christine Fleischacker (2011)

School of Arts and Sciences
 Associate Professor, Biology
 B.A., University of St. Thomas
 M.S., Ph.D., George Washington University

David Fleischacker (2010)

Dean, School of Arts and Sciences
 B.A., College of St. Thomas
 M.A., Boston College
 M.A., Ph.D., The Catholic University of America

Chris Franz (2015)

School of Arts and Sciences
 Instructor, Art
 B.S., Minnesota State University, Moorhead
 M.A., Ohio University

Eric Garcia (2017)

School of Arts and Sciences
 Assistant Professor, Engineering
 B.S., California State University-Long Beach
 Ph.D., University of Nebraska

Renaud Gauthier (2016)

School of Arts and Sciences
 Assistant Professor, Mathematics
 B.S., Columbia University
 M.A., M.A., SUNY Stony Brook, NY
 Ph.D., Kansas State University

Sara Gebhardt (2006)

School of Health Sciences
 Assistant Professor, Nursing
 B.S.N., M.S., University of North Dakota

Krystyna Gorzelska (1994)

School of Arts and Sciences
 Professor, Chemistry
 B.Sc., Ph.D., University of Windsor

Dennis Gowen (1987)

School of Arts and Sciences
 Professor, Music
 B.S., B.M., University of Southern Maine
 M.M., Western Michigan University

Sister Nancy Gunderson, O.S.B. (2008)

School of Arts and Sciences
 Assistant Professor, Philosophy and Theology
 B.S., B.S., M.EPD. University of Wisconsin, Stevens Point

Mary Hager (2007-2015, 2016)

Associate Dean, Gary Tharaldson School of Business
 Assistant Professor, Business
 Certified Public Accountant
 B.A., University of North Dakota
 M.B.A., University of Mary

Margie Hair (2013)

School of Health Sciences
 Associate Professor, Nursing
 B.A.N., St. College of Saint Scholastica
 M.S.N., University of Phoenix
 Ph.D., New Mexico State University

Patrick Hall (1984)

School of Arts and Sciences
 Professor, Philosophy and Theology
 B.A., St. Mary's College
 M.Div., Pontifical College Josephinum
 D. Min., Graduate Theological Foundation

Ray Hall (2009)

School of Health Science
 Assistant Professor -Athletic Training
 B.S., North Dakota State University
 M.Mgt., University of Mary

Wesley Hellman (1992)

School of Arts and Sciences
 Professor, English
 A.A., Bismarck State College
 B.S., North Dakota State University
 M.A., Fort Hays State University
 Ph.D., Indiana University – Pennsylvania

Katherine Henjum (2003)

School of Arts and Sciences
 Associate Professor, Music
 B.S., Minot State University
 M.F.A., University of Iowa
 M.S., Minot State University

Jenna Herman (2013)

School of Health Sciences
 Assistant Professor, Nursing
 B.A.N., Augustana College
 M.S.N., College of St. Scholastica
 D.N.P., University of Minnesota

Michael Hickman (2014)

School of Arts and Sciences
 Assistant Professor, Philosophy
 B.S., College of Charleston
 B.S., Radford University
 M.P., University of Dallas
 J.D., Ave Maria School of Law
 Ph.D., Catholic University of America

DeeAnn Huss (2017)

School of Health Sciences
 Assistant Professor, Nursing
 B.S.N., MedCenter One College of Nursing
 M.S.N., University of Mary

Jason Hogan (2015)

School of Health Sciences
 Instructor, Physical Therapy
 M.P.T., University of Mary

Amy Hollar (2006)

School of Arts and Sciences
Assistant Professor, Communication
B.S., University of Mary
M.A., University of Nevada

Lisa Holter (2014)

Liffrig Family School of Education and Behavioral Sciences
Assistant Professor, Counseling
Graduate Counseling Program Director
B.A., Mayville State University
M.A., University of North Dakota

Leroy Huizenga (2011)

School of Arts and Sciences
Associate Professor, Theology
B.A., Jamestown College
M.Div., Princeton Theological Seminary
Ph.D., Duke University

Stacey Hutzenbiler (2012)

School of Health Sciences
Assistant Professor, Nursing
B.S.N., M.S.N., University of Mary

Ivan Jankovic (2016)

School of Arts and Sciences
Assistant Professor, Economics
B.A., University of Belgrade, Serbia
M.A., University of Windsor
Ph.D., Simon Fraser University

Mary Beth Johnson (2007)

School of Health Sciences
Assistant Professor, Nursing
B.S., University of Mary
M.N., University of Washington
Further study, N.N.P., Sioux Falls, SD

Rachel Johnson Krug (2010)

School of Health Sciences
Assistant Professor, Athletic Training
B.S., University of Mary
M.S., Fort Hayes State University
Ed.D., North Dakota State University

Rodney Jonas (1989)

Dean, Liffrig Family School of Education and Behavioral Sciences
Professor
B.A., Augsburg College
M.S., North Dakota State University
Ph.D., University of Minnesota

Patrick Kelly (2017)

School of Arts and Sciences
Associate Professor, Physics
B.S., University of Waterloo
M.S., Ph.D., University of Toronto

Nathan Kilpatrick (2014)

School of Arts and Sciences
Assistant Professor, Language and Literature
B.A., Azusa Pacific University
Ph.D., Baylor University

Paula Kitzenberg (2013)

School of Health Sciences
Assistant Professor, Occupational Therapy
B.S.O.T., University of North Dakota
M.H.A., Montana State University-Billings

Julie E. Klein (1982)

School of Health Sciences
Professor, Nursing
B.S., University of Mary
M.S., University of Arizona
Ph.D., University of North Dakota

Jason Kobes (2005)

School of Health Sciences
Assistant Professor, Clinical Exercise Science
B.S., University of Mary
M.A., Minnesota State University

Wade Kooiman (2015)

Assistant Professor of Education
B.S., M.Ed., University of Mary
Ed.D., University of Northern Iowa

Caroline Kozojed (2010)

Gary Tharaldson School of Business
Assistant Professor, Business
B.A., Jamestown College
M.S., University of Tennessee at Chattanooga
Ph.D. (ABD), North Dakota State University

Levi Krein (1987)

Gary Tharaldson School of Business
Associate Professor, Computer Information Systems
B.S., Dickinson State University
M.S., Further study, University of North Dakota

Kathryn Kruckenberg (2015)

Liffrig Family School of Education and Behavioral Sciences
Assistant Professor, Social Work
B.S.W., University of North Dakota
M.S.W., Florida State University

Carmelita Lamb (2014)

Liffrig Family School of Education & Behavioral Sciences
Associate Dean, Graduate Education
Professor
B.S., Texas A & M University
M.S., Ph.D., North Dakota State University

Michael Lares (1998)

School of Arts and Sciences
Professor, Biology
B.S., Southampton College, Long Island University
M.S., University of Alabama at Birmingham
Ph.D., University of South Florida, Tampa

Joanne Lassiter (2009)

School of Health Sciences
Assistant Professor, Nursing
B.A.N., Jamestown College
M.S.N., University of Mary

Jason Lawson (2011)

School of Health Sciences
Assistant Professor, Occupational Therapy
B.U.S., M.S.O.T., University of Mary
Ph.D., University of North Dakota

William Littlefield (2016)

School of Health Sciences
Instructor, Emerging Leaders Academy
B.S., M.S., University of Mary

Chad Litton (2004)

Liffrig Family School of Education and Behavioral Sciences
Professor, Criminal Justice
B.A., University of Minnesota, Morris
M.A., Bowling Green State University
Ph.D., University of Wisconsin, Milwaukee

Michael Lombardo (2016)

Rome Campus
Assistant Professor, Theology
B.A., San Francisco State University
M.A., University of San Francisco
Ph.D., University of Dayton

Heather Lundeen (2008)

School of Health Sciences
Associate Professor of Physical Therapy
MPT, DPT University of North Dakota

Billie Jo Madler (2005)

School of Health Sciences
Professor, Nursing
B.S.N., M.S.N.-F.N.P., University of Mary
D.N.P., Minnesota State University-Moorhead

Kim Marman (2010)

Liffrig Family School of Education and Behavioral Sciences
Assistant Professor, Education
B.S., M.Ed., University of Mary

James Maskey (2009)

School of Arts and Sciences
Associate Professor, Biology
M.S., B.S., Northern Michigan University
Ph.D., University of North Dakota

Michon Matthiesen (2014)

School of Arts and Sciences
Assistant Professor, Theology
A.B., Occidental College
M.A., University of Chicago
M.A., University of Notre Dame
Ph.D., Boston College

Rebecca Lynn-Helen Meidinger (2017)

Liffrig Family School of Education and Behavioral Sciences
Assistant Professor, Counseling
B.S., North Dakota State University
M.S., University of Mary

Jaime P. Meyer (1991)

School of Arts and Sciences
Associate Professor, Communications
B.S., M.A., North Dakota State University

Michael Milburn (2016)

School of Arts and Sciences
Assistant Professor, English
B.A., Franciscan University, Steubenville
M.A., Institut Catholique de Toulouse
Ph.D. (c), Baylor University

Loni Miller (2015)

Liffrig Family School of Education and Behavioral Sciences
Assistant Professor, Education
B.Ed., University of Mary
M.Ed., Bemidji State University

Julijana Nevland (2013)

Liffrig Family School of Education & Behavioral Sciences
Assistant Professor
A.A., A.S. Bismarck State College
B.A., Minot State University
M.S., University of Mary
Ph.D., University of North Dakota

Heidi Nieuwsma (2014)

Liffrig Family School of Education and Behavioral Sciences
Assistant Professor, Social Work
B.S.W., Minot State University
M.S.W., Florida State University

Molly Leer (2006)

School of Health Sciences
Assistant Professor, Nursing
B.N.Sc., Medcenter One School of Nursing
M.S., University of North Dakota

Margaret Nordlie (1995)

School of Arts and Sciences
Professor, Biology
B.S.N., University of North Dakota
M.S., University of Minnesota
D.A., University of North Dakota

Jill Nustad (1997)

School of Health Sciences
Professor, Clinical Exercise Science
B.S., Valley City State University
M.S., Ball State University
D.Sc., Rocky Mountain University of Health Professions

Carol Hankins Olson, OTR/L (1997)

School of Health Sciences
Professor, Occupational Therapy
B.S., University of North Dakota
M.S., Moorhead State University
Ph.D., University of North Dakota

Janelle Olson (2015)

School of Health Sciences
Assistant Professor, Kinesiology
B.A., M.A., Adams State University

Michael Parker (1995)

School of Health Sciences
Professor, Physical Therapy
Human Performance Sciences
B.S., M.S., Western Illinois University
B.S.P.T., Ph.D. University of Utah

James Peliska (2017)

School of Arts and Sciences
Associate Professor, Biology
B.S., Northland College
Ph.D., University of Wisconsin

Terry Pilling (2015)

School of Arts and Sciences
Associate Professor, Physics & Engineering
B.S., University of Saskatchewan
M.S., Saskatchewan Accelerator Laboratory
Ph.D., North Dakota State University

Thomas Porter (2008)

School of Arts and Sciences
Professor, Music
B.A., University of Mary
M.M.A., DePaul University
M.A., University of Notre Dame
D.M.A., University of Missouri – Kansas City

Jaylia Prussing (2015)

Liffrig Family School of Education & Behavioral Sciences
Assistant Professor, Education
B.S., Minnesota State University-Moorhead
M.Ed., University of Mary

Rebecca Raber (2016)

School of Art & Sciences
Assistant Professor, Music & Catholic Studies
Campus Ministry, Director of Chapel Choirs
B.A., Jamestown College
M.Music, University of North Dakota

Glenda Reemts (1990)

School of Health Sciences
Professor, Nursing
B.S., South Dakota State University
M.S.N., University of Mary
Ph.D., North Dakota State University

Nita Ritzke (2000)

School of Arts and Sciences
Associate Professor, Communication and English
B.S.E., Minot State University
M.A., University of North Dakota
Ph.D., University of Nebraska Lincoln

Karen Rohr (2014)

School of Health Sciences
School of Arts and Sciences
Associate Professor, Bioethics
B.S., M.S.N., University of Mary
Ph.D., University of North Dakota

Jodi Roller (1995)

Dean, School of Health Sciences
Professor, Physical Therapy
B.S., M.P.T., D.P.T., University of North Dakota
Ed.D., St. Thomas University

David Ronderos (2013)

School of Arts and Sciences
Assistant Professor, Biology
B.A., Minnesota State University-Moorhead
Ph.D., University of Texas Southwestern Medical Center

Kathy Roth (2011)

Assistant Professor of Nursing
School of Health Sciences
B.S.N., Medcenter College of Nursing

Moran Saghiv (2014)

School of Health Sciences
Assistant Professor, Clinical Exercise Physiology
B.P.E., M.Ed., Wingate College, Israel
Ph.D., University of Porto Portugal

Rhoda Sautner (2006)

Gary Tharaldson School of Business
Associate Professor, Business
Certified Public Accountant
B.A., B.S., M.S., Minot State University
Ph.D., Capella University

Meghan Salyers (2017)

Liffrig Family School of Education and Behavioral Sciences
Associate Professor, Education
B.S., M.S., Ph.D., University of North Dakota

Manisha Sawhney (2014)

Liffrig Family School of Education and Behavioral Sciences
Assistant Professor, Psychology
B.A., M.A., Himachal Pradesh University, Shimla, India
Ph.D., University of Dehli, New Dehli, India

Megan Schneider (2017)

School of Health Sciences
Instructor, Respiratory Therapy
B.S.R.T., M.S., University of Mary

Jennifer Schroeder (2008)

School of Health Sciences
Associate Professor, Occupational Therapy
B.S., M.S., University of Mary
O.T.D., University of St. Augustine for Health Sciences

Robert Schulte (1997)

School of Health Sciences
Associate Professor, Physical Therapy
B.S., Chicago Medical School, Finch University of Health Science
M.B.A., University of Nebraska
D.Sc., Rocky Mountain University of Health Professions

Myron Schulz (1995)

Gary Tharaldson School of Business
Assistant Professor, Sport and Leisure Management
A.A., Bismarck State College
B.S., University of Mary
M.S., Montana State University

Janeene Sibla, OTR/L (2003)

School of Health Sciences
Professor, Occupational Therapy
B.S., University of North Dakota
M.S., University of Mary
O.T.D., Rocky Mountain University of Health Professions

Shawn Small (2017)

School of Health Sciences
Instructor, Respiratory Therapy
B.S., University of Mary

Jessica Smith (2014)

School of Health Sciences
Assistant Professor, Speech and Language Pathology
B.A., B.A., University of Northern Colorado
M.S., Northern Arizona University

Karel Sovak (2005)

Gary Tharaldson School of Business
Associate Professor, Business
A.A.I., Insurance Institute of America
B.A., M.S., Minot State University
Ph.D., Walden University

Christine Sperle (2002)

School of Health Sciences
Associate Professor, Respiratory Therapy
B.S., University of Mary
M.Ed., University of Mary
Ph.D., University of North Dakota

Mark Springer (2006)

School of Arts and Sciences
Associate Professor, Social Sciences
B.A., M.A., University of North Dakota
Ph.D., University of Nebraska

Joseph Stuart (2010)

School of Arts and Sciences
Associate Professor, Social Sciences and Catholic Studies
A.A.S., Ferris State University
B.A., Franciscan University of Steubenville
M.Litt., University of St. Andrews
Ph.D., University of Edinburgh

Melissa Taylor (2010)

School of Health Sciences
Associate Professor, Physical Therapy
B.S., D.P.T., University of Mary

Mike Taylor (2015)

Liffrig Family School of Education and Behavioral Sciences
Associate Professor, Education
B.A., Lawrence University
M.A., Ph.D., Marian University

Brenda Tufte (2009)

Liffrig Family School of Education and Behavioral Sciences
Associate Professor, Education
B.S., Concordia College
M.S., Fort Hays State University
Ph.D., University of North Dakota

Todd Van Orman (2017)

Gary Tharaldson School of Business
Assistant Professor, Business
B.B.A., University of North Dakota
M.B.A., University of Mary

Joscelyn Varland (2014)

School of Health Sciences
Assistant Professor, Occupational Therapy
B.S., M.S., University of Mary

Dennis Viernes (2015)

School of Arts and Sciences
Assistant Professor, Chemistry
B.S., De La Salle University, Philippines
M.S., Ph.D., Syracuse University

Kara Vollrath (2013)

School of Health Sciences
Assistant Professor of Nursing
A.S., Northwest Technical College
B.S.N., M.S.N., University of Mary

Anthony Waldenmaier (2017)

School of Arts and Sciences
Assistant Professor, Engineering
B.S., North Dakota State University
Ph.D., North Dakota State University

Joanie Weigel (2013)

School of Health Sciences
Assistant Professor, Nursing
B.S.N., University of North Dakota

Susan Weigum (2017)

School of Health Sciences
Assistant Professor, Nursing
B.S.N., University of Jamestown
M.S.N., University of Mary

Lark Welch (2014)

School of Health Sciences
Assistant Professor, Athletic Training
B.S., University of Mary
M.S., Northeastern Illinois University
Ph.D. (c), Rocky Mountain University of Health Professions

Robert Willenbring (2011)

School of Arts and Sciences
Associate Professor, Mathematics
B.A., St. John's University
Ph.D., Michigan State University

Jenise Wilson (2016)

Liffrig Family School of Ed & Beh Sciences
Assistant Professor, Counseling
B.S., M.S., University of Mary

Travis Wolf (2013)

School of Arts and Sciences
Assistant Professor, Mathematics
B.S., University of North Dakota
M.S., Ph.D., University of Iowa

Robyn Zeltinger (2015)

School of Health Sciences
Instructor, Communication Sciences & Disorders
B.S., M.S., Minnesota State University, Moorhead

VI. Professional Staff**Tom Ackerman (2001)**

Media Relations Specialist/Video Production
B.A., University of North Dakota

Adam Aho (2014)

Head Wrestling Coach
B.S., North Dakota State University

Kevin L. Allan (2005)

Career & Counseling Services Coordinator
B.S., University of North Dakota
M.S., University of Kansas

David Anderson (2015)

Coordinator of Military Student Services
B.S., North Dakota State University
M.S., U.S. Army War College

Elizabeth Anderson (2015)

Graduate Assistant-Athletic Training
B.S., University of Mary

Jerald F. Anderson (1989)

Director, Publications
Instructor, Communication
B.U.S., North Dakota State University
B.S., Moorhead State University

Stephanie Arbach (2010)

Librarian
M.S., University of Wisconsin, Milwaukee
B.S., Dickinson State University

Melissa Artlip (2014)

Director of University Marketing
B.A., University of North Dakota

Tyler Atkinson (2015)

Maintenance Supervisor

Evan Baker (2017)

Admissions Representative
B.A., Franciscan University of Steubenville
M.S., University of Mary

Debra Balzer-Plagemann (2014)

Assistant Director of Non-Traditional Undergraduate Admissions
B.A., Augsburg College

Jennifer Barry (2014)

Graduate Admissions Representative
B.S., University of Mary
M.Ed., Grand Canyon University

Jeff Beauchamp (2016)

Director of Mission Advancement
A.A.S., North Dakota State College of Science
A.S., Hennepin Technical Center
A.A., Bismarck State College
B.S., M.B.A., University of Mary

Kevin Becker (2012)

Director, Development
B.S., University of Mary

Timothy Belmore (2014)

Major Gifts Officer
B.A., Gustavus Adolphus College

Matthew Best (2016)

Coordinator of Enrollment Operations & Systems
A.A., B.A., Minnesota State University, Moorhead

Trina Black (1996)

Student Counselor
B.S.W., Moorhead State University
M.S.C., University of Mary

Rachael Brash (2008)

Executive Director, University of Mary Worldwide
B.A., Concordia College
M.Ed., Northern Arizona University

Danielle Bratvold (2017)

Assistant Director of Community Relations
B.A., University of Minnesota-Crookston

Sahlenia Braun (2014)

Director of Payroll and Budget
B.S., Minnesota State University, Moorhead
M.B.A., University of Mary

Mary Byington (2015)

Fort Riley Admissions Representative/Advisor
A.A., University of Phoenix

Ra'Shi Common (2017)

Student Support Services/TRIO Advisor
B.A., National Louis University
M.A., Lakeland University

David Cook (2005)

Head Men's Soccer Coach
B.S., University of Mary

Sarah Cook (2009)

Head Women's Soccer Coach
B.S., M.S., University of Mary

William Coutts (2014)

Mechanical Systems Supervisor
A.S., North Dakota State College of Science

Laura M. Cramer (2017)

Student Involvement Coordinator
B.S., Minnesota State University-Moorhead

Carlo Dacumos (2015)

Chief Information Officer
Dynamic Campus

Bonnie Dahl (2015)

Director of Human Resources
B.A., North Dakota State University
MHRM, Kennedy Western University

Benjamin D. Danielson (2017)

Director, Residence Life
B.A., Loras College
M. Div., Saint John's University

Sara M. Danielson (2017)

Director, Mission for Life Program
B.A., College of Saint Benedict

Jeff Dockter (2002)

Admissions Representative
B.S., North Dakota State University
M.Ed., University of Mary

Morgan Dowling (2017)

Resident Director
B.A., University of Mary

Anne Dziak (2016)

Admissions Representative
A.A., College of DuPage
B.S., University of Mary

Sarah Eberle (2015)

Director of Student Life
B.A., B.S., M.A., Saint Mary's College of California

Kristi Engle (1998)

Library Associate
 B.S., Valley City State University
 M.L.S., University of North Texas – Denton
 Further study: St. Cloud State University

Diane Fladeland (1985)

Vice President for Academic Affairs
 Professor, Nursing
 B.S.N., Mercy College
 M.S.N., University of Portland
 Ph.D., University of Minnesota

Thais Franca (2014)

Volleyball Coach
 B.S., Florida Gulf Coast University
 M.S., California University of PA

James Fritz (2017)

Grounds Supervisor
 B.S., Iowa State University
 M.A., Franciscan University

Katrina Gallic (2017)

Social Media Associate

Travis Gavin (2017)

Admissions Representative
 B.S., University of Mary
 M.S., Minot State University

David Gray (2015)

Director of Library Services; University Archivist
 Assistant Professor
 B.A., M.A., Wright State University
 M.Mgmt., University of Mary
 M.Ed., Central Michigan University
 M.LIS., Southern Connecticut University
 Post-Master's certificate, San Jose University

James Gremmels (2014)

Athletic Facilities and Equipment Manager
 A.A., Mayville State University

Samantha Haas (2010)

Assistant Athletic Trainer
 B.S., University of Mary
 M.S., University of Nevada, Las Vegas

Jennifer Hackler (2017)

Student Success Advisor
 B.S., Bemidji State University
 M.S., St. Cloud University

Ryan Hanning (2013)

Assistant V.P. for Strategic Partnerships-Tempe
 M.Ed., Northern Arizona University
 Ph.D., University of Edinburgh

David Hanson (2000)

Associate Director of Student Financial Assistance
 B.S., University of Mary

Mark Haugen (2007)

Senior Student Success Advisor
 Non-traditional Graduate Studies & Retention
 B.S., M.Ed., University of Mary

Dallas Heid (2004)

Assistant Wrestling Coach
 B.S., M.S., University of Mary

Patrick Haynes (2017)

Assistant Football Coach
 B.A., University of Wisconsin
 M.S., Black Hills State University

Travis Hendrickson (2015)

SSC Academic Advisor & Athletics Liason
 B.S., Northland College
 M.S.Ed., Northern State University

Betsy Geiger Hermanson (2015)

Coordinator of Student Accessibility Services
 A.S., Bismarck State College
 B.S., M.S., St. Cloud State University

Karen Herzog (2013)

Writing and Communications Specialist
 B.A., Jamestown College

Kathi Hilzendeger (2015)

Executive Assistant, Financial Affairs

Richard (Chip) Hinton (2016)

Director of Undergraduate Admissions
 B.S., Benedict College

Jonathon Hofer (2015)

Rome Campus Student Life Coordinator
 B.S., University of Mary

Austin Holgard (2012)

Assistant to the President
 B.A., University of St. Thomas
 M.S., University of Mary

Christy Holgard (2013)

Residence Director, Benedictine Center Communities
 B.A., University of St. Thomas

Brandon Holt (2013)

Director of Instructional Support & Design
 B.S., M.S., University of Wisconsin, La Crosse

Karrie Huber (2012)

Director of Financial Aid
 B.A., North Dakota State University
 M.B.A., University of Mary

Peter Huff (2014)

Director of University Ministry
 Professor, Theology
 B.A., Mercer University
 M.Div., Southern Baptist Theological Seminary
 Ph.D., St. Louis University

Daniel Huntely (2016)

Associate Athletic Director of Internal Operations
 B.S., College of St. Scholastica
 M.Ed., University of St. Thomas

Shelby Imdieke (2010)

Assistant Director of Graduate & Distance Retention
 B.S., M.Ed., University of Mary

DeeAnn Jahner (2013)

Director of Financial Affairs
B.S., Dickinson State University

Jamie Keis (2016)

Assistant Director of Undergraduate Admissions
B.B.A., University of Minnesota-Duluth

Robert Keller (2006)

Facility Coordinator
B.S., University of Mary

Kristen Kihle (2017)

Financial Aid Counselor
B.S., University of Mary

Joseph Kittell (2015)

Head Men's Basketball Coach
B.S., North Dakota State University
M.S., North Dakota State University

Edward Konieczka (2013)

Assistant Director of University Ministry
A.S., Prairie State College
B.S., University of Mary

Joshua Kotelnicki (2013)

Head Football Coach
B.A., University of North Dakota
M.B.A., Murray State University

Kasper Kraft (2008)

Electro/Mechanical Systems Supervisor
A.S., North Dakota State College of Science

Jamie Kuznia (2015)

Residence Director, Roers Hall
B.S., University of Mary

Zachary Kuznia (2016)

Director, Student Recreation and Wellness Program
B.A., University of Mary

Shenille Laber (2016)

Website Marketing Specialist
B.S., North Dakota State University

Brian Larson (2006)

Director, Sports Information
B.A., University of North Dakota

Christine Lennon (2016)

Grant Writer
B.S.S.W., University of North Dakota
M.Ed., Northern State University

Dale Lennon (2016)

Director of Intercollegiate Athletics
B.A., University of North Dakota
B.S., Northern State University

Eileen Liebel (2010)

Director of Student Accounts
B.S., Valley City State University

Aimee Limke-Hodny (2014)

Coordinator for Partnerships & Enrollment
B.S., Minot State University
M.A., Minnesota State University-Mankato

Kelsey Lindskov (2016)

SSC Academic Advisor & Tutor Coordinator
B.S., M.A., University of South Dakota

Michael Lombardo (2016)

Director of the Rome Campus
Assistant Professor
B.A., San Francisco State University
M.A., University of San Francisco
Ph.D., University of Dayton

Kathy Lowe (2016)

Financial Aid Counselor II
B.S., Dickinson State University

Julie Lytle (2016)

Database & Research Specialist
B.S., University of Mary

John M. Macias (2017)

Residence Life Scholar, North Hall
Assistant Professor, Theology
B.A., Benedictine College
M.A., Ph.D., University of Saint Thomas

Joan Ryan Mangino (2014)

Admissions Representative: Grand Forks, Bioethics
Coordinator for Partnerships & Enrollment
B.S., M.B.A., University of Mary

Dave Marion (2017)

Major Gifts Officer
B.S., North Dakota State University

Jo Ann Markette (2012)

Director of Curriculum and Academic Programming, Tempe
B.S., Indiana Universitysayler
M.A., Villanova University
M.A., St. Charles Borromeo Seminary
Ed.D., Grand Canyon University

Jacob Markel (2017)

Executive Assistant to the VP for Public Affairs
B.S., University of Mary

Alyssa Martin (2016)

Assistant to the Vice President for Academic Affairs
B.A., M.A., Ph.D., University of North Dakota

Lindsay Mayernick (2010)

Mission Advancement
B.S., B.A., University of St. Thomas

Patrick McCloskey (2014)

Director of Research and Publications
B.A., Carleton University, Ottawa, Canada
M.S., Columbia University

Joseph P. McDonald (2017)

Residence Director - North Hall

Melissa P. McDowall (2010)

Registrar
Assistant Professor
A.A., A.S., Bismarck State College
B.S., M.B.A., University of Mary
Ph.D., University of North Dakota

Corby McGlaufflin (2015)

Admissions Representative
B.S., Southwest Minnesota State University
M.S., University of Mary

Michael S. McMahon (2007)

Vice President for Enrollment Management
B.A., Carroll College
M.S., Utah State University

Patricia McWilliams (1999)

Director of Graduate and Distance Retention
B.S., M.A., Tennessee Technological University

Katherine Mehrer (2012)

Director of Academic Advising & First-Year Experience
B.A., Monmouth University
M.Ed., Seton Hall University

Kemerly Meland (2011)

School of Arts and Sciences
Coordinator, Office of Global Studies
B.Ed., Universidad Feminina Del Saqrado Corazon, Lima, Peru
M.A. (c), Universidad de Jaen, Spain
Further Study, Catholic University Language Center, Peru

Charles Miesbauer (2013)

Assistant Football Coach
B.A., B.A., Concordia University
M.S., University of Mary

Harold J. Miller (1968)

Chairman Emeritus, Board of Trustees
B.S., Valley City State University
M.Ed., Ed.D., University of North Dakota

Greg Molinaro (2016)

Student Success Advisor, Enrollment Services
B.B.A., University of North Dakota

Maureen Moriarty (2009)

Student Support Services/TRIO Advisor
B.S., M.S., University of Mary

Brenda Nagel (2017)

Director of Public Affairs
B.S., M.S., University of Mary

Luke Nasers (2016)

Department Assistant, Enrollment Management
B.A., University of Mary

Donna Nelson (2010)

Executive Assistant, Office of Academic Affairs

Robert Nelson (2016)

Coordinator of Enrollment and Partnerships
B.A., University of Anchorage

Rick Neumann (2003)

Head Women's Basketball Coach
B.S., M.Ed., University of Mary

Dennis Newell (2006)

Head Coach, Cross Country & Track and Field
Instructor, Physical Education and Exercise Science
B.S., Black Hills State University
M.S., University of North Dakota

Mariah Nimmo (2017)

Assistant Director of Strength & Conditioning
B.S., University of Southern Indiana
M.S., Illinois State University

Brenda Nottestad (2013)

Director, Student Support Services/TRIO
A.A., Bismarck State College
B.U.S., Dickinson State University
M.Ed., North Dakota State University

Lucas Oerter (2016)

Assistant Athletic Director of Compliance
A.A.S., Community College of the Air Force
B.S., South Dakota State University

Mike Offerdahl (2009)

Assistant Athletic Director for Advancement
B.A., Minot State University

Rhonda Olson (1999)

Head Athletic Trainer
B.S., North Dakota State University
M.Ed., University of Mary

Karmen Pfeiffer Sorenson (2015)

Coordinator for Strategic Partnerships & Enrollment
B.A., University of North Dakota
M.S., National Sun Yat-sen University, Taiwan
Ph.D., University of North Dakota

Renee Polsfuss (1985)

Student Development Office Coordinator

Kaaren Pupino

Instructional Services Librarian
B.S., University of North Dakota
M.LIS., Emporia State University

Michael Raber (2016)

Coordinator for Partnerships & Enrollment
B.A., University of Jamestown

Phil Reese (2012)

Director of Enterprise Applications and Institutional Research,
Dynamic Campus
B.S., Northland International University

Amanda Reeve (2013)

Librarian
A.A., Dixie State College
B.A., Southern Utah University
M.L.S., University of Kentucky

Carla M. Reinbold (2015)

Campus Safety and Security Coordinator
A.S., Bismarck State College

Robert Reinbold (2011)

Facility Coordinator

FaBrahne (Fite) Renner (2014)

Assistant Registrar for Transcripts & Records
B.S., Kennesaw State University
M.A.T., Mercer University

Jerome Richter (2010)

Vice President for Public Affairs
B.A., M.Ed., North Dakota State University

Vaughn Rhodes (2014)

Facilities Project and Planning Manager
B.A., North Dakota State University

Janel Sailer (2016)

Senior Accountant
B.S., Dickinson State University

Vida Saliendra (2012)

Head Tennis Coach
B.A., University of the Philippines at Los Banos

Jonathan Salmon (2015)

Admissions Representative - Tempe
B.S., Washington State University

Holly Schaeffer (2014)

Graphic Design Specialist
A.S., North Dakota State College of Science

Andrew Schindler (2017)

Admissions Representative
B.S., University of Mary

Jason Schmitz (2014)

Assistant Coach, Women's Basketball
B.S., University of Mary

Thomas Schulzetenberg (2012)

Mission Advancement
B.A., University of St. Thomas
M.A., St. Paul Seminary School of Divinity

Fr. Frank Schuster (2016)

Chaplin
B.A., North Dakota State University

Laura Scott (2010-14, 2015)

Graphic Design Specialist
B.A., Moorhead State University

Harris (Monte) Seagren, Jr. (2000)

Director of Bookstore and Mart
B.A., University of North Dakota

Tim Seaworth (2000)

Vice President for Student Development
B.S., M.A., Ph.D., University of North Dakota

Luke Seidling (2014)

Assistant Director of the Physical Plant
B.S., M.S., Ph.D., Marquette University

Melinda Seidling (2015)

Residence Director-Apartment Communities
B.S.N., Marquette University
M.S., Bemidji State University

Kerry Shaw (2016)

Head Coach, Softball
B.S., Missouri Western State University

Monsignor James Patrick Shea (2009)

President
Ph.B., Ph.L., Catholic University of America
S.T.B., The Pontifical Gregorian University, Rome, Italy
Further study: Pontifical Lateran University – John Paul II
Institute for Studies in Marriage and Family; Rome, Italy

Father Robert Shea (2016)

University Chaplain
B.A., B.P.S., M.Phil., Franciscan University

Lance Shuler (2013)

Assistant Athletic Trainer
B.S., University of Mary

Michael Silbernagel (2011)

Head Strength and Conditioning Coach
BS, Valley City State University
M.S., University of North Dakota

Kristina Splichal (2017)

SSC Academic Advisor & University Studies Coordinator
B.A., Minot State University
M.S., University of Wisconsin-Stout

Joann Stacey (2015)

Residence Director, Hillside & Greg Butler Halls
B. A., University of Mary

Mark Stephens (2007)

Director of Facilities
B.A., Silver Lake College

Jerilyn Stocker (2013)

Director of Community Relations
B.A., Minnesota State University, Moorhead
M.P.M., University of Mary

Roger Ternes (2016)

Major Gifts Officer
B.S., Dickinson State University
M.Ed., Chadron State College

Ashley Theisen (2015)

HR Coordinator
B.A., College of St. Benedict

Alexis Tibor (2016)

Admissions Representative
B.S., University of Mary

Halie Vaughan (2015)

Admissions Representative
B. S., University of Utah

Joshua Vaughan (2015)

Assistant Coach, Men's Basketball

Greg Vetter (2013)

Executive Vice President/Chief of Staff
B.B.A., University of North Dakota
M.B.A., University of Wisconsin,
Madison Graduate School of Banking

Jackson Wandler (2016)

Admission Representative
B.A., University of Mary

Kristi Wanner (2007-2013, 2016)

Student Support Services/TRIO Advisor
B.S., University of Mary
M.A., Saint John's University

Kate Weinand (2015)

Bookstore Merchandiser
B.A., University of Mary

Joan Weltz (1973)

Coordinator for Transfer Student Admissions

Sister Thomas Welder, O.S.B. (1963)

President Emerita

B.A., College of St. Scholastica

M.M., Northwestern University

Further study: Northwestern University, Harvard University

Eric Winiger (2012)

Information Technology Operations Manager

Dynamic Campus

Julie Yarwood (2016)

Residence Life Scholar Program Coordinator

Assistant Professor, History

B.S., Kentucky Christian University

M.Div., Lincoln Christian University

M.A., Ph.D., Catholic University of America

Sister Janet Zander, O.S.B. (1989)

Assistant to the President

B.A., University of Mary

M.A., University of Notre Dame

VII. Adjunct & Part-Time Faculty**Jennifer Anderson (2009)**

Instructor, Education

B.S., Minot State University

Jerald F. Anderson (1989)

Director, Public Relations and Publications

Instructor, Communication

B.U.S., North Dakota State University

B.S., Moorhead State University

David Augustadt (2003)

Lecturer, Music

B.A., B.S., University of Mary

Rajeon Backman (2003)

Clinical Instructor, Respiratory Therapy Program,

St. Alexius Medical Center

B.S., University of Mary

Renee Baltzer (1995)

Medical Laboratory Science,

St. Alexius Medical Center

B.S., Concordia College

M.S. University of North Dakota

Dean Beck (2010)

Instructor, Counseling

B.S.W., University of Mary

M.S.W., University of North Dakota

Nicole Bernier (2017)

Instructor, Music

B.S., Minnesota State University-Moorhead

M.A., University of Iowa

Ariana Best, L.I.C.S.W. (2012)

Instructor, Counseling

B.S.W., University of North Dakota

M.S.W., Eastern Washington University

Vanessa Boehm, L.A.C., L.P.C. (2010)

Instructor, Counseling

B.S., M.Ed. North Dakota State University

Lisa Bost-Sandberg (2013)

Instructor, Music

B.M., University of Iowa

M.A., New York University

D.M.A., University of North Texas

Sara Boyd (1998)

Lecturer, Music

B.A., University of Akron

M.S., Baylor University

Tara Brandner (2017)

Instructor, Education

B.S., University of Mary

M.B.A., J.D., University of St. Thomas

Shawn Brooking (2014)

School of Health Sciences

Instructor, Nursing

B.S.N., California State University, San Bernardino

M.S.N., Certificate of Nurse Midwifery, D.N.P. (IP),

Frontier Nursing University

Wayne Bruce (1995)

Associate Professor of Pathology,

University of North Dakota

B.S., University of Mary

Ph.D., University of Minnesota

Roger Buechler (2003)

Clinical Instructor, Nursing

B.S.N., MedCenter One College of Nursing

M.S.N., University of Mary

Susan Clouse-Smith (2010)

Instructor, Nursing

B.S.N., Pittsburg State University

M.S.N., University of Oklahoma

F.N.P., P.N.P., University of Missouri, Columbia

D.N.P., Winona State University, Rochester

Michael Carlin (2017)

Instructor, Catholic Studies

B.A., Williams College

M.A., Fordham University

Ph.D., Catholic University of America

Aimee Copas (2010)

Instructor, Education

B.S., University of Mary

M.S., Northern State University

Ed.D., University of South Dakota

Shanna Crouse (2016)

Adjunct Faculty, Liffrog Family School

of Education & Behavioral Sciences

B.A., University of North Dakota

M.A., University of Iowa

Rodrigo da Costa Aparecido (2017)

Instructor, Engineering

B.E., University of Sao Paulo

Claudia Dietrich (2010)

School of Health Sciences
Associate Professor, Nursing
Director, Nurse Administrator Program
B.S.N., Mary College
M.S.N., University of Portland

Nancy Dietz (1999)

Lecturer
B.A., English, University of Mary

Joan Doerner (1995)

School of Health Sciences
Associate Professor, Nursing
M.S., B.S.N., University of North Dakota
Ed.D., University of South Dakota

Alison Dollar (2006)

Instructor: Education
B.S., M.Ed., Minot State University
Ph.D., University of Saskatchewan

Chuck Drake (2013)

Instructor, Counseling
B.S., M.S., Ph.D., North Dakota State University

Robert Drapeau (2016)

Adjunct Faculty, School of Arts & Sciences
B.A., University of Arizona
M.A., University of Phoenix

Joanne M. Drevlow (2006)

Instructor, Education
B.A., University of North Dakota
M.S., University of North Dakota

Shawn Ehler (2017)

Instructor, Nursing
B.S.N., Grand View University
M.B.A., University of Mary

Ben Ehrmantraut (1992)

Instructor, Music
B.A., University of Mary

Tim Erhardt (2013)

Instructor, Counseling
B.A., B.S.W., Minnesota State University, Moorhead
M.A., M.S.W., University of North Dakota

Beverly Everett (2015)

School of Arts and Sciences
Instructor, Music
B.S., M.M., Baylor University
D.M.A., University of Iowa

Rhea Joan Ferry (2013)

Instructor, Nursing
B.A.N., Jamestown College
M.S.N., (F.N.P.) University of North Dakota
D.N.P., University of Minnesota

Father Benedict Fischer, O.S.B. (2008)

School of Arts and Sciences
Instructor, Philosophy and Theology
B.A., Minnesota State University, Moorhead
M.A., St. John's School of Theology

Linda Fisher (2012)

Instructor, Counseling
B.S., Mayville State University
M.S., Minnesota State University, Moorhead

Mark Fitzloff (2008)

Coordinator, Graduate Project Management Program
Certified Project Management Professional
B.M.I.S., Dakota State University, Madison, S.D.
M.B.A., M.P.M., University of Mary

Diane Fladeland (1985)

Professor, Nursing
Vice President for Academic Affairs
B.S.N., Mercy College
M.S.N., University of Portland
Ph.D., University of Minnesota

Teresa Formo (2017)

Instructor, Nursing
B.A., University of Jamestown
M.S.N., University of North Dakota

Ward Fredrickson (1990)

Clinical Laboratory Science, St. Alexius Medical Center, Bismarck
M.D., University of Iowa

Tara Geigle (2016)

Adjunct Faculty, Liffrig Family School
of Education & Behavioral Sciences
B.S., Vanderbilt University
M.Ed., Touro College
M.A., Ph.D., Chicago School of Professional Psychology

Annie Margaret Gerhardt (2006)

Instructor, Nursing
B.S., University of Mary
M.S.N., University of Mary

Karli Ghering (2009)

Instructor, Counseling
A.A. / A.S., Bismarck State College
B.S., University of Mary
Ph.D., Idaho State University

William G. Goetz

Gary Tharaldson School of Business
Coordinator, Graduate Public Administration Program
B.A., Minot State University
M.A., University of North Dakota

Jill Goven (2011)

Assistant Professor, Nursing
B.S.N., North Dakota State University
M.S.N., University of Mary

Rhonda Gowen (1990)

Instructor, Music
B.A., Minot State University
M.F.A., University of Minnesota

Parrell Grossman (2017)

Instructor, Business
B.A., Minot State University
J.D., University of North Dakota

Mark Halvorson (2007)

Instructor, Social & Behavioral Science
 B.A., University of North Dakota
 M.A., Montana State University, Bozeman

Darlene Hill (2013)

Instructor, Social Work Program
 B.S.W., Minot State University
 M.S.W., University of North Dakota

Linda Marie Hoag (2006)

Instructor, Education
 B.S., M.S., Minnesota State University, Moorhead

John Holt (2012)

Instructor, Counseling
 B.A., Concordia University
 M.S.C., University of Mary

Melissa Horner (2008)

Instructor, Nursing
 B.S.N., M.S.N., (F.N.P.) University of Mary

Peter Huff (2014)

Professor, Theology
 B.A., Mercer University
 M.Div., Southern Baptist Theological Seminary
 Ph.D., St. Louis University

Anna Johnson (2017)

Instructor, Education
 A.A., Bismarck State College
 B.A., Minot State University
 M.S., Capella University

Carmen Johnson (2017)

Instructor, Education
 B.S., M.S., University of Mary

Kristin Johnson (2010)

Instructor, Education
 B.S., Minot State University
 M. Ed. Valley City State University

Ann Kempf (1990)

Instructor, Education
 A.A., Bismarck Junior College
 B.S., Arizona State University

Mark Kielpinski (1997)

Instructor, Education
 B.S., M.Ed., University of Mary

Robert Klemisch (2012)

University Supervisor, Education
 B.S., M.S., University of Mary

Darren King (2015)

B.M., McNally Smith College of Music
 M.B.A., University of Mary

Annette Kost (2004)

Instructor, Education
 B.S., Ed.S., Minot State University

Julie Kost (2011)

Instructor, Education
 B.S., University of North Dakota
 Ed.S., Minot State University

Joan LaFrance (2017)

Instructor, Education
 B.A., Seattle University
 M.P.A., University of Washington
 Ed.D., Harvard University

Michael Langer (2017)

Instructor, Music
 B.A., B.S., University of Mary
 M.M., Boise State University

Eileen Larson (2017)

Instructor, Education
 B.S., Dickinson State University

James (Andy) Leinart (2017)

Instructor, Engineering
 B.S., University of Virginia
 M.S., Ph.D., Air Force Institute of Technology

Kim Lennick (1990)

Director, Radiologic Technology Program
 B.S., University of Mary

Linda Liebert Hall (2007)

Instructor, Business, Nursing
 B.S., Washington University, St. Louis, MO
 M.B.A., J.D., St. Louis University

Sandra Luck (2017)

Instructor, Business
 B.S., Park University
 M.S., Central Michigan University
 Ph.D., University of North Dakota

Annie McKenzie (2016)

Adjunct Faculty,
 B.S., B.A., University of Mary
 M.Ed., North Dakota State University

Father Daniel Maloney, O.S.B. (1973)

Associate Professor, Philosophy and Theology
 B.A., St. John's University
 M.A., Fordham University
 Further study, Fordham University

Jason Marotzke (2011)

Instructor, Counseling
 B.S., Minnesota State University
 M.Ed., North Dakota State University

Andrea Martin, L.P.C.C. (2017)

Instructor, Counseling
 B.A., M.A.C., University of North Dakota

Katharine Martin (2017)

Instructor, Business

Shane Martin (2017)

Instructor, Education
 B.A., University of Jamestown
 M.A., Ph.D.,

Julia McGuire (2017)

Instructor, Arts & Sciences
 B.S., Iowa State University

Rebecca Meidinger (2017)

Assistant Professor of Counseling/Psychology
B.S., North Dakota State University
M.S., University of Mary

Tonya Mertz (2008)

Instructor, Music
B.A., B.S., University of Mary
M.M., University of Northern Iowa

Karl Mongeon Wahlen (2017)

Instructor, Nursing
B.S., Minnesota State University-Moorhead

Sarah Morrau, L.P.C. (2011)

Instructor, Counseling
B.A., Minnesota State University, Moorhead
M.Ed., North Dakota State University

Angela Nagel (2017)

Instructor, Education
B.S., University of Mary
M.S., University of North Dakota

Robin Nein (2012)

Instructor, Education
B.S., North Dakota State University
M.S., Valley City State University

Darrell D. Nitschke (2003)

Instructor, Criminal Justice Program,
Behavioral Sciences
B.S., North Dakota State University

Michelle Paul-Fiest (2017)

Instructor, Education
A.A., Bismarck State College
B.S.W., Minot State University
M.S.W., University of Minnesota

Rebeccar Pitkin (2017)

Instructor, Education
B.S., Gordon College
M.Ed., University of Las Vegas
M.Ed., University of Nevada
Ph.D., Iowa State University

Tina Pletan (2012)

Instructor, Education
B.S., M.S., University of Mary

Mike Porter (2015)

Instructor, Physical Education
B.S., M.S., North Dakota State University

Roberta Pytlik (2017)

Instructor, Education
B.A., M.S.C., University of North Dakota

Russ Riehl (2006)

Instructor, Education
B.S., Dickinson State University
M.Ed., North Dakota State University

Ryan Riehl (2010)

Instructor, Education
B.S., Dickinson State University
M.S., North Dakota State University

Jeannine Saabye (1974-1982, 1986)

Associate Professor
Faculty Development Coordinator
B.A., University of Mary
M.A., Arizona State University

Rebecca Savelkoul (2013)

Instructor, Education
B.S., Dickinson State University
M.S., Minot State University

Brian L. Saylor (2008)

Instructor, Education
B.S., Lee University
M.S., University of Mary

Erica Schively (2013)

Instructor, Criminal Justice Program
J.D., University of North Dakota

Craig Schweitzer (2012)

Instructor, Music
B.A., University of Mary
Pacific Lutheran Theological Seminary

Teresa Seright (2017)

Instructor, Health Sciences
A.D.N., Dickinson State University
B.S.N., Minot State University
M.S.N., Ph.D., University of North Dakota

Catherine Shanahan (2017)

Instructor, Education
B.S., Georgetown University
Ed.D., Arizona State University

Gayla Sherman (2015)

Instructor, Music
B.A., University of Texas at Austin
M.S.W., Southern Baptist Theological Seminary
Additional Studies, University of Mary

Whitney Spah (2013)

Instructor, Education
B.S., M.Ed., Minot State University

Karen Swanson (2013)

Instructor, Nursing
B.S.N., Minnesota State University, Moorhead
M.S.N., University of Mary

Stephen Tappe (2017)

Instructor, Business
B.A., Carrol College
M.Th., Weston Jesuit University

Robin Thorstenson (2017)

Instructor, Business
B.A., Washburn University of Topeka
M.B.A., University of St. Thomas

Marie Toalson (2017)

Instructor, Health Sciences
B.A., University of North Dakota
Additional studies, Ohio State University

Tamara Waters-Wheeler (2017)

Instructor, Education
B.A., Ed.S., Minot State University
Ed.S., University of North Dakota
B.A., University of Regina, Canada

Michelle Weber (2011)

Instructor, Counseling
 B.S., Minnesota State University-Moorhead
 M.Ed., North Dakota State University

Janelle Wiedrich (2016)

Adjunct Faculty, Liffrig Family School of Education
 & Behavioral Sciences
 B.A., Concordia University
 M.S., North Dakota State University

VIII. Lead Facilitators**Jennifer Bandy (2002)**

B.A., B.S., Michigan State University

Bruce Davidson (1999)

B.S., South Dakota State University
 M.S.N., University of North Dakota
 M.Mgt., University of Mary

Elaine Doll-Dunn (2004)

B.S., Black Hills State University
 M.Ed., South Dakota State University

Ruth Doyle (2004)

B.S., M.S.Ed., Montana State University – Billings
 Ed.D., University of Wyoming

Marilyn Evenson (2003)

B.A., North Dakota State University
 M.S., Illinois State University
 Ph.D., Fielding Institute

Tamara Flemmer (2006)

B.S.N., Union College
 M.S.N., University of Mary

Jacquelyn Grewell (2004)

B.A., Michigan State University
 J.D., Detroit College of Law

Cordell Hull (2001)

B.S., M.Mgt., University of Mary

Jane Pettinger (1999)

B.S., M.B.A., North Dakota State University

Justin Reynolds (2001)

B.S., North Dakota State University
 M.S.A., Central Michigan University
 Ph.D., North Dakota State University

Steven Scherling (2000)

B.S., University of North Dakota
 M.B.A., University of Arizona
 D.B.A., University of Oklahoma

Faculty Emeriti**Carole Barrett (1983-2016)**

Professor Emerita, Social and Behavioral Sciences

Will Beachey (1990-2015)

Professor Emeritus, Respiratory Therapy

Marla R. Behm (1975-2015)

Professor Emerita, Chemistry

Janet Beltran (1974-1995)

Professor Emerita, Social & Behavioral Sciences

Marvin Borgelt (1982-2008)

Professor Emeritus, Business

Dan Chaussee (1979-2002)

Professor Emeritus, Nursing

Sister Mariah Dietz, O.S.B. (1971-2011)

Professor Emerita, Nursing

Loran L. Eckroth (1974-2000)

Professor Emeritus, Music

Father Victor G. Feser, O.S.B. (1975-2014)

Professor Emeritus, Mathematics

Father Denis Fournier, O.S.B. (1986 - 2003)

Professor Emeritus, Humanities

Charles Fortney (1973-2006)

Professor Emeritus, Social & Behavioral Sciences

Sister Terence Glum, O.S.B. (1970-1996)

Professor Emerita, Mathematics & Natural Sciences

Roger Haug (1987-2015)

Professor Emeritus, Mathematics

Thomas P. Johnson (1970-2000)

Professor Emeritus, Education and Academic Affairs

Sister Helen Kilzer, O.S.B. (1956-1993)

Professor Emerita, French, Spanish and German

Sister JoAnn Krebsbach, O.S.B. (1980-2008)

Professor Emerita, Philosophy & Theology

Mary Leetun (1993-2005)

Professor Emerita, Nursing

David Nix (1971 - 2001)

Professor Emeritus, Mathematics & Natural Sciences

Sally N. Olsen (1977-2002)

Professor Emerita, Nursing

Kathryn Perrin (1996-2011)

Professor Emerita, Occupational Therapy

Doug Schelhaas (1992-2009)

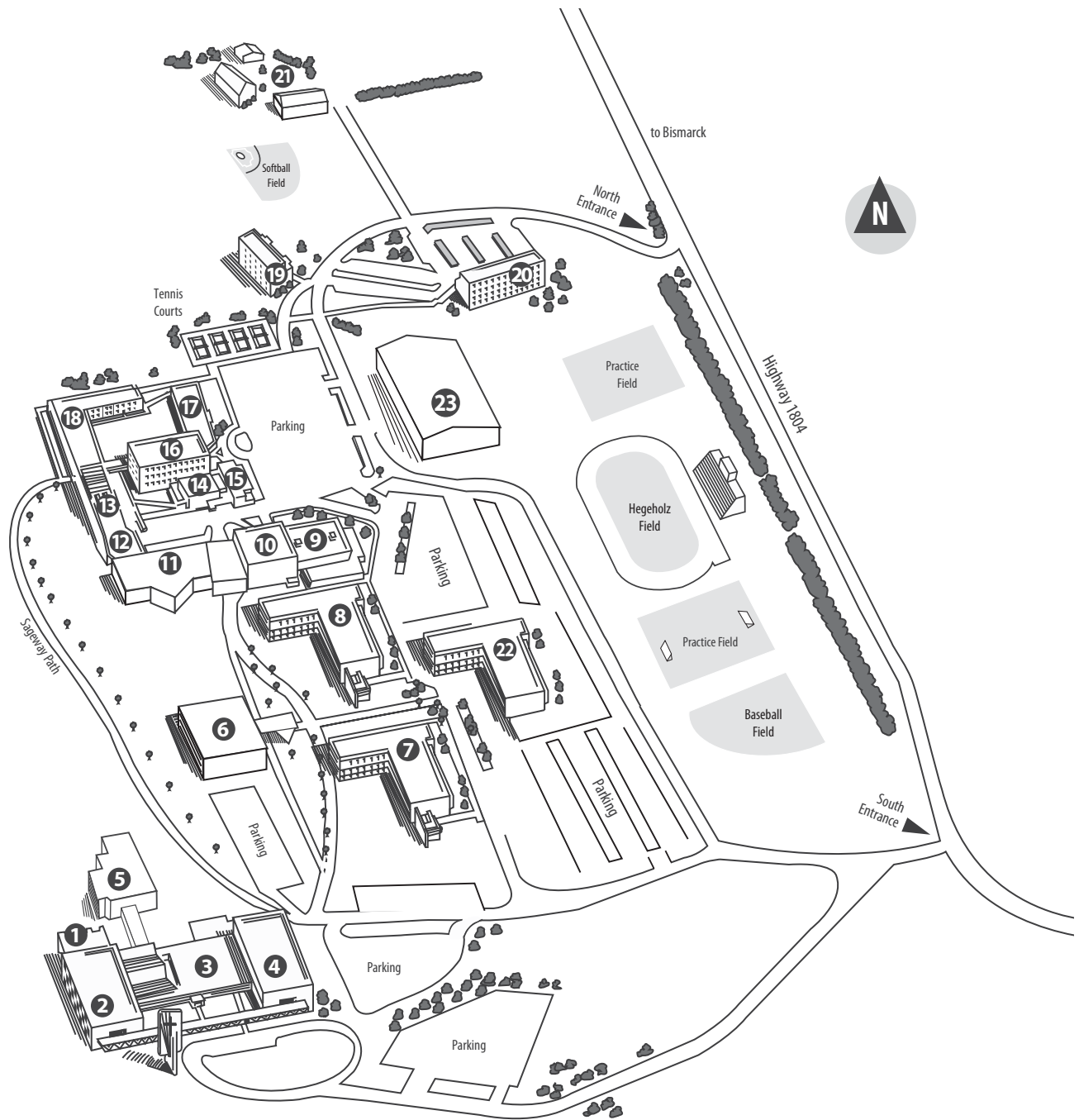
Professor Emeritus, Biology

Eleanor S. Wertz (1980-1996)

Professor Emerita, Nursing

Sister Kathryn Zimmer, O.S.B. (1962-66, 1976-1990)

Professor Emerita, Nursing



University of Mary Bismarck Campus

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|--|--|--|
| 1. Harold Schafer Leadership Center | 8. Hillside Hall | 16. Harold J. Miller Center |
| 2. Saint Scholastica Hall for Women
& Saint Joseph's Hall for Men | 9. Richard A. Tschider Center for Health Science | 17. Casey Center for Nursing Education |
| 3. Benedictine Center for Servant Leadership | 10. McDowell Activity Center | 18. North Campus Residence Hall |
| 4. Boniface Hall | 11. Lumen Vitae University Center | 19. Deichert Hall |
| 5. Gary Tharaldson School of Business | 12. Leach Center for Student Life | 20. Boyle Hall |
| 6. Welder Library | 13. University Hall | 21. The Cloisters: Subiaco Apartments,
Monte Cassino Apartments, Chesterton's |
| 7. Greg Butler Hall | 14. Arno Gustin Hall | 22. Roers Hall |
| | 15. Clairmont Center for Performing Arts | 23. Fieldhouse |

