

Catalog

2011

GRADUATE STUDIES



2012



UNIVERSITY OF MARY
America's Leadership University

Catalog

GRADUATE STUDIES

2011
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UNIVERSITY OF MARY INFORMATION AT A GLANCE

Private/Co-Educational

The Only Private University in North Dakota

- Sponsored by the Benedictine Sisters of Annunciation Monastery
- Located six miles south of Bismarck, ND (2007 population – 58,333)

Enrollment

Total number of graduate students – 948 (Fall 2010)

Ratio of Students/Faculty – 16:1

Accredited by:

The Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools

Commission on Collegiate Nursing Education

National Council on Social Work Education

Commission on Accreditation of Allied Health Education Programs

Accreditation Council for Occupational Therapy Education

Commission on Accreditation in Physical Therapist Education

Committee on Accreditation for Athletic Training Education Program

International Assembly for Collegiate Business Education
(MBA and specific programs)

Endorsed by:

American College of Sports Medicine (Exercise Science)

Academic programs approved by:

North Dakota Board of Nursing

North Dakota Education Standards and Practices Board

Service Members Opportunity Colleges

Areas of Study – Undergraduate Majors

Accounting	Marketing
Addiction Counseling	Mass Communication
Athletic Training	Mathematics
Banking and Financial Services	Mathematics Education
Biology	Math/Science Composite
Biology Education	Music
Business Administration	Music Performance
Business Communications	Music Education
Business Education	Nursing
Clinical Laboratory Science	Organizational Leadership
Computer Information Systems	Pastoral Ministry
Criminal Justice	Physical Education & Health
Early Childhood Education	Psychology
Elementary Education	Radiologic Technology
Engineering Science	Respiratory Therapy
English	Sacred Music
English Education	Social & Behavioral Sciences
Exercise Science	Social Studies Education
History Education	Social Work
Information Technology	Special Education
Liberal Arts	Sport & Leisure Management
Management Information Systems	Theology

Areas of Study – Minors

Accounting	Mathematics
Addiction Counseling	Music
Biology	Pastoral Ministry
Business Administration	Philosophy
Business Communications	Philosophy-Theology
Catholic Studies	Physical Education & Health
Chemistry	Political Science
Coaching	Psychology
Computer Education	Public Relations
Computer Information Systems	Religious Education
Criminal Justice	Social & Behavioral Sciences
English	Sociology
Environmental Science	Special Education
Foreign Language: Spanish	Speech
Health Administration	Theater
Health Education	Theology
History	Web Design
Indian Studies	Wellness
Liturgy	
Management Information Systems	

Pre-Professional Concentrations

Chiropractic	Pharmacy
Dentistry	Physician Assistant
Law	Podiatry
Medicine	Veterinary Medicine
Optometry	

Master's Degrees

Business Administration	Occupational Therapy
Counseling	Project Management
Education	Respiratory Therapy
Nursing	Strategic Leadership

Doctorate Degree

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

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GRADUATE STUDY AT THE UNIVERSITY OF MARY

The University of Mary, America's Leadership University, 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 learner's 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 teaching faculty of the University of Mary create intellectual communities where graduate students are valued participants.

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 3,052 in 2010.

Five buildings of the campus were designed by renowned architect Marcel Breuer (1902-1981). The Sisters of the Annunciation Monastery 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. Buildings constructed, expanded, or purchased to meet the demands of a growing student population include the following:

- University Hall, Harold Miller Center, Arno Gustin Hall, North Residence (1968)
- McDowell Activity Center (1973, 1987, and 1992)
- Casey Center for Nursing Education (1976)
- Deichert and Boyle Apartments (1977 and 1989)
- Butler Center for Lifelong Learning (1982)
- Hillside Hall (1992)
- Clairmont Center for Performing Arts (1992)
- Greg Butler Hall (1996)
- Welder Library (1998)
- Leach Field House (2000)
- Leach Center for Student Life (2000)
- Benedictine Center for Servant Leadership (2000)
- Harold Schafer Leadership Center (2000)
- Boniface Hall (2000)
- University of Mary Fargo Center (2000)
- Richard A. Tschider Center (2006)
- Tharaldson School of Business (2008)

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. In addition to those initial programs, a master's degree was offered in physical therapy until 2003, when it became a doctoral program. Master's programs in occupational therapy, project management, business administration, counseling, strategic leadership, and respiratory therapy have been added since 1996.

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 College for Professional Studies 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 is expanding its delivery of educational services online. The College for Professional Studies became the Centers for Accelerated and Distance Education in 2010.

The University of Mary set new strategic directions in 2001 with its vision for the future as America's Leadership University. The University is committed to providing leadership experiences for every student including a competence based curriculum which more effectively combines liberal learning with professional preparation, a values base that is foundational to character development and ethical decision making, a service experience in which curricular and co-curricular learning come together.

Today, with a faculty and staff of over 200, the University of Mary remains committed to continuing the mission of its founders and sponsors and to serving the people of the region and beyond in a spirit that fosters servant leadership..

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. As America's Leadership University, 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, coura-

geous 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 which 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, preserving learning, cultivating wisdom, modeling humane virtues of balance and generosity. The life of our Sisters shapes our life. We are gratefully Benedictine.

The University of Mary,
America's Leadership University:

Faithfully Christian

Joyfully Catholic

Gratefully Benedictine

Approved by the Board of Trustees, 3 December 2010

Aware of its close historical ties with the immediate community, the University of Mary seeks to enhance the quality of life of the community. The University encourages each person to participate in his or her religious, social, educational, and political communities. Furthermore, it promotes a setting of freedom and initiative in which each individual may develop those characteristics critical to leadership formation, self-identity, and self-realization.

That same community setting makes the University of Mary open to change. Through its continued search for innovative and experimental 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.

As America's Leadership University, the University provides an environment in which each student participates in those experiences essential to becoming a leader. Each student's responsibility for the progress of society is the development of individual leadership qualities—self-direction, self-initiative, and self-actualization—to become a decision maker, problem solver, and change agent to others.

University Goals

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 humanistic values, both in and out of the classroom, particularly those Benedictine values of community, hospitality, respect for others, prayer, service, and moderation
- 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 graduate programs offer its students preparation in the following four areas of competence in addition to the major:

- **Professional Competence**

Graduates engage in the art and science of their profession with leadership and a commitment to excellence.

- **Environmental Contexts**

Graduates differentiate and evaluate relevant environments in contemporary society, and interact effectively with individuals and organizations within the context of those environments.

- **Scholarship**

Graduates access, analyze, evaluate, and process information from a variety of sources to generate new ideas, to influence change, and to disseminate new knowledge.

- **Valuing**

Graduates clarify and defend personal and social values, and act as leaders in recognizing and respecting multiple perspectives, cultural diversity, and the complexity of human relations.

For a student to acquire proficiency in these competences, 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 the 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
- Commitment to graduate studies
- Continuing education through course offerings for area citizens
- The study and development of new methods and delivery of academic programs with a focus on distance learning to include off campus sites and technology
- Service learning in curricular and co-curricular offerings to include a 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

Servant Leadership experiences are based on:

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. As America's Leadership University, the University of Mary seeks to be distinctive in its preparation and development of servant leaders with moral courage, global understanding, and commitment to the common good. [May 2009 – President's Advisory Council]

Leadership development opportunities include:

- 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

- Character building relationships integrated with a solid understanding of what it is to be a servant leader with Jesus Christ as model
- Benedictine values
 - Although communal life inspired by the Rule of St. Benedict stores a vast treasury of Benedictine values, six of these are of particular importance for our life here at the University of Mary:
 - Community: Striving together for the common good and growing in relationship with God, one another, and self [Rule of Benedict 33 - "Let all things be common to all."]
 - Hospitality: Receiving others as Christ with warmth and attentiveness [Rule of Benedict 53 - "Let all be received as Christ."]
 - Moderation: Honoring all of God's creation and living simply with balance and gratitude [Rule of Benedict 31 - "Regard all things as sacred and do everything with moderation."]
 - Prayer: Attending to the mystery and sacredness of life, abiding in the divine presence, listening and responding to God [Rule of Benedict 4 - "Listen intently to holy readings. Give yourself frequently to prayer."]
 - Respect for persons: Recognizing the image of God in each person and honoring each one in their giftedness and limitations [Rule of Benedict 4 - "Honor everyone and never do to another what you do not want done to yourself."]
 - Service: Meeting the needs of others in the example of Jesus the servant leader [Rule of Benedict 35 - "The members should serve one another."]

These values are foundational in character building, ethical decision making, and the integration of the intellectual, spiritual, emotional, and physical aspects of life.

Facilities

The main campus of the University of Mary is located six miles from downtown Bismarck. Positioned on about 200 scenic acres near Apple Creek, the campus is both rural and urban in character. The main campus includes the Casey Center for Nursing Education, the Harold J. Miller Center, Arno Gustin Hall, University Hall, the Clairmont Center for Performing Arts, the Welder Library, Hillside, Greg Butler and Boniface Halls, North Residence, Deichert Hall, Boyle Hall, the Leach Center for Student Life, the McDowell Activity Center, the Richard A. Tschider Center for Health Science, the Harold Schafer Leadership Center, 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 an in-town classroom facility, the Butler Center for Lifelong Learning, on South Seventh Street, and a site in Fargo, ND, Billings, MT, and Kansas City, MO.

- **Harold J. Miller Center:** Named after the fourth president of the University of Mary, Dr. Harold J. Miller. This building houses Mathematics, Natural Sciences, Occupational Therapy, and classrooms for courses in health sciences.
- **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.
- **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, tennis, and volleyball, a swimming pool, a weight training room, classrooms, offices, an athletic training treatment room, saunas, locker rooms and the Program in Athletic Training.
- **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 Physical Therapy and Exercise Science programs.
- **University Hall:** This facility includes a cafeteria with a beautiful view of the Missouri River Valley, student health clinic, the University Mart, and Marauder cove, the campus coffee shop and gathering place.
- **On-Campus Residences:** An active student residential community of approximately 750 students resides in a variety of student residences. These are two traditional residence halls, two that feature two-bedroom suites sharing bath facilities, and two with three-bedroom suites complete with bath, kitchen, and common living and dining facilities.
- **Leach Field House:** Named in recognition of Tom Leach, a successful North Dakota entrepreneur, and his wife Frances, the field house provides opportunities for student recreation and physical development. The facility includes a gymnasium area for basketball, tennis, and volleyball, a six-lane 160-meter track, batting cages, a climbing wall, and wrestling room.
- **Leach Center for Student Life:** This facility serves as the social hub of the campus. It includes a 3,000 square foot fitness center, snack bar, beverage bar, DJ booth, racquetball court, and locker rooms.
- **Clairmont Center for Performing Arts:** Named after a Bismarck leader in construction and land development, Bill Clairmont and his wife Pat, who have 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 dedi-

cated to the Benedictine Sisters of the Annunciation by Myron and Marjory Atkinson, Bismarck Catholic leaders and benefactors. It houses most administrative offices, Student Support Services, Learning Skills Services, Career and Testing Services, the Program in Philosophy and Theology, a cafeteria, a women's residence hall, the television production studio, the student radio station, faculty office, 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 Hauer Theater, an interactive audio-visual center, the Great Room, designed for gatherings and includes full food and beverage service, and three 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.
- **Welder Library:** In 1998, the University dedicated the Welder Library, named for Sister Thomas Welder, President of the University of Mary from 1978 to 2009. This facility also provides space for classrooms, computer laboratories, and faculty offices.

Welder Library seats 204 and currently has approximately 70,000 volumes. In addition, there are over 5,000 multi-media items. The Library subscribes to approximately 250 print journals and newspapers. Over 30 online indices are provided in both general and special subject areas and provide access to over 35,000 full-text journals. For instructions on using these resources please contact the staff at your regional location, or call the library directly.

All materials in the library are cataloged and fully accessible through an online catalog. Welder Library is a member of Central Dakota Library Network, a consortium of 23 libraries in central North Dakota. The library participates in regional and national networks as a borrower and lender.

Students and faculty are provided paperless interlibrary loan at no charge. Reference services are provided in-person, by phone (701.355.8070), and via email.

Programs for Adult Learners

Centers for 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 online learning. Through the Centers for Accelerated and Distance Education, graduate programs are offered in accelerated and in onsite and online formats. For more information, contact the University of Mary Centers for Accelerated and Distance Education in Bismarck (701.355.8128) or Fargo (701.232.7088).

- **Bismarck Center:** The Bismarck Center serves communities in western North Dakota. Located in the Butler Center for Lifelong Learning located 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. 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 labs and classrooms enjoy high-speed connections to the internet as well as to the main campus.
- **Billings Center:** The Billings Center serves Montana and Wyoming, with sites at Billings and Poplar, MT, and Gillette and Casper, WY. The center is located at 3320 Second Avenue North in Billings, Montana. It has three large

classrooms, a computer lab, and an administrative office. Each classroom has a dedicated multimedia 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.

- **Kansas City Center:** The Kansas City Center serves Kansas City, MO, and Fort Riley, KS. The University of Mary is located In the Park Hill School District Education Center Building, 7703 NW Barry Road. The building is located in the north area of Kansas City, MO. near KCI Airport. The Kansas City Center has an administrative office and two classrooms. Classrooms contain a projector system that is connected to the internet. The University of Mary at Fort Riley, KS is on-post and houses a consortium of seven colleges and universities which are a part of Fort Riley Education Services. The address is Building

217, Room 204, Custer Avenue, Fort Riley, KS. The University of Mary has an administrative office and utilizes two classrooms equipped with a projector system and internet use.

Adult Continuing Education

The University of Mary approves courses for continuing education units (CEU), workshop credit (GWC), and academic credit offered by outside agencies. These courses are in disciplines in which the University offers a major area of study. Contact the Office of Academic Affairs (701.355.8020) for more information or see our website at www.umary.edu.

Programs for Elders

If class limits allow, persons 65 years of life experience or more may attend regular classes at the University of Mary tuition-free. They may take courses for academic credit or on an audit basis.

GRADUATE POLICES AND PROCEDURES

Admissions 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. One general application form is available for degree granting programs in Business, Counseling, Education, Nursing, and Respiratory Therapy. Application for the professional Occupational Therapy program is available at www.umary.edu/graduate/occupational_therapy. Application for the Doctor of Physical Therapy degree at the University of Mary is available at www.ptcas.org.

An official 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; volunteer hours) are listed within degree program descriptions found in the Graduate Studies Catalog and on the University of Mary website at www.umary.edu. [Graduate Council: 12.09. 2009]. 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 submit a Re-Entry Application for consideration by the department for the program of study. Official transcripts for college work undertaken during the period of absence must be submitted as part of the Re-Entry Application process. Students who have unofficially withdrawn from the University (i.e., "stepped out") for greater than one calendar year must re-apply to the University of Mary – Graduate Studies 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 'step 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. [Graduate Council: 12.09.2009]

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). [Revised by Graduate Council on 05.12.10]

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 eight graduate degrees with 29 areas of study. The non-degree 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 management to seek

a degree in project management or strategic leadership. 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 director of graduate studies [Graduate Council: 01.13. 2010]

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/umlife/student_services/accessibility or contact the Director of Student Accessibility Services, Benedictine Center for Servant Leadership, University of Mary, Bismarck ND 58504. Phone: 701.355.8264 or 701.355.3000. [University General Policy.Reviewed by Graduate Council: 12.09.2009]

International Student Admissions

In addition to the requirements for admissions to graduate study, international students must show evidence of the ability to meet costs for the duration of the graduate program by filling out the International Student Financial Statement form available online at www.umary.edu (admissions). After appropriate financial information is submitted and approved by the University of Mary, an I-20 immigration form is issued. Canadian applicants follow the same procedures as other international students in this regard.

The Test of English as a Foreign Language (TOEFL) is required of all applicants whose native language is not English. A minimum score of 80 on the Internet-based examination with subscores not falling below the following standards in any category is required: Listening 15, Reading 20, Speaking 22, and Writing 20. Graduate applications using different versions of the TOEFL (such as paper-based or computer-based examination) will be considered on a case-by-case basis. TOEFL Scores more than two years old are not valid and will not be considered for admissions to graduate studies. [Academic Standards and Admissions: 06.2010]

Transfer Credits

Credits from other United States regionally accredited institutions of higher education and from international schools approved by the country's 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 institution/s granting the 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. [Graduate Council: 05.12.2010]

Grades

Grades awarded at the University of Mary are A, B, C, D (with + or -), or F. Grades below a C are considered failing at the graduate course level. All grades are recorded on the student's official transcript. When a course is repeated, both courses are entered on the official transcript, but only the higher graded course will be counted toward the grade point average and the program of study. A course at the graduate level may be repeated one time. [Reviewed by Graduate Council: 05.12.2010]

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. 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 point
D-		.7 point
F	Unsatisfactory	0 points
P	Passing	0 points
W	Withdrew, no status	0 points
WF	Withdrew, failing	0 points
WP	Withdrew, passing	0 points
I	Incomplete	0 points
PI	Passing Incomplete	0 points

Incomplete (I) Policy

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. [Graduate Council: 12.09.09]

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. [Graduate Council: 05.12.2010]

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. [University Policy]

Transcripts

Transcripts are certified copies of students' permanent grade records and display academic status at the time of issuance. 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. Transcript Request Forms can be downloaded from the University of Mary website. [University Policy]

Independent Study Policy

When onsite and online options for study are not an option, a student may seek approval to complete a course through Independent 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 independent study. Start and end dates of an Independent Study at the graduate level must be written on the Independent Study form and the dates must coincide with the term dates. The Independent Study form is submitted to the Office of the Registrar. The advisor must submit a drop form and the Independent Study form at the same time when a student is substituting an Independent Study for a seated class. [Graduate Council: 05.12.2010]

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) complete a minimum of 67% of attempted semester credit hours. 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.

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. 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, poli-

cies on grades, and evaluations of performance. [Graduate Council: 01.13.2010]

All graduate students' progress will be monitored at the end of the fall semester, spring semester and summer semester.

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.

Academic Warning

Graduate students whose academic progress does not reflect the standards set forth in this policy will be notified by letter that they have one additional semester to bring their standing within requirements. As a student on warning, the student will be required to complete and maintain an 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 may be suspended or may be moved to a continuing success plan status.

Academic Suspension

Graduate students who have failed to maintain satisfactory progress or who have failed to achieve satisfactory progress after one warning semester will be suspended. 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 re-apply to the institution through the admissions department. If readmitted, they 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 do not need to first be placed on warning status to be suspended. If it is determined that academic progress is so lacking that suspension is warranted, the student may be suspended directly.

Right to an Academic Appeal

Graduate students who have been academically suspended or placed on warning may appeal their status to:

Academic Standards
and Admissions Committee
Attn: Asst. 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 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 a student was dismissed, he or she remains dismissed. If he or she is in academic warning, probation or suspension, the warning, probation or suspension stands. Approval of an academic probation or suspension appeal does not ensure reinstatement of eligibility for financial aid.

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.

Success Plans

Graduate students who do not meet standards of satisfactory academic progress must maintain an 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 standing are dismissed from the Program of Study and ultimately the University because of poor scholarship. Students also may be dismissed for misconduct [see most current University of Mary Student Handbook at http://www.umary.edu/umlife/student_life/]. [Graduate Council: 05.12.2010]

Channel for Communication

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 >
Director of Graduate Studies > VP Academic Affairs

Academic Standing

Students whose academic progress does not reflect the standards set forth in this policy will be notified by letter that they have been placed on academic warning. 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. [Academic Affairs: 2009]. 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. [Graduate Council: 01.13.2010]

Dismissal from Graduate Studies

Students who fail to achieve satisfactory academic standing are dismissed from the Program of Study and ultimately 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]. Students also may be dismissed for misconduct [see most current University of Mary Student Handbook at http://www.umary.edu/umlife/student_life/]. [Graduate Council: 05.12.2010]

Reinstatement

A graduate student seeking readmission who was not in good academic standing at the time of leaving must apply to the University of Mary Director of Graduate Studies. Conditions for reinstatement may be imposed upon returning students. [University Policy]. 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

A graduate student dismissed from a degree granting program of study for failing to satisfy degree requirements may petition the Program Director or Dean for conditional reinstatement. See additional information as provided by the specific degree granting program concerning fulfillment of degree requirements, dismissal and reinstatement.

Students who have withdrawn from the University for disciplinary reasons and who wish to be readmitted must apply to the Academic Affairs Director of Graduate Studies. Conditions for reinstatement may be imposed upon returning students. [University Policy]

Academic Honesty

Students who cheat perpetrate an intellectual fraud which betrays their own potential, cheapens the honest achievements of others, and undermines the integrity of the university community. Plagiarism is a form of cheating.

Students who violate academic honesty fall under the Academic Integrity Policy and are subject to the sanctions under that policy including removal from their programs of study or dismissal from the university.

Policy:

- The instructor will initiate action against a student found cheating while enrolled in a course within seven (7) days of discovery of the infraction. The instructor will formally notify the student and record the action.
- The instructor may apply any of the following sanctions to students found to have cheated during the term of the course.
- The student will receive a zero for the work in question.
- The student will be given another opportunity to demonstrate knowledge or skills.
- The student will be expelled from class with a failing grade.
- The instructor may recommend additional sanctions to the student’s Program Director, the student’s Division Chair or Dean, or the University Director of Graduate Studies.

Appeals Process

Appeals are petitions to change a decision rendered about an academic matter. Students may request an academic appeal 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, or eligibility for financial assistance or veteran’s benefits. A student’s status does not change while an appeal is under consideration. If a student was dismissed, he or she remains dismissed. If he or she is in academic probation or suspension, the probation or suspension stands. Students may appeal decisions related to their academic performance (i.e., grades) in the following manner:

- 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 Dean and/or Program Director 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 days of the original appeal to the instructor. Students should include copies of all relevant documents: papers, tests, etc. The Dean and/or Program Director reviews the material and rules on the request. Should the Dean and/or Program Director be the instructor of record of the course under appeal, the Director of Graduate Studies for Academic Affairs will name an alternate to hear the appeal. A student may appeal the decision of the Dean or Program Director or assigned alternate under only specific circumstances, as outlined in step c.
 - c. Students may appeal the ruling of a Dean based on the discovery of new evidence previously unavailable or a significant irregularity in the procedural process which could affect the outcome of the finding by the Division Chair or Dean. The appeal must take place within 30 days of the decision by the Division Chair or Dean. Undergraduate students appeal to the Assistant Vice President for Academic Affairs (AVPAA). Graduate students appeal to the Director of Graduate Studies (DGS). General dissatisfaction with the decision of the Dean or assigned alternate is not sufficient grounds to appeal the decision to the AVPAA or DGS. In those cases, the student must provide the AVPAA or DGS with a written statement that identifies the course and instructor, describe the problem, describe the appeal to the Division Chair or Dean, describe the new evidence or the perceived irregularity, and provide evidence to support the appeal. Students should include copies of all relevant documents: papers, tests, etc. The Assistant Vice President for Academic Affairs or Director of Graduate Studies reviews the material and rules on the request. Should the AVPAA or DGS be the instructor of record of the course under appeal, the Vice President for Academic Affairs will name an alternate to hear the appeal. A student may appeal the decision of the AVPAA or DGS or assigned alternate under specific circumstances, as outlined in step d.
 - d. Students may appeal the decision of the Assistant Vice President for Academic Affairs or Director of Graduate Studies 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 is not sufficient grounds to appeal the decision of the Assistant Vice President for Academic Affairs or Director of Graduate Studies. Students may appeal the decision to the Vice President for Academic Affairs. To appeal the decision, the student must request from the Vice President for Academic Affairs a hearing by an impartial committee of three within 30 days of the decision by the Assistant Vice President for Academic Affairs or Director of Graduate Studies. Appointed by the Vice President for Academic Affairs, this committee includes two students, one enrolled in the same division as the student who initiates the appeal and one from another division, and a faculty chairperson. The committee reviews the evidence, interviews, if necessary, those individuals involved, and recommends in writing a course of action to the Vice President for Academic Affairs. The Vice President for Academic Affairs considers the recommendation of the committee and rules on the appeal. That ruling is final and binding.

Exceptions

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 Division Chair or 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 Division Chair or Dean, all appeals must follow the sequence stated in this section.

[Reviewed by Graduate Council: 01.13.2010]

Deployment Policy

A student who is currently enrolled in courses at the University of Mary and who is called to active military duty must promptly notify the Office of the Registrar (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 course (if enrolled per-credit or per-course) or 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 leaves for deployment after 75 percent of the course or semester has elapsed, the student will receive full credit with grades earned at the time of departure from the University. 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 and the student will be granted a "PI" (Passing Incomplete).

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.

Approved: August 31, 2007

Revised: September 22, 2008

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. [University of Mary General Policy: Revised 2008-2009].

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. [University of Mary General Policy: Revised 2008-2009].

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." [Adapted from University of Mary General Policy for Graduate Studies by Graduate Council on 01.13.2010]

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 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,
 - method for revalidation agreed upon by the instructor and student
 - instructor's assessment of the course (previous relevancy, current relevancy, student continued command of content based on the method for revalidation)
 - 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.

[Graduate Council: 04.2011]

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. [Reviewed by Graduate Council: 01.13.2010]

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 Health Care). [Reviewed by Graduate Council: 01.13.2010]

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. 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. [University Policy: Approved April 2010]

Gary Tharaldson School of Business

MGT 899: Continuing Enrollment:
MBA, MPM, MSSL

School of Education and Behavioral Science

COU 899: Continuing Enrollment: MSC

EDU 899: Continuing Enrollment: MEd

School of Health Sciences

NUR 899: Continuing Enrollment: MSN

OTH 899: Continuing Enrollment: MSOT

PTH 899: Continuing Enrollment: DPT

RCR 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. [Graduate Council: 05.12.2010]. A non-credit bearing course is required for Graduate Studies Assessment [Approved April 2011 for implementation beginning fall 2011].

Gary Tharaldson School of Business

MGT 999: Graduate Studies Assessment
[MBA, MPM, MSSL]

School of Education and Behavioral Science

COU 999: Graduate Studies Assessment: MSC

EDU 999: Graduate Studies Assessment: M.Ed.

School of Health Sciences

NUR 999: Graduate Studies Assessment: MSN

OTH 999: Graduate Studies Assessment: MSOT

PTH 999: Graduate Studies Assessment: DPT

RCR 999: Graduate Studies Assessment: MSRT

Course Description

XXX 999 Graduate Studies Assessment

Graduate students register for XXX 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 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. [Reviewed by Graduate Council: 01.13.2010]

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. [Graduate Council: 02.09.10]

FINANCIAL ASSISTANCE

Financial aid is available for eligible graduate students. It is the goal of the University of Mary to provide adequate financial assistance 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 701-255-7500.

Who May Apply

Students applying for financial assistance must:

- 1) Be a U.S. citizen or an eligible non-citizen
- 2) Be enrolled or accepted for enrollment 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 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 www.fafsa.gov. The student will need a PIN, which can be applied for at www.pin.ed.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 and pursuing a degree from the University of Mary.

How Is Eligibility Determined?

Financial aid 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, book, and room/board, and also indirect costs such as transportation, 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

Fulltime	9 or more semester credits
Three-quarter time	7-8 semester credits
Half-time	5-6 semester credits
Less than half-time	4 or fewer semester 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 generally arrive at the University of Mary. For disbursements of loan funds, it generally takes the Financial Aid Office 3 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 be made available to students no earlier than the final add/drop day in each semester, as noted on the University of Mary Academic Calendar, or the point when your Student Accounts Charges are paid in full. The Student Accounts Office mails refund checks to students after the add/drop period. Students are able to view their account online at any time at www.my.umary.edu.

Financial Aid Sources

Please contact the Financial Assistance Office for detailed 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 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 Assistance 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.

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 Subsidized Loan: This is a loan that must be repaid. It is based on financial need. The interest rate is 6.8%. 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 and during certain other periods. Loan entrance counseling will be required and students must sign a Master Promissory Note.

Federal Direct Unsubsidized Loan: This loan must also be repaid. The interest rate is 6.8%. 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 ND University System.

Veteran’s Benefits: Visit with the Registrar’s Office at to inquire about applying for the Montgomery GI Bill.

Military Tuition Assistance/MYCAA: Apply according to each individual branch guidelines.

North Dakota National Guard: Check with the State TA Program Manager at the ND State Guard Office.

Other Payment Options

Graduate PLUS Loan: Students must apply and qualify for this loan. The interest rate is 7.9% fixed and fees may apply. Repayment begins immediately.

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 ccontact the Office of Student Accounts.

Outside Scholarships: Students are encouraged to apply for outside sources of aid beyond federal, state and institutional sources. The University of Mary Financial Aid Office can assist you as you start your search.

Satisfactory Progress Policy for Financial Assistance

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 requirements may be more stringent.

Monitoring Progress

- Progress for all students will be monitored on a semester-by-semester basis (fall semester, spring semester and summer semester).
- 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. An appeal letter from the student will be required indicating the circumstances surrounding the prior substandard performance and the student’s willingness and ability to maintain progress going forward. The appeal must be accompanied by a degree-success plan. The student would remain in the status of ACADEMIC PLAN and would need to maintain progress each term of attendance to continue receiving aid. **[Progress for students in this perpetual ACADEMIC PLAN status will be determined based on term success rather than on total academic success, although the student must still be able to mathematically bring their total academic progress into good standing prior to graduating.]** Strict monitoring of progress

will be maintained. A student’s prior academic standing will not be modified or set aside by allowing a student to continue aid eligibility, however, due to the circumstances, the student may maintain aid eligibility even through he/she falls below the stated standards, **if the appeal is granted.** The purpose of this policy is to help students achieve their academic goals of a degree and not punish them for past circumstances and choices, if the student shows current potential. If it is mathematically impossible for the student to raise his/her qualitative and/or quantitative measures to the level necessary to deem good academic standing prior to completing a degree, then the appeal will not be granted. This status will only be granted one time in this given situation if the appeal is approved.

- 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 Assistance. The Office of Financial Assistance will use professional judgment to 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?

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 Assistance
7500 University Drive
Bismarck, ND 58504.

The appeal must be in writing and must accompany the Satisfactory Academic Progress (SAP) Appeal Form. The appeal must be submitted within 30 days of the student's notification letter to be considered. Students may appeal due to circumstances such as illness or the student or immediate family member, death of an immediate family member, or other life circumstances that may have resulted in substandard academic performance. Students can only appeal once for a given issue. Final decision authority will rest with the Director of Financial Assistance and responses will be sent within 30 days.

Request to move from SUSPENSION to PROBATION or from PROBATION to ACADEMIC PLAN must also be requested through the Financial Assistance Office. It is the student's responsibility to maintain academic integrity and to make the appropriate requests when financial aid has been suspended.

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 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. A student who withdraws after the 60 percent point in the semester is considered to have earned 100 percent of the aid and no Return of

Title IV Aid calculation needs to be done. Returns to Title IV financial aid, when necessary, 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 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 as noted above.

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 class will be the responsibility of the student to pay in full.

Any questions regarding this policy or the Federal Student Aid requirement can be directed to the Financial Assistance Office at finaid@umary.edu or to the Student Accounts Office at staccts@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 inquires regarding the non-discrimination policy:

Director of Human Resources
Benedictine Center, Room 411
7500 University Drive
Bismarck, ND 58504
(701) 355-8245

or

Director of Student Life
Benedictine Center, Room 1501
7500 University Drive
Bismarck, ND 58504
(701) 355-8126

or

Assistant Vice President for Academic Affairs
Benedictine Center, Room 1206
7500 University Drive
Bismarck, ND 58504
(701) 355-8021

CERTIFICATE PROGRAMS AT THE UNIVERSITY OF MARY

A graduate certificate program consists of a logically sequenced and academically coherent subset of courses or learning modules that are derived from a given discipline or disciplines. A certificate program is intended to prepare students for advanced or focused knowledge and practice in certain applied fields of study.

Students seeking admission to a certificate program submit a completed application available online at www.umary.edu/admissions or by hard copy from the School of Accelerated and Distance Education by emailing cadebismarck@umary.edu.

An academic certificate is conferred when program requirements are completed and the student has maintained a cumulative 3.0 grade point average on a 4.0 scale. A grade of "B" or better is expected for each course in the program of study. Completed courses and certification will be transcribed by the Registrar and will become a part of the student's permanent record at the University of Mary.

Certificate in College and Adult Teaching

The purpose of teaching is to facilitate personal growth and development that will impact both the individual and the organizations in which they work. Teachers of adults have the unique opportunity to be both teacher and learner. Teachers of the adult learner also have the challenge of working with students that have a complex and multifaceted world of life and work. Galbraith (1998) suggests that this takes a unique blend of mentor, trainer, facilitator and role model.

This certificate partners some of the strong foundations of teaching and learning with the current findings of the literature in teaching adults in the work setting. The certificate has been designed to help the learner acquire a balance between an appropriate philosophical and foundational grasp of the course material as well as the practical application of all information. Although working professionals are excellent at the practice of their profession, they may have not had strong foundational courses in how to "teach the practice." This certificate program will assist the learner in those skills. Twelve (12) credits of

coursework are required to complete the certificate program in College and Adult Learning.

Core Courses

EDU 581	Curriculum and Development in Higher Education
EDU 605	Teaching Strategies in Higher Education
EDU 616	Measurement and Evaluation in Higher Education
EDU 696	Seminar and Practicum in Higher Education

Course Descriptions

EDU 581 Curriculum and Development in Higher Education

This course is a brief study of the history and current status of curriculum in higher education, training, and workplace learning. The course explores the adult learner and the unique opportunities they allow for the development of curriculum. Based on those opportunities, the course will focus on the development of the skills necessary to plan courses and programs for adult students. 3 semester credits

EDU 605 Teaching Strategies in Higher Education

This course includes theoretical bases, modes of presentation and application of concepts in micro-teaching situations. It explores contemporary teaching and learning issues and models and their implications for the instructor and the classroom. The course focuses on developing an understanding of both the individual teaching as well as the varying styles of learners. 3 semester credits

EDU 616 Measurement and Evaluation in Higher Education

The focus of this course is the acquisition of the knowledge and skills necessary to design assessment instruments for formative and summative evaluation for program enhancement. This course will explore various instruments and assessment plans to measure individual progress toward outcomes. Program evaluations are developed and critiqued. 3 semester credits

EDU 696 Seminar and Practicum in Higher Education

This seminar and practicum will provide a synthesis of coursework including curriculum development, teaching strategies, measurement and evaluation and direct application of all concepts. These will be practiced in the learner's content area. This course is designed to meet the specific goals of each student. Cohort learners will have the experience of both the teacher and the learners. 3 semester credits

Certificate in Human Resources Management

Human resource management has become essential to an organization's competitive advantage. Organizations seek professionals who bring HR best practices and expertise, a strategic focus, the ability to manage change, and knowledge of business and finance. Challenges and opportunities for HR professionals have never been greater as they are an important partner in business.

The University of Mary human resource certificate program curriculum is based on a solid foundation of communication, critical thinking, academic and business competencies, and the HR body of knowledge and practices developed by SHRM and the Human Resource Certification Institute (HRCI). Students will find that the textbooks and subjects covered in these courses will help them prepare for professional exams in order to become a Professional in Human Resources (PHR®) or Senior Professional in Human Resources (SPHR®) certified by the HRCI. As a student in the HR graduate certificate program, you will benefit from contemporary and academically sound course content, skilled facilitators with appropriate certification and academic credentials, real-world learning in a participative and engaging classroom environment, and a schedule designed to meet the unique needs of working adults.

Core Courses

MGT 505	Human Resource Management
MGT 618	Collective Bargaining and Labor Relations
MGT 621	Strategic Compensation
MGT 622	Human Resource Development
MGT 624	Health, Safety & Security
MGT 626	Contemporary Issues in Human Resource Management

Course Descriptions

MGT 505 Human Resource Management

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

MGT 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

MGT 621 Strategic Compensation

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.

MGT 622 Human Resource Development

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

MGT 624 Health, Safety & Security

This course provides students with the rationale for safety and health regulations; demonstrates how to apply learning in support of business initiatives; explains the moral, legal and economic basis for standards and providing a safe and healthy work environment; describes the key elements of a safety and health management program; and acts upon opportunities to meet organizational safety, business and strategic goals.

3 semester credits

MGT 626 Contemporary Issues in Human Resource Management

This course explores contemporary issues in human resource management and the importance of discovering innovative solutions to provide an organization a competitive advantage. Emphasis is placed on current issues in the areas of globalization, measurement and assessment in human resource management, conflict management and communication skills needed by HR professionals, information and technology issues and concerns, and the demonstration of critical thinking and problem solving skills related to HR issues.

3 semester credits

MASTER'S PROGRAM IN BUSINESS

FACULTY

Boor, Fishbeck, Hager, Jiao, Kozojed, Sautner, Sovak, Traiser (Dean).

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 goal of the University of Mary MBA Program is to help students develop skills, knowledge, and abilities needed to excel in this complex and changing environment.

The University of Mary offers the MBA in three formats through the Centers for Accelerated and Distance Education and 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 choose a focused area of study: Accountancy, Executive Business Administration, Health Care, Human Resource Management, or Management.

The accelerated formats provide adult students the opportunity to complete a graduate degree in as few as 18 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 curriculum is distributed in a series of learner guides with detailed assignments for each week. 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 Colle-

giate Business Education (IACBE), located in Olathe, Kansas. The business programs in the following degrees are accredited by the IACBE:

- Executive Master of Business Administration
- Master of Business Administration – Accountancy
- Master of Business Administration – Health Care
- Master of Business Administration – Human Resource Management
- Master of Business Administration – Management
- Master of Project Management
- Master of Science in Strategic Leadership
- Bachelor of Arts – Accounting
- Bachelor of Arts – Banking and Financial Services
- 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
- Bachelor of Science in Business with Concentrations in Human Resource Management, Management, and Marketing

MBA Program Outcomes

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

- Design organizational structures that maximize the resource capabilities of an organization
- Formulate and justify effective business processes
- Assess the impact of domestic and global forces utilizing a strategic process

- Express ideas and concepts using written and oral formats in a professional manner
- Incorporate cost analysis into decision making and evaluations
- Recommend appropriate courses of action based on quantitative theories and techniques
- Evaluate ethical issues and integrate ethical frameworks and Benedictine values into business leadership practices

Executive MBA

- Evaluate the financial position of a firm
- Integrate business operations from a systems perspective
- Incorporate information technology into decision making and evaluations
- Plan and manage a multi-disciplinary, team-based project

MBA in Accountancy

This program has been developed to help prepare students to sit for the Certified Public Accountant (CPA) exam.

- Create financial accounting reports in accordance with GAAP
- Devise an auditing and attestation process in accordance with GAAS
- Integrate knowledge of federal taxation, ethics, professional and legal responsibilities into the accounting role within an organization

MBA in Human Resource Management

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

- Formulate innovative human resource management solutions which align with an organization's strategic goals
- Recommend practices and policies which integrate various human resource management issues in a manner to aid an organization in the attainment of competitive advantage
- Integrate labor relations issues into the work environment across an organization

MBA in Health Care

- Recommend practices and policies which appropriately address the unique health care laws and regulations health care organizations must follow
- Assess the impact of financial decisions to a health care organization
- Evaluate current issues in health care administration and possible impacts to an organization

MBA in Management

- Formulate a comprehensive plan to lead an organization and its members through change and transition
- Appraise the unique challenges to take a new venture from creation to successful launch
- Integrate operations management concepts across the functional areas of an organization

Admissions for the MBA

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 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

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 Office of Academic Affairs. 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

Students accepted for the May 2011 cohort and beyond will be required to take an online knowledge assessment in the content areas of: fundamentals of economics; understanding corporate finance; and, financial accounting. Students obtaining a score under 80% in any of the content areas will be required to complete a one credit online, self-study review course in that area(s). Courses students need to enroll in if they get below an 80% in the respective content area are MGT 532 Fundamentals of Economics, MGT 533 Understanding Corporate Finance, and MGT 534 Financial Accounting. In addition, at the completion of the program of study, students are required to participate in university and program assessment of outcome achievement.

Required Core Courses for the MBA

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

MGT 504	Management and Organizational Behavior
MGT 555	Managerial Finance
MGT 571	Executive Economic Analysis
MGT 605	Managerial Accounting
MGT 610	Marketing

MGT 635	Law in the Managerial Environment
MGT 701	Strategic Decision Making

In addition to foundation and core courses, students enroll in the following courses which are focused content for their particular program.

MBA in Accountancy

MGT 656	Financial Accounting and Reporting
MGT 657	Auditing and Attestation
MGT 658	Regulation
MGT 659	Business Environment and Concepts

Executive MBA

MGT 502	Operations Management
MGT 575	Information Systems for Managers
MGT 580	Managerial Finance II
MPM 500	Introduction to Project Management

MBA in Human Resource Management

MGT 505	Human Resource Management
MGT 618	Collective Bargaining and Labor Relations
MGT 621	Strategic Compensation: A Human Resources Management Approach
MGT 622	Human Resource Development
MGT 624	Health, Safety and Security
MGT 626	Contemporary Issues in Human Resource Management

MBA in Management

MGT 502	Operations Management
MGT 505	Human Resource Management
MGT 645	Organizational Communication and Transition Management
MGT 685	New Ventures Management

MBA in Health Care

MGT 505	Human Resource Management
MGT 630	Current Issues in Health Care Administration
NUR 648	Health Care Law and Policy
MGT 653	Health Care Organizations and Finance

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.

Program Outcomes

- Professionally and knowledgeably practice project management concepts in the workplace
- Use best project management practices to lead ethically and professionally
- Effectively influence others to achieve organizational and project objectives on time and on budget using appropriate resources and create business value
- Assess and reduce risks to ensure project success
- Utilize Microsoft Project (software) for project monitoring and control
- Lead projects from a strategic perspective by aligning project goals within the broader organizational goals
- Generate a project management plan applicable to any industry

Admissions for the MPM

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 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

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 Office of Academic Affairs. 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

Required Courses for the MPM

MPM 500	Introduction to Project Management
MPM 600	Project Initiation
MPM 610	Project Planning
MPM 620	Project Execution and Control
MPM 630	Project Closeout
MPM 635	Legal Issues in Project Management
MGT 555	Managerial Finance
MGT 640	Information System Planning, Project Management and Auditing

MGT 645 Organizational Communication and Transition Management

MGT 700 Management Seminar

PSY 542 Group Dynamics

Master of Science in Strategic Leadership

According to the Kellogg Foundation “many of the challenges that will be faced by the United States will require knowledge and actions that cannot be known today.” The Master of Science in Strategic Leadership (MSSL) degree equips students with the insights necessary to plan for and address future opportunities and challenges.

The program includes key leadership elements such as leadership traits, ethics, motivation, creativity, vision, strategic planning, teamwork, technology, problem solving, forecasting, innovation, change management, and effective communication. Its focus is to provide a specialized degree for business leaders who want to advance their careers and engage in more senior management activities and responsibilities oriented toward shaping the future of their organizations. By taking a multi-disciplinary approach, the skills taught will be beneficial to individuals in any profession in a dynamic work environment and the degree can be completed in as few as 15 months.

The program is available both on-site and online. Students who take classes on-site meet one night per week for the duration of the program. Online classes can be taken any time of the day, seven days a week. The curriculum will be provided in a series of learner guides with detailed assignments for each week.

Program Outcomes

- Critically discuss the newest approaches to organizational leadership
- Distinguish the need for leaders to understand the role of social responsibility and ethical behavior in leaders and organizations
- Formulate a plan to build an organizational culture and success
- Illustrate how organizations may capitalize on diversity in organizations
- Assess how globalization affects leadership in an organization
- Evaluate and recommend performance measures organizational leaders may consider
- Incorporate leadership into strategic planning
- Develop a plan to build leadership into an organization

Admissions for the MSSL

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 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

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 Office of Academic Affairs. 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

Required Courses for the MSSL

- MPM 500 Introduction to Project Management
- MGT 505 Human Resource Management
- MGT 507 Influential Leadership
- MGT 554 Management Survey of Accounting and Finance
- MGT 603 Leading the Learning Organization
- MGT 635 Law in the Management Environment
- MGT 645 Organizational Communication and Transition Management
- MGT 696 Strategic Planning and Execution
- MGT 700 Management Seminar
- PHI 572 Ethics
- PSY 542 Group Dynamics

Course Descriptions

MGT 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

MGT 504 Management and Organizational Behavior

One of the most important functions of a manager in an organization includes understanding and motivating individuals and organizing structural systems within which they can work in a productive manner. This course will review the concepts, issues and practices of organizational behavior at the individual, group and organizational levels. At the individual level, topics will include perception, decision-making, values, attitudes, job satisfaction, and motivation. The group level topics are work teams, communication, leadership, power and politics, conflict and nego-

tion. Organizational level topics include organizational structure, work design, human resources policies, organizational culture and change.

3 semester credits

MGT 505 Human Resource Management

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

MGT 507 Influential 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. Students evaluate and recognize the leadership potential in themselves and others.

3 semester credits

MGT 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.

1 semester credit

MGT 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.

1 semester credit

MGT 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.

1 semester credit

MGT 535 Economic Principles

Presents a number of debates on important and compelling economic issues, which are designed to stimulate critical thinking skills and initiate lively and informed discussion. These debates take economic theory and show how it is applied to current, real-world public policy decisions, the outcomes of which will have an immediate and personal impact. Additional research beyond the assigned debate-style reader for each issue will be a major component of this course.

3 semester credits

MGT 554 Management Survey of Accounting & Finance

This course addresses the principles of accounting and finance for students who do not have a background in business. It provides the student with the basis for decision-making in corporate level finance and economics. 3 semester credits

MGT 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. Prerequisites: MBA finance assessment or MGT 533 3 semester credits

MGT 571 Executive Economic Analysis

This course presents a wealth of real-world cutting-edge applications of advanced microeconomic theory. Concepts and constructs used to analyze "Old Economy" as well as "New Economy" markets include: price elasticity and the price consumption curve, consumer choice theory: budget lines and indifference curves, production functions, isoquants, isocost lines, returns to scale, economies of scope, network effects and monopoly: static versus dynamic views. Prerequisites: MBA economics assessment or MGT 532 3 semester credits

MGT 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

MGT 580 Managerial Finance II

Includes financing of business operations, capital budgeting, cost of capital, capital structure, profit maximization, yield curves, risk and insurance, and an introduction to futures and options. 3 semester credits

MGT 603 Leading the Learning Organization

This course introduces students to the importance of a learning organization as a system and how to create a sustained organizational learning environment that enhances learning capacity, organizational intellectual capacity and strategic advantage. 3 semester credits

MGT 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. Prerequisites: MBA accounting assessment or MGT 534 3 semester credits

MGT 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

MGT 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

MGT 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

MGT 622 Human Resource Development

The overall intent of this course is to provide students with a comprehensive understanding of human resource development and how to successfully apply this knowledge in support of organizational goals and objectives. Course content includes adult learning and development, gap analysis, learning objectives, needs assessment, developing and delivering training curriculum based on adult learning theory, and the evaluation of programs. 3 semester credits

MGT 624 Health, Safety and Security

This course provides students with the rationale for safety and health regulations; demonstrates how to apply learning in support of business initiatives; explains the moral, legal and economic basis for standards and providing a safe and healthy work environment; describes the key elements of a safety and health management program; and acts upon opportunities to meet organizational safety, business and strategic goals. 3 semester credits

MGT 626 Contemporary Issues in Human Resource Management

This course explores contemporary issues in human resource management and the importance of discovering innovative solutions to provide an organization a competitive advantage. Emphasis is placed on current issues in the areas of globalization, measurement and assessment

in human resource management, conflict management and communication skills needed by HR professionals, information and technology issues and concerns, and the demonstration of critical thinking and problem solving skills related to HR issues.

3 semester credits

MGT 630 Contemporary Issues in Health Care Administration

This course will cover current and evolving issues health care administrators must be aware of to develop proactive strategies.

3 semester credits

MGT 635 Law in the Management 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

MGT 640 Information System Planning, Project Management and Auditing

Planning, organizing, controlling user services, and managing the system development process are addressed in this course. You will develop basic information system specifications and requirements. Application of IS plans to organizational needs will be expanded through case studies and exercises.

3 semester credits

MGT 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

MGT 653 Health Care 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

MGT 656 Financial Accounting and Reporting

This course covers knowledge of accounting principles generally accepted in the United States (GAAP) for business enterprises, not-for-profit organizations and governmental entities, and the skills needed to apply that knowledge.

3 semester credits

MGT 657 Auditing and Attestation

This course covers auditing procedures and standards generally accepted in the United States (GAAS) and other standards related to attest engagements.

3 semester credits

MGT 658 Regulation

This course covers knowledge of federal taxation, ethics, professional and legal responsibilities, and business law as well as the skills to apply that knowledge.

3 semester credits

MGT 659 Business Environment and Concepts

This course covers knowledge of general business environment and business concepts that candidates need to know in order to understand the underlying business reasons for and accounting implications of business transactions.

3 semester credits

MGT 685 New Ventures Management

Creation of new ventures from the recognition of an opportunity to the launching of the enterprise.

3 semester credits

MGT 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

MGT 700 Management Seminar

Students are assigned to work as a consulting team with a local organization to analyze a current or upcoming project. The students utilize their educational experience to assist the organization in the way that best suits the organizational needs. When possible students will work with a non-profit organization to educate them in the area of project management and assist with getting projects started while also building timelines to help the organization see the project through to completion.

3 semester credits

MGT 701 Strategic Decision Making

Students will complete individual and team work to make and assess strategic decisions in a simulated business environment.

3 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 organizational 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

MPM 630 Project Closeout

This course will address the last two processes of the project life-cycle: project completion process and the professional and the social and legal responsibilities of the project manager. The processes include the steps needed

to facilitate the closing and the turnover of the project, the assessment of the project and derive any lessons learned and best practices to be applied to future projects. An overview of the project manager career planning and development, and professional/social responsibility is presented.

3 semester credits

MPM 635 Legal Issues in Project Management

In this course, the student will examine contract negotiation and implementation, procurement, civil and criminal liability, utilization of people, and professional and social responsibilities.

3 semester hours

PHI 571 Ethics

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

3 semester hours

PSY 542 Group Dynamics

Focus on the critical components of team membership and leadership. Develop skills in negotiation, collaboration, and conflict resolution. This course focuses on analyzing and developing group leadership skills in negotiation, collaboration, and conflict resolution to provide a strong foundation for effective managers.

3 semester credits

MGT 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

MGT 999 Graduate Studies Assessment

Graduate students register for MGT 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 Catalog.

0 semester credits

MASTER'S PROGRAMS IN COUNSELING

FACULTY

Renner, Weigel, Long

Mission

In keeping with the mission of the University of Mary and the traditions of the Benedictine Sisters of Annunciation Monastery, the Master of Science in Counseling (MSC) program seeks to:

- Develop competent leaders in service to others
- Promote scholarship and evidence-based practice
- Encourage integration of Christian values with professional ethics
- Prepare individuals for advanced levels of professional service in diverse communities

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 services settings. Completion of the program will position students for professional credentialing and licensure in specific fields of practice.

The curriculum is designed to provide foundational coursework in counseling theories, practice models, and professional ethics as well as specializations in community counseling, school counseling, and addiction counseling. Upon successfully completing the coursework, optional thesis, practicum, and internship, graduates will have demonstrated academic competence, ethical and evidence based practice, and personal growth.

The curriculum is based on the outcomes and standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the North Dakota Board of Counseling Examiners (NDBCE), the North Dakota Board of Addiction Counseling Examiners (NDBACE), the Education Standards and Practices Board (ESPB), and the Department of Public Instruction (DPI).

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
- Professional skill development for education and human services counseling
- Self understanding, growth and enrichment
- Contributions to professional knowledge base of counseling through research and scholarship
- 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
- Cohort learning community
- Courses offered in evenings
- Some clinical training offered weekends
- Focus on development of competent practitioners
- Faculty with school, addiction, clinical, counseling, and social work practice
- Only 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, Counseling, Social Work, Education, or closely related human services or healthcare field
- Coursework or experience in the following areas: developmental psychology, abnormal psychology, statistics, and methodology
- Any areas found to be unmet can be petitioned for waiver or completed during the first semester in the program

Qualifying Conference Requirements for the Master of Science in Counseling

- Minimum academic performance in completed coursework of 3.0 average
- Completion of all unmet areas of admission criteria
- Satisfactory progress on program outcomes for personal and professional behavior
- Continuing Requirements for the Master of Science in Counseling
- Requirements for beginning Internship in the Master of Science in Counseling
- Completion of all appropriate application forms
- Completion of state and federal background checks, individual assessment, and child abuse and neglect check

Candidacy Requirements for the Master of Science in Counseling Program

- Minimum academic performance in completed coursework of 3.0 average
- Satisfactory progress on program outcomes for personal and professional behavior
- Completion of all appropriate application forms

Programs of Study Addiction Counseling

Professional counselors interested in providing substance abuse services to individuals and families complete courses specific to addictions, including psychopharmacology, substance abuse counseling and prevention strategies. The internship is completed in a training site approved by the North Dakota Board of Addiction Counselor Examiners. A minimum of 1400 supervised training hours is required.

Required Core Courses

COU 510	Professional Orientation and Ethics
COU 520	Social and Cultural Foundations of Counseling
COU 530	Dynamics of Self

COU 540	Career Counseling and Testing
COU 551	Research Methodology
COU 565	Statistics
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 695	Internship
COU 697	Comprehensive Exam Preparation
<i>or</i>	
COU 698	Counseling Thesis

Addiction Counseling Track Courses

COU 600	Psychopharmacology
COU 602	Prevention and Intervention Strategies
COU 604	Substance Abuse Counseling

School Counseling

This program is designed to prepare school counselors for K-12 counseling. The focus of the program is to give students the skills and tools needed to meet the demands of individual, career, and group counseling within an elementary and secondary school setting. The demands for school counselors who can navigate a variety of issues in a diverse setting are increasing. This program aims to prepare the student not only as a traditional school counselor but also as a quality practitioner in the counseling field. A minimum of 450 supervised training hours is required.

Required Core Courses

COU 510	Professional Orientation and Ethics
COU 520	Social and Cultural Foundations of Counseling
COU 530	Dynamics of Self
COU 540	Career Counseling and Testing
COU 551	Research Methodology

COU 565	Statistics	COU 572	Counseling Theories
COU 570	Counseling Methods and Techniques	COU 574	Group Counseling Theories and Techniques
COU 572	Counseling Theories	COU 580	Assessment Techniques
COU 574	Group Counseling Theories and Techniques	COU 582	Psychopathology and Assessment
COU 580	Assessment Techniques	COU 695	Internship
COU 582	Psychopathology and Assessment	COU 697	Comprehensive Exam Preparation
COU 695	Internship	<i>or</i>	
COU 697	Comprehensive Exam Preparation	COU 698	Counseling Thesis
<i>or</i>			
COU 698	Counseling Thesis		

School Counseling Track Courses

COU 620	Elementary School Counseling
COU 622	Secondary School Counseling
COU 626	Guidance, Administration, and Consultation

Community Counseling

Professional counselors interested in providing services to individuals and families within a mental health or family based practice setting. Courses in family counseling, spousal counseling and community counseling are required. Internships are completed in a community based setting that provides mental health, individual and family counseling. A minimum of 700 supervised hours in the internship is required for licensure at the Licensed Professional Counselor level in North Dakota.

Required Core Courses

COU 510	Professional Orientation and Ethics
COU 520	Social and Cultural Foundations of Counseling
COU 530	Dynamics of Self
COU 540	Career Counseling and Testing
COU 551	Research Methodology
COU 565	Statistics
COU 570	Counseling Methods and Techniques

Community Counseling Track Courses

COU 640	Community Counseling
COU 645	Child and Adolescent Counseling
COU 650	Couples/Family Counseling

Student Affairs

This program is designed to prepare counselors interested in providing services to individuals in a higher education setting. Coursework in foundations, diversity, advocacy, prevention and intervention are required. Theory and research will be applied to student development, student affairs, and student affairs administration. An Internship is required as part of the program.

Required Core Courses

COU 510	Professional Orientation and Ethics
COU 520	Social and Cultural Foundations of Counseling
COU 530	Dynamics of Self
COU 540	Career Counseling and Testing
COU 551	Research Methodology
COU 565	Statistics
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 695 Internship
- COU 697 Comprehensive Exam Preparation
- or*
- COU 698 Counseling Thesis

Student Affairs Track Courses

- COU 630 Student Affairs: Foundations in Higher Education
- COU 631 Student Affairs: Diversity and Advocacy in Higher Education
- COU 632 Student Affairs: Counseling, Prevention and Intervention in Higher Education

Thesis or Comprehensive Exam Options

Each student will select to complete either a thesis or comprehensive exam. This should be decided in consultation with the Program Director and the Academic Advisor as soon as possible following the Qualifying Conference.

Thesis

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.

Comprehensive Exam

The comprehensive exam option emphasizes an assessment of the entirety of learning that takes place in the program. It involves case assessment, demonstration of individual and group skills, development of a therapeutic plan, theoretical and methodological explanation and application. This exam is conducted at the end of coursework but may be completed prior to the completion of the internship. Once a student has been admitted to candidacy the framework for the exam is discussed with the Academic Advisor and the Program Director.

Non-Degree Seeking Candidates

There are a number of reasons a student may select to be non-degree seeking. The most common being students already holding a Master's Degree and who are seeking a specific licensure. These students should meet with the Academic Advisor and develop an academic plan to be presented to the Program Director for approval. In some instances this academic plan could lead to a graduate certificate.

Course Descriptions

COU 510 Professional Orientation and Ethics

This course explores the professional identity of counselors, professional organizations, publications, certification and licensing. The roles and expectations of counselors in various settings are examined as well as the ethical standards and legal issues of the professional utilizing the Ethical Standards of the American Counseling Association.

3 semester credits

COU 520 Social and Cultural

Foundations of Counseling

Study of social, cultural and gender differences, and issues related to counseling clients with various backgrounds, beliefs and concerns. Includes multicultural counseling techniques, human sexuality, and sex equity.

3 semester credits

COU 530 Dynamics of Self

This course applies personality theory and the stages of life to human behavior and the given implications relating to the counseling process.

3 semester credits

COU 540 Career Counseling and Testing

Students in this course will examine theories of career development and occupational choices as it applies to career counseling and guidance in schools and community settings. Areas to be included are lifestyle development, changing social structures, collecting and evaluating occupational education and social information with use of assessments, and career counseling techniques.

3 semester credits

COU 551 Research Methodology

This course is for students designing a research of evaluation proposal leading to data collection. Specific topics considered include formulating a problem for study, reviewing the literature, and selecting appropriate research and evaluation designs, instrumentation, and data analysis issues. The goal of the course is to aid students in the preparation of research proposals at the master's level.

3 semester credits

COU 565 Statistics

Students develop an understanding of the descriptive and inferential statistics used in research for the purpose of statistically analyzing and interpreting research findings.

3 semester credits

COU 570 Counseling Methods and Techniques

This course teaches students basic counseling theories, techniques, and skills including drop-out prevention. The students will focus on developing and enhancing their skills in order to facilitate their ability to intervene effectively with their clients. Students will be encouraged to explore their own style of counseling and begin to integrate theory with practice.

3 semester credits

COU 572 Counseling Theories

This course surveys the field of counseling. It considers the aspects of counseling theories, issues in the practice of mental health counseling, as well as individual and family dynamics.

3 semester credits

COU 574 Group Counseling Theories and Techniques

This course overviews various group theories and basic aspects of group therapy as well as application of these theories to the counseling process. Topics covered include group therapy as a laboratory for interpersonal learning, therapist facilitative techniques, group dynamics, the development and role of group cohesiveness, selection and composition of groups, and stages of group therapy.

3 semester credits

COU 580 Assessment Techniques

Students will focus on the collection, interpretation, and application of various assessments contributing to a greater understanding of the individual, couples, and family.

3 semester credits

COU 582 Psychopathology and Assessment

Study of causes, manifestations, and treatment of mental disorders with an emphasis on diagnostic interviewing skills and diagnosis according to the DSM classifications. Child abuse, sexual abuse, and substance abuse will be examined as part of the course.

3 semester credits

COU 697 Comprehensive Examination Preparation

Independent study to meet comprehensive examination requirements under the guidance of a chair and committee.

2 semester credits

COU 698 Counseling Thesis

Independent study to meet thesis track requirements under the guidance of a chair and committee.

3 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

COU 999 Graduate Studies Assessment

Graduate students register for COU 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 Catalog.

0 semester credits

Addiction Counseling**COU 600 Psychopharmacology**

Students will gain an understanding of the brain's chemistry and its interactions with various drugs. Emphasis is placed on the prescription of psychopharmacological drugs, their side effects, and implications for treatment. Aspects related to the use of illicit drugs as it relates to treatment will also be addressed.

3 semester credits

COU 602 Prevention and Intervention Strategies

Explores a multidisciplinary/multidimensional discussion, with emphasis on "best practices" and care for select populations, on risk factors, outreach services, pretreatment, community education, referral networks and prevention activities in schools, the workplace, community groups, and health care delivery organizations.

3 semester credits

COU 604 Substance Abuse Counseling

Introduction to theories concerning addictive behavior: causes, assessment, intervention, and treatment.

3 semester credits

COU 695 Internship

Students enrolled in Internship meet weekly in a practicum seminar led by a faculty member. This experience provides an opportunity for the student to perform the activities of a regularly scheduled employee in a professional clinical setting and complete contact hours required for licensure.

Variable semester credits

School Counseling**COU 620 Elementary School Counseling**

Basic orientation to the role of an elementary school counselor. Focus is on plans for achieving counseling, consulting and coordinating objectives with emphasis on principles as well as methods.

3 semester credits

COU 622 Secondary School Counseling

Principles and practices of counseling in the secondary school related to the curriculum, counseling services, and the counseling practice.

3 semester credits

COU 626 Guidance, Administration, and Consultation

This course is designed to provide information about the organization and administration of guidance and counseling programs in the public schools as well as consultation practices.

3 semester credits

COU 695 Internship

Students enrolled in Internship meet weekly in a practicum seminar led by a faculty member. This experience provides an opportunity for the student to perform the activities of a regularly scheduled employee in a professional clinical setting and complete contact hours required for licensure.

Variable semester credits

Community Counseling

COU 640 Community Counseling

The brief history of community psychology is reviewed with a focus on those events that led to the development of a "community point of view." The course also acquaints students with the various approaches (preventative model, consultative role, etc.) and techniques (needs assessment, program evaluation) used by community psychologists.

Distinctions between traditional clinical interventions and community interventions are highlighted.

3 semester credits

COU 645 Child and Adolescent Counseling

This course provides 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 with psychologically troubled youths.

3 semester credits

COU 650 Couples/Family Counseling

This skills course surveys current approaches to family counseling with an emphasis on a systemic conceptual model of couples and family functioning and therapeutic intervention. It is designed to develop specific intervention competencies.

3 semester credits

COU 695 Internship

Students enrolled in Internship meet weekly in a practicum seminar led by a faculty member. This experience provides an opportunity for the student to perform the activities of a regularly scheduled employee in a professional clinical setting and complete contact hours required for licensure.

Variable semester credits

Student Affairs

COU 630 Student Affairs: Foundations in Higher Education

This course addresses the philosophical foundation, conceptual models, research and strategies for practitioners in student development, student affairs and student affairs administration.

? semester credits

COU 631 Student Affairs: Diversity and Advocacy in Higher Education

This course addresses the issues surrounding diversity and advocacy for practitioners in student development, student affairs and student affairs administration.

? semester credits

COU 632 Student Affairs: Counseling, Prevention and Intervention in Higher Education

This course applies social and cultural counseling theory, research, and strategies to student development, student affairs, and student affairs administration.

? semester credits

COU 695 Internship

Students enrolled in Internship meet weekly in a practicum seminar led by a faculty member. This experience provides an opportunity for the student to perform the activities of a regularly scheduled employee in a professional clinical setting and complete contact hours required for licensure.

Variable semester credits

MASTER'S PROGRAMS IN EDUCATION

FACULTY

Ghorbani, Gutensohn, Herman, Jonas (Dean),
Salveson (Graduate Program Director),
Tengesdal, Tufte.

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 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 summers, weekends, and evenings.

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 undergraduate GPA of 2.5 overall, or 2.75 during the last two undergraduate years, or 3.00 in the undergraduate major
- Current teacher education licensure (unless the individual is seeking 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 upon completion of up to six hours of coursework. At the qualifying conference, the student meets with a committee of graduate faculty

members appointed by the Director of the Education Graduate Program. This conference has a threefold purpose: to decide whether the student will be admitted to the Master's degree program, to develop a plan of study, and to determine whether any transfer credit will be accepted. A member of the qualifying conference committee is generally appointed the student's advisor during the conference. 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 551: 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 six 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 (listed following) 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 2003. 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 Association of Independent Liberal Arts Colleges for Teacher Accreditation Status Education (AILACTE), the North Dakota Center for Leadership and Educational Administration Development (LEAD), the North Dakota Teacher Learning Center (TLC).

Information

For information concerning the Education Graduate Program, contact the Division of Education secretary, Leona Friedig at lfriedig@umary.edu or 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

Early Childhood Education

Core Courses (15 - 16 semester credits):

- EDU 531 Ethics for Educators (2)
- EDU 551 Critique and Design of Research (2)

(It is strongly suggested that EDU 551 be taken prior to EDU 565.)

- EDU 565 Statistics (3)
- EDU 567 Multicultural Education: Theory and Practice (2)
- EDU 608 Foundations in Education (2)

Thesis Option:

- EDU 700 Research Seminar I (1)
- 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 (14 semester credits):

- *EDU 512 Foundations of Early Childhood Education (3)
- *EDU 568 Curriculum Development in Early Childhood Education (3)
- *EDU 601 Teaching Strategies in Early Childhood Education (3)
- *EDU 654 Child Study, Observation and Assessment (3)
- EDU 687 Internship – Early Childhood Education (2)

Electives (2 - 3 semester credits):

- EDU 542 Language Development and Disorders (3)
- EDU 585 Organization and Administration of Early Childhood Education (2)
- EDU 595 Behavior Management (3)
- EDU 611 Reading Diagnosis and Correction (2)
- EDU 617 Reading Clinic (2)
- EDU 620 Integrating Technology in Education (2)

Total: 32 semester credits

* Required for Kindergarten Endorsement

Master of Education

Early Childhood Special Education

Core Courses (15-16 semester credits):

- EDU 531 Ethics for Educators (2)
- EDU 551 Critique and Design of Research (2)
(It is strongly suggested that EDU 551 be taken prior to EDU 565.)
- EDU 565 Statistics (3)
- EDU 567 Multicultural Education: Theory and Practice (2)
- EDU 608 Foundations in Education (2)

Thesis Option:

- EDU 700 Research Seminar I (1)
- 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 (22 semester credits):

- * EDU 512 Foundations of Early Childhood Education (3)
- EDU 542 Language Development and Disorders (3)
- * EDU 568 Curriculum Development in Early Childhood Education (3)
- * EDU 601 Teaching Strategies in Early Childhood Education (3)
- EDU 645 School and Family Relations (2)
- * EDU 654 Child Study, Observation and Assessment (3)
- EDU 697 Internship: Early Childhood/ Special Education (2)
- EDU 595 Behavior Management (3)
- EDU 505 Exceptional Child (3)
*(or undergraduate equivalent)
is prerequisite to Emphasis Area Requirements*

Total: 37-38 semester credits

* Required for Kindergarten Endorsement

Master of Education

Reading Emphasis*

Core Courses (15-16 semester credits):

- EDU 531 Ethics for Educators (2)
- EDU 551 Critique and Design of Research (2)
(It is strongly suggested that EDU 551 be taken prior to EDU 565.)
- EDU 565 Statistics (3)
- EDU 567 Multicultural Education: Theory and Practice (2)
- EDU 608 Foundations in Education (2)

Thesis Option:

- EDU 700 Research Seminar I (1)
- 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 (13 semester credits):

- EDU 535 Foundations of Reading (2)
- EDU 627 Current Research in Teaching Reading (2)
- 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 (3-4 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*

Core Courses (15-16 semester credits):

- EDU 531 Ethics for Educators (2)
 EDU 551 Critique and Design of Research (2)
(It is strongly suggested that EDU 551 be taken prior to EDU 565.)
 EDU 565 Statistics (3)
 EDU 567 Multicultural Education: Theory and Practice (2)
 EDU 608 Foundations in Education (2)

Thesis Option:

- EDU 700 Research Seminar I (1)
 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)
Prerequisite to other Emphasis Area Courses
 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 642 Public Relations and the School (2)
 EDU 692 Internship: Elementary Administration (2)

Total: 34 - 35 semester credits

* Graduate credit carrying a letter grade of "B" or better earned through LEAD Center may be accepted as elective coursework for this degree. 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*

Core Courses (15-16 semester credits):

- EDU 531 Ethics for Educators (2)
 EDU 551 Critique and Design of Research (2)
(It is strongly suggested that EDU 551 be taken prior to EDU 565.)
 EDU 565 Statistics (3)
 EDU 567 Multicultural Education: Theory and Practice (2)
 EDU 608 Foundations in Education (2)

Thesis Option:

- EDU 700 Research Seminar I (1)
 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)
Prerequisite to other Emphasis Area Courses
 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 642 Public Relations and the School (2)
 EDU 692 Internship: Secondary Administration (2)

Total: 34 - 35 semester credits

* Graduate credit carrying a letter grade of "B" or better earned through LEAD Center may be accepted as elective coursework for this degree. 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 secondary education.
- Have three years of successful teaching and/or administrative experience in secondary schools.
- Have a Master's degree.

Master of Education Emotional Disorders*

Core Courses (15-16 semester credits):

- EDU 531 Ethics for Educators (2)
- EDU 551 Critique and Design of Research (2)
(It is strongly suggested that EDU 551 be taken prior to EDU 565.)
- EDU 565 Statistics (3)
- EDU 567 Multicultural Education: Theory and Practice (2)
- EDU 608 Foundations in Education (2)

Thesis Option:

- EDU 700 Research Seminar I (1)
- 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 (25 semester credits):

- EDU 523 Introduction to Specific Learning Disabilities (2)
- or
- EDU 576 Advanced Methods and Materials of Learning Disabilities (2)
- EDU 542 Language Development and Disorders (3)
- EDU 593 Introduction to Emotional Disorders (2)
- EDU 595 Behavior Management (3)
- EDU 615 Consultation and Leadership Roles in Special Education (3)
- EDU 621 Educational Alternatives for Students with Emotional Disorders (2)
- EDU 656 Assessment of Exceptional Students (2)
- EDU 657 Assessment of Exceptional Students II (2)
- EDU 670 Education of Students with Emotional Disorders (2)

EDU 682 Advanced Practicum: Emotional Disorders, Mental Retardation, and Learning Disabilities (2)

EDU 690 Internship: Emotional Disorders (2)

*EDU 505 Exceptional Child
*(or undergraduate equivalent)
is prerequisite to Emphasis Area Requirements*

* If the candidate's licensure is at the secondary level, Elementary Math Methods and Elementary Reading Methods are required for ND endorsement.

Total: 40 – 41 semester credits

Master of Education Learning Disabilities

Core Courses (15-16 semester credits):

- EDU 531 Ethics for Educators (2)
- EDU 551 Critique and Design of Research (2)
(It is strongly suggested that EDU 551 be taken prior to EDU 565.)
- EDU 565 Statistics (3)
- EDU 567 Multicultural Education: Theory and Practice (2)
- EDU 608 Foundations in Education (2)

Thesis Option:

- EDU 700 Research Seminar I (1)
- 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 (23 semester credits):

- EDU 523 Introduction to Specific Learning Disabilities (2)
- EDU 542 Language Development and Disorders (3)
- EDU 576 Advanced Methods and Materials of Learning Disabilities (2)
- EDU 595 Behavior Management (3)
- EDU 611 Reading Diagnosis and Correction (2)
- EDU 615 Consultation and Leadership Roles in Special Education (3)

- EDU 617 Reading Clinic (2)
 EDU 656 Assessment of Exceptional Students II (2)
 EDU 657 Advanced Assessment of Exceptional Students (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, Elementary Math Methods and Elementary Reading Methods are required for ND endorsement.

Total: 40 – 41 semester credits

Master of Education College Teaching

Core Courses (15-16 semester credits):

- EDU 531 Ethics for Educators (2)
 EDU 551 Critique and Design of Research (2)
(It is strongly suggested that EDU 551 be taken prior to EDU 565.)
 EDU 565 Statistics (3)
 EDU 567 Multicultural Education: Theory and Practice (2)
 EDU 608 Foundations in Education (2)

Thesis Option:

- EDU 700 Research Seminar I (1)
 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 (14 semester credits):

- EDU 570 Differentiated Instruction (3)
 EDU 581 Curriculum Development in Higher Education (3)
 EDU 616 Measurement and Evaluation in Higher Education (3)
 EDU 620 Integrating Technology in Education (2)

- EDU 696 Seminar and Practicum in Higher Education (3)

Electives (2 semester credits):

Electives must be graduate level courses and should be selected from areas to enhance college teaching.

Total: 32 semester credits

The University of Mary is not responsible for invalidation of coursework due to future changes in the North Dakota Credential Guidelines

Master of Education

Curriculum, Instruction and Assessment

Core Courses (15-16 semester credits):

- EDU 531 Ethics for Educators (2)
 EDU 551 Critique and Design of Research (2)
(It is strongly suggested that EDU 551 be taken prior to EDU 565.)
 EDU 565 Statistics (3)
 EDU 567 Multicultural Education: Theory and Practice (2)
 EDU 608 Foundations in Education (2)

Thesis Option:

- EDU 700 Research Seminar I (1)
 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 (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 Family Relations (2)

Electives (4 semester credits):

Electives must be graduate level courses and should be selected from areas to enhance college teaching.

Total: 32 semester credits

Master of Education

Special Education Strategist

Core Courses (15-16 semester credits):

- EDU 531 Ethics for Educators (2)
 EDU 551 Critique and Design of Research (2)
(It is strongly suggested that EDU 551 be taken prior to EDU 565)
 EDU 565 Statistics (3)
 EDU 567 Multicultural Education: Theory and Practice (2)
 EDU 608 Foundations in Education (2)

Thesis Option:

- EDU 700 Research Seminar I (1)
 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 (39 - 40 credit hrs):

- EDU 523 Introduction to Specific Learning Disabilities (2)
or
 EDU 593 Introduction to Emotional Disorders (2)
or
 EDU 507 Special Education: Mild Disabilities (3)
 EDU 576 Advanced Methods and Materials Learning Disabilities (2)
 EDU 588 Advanced Methods and Materials Mental Retardation (3)
 EDU 592 Special Education Transitions (3)
 EDU 595 Behavior Management (3)
 EDU 609 Internship: Mental Retardation (2)
 EDU 611 Reading Diagnosis and Correction (2)
 EDU 615 Consultation and Leadership Roles in Special Education (3)
 EDU 617 Reading Clinic (2)
 EDU 656 Assessment of Exceptional Students (2)

- EDU 657 Assessment of Exceptional Students II (2)
 EDU 660 Special Education Law (2)
 EDU 670 Education of Students with Emotional Disorders (2)
 EDU 682 Advanced Practicum: Emotional Disorders, Mental Retardation, and Learning Disabilities (2)
 EDU 690 Internship: Emotional Disorders (2)
 EDU 691 Internship: Learning Disabilities (2)
 * EDU 505 Exceptional Child (3)
(or undergraduate equivalent)
is prerequisite to Emphasis Area Requirements

* If the candidate's licensure is at the secondary level, Elementary Math Methods and Elementary Reading Methods are required for ND endorsement.

Total: 54 – 56 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 Division of Education. Access the ESPB web site at www.state.nd.us/espb

North Dakota Endorsements appropriate to University of Mary graduate coursework:

- Kindergarten
- Elementary
- 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 Division 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.

Description of Education Graduate Courses

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 507 Special Education: 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 mentally retarded, 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 512 Foundations of Early Childhood Education

A good beginning for children is essential to their later school success. Students study the historical forces that have influenced today's practices in the care of young children, ages three through eight. Through readings, discussions and visits to child care facilities; the students gain an understanding of the current status of children in today's society.

3 semester credits

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 for Educators

Educators are expected to uphold community norms while 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 in the educational setting.

2 semester credits

EDU 535 Foundations of Reading

Practitioners in the elementary schools make effective instructional decisions that are based upon the basic principles and current research of reading education. Students examine and apply fundamental processes of maturation, perception, and cognitive and affective domains to current issues and techniques in reading instruction.

2 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 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 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 Multicultural Education: Theory and Practice

Educators must be respectful of the needs of all learners. This course examines ethnic, cultural, economic, and other types of diversity in the classroom. It fosters attitudes and teaching strategies that meet the needs of diverse students, families, and communities.

2 semester credits

EDU 568 Curriculum Development in Early Childhood Education

Optimal early childhood education programming is essential. To assure developmentally appropriate programs for three through eight year old children, graduate students study the content and curriculum of early childhood programs serving young children—including those with disabilities and other diverse needs. Particular attention is given to developmentally appropriate practices for children with diverse needs. From readings and from observations of children from diverse backgrounds, graduate students develop appropriate activities and outcomes for them.

3 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 in 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.

3 semester credits

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 581 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 581 Curriculum Development in Higher Education

This course is a study of the history and current status of curriculum in higher education. Students develop the background and skills necessary to plan college courses and programs.
3 semester credits

**EDU 585 Organization and Administration
of Early Childhood Education**

Personnel who supervise and organize early childhood programs serve as leaders in governance. Students examine local, state and federal regulations governing the administration and management of preschools and day care centers. Methods of record keeping, personnel management, resource management, budgeting and government programs are explored. Parental and community support and involvement is also considered.
2 semester credits

**EDU 588 Advanced Methods
and Materials Mental Retardation**

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 retardation. Practicing professionals will share their expertise with students. Students will participate in EDU 410 - Special Education practicum concurrent with this course.
3 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 transitions 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 transitions process. Local travel required.
3 semester credits

EDU 595 Behavior Management

Skilled school personnel function on the premise that academic progress is achieved through effective management of children's behavior. Students demonstrate their knowledge of the theories underlying the appropriate practices of managing significant behavior in therapeutic

settings. This course is designed with a practicum component to provide students with observation and application opportunities. Emphasis is upon functional behavior analysis and positive behavior support.
3 semester credits

**EDU 601 Teaching Strategies
in Early Childhood Education**

Strategies to ensure appropriate learning are essential in an effective early childhood education program. Students investigate instructional materials, teaching strategies and learning styles with young children, aged three through six. Students give particular attention to active, manipulative, child centered activities in playful situations.
3 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 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 615 Consultation and Leadership
Roles in Special Education**

The special educator is one who provides a broad base of services to school age children who have been identified with special needs. The students explore the changing role of the special educator from the primary role of provider of direct instruction to the role of collaborator and consultant to other persons working with individuals with disabilities. Models of collaboration, consultation and leadership skills are practiced and analyzed.
3 semester credits

**EDU 616 Measurement and Evaluation
in Higher Education**

Instruments and assessment plans to measure individual progress toward outcomes as well as program evaluation are developed and critiqued. The focus of this course is the acquisition of the knowledge and skills necessary to design assessment instruments for formative and summative evaluation.
3 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 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 621 Education Alternatives for Students with Emotional Disturbance

Teachers of students who are labeled as emotionally disturbed must be aware of the variety of services and educational alternatives for those students. This course provides current readings and real world experiences in the area of educational and treatment alternatives.

3 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.

2 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 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/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

Children in the elementary schools use their reading skills to learn. To develop this skill, every teacher is a teacher of reading. Students utilize reading and study skills to facilitate children's vocabulary development, comprehension and critical thinking abilities in various content areas. The focus of this course is to develop reading and study techniques to be used in content areas, regular classrooms and in resource situations.

2 semester credits

EDU 654 Child Study, Observation and Assessment

Gathering information to assist in evaluating children and programs is important in all early childhood education programs. The graduate student explores and practices

various observation and assessment techniques that assist the teacher in evaluation and decision-making with young children— including those with disabilities and other diverse needs. From field based observations and assessments, the graduate student determines instructional topics and strategies for use in developing age-appropriate and individually-appropriate practices in Early Childhood programs.

3 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 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 682 Advanced Practicum: Emotional Disorders, Mental Retardation, Learning Disabilities

Teachers of children with special learning needs must have technical and experience based skills to provide appropriate pro-grams 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 696 Seminar and Practicum in Higher Education
Synthesis of coursework including curriculum development, teaching strategies, measurement and evaluation and elective courses in the students area of study to plan and execute a unit of curriculum. The course is designed to meet the specific professional goals of each student.
3 semester credits

Internships

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.
1 - 4 semester credits

EDU 609 Internship: Mental Retardation

EDU 687 Internship in Early Childhood Education

EDU 690 Internship: Emotional Disorders

EDU 691 Internship: Learning Disabilities

EDU 692 Internship: Elementary School Administration

EDU 693 Internship: Secondary School Administration

EDU 694 Internship: School Superintendent

EDU 695 Internship: Special Education Director

EDU 697 Internship: Early Childhood Special Education

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

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 masters degree in education.
1 semester credit

EDU 999 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 Catalog.
0 semester credits

MASTER'S PROGRAM IN NURSING

Faculty

Klein, Madler (Graduate Program Director),
Messmer, Pfenning, Reemts (Division Chair)

Mission

Grounded in the Benedictine tradition, we provide academic and nursing practice opportunities that prepare students for leadership in advanced practice and education in health care across a variety of settings along the continuum of care. Graduates will qualify to apply for national certification and/or doctoral study

Master of Science in Nursing (MSN)

The demand for nursing leaders prepared to meet the challenges of providing health care today is well established. At the University of Mary, graduate students have opportunities for varied learning experiences designed to develop expertise in advanced practice, education and management. The curriculum is intended to provide learning opportunities in high-quality clinical services, cutting edge education pedagogy, and magnet status 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 and by information that makes sense within the context in which it is learned.

The University of Mary offers three specialty tracks of the MSN: Nurse Administrator, Diploma/ADN to MSN: Nurse Administrator, MSN: Nurse Educator, and, MSN: Family Nurse Practitioner.

Program Formats

The Nurse Administrator is offered in two formats:

- (1) An on-site accelerated format in selected cities.
- (2) An online accelerated format.

Students participating in either format will be required to participate in a practical experience within a clinical setting.

The Nurse Educator program is offered in two formats:

- (1) An on-site accelerated format in selected cities.
- (2) An online accelerated format.

Students participating in either format will be required to participate in a practical experience within a clinical setting.

The Family Nurse Practitioner program is offered in one format.

- (1) A blended online/on-site format.

Students are required to participate in a limited number of campus visits. Students will be required to participate in a variety of clinical experiences.

Distinctive Features

- Graduate within 15–18 months with an MSN degree
- Comprehensive curriculum founded in specialty standards.
- Servant leadership, evidence based practice and practica frame student experiences.
- Small class size facilitates collaborative learning.
- The University of Mary philosophy of a student centered learning environment.
- GRE not required.

Accreditation Status

University of Mary nursing graduate program is approved by the North Dakota Board of Nursing and accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, (202) 887-6791.

Graduate Degree Requirements

The Master of Science in Nursing 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 degree, the student must complete the selected course of study.

Satisfactory Academic Progress

Graduate nursing students are expected to maintain higher than a "C+" letter grade for courses comprising the program of study. Should students fall below this expectation they will be placed on academic probation and be required to meet with the Director of Graduate Nursing Programs for determination of further action. Please refer to the Graduate Nursing Handbook for additional details.

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: Nurse Administrator program of study. Persons with a bachelor degree in nursing from an accredited institution are eligible to apply to the Nurse Administrator, Nurse Educator, or Family Nurse Practitioner programs 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 (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
- Evidence of required immunizations
- Background check through Certified Background® and Release of Information of Criminal Background Report

Applicants for the Diploma/ADN to MSN: Nurse Administrator

- Memorandum of Understanding
- Satisfactory completion of pre-requisite courses in chemistry, microbiology, psychology, and English

FNP applicants

- Admissions interview
- Complete physical assessment demonstration

Individuals interested in pursuing graduate nursing education who have not decided on a program of interest are also required to apply to University of Mary Graduate Studies as a non-degree seeking student. A non-degree seeking student is allowed to take up to nine (9) credits of nursing graduate core coursework prior to gaining acceptance to a program of study. However, 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.

Nurse Administrator Specialty

In today's health care 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 health care 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.

Nurse Administrator 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 health care 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

Nurse Administrator Courses

An undergraduate or graduate statistics course must be successfully completed prior to or during the Nurse Administrator program of study.

Core Courses

NUR 501	Theoretical Perspectives for Advanced Nursing Practice
NUR 551	Critique & Design of Research
NUR 648	Health Care Law and Policy
PHI 582	Biomedical Ethics

Nurse Administrator Specialty Courses

MGT 504	Management and Organizational Behavior
MGT 505	Human Resource Management
NUR 560	Applied Health Care Economics, Finance and Budgeting
NUR 601	Evidence-Based Practice and Strategic Health Care Decision Making
NUR 611	Influential Nursing Leadership
MGT 630	Current Issues in Health Care Administration
NUR 696	Seminar and Service Project I
NUR 697	Seminar and Service Project II

Total: 36 semester credits

Diploma/ADN to MSN: Nurse Administrator

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, community health and leadership. This program provides the student with the opportunity to identify and partner with a health care 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: Nurse Administrator

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 health care 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: Nurse Administrator Courses

An undergraduate or graduate statistics course must be successfully completed prior to or during the Nurse Administrator program of study.

Satisfactory completion of courses in chemistry, microbiology, psychology and English are prerequisites for admission.

Bridge Courses:

NUR 502	Community as Partner
NUR 535	Professional Nurse as Servant Leader

Core Courses

NUR 501	Theoretical Perspectives for Advanced Nursing Practice
NUR 551	Critique & Design of Research
NUR 648	Health Care Law and Policy
PHI 582	Biomedical Ethics

Specialty Courses:

MGT 504	Management and Organizational Behavior
MGT 505	Human Resources Management
NUR 560	Applied Health Care Economics, Finance and Budgeting
NUR 601	Evidence-Based Practice and Strategic Health Care Decision Making
NUR 611	Influential Nursing Leadership
MGT 630	Current Issues in Health Care Administration
NUR 696	Seminar and Service Project I
NUR 697	Seminar and Service Project II

Total: 42 semester credits

Nurse Educator Specialty

The nurse educator program of study prepares nurses for leadership roles in practice and educational settings emphasizing curricular designs, teaching strategies, and assessment measures proven to be successful in traditional and online nursing and health education programs.

This program provides the student with the opportunity to identify and partner with a nursing program and an experienced nurse educator to participate in direct classroom and nursing practice instruction.

Nurse Educator Program Outcomes

- Demonstrates servant leadership
- Implements curricular revision using appropriate educational principles
- Utilizes Benedictine values in building an effective learning climate
- Implements evidence based teaching/learning principles
- Analyzes and designs measurement and evaluation methods
- Demonstrates competency required to pursue doctoral education
- Implements competent holistic nursing at an advanced level
- Collaborates with others to improve the quality of nursing practice and healthcare

Nurse Educator Course Requirements

Core Courses

NUR 501	Theoretical Perspectives for Advanced Nursing Practice
NUR 551	Critique and Design of Research
NUR 648	Health Care Law and Policy
PHI 582	Biomedical Ethics

Nurse Educator Specialty Courses

NUR 521	Advanced Pathophysiology for Nurse Educators
NUR 565	Statistics
NUR 566	Advanced Health Assessment for Nurse Educators
NUR 575	Decision Making and Information Management
NUR 581	Curriculum Development in Higher Education
NUR 605	Teaching Strategies
NUR 616	Measurement and Evaluation
NUR 650	Seminar in Higher Education
NUR 700	Thesis
NUR 701	Thesis Continuation

Total: 41 semester credits

Family Nurse Practitioner Specialty

The University of Mary Family Nurse Practitioner (F.N.P.) 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 health care delivery system.
- Prepares graduates as servant leaders.

The University of Mary F.N.P. 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.

Family Nurse Practitioner Program Outcomes

- Demonstrates competence in health promotion, disease prevention and illness management of individuals, families and communities.
- Utilizes servant leadership principles to affect positive change in primary care and nursing practice along the health care continuum.
- Practices advanced nursing reflectively, guided by theory and expanded knowledge.
- Utilizes Benedictine values to foster a dynamic nurse practitioner-patient relationship that respects, protects, and enhances spiritual integrity, human dignity, cultural diversity and exists to mutually improve patient health outcomes.
- Critically evaluates, synthesizes and integrates theory and research from nursing and related fields, into practice.
- Demonstrates proficiency in utilization of evidence based practice.
- Posses requisite knowledge to pursue doctoral education.
- Acts as an informed advanced practice nurse in an interprofessional team to influence, negotiate and manage changes in health care policy and health care delivery systems.

Family Nurse Practitioner Courses

A graduate statistics course must be successfully completed prior to beginning the F.N.P. program of study.

Core Courses

NUR 501	Theoretical Perspectives for Advanced Nursing Practice
NUR 551	Critique & Design of Research
NUR 648	Healthcare Law & Policy
PHI 582	Biomedical Ethics

Family Nurse Practitioner Specialty Courses

NUR 519	Advanced Pathophysiology
NUR 562	Pharmacology for Advanced Practice
NUR 567	Advanced Health Assessment
NUR 568	Common Health Problems of Maturing Adults
NUR 569	Family Theory
NUR 570	Primary Care of Women and Children
NUR 610	Role Development for Advanced Practice Nurses
NUR 636	Acute and Emergent Health Problems
NUR 656	Seminar and Practicum
NUR 702	Comprehensive Examination
NUR 703	Scholarly Project

Total: 53 semester credits

Clinical Hours = 900

Description of Graduate Nursing Courses

NUR 501 Theoretical Perspectives for Advanced Nursing Practice

Focuses on appreciation of the unique body of specialized knowledge known as nursing. A review of readings provides a foundation for graduate nurses to understand the historical, philosophical, and theoretical evolution of nursing science today.

3 semester credits

NUR 502 Community as Partner

Focuses on the partnership between nursing and the community in promoting health. It explores content areas basic to the practice of community health nursing; models of community assessment, data analysis, formulation of a community nursing diagnosis; and the planning, implementation, and evaluation of a community health promotion program. It concludes with an overview of the diverse nature in which nurses promote health in the community.

3 semester credits

MGT 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

MGT 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

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

Provides advanced understanding of the pathophysiologic mechanisms underlying human disease processes. The manifestations of pathophysiologic alterations will be analyzed. 4 semester credits

NUR 535 Professional Nurse as Servant Leader

Examines a framework for advancing servant leadership in the nursing profession including a study of leadership theory and skills that are in dialogue with organizational culture. Decision-making skills based on Benedictine values and professional role development are integrated as the basis for leadership within professional, spiritual, religious, civic and global communities. Course is reading and writing intensive and learners will have opportunity for reflective self assessment and reflective critical synthesis of their own experiences of leading through service and serving through leading. 3 semester credits

NUR 551 Critique & Design of Research

Applies scientific investigative processes of nursing leadership in research, with emphasis on preparation of the thesis or research proposal. The course focuses on advanced scholarly activities in the rigor of planning and conducting qualitative and quantitative research. Pre or co-requisite: Statistics course (see program specific requirements). 3 semester credits

NUR 560 Applied Health Care Economics, Finance and Budgeting

Efforts to optimize delivery of high quality, safe and effective health care 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 Co-requisite: NUR 568. 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. Pre or co-requisite NUR 551 Critique & Design of Research (see program specific requirements). 3 semester credits

NUR 566 Advanced Health Assessment for Nurse Educators

Refine and strengthen advanced health assessment skills providing foundation for nursing practice. The assessment includes complete functional, spiritual and family assessment, health history and physical examination. Cultural and developmental variations of the person are emphasized. 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 lab hours Prerequisite: Admission to FNP program. Co-requisite: Current Healthcare CPR certification. 4 semester credits

NUR 568 Common Health Problems of Maturing Adults

Knowledge of comprehensive assessment, pathophysiology and pharmacology is integrated with principles of health promotion and management of common health problems. Models of collaborative practice within rural and urban settings are introduced. Evidenced-based practice protocols are examined and utilized in the primary care setting. 150 practice hours. Prerequisites: NUR 519, 567, ACLS certification. Co-requisite: NUR 562. 6 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. Co-requisite: NUR 570.

2 semester credits

NUR 570 Primary Care of Women and Children

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. 150 practice hours. Prerequisite: NUR 567, 568, 636, PALS certification.

6 semester credit

NUR 575 Decision Making and Information Management

Focuses on understanding the role of data management in the decision-making process. It considers the organization and representation of information; access to information; categorization, indexing, and content analysis; maintenance of databases; and analysis and evaluation of search and navigation techniques.

3 semester credits

NUR 581 Curriculum Development in Higher Education

Studies the history and current status of curriculum in higher education along with the development of the background and skills necessary to plan courses and programs for college students.

3 semester credits

PHI 582 Biomedical Ethics

Provides an understanding of biomedical ethics and the issues and applications involved in ethical decision making. It provides exposure to a variety of biomedical issues and the opinions surrounding them; examines concepts to assist in identifying and analyzing pathways to resolve ethical concerns. Focuses on the need to be aware of multiple dimensions, personal influences, and various theories that are at work in ethical decision making, thus presenting students with opportunities to investigate and analyze their own values, organizational cultures, ethics, and moral decision making.

3 semester credits

NUR 601 Evidence-Based Practice and Strategic Health Care 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 health care quality, patient safety, population health, and health care informatics/technologies.

3 semester credits

NUR 605 Teaching Strategies

Focuses on the understanding of theoretical basis, modes of presentation, and application of concepts in micro teaching situations. It explores contemporary higher education issues and models and their implication for the teacher.

3 semester credits

NUR 610 Role Development for Advanced Practice Nurses

Discover strategies for promoting role development and role satisfaction. Emphasis is on role adjustment, the advanced practice nurse's role in primary care, and marketing skills.

1 semester credit

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.

3 semester credits

NUR 616 Measurement and Evaluation

Designed to provide students with the knowledge and skills necessary to plan and implement formative and summative assessments including assessment of individual progress toward course outcomes as well as assessment of academic programs. Students will also identify and analyze key issues related to the assessment movement on the national level.

3 semester credits

MGT 630 Current Issues in Health Care Administration

The field of health care 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

NUR 636 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 567, 568, current PALS, ACLS, and TNCC certifications.

6 semester credits

NUR 648 Healthcare Law & Policy

Provides a legal analysis of health care from a broad perspective and incorporates a discussion and study of health care policy; explores the role that law plays in promoting the quality of health care, organizing the delivery of health care, methods used to control the cost of health care, promoting access to necessary health care, and protecting human rights of those who are provided health care.

3 semester credits

NUR 650 Seminar in Higher Education

Provides an opportunity to synthesize knowledge of education. The student experiences teaching responsibilities under the guidance of a master teacher and faculty facilitator. Co-requisite: Current Healthcare CPR certification.

3 semester credits

NUR 656 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 practice hours Prerequisites: NUR 567, 568, 570, 636, Current ACLS, TNCC, and PALS certifications. 5 semester credits

NUR 696 Seminar and Service Project I

Students will initiate a capstone project within a health care 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. 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 695 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. Pre-requisite: NUR 696. 3 semester credits

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. Prerequisite: NUR 551, NUR 565. 3 semester credits

NUR 701 Thesis Continuation

1 semester credit

NUR 702 Comprehensive Examination

Demonstration of competency in didactic program content is evidenced by student's satisfactory completion of this comprehensive written examination. Co-requisite: NUR 656, NUR 703. 0 credits

NUR 703 Scholarly Project

Development and dissemination of professional paper or project related to one's area of specialization. Capstone course. Pre-requisites: NUR 519, 567, 562, 568, 569, 570, 636. Co-requisite: NUR 656, 702. 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 999 Graduate Studies Assessment

Graduate students register for NUR 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 Catalog. 0 semester credits

MASTER'S PROGRAM IN OCCUPATIONAL THERAPY

FACULTY

Anderson C (Academic Fieldwork Coordinator),
Anderson T, Berg (Admissions Chair), Lawson,
Olson, Sibla (Program Director), Schroeder

Program Overview

The Occupational Therapy Program at the University of Mary is a part of the School of Health Sciences and leads to a Master of Science in Occupational Therapy degree at the entry level of practice. The program provides learning experiences and opportunities in theory, occupational performance, human health and wellness, occupational therapy processes, and management issues. The program is based on the mission of the University of Mary, the Benedictine values, and current standards and practices of the occupational therapy profession. The liberal arts core curriculum, experiential learning, and courses within the profession prepare students to be change agents, servant leaders, lifelong learners, and competent and ethical practitioners. The department faculty members are known for their total commitment to students. Their mission is to teach students to think critically, to solve problems, and to express themselves clearly. During the program, students work closely with a faculty preceptor to develop a research study. This process results in a master's research article which may be submitted for publication. 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 the skills necessary to provide occupational therapy services to underserved and diverse populations.

Mission

The Occupational Therapy Program prepares its graduates to be competent occupational therapy practitioners to meet the occupational needs of individuals, groups and communities. Students will develop adept knowledge of humans as occupational beings, critical thinking abilities, commitment to lifelong learning and scholarship, and leadership abilities to effect change. Students are rooted in Christian, Cath-

olic, Benedictine and professional occupational therapy values. These values provide a foundation for the formation and practice of professional skills, therapeutic use of self, respect for others, ethical decision making, and attitudes of service.

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 to:
 - Use clinical reasoning based on best evidence to solve problems independently.
 - Use the occupational therapy process in direct roles of assessment and intervention and in indirect roles such as supervisor, researcher, consultant, and educator.
 - Use effective communication with professionals and consumers via traditional methods and through use of technology to convey information essential for safe, effective service delivery.
- Use servant leadership skills to:
 - Make ethical decisions.
 - Effect change utilizing best practice.
 - Serve others as a means of demonstrating respect for the human mind, body, and spirit.
- Provide humane and competent occupational therapy services based on knowledge, skills, and attitudes that empower the graduate to:
 - Meet the unique needs of individuals and populations, including those in underserved and rural areas and of diverse cultures and backgrounds.
 - Appreciate, understand and use meaningful occupation that binds mind, body and spirit.
 - Incorporate client-centered practice into the decision-making process.
 - Utilize therapeutic use of self while engaged in professional service delivery

Accreditation Status

The University of Mary 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, P.O. Box 31220, Bethesda, MD 20827-1220. AOTA's phone number is 301-652-2682. Graduates of the program will be eligible to take the national certification exam for the occupational therapist administered by the national Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; state licenses are usually based on the results of the NBCOT Certification Examination.

Entry Level Occupational Therapy Degree Programs of Study

The University of Mary Occupational Therapy Program offers three different options of completion of the entry level degree of a Master of Science in Occupational Therapy.

- **Master of Science in Occupational Therapy (4 ½ year option, 5 ½ year option)**
 - The 4 ½ year option requires students to complete liberal arts coursework over summer semesters and includes 3 years of professional coursework and 24 weeks of Level II fieldwork experiences.
 - The 5 ½ year option requires students to complete liberal arts coursework over a 2 year period and follows with 3 years of professional coursework and 24 weeks of Level II fieldwork experiences.
- **Bachelor of Science in related field to Master of Science in Occupational Therapy**
 - Designed for students who have a Bachelor's degree in a related field other than occupational therapy. This program takes 2 ½ years to complete and includes 2 years of professional coursework and 24 weeks of Level II fieldwork experiences.
- **Occupational Therapy Assistant to Master of Science in Occupational Therapy**
 - Designed for students who have an associate's degree in occupational therapy. The program takes 2 ½ years to complete

and includes 2 years of professional coursework and 24 weeks of Level II fieldwork experiences.

Admissions Requirements

Applications can be found at the University of Mary website www.umary.edu and are accepted online in the fall of each academic year until early January.

Students are required to complete the following:

1. Occupational Therapy pre-requisite courses
 - Composition II [writing course]
 - Oral Communications [speech course]
 - Fundamentals of Chemistry (with a lab)
 - *Anatomy & Physiology I (with lab)
 - *Anatomy & Physiology II (with lab)
 - General Psychology
 - Lifespan Psychology
 - Medical Terminology
 - College Algebra (or higher)
 - Abnormal Psychology (only for students who are seeking a Bachelor's Degree to Master of Science in Occupational Therapy AND Occupational Assistant to Master of Science in Occupational Therapy)

*Note: Anatomy & Physiology (with lab) may be separate courses
2. Applicants for the 4 ½ year or 5 ½ year option must have completed or be enrolled in 6 of 9 required pre-requisite courses by January 2012. Applicants, who have a bachelor's degree or an OTA degree, must have completed 8 of 10 required pre-requisite courses by January 2012.
3. Community Service and Volunteer Hours: All hours must be documented and signed for using the University of Mary Volunteer Hours Verification Form available on the University of Mary website at www.umary.edu
 - Master of Science in Occupational Therapy (4 ½ year option, 5 ½ year option) & Bachelor's Degree to Master of Science in Occupational Therapy
 - 20 hours volunteer service with an occupational therapist AND

- 20 hours community service (work hours are not accepted for community service hours)
 - Occupational Therapy Assistant to Master of Science in Occupational Therapy
 - 15 hours of community service AND proof of completion of all Level II fieldwork experiences. Work hours will not be accepted for the 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. The reference letter form must be used for all references and is found on the University of Mary website at www.umary.edu
 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 pre-requisite 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).

Rolling Admissions

If the class number does not reach the limit of 32 students, rolling admissions goes 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 submissions of a completed application.

Description of Graduate Courses in Occupational Therapy

Pre-Professional Course

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

Courses for students without a bachelors degree or OTA Degree

OTH 300: Introduction to the OT Process

This course explores the philosophy, history, development of the profession of occupational therapy. An indepth look at activity analysis, including case application is presented. The scope of practice of occupational therapy, including roles and tasks, wellness and health maintenance are addressed. The Occupational Therapy Practice Framework, 2nd Ed, professional skills, diversity and client-centered practice are also covered.
3 semester credits

OTH 310: Occupational Therapy in the Promotion of Health and Wellness

This course provides an introduction to engagement in meaningful occupation to enhance health and well-being, including an overview of wellness theory, occupation-based models, and the integration of the Occupational Therapy Practice Framework (AOTA) and the International Classification of Functioning, Disability and Health (ICF). Students will gain understanding of quality of life and its relationship to occupational engagement, life balance, health and wellness, incorporating occupational therapy evaluation and intervention.
3 semester credits

OTH 315: OT Issues I

This course provides an introductory study of major trends and issues that affect the delivery of occupational therapy services including but not limited to: diversity, ethics, servant leadership development, societal and professional changes and expectations, managed care, role delineation, collaboration with health service professionals, and service delivery systems. The relationship between theory, human health, and human occupation will be identified and the student will be introduced to professional documentation.
3 semester credits

OTH 321: Occupational Engagement: Theory & Models of Practice

An introduction to the study of conceptual foundations which underlie occupational therapy practice across the lifespan. Discussion will primarily focus on conceptual and practice models that guide occupational therapy with the occupation based models being of primary emphasis. Other topics will include background information related to theory, critical thinking, and a variety of grand theories that serve as a basis for occupation based models. An overview of potential assessment and approaches used with individuals or populations will accompany the discussion.
3 semester credits

OTH 322: Fundamentals of Occupational Engagement

The application of occupation to facilitate independent function. In-depth discussion of the occupational therapy process as it applies to individuals across the lifespan and in a variety of service settings. Direct application of the Occupational Therapy Practice Framework, purposeful activity, use of activity/craft as a therapeutic media, the process of activity analysis and adaptation, and exposure to servant leadership. Students engage in activities which promote the use of groups in treatment and have opportunity to begin processing the outcomes of these activities.

Students learn about the purpose and use of low level assistive technology devices. Cases are used to facilitate student understanding of topics addressed in the course.
3 semester credits

OTH 323: Fundamentals of Group Leadership in Occupational Therapy

Students develop leadership abilities through experiential participation in the group process. Emphasis is placed on exploring a variety of leadership skills necessary to provide effective interventions in a group setting.
1 semester credit

OTH 395, 495, 595: Independent 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

Course for students with a Bachelor's Degree or OTA Degree

OTH 400: Fundamentals of Occupation

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

Courses for ALL students in the Professional OT Program (those with a bachelors degree or OTA degree and those without a bachelors degree)

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 423: Group Leadership in Occupational Therapy: Early Lifespan

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 461: Emerging Areas of Practice I

This course provides a focused and in-depth exploration of two emerging areas of practice in occupational therapy service delivery. Students engage in focused study of theory and current evidence related to topics. Topics are determined by current trends in practice, student interest and faculty expertise and geographical practice considerations.

2 semester credits

OTH 462: Emerging Areas of Practice II

This course provides a focused and in-depth exploration of two emerging areas of practice in occupational therapy service delivery. Students engage in focused study of theory and current evidence related to topics. Topics are determined by current trends in practice, student interest and faculty expertise and geographical practice considerations.

2 semester credits

OTH 507: Concepts and Practice of Research

Addresses methods employed in conducting quantitative and qualitative research, development of the research proposal, and grantsmanship. Includes critique

of research studies including various methodologies and application to informed practice decision making.

2 semester credits

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 ethics, servant leadership development, occupational therapy management and marketing, supervision of personnel, collaboration with families and professionals, current reimbursement and documentation pertinent to adults and elders, managed care, legislation, diversity, rural health, health promotion and wellness, and service delivery systems.

3 semester credits

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 semester 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.

3 semester credits

OTH 552: OT Process with

Psychosocial Condition: 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 psychosocial 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, implementation 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 563: Emerging Areas of Practice III: International Experience

This course provides a focused and in-depth exploration of an emerging area of practice in occupational therapy service delivery. Students engage in providing general service as well as occupational therapy services to individuals who are underserved through an international experience.

2 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.

4 semester credits

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 health care 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

OTH 899 Continuing Enrollment

Registration in OTH 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

OTH 999 Graduate Studies Assessment

Graduate students register for OTH 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 Catalog.
0 semester credits

MASTER'S PROGRAM IN RESPIRATORY THERAPY

Faculty

Beachey (Director), Hughes, Sperle

Program Overview

The Professional Master of Science in Respiratory Therapy 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. Each student chooses one of three major specialty areas in which to concentrate: (1) a patient care or diagnostic area; (2) an education focus (for example, respiratory care classroom/lab/clinical teaching and testing); (3) a management focus (such as respiratory care departmental management and leadership experiences).

Mission

The mission of the Respiratory Therapy Education 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 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 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 degree 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.

In addition, applicants must have successfully completed the following prerequisite courses:

- 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 academic GPA, references, and the interview score.

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.

Course Descriptions

RCR 301 Introduction to Respiratory Care

An overview of the respiratory care profession and its function within the medical community and the health care team. Topics include medical terminology, history and development of the profession, an introduction to the health care system, legal aspects of health care, professional ethics, multi-cultural health communication and patient-therapist interaction.

3 semester credits

RCR 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 gases.

6 semester credits

RCR 307 Basic Procedures Laboratory

Laboratory practice in the basic respiratory care modalities, and the testing and monitoring procedures covered in RCR 201, 205, 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

RCR 320 Clinical Practicum I

This is the first of three clinical experience courses in the program. This clinical rotation includes fourteen weeks (16 hours/ week) of supervised clinical experience to introduce and reinforce therapeutic modalities and procedures learned in previous and current didactic courses.

3 semester credits

RCR 420 Professional Seminars

This course contains three components: (1) Identification of student learning needs and general review in prepara-

tion 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 simulation computer software are used for comprehensive review. A medical ethics panel of community experts will interact with students.

2 semester credits

RCR 427 Human Diseases II

This is primarily an on-line/independent study course. The course focuses on the pathophysiology, diagnosis, treatment, and management of various non-cardiopulmonary diseases in the adult. Essential mechanisms of disordered physiological function and rationale for therapy are emphasized

2 semester credits

RCR 430 Clinical Practicum II

This is the second of three clinical experience courses in the program. This course includes six weeks of clinical rotations (40 hour/ week). Clinical experience builds on previously learned material and experiences from the first year didactic and clinical courses. In addition, students will begin observation and directed practice in procedures related to the pediatric/neonatal respiratory therapy course.

5 semester credits

RCR 438 Ventilator and 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.

1 semester credit

RCR 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 (Monday through Friday) mid-October to mid-December(9 weeks).

8 semester credits

RCR 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

RCR 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

RCR 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

RCR 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

RCR 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 physiological monitoring. Unique aspects of neonatal mechanical ventilators are covered in a laboratory setting.

3 semester credits

RCR 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

RCR 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

RCR 628 Respiratory Care Specialty

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 (RCR 650) culminates in a written scientific paper suitable for submission to a peer-reviewed scientific journal.

8 semester credits

RCR 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 RCR 628 capstone experience.

2 semester credits

RCR 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

RCR 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 RCR 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

RCR 999 Graduate Studies Assessment

Graduate students register for RCR 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 Catalog.

0 semester credits

DOCTOR OF PHYSICAL THERAPY

FACULTY

Allen, Dockter (Program Director), Eckert, Lundeen, Parker, Roller, Schulte, Taylor.

Program Overview

The Doctor of Physical Therapy degree is designed to prepare autonomous, yet collaborative practitioners for the profession of physical therapy. Students from the University of Mary are required to complete a bachelor's degree or a minimum of 92 credits with a minor in a diverse undergraduate curriculum prior to admission into the 32-month professional phase of the program. Transfer students must complete a bachelor's degree prior to applying to the professional program. The professional curriculum consists of unique experiences provided within a supportive health care community including service with the GOD'S CHILD project, which provides students an opportunity for hands-on experience with the people of Guatemala. 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. Students spend an average of 20 hours per week in class with additional hours spent on related projects. Clinical education at 4 different off campus sites are 8 weeks in length and placed at the end of the first year; end of the second year and two separate experiences at the end of the on-campus program. Integrated clinical experiences are required through the Student Physical Therapy Clinic at both the university and St. Alexius Medical Center sites. Seven full-time and one part time faculty are assisted by several adjunct faculty, including physical therapists and physicians.

Mission

The mission of the University of Mary Department of Physical Therapy is to prepare autonomous and collaborative practitioners who are leaders in service through evidence based practice, education, and scholarly activity for the profession of physical therapy.

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 curricular outcomes are:

- Practice in a safe, legal and ethical manner.
- Utilize evidence based practice to manage patient and client conditions.
- 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.
- Incorporate an understanding of individual and cultural differences in practice, servant leadership, education, and scholarly inquiry.
- Educate others using a variety of culturally appropriate teaching methods commensurate with learner characteristics.
- Demonstrate critical inquiry and clinical decision making in the evidence based practice of physical therapy to promote activities that result in effective outcomes for patients and clients.
- Participate in the administration of the practice setting.
- Provide prevention and wellness programs appropriate for physical therapy.
- Demonstrate a commitment to professionalism including lifelong learning, servant leadership, and the Benedictine Values.

Accreditation

The University of Mary Department of Physical Therapy is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association, 1111 North Fairfax St., Alexandria, VA, 22314; telephone: 703-706-3245; email: accreditation@apta.org; The next review date is in 2012. The North Central Association of Colleges and Schools (NCA) has accredited the University to offer the DPT.

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 Department of 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 core GPA and interview. The deadline for submission of the application to PTCAS is January 15 of the year prior to the August start date. Interviews are conducted in mid-March.

Core Requirements

Human Anatomy and Physiology I*

Human Anatomy and Physiology II*

Lifespan Development
or Developmental Psychology

Abnormal Psychology

Fundamentals of Chemistry
or General Inorganic Chemistry I

Introduction to Organic & Biochemistry
or General Inorganic Chemistry II

Introduction to Physics

Intermediate Physics

**Anatomy and Physiology can be separate courses*

Other Requirements

Medical Terminology

Ethics

Statistics

Recommended Courses

If students plan on participating in the optional field experience in Guatemala, they are encouraged to take beginning Spanish. If students are not familiar with computer technology, including Microsoft Word, Power Point, and access to the internet, they are encouraged to take Introduction to Computers.

Transfer Students

Transfer students are welcome to apply. Advising of transfer students occurs through the Office of Admissions at 701-355-8030 or jweltz@umary.edu.

Minimum Criteria for Admission

The minimum criteria for admission to the doctoral program in physical therapy include:

Minimum Academic requirements

- Five core courses completed prior to application
- GPA of 2.75 on all undergraduate college work on a 4.0 scale
- GPA of 3.0 on all core requirements and a minimum of Grade C on any course.
- If a candidate has less than a B in any of the eight core requirements, he or she may retake the course one time. The grade from the retake will be used when calculating the core requirement GPA.
- No more than three retakes in the core requirements will be considered.
- 92 semester credits from an accredited college. No more than 64 of 92 semester credits may be transferred from a two-year institution.
- Eight semester credits in the 300-400 level

If candidates from the University of Mary do not hold a bachelors degree, they must have completed a minor and 92 credits of undergraduate study including core and other requirements. Transfer students must complete a bachelor's degree In addition to the above requirements.

Clinical observation or work experience requirement

Forty hours of volunteer or paid experience are required with one or more licensed and practicing physical therapists in more than one area of clinical practice. The clinical experience hours must have taken place within two years of the application date. Students submit evidence of clinical hours to PTCAS as part of their application.

Rolling Admissions

If the class number doesn't reach the limit of 36, rolling admissions comes into effect. Students must meet all criteria previously outlined and participate in a formal interview

process. Rolling admissions applications 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.

Evaluation and Grading

Competency and proficiency are determined by written, oral and practical examinations, class presentations, and projects in addition to written tests. Students must meet the academic requirements of this program in compliance with the regulations of the graduate policies of the University. The minimum cumulative GPA requirement is a 3.0 for both the University and the DPT program.

Graduation Requirements

The Doctor of Physical Therapy (DPT) degree is awarded upon successful completion of both the academic and clinical portions of the curriculum.

Doctor of Physical Therapy Curriculum

■ Year One

Fall Semester

PTH 405	Anatomy and Histology	6
PTH 405	Anatomy Lab	0
PTH 407	Physiology of Rehabilitation	3
PTH 409	Kinesiology and Pathomechanics	4
PTH 411	*LAMP I	4
PTH 413	Musculoskeletal Assessment I	1
	Semester credits	18

**Leadership, Administration, Management, Professionalism*

Spring Semester

PTH 434	Neuroscience	3
PTH 438	Procedural Interventions I	4
PTH 442	Pathophysiology	3
PTH 450	Pharmacology	3
PTH 462	Musculoskeletal Assessment II	4
PTH 475	Integr. Clinical Ed. Experience	1
	Semester Credits	18

May/June

PTH 537	Procedural Intervention II	3
PTH 555	Physical Assessment	3
PTH 530	Introduction to Client Management	1
PTH 560	LAMP II	1

July/August

PTH 501	Clinical Education I (8 wks)	6
	Semester Credits	14

■ Year Two

Fall Semester

PTH 575	Intgr. Clinical Ed. Experience II	1
PTH 612	Orthopedic Management I	5
PTH 615	Clinical Inquiry I	2
PTH 623	Motor Control	4
PTH 627	Psychosocial Management	2
PTH 631	Cardiopulmonary Management I	3
PTH 635	Integumentary Management	2
	Semester Credits	19

Spring Semester

PTH 613	Orthopedic Management II	4
PTH 624	Neurological Management	3
PTH 632	Cardiopulmonary Management II	3
PTH 638	Pediatric Management	3
PTH 644	Geriatric Management	3
PTH 675	Integ. Clinical Experience III	1
	Semester Credits	17

May/June

PTH 700	Clinical Education II (8 wks)	6
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July/Aug

PTH 603	SOLE	1
PTH 751	Diagnostic Imaging	1
PTH 815	Clinical Inquiry II	2
PTH 821	Manual Therapy	3
PTH 823	Sports Medicine Elective	1
	Semester Credits	13 or 14

■ Year Three

Fall Semester

PTH 801	Leadership & Professionalism III	3
PTH 803	Administration & Management IV	4
PTH 805	Adv. Patient Management	6
PTH 823	Sports Medicine Elective	2
PTH 827	Women's Health Elec.	3
PTH 829	Pediatric Elective	3
	Semester Credits	15 or 16

Spring Semester

PTH 850	Clinical Education III (8 wks)	6
PTH 852	Clinical Education IV (8 wks)	6
	Semester Credits	12

Total Credits **127**

Curriculum Descriptions

■ First Year: First Semester

PTH 405 Anatomy and Histology

This foundational science course is a detailed study of bony landmarks and musculoskeletal system of the human body, which underlie physical therapy assessment and intervention. Gross anatomy includes examination of the anterior and posterior abdominal wall, superficial and deep back muscles, lower extremities, head and neck, upper extremities, and thoracic organs. The histological structure and development of the musculoskeletal, connective tissue, integumentary, vascular and respiratory systems is examined.

6 semester credits

PTH 407 Physiology of Rehabilitation

The physiology of the neurological, musculoskeletal, cardiopulmonary, and renal systems is the focus of this class. Special emphasis is given to the functions of the neurological and musculoskeletal systems during exercise and motor control. Intermediary metabolism is presented in terms of the conversion of chemical energy to mechanical and heat energy during exercise. Oxygen and carbon dioxide transport in healthy and sedentary/pathological subjects are presented in relationship 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.

3 semester credits

PTH 409 Kinesiology and Pathomechanics

This course covers the study of joint and muscle function applying the principles of biomechanics and motion to both normal and pathological populations including gait and gait analysis, posture and posture analysis. Students compare pathological movement to normal and analyze the probable causes. Laboratory study includes palpation of surface anatomy, application of biomechanical theory and muscle function to normal and pathological movement. Students will receive an introduction to manual therapy including non-thrust techniques to the extremities and spine.

4 semester credits

PTH 411 LAMP I

This introductory course stresses transcurricular 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), safety, teaching/education in physical therapy, research and professionalism.

4 semester credits

PTH 413 Musculoskeletal Assessment I

This course focuses on examination of muscle strength through manual muscle testing and joint range of motion through goniometry. Students learn to identify impair-

ments by comparing the results of their examination to normal values. Students apply their examination results to evaluate problems that can occur from limited motion and muscle strength.

1 semester credit

■ First Year: Second Semester

PTH 434 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 438 Procedural Interventions I

The 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 442 Pathophysiology

This course introduces students to pathological conditions as they relate to differential diagnosis in physical therapy. Normal and pathological functioning of the major systems of the body will be covered, including the endocrine, cardiovascular, reproductive, immune, nervous, gastrointestinal, hepatic, pancreatic, urinary tract, integumentary, musculoskeletal, fluid and hemodynamic, hematopoietic, respiratory, visual, auditory and vestibular systems. Course content also covers cell pathology, tumors, knowledge of common pathological conditions, and recognition of when musculoskeletal symptoms may be related to systemic diseases.

3 semester credits

PTH 450 Pharmacology

This course covers the basics of pharmacology for physical therapists. The course includes the basis of pharmacotherapeutics, including pharmacokinetics and pharmacodynamics. Drugs will be studied according to the uses for common pathological conditions with an emphasis on normal and pathological physiology, common drugs used for a condition, their mechanism of action, common adverse effects, and specific points of interest to physical therapy. Student learning activities include lectures, case studies, and a paper examining in detail a drug or dietary supplement.

3 semester credits

PTH 462 Musculoskeletal Assessment II

The 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 involve a critical thinking process to establish an orthopedic impairment based physical therapy diagnosis.
3 credit hours

PTH 475 Integrated Clinical Education Experience I

This course, which occurs in the spring of the first year, allows students the opportunity to practice skills gained during the professional program. Under the guidance and supervision of PT faculty, 1st year students will spend time at the University of Mary pro bono clinics. First year students will team with second year students to provide service to patients with neuromusculoskeletal, cardiopulmonary, and integumentary conditions. In addition, students will put into practice self and peer assessment, evidence-based care, and professionalism.

1 semester credit

■ First Year: May/June Session

PTH 530 Introduction to Client Management

This course prepares the student in the principles of body mechanics and safety precautions, transfers of patients, positioning and draping, wheelchair fitting and mobility, ambulation with assistive devices, architectural barriers and the Americans with Disabilities Act, infection control, bandaging, initial wound care, and introduction to orthotic devices.

1 semester credit

PTH 537 Procedural Interventions 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, manual therapy, strengthening, and aerobic exercises.

3 semester credits

PTH 555 Physical Assessment

This course implements the psychomotor and clinical decision making skills of physical screening, examination, and evaluation for the neurological, lymphatic, HEENT, musculoskeletal, cardiovascular, and integumentary systems. The concept of differential diagnosis and responsibility to conduct medical screening will be addressed through appropriate identification, selection, and prioritization of clinical signs and systems. The course prepares students for their primary care role by increasing their ability to evaluate and interpret system assessment data while determining the parameters to refer and treat.

3 semester credits

PTH 560 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.

3 semester credits

■ First Year: July/August

PTH 501 Clinical Education I

8 week clinical education experience

This first full-time internship occurs in July-August after the 1st academic year and primarily occurs in the settings of acute, outpatient orthopedic, or rural sites in order to allow students the opportunity to master skills gained throughout the 1st 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 patient examination; develop a physical therapy diagnosis, prognosis, and plan of care; and complete interventions included in the plan of care of a non-complex patient.

6 semester credits

■ Second Year; Fall Semester

PTH 575 Integrated Clinical Education Experience II

This course, which occurs in the fall of the 2nd year, allows students the opportunity to practice skills gained during the professional program. Under the guidance and supervision of full-time academic faculty and clinical faculty from the community, students will spend time at both the University of Mary pro bono clinic and at St. Alexius Medical Center. During the fall of the 2nd year, students will work with clients in the acute care setting and delve into the medical conditions that affect PT interventions as well as rotating through the on-campus clinic to provide services to patients with neuromusculoskeletal, cardiopulmonary, and integumentary conditions. In addition, students will put into practice self and peer assessment, evidence-based care, and professionalism.

1 semester credit

PTH 612 Orthopedic Management I

This course emphasizes the patient/client clinical management including examination, evaluation, diagnosis, prognosis, intervention, and outcomes of neuromusculoskeletal conditions for conservative and post-operative orthopedic conditions as well as pathology that is unique to or more prevalent in women and/or men (i.e. breast cancer, osteoporosis, menopause, and female athlete issues). Laboratory activities include splinting of the wrist and hand, taping techniques, therapeutic exercise, advanced examination techniques, manual therapy, and application of rehabilitation equipment. The students will also be exposed to a clinical observation and application experience and present a case study that highlights concepts of collaborative practice within the context of practicing evidence based orthopedic physical therapy.

5 semester credits

PTH 615 Clinical Inquiry I

The course presents the components of a plan for the student's research topic, the Research Proposal. The student selects a research topic related to physical therapy practice; provides background and justification for the topics, and a plan for data collection and analysis in a written proposal. The proposal is presented to peers and faculty as an oral presentation. The course also includes a case-based statistical analysis laboratory in which the student writes the hypotheses for the cases, performs the appropriate statistical analysis, and writes the conclusion 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. Ethical considerations of authorship, the protection of subjects' rights, and the institutional review process are also presented using a case-based approach.

2 semester credits

PTH 623 Motor Control

This course consists of the issues and theories of motor control and motor learning and the beginning process of neurological rehabilitation. Students will build on their knowledge of physiology of motor control by applying this knowledge to clinical practice. Included in the course is the theory of Motor Control and its relationship to neuroanatomy, normal postural and motor control throughout the lifespan; abnormal motor control, gait and gait analysis and neurological assessment.

4 semester credits

PTH 627 Psychosocial Management

The course addresses the psychological and psychosocial problems associated with chronic disease, traumatic injury and being in the "patient role." It includes didactic and student presentations of his or her experience and evaluation of an interview with a person with a disability

2 semester credits

PTH 631 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 635 Integumentary Management

This course emphasizes the examination, evaluation, diagnosis, prognosis, plan of care, and intervention of wounds as well as amputation/prosthetic care. The student synthesizes the knowledge of the disease process with rehabilitation management. The student collaborates with healthcare professionals to gain hands-on experiences working with patients with wounds and amputations.

2 semester credits

■ Second Year; Spring Semester

PTH 613 Orthopedic Management II

This course establishes an evidence based practice approach for patient/client management of disorders related to the spine and temporomandibular joint (TMJ). Emphasis is placed on the examination, evaluation, and differential diagnosis of these disorders. This course also exposes the students to the medical management of orthopedic conditions through the perspective of area physicians. Special attention is placed on the workplace management of the occupational health disorders including ergonomics, work hardening/work conditioning and functional capacity evaluations. 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 non-thrust techniques of the spine and TMJ.

4 semester credits

PTH 624 Neurological Management

This course includes the concepts and principles in the examination, evaluation and ethical and collaborative treatment and care plan of the adult neurologically involved client. Students use case studies to manage various neurological conditions and use simulated conditions to develop therapeutic techniques for use in treatment of such conditions.

3 semester credits

PTH 632 Cardiopulmonary Management II

The student, already having a solid knowledge base of the cardiopulmonary system and assessment techniques (PTH 631), will advance their intervention and management strategies for a patient population having impaired pulmonary and cardiac function. Guidelines involving cardiac and pulmonary rehabilitation programs and secondary prevention programs will be augmented as per the American Association of Cardiovascular and Pulmonary Rehabilitation and American College of Sports Medicine (ACSM).

The course is divided into two major segments: Cardiac and Pulmonary Disease Management. The majority of the training will occur outside of the classroom with health care professionals treating patients in a variety of clinical settings and involving a multidisciplinary approach.

3 semester credits

PTH 638 Pediatric Management

Pediatric Physical Therapy is a course covering abnormal physical and motor development, common pediatric conditions, therapeutic theory and technique, adaptive equipment and devices, synthesis of knowledge into management of a pediatric condition, ethics, and collaboration with other professionals for development of a plan of care. There is no lab for this course; however students are expected to do the equivalent of 1 credit of outside lab work, which includes pediatric assessment, observation, and the family mentoring project.

3 semester credits

PTH 644 Geriatric Management

This course provides information on current issues that impact health care 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 health care 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 675 Integrated Clinical Experience III

This course allows students the opportunity to practice skills gained during the professional program. Under the guidance and supervision of PT faculty, students will spend time at the University of Mary and pro bono clinics. In addition, students will practice clinical teaching skills by mentoring first year students. Students will also engage in administrative duties by managing all aspects of the clinic; and will collaborate with their peers on committees that perform marketing, billing, scheduling, quality assurance, policies and procedures, and budgeting.

1 semester credit

■ Second Year: May/June

PTH 700 Clinical Education II (8 weeks clinical education experience)

This 8 week full-time clinical internship provides students opportunity to practice and gain further experience in content areas of advanced orthopedics, neurological rehabilitation, pediatrics, manual therapy, cardiac rehabilitation, rural or burn/wound therapy. The student should be near entry-level at the conclusion of this internship.

6 semester credits

■ Second Year: July/August

PTH 603 Service Oriented Leadership Experience

This course prepares students to collaborate with an agency in order to organize and complete a service learning project locally, regionally, or internationally. Students will explore the physical therapist's role as a servant leader by actively engaging in the APTA Core Values of altruism, compassion/caring, and social responsibility while providing culturally competent services to an underserved population. 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 Guatemala and the history and mission of the GOD's CHILD Project; or local societal issues affecting under-served people of our region specific to the student's servant leadership project of choice. Students will complete their service learning project in the fall of the 3rd year. Outcomes will be achieved through independent study and reading, group discussion, peer presentations, and self-reflection.

1 semester credit

PTH 751 Diagnostic Imaging

Diagnostic imaging covers the identification of normal and abnormal radiographic findings in spine and extremity injuries. Principles regarding clinical prediction rules (CPR's) for imaging, identification and recognition of appropriate views isolating specific lesions, and understanding of the ABC's approach to interpret findings will be emphasized. In addition, advanced imaging modalities including MRI, CT-Scan, ultrasound, and bone scans as they apply to physical therapy will be introduced.

1 semester credit

PTH 815 Clinical Inquiry II

The students will organize and present case studies of selected patients from their second clinical education experience (May/June Second year). The student will compose his/her research manuscript during this course;

make a 15-minute oral presentation at the Annual Allied Health Scholarship Colloquium (the end of Spring semester third year).

2 semester credits

PTH 821 Manual Therapy

This course involves an evidence based eclectic approach to incorporating various manual therapy techniques into the management of musculoskeletal conditions. This course includes topics on the McKenzie approach, Strain and Counterstrain, Mobilization with Movement, Muscle Energy Techniques, and Soft Tissue Mobilization techniques to management of spine and extremity dysfunction. This course will emphasize mastering a basic skill set of hands-on traditional manual therapy techniques including thrust and non-thrust techniques in a laboratory setting.

3 semester credits

Electives (Choose One: PTH 823, 827, or 829)

PTH 823 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.

3 semester credits (1 summer/2 fall)

■ Third Year: Fall Semester

PTH 801 Leadership and Professionalism III

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. Included topics are physical therapists as consultants, clinical educators, agents of change via legislation and the APTA House of Delegates. Included in this course is the option of an experience in a third world country or a local service learning project.

3 semester credits

PTH 803 Administration & Management LAMP IV

In this course, students study the healthcare system and the role of the physical therapist in the healthcare system. Students examine various payment systems and their impact on the healthcare delivery. Students explore different personal management styles, human resource management, financial management, and program development. They will learn record keeping, liability, malpractice, consultation, and professional communication. Additional ethical, legal, and practice issues will also be

discussed throughout the course. Emphasis will be placed on developing and managing an autonomous physical therapy practice in multiple settings.

4 semester credits

PTH 805 Advanced Patient Management

This class is a problem based capstone class for physical therapy management of patient cases. Special emphasis will be placed on screening for differential diagnosis, management of comorbidities, and 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 a case study from their summer clinical education experience. Finally, students will complete a self study in differential diagnosis with regular testing. Lab and written comprehensive testing is included in this course. The service learning portion of this course will be to serve as lab instructors for beginning anatomy and kinesiology courses.

6 semester credits

PTH 827 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 be introduced to pelvic –floor examination and intervention. 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.

3 semester credits

PTH 829 Pediatric Elective

This course will further prepare students for practice in pediatrics. Pediatric pathological conditions will be studied in greater depth in the area of assessment, treatment, and outcomes. Students work with children who have neurological, orthopedic, and coordination pathologies and further study normal development.

3 semester credits

■ Third Year: Spring Semester

PTH 850 & 852

Clinical Education III and IV

The final two 8 week clinical experiences continue to progress the student to entry-level in the management of patients throughout the lifespan and throughout various patient care settings. The placements round out the student's clinical experiences so that the student will have had practice in four diverse settings. The student must be at entry level at the completion of these experiences in order to graduate from the program.

12 credits (2 experiences @ 8 weeks each)

PTH 999 Graduate Studies Assessment

Graduate students register for PTH 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 Catalog.

0 semester credits

PERSONNEL

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