

Catalog

2011 UNDERGRADUATE PROGRAMS



2012



UNIVERSITY OF MARY
America's Leadership University

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 (2010 population – 61,272)

Enrollment (2011-12)

Total number of students – 3,317

Ratio of Students/Faculty – 16:1

Overall Placement Rate – 96 percent

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

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
Biology	Mathematics Education
Biology Education	Music
Business Administration	Music with an Emphasis in Sacred Music
Business Communication	Music Education
Business Education	Music Performance
Clinical Laboratory Science	Nursing
Communication with Public Relations	Pastoral Ministry
Computer Information Systems	Physical Education
Criminal Justice	Psychology
Early Childhood Education	Radiologic Technology
Elementary Education	Respiratory Therapy
Engineering Science	Social and Behavioral Sciences
English	Social Studies Education
English Education	Social Work
Exercise Science	Spanish
Financial Services and Banking	Special Education
Healthcare Administration	Sport and Leisure Management
History Education	Theology
Information Technology Management	

Areas of Study – Minors

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

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

UNIVERSITY OF MARY
UNDERGRADUATE PROGRAMS

Catalog

2011–2012



Table of Contents

General Information	6	School of Health Sciences	86
History.....	6	Emerging Leaders Academy	116
Mission Statement	6	Academic Life	118
Vision Statement.....	7	Student Life	126
Mission and Identity	7	Student Services	128
Benefictine Values	8	Tuition and Fees	131
Americans Leadership University.....	8	Financial Assistance	133
Facilities	9	Personnel	138
Programs for Adult Learners.....	10	Board of Trustees	138
Degree Information	11	Administration	139
Bachelor Degree Requirements	13	Full-Time Teaching Faculty.....	139
Requirements for Graduation.....	14	Professional Staff.....	145
Pre-Professional Concentrations	16	Part-Time Faculty	149
Course Numbers.....	16	Lead Facilitators.....	151
Family Educational Rights and Privacy Act.....	16	Adjunct Faculty	152
Admissions	19	Emeritus Faculty.....	153
Gary Tharaldson School of Business	24	Index	154
School of Arts and Sciences	39	Campus Map	Inside Back Cover
School of Education and Behavioral Sciences	71		

This bulletin is not a contract and is published for purposes of information only. Rules, regulations, procedures, courses, programs and costs are current only on the date of publication and are subject to change as needs may dictate.

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 3,317 in 2010.

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

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

In addition to those initial programs, master's degrees are offered in occupational therapy, business administration, counseling and project management. In 2003 a doctorate in physical therapy was added to graduate studies. The opening of the Butler Center for Lifelong Learning in Bismarck added a much-needed site for classes and service to the local area. With the launching of the Centers for Accelerated and Distance Education in 1996, the University opened a center in Fargo, North Dakota, in January 1997, offering undergraduate and graduate programs for the adult learner. Responding to the need for services, the University has off-campus sites and has expanded its delivery of educational services to include online learning.

The University of Mary 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 cocurricular learning come together.

Today, with a faculty and staff of over 300, 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.

University Goals

Mission Statement

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

To serve the religious needs

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

To serve the academic needs

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

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

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

facets. It recognizes the richness and diversity that come from intellectual inquiry and exploration.

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

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

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

- Curricular integration of the liberal arts and professional preparation
- Opportunities in service learning on campus, locally, regionally, and globally
- The trimester calendar, which translates into two four-month semesters and a summer term, providing learning opportunities to meet individual needs, including foreign and domestic travel
- Commitment to graduate studies
- Continuing education through course offerings for area citizens
- The delivery of academic programs with a focus on distance education to include off-campus sites and online offerings.

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 a commitment to the common good.

Leadership development opportunities include:

- A first year experience based on the concept of servant leadership
- Mentorships, internships, practicums or meaningful work experiences
- Independent or individualized studies with faculty mentoring and guidance
- Student participation in the University's decision making processes
- Student involvement in professional and service organizations
- Service learning in curricular and cocurricular offerings to include global perspective
- Exchange among students, faculty, and staff in the social, academic, and spiritual areas of the campus environment
- Involvement in the religious, social, educational, and political communities beyond the campus.
- The Emerging Leaders Academy, an honors leadership program that is designed for highly-motivated, capable students who are interested in becoming future professional leaders.

Servant Leadership experiences are based on:

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

Mission and Identity

Founded to prepare leaders in the service of truth, the University of Mary is distinctive in our education and formation of servant leaders with moral courage, global understanding, and commitment to the common good. 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, courageous advocates for justice and peace. Our Christian commitment is born from and sustained by the encounter of the Risen Lord, who came not to be served but to serve. As He humbly washed the feet of His disciples on the night before He died, so we seek to serve one another. We are faithfully Christian.

We are joyfully Catholic.

As a Catholic university, we joyfully draw our life from the heart of the Church, identifying with the ancient tradition 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, pre-serving learning, cultivating wisdom, modeling humane virtues of balance and generosity. The life of our Sisters shapes our life. We are gratefully Benedictine.

Benedictine Values

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

- *Community: Striving together for the common good and growing in relationship with God, one another, and self; Let all things be common to all (RB 33).*

- *Hospitality: Receiving others as Christ with warmth and attentiveness; Let all be received as Christ (RB 53).*
- *Moderation: Honoring all of God's creation and living simply with balance and gratitude; Regard all things as sacred and do everything with moderation (RB 31).*
- *Prayer: Attending to the mystery and sacredness of life, abiding in the divine presence, listening and responding to God; Listen intently to holy readings. Give yourself frequently to prayer (RB 4).*
- *Respect for Persons: Recognizing the image of God in each person and honoring each one in their giftedness and limitations; Honor everyone and never do to another what you do not want done to yourself (RB 4).*
- *Service: Meeting the needs of others in the example of Jesus the servant leader; The members should serve one another (RB 35).*

America's Leadership University

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

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

That same communal focus makes the University of Mary open to change. Through its continued search for innovative and experiential approaches to learning, the University seeks personalized and relevant education for all students, including those with special needs, whether these be economic, social, cultural, racial, religious, or personal.

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

Facilities

The main campus of the University of Mary is located six miles from downtown Bismarck. It includes the 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:** This building houses the Division of Mathematics and Natural Sciences, the Program in Occupational Therapy, and Human Performance Science classrooms.
- **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.
- **The Richard A. Tschider Center for Health Science:** Named for the long-time administrator of St. Alexius Medical Center, this building includes classrooms, labs, faculty offices, a conference room and a weight room, and adjoins the McDowell Activity Center. It is also the home of the 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 re-sides in a variety of student residences. There 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 dedicated 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 Division

of Philosophy and Theology, a cafeteria, a women's residence hall, the television production studio, the student radio station, faculty offices, classrooms, and the Harold Schafer Leadership Center.

- **Harold Schafer Leadership Center:** Named after the renowned North Dakota entrepreneur, the center is located within the Benedictine Center. It includes an executive boardroom, the 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 present.

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 nearly 600 journals and newspapers. Full-text online indices are provided in both general and special subject areas. This facility also provides space for class-rooms, computer laboratories, and faculty offices for the School of Arts and Sciences.

All materials in the library are cataloged and fully accessible through the use of INFO*LYNX, an automated catalog. INFO*LYNX is a joint catalog listing the materials of Welder Library, Bismarck Public Library, Mandan Public Library, United Tribes Technical College Library, and six other smaller area libraries.

Students and faculty also have access to the collections at the North Dakota State Library, Bismarck State College Library, and Q&R Medcenter One Health Sciences Library. Welder Library is linked by computer to the major academic and public libraries in North Dakota and the upper Midwest region.

The State of North Dakota and the State of Minnesota have a contract which makes the resources of Minnesota available to residents of North Dakota including the students and faculty of the University of Mary. A union list of serials called MULS gives Welder Library access to the periodical holdings of libraries in North Dakota, South Dakota, and Minnesota.

Welder Library is also a participant in OCLC, an international library network that provides automated support for cataloging, database searching, and inter-library loan through access to nearly 48 million items.

Programs for Adult Learners Accelerated and Distance Education

The University is committed to serving the learning needs of adults. Undergraduate and graduate programs are offered utilizing alternative delivery modes including concentrated evening classes completed in 5-10 weeks, summer options, weekend college and distance education. Through the Centers for Accelerated and Distance Education, adult learners with significant work experience may be granted prior learning academic credit through a portfolio evaluation of learning outcomes. Selected undergraduate programs are offered for adults who have already completed many requirements for their degree allowing them to complete their degree in 15-18 months. Graduate programs are also offered in accelerated and in on-site and online formats. For more information, contact the University of Mary Centers for Accelerated and Distance Education in Bismarck or Fargo.

- **Bismarck Center:** The Bismarck Center serves communities in western North Dakota. Located in the Butler Center for Lifelong Learning on South Seventh Street in Bismarck, the Butler Center is named in honor of Francis and Doris Butler, founders of Butler Machinery, Fargo, by their sons Matt, David, and Greg Butler. It is the site of most of the University's evening classes and many other special program offerings, and an office for the Centers for Accelerated and Distance Education. The center has eight classrooms, each with a seating capacity for 24 to 45 people with the flexibility for three larger spaces. It also serves as the University's information center within Bismarck.
- **Fargo Center:** The Fargo Center serves eastern North Dakota and western Minnesota, with sites at Grand Forks, Fargo, Jamestown and Belcourt, ND. The center is located in the Butler Building at 1351 Page Drive in Fargo. It has 11 classrooms including a complete computer lab, one conference room, as well as administrative and student support offices. The state-of-the-art lab and classrooms enjoy high-speed connections to the internet as well as to the main campus.
- **Billings Center:** The Billings Center serves Montana 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 N.W. Barry Road. The building is located in the north area of Kansas City, Mo. near KCI Airport. The Kansas City Center has an administration office and two classrooms. Classrooms contain a projector system that is connected to the internet.

The University of Mary is located on-post at Fort Riley, Kansas. This location houses a consortium of seven colleges and universities which are a part of Fort Riley Education Services. The address is Building 217, Room 204, Custer Avenue, Fort Riley, Kansas. University of Mary has an administrative office and utilizes two classrooms equipped with a projector system and internet use.

The Prior Learning Program

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

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

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

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

Dual Degree Program

The dual degree program provides an opportunity for qualified students to earn a Bachelors of Science degree in Engineering Science at the University of Mary while earning an engineering degree from the University of Minnesota. Students complete three or four years of study including all liberal arts requirements and the requisite pre-engineering courses in math and science at the University of Mary. Two additional years of study as a transfer student in the Institute of Technology at the University of Minnesota allow the student to complete a dual degree in Engineering Science.

Summer Sessions

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

Graduate Programs

The University of Mary offers master's programs in Business Administration, Nursing, Education, Counseling, Project Management and Occupational

Therapy and a doctorate program in Physical Therapy. Courses are offered each semester and during summer sessions. Students interested in pursuing a graduate degree should contact the Director of Graduate Studies in the Office for Academic Affairs.

The Graduate Bulletin and the University of Mary website provide further information concerning graduate programs.

Step-Up Program (Dual Credits)

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

Programs for Elders

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

Every summer the University of Mary hosts the Elderhostel Program. This week-long, low-cost residential and commuter program provides educational enrichment to adults 55 years of age and older. No academic credit is offered for this program.

Life-Long Learning and Continuing Education

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

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

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

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

Degree Information: Student Competence(s)

The University of Mary challenges students to develop and appreciate distinctly different ways of

thinking about nature, culture, and society. Liberal learning engaged in collectively calls forth and develops essential qualities of the mind – creative, analytical, imaginative and intellectual – and at the University of Mary is not restricted to traditional liberal arts core courses; rather, liberal learning is integrated throughout disciplinary and professional fields. The ultimate purpose of a liberal education is to develop in individuals a leadership ethic of social obligation and service that benefits the pluralistic world community.

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

Spirituality and Ethics

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

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

Communication

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

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

Critical Thinking

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

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

Global Stewardship

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

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

The University requires that students complete 56 semester hours in liberal arts courses to help develop the four competence areas: Spirituality and Ethics, Communication, Critical Thinking, and Global Stewardship. Faculty advisors assist students in choosing courses and identifying learning opportunities that will help them meet this requirement.

General Bachelor Degree Requirements

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

1. A minimum of 128 semester hours of which at least 44 semester hours are on the 300-400 level with a minimum cumulative grade point average of C (2.0) or the minimum grade point average as required by a major
2. At least 64 semester hours of credit in a four-year college of which 32 semester hours must be at the University of Mary, 16 of these in the student's major area, and eight of these in the student's minor area.
3. 53–57 semester hours in liberal arts and sciences, including:
 - 28–31 required semester hours for the following courses:
 - POL 101 Responsible Citizenship (3 semester hours)
 - ANT 171 Cultural Anthropology (3 semester hours)
 - ENG 121 College Composition II (3 semester hours)
 - COM 110 Oral Communication (3 semester hours)
 - MAT 103 College Algebra (or higher) (3 semester hours)
 - An Art Course: 3 semester hours
 - ART 108 Introduction to Photography
 - ART 111 Introduction to the Visual Arts

ART 116	Introduction to Film
ENG 130	Introduction to Literature
MUS 196	Introduction to Music

- A 100/200 Level Lab Science Course: (4 semester hours)
- A Theology Course: 3 semester hours
 - THE 104 Basic Catholic Beliefs
 - THE 110 Introduction to the Bible
 - THE 112 Introduction to Theology
- An Ethics Course: 4 semester hours
 - THE 208 Introduction to Christian Ethics
 - THE 215/315 Virtue & Character
 - THE 220 Faith & Justice
 - THE/CTH 234 Benedict: Yesterday and Today
- ALU 122 Freshman Seminar (1 semester hour)

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

- 23 - 26 additional semester hours from at least three (3) of the following areas (one of the areas must be Philosophy/Theology):
 - Humanities (Prefix of ENG, COM, MUS, or SPA)
 - Mathematics/ Natural Sciences (Prefix of BIO, CHE, MAT, PHY, or SCI)
 - Philosophy/ Theology (Prefix of PHI or THE)
 - Social & Behavioral Sciences (Prefix of ECN, GEO, HIS, POL, PSY, SOC)
- Additional requirements to include:
 - Information technology requirement met with the course, CIS 101 Introduction to Computer Information Systems (4 semester hours) or its equivalent or passing performance in a placement exam.
 - Senior Capstone Course within the major (1.0 or more semester hours)
- 4. Declaration of a major or an area of concentration. Students indicate an area of study or a major during the first semester of the freshman year to guide course selection and the career exploration

process. During spring semester of the sophomore year, the students apply to the academic division for which the area of study is offered.

5. Participation in student academic achievement assessment. The University engages students in the assessment process to evaluate and improve teaching and learning. To accomplish this, students' participation in tests and learning assessments is expected.

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

Students who wish to complete two baccalaureate degrees must complete 160 semester hours. For more information, consult the Registrar.

Specific Degree Requirements

Bachelor of Arts and Bachelor of Arts in Nursing Degrees

In addition to meeting graduation requirements for a bachelor's degree, a candidate for a Bachelor of Arts or Bachelor of Arts in Nursing degree will have either a proficiency in a second language through the completion of 16 semester hours (or its equivalent) or 20 semester hours of Philosophy-Theology with 12 semester hours at the 300-400 level.

Bachelor of Science and Bachelor of Science in Nursing Degrees

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

Bachelor of University Studies Degree

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

With the assistance of a faculty advisor, the candidate for a Bachelor of University Studies degree develops an individualized degree plan. The candidate for this degree may develop an area of concentration or courses

relating to a specific topic, discipline, or area. For an area of concentration, a minimum of 28 semester hours is required of which eight may be earned in a practicum setting. Twenty of these hours are to be on the upper division (300-400) level. The courses need not come from one academic discipline.

Requirements for Graduation

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

To participate in the annual graduation ceremony, seniors must have satisfactorily completed all work leading to a degree by the end of the second semester of that year. An exception will be made for students enrolled in an internship provided the internship will be completed by Sept. 1. Likewise, students in Education who have a block of directed teaching to complete may participate in the ceremony provided that the student-teaching experience begins four weeks prior to graduation. Independent studies and requests for Prior Learning credit for graduating seniors must be completed by April 1.

All graduates are required to participate in the annual graduation ceremony held at the close of the spring semester unless excused by the Assistant Vice President for Academic Affairs. Graduates participating in the ceremony must have completed arrangements for payment of their financial obligations.

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

Returning Students

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

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

Areas of Study

Major Areas of Study

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

To be eligible for a degree, transfer students must earn at least 16 semester hours on the 300-400 level in their major from the University of Mary. In addition to fulfilling the required courses for a major, students must fulfill the competence requirements as well as all other degree requirements.

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

Minor Areas of Study

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

To add a minor, transfer students must earn a minimum of eight semester hours within the minor at the University of Mary of which four of the eight semester hours must be upper level.

Concentrations

Students may add one or more concentrations to their major area of study. Concentrations are available to those who wish to place extra emphasis within the study of a profession to increase breadth and depth of a focused topic or area.

Communication

Concentration in Public Relations:

ENG 121; ART 108, ART 115; BUS 215, BUS 333, BUS 371; COM 102, COM 106, COM 110, COM 204, COM 226, COM 237, COM 303, COM 309 or 311, COM 315, COM 316, COM 329, COM 330, COM 332, COM 413, COM 414, COM 420, COM 426, COM 430, COM 432, One of the following: COM 210, COM 212; two practical from: Forensics, Theatre, Video, Summit; ALU 499.

Note: If a student has a minor, they cannot concentrate in that area also. A grade of "C" or higher is required in all courses of concentration.

Health Care

Students interested in pursuing graduate degrees in medicine (M.D. and D.O.) and other health-related professions (e.g., chiropractic, dentistry, optometry, pharmacy, physician assistant, podiatry or veterinary medicine) gain a strong background in the sciences and liberal arts at the University of Mary. Students are provided opportunities, both in and out of the classroom, to participate in experiences that will enhance their pre-professional preparation. Examples include participation in the many leadership, learning, and service activities available through membership in the Math/Science Association and other service organizations. Research seminars, panel discussions, and practice interviews are made available to students. In addition, some upper level courses require independent research projects and students may pursue independent study research projects in conjunction with area research institutions. The University also assists students in preparation for the Medical College Admissions Test (MCAT) and the pre-professional exams in other health care fields. Because professional schools' entrance requirements vary widely, students are urged to contact the professional school they wish to attend to assure that they have taken all of the prerequisite classes to meet program requirements.

When the following courses have been completed with a minimum cumulative GPA of 3.5, the student will receive a notation of the appropriate pre-health care concentration on his/her transcript (options include Pre-Med, Pre-Chiropractic, Pre-Dental, Pre-Optometry, Pre-Physician Assistant, Pre-Podiatry, and Pre-Vet).

Concentration in Pre-Health Care Areas:

BIO 103, 106, 311; CHE 111, 112, 217, 318; CRJ 312; MAT 103 (or higher); PHY 203, 304. These courses are strongly recommended: BIO 207, 208; CHE 310; ENG 302.

Pre-Law

To enter an approved school for the study of law, a person is expected to have a Bachelor of Arts or Bachelor of Science degree and to have successfully completed the Law School Admissions Test (LSAT). A degree which concentrates on the development of critical thinking, effective writing, and strong oral communication skills is a good preparation. Pre-Law Concentration is best suited for majors in: Accounting, Business, Communications, Criminal Justice, English, History Teaching, and Social & Behavioral Sciences.

When the following courses have been completed the student will receive a notation of "Pre-Law Concentration" on his/her transcript.

Concentration in Pre-Law:

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

Course Numbers

Courses numbered 100-200 are open to freshmen and sophomores, 300-499 are usually for juniors and seniors.

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

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

Family Education Rights and Privacy Act of 1974

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

- Parents or eligible students have the right to inspect and review all of the student's educational records maintained by the school. Schools are not required

to provide copies of materials in educational records unless, for reasons such as great distance, it is impossible for parents or eligible students to inspect the records. Schools may charge a fee for copies.

- Parents and eligible students have the right to request that a school correct records believed to be in-accurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record commenting on the con-tested information in the record.
- Grades will be made available to students via the <http://my.umary.edu> website by using their ID numbers and passwords. Grades will be mailed to parents upon receipt of request from the student. Such requests must be made in writing to the Office of the Registrar. Parents or legal guardians may also obtain their child's educational records if they establish that the student is a financial dependent as defined in Section 152 of the Internal Revenue Code of 1986. A student is considered "financially dependent" if either parent or your legal guardian claimed you as a dependent upon their most recent federal income tax return. The Office of the Registrar requires that the parent(s) or legal guardian provide a copy of the filed federal tax return before it releases the information.
- Generally, schools must have written permission from the parent or eligible student before releasing any information from a student's record. However, the law allows schools to disclose records without consent to the following parties:
 - School employees who have a need to know
 - Other schools to which a student is transferring
 - Certain government officials in order to carry out lawful functions
 - Appropriate parties in connection with financial assistance to a student
 - Organizations conducting certain studies for the school
 - Accrediting organizations
 - Individuals who have obtained court orders or subpoenas
 - Persons who need to know in cases of health and safety emergencies and state and local authorities, within a juvenile justice system, pursuant to specific state law.

Schools may also disclose without consent “directory”-type information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

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

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

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

Notification of Rights under FERPA

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

1. The right to inspect and review the student’s educational records within 45 days of the day the University of Mary receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. As stipulated in FERPA, the University of Mary will not normally provide written copies of educational records to students unless the student can demonstrate that it would be very difficult to inspect the records in person. In the case where copies are provided, the student is responsible for an administrative fee.
2. The right to request the amendment of the student’s educational records that the student believes are inaccurate or misleading. Students may ask the University of Mary to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s educational records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University of Mary in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted (such as Student Health Clinic personnel, security personnel, the University attorney, auditors, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the University of Mary discloses educational records without consent to officials of another school in which a student seeks or intends to enroll.
4. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of Mary to comply with the requirements of FERPA.

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

The information included in the University of Mary Directory includes:

- Name
- Address (local and/or permanent)
- Telephone number (local and/or permanent)
- Major, Minors
- Class

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

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

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

Admissions

Minimum standards for automatic undergraduate acceptance include both of the following:

- ACT Composite score of 19 or higher
- High school cumulative GPA of 2.5 or higher
- Adult learners (aged 21 or older) are eligible to apply for first time college study without qualifying based on HS GPA or college placement scores.

Students who do not meet admission criteria may be accepted provisionally upon recommendation of the Academic Standards and Admissions Committee. No applicant is refused admission to the University on the basis of race, color, religion, national origin, age, sex, or disability.

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

Every applicant to the University of Mary is reviewed on an individual basis. Admission is granted to applicants who will, in the judgment of the Academic Standards and Admissions Committee, make positive contributions to the community life of the University and be able to progress satisfactorily toward the completion of all degree requirements. The committee evaluates secondary school achievement, recommendations from counselors, test scores, and personal achievement. In evaluating applications, the Academic Standards and Admissions Committee also considers any special circumstances which may have affected the applicant's prior academic achievement. The committee recommends that applicants complete these units of credit at the secondary level:

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

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

The Vice President for Student Development is responsible for coordinating the University's compliance with federal regulations and other applicable laws and regulations regarding nondiscriminatory access to facilities and programs available at the University of Mary.

No applicant is refused admission to the University on the basis of race, color, religion, national origin, age, sex, or disability. The Vice President for Student Development is responsible for coordinating the University's compliance with federal regulations and other applicable laws and regulations regarding nondiscriminatory access to facilities and programs available at the University of Mary.

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

Freshman Admission

Applicants must complete these steps for admission:

1. Complete and return to the Office of Admission a formal application for admission and a non-refundable \$25 application fee.
2. Send an official secondary school transcript or GED score to the Office of Admission.
3. Resume that outlines achievements
4. Request a recommendation from a school counselor.
5. Submit score reports from the American College Test (ACT) or the Scholastic Aptitude Test (SAT). Each applicant is responsible for applying directly to the American College Testing Program, PO Box 168, Iowa City, IA 52240 or to the College Board, PO Box 1025, Berkeley, CA 94701. Candidates should schedule one of the early test dates during their senior year. The University of Mary's code for the ACT is 3201; for the College Board, it is 6428.

The American College Test (ACT) or the Scholastic Aptitude Test (SAT) is not required for students who have been out of high school for more than three years.

Transfer Admission

The University of Mary welcomes transfer students from regional accredited community and junior colleges and four-year colleges and universities. Students should refer to the Academic Life section of the catalog for information regarding transfer of credit.

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

1. A formal application for admission and a \$25 non-refundable application fee for undergraduate studies and \$40 non-refundable application fee for graduate studies
2. Official transcripts from all colleges and universities previously attended.

Upon receipt of the above, a student may be officially admitted to the University of Mary and is registered for classes.

Adult Student Admission

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

1. A formal application for admission and a \$25 non-refundable application fee for undergraduate studies and \$40 non-refundable application fee for graduate studies
2. Official transcripts from all colleges and universities previously attended, if applicable.

Upon receipt of the above, a student may be officially admitted to the University of Mary and is registered for classes.

International Student Admission

The University of Mary welcomes applications from international students. Undergraduate student applicants from countries in which English is not the native language are required to take the Test of English as a Foreign Language (TOEFL) and score a minimum of 500 on paper, or 197 electronic, or 71 on the Internet-based examination. Alternatively, prospective undergraduate students may take the STEP with a pass at pre-1 and 2A, and request that the results be sent to the University of Mary. Qualified under-graduate applicants may also complete the English language learning program offered by The Language Company; successful completion of level nine in that program will meet the university's undergraduate English proficiency requirement.

Graduate student applicants from countries in which English is not the native language are required to complete the TOEFL and achieve a minimum score of 80 on the Internet-based examination with sub-scores not falling below the following standards in any category: Listening 15, Reading 20, Speaking, 22, and Writing 20. Graduate applications using different versions of the TOEFL (such as paper-based or computer-based) will be considered on a case-by-case basis. Scores for any applicant that are more than two years old are not valid and will not be considered.

In addition, prospective undergraduate international students must present official academic records as proof that they have the equivalence of an American high school education and are admissible to a college or university in their country. Official transcripts, school certificates, and a complete medical history are required. Prospective graduate international students must present official academic records as proof that they have at least the equivalence of an American baccalaureate degree.

An admitted international student must show evidence of his or her ability to meet costs over a four-year period by filling out the International Student Financial Statement form available from the Office of Admission. 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.

Early Admission

The University permits the admission of students who have completed their junior year of high school and gained the written approval of their principal or school counselor. Students must demonstrate outstanding academic potential and sufficient emotional maturity to adjust to the academic and social pressures of university life. Application procedures are the same as for regular freshmen applicants.

Deferred Admission

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

Non-Degree Admission

A student not interested in obtaining a degree or one who has completed work toward a degree may enroll at the University of Mary as a special student. Such persons may take courses for credit or arrange to audit courses. A special student is not considered a degree candidate and

therefore is not required to apply for admission and is not eligible for financial assistance. However, if the student chooses to pursue a degree at the University of Mary, he or she is asked to submit an application form and follow the requirements as described under Transfer Admission.

Consideration of Applicants with a Prior Criminal History

Admission decisions for applicants to the university who have a prior criminal history, those currently under a violence protection order and those currently under investigation for or charged with criminal activity who otherwise satisfy the university's admission criteria will be made by the Academic Standards and Admissions Committee.

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

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

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

The university reserves the right to delay a determination with regard to the admission of any applicant currently under investigation for criminal activity until such time as all criminal proceedings have been fully resolved. Applicants under a current Violence Protection Order are not

eligible for admission to the university until such time as the violence protection order has expired.

Applicants convicted of violent crimes as defined by the U.S. Federal Bureau of Investigations Uniform Crime Report shall be barred from consideration as full-time or residential students. Violent crimes under this system include murder and non-negligent manslaughter, forcible rape, robbery, and aggravated assault. Applicants convicted of any non-statutory sex crime or who are registered sex offenders shall be barred from consideration as full-time or residential students. Applicants convicted of statutory sex crimes, domestic violence, or felony offenses of any type may be barred from consideration as full-time or residential students.

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

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

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

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

The Academic Standards and Admissions Committee shall not consider the effect of an admission or denial decision on any candidate. For example, if admission or enrollment to a college or university is a condition of a candidate's parole or probation, the Academic Standards and Admissions Committee will not consider that information as part of the review process.

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

Withdrawal of Offers of Admission

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

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

Admission to a Major Area of Study

Acceptance at the University of Mary does not automatically qualify a student to pursue a program in one of the major areas of study. During the sophomore year a student submits a written application to the chairperson of the division to which he or she requests admission.

Application requirements are specific to the major. The student should consult the Division Handbook or an advisor. Applications are reviewed by the faculty members of the division by May 30. Students are then notified that they have been either admitted, admitted provisionally, or denied admission to the division.

Transfer students at the junior and senior levels may be accepted by certain divisions conditionally for one semester. At the beginning of the second semester in residence, the student must submit the application for admission to the division and three recommendations from members of the University of Mary Corporate

Faculty. These will be reviewed as described above. At the end of their first semester in residence, students seeking an associate degree program submit a written application to the appropriate program director.

Readmission

A student in good academic standing who withdraws from the University of Mary for one or more semesters is required to submit to the Office of Admission an application for admission together with transcripts for any college work undertaken during the period of absence. A student seeking readmission who was not in good academic standing at the time of leaving must apply to the Assistant Vice President for Academic Affairs. Conditions for reinstatement may be imposed upon returning students.

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

Campus Visits and Interview

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

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

Office of Admission

University of Mary

7500 University Drive

Bismarck, ND 58504-9652

Our website is www.umary.edu

Immunization Policy

Purpose

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

Statement of the Policy

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

Students not in compliance with this policy may have their registration cancelled. In the event of measles, mumps or rubella outbreak on the campus, students who have not previously submitted proof of immunity to measles may be removed from residence halls or barred from classes and other activities until university officials determine that there is no likely significant risk to the student or to others within the community.

Exemptions

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

Gary Tharaldson School of Business

FACULTY: Cuperus, Fishbeck, Hager, Jiao, Kozojed, Krein, Neu, Sautner, Sovak, Traiser (Dean)

Mission

Incorporating the Christian, Catholic, and Benedictine values of the University of Mary, the Gary Tharaldson School of Business provides quality baccalaureate and master's degree programs to educate and prepare students to positively contribute to their professions and communities as ethical servant leaders. Using a philosophy of continuous improvement, the Gary Tharaldson School strives to be innovative and responsive to the changing needs of students, faculty and the business community through experience-based curricula.

Accreditation

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

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

- Bachelor of Science in Business with Concentrations in Human Resource Management, Management, and Marketing Areas of Study

Traditional Undergraduate Majors:

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

Adult/Distance Education Undergraduate Majors:

Accounting, Organizational Leadership; Information Technology Management; Business with a Management Concentration, Business with a Human Resource Concentration, or Business with a Marketing Concentration

Bachelor Interdisciplinary Majors:

Business Communications, Business Education

Bachelor Degree Minors:

Accounting, Business Administration, Healthcare Administration, Information Technology Management, Sport and Leisure Management

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

The criteria for acceptance into the business majors include submission of the appropriate application form and completion of specific courses for each major (see specific major section) with a final grade of C or higher. A cumulative grade point average (GPA) of 2.5 is required for admittance. Less than a 2.5 cumulative GPA will result in being denied admittance. Student may reapply when their GPA meets the requirement. Attached to the letter of application, a resume, a graduation audit completed within the current semester and a letter of application must be included. The letter of application should be addressed to the Dean of the Gary Tharaldson School of Business, written in a professional manner and include the following:

- Discuss the reason you wish to pursue a degree in your selected major(s) area of study, focusing on how this major(s) will help you achieve your long term goals.
- Discuss your personal strengths and weaknesses that may help or impede you in completing your degree in your major(s) area of study.

- Describe how the Benedictine values of Hospitality, Moderation, Respect for Persons, Prayer, Service and Community relate to your major area(s) of study.
- Provide any other comments that will assist the Dean and the faculty in evaluating your application.

Application forms may be obtained from the University of Mary website under the Gary Tharaldson School of Business section or from the School's secretary. Following review of the application, students will receive written notice that they have been admitted or denied admission to the major(s).

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

- Students must have been accepted into their major.
- All courses required for the major must have a grade of C or higher (includes courses taken within the Gary Tharaldson School of Business and transfer courses.)
- Cumulative GPA of 2.5 or higher. Students must have met the general bachelor degree requirements as outlined in the appropriate release of the Bulletin for that student. (See General Bachelor Degree Requirements section in the Bulletin.)
- Volunteer activity of 25 hours or greater must be documented and provided to the Director of Student Volunteer Services.
- Any required courses in the Gary Tharaldson School of Business majors will be accepted toward meeting the requirements for a major if taken within the past seven academic years. Any courses taken prior to the seven year period will only be accepted upon approval of the Dean of the Gary Tharaldson School of Business to ensure that the program graduate has current knowledge in his or her chosen field.

Traditional Bachelor Degree Majors

■ Accounting Major

Accounting majors graduating from the University of Mary's Gary Tharaldson School of Business will be enriched through a curriculum of discovery, development and application to ensure a sound knowledge of the key professional components of business. Students also gain an understanding of

how to incorporate servant leadership into their everyday lives as business professionals. In addition to the core competencies of the University, graduates of the Accounting program will be able to:

- demonstrate the ability to apply generally accepted accounting principles, IRS regulations, audit standards, and SEC reporting requirements in the preparation of accounting information for internal and external users.
- demonstrate the ability to synthesize information and form arguments, adapting oral and written communication to the audience.
- evaluate ethical dilemmas and formulate actions using appropriate ethical and legal frameworks and standards of the profession.
- use information technologies to access, analyze, and report financial information.
- recognize economic, legal, and political forces that impact organizations operating in today's global environment.
- demonstrate the ability to analyze, synthesize, and evaluate ideas from multiple perspectives to make decisions and solve problems.
- demonstrate the ability to research emerging issues using appropriate professional resources.
- incorporate the Benedictine values and the merits of servant leadership into the best practices of academic projects and coursework, community projects, and work effectively in a team environment.

Additional Program Information

The Accounting program's curriculum is designed so that a student will earn both an Accounting Major and a Business Administration minor with emphasis on preparation for certification as a Certified Public Accountant (CPA) or a Certified Fraud Examiner (CFE). A typical bachelor's degree requires 128 semester hours. Accounting students who wish to sit for the CPA examination must have a total of 150 semester hours of college credit to be eligible to write the exam, so most accounting students have to plan for a fifth year of study. The accounting curriculum at the University of Mary has been designed to graduate with a bachelor's degree in accounting in three and a half years and then begin the MBA-accountancy program. At the end of five years, the student may have completed a master's degree and successfully completed all or part of the CPA exam. The student's accounting advisor will work with the student to determine the best courses (graduate and/

or undergraduate) to meet the needs of the individual in obtaining the additional credit needed to sit for the exam and reach their individual career goals.

Courses required for Accounting Major:

All of the following courses require a final grade of C or higher to count towards the major. In addition, courses marked with an * must be completed prior to application to the major.

- *ACC 101, *ACC 102, ACC 204, ACC 301, ACC 302, ACC 303, ACC 322, ACC 403, ACC 404, ACC 414, ACC 422, ACC 423, ACC 432, ACC 425 or ACC 440
- *ECN 203, ECN 204, *BUS 215, BUS 311, BUS 312, BUS 362, *CIS 101 or pass the equivalency exam, *MAT 180, *ENG 121, *COM 110

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

Transfer Students

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

■ Financial Services and Banking Major

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

- assess the financial performance and condition of a firm using financial statement analysis techniques.
- determine the value of financial assets applying valuation models for stocks and bonds, and develop strategies for managing portfolios.
- evaluate capital investments by applying capital budgeting techniques that integrate costs of capital and capital structures and utilize the results in financial decision-making.

- understand risk, its effects on financing and investing decisions, and approaches to managing risk.
- demonstrate an understanding of the economic, political and legal environment and its effect on firms and individuals, including the effects of tax and pension laws on financial decisions.
- design and evaluate personal financial plans, including investment, retirement and estate plans.
- understand the importance of building relationships within the community and with individuals in the banking and financial services profession.
- use information technologies to access, analyze and report financial information.
- recognize, examine, and resolve business issues utilizing appropriate legal and ethical frameworks.
- synthesize and communicate information effectively in written and oral forms.
- understand the regulatory environment of the banking and financial services industry.
- incorporate the Benedictine values and the merits of servant leadership into the best practices of academic projects and coursework, community projects, and work effectively in a team environment.

Courses required for Financial Services and Banking Major

All of the following courses require a final grade of C or higher to count towards the major. Courses marked with an * should be completed prior to application to the major. They also require a grade of C or higher.

- *ACC 101, *ACC 102, ACC 403, *BUS 215, BUS 220, BUS 311, BUS 317, BUS 318, BUS 333, BUS 362, BUS 372, BUS 381, BUS 418, BUS 460, BUS 446 or BUS 452
- *ECN 203, ECN 204, *ENG 121, *COM 110, *MAT 180, *CIS 101 or pass the equivalency exam

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

■ Business Administration Major

Business Administration majors graduating from the University of Mary's Gary Tharaldson School of Business will be enriched through a curriculum of discovery, development and application to ensure a sound knowledge of the key professional components of business. Students also gain an understanding

of how to incorporate servant leadership into their everyday lives as business professionals. In addition to the core competencies of the University, graduates of the business administration program will be able to:

- assess the contemporary business environment in terms of societal, legal, and ethical issues on a global basis.
- apply analytical, critical thinking, decision-making skills in business policy formulation and implementation.
- demonstrate effective oral and written communication skills.
- engage in strategic planning and other key business, economic and marketing processes to solve complex business issues.
- demonstrate the management concepts of planning, leading, organizing and controlling.
- utilize finance, accounting, economic, marketing and information systems tools and concepts as they relate to contemporary business administration.
- conduct a quantitative and qualitative review of an organization within the context of change management.
- recognize and prepare solutions/recommendations regarding legal and ethical issues; understand the environment of business regulation.
- incorporate the Benedictine values and the merits of servant leadership into the best practices of academic projects and coursework, community projects, and work effectively in a team environment.

Courses Required for Business Administration Major

All of the following courses require a final grade of C or higher to count towards the major. Courses marked with an * should be completed prior to application to the major. They also require a grade of C or higher.

- *ACC 101, *ACC 102, *BUS 215, BUS 311, BUS 333, BUS 346, BUS 362, BUS 371, BUS 401, BUS 420, BUS 403, BUS 446 or 452
- *ECN 203, ECN 204, *ENG 121, *COM 110, *MAT 180, COM 413, *CIS 101 or pass the equivalency exam
- Ancillary courses included in the major: COM 204

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

■ Business Communication Major

Please see the “School of Arts and Sciences” Communication section for requirements.

■ Business Education Major

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

Courses required for Business Education major:

- Education Courses: EDU 201 or EDU 202, EDU 295, EDU 301, EDU 310, EDU 320, EDU 365, EDU 378, EDU 391, EDU 401, EDU 421, EDU 422, EDU 445
- Business Communications and Technology Application Courses: ACC 101, ACC 102, BUS 200, BUS 215, BUS 311, BUS 420, COM 414, CIS 106, ECN 203, ECN 204.
- Plus two CIS or ITM courses
- Additional required courses: PSY 207 or PSY 332, ENG 121, COM 110 and one of the following: SOC 102, SOC 202 or SOC 304

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

■ Healthcare Administration Major

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

- demonstrate knowledge of the functional areas of accounting, marketing, finance, and management in the context of healthcare organizations.

- demonstrate knowledge of the legal, social, and economic environments of business and the unique environment of healthcare organizations.
- demonstrate knowledge of the global environment of business and its impact to healthcare organizations.
- demonstrate knowledge of the ethical obligations and responsibilities of healthcare organizations.
- demonstrate the ability to use decision-support tools
- communicate effectively, both in written and oral formats.
- apply knowledge of business concepts and functions in an integrated manner including within the unique nature of healthcare organizations

Courses Required for Healthcare Administration Major

All of the following courses require a final grade of C or higher to count towards the major. Courses marked with an * should be completed prior to application to the major. They also require a grade of C or higher.

- *ACC 101, *ACC 102, *CIS 101 or pass the equivalency exam, *BUS 215, BUS 311, BUS 333, BUS 350, BUS 351, BUS 362, BUS 371, BUS 401, BUS 403, BUS 407, BUS 408, BUS 446 or 452, HPS 206
- *ECN 203, ECN 204, *ENG 121, *COM 110, *MAT 180

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

■ Marketing Major

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

- examine and assess the value and importance of past and contemporary marketing terminology and the ethical implications of various marketing theories and practices.

- identify and integrate concepts of the marketing mix: product, price, place and promotion, as well as market and target segmentation, positioning and consumer behavior.
- design and implement marketing research including development, administration, and evaluation of surveys utilizing reliable data measurement, collection, and analysis methods.
- analyze and appraise the results of qualitative and quantitative market research tools including interview, focus groups and regression (multiple and logistical) and various analysis methods (such as factor, cluster, conjoint, etc.)
- demonstrate effective team/group performance and product deliverables including written reports and presentations of marketing/consumer issue--based problems and effective responses and strategic solutions for a changing global environment.
- formulate effective strategies for incorporation of marketing concepts into an e-commerce environment with integration of those strategies into the existing marketing channels and distribution processes.
- Demonstrate effective oral and written communication skills.
- Incorporate the Benedictine values and the merits of servant leadership into the best practices of academic projects and coursework, community projects, and work effectively in a team environment.

Courses Required for Marketing Major

All of the following courses require a final grade of C or higher to count towards the major. Courses marked with an * should be completed prior to application to the major. They also require a grade of C or higher.

- *ACC 101, *ACC 102, *CIS 101 or pass the equivalency exam, *BUS 215, BUS 311, BUS 333, BUS 340, BUS 341, BUS 362, BUS 403, BUS 406, COM 329, COM 330, BUS 446 or 452
- *ECN 203, ECN 204, *ENG 121, *COM 110, *MAT 180
- Ancillary courses included in the major: COM 204, COM 226, ART 108

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

■ Sport and Leisure Management Major

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

- demonstrate entry-level knowledge of the scope and the historic, scientific, and philosophical foundation of the profession.
- apply the knowledge of professional practice coupled with the historical, scientific, philosophical foundations of sport and leisure.
- develop through critical thinking valid and sound decisions about professional practices, policies, procedures, techniques, and related ethical and professional issues.
- design experiences clearly reflecting application of knowledge for relevant facets of contemporary professional practices, business, science and philosophy.
- assess needs and implement recreation programs, events and leisure experiences among diverse clientele, settings, cultures and contexts.
- evaluate services and experience offerings and use the data to improve the quality of the service.
- recognize and apply basic concepts, principles and procedures of organization, financial, human resource and business management, marketing, public relations, and communications.
- demonstrate through experience-based classroom work, a practicum field experience of not less than 80 hours and a comprehensive internship program of not less than 400 hours, the ability to use and apply the practices and methodologies of the field.
- incorporate the Benedictine values and the merits of servant leadership into the best practices of academic projects and coursework, community projects, and work effectively in a team environment.

Courses Required for Sport and Leisure Management Major

All of the following courses require a final grade of C or higher to count towards the major. Courses marked with an * should be completed prior to application to the major. They also require a grade of C or higher.

- *ACC 101, *ACC 102, *CIS 101 or pass the equivalency exam, *BUS 215, BUS 333, BUS 346, BUS 371, COM 329, COM 305, COM 414, PED 313, PED 222, SLM 202, SLM 227, SLM 333, SLM 327, SLM 411, SLM 440, SLM 441, SLM 442
- ECN 204, *ENG 121, *COM 110, *MAT 180
- Ancillary courses included in the major: COM 204, COM 226, ART 108, SOC 320

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

■ Computer Information Systems Major

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

- demonstrate effective oral and written communication skills in an information systems environment.
- apply computer literacy, information literacy, programming logic, and a variety of computer applications including word processing, spreadsheet, presentation, and database programs.
- demonstrate the knowledge of database technology to analyze and design a database system using professional tools and techniques.
- perform entry-level systems analysis and design work to solve business problems using both traditional and object-oriented methodologies within a project team environment.
- document, code, debug, test, and implement a source code program solution.

- model and develop a design for a webbased application.
- analyze, design and produce a web site.
- make ethical decisions incorporating the Benedictine values within the standards of the profession.

Courses required for

Computer Information Systems Major

All of the following courses require a final grade of C or higher to count towards the major. Courses marked with an * should be completed prior to application to the major. They also require a grade of C or higher.

- *CIS 106, CIS 107, *CIS 203, CIS 204, ITM 220, ITM 300, ITM 310, ITM 340, CIS 446 or CIS 452, CIS 356, CIS 357, CIS 457, BUS 454
- *CIS 101 or pass the equivalency exam, *ENG 121, *COM 110, *MAT 180

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

■ Information Technology Management Major

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

- examine industry and/or government compliance standards that need to be employed by business and industry.
- research and summarize different networking standards and specify the correct standards in a prescribed environment.
- identify and summarize information technology management principles.
- demonstrate effective written and oral communication skills in an information systems environment
- identify and employ the principles of project management.
- demonstrate innovation and collaboration within a team environment
- utilize information technology tools and techniques to formulate sound management decisions, in a way that improves the organization's competitive advantage.
- demonstrate technical and managerial skills in information technology.
- formulate ethical decisions incorporating the Benedictine values and standards of the profession.
- analyze and design a database system using the tools and techniques associated with the IT profession.

Courses required for Information Technology Management major

All of the following courses require a final grade of C or higher to count towards the major. Courses marked with an * should be completed prior to application to the major. They also require a grade of C or higher.

- BUS 215, BUS 371, BUS 401, BUS 454, ITM 200, ITM 220, ITM 300, ITM 310, ITM 330, ITM 340, ITM 410, ITM 420, ITM 430, ITM 456 or 452
- *CIS 101 or pass the equivalency exam, *ENG 121, *COM 110, *MAT 180

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

Bachelor Degree Minors

Minor in Accounting

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

Minor in Business Administration

Courses required: ACC 101, ACC 102, ECN 203, BUS 215, BUS 311, COM 109 and one elective from any 300-400 business course or ECN 204.

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

Minor in Healthcare Administration

Courses required: ACC 101, ACC 102, BUS 362, HPS 206, BUS 350, BUS 351, BUS 407, BUS 408

Note: This is only for majors in healthcare related professions.

Minor in Information Technology Management

Courses required: CIS 106, CIS 107, CIS 203, CIS 204, ITM 310 and one CIS or ITM elective

Minor in Sport and Leisure Management

Courses required: SLM 202, SLM 227, BUS 215, SLM 327, SOC 320, COM 305, ITM 340, BUS 371, SLM 333, SLM 411

Adult/Distance Education Undergraduate Degrees

■ **Accounting**

See description and course requirements on page 25.

■ **Information Technology Management**

See description and course requirements on previous page.

■ **Organizational Leadership**

Organizational leaders help propel businesses, both non-profit and for-profit, toward a certain vision. A bachelor's degree in organizational leadership from the University of Mary will help students gain a better understanding of organizations, their processes and interactions while meeting the challenges of today's diverse and rapidly changing workplace.

Students in the organizational leadership program will develop the skills to work in diverse environments, teams and organizations that are undergoing change. By obtaining an organizational leadership degree, students will be able to understand the formal and informal functions within an organization and how to effectively communicate with all individuals in an organization

Courses required: BUS 371, MGT 328, MGT 380, OLS 480, OLS 370, OLS 374, OLS 376, OLS 378, OLS 471, OLS 472, OLS 476, OLS 478. (All require a grade of C or higher)

■ **Business Degree with a Concentration**

For those who already work in the business world but are looking for advancement, the University of Mary's accelerated Bachelor of Science in Business is exactly what they may need to advance their careers. This business degree touches upon all aspects of what it takes to succeed in the business world. With concentrations in management, human resources and marketing, the

degree can be customized to help each student reach their educational and career goals. In the core of the program, students receive training in all aspects of business from economics to operations, accounting to marketing, business law to strategic leadership. This degree provides preparation for career advancement, specialization in a certain business field or even pursuit of a master's degree. All this while students continue with their commitments to work, family and community.

Degree requirement are completion of the core business course plus the course for one of the concentrations. All require a grade of C or higher. Core business courses are: MGT 326, MGT 371, MGT 380, ACC 101, ACC 102, BUS 311, BUS 333, BUS 362, BUS 401, and BUS 403.

Management Concentration courses are: MGT 328, BUS 346, BUS 420 BUS 454, and OLS 472.

Human Resource Concentration courses are: BUS 371, MGT 484, MGT 485, MGT 486, and MGT 487.

Marketing Concentration courses are: MGT 330, BUS 341, BUS 406, OLS 472, and COM 330.

■ **Correctional Management**

According to the National Institute of Corrections, the correctional workforce is experiencing an attrition of senior level managers leaving a gap in management and leadership at all levels of correctional agencies.

The University of Mary developed the Bachelor of Science in Correctional Management in partnership with the Bureau of Federal Prisons, National Institute of Corrections, and North Dakota Department of Corrections and Rehabilitation. This program will prepare correctional practitioners for entry and junior level management positions, as well as providing advanced training for attaining higher levels of management.

The program provides a practical, theoretical perspective and a dynamic hands-on application of knowledge, skills, and abilities necessary to be successful at all managerial levels within the correctional field. Graduates of this program will be prepared to influence policies, practices, and operations as well as effectively manage local, state, or federal correctional programs and facilities.

Courses required: (All require a grade of C or higher.) CRJ 201, CRJ 310, CRJ 315, CRJ 410, OLS 478, MGT 328, MGT 472, MGT 380, MGT 401, MGT 473, MGT 490, SWK 330.

Gary Tharaldson School of Business Course Descriptions

ACC 101 Principles of Accounting I

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

ACC 102 Principles of Accounting II

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

ACC 204 Accounting Applications

An introduction to using a software program to perform typical accounting functions in a business. The course will focus on the use of a commercially available package. Includes business writing and research, spreadsheets, and database skills.. Prerequisite: ACC 102.
4 semester credits

ACC 301 Intermediate Accounting I

A study of financial statement content and generally accepted accounting principles (GAAP) as they relate to various financial statement items (primarily assets). Prerequisite: ACC 204 or instructor consent.
4 semester credits

ACC 302 Intermediate Accounting II

A study of generally-accepted accounting principles (GAAP) as they relate to various financial statement items (primarily liabilities and stockholders' equity). Prerequisite: ACC 301
4 semester credits

ACC 303 Accounting Information Systems

An introduction to the systems, procedures, and processes management employs to control operating activities and information reporting systems, and comply with laws and regulations. Focuses on professional responsibilities and ethics. Includes an introduction to fraud in the business environment. Prerequisite: ACC 204 or instructor consent.
4 semester credits

ACC 322 Cost Management & Strategy

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

ACC 403 Individual Income Taxation

Analysis of various tax policies and their effect on business and personal tax planning. Addresses issues of importance for successful tax planning and tax minimization.. Prerequisite: ACC 301 or instructor consent.
4 semester credits

ACC 404 Business Income Taxation

In-depth study of federal income tax laws. Focuses on information covered on the Certified Public Accountant exam. Prerequisite: ACC 403
4 semester credits

ACC 414 Advanced Accounting

A study of financial accounting and reporting principles related to complex transactions or multiple ownership entities, including the preparation of consolidated financial statements, accounting for foreign currency translation, business segment reporting, accounting for partnerships, Securities and Exchange Commission financial reporting and other topics. Prerequisite: ACC 302
4 semester credits

ACC 422 Auditing and Attestation

Introduction to the independent audit function. Topics include audit planning, risk analysis, management's assertions, evidence gathering and analysis, and the audit report. Other assurance services performed by accountants will also be covered. Prerequisite: ACC 303 or instructor consent.
4 semester credits

ACC 423 Fraud Examination

In-depth study of fraud auditing. Topics include interviewing skills and techniques used by forensic accountant to gather and evaluate evidence. Prerequisite: ACC 303 or instructor consent.
4 semester credits

ACC 425 Special Topics – International Experience

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

ACC 432 Leadership in the Accounting Profession

Leadership in the Accounting Profession is the capstone course for accounting majors. It is designed to build upon prior business and liberal arts courses to help increase appreciation for the context in which financial reporting takes place, beyond the rules and procedures, and to acquire skills that can be used in a variety of professional areas including public, corporate, governmental or non-profit accounting. Prerequisite: ACC 404 and ACC 414
4 semester credits

ACC 440 Internship

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

BUS 200 Intro to Keyboarding

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

BUS 215 Principles of Management

Management stresses a set of activities directed at an organization's resources with the aim of achieving goals in an efficient and effective manner. This course explores the managerial activities of planning, decision-making, organizing, leading, and controlling. 4 semester credits

BUS 220 Introduction to Personal Financial Planning

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

BUS 311 Business law I

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

BUS 312 Business Law II

Deal with the legal implications of business decisions and activities. Covers basic business organizations such as partnerships and corporations and also explores areas of debtor-creditor relationships, consumer protection, and employment. Prerequisite: BUS 311 3 semester credits

BUS 317 Money and Banking

Money and banking is a branch of economics covering financial institutions and their impact on economic activity. This course covers the Federal Reserve System, generated money multipliers, and general equilibrium analysis. Prerequisites: ECN 203, ECN 204 or instructor consent. 4 semester credits

BUS 318 Retirement Planning

Retirement planning focuses on preparation for retirement. The course will include the importance of retirement planning, on evaluation of the client's needs, and an understanding of Social Security and Medicare, and qualified and non-qualified retirement plans. 4 semester credits

BUS 325 Special Topics

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

BUS 333 Marketing

Marketing consists of activities that satisfy needs through production, placement, promotion, and pricing of goods, services, and ideas. This course explores target markets, marketing mixes, and marketing environments. Prerequisite: BUS 215 or MGT 326 or instructor consent 3 semester credits

BUS 340 Sales Management

Sales management looks at the different tools needed to satisfy customer demand. This course looks at the various technologies available to manage accounts, opportunities to develop strategies and finally, how to evaluate customer satisfaction. Prerequisite: BUS 215 or instructor consent 4 semester credits

BUS 341 Retailing

Retailing is a unique business format which is distinct from manufacturing and wholesaling. This course explores how retailers develop strategies to attract customers and also how consumers develop strategies to acquire goods and services from retailers. Prerequisite: BUS 333 or instructor consent 3 semester credits

BUS 346 Small Business Management

Students explore the problems and responsibilities in organizing, financing, and operating a small business. Students also explore the advantages that are inherent in operating a small business. Prerequisite: BUS 215 or MGT 326 or instructor consent. 3 semester credits

BUS 350 Introduction to Healthcare Administration

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

BUS 351 The American Health Care System

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

BUS 362 Financial Management

The study of financial management includes the exploration of those activities that maximize stakeholder wealth. This course explores financial markets and institutions, valuation models, working capital management, forms of business organization, and the analysis of financial statement. Prerequisite: ACC 101, ACC 102 or instructor consent. 4 semester credits

BUS 371 Human Resources Management

The goal of managing human resources is to get the right person on the job so that the needs of both the individual and the organization are met legally and efficiently. This course studies the process of managing human resources including the topics of recruitment, selection and performance appraisal. Prerequisite: BUS 215 or MGT 326 3 semester credits

BUS 372 Insurance/Risk Management

This course introduces students to risk management and insurance decisions in personal financial planning. Topics include insurance for life, health, disability, property and liability risks, as well as annuities, group insurance, and long term care. 4 semester credits

BUS 381 Investments

The primary objective of investing is to gain value on capital. This course examines the basic economy so that the individual investor can develop strategies for acquiring wealth, managing a portfolio, and protecting assets. Some specific topics include: goal setting and budgeting, investing in real estate, using financial markets and institutions, and the impact of taxes on investing. Prerequisites: ACC 101, ACC 102 or instructor consent 4 semester credits

BUS 401 Operations Management

Students will learn about the planning, controlling, and implementation of the processes used by firms. Students will be exposed to operations management principles and their application to the daily functions of a company's business model. Prerequisite: BUS 215 3 semester credits

BUS 403 Strategic Leadership and Management

Effective managers need to know how to make effective decisions. This course uses case studies to explore the analysis, formulation, and implementation of strategies. Prerequisites: ACC 101, ACC 102, ECN 203 and, ECN 204 or MGT 371, BUS 215 or MGT 326, BUS 333, BUS 362 or instructor consent. 3 semester credits

BUS 406 Marketing Research

This course is designed to enable students to understand, interpret and conduct marketing research. It addresses the use of marketing research as an aid to make marketing decisions; specifically how the information used to make marketing decisions is gathered and analyzed. Students will be exposed to a variety of research designs including surveys and experimental designs, as well as data analysis and interpretation. Prerequisites: MAT 180, BUS 333 3 semester credits

BUS 407 Healthcare Law and Regulatory Environment

This course presents fundamental concepts of legal issues in health care including the health care provider's legal responsibilities, federal and state healthcare regulatory mandates, information management/security, informed consent and patient self-determination. 3 semester credits

BUS 408 Financial Management In Healthcare

This course provides students with a practical understanding of basic healthcare financial issues, processes and reports used in the healthcare industry. Prerequisite: BUS 362 3 semester credits

BUS 418 Estate Planning

Estate planning focuses on the efficient conservation and transfer of wealth, consistent with the client's goals. It is a study of the legal, tax, financial and non-financial aspects of this process, covering topics such as trusts, wills, probate, advanced directives, charitable giving, wealth transfers and related taxes. 4 semester credits

BUS 420 International Business

The course will provide a broad knowledge of international business management and stimulate the interpersonal and intercultural management skills necessary for conducting international business. The economic, political, and legal aspects of global business are discussed in the course. Prerequisite: BUS 215 3 semester credits

BUS 446 Internship

This course is designed to provide a meaningful work experience for the student that is business related. The course integrates curricular learning with practical hands-on work experience while allowing the student to demonstrate proficiency in the core university competencies. Prerequisite: Acceptance into the division or consent of Director of Experiential Education 4 semester credits

BUS 452 Experiential Development

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

BUS 454 Project Management

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

BUS 460 Financial Planning Capstone

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

CIS 101 Introduction to Computer Information Systems

This course teaches the fundamentals of computers and computer nomenclature focusing on the use of PC hardware, software, and the World Wide Web. No experience with computer applications is assumed; however, student should possess basic keyboarding and mouse skills. Specifically, the Windows operating system as well as the Microsoft Office Suite of applications will be studied. 4 semester credits

CIS 106 Application Software Concepts

This course presents a hands-on computer lab experience in the fundamental, introductory concepts of operating systems and object-oriented programming technology. Topics include graphical user interface and text-based operating systems concepts and understanding introductory programming logic and design. 4 semester credits

CIS 107 Introduction to Programming

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

CIS 203 Application Design and Implementation

This is a beginning course in the use of information systems techniques to solve managerial and organizational problems of limited complexity. Formal analytical problem-solving techniques are introduced. Students develop programmed solutions using information systems development techniques with graphic-based, object-oriented, event-driven programming tools. Prerequisite: CIS 107 or instructor consent.
4 semester credits

CIS 204 Applications Development

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

CIS 356 Programming Languages I

Provides advanced work with application design and development. Emphasis is on scripting languages, web database programming, and web server management tools. The course also focuses on the component model of software development and an exploration of client-server software development. Prerequisites: CIS 204 or instructor consent
4 semester credits

CIS 357 Programming Languages II

This current development technologies course guides the student through advanced program development, implementation and application using emerging program development tools. Prerequisite: CIS 356 or instructor consent.
4 semester credits

CIS 457 Advanced Programming Languages

A fundamental treatment of computer science topics featuring the study of the high-level programming language Java. Topics discussed will include computer architecture, programming languages, and ethical issues involved in computer use. Problem solving techniques involved in writing programs will be studied, proper style and documentation will be required, and object-oriented program design will be introduced. The required chapter lab work will involve an intensive study of programming techniques in Java. Prerequisite: CIS 357 or instructor consent.
4 semester credits

ITM 200 Introduction to Information Systems

This course presents fundamental knowledge essential to managing an information technology system successfully within an organization. It considers strategic and operational issues, the significance of rapidly advancing technology, and human and organizational issues related to technology introduction and use. The course describes management

systems and models of successful behavior to capitalize on opportunities and avoid numerous potential pitfalls.
3 semester credits

ITM 220 Computer Networking Essentials

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

ITM 300 Systems Development I – Database

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

ITM 310 Systems Development II – Methods

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

ITM 330 Advanced Office Systems

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

ITM 340 Webpage Development

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

ITM 410 Distributed Intelligence and Communication Administration

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

ITM 420 Systems Development Project

In this course students will design, build, and secure a network infrastructure. Students will administer additional server applications such as SQL servers and email servers. The course also covers security issues that are faced by many companies today such as cross site scripting, SQL injection, viruses, and virtualization, as well as topics of increasing importance in the industry as a whole, like the latest breed of attackers. Prerequisite: ITM 410
3 semester credits

ITM 430 Current Issues In IT

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

ITM 456 Internship

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

ITM 452 Experiential Development

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

SLM 202 Introduction to Sport and Leisure Management

This course is an introduction to sport and leisure management fundamentals emphasizing the role and relevance of each to society. Students study terminology, philosophies and evolution of leisure and sport, internal and external recreation motivation factors, leisure concepts and relevant contemporary issues.
2 semester credits

SLM 227 Program/Event Design and Management

Students study the principles of organization, planning and group dynamics as they apply to leisure events. They also learn to identify, develop and apply component skills such as needs assessment, inventory and evaluation. Students will plan and administer an actual event. Field experience required.
2 semester credits

SLM 327 Facilities Design and Management

Major emphasis given to the economic impact of sports facilities, emerging trends in design and construction, and the role of the sports manager in optimizing facilities for programming planning safety, standards, design, for both indoor and outdoor facilities.
2 semester credits

SLM 333 Practicum

This course is a unique opportunity for students who are in the decision-making phase of their studies to test a career choice through practicum experience prior to completing professional courses. Students have a supervised part-time field experience at an approved site for the purpose of clarifying career goals.
2 semester credits

SLM 411 Governance and Policy Development

The study of governance and policy development will examine governance models, structures and types, policy development and implementation processes, legal authority, duty and responsibilities for planning, finance and personnel from the grass root organizations to the highest level of sport and leisure management organization in the public, nonprofit and for profit sectors of the industry.
2 semester credits

SLM 440 SLM Internship I

This internship course is designed to provide sport management track majors with a pre-professional experience under the direct and individualized guidance and supervision of a sport management specialist outside the university setting. Internship sites vary.
4 semester credits

SLM 441 SLM Internship II

This is an opportunity to gain on-campus experience in a recreational program with emphasis on organization, leadership and supervision of health fitness activities under the guidance of a University professional.
4 semester credits

SLM 442 Sport and Leisure Management Leadership Seminar

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

Please note: all MGT and OLS courses are offered in adult/accelerated format only

MGT 326 Management/Leadership Concepts

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

MGT 328 Organizational Behavior

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

MGT 330 International Marketing

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

3 semester credits

MGT 371 Economics

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

3 semester credits

MGT 380 Organizational Leadership Seminar

Explore the challenges affecting leaders today and how the traditions of a Benedictine education can help you meet those challenges.

1 semester credit

MGT 401 Communication in Corrections

This course will assist students with an understanding and an appraisal of the laws, policies and procedures which facilitate the development of quality communication skill, both written and oral. The course will include the production and evaluation of reports, audits as well as internal and external forms of communication. Additionally, the course will examine strategies which provide effective communication to those personnel in the correctional field. The course contribute to (provides a foundation for) the curricular concepts of spirituality and ethics, communication, critical thinking and global stewardship.

4 credit credits

MGT 470 Entrepreneurship

Plan for starting up a new business and managing its growth. Focus on creative and management skills.

3 semester credits

MGT 479 Marketing

Explore customer needs through production, placement, promotion, packaging, and pricing of goods. Focus on exploring target markets, product and service mixes, and marketing environments.

3 semester credits

MGT 484 Organizational Development

This course has been designed to help students develop an understanding of the professional field of human resource development (HRD) and how individuals and groups in organizations can change through learning. This course provides an introduction to HRD and HRD competencies, organizational learning, performance improvement and management, organizational development and change, and assessment.

3 semester credits

MGT 485 Compensation and Benefits

This course has been designed to build a strong foundation for students in the understanding of the issues of compensation benefits. The course will focus on strategic management, and planning. It will explore legislation, and compensation systems, as well as pay administration. Students will study benefit packages, both mandated and voluntary. Finally, students will be able to develop and utilize compensation and benefit evaluation.

3 semester credits

MGT 486 Employee and Labor Relations

This course has been designed to provide an understanding of labor and management issues, and equip students to evaluate contemporary legislation and labor issues. The course will explore employee and labor relations as they relate to the organizational culture, as well as the strategic and communication plans of the organization. The principles and practices of collective bargaining and the grievance process are also investigated.

3 semester credits

MGT 487 Safety, Health and Security

This course has been designed to study the principles of the development and management of an effective safety and security program. The philosophy and historical development of major concepts in the field will be studied. Specific attention will be paid to the development of programs compliant with OSHA and emerging legal issues in a variety of industries. This course will explore the area of risk management as it relates to safety, security and health issues within the workplace.

3 semester credits

MGT 490 Strategic Methods in Professional Development

This course will assist students in assessing a number of workforce related issues and provide effective decision making strategies, methodologies and techniques to address the challenges which correctional professions face on a daily basis. Students will implement evidence-based practices to improve on core competencies in their professional development. Additionally, students will complete their program project directed within their facility or operations of their own organizational program. This course is the capstone course of the correctional management program.

5 credit credits

OLS 370 Transitional Leadership

Explore the sources of organization change. Focus on managing change and envisioning an effective future.

3 semester credits

OLS 374 Information Systems for Leaders

Use information as a resource you can manage to focus on your skills in understanding systems and communication.

3 semester credits

OLS 376 Writing for Leaders

Write clearly and effectively to achieve the ends you want. Focus on critical thinking and presentation skills.

3 semester credits

OLS 378 Interpersonal Communication Skills

Work effectively with other people to achieve corporate goals. Focus on skills for conflict management, communications, and leadership.

3 semester credits

OLS 471 Leadership in the Legal Environment

Identify and analyze legal issues facing leaders in management. Focus on skills for critical thinking and ethics.

3 semester credits

OLS 472 Ethical Leadership

Understand values and make ethical business decisions. Focus on critical thinking and conflict management skills.

3 semester credits

OLS 476 Global Leadership

Move successfully into foreign business cultures using the opportunities provided by international trade agreements. Focus on risk-taking and marketing skills.
3 semester credits

OLS 478 Understanding Diversity

Leaders have to adapt to demographic shifts, changes in values and lifestyles, the rise of global market, and the emphasis on team building as a preferred management model. This course explores these topics and develops the skills required to manage diversity successfully.
3 semester credits

OLS 480 Strategic Decision Making

Design a strategic plan and a personal career management system. Focus on your skills for vision and presentation.
3 semester credits

School of Arts and Sciences

FACULTY: Anderson, Augustadt, Bauer, Becker, Behm, Bernier, Bohlen, Boyd, Candee, Chalmers, Chaussee, Cleary, De La Cruz, Ehrmantraut, Erling, Feser, Fischer, C. Fleischacker, D. Fleischacker (Dean), Gorzelska, D. Gowen, R. Gowen, Gunderson, Hall, Hanson, Hardy, Haug, Henjum, Hellman, Hoff, Hollar, Huschka, Jones, Kiec, Krebsbach, Kunze, Lares, Litton, Maloney, Maskey, McMahon, Mertz, Meyer, Niksic, Nordlie, Odermann, Palecek, Peske, Prebys, Porter, Ridenhour, Ritzke, Saabye, Schafer, Schumacher, Sorenson, Springer, Williams.

Areas of Study

Majors:

Biology, Biology Education, Business Communication, Communication with Public Relations, Engineering Science, English, English Education, History Education, Music, Music Education, Music Performance, Mass Communication, Mathematics, Mathematics Education, Pastoral Ministry, Social and Behavioral Sciences, Social Studies Education, Spanish (pending approval), Theology.

Minors:

Biology, Catholic Studies, Chemistry, Environmental Science, Business Communication, English, History, Liturgy, Mathematics, Music, Native American Studies, Pastoral Ministry, Web Design, Philosophy, Philosophy/Theology, Political Science, Public Relations, Religious Education, Social and Behavioral Sciences, Sociology, Spanish, Speech, Theater, Theology

Pre-Professional Concentrations:

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

Major Areas of Study

■ Biology Program

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

■ Biology Major

Chair: Dr. Margaret Nordlie

Program Advisors: Dr. Marla Behm, Dr. Christine Fleischacker, Sr. Nicole Kunze, Dr. Michael Lares, Dr. Jim Maskey, Dr. Margaret Nordlie

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

Outcomes

Biology graduates will:

- be able to effectively communicate in both written and oral formats
- demonstrate a broad, relevant knowledge base in biological science
- exhibit analytical and critical thinking skills
- demonstrate the ability to search for and access academic sources of information, to synthesize the information, and to evaluate it for relevance and reliability
- demonstrate technical proficiency in the lab
- recognize the role of the individual and society in understanding and improving the natural environment
- be competitive in gaining admittance to professional or graduate schools, or in securing employment requiring a baccalaureate

Required courses:

BIO 103, 106, 311, 354, 480; CHE 111, 112, 217, and either 310 or 318; PHY 203, 304; MAT 209 and one of the following: MAT 204, 206, or 210. Elective courses: Students must take five additional 300-400 level biology courses selected from three areas of study to complete the major. These electives are in addition to the required biology courses and must total a minimum of 20 semester hours.

Recommended courses:

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

Minor sequence in Biology (20 semester credits):

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

Minor sequence in Environmental Science (20 semester credits):

SCI 201; CHE 326 and 209 or 309; BIO 326 and 415 or 422 or 423.

■ Biology Education Major

Program Advisor: Dr. Christine Fleischacker

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

Outcomes:

Biology Education graduates will:

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

Required courses:

ENG 121; COM 110; BIO 103, 106, 311; CHE 111, 112; PHY 203, 304; MAT 204, 209; SCI 201; EDU 201 or 202, 295, 301, 310, 320, 353 or 354 or 390, 365, 379, 391, 401, 411, 421, 422, 442; SOC 102 or 202 or 304; PSY 201; PSY 207 or 332; ALU 499. It is suggested that students take PSY 332 which (along with EDU 305) is required for the Middle School Endorsement.

Elective courses:

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

Recommended as electives:

BIO 309, 330, 354, and 422

■ Catholic Studies Program

Program Coordinator: Dr. Matthew T. Gerlach

The Bishop Paul A. Zipfel Catholic Studies Program is an exciting new program in which students examine the Catholic Church's comprehensive contributions to human thought and culture—past and present, across academic disciplines. As an interdisciplinary, campus-wide program, Catholic Studies complements any field of study or pre-professional training. The Program is open to students of any faith who wish to deepen their knowledge of Catholicism's rich history and living tradition as found in each age of the Church. Courses cross-listed with other disciplines (e.g. theology, history, philosophy, etc.) fulfill a variety of core and elective requirements. Students will come to appreciate the vitality of the Catholic faith by:

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

Required courses:

CTH 210, 225, 234, and two additional CTH courses (8 units) at the 300 level or above.

■ Chemistry Program

Chair: Sister Nicole Kunze, Ph.D.

Minor sequence in Chemistry (20 semester credits):

CHE 111, 112, 217; and two of 209 or 309, 310, 318, 325, 425, 428.

■ Communication Majors

Chair: Mike Chausee

Mission

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

Outcomes

Graduates of this department:

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

Major in Mass Communication:

ENG 121; ART 108, ART 116 ; BUS 215, BUS 333; COM 102, COM 106, COM 110, COM 204, COM 226, COM 237, COM 315, COM 316, COM 329, COM 318, COM 303; COM 330, COM 406, COM 426, COM 430, COM 432, COM 210 or COM 212; COM 309 or COM 311; two practica from: Forensics, Theatre, Video, Summit; ALU 499.

Major in Business Communication:

ENG 121; ART 108; MAT 180; ACC 101 and 102; ECN 203, ECN 204, BUS 215, BUS 311, BUS 362, BUS 420; COM 110, COM 102, COM 106, COM 204, COM 226, COM 237, COM 309 or 311; COM 315, COM 330, COM 413, COM 329, COM 414, COM 426, COM 430, COM 432; COM 210 or COM 212; two practica of the following: Forensics, Theatre, Video, Summit; ALU 499.

Concentration in Public Relations:

ENG 121; ART 108, ART 115 or ART 121; BUS 215, BUS 333, BUS 371; COM 102, COM 106, COM 110, COM 204, COM 226, COM 237, COM 303; COM 309 or 311; COM 315, COM 316, COM 329, COM 330, COM 332, COM 413, COM 414, COM 420, COM 426, COM 430, COM 432, COM 210 or COM 212; two practica from: Forensics, Theatre, Video, Summit; ALU 499.

Minor in Business Communication:

COM 204, COM 315, 226, 329, 413, 414; BUS 330 or COM 330. ART 108 highly recommended.

Minor in Public Relations:

COM 204, 226, 315, 329, 332, 413; BUS 333 or COM 330. ART 108 highly recommended.

Minor in Speech:

COM 106, 204, 309, 311; COM 212 or 4 practicum credits in Theater and/or Forensics.

Speech Education Licensure:

Licensure is offered upon demand. Please see the Program Director of Communication or the Dean of the School of Arts and Sciences for further information. To be licensed to teach speech, students must: obtain a secondary teaching degree and complete the speech minor. In addition they must take COM 319, 320; and any 8 hours from the following: COM 303, 316, 315, 226; ENG 332, 352, 353.

Minor in Web Design:

Communication and Business students given priority. ART 108; COM 316; COM 226 and COM 237 (must be taken in sequence.); ITM 300, 340; CIS 356, 357.

■ Engineering Science Major

Program Advisor: Mr. Dan Bauer

The Engineering Science major is a Bachelor of Science or Bachelor of Arts degree program for students in the dual degree engineering program in conjunction with the University of Minnesota. Since the requirements are specific for each individual engineering program, students should consult with the engineering advisor at the earliest opportunity to insure that their course of study meets the requirements of the desired engineering degree.

Engineering Science Requirements:

A total of 40 semester credits of mathematics and science courses at the 200 level or above. The University of Mary's affiliation agreement with the University of Minnesota allows for a variety of different engineering majors. Because of the diverse requirements for these majors, the student should note a few pertinent guidelines:

- Students must build a solid mathematics back-ground, especially in calculus.
- Students will need to build solid computer skills.
- The curriculum includes courses in chemistry, biology and physics.

■ English

Chair: Dr. Jamieson Ridenhour

Mission

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

Departmental Learning Outcomes

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

- Displays mastery of usage and mechanics in edited work
- Can analyze a text or image in terms of its formal elements and their implications
- Can distinguish major critical theories
- Can use major research tools to construct a preliminary bibliography
- Can produce an original short work of narrative, dramatic, or poetic art
- Can use grammatical terminology to explain the stylistic or dialectal differences between two texts
- Can apply several different critical theories to the same literary text and discuss their implications
- Can analyze an argument in terms of both its logic and rhetoric
- Can produce a well supported argument incorporating research

Major in English:

ENG 130, 202, 204, 215, 302, 315, 320, 481; plus four surveys from American, British, and World; two major focus classes.

Major in English Education:

The courses listed above under major in English plus MAT 103 or above; lab science course; SOC 102 or 202 or 304; PSY 201; PSY 207 or 332; EDU 201 or 202, 295, 301, 310, 320, 365, 371, 391, 401, 411, 421, 422, and 430; ALU 499. It is suggested that

students take PSY 332 which (along with EDU 305) is required for the Middle School Endorsement.

Minor in English:

ENG 130, 202, 215, 302; two of ENG 321, 324, 330, 331, 336, 337; one of ENG 461, 462, 463, 464, 465, 466.

Minor in Theater:

COM 145, 245, 332, 345, 445; ENG 332, 343, 352, 353, 418.

Honors Program

English majors may pursue an honors program by taking the major sequence in English as defined above plus seven additional courses as follows: Two courses from PHI 308, 309, 311; THE 303, 306, 312, 338, or 339. One course from HIS 371, 372, 471, 472; POL 316, 414; or SOC 304. Two years of the same foreign language or four additional courses from the preceding two lists.

Double Major:

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

■ History Education Major

Chair: Dr. Chad Litton

Mission

Majors become educators who ground the next generation in history, “the remembered past.”

Major in History Education:

HIS 101; 102; 202; 271; 272; 300-400 US history elective; 300-400 world history elective; 300-400 diversity history elective; HIS 490; PSY 201; PSY 207 or 332; SOC 102, 202, or 304; 12 semester credits in one of the following areas: political science, geography, or economics; ENG 121, COM 110; lab science requirement for education; math requirement for education; EDU 201 or 202, 295, 301, 310, 320, 365, 373, 391, 401, 411, 421, 422; 438; ALU 499.

Minor in History:

Five courses are required; three courses are to be in the upper division. At least eight upper division semester credits must be taken at the University of Mary.

■ Mathematics Major

Chair: Richard Cleary

Program Advisor: Rev. Victor Feser, Ph.D.

The Mathematics major is a four-year program leading to the Bachelor of Science or Bachelor of Arts degree. This major is designed to prepare students for professional work or graduate study in mathematics.

All students beginning the program must take a placement evaluation to determine their appropriate entrance level.

Required Courses:

A total of 40 semester credits in mathematics at the 200 level or higher, including MAT 209, 210, 211, 312, 334, and 428; at least 20 semester credits must be upper division.

Minor sequence in Mathematics (24 semester credits):

MAT 209, 210, 211; one elective 200 level or higher; and two upper level electives.

■ Mathematics Education Major

Program Advisor: Rev. Victor Feser, Ph.D.

The Mathematics Teaching major is a Bachelor of Science degree program designed to prepare students for a career as a secondary teacher or to provide the essential background for entrance into certain graduate programs.

All students beginning the program must take a placement evaluation to determine their appropriate entrance level.

Required Courses:

ENG 121; COM 110; MAT 103 or above and a total of 40 semester hours in mathematics at the 200 level or higher including MAT 204, 209, 210, 211, 221, 311, 312, and 443 with at least 20 semester hours in the upper division of math; EDU 201 or 202, 295, 301, 310, 320, 365, 377, 391, 401, 411, 421, 422, 444; SOC 102 or 202 or 304; PSY 201; PSY 207 or 332; one lab science; ALU 499. It is suggested that students take PSY 332 which (along with EDU 305) is required for the Middle School Endorsement.

■ Math/Science Composite Major

Program Advisor: Dr. Michael Lares

The Math/Science Composite major is a Bachelor of Science or Bachelor of Arts degree program designed for students who want a broad background in both mathematics and natural sciences. The major can be tailored to the individual student's interests. Students planning to attend graduate or professional school upon graduation should consult the school's catalog to formulate a program of study, with their advisor's assistance, that meets the requirements of the graduate/professional school.

In addition to the University of Mary core requirements, the composite major is composed of approximately 37.5 percent mathematics, 25 percent chemistry, 25 percent biology, and 12.5 percent physics courses.

Required Courses:

BIO 103, 106 and two 300 or 400 level biology courses; CHE 111, 112 and two 200 or 300 level chemistry courses; MAT 209 and five 200 or higher level mathematics courses; PHY 203, 304.

■ Music Department

Chair: Dr. Tom Porter

Mission

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

Outcomes

Graduates of this department:

- Perform instrumentally and/or vocally with artistic competence
- Conduct musical groups with attention to artistic concerns
- Know the field of music study; can use its technical vocabulary and common approaches; can describe current issues and significant artistic works
- Assess their own performance for purposes of continued development
- Work effectively with others and demonstrate respect for them

- Can describe the values of this Benedictine institution and reflect on them in their work
- Contribute to their civic, cultural, and professional communities

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

Major in Music – Bachelor of Arts:

MUS 121, 122, 123, 124, 151, 152, 196, 221, 222, 223, 224, 262, 341, 342, 440 or 471 or 481; six semesters of major performance ensemble (primary area); piano proficiency-level two; six semesters of perform lab; six semesters of applied music (primary area); and 16 semester hours of a foreign language or a minor in Philosophy/Theology; ALU 499.

B.A. in Music Advisor: Dennis Gowen

Major in Music Education – Bachelor of Science:

ENG 121; COM 110; MAT 103 or above; one lab science; MUS 121, 122, 123, 124, 132, 151, 152, 153, 154, 196, 221, 222, 223, 224, 231, 232, 251, 252, 253, 254, 262, 321, 323, 331, 333 or 334, 341, 342, 362, 382, 383, 384, 431, 471; seven semesters of applied music (primary); four semesters of applied music (secondary); piano proficiency-level four; seven semesters of major performance ensemble (primary); three semesters of major performance ensemble (secondary); one semester of chamber ensemble (primary); seven semesters of perform lab; EDU 201 or 202, 295, 301, 320, 411, 422, 434; SOC 102 or 202 or 304; PSY 207 or 332; ALU 499.

B.S. in Music Education Advisor: Dr. Michelle Kiec

Major in Music Performance – Bachelor of Music:

MUS 121, 122, 123, 124, 151, 152, 196, 221, 222, 223, 224, 262, 341, 342, 371, 471; eight semesters of major performance ensemble (primary area); four semesters of small performance ensemble; piano proficiency-level four; eight semesters of perform lab; eight semesters of applied music (primary area, one-hour lessons); vocal pedagogy and literature or instrumental pedagogy and literature; diction and two semesters foreign language (voice majors) and 14-16 semester hours music electives (no more than eight semester hours may be in ensembles and/or applied music); ALU 499.

B.M. in Music Performance Advisor: Katherine Henjum

Major in Music with an Emphasis in Sacred Music – Bachelor of Arts:

MUS 121, 122, 123, 124, 151, 152, 196, 221, 222, 223, 224, 251, 252, 262, 321, 323, 341, 342, 362, 370, 470; two semesters of applied music: organ; three semesters of applied music: voice (or class voice); four semesters of applied music: piano (or class piano); two to four additional semesters to total six semesters of applied music: organ or voice or piano; three semesters of concert choir; three semesters of any major performance ensemble; piano proficiency-level four; six semesters of perform lab; THE 104 or 110 or 112; three of the following: THE 221, THE 323, THE 332, THE 337; one additional THE elective; ALU 499; 30 volunteer hours in a parish setting.

B.A. in Music with an Emphasis in Sacred Music Advisor: Dr. Tom Porter

Minor in Music:

MUS 121, 122, 123, 124, 151 and 152, 196, 262, 341 or 342, 382 or 383 or 384 or one music pedagogy course; four semesters of performance lab; four semesters of applied music in primary performance area; four semesters of major performance ensemble in primary performance area; piano proficiency-level two.

■ Pastoral Ministry Program

Chair: Dr. Patrick Hall

Mission

The mission of the Pastoral Ministry Program is to prepare majors in ministry who:

- Demonstrate a basic knowledge in scripture, liturgy, Church history, Christian morality
- Grow in a faith commitment to Christ enabling them to live a life of service according to Gospel values
- Learn and apply ministerial skills necessary for individual and team ministry in a pastoral setting

Outcomes

Students completing the program:

- Demonstrate a solid grounding in theology especially in the areas of scripture, liturgy, Church history, Christian morality, sacramental theology, spirituality
- Show a keen understanding of Christian values
- Respect and apply Christian values to their own lives and minister to others

- Think effectively in ministerial situations including counseling, administrative duties, liturgical planning, community building
- Communicate effectively with others
- Demonstrate aesthetic sensibility especially as applied to liturgical settings
- Show servant leadership based on the model of Jesus and on Benedictine values

For course descriptions, see the Theology section.

Major in Pastoral Ministry:

(1) Fifty semester credits of Theology, plus SWK 309; (2) core theology courses: 217, 303 or 310, 318 or 330, 332, 415, 418; (3) of the remaining courses, at least one must come from each of the four major areas of theological study. These areas and the courses follow:

- (1) Biblical Theology/Scripture: THE 110, 203, 210, 213, 318, 330
- (2) Moral Theology/Ethics/Spirituality: THE 208, 215, 217, 220, 302, 314, 315, 319, 320, 363, 382
- (3) Liturgical Theology/Sacraments: THE 221, 323, 326, 332, 337
- (4) Systematic/Historical Theology: THE 104, 112, 301, 303, 306, 310, 312, 314, 317, 318, 337, 338, 339

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

Minor in Pastoral Ministry:

- (1) 22–23 semester credits: six courses in theology, at least three of which are upper division (21 semester credits if THE 415)
- (2) Core Freshmen and Core Ethics
- (3) Three core courses, one from each of these areas:
 - THE 217, 302 or 315 (service/pastoral care)
 - THE 303, 310, 318 or 330 (scripture/church)
 - THE 221, 332 or 337 (prayer/sacraments/ worship)

■ Philosophy Program

Chair: Dr. Patrick Hall

Minor in Philosophy:

- (1) 18-19 credits: 16 of them (4 courses) in Philosophy of which at least 12 credits are upper division Philosophy courses
- (2) Core Freshmen and Core Ethics

■ Social & Behavioral Sciences Major

Chair: Dr. Chad Litton

Philosophy

Faculty within the Social & Behavioral Sciences major are committed to providing quality education rooted in the Benedictine values of our sponsors, the Sisters of Annunciation Monastery. These core values include: service, community, respect for persons, moderation, hospitality, and prayer.

Mission

The mission of the Social & Behavioral Sciences faculty is to provide a well-rounded course of study in the social science disciplines of sociology, history, psychology, political science, geography, American Indian studies, and anthropology. Our curriculum is designed to mold students into lifelong learners and leaders who serve others in their professional, family, and civic environments.

Outcomes

Graduates of the Social & Behavioral Sciences program will:

- Use effective written and oral communication skills
- Analyze, interpret, and process data from a variety of vantage points
- Demonstrate a commitment to community service
- Appreciate the importance of diversity and tolerance in American society
- Be competently-prepared for graduate study in their chosen field
- Be able to apply course content to current historical, social, and political events

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

Major in Social and Behavioral Sciences:

SBS 490; one lower division course in four of the following areas: anthropology, geography, history, political science, sociology, or psychology for a minimum of 13 credit hours; and five upper division courses in at least three of the following areas: anthropology, geography, history, political science, sociology, or psychology for a minimum of 18 credit hours minimum; ALU 499.

Minor in Social and Behavioral Sciences:

One lower division course in four of the following: anthropology, geography, political science, history, psychology, sociology; three upper division courses from three different areas (geography, political science, history, psychology, sociology). At least eight upper division credits must be taken at the University of Mary.

Minor in Sociology:

SOC 107; POL 202; PSY 201; four upper division courses in sociology. PSY 308 may be applied.

Minor in American Indian Studies:

SOC 102, 107, 202, 304; HIS 471; THE 301; ENG 466

■ Social Studies Education Major

Chair: Dr. Chad Litton

Philosophy

We are committed to providing the social studies content background necessary for you to become a competent professional, lifelong learner, and servant-leader who demonstrates our sponsors' core Benedictine values of service, community, respect for persons, moderation, hospitality and prayer.

Mission

We provide a well-rounded social studies program rooted in the Benedictine tradition of our sponsors, the Sisters of Annunciation Monastery. Our curriculum is designed to expose you to critical thinking skills, historical analysis, cultural diversity, and respect for others. We seek to help you develop into a lifelong learner who educates and serves others in your professional, family, and civic environments.

Outcomes

Upon completion of the social studies education major, you will have the ability to:

- Analyze and evaluate arguments, interpretations, beliefs and theories.
- Understand research techniques, relevant texts, and scholarly journal articles.
- Apply historical, economic, social, cultural, geographical and political facts to current events.
- Display ethical and professional behavior while applying this knowledge to problems and changing fact situations.
- Process and apply information reliably and accurately.

- Successfully complete Student Teacher Assessment Day
- Create a Student Teaching Portfolio

Major in Social Studies Education:

HIS 101 or 102; 271 or 272; 300-400 US history elective; 300-400 world history elective; 300-400 diversity history elective; HIS 490; PSY 201; PSY 207 or 332; SOC 102, 202, or 304; 12 credit hours in two of the following areas: political science, geography, or economics; lab science requirement for education; math requirement for education; EDU 201 or 202, 295, 301, 310, 320, 365, 373, 391, 401, 411, 421, 422; 438; ALU 499.

■ Spanish Program

Program Coordinator: Angela De La Cruz

Mission

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

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

Major in Spanish:

SPA 101, 102, 201, 202, 304, 306, 401, 402, plus one or more summers abroad of upper level classes. Twenty-four semester credits must be at the upper level.

Objectives and Outcomes of a major in Foreign Language (Spanish) Students are able to:

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

- Understand someone else speaking about a discipline-related topic and be able to engage that person in discussion.
 - Evaluate the use of language to convey meaning, to inform, and to persuade.
 - Participate in multilingual communities at home and around the world.
- B. Communicate in writing with minimal errors in grammar, spelling, and the mechanics of writing.
- Write clear and coherent essays in Spanish on various topics related to everyday situations and work.
 - Exhibit research skills for producing papers including familiarity with library resources such as online databases and catalogs, the ability to gather and synthesize information, the ability to properly quote, paraphrase and summarize other texts, and familiarity with basic documentation formats.
- C. Read critically, interpret analytically, and write coherently about literatures produced in Spanish
- Analyze and interpret a variety of literary and cultural texts.
 - Write clear and coherent essays in Spanish on literary topics.
 - Interpret the use of rhetorical and literary techniques.
 - Demonstrate a broad and deep knowledge of literary and cultural traditions: major movements, genres, writers and works of the Spanish-speaking world.
 - Apply critical thinking skills as they read texts.
- D. Read critically, interpret analytically, and write coherently about fundamental principles of the Spanish language
- Identify and explain distinctive linguistic features of Spanish.
 - Identify and analyze some distinctive stylistic and dialectal features of Spanish.
 - Synthesize selected scholarly work in Spanish linguistics, and Spanish Applied Linguistics.
 - Apply Spanish linguistics theory to textual analysis.
- E. Understand and demonstrate appreciation of the cultural values of Spanish-speaking world
- Identify significant individuals, key eras, and major historical events and developments within Spanish speaking-nations and cultures.

- Describe and compare political, religious, social, economic and educational systems and institutions in Spanish-speaking nations and cultures.
- Discuss how the major physical and geographical features of Spanish-speaking countries have shaped their development and evolution of their cultures.
- Analyze social, ethnic and linguistic diversity in the Spanish-speaking world.
- Compare and contrast the differences and similarities between US and the Spanish speaking cultures.
- Draw connections with other disciplines
- Acquire information about other disciplines using the Spanish language.

Minor in Spanish:

Twelve semester credits beyond the intermediate level (beyond 202) in a single foreign language.

Placement Test

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

Study Abroad Program

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

State of the Art Language Lab

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

■ Theology Program

Chair: Dr. Patrick Hall

Mission

The mission of the Theology Program is to prepare Theology Majors who:

- Grapple with the important issues surrounding God and human beings that are faced in every age
- Appreciate the relationships between theological and other disciplines
- Face new situations with strong critical thinking skills in a wide variety of settings including teaching, parish work, volunteer opportunities, and further studies

Student Outcomes

Students completing the program:

- Demonstrate a solid grounding in philosophy and theology
- Grasp effectively the connection between theology, philosophy, and other disciplines
- Show a keen understanding of Christian values
- Respect values and apply Christian values to their own lives
- Communicate effectively with others
- Think effectively in dealing with theological and philosophical problems or questions
- Show servant leadership based on the model of Jesus and on Benedictine values

Major in Theology:

Requirements for a theology major include:

- (1) 40 semester credits in theology, at least 24 of them upper division
- (2) one theology course must be THE 429.
- (3) 12 semester credits of philosophy, at least eight of them upper division.

Recommended: 1) Two years of a foreign language, 2) eight hours above the 100-level in communications, English, or education; and 3) for those considering a pre-seminary program, a minor in philosophy.

Minor in Religious Education:

- (1) 22–23 semester credits: six courses in theology
- (2) Core Freshmen and Core Ethics

- (3) one of the courses must be THE 313—Religious Education and Youth Ministry
- (4) A course in each of the four major areas of theological study. (Bible/Systematics/ Morality/ Sacraments) These areas and the courses are under “Major in Pastoral Ministry.” (Core Freshmen and Core Ethics may cover two of these areas)
- (5) 12 of these credits need to be upper division [especially suited to those in education] EDU 201 and EDU 301 are recommended.

Minor in Liturgy:

- (1) 18-19 credits: five theology courses
- (2) Core Freshmen and Core Ethics
- (3) 12 credits in liturgical theology or sacraments (The 221, 323, 326, 332, 337) [especially suited to those in music or in the arts]

Minor in Theology:

- (1) 18-19 credits: five courses in Theology of which at least 12 credits are upper division Theology courses
- (2) Core Freshmen and Core Ethics

Minor in Theology / Philosophy

- (1) 18-19 credits: any five courses in Theology or Philosophy as long as at least 12 credits are upper division
- (2) Core Freshmen and Core Ethics.

With a major in Pastoral Ministry, Theology, or one of the minors listed above, a student receives the degree of Bachelor of Arts.

School of Arts and Sciences Course Descriptions

• Anthropology

ANT 171 Introduction to Cultural Anthropology

Exploration of the elements of culture and their impact on the construction of human societies. Focuses on the richness and diversity of the human condition as expressed through meaning construction.

3 semester credits

• Art

ART 108 Introduction to Photography

The study of basic photographic principles and procedures, including camera and digital image processing techniques. Photography will be studied as both an art form and a communication medium, and assignments emphasize a broad range of contemporary photo-graphic practice.
3 semester credits

ART 115 Introduction to the Visual Arts

Designed for students with little or no experience in making or critically viewing the visual arts. Through artistic processes, reading and discussion, students learn the elements of design and the principles of composition and how these contribute to a work's effectiveness. Students grow in understanding their own creative behavior and that of the visual artist.
3 semester credits

ART 116 Introduction to Film

Students in this course study the history and form of film including elements of composition and cultural relevance. Artistic comparison, criticism and interpretation foster student understanding of multiple points of view.
3 semester credits

ART 120 Art Appreciation: Sacred and Secular Perspectives

This course is an introduction to the visual arts exploring various approaches to understanding art, art history, terminology, techniques, media, and motivating factors for creating art from sacred and secular perspectives.
3 semester credits

ART 121 Introduction to the Art of Rome and Paris

This course is designed to provide a hands-on approach to Western art history from antiquity to the early twentieth century in Rome and Paris, two of the artistically richest cities in Europe. Students will gain the skills and knowledge required to: identify key architects, painters and sculptors, describe the characteristics of artistic periods, and analyze the importance of Christianity in art creation.
3 semester credits

ART 127 Introduction to Drawing

Introduction to techniques aimed at improving drawing ability by expanding ways of seeing and responding to subject matter. Wide variety of media and range of subject matter are explored while basic design concepts are also emphasized.
3 semester credits

ART 129 Calligraphy

Students learn the history and skill of calligraphy with an emphasis on contemporary uses of this art form.
2 semester credits

ART 243 Survey of Modern Art

Students learn about the major figures and art movements in Western Art beginning with Impressionism and continuing to the present day. Artistic processes and creative behavior are also emphasized.
4 semester credits

ART 125, ART 225, ART 325, ART 425
Special Offerings in Art
1-4 semester credits

• Biology

BIO 101 Life Science

For non-science and allied health majors with emphasis on cell biology, genetics, ecology, morphology, and physiology. Duplicate credit for BIO 101 and 103 is not allowed.
Laboratory: 2 hours
4 semester credits

BIO 103 General Biology I

Designated for biology majors and those planning to pursue graduate studies in the sciences. Basic biological concepts showing organic unity and diversity in an evolving world. Includes metabolism, genetics, cell theory, and development. Duplicate credit for BIO 101 and 103 is not allowed. Laboratory: 2 hours
4 semester credits

BIO 106 General Biology II: Life Strategies

Survey of strategies employed by plants and animals in solving the problems they encounter in dealing with changing internal and external environments. Prerequisite: BIO 103 or consent of instructor. Laboratory: 2 hours
4 semester credits

BIO 205, BIO 206 Human Anatomy Lab

Gross anatomy for students who have taken a course in human physiology.
1 semester hour

BIO 207 Human Anatomy and Physiology I

Gross anatomy and in-depth study of human physiology. Homeostasis, histology, and the musculoskeletal, nervous, and endocrine systems are covered. Laboratory: 2 hours. Prerequisite: Sophomore standing and ACT science score of at least 21, or BIO 101 or 103.
4 semester credits

BIO 208 Human Anatomy and Physiology II

Continuation of gross anatomy and in-depth study of human physiology. The cardiovascular, lymphatic and immune, respiratory, urinary, digestive and reproductive systems are covered. Laboratory: 2 hours. Prerequisites: BIO 207 or consent of instructor
4 semester credits

BIO 209 Medical Microbiology

Morphology and physiology of bacteria and other micro-organisms; their relation to health and disease. Laboratory: 2 hours. Prerequisite: ACT science score of at least 21, or BIO 101 or 103. Duplicate credit for BIO 209 and 309 is not allowed.
4 semester credits

BIO 213/ BIO 214 Human Physiology I and II

In-depth study of human physiology for those students who have taken a course in human anatomy. Prerequisites: A human anatomy course.
3 semester credits each

BIO 309 Microbiology

Morphology and physiology of microorganisms with emphasis on bacteria, laboratory diagnosis, and relationships to humans. Laboratory: 3 hours. Prerequisite: BIO 103 or consent of instructor. Duplicate credit for BIO 209 and 309 is not allowed.
4 semester credits

BIO 311 Genetics

This course examines the fundamental principles of classical and molecular genetics. Topics covered include genes and their functions (DNA structure, transcription, translation), DNA and chromosome mutations, regulation of gene expression, principles of gene segregation analysis (Mendelian genetics, gene mapping, non-Mendelian inheritance), population genetics, quantitative genetics, and biotechnology. Laboratory: 2 hours. Prerequisite: BIO 103 or consent of instructor. 4 semester credits

BIO 312 Parasitology

Physiology, anatomy, and life history of animal parasites with emphasis on those of man. Laboratory: 2 hours. Prerequisites: BIO 103, 106 4 semester credits

BIO 314 Histology

A study of the microanatomy of cells, tissues, and organs. Laboratory: 2 hours. Prerequisites: BIO 103, 207 and 208 or consent of instructor. 4 semester credits

BIO 318 Immunology and Serology

Blood chemistry, antigen-antibody reactions, and general human immunology. Laboratory: 3 hours. Prerequisites: BIO 103, 106, or consent of instructor 4 semester credits

BIO 319 Hematology

The study of normal and abnormal human blood cells with an emphasis on clinical laboratory evaluations. Prerequisite: BIO 103 or consent of instructor 3 semester credits

BIO 320 Hematology Lab

Laboratory evaluation of human blood cells with an emphasis on clinical laboratory evaluations. For students enrolled in BIO 319. 1 semester hour

BIO 324: Pre-Veterinary Practicum:

Students in this course will volunteer with a local veterinarian to gain hands-on experience in the field prior to applying to veterinary school. Consent of Instructor required.

BIO 326 Environmental Biology

Addresses and interprets human and natural impacts on the natural world. The focus will be on biological concepts and issues such as biodiversity, conservation, and agriculture. Laboratory: 3 hours. Prerequisites: BIO 103, 106, or consent of instructor 4 semester credits

BIO 329 Biology Lab Practicum

Prerequisite: consent of instructor 1 semester hour

BIO 330 Zoology

Phylogenetic examination of important invertebrate and vertebrate animal groups with emphasis on morphology and physiology. Laboratory: 2 hours. Prerequisites: BIO 103, 106, or consent of instructor 4 semester credits

BIO 333 Ornithology

An upper level zoology course focusing on the biology of birds. Emphases include the evolution, morphology, physiology, and ecology of birds. Students will also learn to identify bird species, with an emphasis on species found in North Dakota. Laboratory: 3 hours. Prerequisites: Bio 103 and 106. 4 semester credits

BIO 339 Mammalogy

The study of mammals is inherently interesting because, as members of this group, humans are similar to other mammals in many aspects of form and function. Also, wild and domestic mammals have great cultural, economic, and ecological importance. This course involves the study of the evolution, taxonomy, morphology, physiology, behavior, ecology, and conservation of mammals. It will examine the myriad structural and physiologic features which allow free-living mammals to exploit different types of habitats to survive and flourish. Laboratory: 3 hours. Prerequisites: Bio 103 and 106. 4 semester credits

BIO 335 Marine Biology

A field-oriented course in marine biology. Focus is on describing properties of marine systems and the organisms within these systems. About one week will be spent at a field station directly studying topics discussed in lecture and conducting research projects. 4 semester credits

BIO 340 DNA Science

A hands-on course covering those procedures necessary to isolate, amplify, manipulate, and analyze DNA. Prerequisites: BIO 103, 309, and 311 or consent of instructor 4 semester credits

BIO 354 General Botany

Study of plant life with emphasis on anatomy, morphology, physiology, and evolutionary relationships. Laboratory: 2 hours. Prerequisite: BIO 103 or consent of instructor 4 semester credits

Bio 360 Techniques in Biology

This course is designed to provide students with practical experience using techniques currently in demand in biology. Some techniques that may be covered in this offering could include transfer techniques (Northern, Southern, Western blots), PCR, GIS/GPS, and protein chemistry (extraction and purification). The techniques to be covered may be changed depending on current trends in the field. Prerequisite: Bio 103. 2 semester credits

BIO 415 Conservation Biology

Conservation biology is an emerging field of ecology that focuses on integrating information on fundamental ecological principles, economics, and ethics into a framework for managing and restoring plants and animals that are threatened by overexploitation or habitat changes induced by human uses of resources and the Earth's rapidly growing human population. This course will provide an introduction into the rapidly expanding realm of conservation science. Laboratory: 2 hours. Prerequisites: BIO 103 and 106. 4 semester credits

BIO 417 Developmental Biology

Examines the processes of development and the mechanisms which control them in several different vertebrate organisms. Circulatory, digestive, nervous, and reproductive systems are discussed. Laboratory: 2 hours. Prerequisite: BIO 103
4 semester credits

BIO 421 Advanced Physiology

A detailed examination of selected human organ systems with emphasis on biochemical principles of physiology. Laboratory: 2 hours. Prerequisites: BIO 207, 208; or consent of instructor
4 semester credits

BIO 422 Principles of Ecology

Basic relationships between organisms and their abiotic and biotic environments. Laboratory: 2 hours. Prerequisites: BIO 103, 106, or consent of instructor
4 semester credits

BIO 423 Animal Behavior

An exploration of the diversity of behavior in animals with an attempt to explain the similarities and differences in behavior in terms of phylogenetic history and the operation of natural selection. Both proximate and ultimate mechanisms will be examined. Lab: 2 hours. Prerequisites: BIO 103, 106, or consent of instructor
4 semester credits

BIO 424 Pathogenic Microbiology

This course offers a laboratory-based study of human pathogens. Groups of microorganisms studied include bacteria and fungi; emphasis will be placed on pathogenic microorganisms of these groups. Laboratory studies involve isolation and identification. Microbial antibiotic susceptibility testing and aseptic technique with specimen processing will also be presented. Prerequisites: BIO 209 or 309 or consent of instructor.
2 semester credits

BIO 428 Readings and Research in Biology

Prerequisites: BIO 103, 106, and consent of instructor
1-4 semester credits

BIO 430 Advanced Genetics and Cell Biology

This course covers advanced topics in human genetics and cell biology. Topics covered include medical genetics, advanced pedigree and linkage analysis, gene therapy and stem cell research, cell structure, organelle function, programmed cell death and its role in cancer, and laboratory analysis of various protein-based compounds important in cell function. Laboratory: 3 hours. Prerequisites: BIO 103, 311, or consent of instructor.
4 semester credits

BIO 431 Endocrinology

This course will provide students with an understanding of the role of the endocrine system in both normal function and various diseases. Topics will include glands of the endocrine system, hormones produced, their actions in growth, metabolism, reproduction, and other physiologic processes and the mechanisms by which these actions occur. Prerequisites: BIO 103, 207 and 208 or consent of instructor.
4 semester credits

BIO 432 Wildlife Ecology and Management

This course covers ecological principles as they relate to wildlife populations, with a focus on the application of those principles to wildlife management and natural resource conservation. The course also examines the philosophical and sociological framework of wildlife conservation as it relates to the practice of the science. Laboratory: 2 hours. Prerequisites: Bio 103 and 106.
4 semester credits

BIO 433 Range Management

This course will cover the ecology and physiology of rangeland plants, as well as theory and techniques relating to the management of rangeland ecosystems. Topics include rangeland types, rangeland inventory and monitoring, grazing systems, stocking rates, manipulation of rangeland vegetation, and management of public rangeland. Laboratory: 3 hours. Prerequisites: Bio 103 and 106.
4 semester credits

BIO 125, BIO 225, BIO 325, BIO 425**Special Offerings in Biology**

Consent of instructor.
1-4 semester credits

BIO 480 Senior Biology Seminar

A course in which students will synthesize, analyze, and critique papers from a broad range of biological research. Through seminars, presentations of journal articles, and discussions, students will integrate material from all their undergraduate biology courses. A final research paper is required.
2 semester credits

• Catholic Studies

CTH/PHI 210: Search for Happiness:**Faith and Reason in Life**

Critically investigates the human quest for happiness in many ages and cultures, especially in Catholic tradition. Arguments for and against various claims about paths to human happiness evaluated in light of ancient, medieval, and modern thought, as well as other historical perspectives. Cultural expressions of the search in philosophy, literature, theology, the arts, history and social institutions. Places of such things as desire, pleasure, suffering, friendship, love, work, and God. Central questions: "Why do people desire to be happy, and what leads to happiness?" Foundational course in Catholic Studies minor.
3 semester credits

CTH/THE 234: Benedict: Yesterday and Today

Examines the influence of St. Benedict and the ways Benedictine monasticism is embodied culturally in theology, philosophy, literature, the arts, events and social institutions, from Benedict to present day. Monasticism's enduring significance as a means of ongoing renewal in the Church and transformation of culture. Central questions: "What is monasticism? How is it relevant to the Church and to culture yesterday and today?" Foundational course in Catholic Studies minor; advanced intro-level Theology course satisfying university core in Theology.
3 semester credits

CTH/HIS 330: Catholicism and the Modern World

This course studies Catholicism in relation to religious, intellectual, social, and political developments from the French Revolution to the Second Vatican Council. Content includes church-state relations; the rise of political ideologies such as socialism, liberalism, and fascism; popular Catholicism and foreign missions; secular thought; industrial society and the rise of Catholic social teaching; the era of world war; saints and martyrs; and the Church's engagement with modernity from The Syllabus of Errors (1864) to the Pastoral Constitution on the Church in the Modern World (1965). This course will help students understand the tension between Catholicism and the modern world through close study of primary and secondary sources and by discussion of central historical developments that have shaped the world as it is today. Advanced course in Catholic Studies minor; also fulfills the requirement for an upper-level course in world history for History Education majors.

4 semester credits

• Chemistry

CHE 109 Fundamentals of Chemistry

Survey of college chemistry; chemistry of inorganic elements and compounds. Duplicate credit for CHE 109 and 111 not allowed. Lab: 2 hours

4 semester credits

CHE 110 Introduction to Organic and Biochemistry

Structure and properties of representative organic and biochemical compounds. Chemical processes occurring within the living system. A terminal course for non-majors. Duplicate credit for CHE 110 and 310 not allowed. Lab: 2 hours. Prerequisite: CHE 109 or high school chemistry and ACT science score 21 or higher.

4 semester credits

CHE 111 General Inorganic Chemistry I

Laws and theories of inorganic chemistry; preview of inorganic descriptive chemistry. Duplicate credit for CHE 111 and 109 not allowed. Lab: 2 hours

4 semester credits

CHE 112 General Inorganic Chemistry II

Continuation of CHE 111 including qualitative analysis and descriptive inorganic chemistry. Lab: 2 hours. Prerequisite: CHE 111 or consent of instructor

4 semester credits

CHE 209 Quantitative Analysis

Principles of theories of gravimetric and volumetric analysis. Duplicate credit for CHE 209 and CHE 309 not allowed. Lab: 3 hours. Prerequisite: CHE 111 or consent of instructor

4 semester credits

CHE 217 Organic Chemistry I

Preparation and reactions of the main classes of organic compounds. Lab: 3 hours. Prerequisite: CHE 111 or consent of instructor

4 semester credits

CHE 309 Quantitative Analysis

Covers the same material as CHE 209. In addition, an in-depth research project in the area of Analytical Chemistry will be required. Duplicate credit for CHE 209 and 309 not allowed. Lab: 3 hours. Prerequisite: CHE 111 or consent of instructor

4 semester credits

CHE 310 Biochemistry

Carbohydrates, proteins, fats, enzymes, nucleic acids, vitamins, and hormones; process of digestion, absorption and metabolic cycles. Duplicate credit for CHE 110 and 310 not allowed. Lab: 3 hours. Prerequisite: CHE 217

4 semester credits

CHE 318 Organic Chemistry II

Synthesis, mechanism, and spectroscopic analysis of typical organic compounds. Organic qualitative analysis is stressed in the laboratory. Lab: 3 hours. Prerequisite: CHE 217 or consent of instructor

4 semester credits

CHE 326 Environmental Chemistry

Study and analysis of the most important natural and human modulated chemical processes taking place within the earth's ecosystems and affecting natural resources. Lab: 3 hours. Prerequisites: CHE 111, 112, or consent of instructor

4 semester credits

CHE 329 Chemistry Lab Practicum

Prerequisite: Consent of instructor

1 semester hour

CHE 428 Readings and Research in Chemistry

Prerequisites: CHE 111, 217, and consent of instructor

1-4 semester credits

CHE 125, CHE 225, CHE 325, CHE 425**Special Offerings in Chemistry**

Prerequisite: Consent of instructor

1-4 semester credits

• Communication

COM 102 Introduction to Communication Studies

Communication Studies introduces students to the academic and professional dimensions within the field of communication. Special attention will be given to communication theory, professional practices, and ethical considerations that are relevant to such areas as public relations, advertising, and media. This course will provide an opportunity for students to become familiar with departmental policies and procedures.

4 semester credits

COM 106 Emerging Uses of Technology in Communication

This course is an introduction to emerging technologies and their use in professional communication. It will help students develop competence and understanding in radio broadcasting, pod casting, vod casting, and web casting. Competencies to be developed include writing in multiple media formats, preparing media for the presentation on the web, uploading information to the web and announcing for radio and pod casts.

4 semester credits

COM 110 Oral Communication

Examines the theories and practices students need to develop competence in public speaking and listening by providing experience in the preparation, presentation, and assessment of speeches. Informative and persuasive speaking are highlighted in this course.

3 semester credits

COM 110 Oral Communication – Speech Anxiety

Examines the theories and practices students need to develop competence in public speaking and listening by providing experience in the preparation, presentation, and assessment of speeches. Informative and persuasive speaking are highlighted in this course. COM 110-SA seeks to aid students with a self-report of high speech anxiety. Placement in these sections will take place based on the speech anxiety inventory conducted upon arrival at the University. Students may also self-select to take this course.

3 semester credits

COM 204 Interpersonal Communication

Principles and theories of relational communication will be explored including such concepts as self, relational development, conflict, listening, language and nonverbal communication. Special emphasis will be given to interpersonal communication in small groups. Prerequisite: COM 110 or consent of the instructor

4 semester credits

COM 210 Intercultural Communication

A study of the theories and principles of communication within and across ethnic and multinational borders is the focus of this course with exploration into the fields of communication, business, healthcare, education, human rights, and global diversity. Study will culminate in a research project or a global issues service project.

Prerequisites: COM 110; Suggested ANT 171 and BUS 215.

4 semester credits

COM 212 Persuasion

The art of persuasion is explored as an element of not only communication but society as well. Various aspects of persuasion and their impact (legal, ethical, etc.) and effectiveness as used in such areas as media, advertising, rhetoric, politics, and propaganda will be addressed. Prerequisites: COM 110, ENG 121

4 semester credits

COM 226 Desktop Publishing I

Provides instruction in principles of graphic design and how to use those principles to create professional publications through the combining of images and text. The student will learn to solve visual problems using professional-level tools. These tools will include page-layout software, vector-based drawing software, and bit map-editing software. Prerequisite: ART 108 or consent of the instructor. Registration priority given to communication majors, web design minors, marketing, and management majors.

4 semester credits

COM 237 Desktop Publishing II

Emphasis on establishing effective design project management skills, reinforcing previous graphic design knowledge and skills, and understanding printing industry standards and practices. Students explore the underlying principles of grid theory, typography, page layout, and type and image integration as they relate to a range of publication design applications.

Prerequisites: ART 108, COM 226

2 semester credits

COM 303 Mass Communication: History and Theory

History, process, philosophy, law, policy of U.S. communication media. Each medium examined individually. Effects of messages, regulation of media, and other current issues examined.

Prerequisites: Eng121, Com110 or consent of instructor

4 semester credits

COM 305 Sports Communication

An in-depth look at sports and its influence on society including the media through which its story is told. Areas of emphasis include sports writing, broadcasting, advertising, marketing and public relations. The course will include tours of sports facilities and speakers from sports teams and from the media which cover them. Prerequisites: COM 102, COM 110, ENG 121, or consent of instructor.

4 semester credits

COM 308 TV and Lighting

A detailed study in lighting for television and video productions.

Provides advanced theory in lighting and practical hands-on lighting experience. Develops an advanced competency with lighting and a basic understanding of special effects.

1 semester hour

COM 309 Oral Interpretation

Interpretive reading of prose, poetry and drama. Stresses techniques of effective vocal delivery and physical presentation. Provides experience in preparation, presentation, and evaluation of individual and ensemble readings. Prerequisite: Com110

4 semester credits

COM 311 Advanced Public Speaking

Designed for students who desire to refine their public speaking skills. Areas include: informative, persuasive, limited preparation, special occasion speeches, and communication analysis. Prerequisite: COM 110

4 semester credits

COM 315 Written Journalism

Basic reporting techniques, lead and story writing, headline writing, feature and editorial writing, copy editing. Media convergence applications also emphasized.

Prerequisites: ENG 121, COM 102, COM 106,

COM 110 or consent of the instructor.

4 semester credits

COM 316 Video Production I

Introduction to one-camera, studio and field video production. One camera projects include music video and short movie. Students learn how cameras and the studio work. Videography and editing techniques are also emphasized. Prerequisites: ART 108, COM 106

4 semester credits

COM 318 Broadcast Journalism

Broadcast journalism examines and practices executing television and radio news. Students learn how to produce a newscast including: hands-on experience in writing, researching, reporting, directing, delivering the news on air and doing the videography. Prerequisites: ART 108, COM 106, COM 316

4 semester credits

COM 319 Secondary Speech Methods

Examines methods, materials, opportunities, and problems typically encountered in teaching high school speech. Emphasis is on instruction and practice in procedures for planning, instruction, and evaluation. 2 semester credits

COM 320 Management of Extra Curricular Activities

Practice in the methods of advising and managing extracurricular programs in forensics, journalism, and theater. 2 semester credits

COM 329 Public Relations

Overview of history, theory, and research techniques and applications of public relations. Introduction to public relations writing and design. Projects include brochure preparation, problem research, and news releases. Focus on critical analysis of public relations problems and remediation. Prerequisites: BUS 215, COM 204, COM 226, or consent of the instructor. 4 semester credits

COM 330 Principles in Advertising

Intense study of advertising, the process and practice. Planning, formulating, implementing, and evaluating an ad campaign. Social responsibilities and legal restrictions of advertising. Case studies assigned for discussion and evaluation. Prerequisites: ENG 121, COM 110, BUS 215 or consent of the instructor 4 semester credits

COM 332 Public Relations Writing

Practical study of the various genres of public relations writing: news releases, speeches, press packets, agency newsletters, and special events. Prerequisites: Com315, Com226, Com329 or consent of the instructor. 4 semester credits

COM 405 Advanced Video Production

Intensive training in video production camera, direction, post production editing, phases of local origination programming. Live studio, remote production, field production, and set up followed by supervised production work to be aired on Community Access Television. Prerequisites: COM 316 and 318 or consent of program director 2 semester credits

COM 406 Video Production II

Advanced course in television production techniques and theory. Students are required to study equipment, staff, pre-production and post-production elements. Students also learn different roles of control room and field productions. Prerequisites: COM 316, 318 or consent of the instructor 4 semester credits

COM 413 Organizational Communication

Study of communication practices in formal organizations with emphasis on communication between supervisors and subordinates. Examination of structure and function of planned and unplanned organizational communication networks and an introduction to the communication audit. Special attention given to managerial communication. Prerequisites: BUS 215, COM 204 or consent of the instructor. 4 semester credits

COM 414 Business Communication

Preparation, practice and evaluation of oral and written communication for the business world: public presentation, small group skills, listening. Research, present, and evaluate communication for the business setting. Prerequisites: ENG 121, COM 110, BUS 215 4 semester credits

COM 416 Advanced Journalism

Course offered in cooperation with the press for the improvement of reporting and of writing skills and mastery of technical equipment of the profession. Prerequisites: Consent of COM 315 instructor and program director 4 semester credits

COM 420 Case Studies in Public Relations

In-depth study of public relations campaigns. Case studies examined for discussion. Course requires a 60- hour public relations placement. Prerequisites: COM 326, 329, 332 4 semester credits

COM 426 Communication Leadership

As the capstone experience for all senior students in Communication, this course provides for the integration of core liberal learning, professional course work and servant leadership in communication. Assessments and preparation for internship placement are also completed. Prerequisite: Acceptance into the internship program. 2 semester credits

COM 428 Reading and Research in Communication

An in-depth study to fit the student's competence and needs. Prerequisite: Consent of instructor 1-4 semester credits

COM 430 Internship

Structured, on-the-job learning experience under supervision of professionals in a cooperating organization. Faculty advisor supervises, awards credit and grade. A learning contract is written between faculty advisor, supervisor and student stating conditions of work assignment (13 weeks, minimum of 40 hrs/week). Prerequisite: All other major coursework completed; Taken concurrently with COM 432 10 semester credits

COM 432 Seminar

An in-depth original research or production study designed, proposed, presented, and defended by the student to a committee of peers and staff. Practical exploration of job search procedure. Preparation of employment portfolio and resume; presentation of portfolio to faculty and peers. Taken concurrently with COM 430 2 semester credits

COM 125, COM 225, COM 325, COM 425

Special Offerings in Communication
1-4 semester credits

COM 133, 233, 333, 433 Practicum: Video

The video practicum is designed to give students hands-on experience in video production. The practicum experience will be tailored to the student's talents, goals and experience. Students typically produce a video as a service project for an organization. Other experiences include working with local television stations, touring video-related businesses, and interviewing professionals. No student can earn more than 4 hours in this practicum.

COM 135, 235, 335, 435 Practicum: Radio Com

The radio practicum is designed to give students hands-on experience in video production. The practicum experience will be tailored to the student's talents, goals and experience. Students typically take an air shift at a local radio station for two hours a week. No student can earn more than 4 hours in this practicum.

COM 139, 239, 339, 439 Practicum: Summit

Students participate in the development and production of the twice-monthly publication "The Summit," as editors, photographers and/or reporters. No student can earn more than 4 hours in this practicum.

COM 143, 243, 343, 443 Practicum: Competitive Forensics

A supervised experience in forensics. Students contract with faculty advisor. This practicum contributes to the curricular competencies of Spirituality and Ethics, Global Stewardship, Communication, and Critical Thinking. No student can earn more than 4 hours in this practicum.

COM 145, 245, 345, 445 Practicum: Theater

Theater Practicum is a directed supervised, practical experience in theatre production. Students participate in executing a fully realized theater production before a live audience as either actor, stage crew, designer, operator or production assistant.

• Economics

ECN 203 Microeconomics

Microeconomics emphasizes the various market structures that individual units such as households and firms encounter when maximizing their utility and profits. It investigates the advantages and disadvantages of perfect competition, monopoly, oligopoly and monopolistic competition. 4 semester credits

ECN 204 Macroeconomics

Macroeconomics studies economic aggregates such as unemployment, inflation, and Gross Domestic Product and their impact on individuals and society. It examines the effects of fiscal and monetary policy on the level of economic activity. 4 semester credits

ECN 343 History of Economic Thought

This course is designed to study the major economic philosophers from Adam Smith to the present and their contributions to economic theory. Prerequisites: ECN 203, ECN 204 or instructor consent. 4 semester credits

• English

ENG 098 Writing in Sentences and Paragraphs

A developmental writing course in which students study grammatical rules and their application in the writing process. Students learn to develop coherent and unified paragraphs and essays, using appropriate transition signals. They also learn to summarize, paraphrase, quote and document reading materials. Class does not apply to graduation credit.

ENG 105 Crime Literature

Close reading, analysis, and interpretation of fictional and non-fictional writing about the crime of murder. Prerequisite: consent of instructor. 4 semester credits

ENG 111 Composition I

Guided practice in college-level critical reading and expository writing, emphasizing a process approach and such expository modes as definition, comparison, and analysis. 3 semester credits

ENG 121 Composition II

Guided practice in college-level research and writing, emphasizing a process approach and such expository modes as definition, comparison and analysis. 3 semester credits

ENG 130 Introduction to Literature

Study of the literary genres and related elements of literary form. Close reading and analysis of fiction, poetry and drama is augmented with the study of literary criticism and critical writing. Artistic comparison and interpretation foster a student's understanding of multiple points of view. 3 semester credits

ENG 202 Grammar

A linguistics-based study of the grammar of modern English. Required for all English majors. 4 semester credits

ENG 204 English Language and Linguistics

Introduction to findings from the scientific study of human language, the major systems of language, and the sub disciplines of linguistics. Pre-history and evolution of major dialects of English up to the present. Required for all English majors. 4 semester credits

ENG 215 Introduction to the Profession of English

Outline of major theoretical stances towards the interpretation of literature plus tools and techniques especially applicable to research in language, literature, and culture. Required for all English majors. 4 semester credits

ENG 302 Classical and Contemporary Rhetoric

History of rhetoric from classical Western ideas through the middle ages and into the 21st century. Emphasis on theory and structure of argument, proofs, reasons, evidence, and fallacies – with application of these in writing arguments for various audiences. Required for all English majors. 4 semester credits

ENG 315 Senior Seminar Prospectus

Development of an arguable topic, rough thesis, plan of work, and preliminary bibliography for the senior seminar. Required for all English majors. Prerequisite: Admission to the English major. 1 semester hour

ENG 320 Critical Theory

Historical and comparative study of major theoretical stances towards the interpretation of literature. Emphasis on primary documents. Required for all English majors. 4 semester credits

ENG 321 Survey of British Literature I

Important works in British literature from the beginnings through Neoclassicism.
4 semester credits

ENG 324 Survey of British Literature II

Important works in British literature from the Romantics to the present.
4 semester credits

ENG 330 Survey of World Literature I

Important works in world literature from the beginnings through the European Renaissance. Emphasis on non-English-language works read in translation.
4 semester credits

ENG 331 Survey of World Literature II

Important works in world literature from the European Renaissance through the present. Emphasis on non-English-language works read in translation.
4 semester credits

ENG 332 Acting

Guided experience in basic principles and major styles. Study will correspond to techniques applicable to student professional goals regardless of major. Required for Theatre minors.
4 semester credits

ENG 336 Survey of American Literature I

Important works in American literature from the beginnings through Whitman.
4 semester credits

ENG 337 Survey of American Literature II

Important works in American literature from Whitman through the present.
4 semester credits

ENG 351 Creative Writing

Guided experience in writing various genres. Emphasis on effective use of form, technique, and style.
4 semester credits

ENG 352 Introduction to Theater Production: Directing

Study of the basic principles and theories of stage direction. On-demand; required for Theatre minors.
2 semester credits

ENG 353 Introduction to Theater Production: Stagecraft

Study of the basic principles and theories of set and lighting design for the stage. On-demand; required for Theatre minors.
4 semester credits

ENG 461 Major Theme

Advanced study of a particular literary theme or trope. For example: attitudes toward science in European literature, visits by the living to the land of the dead, the archetype of the goddess, or Plains literature.
4 semester credits

ENG 462 Major Author

Advanced study of a particular author. For example: Shakespeare, Whitman, or Dante.
4 semester credits

ENG 463 Literary Era

Advanced study of a particular literary era. For example: the Victorian era, the colonial era, or the high Middle Ages.
4 semester credits

ENG 464 Literary Genre

Advanced study of a particular genre or sub-genre. For example: lyric poetry, the novel, drama, or epic.
4 semester credits

ENG 465 Literary Movement

Advanced study of a particular literary movement. For example: Modernism or Romanticism.
4 semester credits

ENG 466 Literary Diversity

Literature of those groups whose works have often been omitted from the canon of a dominant culture. For example: Native Americans, African Americans, ethnic minorities, women, or the working class.
4 semester credits

ENG 481 Senior Seminar

Guided work in the development of an extended scholarly essay emphasizing collaborative refinement of ideas and approaches. Required oral presentation of findings. Capstone course required for all English majors.
4 semester credits

ENG 125, ENG 225, ENG 325, ENG 425

Special Offerings in English
1–4 semester credits

• Geography

GEO 101 Introduction to Geography

Account of the earth and the home of human beings. Includes geographic principles and skills, environment, and the role of geography in human institutions.
4 semester credits

GEO 302 Regional Geography

Influence of natural environment on economic, social, and political life of people in North America and selected regions of the world.
4 semester credits

GEO 402 Human Geography

A review of the relationship between core areas of the earth and the peripheral environment as well as a display of the continuing transformation of the political economy of the world, nations, regions, and cities. An emphasis on how social and cultural differences are embedded in human geography, especially differences in race, ethnicity, gender, age, and class.
4 semester credits

• History

HIS 101- HIS 102 World Civilization I and II

Survey of the development of social, political, and economic institutions and cultures of the world areas from: (I) ancient times to 1715 and (II) from 1715 to the present.
4 semester credits each

HIS 202 North Dakota

Survey from pre-history to present: physical features, people, cultures, politics, and place in United States history.
4 semester credits

HIS 271 - HIS 272 US History I and II

Survey of the political, social, and economic institutions of the United States from: (I) pre-Columbian North America to 1877 and (II) from 1877 to the present.
4 semester credits each

HIS 303/ THE 303 Church History

Development of the Church from New Testament times to the present and mutual impacts of the Church and culture during the formation of Christianity in the West.
4 semester credits

CTH/HIS 330: Catholicism and the Modern World

This course studies Catholicism in relation to religious, intellectual, social, and political developments from the French Revolution to the Second Vatican Council. Content includes church-state relations; the rise of political ideologies such as socialism, liberalism, and fascism; popular Catholicism and foreign missions; secular thought; industrial society and the rise of Catholic social teaching; the era of world war; saints and martyrs; and the Church's engagement with modernity from The Syllabus of Errors (1864) to the Pastoral Constitution on the Church in the Modern World (1965). This course will help students understand the tension between Catholicism and the modern world through close study of primary and secondary sources and by discussion of central historical developments that have shaped the world as it is today. Advanced course in Catholic Studies minor; also fulfills the requirement for an upper-level course in world history for History Education majors.
4 semester credits

HIS 307 Difference and Inequality

Examination of issues of human diversity from historical, global, social and cultural perspectives. Issues may include race, gender, age, ethnicity, class or culture.
4 semester credits

HIS 371 The American Revolution and Early Republic

A comprehensive analysis of the revolutionary era from the end of the Great War for Empire in 1763 to the War of 1812 with special attention directed to political, economic, and military events of the period.
4 semester credits

HIS 372 The American West

A survey of the frontier experience of the American people with special emphasis on the pioneers, cattle barons, lawmen, cowboys, and Plains Indians.
4 semester credits

HIS 381 World War II

An analysis of the events that led to the conflict, United States diplomatic and military involvements in the European and Pacific theaters, surrender, and aftermath.
4 semester credits

HIS 412 Vietnam War

Focus on American intervention in Vietnam. The social, historical, and political contexts before, during, and after the war will be examined.
4 semester credits

HIS 471 Indians in American History

An analysis of the traditional native cultures, changes that occurred through European colonization, impact of United States Indian policy, political activism, and contemporary issues.
4 semester credits

HIS 472 Colonial North America

A comprehensive examination of the history of colonial North America from the Age of Discovery through the Great War for Empire.
4 semester credits

HIS 473 United States Military History

An examination of the role the United States military has played from the Civil War to the war on terrorism.
4 semester credits

HIS 490 Senior Seminar

An examination of the history of leadership from a global perspective. The seminar will also introduce students to historical methodology and service learning.
4 semester credits

HIS 125, HIS 225, HIS 325, HIS 425

Special Offerings in History
1-4 semester credits

• Mathematics

Placement Evaluation

Students enrolling in ASD 097; MAT 102, 103 or 107 must first have a placement evaluation.

ASD 097 Fundamental Concepts of Algebra

Basic algebraic concepts and skills; for students with a minimum of high school mathematics. Taken by math placement only; a grade of "C" or better is required to progress to MAT 102. May not be taken for credit hours after completing MAT 103. Does not fulfill core requirement. Does not apply to graduation credit.
4 semester credits

MAT 102 Intermediate Algebra

Provides an overview of the algebraic skills necessary to succeed in College Algebra. Concepts and topics include linear equations, graphing, inequalities, systems of equations, rational expressions, functions, exponents, radicals, radical equations, and quadratic equations. This course is taken by math placement and will not fulfill a core requirement nor will it substitute for a mathematics course of a higher number. Credits are applicable for liberal arts and graduation requirements.
4 semester credits

MAT 103 College Algebra

Topics included are the real number system; linear and quadratic equation and inequality solutions and applications, polynomial functions; exponential and logarithmic functions; other topics. Prerequisites: Two years of high school algebra and satisfactory placement evaluation; or MAT 102 with a grade of "C" or higher.
4 semester credits

MAT 107 College Mathematics for Non-Science Majors

Mathematical concepts in algebra, geometry, consumer mathematics, statistics, and probability with emphasis on problem solving. Applications are made in a variety of areas including business, social sciences, and natural science. Either MAT 103 or MAT 107, but not both, will fulfill a Math/Science general education core requirement. May not be taken for liberal arts credit after successfully completing a higher numbered math course. Prerequisites: Two years of high school mathematics, one of which is algebra, and satisfactory placement evaluation; or MAT 102 with a grade of "C" or higher.
3 semester credits

MAT 153 Algebra and Trigonometry

Functions and their graphs; emphasis on linear, quadratic, polynomial, and rational functions and their applications. Exponential and logarithmic functions, trigonometric functions and identities, applications. Conic sections. Systems of equations, counting and probability. Prerequisite: placement evaluation or consent of instructor.
4 semester credits

MAT 180 Elementary Statistics

The study of descriptive statistics such as mean, mode, range, standard deviation, variance, histograms, etc., that describe statistical information. The study of inferential statistics such as hypotheses testing of a population mean, proportion, etc., using a sample drawn from the population or testing to see if the sample is representative of the population being studied.
4 semester credits

MAT 204 Applied Statistics

Theoretical and practical introduction to graphic representations of data, probability theory, normal curve model, point and interval estimation, hypothesis testing, linear correlation, and inferential statistics. Critiques of scientific publications, data collection and analysis procedures, statistical analyses, and employing personal computers. Prerequisite: MAT 103 or consent of instructor
4 semester credits

MAT 206 Discrete Mathematics

Combinatorics and counting techniques; graphs, trees and networks; algorithms; induction. Prerequisite: MAT 103 or consent of instructor
4 semester credits

MAT 209 Calculus with Analytic Geometry I

Two dimensional analytic geometry; functions, limits, continuity. Differentiation of algebraic and trigonometric functions. Prerequisite: MAT 153, placement, or consent of instructor
4 semester credits

MAT 210 Calculus with Analytic Geometry II

Development and applications of the definite integral; logarithmic and exponential functions; methods of integration, including numeric; improper integrals. Prerequisite: MAT 209
4 semester credits

MAT 211 Calculus with Analytic Geometry III

Infinite series; vectors in two and three dimensions; differential calculus of functions of several variables; multiple integration. Prerequisite: MAT 210
4 semester credits

MAT 221 Topics in Euclidean Geometry

Euclidean geometry topics including properties of polygons, congruences, parallelism, similarity, circles, constructions, area and solid geometry. Prerequisite: MAT 103 or consent of instructor
4 semester credits

MAT 310 College Geometry

Advanced Euclidean geometry topics; non-Euclidean geometry, including hyperbolic and elliptic geometries. Prerequisite: MAT 221 or consent of instructor
4 semester credits

MAT 311 Algebraic Structures

Groups and isomorphism, normality, factor groups, and homomorphism; introduction to rings, ideals, and fields. Prerequisite: One MAT 200 or higher level course. MAT 312 recommended
4 semester credits

MAT 312 Linear Algebra

Vector spaces, their general properties, and linear transformations; systems of linear equations, matrices, determinants. Prerequisite: One MAT 200 or higher level course
4 semester credits

MAT 318 Number Theory

Divisibility and congruence theory; prime numbers; number theoretic functions. Prerequisite: One MAT 200 or higher level course
4 semester credits

MAT 334 Differential Equations

Ordinary differential equations; systems of equations; solution by series. Prerequisites: MAT 211, 312
4 semester credits

MAT 411 Mathematical Statistics

Probability theory; random variables and distribution functions; estimation; tests of hypotheses; regression and correlation. Prerequisites: MAT 204, 211
4 semester credits

MAT 428 Readings and Research in Mathematics

Prerequisite: Senior standing or consent of instructor.
1-4 semester credits

MAT 443 History of Mathematics

Greek period; Western math up to 1650; modern math (calculus, group theory, axiomatization); current developments. Prerequisite: Consent of instructor
4 semester credits

MAT 125, MAT 225, MAT 325, MAT 425

Special Offerings in Mathematics
1-4 semester credits

• Music

MUS 100 Pep Band

Large instrumental performance ensemble open to all students with some prior experience. Provides entertainment and boosts school spirit at university football and basketball games.
1 semester credit

MUS 101 Applied Music: Piano

Collegiate level individual piano instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 102 Applied Music: Voice

Collegiate level individual vocal instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study. Diction is also studied at all levels.
1 semester credit

MUS 103 Applied Music: Brass

Collegiate level individual brass instrument instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 104 Applied Music: Woodwind

Collegiate level individual woodwind instrument instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 105 Applied Music: Percussion

Collegiate level individual instruction in percussion instruments. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 106 Applied Music: Guitar

Collegiate level individual classical guitar instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 107 Applied Music: Strings

Collegiate level individual string instrument instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 108 Applied Music: Bass Guitar

Collegiate level individual bass guitar instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 109 Applied Music: Organ

Collegiate level individual organ instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 110 Perform Lab

Music students gather in a pedagogical environment to develop critical listening and performance skills through attendance and performance at recitals, concerts and seminars.
0 semester credits

MUS 111 Concert Band

Large instrumental performance ensemble open to all students with some prior experience. Repertoire includes original band works as well as transcriptions and arrangements.
1 semester credit

MUS 112 Concert Choir

Large vocal ensemble open to all students with some prior experience. Repertoire includes significant choral works from chant to contemporary.
1 semester credit

MUS 113 Jazz Ensemble

Study and performance of classic and contemporary big band literature. Open by audition to all interested students.
1 semester credit

MUS 114 Vocal Chamber Music

Vocal ensembles, including Vocal Jazz, Vocal Arts Ensemble (opera scenes), and Chamber Choir (Renaissance through contemporary), open to all students by audition. Ability to rehearse and perform challenging vocal repertoire.
1 semester credit

MUS 115 Woodwind Chamber Music

Study and performance in woodwind groups of varying sizes. Open to all students by audition. Repertoire includes original works, transcriptions and arrangements.
1 semester credit

MUS 116 Brass Chamber Music

Small to medium-sized brass instrument performance ensembles open to all students by audition. Aptitude necessary to perform concerts of diverse and challenging repertoire developed through rehearsal and performance. Repertoire includes original works for brass as well as transcriptions and arrangements.
1 semester credit

MUS 117 Percussion Chamber Music

Steel Drum Band: Study and performance of the unique steel pans from Trinidad and Tobago. Music includes calypso, soca, pop, Latin, classical, and jazz.
1 semester credit

Percussion Ensemble

Study and performance in percussion groups of varying sizes. Repertoire includes historically significant works for percussion, contemporary compositions, improvised music, rudimental drumming, and world music.
1 semester credit

MUS 118 String Chamber Music

Study and performance in string groups of varying sizes. Open to all students by audition. Repertoire includes original works, transcriptions and arrangements.
1 semester credit

MUS 119 Bismarck-Mandan Civic Chorus

Community ensemble open to students by audition. Repertoire includes choral works from the Renaissance to today.
1 semester credit

MUS 120 Orchestra

Community ensemble open to students by audition. Repertoire includes original orchestral works as well as transcriptions and arrangements.
1 semester credit

MUS 121 Sight Singing/Ear Training I

Designed to improve aural skills in the areas of sight singing and dictation. Rhythmic, melodic, and harmonic exercises are studied and executed. Prerequisite: MUS 196.
1 semester credit

MUS 122 Sight Singing/Ear Training II

Designed to improve aural skills in the areas of sight singing and dictation. Rhythmic, melodic, and harmonic exercises are studied and executed. Prerequisite: MUS 121.
1 semester credit

MUS 123 Music Theory I

Theoretical concepts of diatonic harmony and 16th century counterpoint are studied and applied. Prerequisite: MUS 196. 3 semester credits

MUS 124 Music Theory II

Theoretical concepts of diatonic and chromatic harmony, and basic concepts of composition, are studied and applied. Prerequisite: MUS 123. 3 semester credits

MUS 132 Percussion Pedagogy

Percussion instruments with an emphasis on teaching procedures. Emphasis is placed on playing percussion Instruments, as well as the pedagogy of percussion, including appropriate teaching repertoire. Prerequisite: MUS 196.
2 semester credits

MUS 151 Class Piano I

First semester of a four semester sequence. Development of level I piano proficiency skills including sight reading, harmonization, accompaniment, theory, piano repertoire and technique. No prior piano performance experience required.
1 semester credit

MUS 152 Class Piano II

Second semester of a four semester sequence. Development of level II piano proficiency skills including sight reading, harmonization, accompaniment, theory, piano repertoire and technique. Prerequisite: MUS 151.
1 semester credit

MUS 153 Class Voice I

Vocal technique and repertoire are studied in a class format, with emphasis placed on the development of a healthy speaking and singing voice.
1 semester credit

MUS 154 Class Voice II

Vocal technique and repertoire are studied in a class format, with emphasis placed on the development of a healthy speaking and singing voice. Prerequisite: MUS 153.
1 semester credit

MUS 155 Class Guitar I

Guitar technique and repertoire are studied in a class format, with emphasis placed on the development of correct technique and performance skills. This course is designed for any student who is not a guitar major or minor. No prerequisite.
1 semester credit

MUS 156 Class Guitar II

Guitar technique and repertoire are studied in a class format, with emphasis placed on the development of correct technique and performance skills. This course is designed for any student who is not a guitar major or minor. Prerequisite: MUS 155.
1 semester credit

MUS 196 Introduction to Music

Forms, styles, trends, cultural and historical aspects of western and world music within the context of creating increased enjoyment and understanding of music. Meets core and aesthetics requirements.
3 semester credits

MUS 200 Pep Band

Large instrumental performance ensemble open to all students with some prior experience. Provides entertainment and boosts school spirit at university football and basketball games.
1 semester credit

MUS 201 Applied Music: Piano

Collegiate level individual piano instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 202 Applied Music: Voice

Collegiate level individual vocal instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study. Diction is also studied at all levels.
1 semester credit

MUS 203 Applied Music: Brass

Collegiate level individual brass instrument instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 204 Applied Music: Woodwind

Collegiate level individual woodwind instrument instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 205 Applied Music: Percussion

Collegiate level individual instruction in percussion instruments. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 206 Applied Music: Guitar

Collegiate level individual classical guitar instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 207 Applied Music: Strings

Collegiate level individual string instrument instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study. 1 semester credit

MUS 208 Applied Music: Bass Guitar

Collegiate level individual bass guitar instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study. 1 semester credit

MUS 209 Applied Music: Organ

Collegiate level individual organ instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study. 1 semester credit

MUS 210 Perform Lab

Music students gather in a pedagogical environment to develop critical listening and performance skills through attendance and performance at recitals, concerts and seminars. 0 semester credits

MUS 211 Concert Band

Large instrumental performance ensemble open to all students with some prior experience. Repertoire includes original band works as well as transcriptions and arrangements. 1 semester credit

MUS 212 Concert Choir

Large vocal ensemble open to all students with some prior experience. Repertoire includes significant choral works from chant to contemporary. 1 semester credit

MUS 213 Jazz Ensemble

Study and performance of classic and contemporary big band literature. Open by audition to all interested students. 1 semester credit

MUS 214 Vocal Chamber Music

Vocal ensembles, including Vocal Jazz, Vocal Arts Ensemble (opera scenes), and Chamber Choir (Renaissance through contemporary), open to all students by audition. Ability to rehearse and perform challenging vocal repertoire. 1 semester credit

MUS 215 Woodwind Chamber Music

Study and performance in woodwind groups of varying sizes. Open to all students by audition. Repertoire includes original works, transcriptions and arrangements. 1 semester credit

MUS 216 Brass Chamber Music

Small to medium-sized brass instrument performance ensembles open to all students by audition. Aptitude necessary to perform concerts of diverse and challenging repertoire developed through rehearsal and performance. Repertoire includes original works for brass as well as transcriptions and arrangements. 1 semester credit

MUS 217 Percussion Chamber Music

Steel Drum Band: Study and performance of the unique steel pans from Trinidad and Tobago. Music includes calypso, soca, pop, Latin, classical, and jazz. 1 semester credit

Percussion Ensemble:

Study and performance in percussion groups of varying sizes. Repertoire includes historically significant works for percussion, contemporary compositions, improvised music, rudimental drumming, and world music. 1 semester credit

MUS 218 String Chamber Music

Study and performance in string groups of varying sizes. Open to all students by audition. Repertoire includes original works, transcriptions and arrangements. 1 semester credit

MUS 219 Bismarck-Mandan Civic Chorus

Community ensemble open to students by audition. Repertoire includes choral works from the Renaissance to today. 1 semester credit

MUS 220 Orchestra

Community ensemble open to students by audition. Repertoire includes original orchestral works as well as transcriptions and arrangements. 1 semester credit

MUS 221 Sight Singing / Ear Training III

Designed to improve aural skills in the areas of sight singing and dictation. Rhythmic, melodic, and harmonic exercises, error detection, and chromatic solfège are studied and executed. Prerequisite: MUS 122. 1 semester credit

MUS 222 Sight Singing / Ear Training IV

Designed to improve aural skills in the areas of sight singing and dictation. Rhythmic, melodic, and harmonic exercises, error detection, and chromatic solfège are studied and executed. Prerequisite: MUS 221. 1 semester credit

MUS 223 Music Theory III

Theoretical aspects of Baroque and Classical era music are studied through analysis and composition. Prerequisite: MUS 124. 3 semester credits

MUS 224 Music Theory IV

Theoretical aspects of Romantic and 20th Century music are studied through analysis and composition. Prerequisite: MUS 223. 3 semester credits

MUS 225 Special Topics

Arranged study. 4 semester credits

MUS 231 Brass Pedagogy

Brass instrument teaching methods for music educators and studio brass instructors. Emphasis is placed on playing several brass instruments, as well as the pedagogy of all brass, including appropriate teaching repertoire. Prerequisite: MUS 196. 2 semester credits

MUS 232 Vocal Pedagogy

Vocal teaching methods for studio voice instructors and music educators. Emphasis is placed on development of healthy singing techniques. Prerequisite: MUS 196.
2 semester credits

MUS 251 Class Piano III

Third semester of a four semester sequence. Development of level III piano proficiency skills including sight reading, harmonization, accompaniment, theory, piano repertoire and technique. Prerequisite: MUS 152.1 semester credit

MUS 252 Class Piano IV

Fourth semester of a four semester sequence. Development of level IV piano proficiency skills including sight reading, harmonization, accompaniment, theory, piano repertoire and technique.
. Prerequisite: MUS 251.
1 semester credit

MUS 253 Class Voice III

Vocal technique and repertoire are studied in a class format, with emphasis placed on the development of a healthy speaking and singing voice. Prerequisite: MUS 154.
1 semester credit

MUS 254 Class Voice IV

Vocal technique and repertoire are studied in a class format, with emphasis placed on the development of a healthy speaking and singing voice. Prerequisite: MUS 253.
1 semester credit

MUS 255 Class Guitar III

Guitar technique and repertoire are studied in a class format, with emphasis placed on the development of correct technique and performance skills. This course is designed for any student who is not a guitar major or minor. Prerequisite: MUS 156.
1 semester credit

MUS 256 Class Guitar IV

Guitar technique and repertoire are studied in a class format, with emphasis placed on the development of correct technique and performance skills. This course is designed for any student who is not a guitar major or minor. Prerequisite: MUS 255.
1 semester credit

MUS 262 Conducting I

Intended for the music major or minor with no prior background in conducting. The course will deal with the fundamentals of choral and instrumental conducting.
Prerequisite: MUS 122 and 124.2 semester credits

MUS 300 Pep Band

Large instrumental performance ensemble open to all students with some prior experience. Provides entertainment and boosts school spirit at university football and basketball games.
1 semester credit

MUS 301 Applied Music: Piano

Collegiate level individual piano instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 302 Applied Music: Voice

Collegiate level individual vocal instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study. Diction is also studied at all levels.
1 semester credit

MUS 303 Applied Music: Brass

Collegiate level individual brass instrument instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 304 Applied Music: Woodwind

Collegiate level individual woodwind instrument instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 305 Applied Music: Percussion

Collegiate level individual instruction in percussion instruments. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 306 Applied Music: Guitar

Collegiate level individual classical guitar instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 307 Applied Music: Strings

Collegiate level individual string instrument instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 308 Applied Music: Bass Guitar

Collegiate level individual bass guitar instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 309 Applied Music: Organ

Collegiate level individual organ instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 310 Perform Lab

Music students gather in a pedagogical environment to develop critical listening and performance skills through attendance and performance at recitals, concerts and seminars.
0 semester credits

MUS 311 Concert Band

Large instrumental performance ensemble open to all students with some prior experience. Repertoire includes original band works as well as transcriptions and arrangements.
1 semester credit

MUS 312 Concert Choir

Large vocal ensemble open to all students with some prior experience. Repertoire includes significant choral works from chant to contemporary.
1 semester credit

MUS 313 Jazz Ensemble

Study and performance of classic and contemporary big band literature. Open by audition to all interested students.

1 semester credit

MUS 314 Vocal Chamber Music

Vocal ensembles, including Vocal Jazz, Vocal Arts Ensemble (opera scenes), and Chamber Choir (Renaissance through contemporary), open to all students by audition. Ability to rehearse and perform challenging vocal repertoire.

1 semester credit

MUS 315 Woodwind Chamber Music

Study and performance in woodwind groups of varying sizes. Open to all students by audition. Repertoire includes original works, transcriptions and arrangements.

1 semester credit

MUS 316 Brass Chamber Music

Small to medium-sized brass instrument performance ensembles open to all students by audition. Aptitude necessary to perform concerts of diverse and challenging repertoire developed through rehearsal and performance. Repertoire includes original works for brass as well as transcriptions and arrangements.

1 semester credit

MUS 317 Percussion Chamber Music

Steel Drum Band: Study and performance of the unique steel pans from Trinidad and Tobago. Music includes calypso, soca, pop, Latin, classical, and jazz.

1 semester credit

Percussion Ensemble: Study and performance in percussion groups of varying sizes. Repertoire includes historically significant works for percussion, contemporary compositions, improvised music, rudimental drumming, and world music.

1 semester credit

MUS 318 String Chamber Music

Study and performance in string groups of varying sizes. Open to all students by audition. Repertoire includes original works, transcriptions and arrangements.

1 semester credit

MUS 319 Bismarck-Mandan Civic Chorus

Community ensemble open to students by audition. Repertoire includes choral works from the Renaissance to today.

1 semester credit

MUS 320 Orchestra

Community ensemble open to students by audition.

Repertoire includes original orchestral works as well as transcriptions and arrangements.

1 semester credit

MUS 321 Music Technologies

Basics of sound reinforcement and stage lighting for music ensembles including proper set-up and safety procedures as well as trouble-shooting sound and lighting equipment. Synthesizer programming will include use of tone generators, sequencing, operational MIDI, and basic recording techniques. Brief overview of music education software. Prerequisite: MUS 196.

2 semester credits

MUS 323 Orchestration and Arranging

Study of orchestrating and arranging music for both instrumental and choral ensembles. Prerequisite: MUS 221 and 223.

2 semester credits

MUS 324 Jazz Studies

A course for students interested in studying jazz improvisation.

1 semester credit

MUS 325 Special Topics

Arranged study.

4 semester credits

MUS 331 Woodwind Pedagogy

Woodwind instruments with emphasis on teaching procedures. Emphasis is placed on playing several woodwind instruments, as well as the pedagogy of all woodwinds, including appropriate teaching repertoire. Prerequisite: MUS 196.

2 semester credits

MUS 333 Jazz Pedagogy & History

History of jazz from its beginnings to the present day. Jazz teaching techniques and methods for the school music educator. Prerequisite: 122 and 124.2 semester credits

MUS 334 Piano Pedagogy

Intended for the music major/minor with a strong interest in developing pedagogical skills on the keyboard for use in the private studio.

2 semester credits

MUS 341 Music History I

History of the evolution of musical style, form, and literature through a study of major composers and their works. Prerequisite MUS 121 and 123.

3 semester credits

MUS 342 Music History II/World Cultures

History of the evolution of musical style, form, and literature as it relates to various world cultures. Prerequisite MUS 121 and 123.

3 semester credits

MUS 362 Conducting II

Development of further vocal and instrumental conducting techniques: time beating, mixed meter, baton, and the left hand as well as the more advanced expressive gestures. Advanced score reading and the development of effective rehearsal techniques. Prerequisite MUS 262.

2 semester credits

MUS 370 Sacred Music

Study of the historical tradition of church music from the New Testament to the present, and the practical implications of current teachings and practices. Cross listed as THE 370, and as such fulfills upper division theology requirement. Prerequisite: MUS 196, THE 104 or 110 or 112.

4 semester credits

MUS 371 Junior Recital

Half-hour solo recital presented to the public on a student's primary instrument or voice under the guidance of a music faculty member.

1 semester credit

MUS 382 Elementary Music Methods

Methods of introducing singing, classroom instruments, rhythm, reading notation, and music appreciation in the elementary school.
Prerequisite: MUS 122 and 124.
3 semester credits

MUS 383 Secondary Choral Methods

An overview of techniques and repertoire for music education majors who are preparing to teach choral music.
Prerequisite: MUS 122 and 124.
2 semester credits

MUS 384 Secondary Instrumental Methods

An overview of techniques, repertoire, software and classroom management strategies for music education majors who are preparing to teach instrumental music.
Prerequisite: MUS 122 and 124.
2 semester credits

MUS 392 Wind Instrument Maintenance and Repair

Maintenance and repair of woodwind and brass instruments. Acoustical and mechanical characteristics are dealt with in detail.
2 semester credits

MUS 400 Pep Band

Large instrumental performance ensemble open to all students with some prior experience. Provides entertainment and boosts school spirit at university football and basketball games.
1 semester credit

MUS 401 Applied Music: Piano

Collegiate level individual piano instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 402 Applied Music: Voice

Collegiate level individual vocal instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study. Diction is also studied at all levels.
1 semester credit

MUS 403 Applied Music: Brass

Collegiate level individual brass instrument instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 404 Applied Music: Woodwind

Collegiate level individual woodwind instrument instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 405 Applied Music: Percussion

Collegiate level individual instruction in percussion instruments. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 406 Applied Music: Guitar

Collegiate level individual classical guitar instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 407 Applied Music: Strings

Collegiate level individual string instrument instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 408 Applied Music: Bass Guitar

Collegiate level individual bass guitar instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 409 Applied Music: Organ

Collegiate level individual organ instruction. Emphasis is placed on the development of technical, musical and artistic proficiency at each level of study.
1 semester credit

MUS 410 Perform Lab

Music students gather in a pedagogical environment to develop critical listening and performance skills through attendance and performance at recitals, concerts and seminars.
0 semester credits

MUS 411 Concert Band

Large instrumental performance ensemble open to all students with some prior experience. Repertoire includes original band works as well as transcriptions and arrangements.
1 semester credit

MUS 412 Concert Choir

Large vocal ensemble open to all students with some prior experience. Repertoire includes significant choral works from chant to contemporary.
1 semester credit

MUS 413 Jazz Ensemble

Study and performance of classic and contemporary big band literature. Open by audition to all interested students.
1 semester credit

MUS 414 Vocal Chamber Music

Vocal ensembles, including Vocal Jazz, Vocal Arts Ensemble (opera scenes), and Chamber Choir (Renaissance through contemporary), open to all students by audition. Ability to rehearse and perform challenging vocal repertoire.
1 semester credit

MUS 415 Woodwind Chamber Music

Study and performance in woodwind groups of varying sizes. Open to all students by audition. Repertoire includes original works, transcriptions and arrangements.
1 semester credit

MUS 416 Brass Chamber Music

Small to medium-sized brass instrument performance ensembles open to all students by audition. Aptitude necessary to perform concerts of diverse and challenging repertoire developed through rehearsal and performance. Repertoire includes original works for brass as well as transcriptions and arrangements.
1 semester credit

MUS 417 Percussion Chamber Music

Steel Drum Band: Study and performance of the unique steel pans from Trinidad and Tobago. Music includes calypso, soca, pop, Latin, classical, and jazz.
1 semester credit

Percussion Ensemble:

Study and performance in percussion groups of varying sizes. Repertoire includes historically significant works for percussion, contemporary compositions, improvised music, rudimental drumming, and world music.
1 semester credit

MUS 418 String Chamber Music

Study and performance in string groups of varying sizes. Open to all students by audition. Repertoire includes original works, transcriptions and arrangements.
1 semester credit

MUS 419 Bismarck-Mandan Civic Chorus

Community ensemble open to students by audition. Repertoire includes choral works from the Renaissance to today.
1 semester credit

MUS 420 Orchestra

Community ensemble open to students by audition. Repertoire includes original orchestral works as well as transcriptions and arrangements.
1 semester credit

MUS 425 Special Topics

Arranged study.
4 semester credits

MUS 431 String Pedagogy

String instruments with emphasis on teaching procedures. Emphasis is placed on playing several string instruments, as well as the pedagogy of all strings, including appropriate teaching repertoire. Prerequisite: MUS 196.
2 semester credits

MUS 440 Internship

Structured, on-the-job learning experience under supervision of professionals in a cooperating organization. Faculty advisor supervises, awards credit and grade. A learning contract is written between faculty advisor, supervisor and student stating conditions of the internship. Capstone option for B.A. Music major. Prerequisite: MUS 222, 224 and 342.
4 semester credits

MUS 462 Advanced Conducting : Independent Study

Further development of conducting techniques and expression. Enrollment by instructor permission only.
1-2 semester credits

MUS 470 Sacred Music Practicum

Course requires immersion in a parish setting. Students will synthesize information learned through their coursework and practicum experience, and will demonstrate servant leadership in planning, preparing, and directing the musical prayer of a local church. Satisfies capstone requirement for Sacred Music major. Prerequisite: MUS 222, 224, 370.
4 semester credits

MUS 471 Senior Recital

One-hour solo recital presented to the public on a student's primary instrument or voice under the guidance of a music faculty member.
2 semester credits

MUS 481 Senior Project

Guided work in the development of an extended scholarly essay, composition, arrangement, or portfolio of work. Capstone option for B.A. Music major. Prerequisite: MUS 222, 224, 342.
4 semester credits

• Philosophy

PHI 201 Introduction to Philosophy

Basic approach to the different areas of philosophy; some of the major philosophers and philosophical issues.
4 semester credits

PHI 202 Logic

Methods of correct reasoning, both deductive and inductive. Formal and informal fallacies.
4 semester credits

CTH/PHI 210: Search for Happiness:**Faith and Reason in Life**

Critically investigates the human quest for happiness in many ages and cultures, especially in Catholic tradition. Arguments for and against various claims about paths to human happiness evaluated in light of ancient, medieval, and modern thought, as well as other historical perspectives. Cultural expressions of the search in philosophy, literature, theology, the arts, history and social institutions. Places of such things as desire, pleasure, suffering, friendship, love, work, and God. Central questions: "Why do people desire to be happy, and what leads to happiness?" Foundational course in Catholic Studies minor.
3 semester credits

PHI 308 Philosophical Ethics

A normative study of human conduct. Analysis of contemporary ethical problems in light of major ethical theories.
4 semester credits

PHI 309 Ancient and Medieval Philosophy

Beginnings of Western philosophy through the Middle Ages. Writings of major thinkers such as Plato, Aristotle, Augustine, Boethius, and Aquinas.
4 semester credits

PHI 310 Philosophy of the Human Person

Examination of classical and contemporary views of the human person. Topics may include some of the following: human knowledge, emotions, thinking computers, talking animals, human reason, the immortality of the soul, free will, and others.
4 semester credits

PHI 311 Modern Philosophy

Analysis of the major philosophical movements in the period from 1600-1900 with representative writings from major philosophers such as Descartes, Locke, and Kant.
4 semester credits

PHI 313 Business Ethics

Examination of foundational perspectives in business which determine the practices and decision making of leaders in the field. Resources from the humanities, theology, social sciences, and management theory are used to address ethical theories, codes of ethics, and ethical decision-making. Designed to enhance moral sensibility, critical inquiry, and decision making in personal as well as professional lives. Some issues: executive pay and perks, “creative” accounting, legal vs. ethical, cover-ups, just wage, stock options, work-place climate, truth in advertising, social responsibility, corporate culture.
4 semester credits

PHI 482 Biomedical Ethics

This course provides an overview of ethical issues arising in healthcare. It covers the major ethical theories such as utilitarianism, deontology, virtue ethics, and natural law and shows how these theories apply to concrete situations in healthcare. It addresses important concerns in medical ethics such as confidentiality, informed consent, honesty, the just distribution of healthcare resources, questions of death and dying, assisted suicide, abortion, and cloning.
4 semester credits

PHI 328, PHI 428 Readings and Research in Philosophy

1–4 semester credits

- **Physics**

PHY 203 Introduction to Physics

An algebra-based approach to mechanics (kinematics, dynamics, force, momentum, energy). Lab: 2 hours.
Prerequisite: MAT 103 or consent of instructor
4 semester credits

PHY 304 Intermediate Physics

A continuation of the algebra-based introduction to electricity and magnetism and other topics which may include vibrations and wave motion, fluids, light and optics, and modern physics. Lab: 2 hours. Prerequisite: PHY 203 or consent of instructor.
4 semester credits

- **Political Science**

Minor in Political Science: HIS 271 and 272; POL 202, 302, 414, and one upper division political science course.

POL 101 Responsible Citizenship

“Keep this rule.... After that, you can set out for loftier summits” (RB 73:8-9). Leadership in the Benedictine Tradition calls us to care for the communities in which we live. This course gives the foundations to understanding the social and civic community of America. It serves as a focus of thinking, writing, and acting on issues of community import with critical awareness of the formation of American civic culture and an awareness of an individual’s responsibility within that culture.
3 semester credits

POL 202 American Government and Politics

Examination of the development of the Constitution, understanding of political events, political participation, the components of the political system, policy issues and the debates surrounding them, along with current events related to government and politics.
4 semester credits

POL 302 State and Local Government

Consideration of the differences in governmental systems throughout the United States with emphasis on North Dakota.
4 semester credits

POL 313 The American Presidency

Rights, duties, and responsibilities of the President, constitutional guidelines, power command, reputation, transition, and the people in office.
4 semester credits

POL 316 American Foreign Relations

American foreign policy from 1895 to the present with an analysis of how the United States has played a changing role in world events and crises.
4 semester credits

POL 414 United States Constitutional Law

Focus on the politics of justice, the nature of the Constitution, decisions made by the United States Supreme Court, and how these decisions impact legal actions. Recommended for Pre-Law and Secondary Education majors who plan to teach political science and history.
4 semester credits

POL 125, POL 225, POL 325, POL 425

Special Offerings in Political Science and Politics
1-4 semester credits

- **Science**

SCI 102 Physical Science

Selected topics from chemistry and physics. Laboratory experience is emphasized. Laboratory: 2 hours. Prerequisite: MAT 103 or MAT 106 or equivalent, or consent of instructor
4 semester credits

SCI 104 Drugs and the Human Body

Introduction to human physiology and how drugs interact with it. Topics include prescription drugs, over-the-counter drugs, alcohol, and illegal drugs. Designed for non-science majors; no prerequisite.
4 semester credits

SCI 110 Human Inheritance

Looks at some of the newer technologies in the biological sciences. Selected topics may include genetic engineering, birth technologies, polymerase chain reaction, DNA fingerprinting, and adoptive immunotherapy. This course is designed for the non-science major.
4 semester credits

SCI 201 Earth Science

Designed primarily for non-science majors. The course will provide an understanding of fundamental concepts of astronomy, geology, and environmental sciences (meteorology, hydrology, atmospheric and surface processes, etc.). Emphasis will be placed on the relevance of earth science to everyday life and

physical environment. Laboratory: 2 hours. Prerequisite: MAT 103 or MAT 106 or equivalent, or consent of instructor
4 semester credits

SCI 222 Environmental Issues

Issues dealing with noise, water, air, radiation, solid and hazardous wastes, and pesticides are discussed. Designed for non-science majors. Duplicate credit not allowed for SCI 225T Race to Save the Planet
4 semester credits

SCI 224 Nutrition

Study of nutrient function and requirements throughout the life span. Designed for non-science and non-nursing majors; no science prerequisite
4 semester credits

SCI 380 Professional Test Review

This course will prepare pre-professional students for the MCAT. While focusing on preparation for the MCAT, it is also open to students taking the DAT or other admission tests. Topics will include test-taking strategies, review of relevant topics in biology, chemistry and physics, and refinement of essay-writing skills. Three contact hours each week and one eight-hour session on one Saturday.
3 semester credits

SCI 381 Praxis Review in Biology

This course will prepare the biology teaching major for the Praxis certifying examination. Topics include completion of practice tests, test taking strategies, and a review of relevant topics in biology.
1 semester hour

• Social and Behavioral Sciences

SBS 490 Senior Seminar

Historical, social, and behavioral perspectives of leadership are examined through literature and discussion.
4 semester credits

• Sociology

SOC 102 Introduction to American Indian Studies

Overview of American Indian society, culture, life ways, and values from pre-contact to present day. Emphasis on tribal people of the Northern Plains. This course meets certification requirements for education majors.
4 semester credits

SOC 107 General Sociology

Examines how the individual articulates with many concepts presented such as culture, society, socialization, groups, role, social stratification, socialization, deviance, norms, collective behavior and racism.
4 semester credits

SOC 202 Contemporary American Indian Societies

Examination of urban and reservation American Indian life including social institutions, values, tribal structure and government, tribal economic systems, federal Indian law. This course is strongly recommended for social work majors.
4 semester credits

SOC 210 Civil Rights in America

Examines the people, stories, events, and issues of the civil rights struggle in America from 1954 to the present.
4 semester credits

SOC 302 Social Problems

Adverse social conditions throughout the world such as population problems, war, ecological crises, poverty, racism, and genocide.
4 semester credits

SOC 304 Plains Indian Culture

Analysis of the interrelationships of past and present spiritual beliefs, attitudes, customs, art, languages, symbols of Plains Indian culture.
4 semester credits

SOC 305 Deviant Behavior

Adult crime, juvenile delinquency, drug addiction, alcoholism, and sexual deviance and analysis of theories.
4 semester credits

SOC 320 Sociology of Sport

This course is a study of sport as a social phenomena; examining the process by which people are socialized into sport and sport rules, and the social processes by which sport functions as a vehicle for socialization. The course will explore the topic of sport from a critical perspective especially focusing on inequalities, gender, race, class, and power.
2 semester credits

SOC 404 Marriage and the Family

Theory of family development with emphasis on the American setting: changing roles, adolescence, parent-hood, mate selection, and crisis.
4 semester credits

SOC 125, SOC 225, SOC 320, SOC 425

Special Offerings in Sociology

1-4 semester credits

• Spanish

SPA 101 Beginning Spanish I

Understanding, speaking, reading, and writing in Spanish for students who have no previous knowledge of the language.
4 semester credits

SPA 102 Beginning Spanish II

Continuation of SPA 101.
4 semester credits

SPA 201 Intermediate Spanish I

Review of fundamentals and the four language skills by building students' language proficiency and encouraging comparing, contrasting and developing an appreciation of Spanish-speaking cultures.
4 semester credits

SPA 202 Intermediate Spanish II

Continuation of SPA 201.
4 semester credits

SPA 304 Spanish Conversation and Composition

Through reading and writing of the cultures and history of Latin America. Prerequisite: SPA 202
4 semester credits

SPA 306 Contemporary Spanish Culture

Today's Spain/Latin America and the Hispanics.
4 semester credits Seminar Abroad

SPA 308 Spanish Readings

Selected readings that focus on a theme, author, genre, or professional topic. Prerequisite: SPA 202
4 semester credits

SPA 401 Advanced Spanish

Advanced study and practice of Spanish syntax, grammar, vocabulary, and Idiomatic expressions in writing and in conversational skills.
4 semester credits

SPA 402 Español Superior

In this course, the student will integrate and deepen his/her knowledge, comprehension, and use of the Spanish language in all the advanced areas of grammar, listening comprehension, vocabulary, and phonetics.
4 semester credits

• Theology

THE 104 Basic Catholic Beliefs

Survey of fundamental teachings of the Catholic Church, Revelation, Christ, and the Sacraments. Consideration of theological teachings in daily living.
4 semester credits

THE 110 Introduction to the Bible

The makeup, historical background, literary types of the Bible, and the Biblical attitudes and values which are the source of the Judaeo-Christian world view and especially of Christian belief and practice.
3 semester credits

THE 112 Introduction to Theology

Explores the nature and application of theology and its various disciplines including Biblical, Systematic, Ecclesial, sacramental, Ascetical and Moral. Includes methods, vocabulary and approaches to reflecting on pertinent theological issues as they apply to daily life.
3 semester credits

THE 203 Letters of the New Testament

A historical and theological study of the New Testament Letters with emphasis on those by Paul; their importance for early Christianity and significance for the contemporary Church.
4 semester credits

THE 208 Introduction to Christian Ethics

What it means to be a moral person in the context of Christian community. A variety of major ethical issues and approaches examined.
4 semester credits

THE 210 Biblical Prophets and Prophets Today

Major messages of Israel's prophets in light of social conditions of their time. Messages related to modern day men and women whose lives witness the Gospel's mandate of social justice.
4 semester credits

THE 213 Wisdom and Psalms of the Bible

Poetic writings of the Bible—the Psalms and wisdom writings in both the theological and artistic aspects. Students apply texts to contemporary life and create own poetry and proverbs for today's living.
4 semester credits

THE 215 Virtue and Character

Critical reflection on values that promote growth and conscience formation. Examination of insights from psychology and the Christian tradition that foster integration and growth in virtue of the human person. Use of reflective methodology aimed at character development.
4 semester credits

THE 217 Theology of Christian Service

Explores the theological foundations and scriptural roots for servant leadership in the contemporary Christian Church. Students discuss and discover servant leader characteristics and the transformative power of service within the human experience.
4 semester credits

THE 220 Faith and Justice

This course explores the implications of Christian faith for living in the modern world. Issues such as nationalism, racism, war and economic life are examined in light of basic Christian convictions with special attention paid to Roman Catholic social teaching.
4 semester credits

THE 221 Sacramental Theology

Contemporary and historical view of Sacraments, their meaning, celebration, and relevance to Christian life.
4 semester credits

CTH/THE 234: Benedict: Yesterday and Today

Examines the influence of St. Benedict and the ways Benedictine monasticism is embodied culturally in theology, philosophy, literature, the arts, events and social institutions, from Benedict to present day. Monasticism's enduring significance as a means of ongoing renewal in the Church and transformation of culture. Central questions: "What is monasticism? How is it relevant to the Church and to culture yesterday and today?" Foundational course in Catholic Studies minor; advanced introductory Theology course satisfying university core in Theology.
3 semester credits

THE 301 Native American Religion

Examination of traditional American Indian religious concepts, beliefs, teachings, practices, and rituals. Analysis of the place and role of Christian teachings and churches among American Indian people. Emphasis on the tribes of the Northern Plains region.
4 semester credits

THE 302 Suffering and Christian Healing

Explores the universal nature of human pain and suffering as well as ways to help oneself and others move through pain, suffering, loss, depression and grief.
4 semester credits

THE 303/HIS 303 Church History

Development of the Church from New Testament times to the present and mutual impacts of the Church and culture during the formation of Christianity in the West.

4 semester credits

THE 306 The Reformation: Its Theology and History

Covers the four “traditions” of the Reformation, tracing their roots and consequent development. Special attention given to those factors which led to the Reformation and the present teachings and expressions of those churches who consider themselves to be the contemporary inheritors of the Reformation.

4 semester credits

THE 310 Church: A Theology of Christian Community

The Church as mystery and historical reality in light of Vatican Council II. The Church’s worship, pastoral efforts, and models of government.

4 semester credits

THE 312 Religions of the East

The course will introduce students to the historical development, basic doctrines, and contemporary practices of Hinduism, Buddhism, and Taoism. Topics will also include the academic study of religion and the development of a theology of religious pluralism.

4 semester credits

THE 313 Religious Education and Youth Ministry

Development of leadership in people who create environments that promote moral growth and faith development. Theological foundations underlying programs. Analysis of the nature, context, approaches, and subjects of religious formation. Skills of relational ministry. Practicum in local church.

4 semester credits

THE 314 Literature and Religious Imagination

Reading of selected literary works, most from the last century, to analyze their treatment of theological themes. Examination of the role of imagination in personal growth and of aesthetics in human living. Aims to foster a personal narrative theology.

4 semester credits

THE 315 Virtue and Character

This course consists of the material of THE 215 with additional study in areas assigned by the instructor. A student may not receive credit for both 215 and 315.

4 semester credits

THE 317 Religion of the West

Familiarizes the student with the religious beliefs, thought, and practices of traditions originating within Western cultures. An exploration of a variety of religious traditions including, but not limited to Zoroastrianism, Judaism, Christianity, and Islam, and using historical, cultural, and textual analyses to examine these rich and vast traditions.

4 semester credits

THE 318 Jesus the Christ

The mystery of Jesus reflected in the Christ event and basic Christian doctrine.

4 semester credits

THE 319 Contemporary Pilgrimage to God

Personal search for God in a fast-paced secular world. Basic elements and tools of spiritual growth: reflective texts, body stillness, holiness of time, and personal journal writing.

4 semester credits

THE 320 Theology of Body, Mind, Spirit

A theological study of the interconnection of the body, mind, and spirit with emphasis on the gifts/strengths of the functions of the total personality.

4 semester credits

THE 323 Liturgical Celebration

Basic principles of prayerful, creative worship and their application to celebrating the primacy of Sunday and the liturgical year (Advent, Christmas, Lent, Easter, and Ordinary Time). Practical experience in planning, leading, and evaluating liturgies.

4 semester credits

THE 326 Marriage as Covenant

Explores the marriage commitment as a sacramental relationship with spiritual, psychological, and practical implications. Includes presentations by resource speakers on the important issues involved in developing healthy human relationships.

4 semester credits

THE 330 The Gospels: Matthew, Mark, Luke

Formation of the Gospel tradition and comparative study of the literary styles and theological insights given by the evangelists on Jesus’ identity, life, and mission.

4 semester credits

THE 332 Eucharistic Liturgy (The Mass)

The dynamic structure of thanksgiving (Eucharist) as creative of Christian community and the meaning of the Mass in the lives of Christians today based on a study of its origin and history.

4 semester credits

THE 336 Benedictines and Leadership

Leadership as seen in the model of community living and the “leading” persons found in the Rule of Benedict. Examination of Benedictine values that contribute to vital human community. Application of its humane approach to family life, business, and voluntary groups. Option of live-in experience at a monastery.

4 semester credits

THE 337 Christian Thought and Worship

Examination of the elements of worship-symbol, narrative, and ritual-and their roles in the formation of the Christian tradition. Exploration of the relationship of language to faith, conversion, and religious identity. Related to music, art, and literature in the liturgy, as well as to religious education.

4 semester credits

THE 338 Religion in the United States: Native American to Protestant

An examination of the various religious traditions which have contributed to life in the United States from colonial times to present including a brief over-view of the background of those traditions which did not originate on these shores. Special attention is given to those movements which have had their birth in the United States, the interrelationships between the various traditions, and the shaping of religious traditions by their setting on this side of the Atlantic.

4 semester credits

THE 339 Civil & Cultural Religion in the United States

An examination of the “one” but varied religion we share as U.S. citizens regardless of our denominational affiliations, the roots of this “oneness,” and its expression in civil, cultural, and political forms. A thesis of this course is that politics is the practice of civil religion.

4 semester credits

THE 363 Spirituality and Men/Spirituality and Women

A reflective and experiential course on the faith development of men/women in our society. This examination of fundamental issues of growth as a person includes group work, consciousness raising, and reflection on gender issues and spirituality.

4 semester credits

THE 382 Moral Issues Seminar

Ethical inquiry into specific topic for extended exploration.

Topics change periodically but include: social justice, business ethics, labor, medical ethics, and others.

4 semester credits

THE 328, THE 428 Readings and Research in Theology

Open to students of junior and senior standing. This course is student-initiated and only available upon the consent of instructor. Usually students in this course will have taken at least one other theology course. The course may be taken twice.

2-4 semester credits

THE 370 Sacred Music

This course will explore the historical traditions of church music, including chant, motets, psalmody, hymns, and choral works, discuss historical and contemporary issues regarding music in worship, and provide a forum for practical application in liturgical settings.

4 semester credits

THE 415 Servant Leadership in a Parish

Qualities of a servant leader enabling others to serve the Church more effectively. Ministerial skills explored and identified with the managerial processes and human relationships.

2 semester credits

THE 418 Pastoral Ministry Practicum

Field experience in a parish setting with integrative seminar.

6-8 semester credits

THE 429 Seminar in Theology

Toward the end of their program, majors in theology will demonstrate proficiency in research and application of theological knowledge by some product.

4 semester credits

THE 125, THE 225, THE 325, THE 425**Special Offerings in Theology**

1-4 semester credits

School of Education and Behavioral Sciences

FACULTY: Berogan, Bitz, Budde, Evans, Fridley, Ghorbani, Gutensohn, Herman, James, Jonas (Dean), Kleingartner, Neumann, Newell, Renner, Salveson, Schuetzle, Tufte, and Westbrook.

Mission:

Providing the undergraduate and graduate students with a strong philosophy-based academic foundation that will prepare them for successful careers in education, social work, psychology, criminal justice, and counseling

Department of Behavioral Sciences Philosophy

The Department of Behavioral Sciences' philosophy is to develop competent and principled professionals who demonstrate professional and community leadership, personal growth and accountability, and ethical and evidence-based practice.

■ Addiction Counseling Program

Program Director: Jim Renner, MSW, LCSW

Outcomes

Upon completion of the Addiction Counseling major, beginning-level addiction counselors will be able to demonstrate competence in the Counselor Skill Groups listed below. These standards are developed by the National Association of Alcoholism and Drug Abuse Counselors Certification Commission.

- Treatment Admission
- Clinical Assessment
- Ongoing Treatment Planning
- Counseling Services
- Documentation
- Case Management
- Discharge and Continuing Care
- Legal, Ethical, and Professional Growth Issues

Major in Addiction Counseling:

BIO 101; POL 101; PHI 101 or 202; ANT 171; SOC 202; SOC 404; PSY 201, 207, 332, 406; ADC 309, 311, 314, 318, 320, 410, 411, 420, 421; SWK 309, 413; ALU 499; and four semester credits of related electives

Minor in Addiction Counseling:

ADC 309, 311, 318, 320; PSY 406 and four semester credits approved by advisor.

Addiction Counseling Program

Course Descriptions

ADC 309 Professional Relationships and Ethics

Confidentiality of patient information, standards of charting procedures, professional duties, and conduct are presented. 2 semester credits

ADC 311 Dynamics of Addiction

Provides an overview of substance abuse including the differences between the use, abuse, and addiction prevention of alcohol and other mood-altering chemicals. The student will be exposed to the disease concept, etiology, and medical complications of addiction. 4 semester credits

ADC 314 Theories and Practice of Advanced Counseling

Counseling approaches will be demonstrated in situations involving interpersonal problems, marital difficulties, vocational and career conflicts, educational dilemmas, and other settings bearing relevance to maladaptive human behaviors. 4 semester credits

ADC 318 Pharmacology of Addiction

Introduction and understanding of drugs used illicitly. Problems of habituation and abuse along with associated hazards and effects resulting from misuse of these products. 2 semester credits

ADC 320 Twelve Steps Recovery Programs and AA Study Seminar

Covers the twelve steps of the program of Alcoholics Anonymous. Students will be expected to demonstrate a knowledge and understanding of the steps through discussions and the development of outlines and lectures related to each of the Twelve Steps. Students will be expected to describe the fellowship of AA and how it works. 4 semester credits

ADC 410, ADC 420 Addiction Counseling

Internship I and II
Provides actual on-site training for a nine-month period at the Missouri Valley Training Consortium or at other training facilities approved by the North Dakota Board of Addiction Counseling Examiners. 12 semester credits each

ADC 411, ADC 421 Case Care Seminar I and II

Develops clinical skills through the case presentation oral examination and the development and presentation of case studies. Students will identify problem cases that challenge their clinical skills and allow for the development of new approaches in dealing with clients. Case care seminars are taken in series concurrent with the internships. 2 semester credits each

■ Criminal Justice Program

Program Director: Tim Schuetzle

Outcomes

After completing the required curriculum in the criminal justice program, graduates will be able to:

- Evaluate the relative strengths of various approaches to criminal justice.
- Show an understanding of the major areas in criminal justice, to include:
 - Criminal justice and juvenile justice process
 - Criminology
 - Law enforcement
 - Law adjudication
 - Corrections
- Display ethical and professional behavior while applying this knowledge to problems and changing fact situations.
- Communicate this knowledge effectively in written and oral form. After completing the elective and liberal arts curriculum in the University of Mary Criminal Justice Pro-gram, graduates will be able to:
- Process and apply information reliably.
- Demonstrate research skills to include statistics and computer methods.
- Demonstrate logic, critical thinking, and ethical decision-making.
- Display an understanding of the impact of issues of diversity on themselves and their communities.

Major in Criminal Justice:

CRJ 201, 210, 212, 307, 310, 312, 320, 390, 410, 420; ADC 311; MAT 103, 204; POL 101, 414; PSY 201, 406; ANT 171; SWK 350; one of the following CRJ electives: CRJ 325, 425, 490; one of the following policy electives: POL 302, SOC 302, SWK 311, or SWK 330; one of the following topical electives: ADC 318, PSY 308, SOC 210, SOC 305, SOC 404, or SWK 303; ALU 499

Minor in Criminal Justice:

CRJ 201, 212, 307, and any three of the following courses – two of which must be at the 300 to 400 level: CRJ 210, 310, 312, 320, 325/425, 410; ADC 311, POL 202, 302, 414; PSY 406, SOC 302, 305; SWK 303

Criminal Justice Program Course Descriptions

CRJ 201 Introduction to Criminal Justice

The criminal justice system and process including: crime, law-making, criminality, prosecution, police, courts, and corrections. Both historical and contemporary practices covered.

4 semester credits

CRJ 210 Police Science

The foundations of policing in the United States through an exploration of the history, organization, and process of police systems, as well as contemporary policing issues.

4 semester credits

CRJ 212 Criminal Law

Basic principles of substantive criminal law, traditional definitions of crime and recent developments in criminal law through an examination of the definitions of acts and omissions, with an emphasis on historical and philosophical concepts of criminal law.

4 semester credits

CRJ/HIS 307 Difference and Inequality

This course is an examination of issues of human diversity from historical, global, social, and cultural perspectives. Issues may include race, gender, age, ethnicity, class, or culture. The focus of this course will be on an understanding of the structure and history of diversity issues and how they impact contemporary society, cultural competence, and human relations.

4 semester credits

CRJ 310 Corrections

Survey of current correctional thought and practice in the United States. Evolution of modern correctional practices in the United States. Overview of correctional treatment in different types of institutions and in the community.

4 semester credits

CRJ 312 Criminal Procedure

Basic principles of procedural criminal law, focusing on the 5th and 14th Amendment procedures, along with definitions of elements that detail how the government processes persons in the criminal justice system, with an emphasis on safeguards taken by the criminal justice system to ensure fair treatment in the criminal process.

4 semester credits

CRJ 320 Juvenile Justice

An examination of the historical development and philosophy of juvenile court, the theoretical explanations of delinquency, and how the courts are currently dealing with juvenile offenders while also attempting to meet the demands of society. In addition, the course will provide hands-on experience in dealing with the complexities of juvenile delinquents and their families.

4 semester credits

CRJ 390 Junior Internship

Observation of work experience under the direction of a faculty member in a local, state, or federal criminal justice agency. Work credits are arranged by the employer, advisor, and student. Progress is checked by oral and written reports from the employer. Periodic student-advisor conferences are required to discuss progress or problems. Students are required to submit an accounting of their experiences to the instructor. All internship experiences are based on a satisfactory/unsatisfactory basis.

4 semester credits

CRJ 410 Criminology

An examination of the major schools of criminological thought and their influence on the development of criminal justice policy.
4 semester credits

CRJ 420 Senior Seminar

In depth approach to the field of criminal justice to include theory, policy, and justice. Assessment of criminal justice program and connections of Benedictine Values, servant leadership, mission, and philosophy are also discussed.
4 semester credits

CRJ 490 Senior Internship

Observation of work experience under the direction of a faculty member in a local, state, or federal criminal justice agency. Work hours are arranged by the employer, advisor, and student. Progress is checked by oral and written reports from the employer. Periodic student-advisor conferences are required to discuss progress or problems. Students are required to submit an accounting of their experiences to the instructor. All internship experiences are based on a satisfactory/unsatisfactory basis.
4 semester credits

CRJ 125, 225, 325, 425**Special Offerings in Criminal Justice**

Topics in selected areas of the criminal justice field.
4 semester credits

■ Psychology Program

Program Director: Michelle Westbrook

Outcomes

After completing the required curriculum in the psychology program, it is anticipated that prospective graduates will demonstrate a set of skills, knowledge, and aptitudes that will enable them to join the professional field of psychology. In the main, it is generally expected that psychology graduates will:

- Demonstrate competency in various forms of oral communication
- Show clear-cut competency in written communication skills; these would include writing research papers, article reviews, and classroom assignments
- Demonstrate a capacity for rational, logical, and effective thinking across a variety of contexts
- Be able to state, clarify, and act upon a set of personal beliefs, ideological orientations, and social value systems
- Become aware of impacts of social and physical environments on various areas of human functioning
- Develop the perspective, both attitudinal and behavioral, that continuing education and professional development must be integral to their future careers

Major in Psychology:

BIO 101, 207; MAT 103, 204; PHI 202; PSY 201, 207, 307, 308, 332, 340, 350, 406, 410, 420, 430

Minor in Psychology:

PSY 201, 207, 307 or 332, 308, 406;
PSY 340 or SOC 404; ALU 499

Psychology Program Course Descriptions**PSY 201 General Psychology**

Physiological and cultural basis of human behavior; theories of learning, thinking, and behavior; techniques of studying human behavior.
4 semester credits

PSY 207 Life Span Development

Physical, intellectual, cognitive, emotional and social growth in the normal person from infancy to late adulthood.
Prerequisite: PSY 201 or consent of instructor
4 semester credits

PSY 307 Cognitive Psychology

Learning processes, memory, perception, information processing, thinking, problem-solving, and decision-making will be examined from various scientific perspectives in this course. Prerequisite: PSY 201
4 semester credits

PSY 308 Social Psychology

Interpersonal behaviors from individualized and collective points of view. Socialization processes, interpersonal attraction, prejudice, human aggression, leadership, and group functioning. Prerequisite: PSY 201
4 semester credits

PSY 332 Child and Adolescent Psychology

An examination of child and adolescent developmental processes as these relate to self, family, peers, and social institutions. Normal as well as pathological developments are studied. Prerequisite: PSY 201
4 semester credits

PSY 340 Industrial and Organizational Psychology

Employee selection, training, work motivation, job satisfaction, leadership, and productivity are examined within this course. In addition, the nature of the work environment will be analyzed from the human engineering perspective. Prerequisite: PSY 201
4 semester credits

PSY 350 Research Techniques for the Social/Behavioral Sciences

Social science research methods, procedures, data collection and analysis. Also listed as SWK 350.
Prerequisites: PSY 201; MAT 204
4 semester credits

PSY 406 Abnormal Psychology

Development and structure of normal and abnormal personality forms. Theoretical and empirical bases for the emergence of various personalities. Biological, chemical, environmental, and social approaches to dealing with psychoses, anxieties, phobias, and personality disorders. Prerequisite: PSY 201
4 semester credits

PSY 410 Psychological Testing and Assessment

This course will explore a variety of tests of personality, intelligence, abilities, and vocational aptitudes. In addition, principles of test construction, administration, and professional ethics in reporting test results will be explored. Prerequisites: PSY 201; MAT 204
4 semester credits

PSY 420 Clinical Psychology

Essential elements of psychological diagnosis and treatment approaches will be the primary focus of this course.
Prerequisite: PSY 201
4 semester credits

PSY 428 Readings and Research in Psychology

A review of contemporary research approaches in various areas of psychology will be emphasized. Student involvement will include several projects focusing on original research in community mental health and behavioral medicine.
Prerequisites: PSY 201; MAT 204 or consent of instructor
4 semester credits

PSY 430 History and Systems of Psychology

The history of psychological thought from the Greek philosophers to contemporary theories, focusing on such approaches as Structuralism, Functionalism, Psychodynamic Theories, Behaviorism, Humanistic and Existential Psychology, Neuropsychology, and Psychobiology. Prerequisite: PSY 201
4 semester credits

■ Social Work Program

Program Director: Nancy Kleingartner, MSW, LCSW

Outcomes

Upon completion of the Social Work major, beginning level B.S.W. graduates will be able to:

- Identify as professional social workers and conduct themselves accordingly.
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgments.
- Engage diversity and difference in practice.
- Advance human rights and social and economic justice.
- Engage in research-informed practice and practice informed research.
- Apply knowledge of human behavior and the social environment.
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- Respond to contexts that shape practice.
- Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.
- Engage in the practice of servant leadership.

Major in Social Work:

BIO 101; MAT 204; PHI 201 or 202; PSY 201, 207, 406; ANT 171, SOC 202, 404; POL 101; SWK 201, 309, 311, 312, 318, 319, 330, 350, 413, 417, 418, 419, 431, 432, ALU 499; and four semester credits selected with the guidance of the advisor.

Social Work Program Course Descriptions**SWK 201 Introduction to Social Work**

Historical development of the profession, key concepts, values and skills, range of employment fields and settings, as well as the social welfare issues and political contexts in which they are viewed.
4 semester credits

SWK 303 Services to Children and Families

Examination of the historical, social, and legal issues that have shaped traditional child welfare programs, a study of the wide range of programs to support families and children, and a study of the role of the social worker in services to children and families.
4 semester credits

SWK 309 Introduction to Generalist Practice

Introductory examination of processes and methods used by the professional social worker in assessing situations and arriving at appropriate modes of intervention for direct and indirect service. Prerequisite: (SWK 201 for social work majors).
4 semester credits

SWK 311 Social Welfare Policies I

Examination of the historical, political, philosophical, and economic forces that shape current social welfare systems. Development and analysis of social policy and programs emphasized. Prerequisite: SWK 201
4 semester credits

SWK 312 Social Welfare Policies II

Analysis of administrative and legislative processes that affect social programs; grant writing and program funding included. Pre-requisites: SWK 201, 309 and 311.
4 semester credits

SWK 318 Field Experience I

Experience in a professional human service setting under agency and educational supervision. Provides the student with a basic understanding of the human service delivery system, professional roles and responsibilities in human services, and the effective use of self in the helping role. Minimum of 150 hours. Prerequisites: SWK 201; SWK 309 and SWK 311 to be taken prior to or concurrently.
4 semester credits

SWK 319 Integrative Seminar I

Integration of theory from academic work with field experience as students learn about the diversity of human services agencies and client populations served in rural/urban areas. Taken in conjunction with SWK 318.
2 semester credits

SWK 330 Human Behavior/Social Environment I

Examines theory and process of human interactions including social groups, organizations, institutions, families, and communities. Models and systems are explored. Prerequisites: SWK 201, 309, and 311.
4 semester credits

SWK 350 Research Methods for Social Work

Social science research methods, procedures, designs, data collection, and analysis. Prerequisite: MAT 204
4 semester credits

SWK 413 Generalist Practice with Groups

Addresses basic knowledge and skills needed in group work practice. Includes the study of stages, models, theory, dynamics, and techniques.
Prerequisites: SWK 201, 309, 311, 312, 318, 319, 330, and 350.
4 semester credits

SWK 417 Generalist Practice with Families

Includes methods for assessment and intervention with families. Application of family theory to direct counseling, advocacy, problem-solving, and family policy stressed. Prerequisites: SWK 201, 309, 311, 312, 318, 319, 330, and 350; SOC 404.
4 semester credits

SWK 418 Field Experience II

Advanced experience in a professional human service agency to prepare students for professional generalist practice. Minimum of 400 hours. Prerequisites: SWK 201, 309, 311, 312, 318, 319, 330, 350, 413, 417, and 431; SWK 432 taken prior to or concurrently.
8 semester credits

SWK 419 Integrative Seminar II

Students relate field experiences to academic learning, self-awareness, and professional role identification.
Concurrent with SWK 418.
2 semester credits

SWK 428 Readings and Research in Social Work

A directed study to fit the student's area of interest.
Prerequisite: Consent of instructor. Fulfills elective requirement.
1-4 semester credits

SWK 431 Human Behavior/Social Environment II

Provides critical, theoretically-based examination of interaction of people and their environments, with attention to individual, family, group, community, organizations, and institutions. The phenomena of violence, addictions, aging, and grief and loss are analyzed from systems and ecological perspective.
Prerequisites: SWK 201, 309, 311, 312, 318, 319, 330, and 350.
4 semester credits

SWK 432 Generalist Practice with Organizations and Communities

Practice with large system (organizations and communities) assessment, intervention and evaluation, with an emphasis on theory and practice as they relate to rural/urban and reservation areas. Prerequisites: SWK 201, 309, 311, 312, 318, 319, 330, and 350.
4 semester credits

SWK 125, SWK 225, SWK 325, SWK 425**Special Offerings in Social Work**

1-4 semester credits

Department of Education

Philosophy

The Department of Education undergraduate programs are designed to develop competent and principled professionals who take responsibility for student learning and who demonstrate strong pedagogical content knowledge and professional characteristics.

Department of Education**Admission Requirements:**

The specific requirements for entrance to the Department of Education are as follows:

1. A student must have minimum overall GPA of 2.5.
2. A student must complete a Personal Data Form.
3. A student must submit a current Graduation Report.
4. A student must write and submit an essay on the philosophy of the Department of Education.
5. For Business Education, SBS Education, English Education, History Education, Biology Education, Math Education, and Music Majors only: Students must provide written evidence of acceptance by their major.

Admission to the Department of Education is prerequisite to taking EDU and PED 300–400 level courses. Admission requirements are presented and discussed in EDU 201 (Introduction to Teaching), and students are strongly advised to complete all 200-level courses prior to enrollment in EDU/PED 300 and/or 400-level courses.

Student Teaching Program**Admission Requirements:**

The student teaching experience is the capstone course of the teacher preparation program in the Department of Education at the University of Mary. The specific requirements for admission into the student teaching pro-gram are as follows:

1. A student must be admitted into the Department of Education.
2. A student must attend the Preliminary Student Teaching Meeting on September 10 or January 10 and complete a Student Teaching Program Application Form that is provided at the preliminary student teaching meeting.
3. A student must provide his/her advisor with a Graduation Audit Report and a Program Review of Studies for Graduation form and submit the completed forms to the Department of Education. These forms provide verification that the prospective student teacher has met the following Student Teaching Program requirements:
 - Has completed all course work required for a teaching license
 - Has an overall GPA of 3.0 or above in teaching major(s)
 - Has no grade lower than a C- in any course required for teaching license

Note: If a student has any coursework to complete, the candidate is required to submit, along with a copy of the Graduation Audit Report, a petition letter listing all of the courses to be completed for his/her teaching degree and a time line of when and where the courses will be completed. The petition letter must be submitted to the Student Teaching Program Director, who may present the petition letter to the Department of Education faculty for approval.

4. A student must submit a copy of his/her Praxis I test scores to the Department of Education and must receive Praxis I test scores that meet the North Dakota Education Standards and Practices Board (ESPB) licensure cut-off scores.
5. A student must present an Electronic Portfolio for Student Teaching Assessment Day and receive a passing grade in EDU 411 Student Teaching Assessment.
6. A student must submit a Student Teaching Recommendation Form from two full-time Department of Education teaching faculty members and one recommendation from a person outside of the Department of Education of the student's choice.
7. A student must complete one of the following diversity educational experiences offered by the Department of Education:
 - Global Experience (Summer Term)
 - Rural Experience (Summer Term)

- Urban Experience (Summer Term)
- EDU 353, 354 or 390.
- Alternative education practicum experience (Fall/Spring Semesters)

Note: A student may substitute a diversity experience for one of the experiences above. However, the diversity experience must be verified by the student's academic advisor and approved by the faculty in the Department of Education. Diversity Experience Advisor Documentation forms are available in the Department of Education office.

8. A student must have completed two technology workshops offered by the Department of Education and a certificate of workshop participation must be on file in the Department of Education for each workshop.

Note: If the background check reveals that the student has a conviction, that record must be submitted to the school district in which the student has been assigned as a student teacher. Based on the nature of the conviction, the school district can refuse to have the student placed in that school district and, as a result, that student will NOT complete his/her teaching major requirements or university graduation requirements.

■ Early Childhood Education Program

Program Director: Dr. Linda Gutensohn

Program Outcomes:

- Students who complete the early childhood education program will be eligible for the North Dakota Educator's Professional License to teach in kindergarten and pre-K programs.
- The curriculum in Early Childhood Education will provide students with a broad base of knowledge of the standards aligned content and curricular goals of the early childhood disciplines.
- Students will be prepared to become effective and reflective early childhood teachers who can plan and implement a broad range of instructional, assessment, and management strategies to create positive learning environments to meet the diverse needs of all students.
- Students will be able to engage in responsible professional behaviors as they apply effective decision making and communication skills while collaborating with career teachers in the field, families, and with community agencies for professional growth.

Early Childhood Education

Course Requirements:

ENG 121; COM 110; HIS 101 or 102; GEO 101 or 302; SOC 102, 202 or 304; PSY 201; PSY 207 or 332; BIO 101; SCI 102, 201; MAT 103 or above; SWK 303 or EDU 413; PED 235 or 305; EDU 201 or 202, 215, 250, 295, 301, 303, 307, 312 or 316, 315, 318, 320, 332, 334, 335, 336, 337, 338, 391, 400, 411, 422, 424, 585; ALU 499.

■ Elementary Education Program

Program Director: Dr. Gwyn Herman

Program Outcomes:

- Students who complete the elementary education program will be eligible for the North Dakota Educator's Professional License to teach in grades 1-6.
- The curriculum in Elementary Education will provide students with a broad base of knowledge of the standards aligned content and curricular goals of the elementary disciplines.
- Students will be prepared to become effective and reflective elementary teachers who can plan and implement a broad range of instructional, assessment, and management strategies to create positive learning environments to meet the diverse needs of all students.
- Students will be able to engage in responsible professional behaviors as they apply effective decision making and communication skills while collaborating with career teachers in the field, families, and with community agencies for professional growth.

Elementary Education Course Requirements:

ENG 121; COM 110; PSY 201; PSY 207 or 332; HIS 101 or 102 or MUS 342; GEO 101 or 302; SOC 102, 202, or 304; BIO 101 or 103; SCI 102, 201; MAT 103 or above; PED 305; EDU 201 or 202, 250, 295, 300, 301, 303, 307, 312, 315, 316, 318, 320, 391, 400, 411, 418, 422; ALU 499.

■ Coaching (Minor) Program

The curriculum in Coaching (minor) is designed for students who are interested in pursuing a career in the coaching profession.

Coaching Minor Course Requirements:

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

■ Health Education (Minor) Program

The curriculum in Health Education (minor) is designed to prepare students to teach health education courses in the secondary school setting. A student who completes the health education minor program along with a teachable major at the University of Mary is eligible for licensure to teach health courses in grades 7-12 in North Dakota. Meeting the requirement of other states is the responsibility of the student.

Health Education Minor Course Requirements:

PED 157, 159, 267, 310, 312, 313; HPS 206; BIO 101 or 103; BIO 207 or PED 207; EDU 295; EXS 305, 336; and ATH 317.

■ Middle School Endorsement

A Middle School Endorsement is recommended for all students who would like to become middle school teachers in North Dakota. A middle level major equivalency endorsement consists of 24 semester hours for a single content area (English, Math, Social Studies, or Science) and is verified through official transcripts from a state-approved college of teacher education. These courses can be taken along with the Middle School Endorsement. To be highly qualified to teach Middle School English, Math, Social Studies, or Science, it is recommended that candidates successfully pass the Middle School Content Test for their discipline.

Middle School Endorsement

Course Requirements:

PSY 332, EDU 305, 365 or 652, 530, and 573

■ Physical Education Program

Program Director: Rachel Johnson Krug

Program Outcome(s):

- Students who complete the physical education program will be eligible for the North Dakota Educator's Professional License to teach in grades K-12
- The curriculum will provide the students with the ability to become an effective Physical Education instructor who is able to motivate their students to become healthy active individuals.
- Students will be able to engage in responsible professional behaviors as they apply effective decision making and communication skills while collaborating with career teachers in the field, families, and with community agencies for professional growth.

Physical Education Course Requirements:

ENG 121; COM 110; PSY 207 or 332; SOC 102 or 202 or 304; BIO 101; BIO 207 or PED 207; MAT 103 or above; EXS 336; ATH 238; HPS 206; EDU 201 or 202, 295, 301, 310, 320, 391, 401, 411, 421, 422, 432-01, 432-02; PED 105, 157, 159, 221, 222, 235, 267, 303, 305, 313, 326, 339, 360, 401; and ALU 499.

■ Reading Credential

The courses in the reading credential program are intended for students pursuing a teaching major, or professionals with a current endorsement, in elementary education or secondary education. A reading credential will provide students with the credential required to work with students assigned Title I reading programs.

Reading Credential Course Requirements:

Elementary education majors: EDU 365 or 652, 611, and 617. Secondary education majors must have a major in English, social studies or science, including a minimum of two semester hours in three of the following course areas: foundations or survey of reading, reading in the secondary school, diagnosis and correction of reading disabilities, clinical or laboratory practicum in reading with secondary students, reading in the content areas, research and the literature in reading or language arts, exceptional child, curriculum development, or English education methods.

■ Secondary Education Program

Program Director: Dr. Daphne Ghorbani

Program Outcomes:

- Students may complete a bachelor's degree in secondary teaching in biology, business, English, history, mathematics, music, and social studies which will meet eligibility requirements for North Dakota teacher licensure for teaching in grades seven through twelve.
- The curriculum will prepare students to be effective secondary classroom teachers capable of meeting the needs of all students, including those with special needs and varied backgrounds.
- Coursework includes a strong liberal arts background, an integrated slate of courses from both the Education Department and the content major, and a number of opportunities to explore school systems outside of the local framework.

■ Special Education Program

Program Director: Dr. Rebecca Yunker Salvesson

Program Outcome(s):

- University of Mary students who complete the major in Special Education meet eligibility requirements for the North Dakota Intellectual Disabilities (Mental Retardation) endorsement for K-12 schools. The University of Mary's coordinated course of study meets the state guideline which re-quires the special educator to attain a general education teaching major as well as a major in special education. The program also provides a basis for graduate study in emotional disturbance, learning disabilities, or special education strategist.
- In today's K-12 schools, students with disabilities are served by general education teachers, special education teachers, and other school personnel. In order to support and coordinate service to students with disabilities, the special educator must be competent in: characteristics of disabilities, federal and state special education law, collaboration and consultation, general school curriculum, behavior support, assessment, family school relations, and applied research and writing.
- Special education majors will have knowledge and skills that meet the Common Core of Knowledge and Skills, the Individualized Education Curricula, the Individualized Independence Curricula of the Council for Exceptional Children (CEC), and the endorsement standards for the state of North Dakota.
- Special education majors develop personal and professional skills and attitudes that prepare them for a variety of career options supporting people with disabilities in schools, human service agencies, adult education, community-home support, and administration.

Special Education Major**Course Requirements:**

PED 313; PSY 406; EDU 332, 383, 388, 392, 409 or 656, 410, 412 or 595, 414 or 615, 415 or 657, 426, 429, and two semester credits of special education electives. (For course descriptions of EDU 595, 615, 656, and 657, see the Graduate Bulletin.)

Special Education Minor**Course Requirements:**

EDU 295, 383; at least four semester credits from the following: PED 313; EDU 332, 388, 391, 392, 410, 593,

670, 523, 576; and at least five semester credits from the following: EDU 409 or 656, 412 or 595, 414 or 615.

Note: A minor in Special Education does not lead to a North Dakota endorsement; however, the content and practices involved in a Special Education minor will be valuable to general education teachers and may be valuable to other human service majors such as occupational therapy and/or social work.

Education Program Course Descriptions (EDU)

EDU 201 Introduction to Teaching

This course is intended to give prospective teachers a basis for linking theory to practice. It is the first course where students must begin viewing themselves as teachers. Students will learn about the teaching profession, learner diversity among today's students, influences of American society on today's schools, and curriculum, instruction and technology in American schools. Students will also begin to develop a working portfolio. In the classrooms, the student will discuss the competencies of teaching. These competencies are decision making, planning, evaluation, and interpersonal communication. During this course, students will make application to the Department of Education.
2 semester credits

EDU 202 Introduction to Teaching for Transfer Students

Assuming that the student has had some college coursework in teacher preparation, this course introduces the transfer student to the University of Mary's philosophy of teacher preparation and the conceptual framework of the Department of Education. The transfer education student develops his/her philosophy of education and has the opportunity to apply to the Department of Education.
1 semester credit

EDU 215 Introduction to Early Childhood Education

This course explores the historical and philosophical foundations of the care and schooling of young children, ages 0-8. An over-view of typical and atypical child development, current theories, program models and issues, and various curriculum models will be covered.
2 semester credits

EDU 250 Children's Literature

Literature is a foundation for instruction and enjoyment in the early childhood and elementary curriculum. Students explore various genres of children's literature, with an emphasis on the use of literature across the curriculum.
2 semester credits

EDU 295 Learners with Exceptional Needs

Teachers must teach students with a wide variety of educational needs. This course presents an overview of learners with exceptional needs. Emphasis will be on processes and principles of special education, overviews of exceptionalities, curriculum and inclusion.
3 semester credits

EDU 300 Elementary Practicum I

This course is designed to give students practical experience in the classrooms in the areas of language arts, music, physical education, and art. This course must be taken concurrently with Block I methods courses: EDU 301, 315, 312; and PED 305.
2 semester credits

EDU 301 Classroom Management

This course is designed to familiarize students with basic theories of classroom discipline and management. This course will focus on proactive strategies to cultivate an atmosphere of mutual respect for all within a classroom as well as implement prevention and re-mediation strategies when working with disruptive students. Prospective elementary teachers should take classroom management concurrently with Block I methods courses: EDU 300, 312, 315 and PED 305.
2 semester credits

EDU 303 Elementary and Middle School Science Methods

This course is a survey of current elementary and middle school science teaching strategies and science programs with an emphasis on the integration of theory and practice. This course should be taken concurrently with EDU 307, 316, 318, and 400. Prerequisites: BIO 101; SCI 102, 201
2 semester credits

EDU 305 Middle School Practicum

This course is designed to provide students with an observational practicum experience in the middle school practicum in each student's major area of study.
1 semester credit

EDU 307 Elementary and Middle School Math Methods

This course is a survey of current elementary and middle school math teaching strategies and math programs with an integration of theory and practice. Should be taken concurrently with EDU 303, 316, 318, and 400 if an elementary education major. Prerequisites: MAT 103 or 106
2 semester credits

EDU 310 Secondary Practicum I

This course is designed to provide students with an observational practicum experience in the secondary education classroom in each student's major area of study. This course must be taken concurrently with the major specific secondary teaching methods course.
1 semester credit

EDU 312 Arts in the Elementary School

This course provides students with the study of the basic theories of music, theater, and visual arts as applied to the elementary education curricula and art programs in elementary schools. This course should be taken concurrently with EDU 300, 315; and PED 305.
4 semester credits

EDU 315 Elementary and Middle School Language Arts Methods

Elementary and middle school classrooms are learning environments in which students develop communication skills. Students in this course design instructional programs based upon theoretical foundations of instruction in reading, writing, listening, speaking, and thinking. This course should be taken concurrently with EDU 300, 301, 311, 312 and PED 305 if an elementary education major.
3 semester credits

EDU 316 Elementary and Middle School Reading Methods

This course is designed to examine effective scientifically-based instructional practices used to teach reading in the elementary and middle school curriculum. Emphasis is

placed on the use of data in providing flexible grouping and differentiated instruction to effectively meet student needs. This course should be taken concurrently with EDU 303, 307, 318, and 400. Prerequisite: EDU 315.
3 semester credits

EDU 318 Elementary and Middle School

Social Studies Methods

This course is a survey of elementary and middle school social studies teaching strategies and social studies programs with an emphasis on the integration of theory and practice. This course be taken concurrently with EDU 303, 307, 316 and 400 if an elementary education major. Prerequisites: HIS 101 or 102
2 semester credits

EDU 320 Curriculum, Instruction and Assessment

This course focuses on the curriculum development process in K-12 schools; the techniques used in designing and delivering learning activities; and the formal and informal assessment methods used to assess the performance of all students. Emphasis will be placed on the interdependence of curriculum, instruction, and assessment.
2 semester credits

EDU 332 Cognitive and Language Development

The importance of language, cognition, and thinking are highlighted in this course. Students are exposed to the current theories as well as the traditional theories of Piaget, Vygotsky, Chomsky, and Skinner. Attention is also given to how these theories impact teaching and learning. A 30-hour practicum is included in this course.
4 semester credits

EDU 334 Methods and Materials in Early Childhood Education

This course is a survey of current curriculum of early childhood education for young children ranging in age from birth to age eight with an integration of theory and practice. Professional development, ethical conduct and understanding what Developmentally Appropriate Practice are fundamental in participation in the practicum field experiences. Curriculum planning and managing early childhood classrooms for infants and toddlers, preschool and kindergarten will be integrated throughout the semester. The course is taken concurrent with EDU 335.
2 semester credits

EDU 335 Early Childhood Education Practicum

This course requires 60 credits of field work with 20 credits spent training with each age group – Infant/Toddler, preschool and kindergarten. Students are required to work 5-6 hours a week for 12 weeks at a teaching location selected by the instructor. Evaluations will be conducted by supervising practicum teachers and include a self evaluation component. Must be taken concurrently with EDU 334.
2 semester credits

EDU 336 Developing Learning Environments

This course helps students design early childhood classroom environments that enhance the curriculum. Students learn how to manage the routines of the classroom and plan for instruction within the areas of health, safety and nutrition. Throughout the course examining the role of licensing requirements in setting up an early childhood facility, assessing the quality of that environment and administration and management of a facility will be discussed.
2 semester credits

EDU 337 Inclusion in Early Childhood Settings

More young children with disabilities are being included in regular childcare and classroom settings. Inclusion is adding to the tasks that teachers have in classrooms. By helping early childhood educators understand the basic needs of children with disabilities, they will better meet the diverse needs of all children.
2 semester credits

EDU 338 Play in Early Childhood Education

During the early childhood years, play is one of the main vehicles by which children assimilate their experiences with the world around them. During this class, students will discover how to successfully use play to enhance the learning.
2 semester credits

EDU 353 Rural Experience

The purpose of this course is to provide the student with an opportunity to experience what it would be like to teach in a small town through in-class discussion, readings, observation and/or participation, and reflection. As a result of the experiences in this course, each participant will; examine and reflect teaching pedagogy, planning, organization, classroom environment, and other issues related to teaching in a small school; and experience what it would be like to teach in a small school in North Dakota.
2 semester credit

EDU 354 Urban Experience

The purpose of this course is to provide the student with an opportunity to experience teaching in an urban setting through in-class discussion, readings, observation and/or participation, and reflection in a Chicago, Illinois, school system. Students will also be exposed to the city's amenities.
1 semester credit

EDU 365 Reading Instruction in the Content Areas

This course emphasizes the importance of content literacy in elementary, middle school, and secondary grades. Special emphasis is given to various models of reading and differentiated instructional strategies for reading in the content areas, as well as best teaching practices in reading. Students in this course will utilize reading and study skills to facilitate vocabulary development, decoding skills, and comprehension abilities in the content areas. Focus of this course is to develop reading and study techniques to be used in content areas, both in regular classrooms and in resource situations.
2 semester credits

EDU 371 Secondary Methods – English

This course is designed to examine a variety of teaching, planning, and assessment strategies at the secondary level. Students will study ways in which middle and high school teachers can develop positive relationships with students and differentiate instruction to help diverse learners master content standards. The course is delivered online by licensed teachers in the Bismarck area middle schools and/or high schools and includes current issues and practices affecting curriculum and teaching. Assignments, reading, and threaded discussions are designed to strengthen content knowledge and develop reflective practitioners who take responsibility for student learning. Concurrent registration with EDU 310 is required. Prerequisites: EDU 301 and 320.
2 semester credits

EDU 373 Secondary Methods – Social/Behavioral Sciences

This course is designed to examine a variety of teaching, planning, and assessment strategies at the secondary level. Students will study ways in which middle and high school social studies and history teachers can develop positive relationships with students and differentiate instruction to help diverse learners master content standards. The course is delivered online by licensed teachers in the Bismarck area middle schools and/or high schools and includes current issues and practices affecting curriculum and teaching. Assignments, reading, and threaded discussions are designed to strengthen content knowledge and develop reflective practitioners who take responsibility for student learning. Concurrent registration with EDU 310 is required. Prerequisites: EDU 301 and 320. 2 semester credits

EDU 377 Secondary Methods – Mathematics

This course is designed to examine a variety of teaching, planning, and assessment strategies at the secondary level. Students will study ways in which middle and high school math teachers can develop positive relationships with students and differentiate instruction to help diverse learners master content standards. The course is delivered online by licensed teachers in the Bismarck area middle schools and/or high schools and includes current issues and practices affecting curriculum and teaching. Assignments, reading, and threaded discussions are designed to strengthen content knowledge and develop reflective practitioners who take responsibility for student learning. Concurrent registration with EDU 310 is required. Prerequisites: EDU 301 and 320. 2 semester credits

EDU 378 Secondary Methods – Business Education

This course is designed to examine a variety of teaching, planning, and assessment strategies at the secondary level. Students will study ways in which middle and high school business education teachers can develop positive relationships with students and differentiate instruction to help diverse learners master content standards. The course is delivered online by licensed teachers in the Bismarck area middle schools and/or high schools and includes current issues and practices affecting curriculum and teaching. Assignments, reading, and threaded discussions are designed to strengthen content knowledge and develop reflective practitioners who take responsibility for student learning. Concurrent registration with EDU 310 is required. Prerequisites: EDU 301 and 320. 2 semester credits

EDU 379 Secondary Methods – Biology

This course is designed to examine a variety of teaching, planning, and assessment strategies at the secondary level. Students will study ways in which middle and high school biology teachers can develop positive relationships with students and differentiate instruction to help diverse learners master content standards. The course is delivered online by licensed teachers in the Bismarck area middle schools and/or high schools and includes current issues and practices affecting curriculum and teaching. Assignments, reading, and threaded discussions are designed to strengthen content knowledge and develop reflective practitioners who take responsibility for student learning. Concurrent registration with EDU 310 is required. Prerequisites: EDU 301 and 320. 2 semester credits

EDU 383 Introduction to Learners with Mild Disabilities

Special education teachers need to have a working knowledge of different mild disabilities. This course will provide an

introduction to the characteristics of students who are intellectually disabled (mentally retarded), emotionally disturbed, and learning disabled. This course is designed so that students learn special education terminology, laws, and general practices. 3 semester credits

EDU 388 Methods of Education for Learners with Moderate/Severe Intellectual Disabilities (Mental Retardation)

Teachers who serve students with moderate and severe disabilities must implement specialized teaching practices. This course explores those practices. Students learn about alternative curricula; how to teach students with physical, sensory or other health impairments; and how to evaluate and provide for the long-range needs of learners with intellectual disabilities (mental retardation). Practicing professionals will be sharing their expertise with students. This course will be combined with classroom and practicum experience. 3 semester credits

EDU 390 Diverse Learners Practicum

This course provides students with an elective opportunity to observe and work with students with diverse backgrounds and learning needs. Students spend 30 hours at schools/sites which serve students with diverse needs (alternative high schools, schools serving minority populations, schools serving students of poverty, and others). This practicum is generally taken concurrently with EDU 391 – Strategies for Diverse Learners. 1 semester credit

EDU 391 Strategies for Diverse Learners

Education students must be knowledgeable regarding diverse learning styles. This course is designed to examine students' personal approaches to learning and to utilize this self-knowledge in developing a side variety of teaching strategies to meet a global population. 2 semester credits

EDU 392 Transition Issues for Learners with Disabilities

Students must be knowledgeable about strategies and programs for persons with disabilities making a transition from school settings to: a) employment, b) post-secondary training or education, or c) independent living. This course will focus on the critical issues facing persons with disabilities when transitioning from the school setting to full participation in adult society. It emphasizes empowering service providers with the tools and strategies needed to assist students throughout the transition process. Practicum required. 3 semester credits

EDU 400 Elementary Practicum II

This course is designed to give students practical experiences in the classroom in the areas of reading, mathematics, science, social studies, and the integration of technology. This course must be taken concurrently with the Block II methods courses: EDU 303, 307, 316, and 318. 2 semester credits

EDU 401 Secondary Practicum II

Students must have practical teaching experience in the secondary education classroom prior to student teaching. In this course students are placed in a secondary education classroom in the student's major area of study. Each student is required to teach a specific number of lessons and the practicum student's knowledge, skills, and attitude as a preservice

teacher are evaluated by the as-signed practicum teacher. This course must be taken concurrently with EDU 421. 1 semester credit

EDU 409 Introduction to Integrated Assessment

Teachers specializing in the areas of exceptionality assess students in order to provide the most appropriate programs for students with special needs. Based upon the premises of least restrictive environment and inclusive practice, students will establish beginning proficiency as consultants and practitioners of strategies related to Universal Design, Response to Intervention, and Positive Behavior Support. Emphasis is on developing skill in informational assessment and meeting individual learners' needs through accommodations and modifications. 2 semester credits

EDU 410 Practicum in Special Education

Teachers must apply best practices within real-life settings. This course allows students to observe and apply content and methods from current and prior coursework and provides an experiential base for upcoming courses. Taken concurrently with EDU 388. 2 semester credits

EDU 411 Student Teacher Assessment

Student teacher candidates must have obtained a satisfactory level of proficiency in a number of teaching skill areas prior to their student teaching placement. This course is designed to provide students with feedback on the Division of Education professional competencies. This assessment provides insight into the professional readiness of each student teacher candidate. The student teaching candidate must present Praxis I test scores no lower than the state mandated cut-off scores, a Graduation Audit Report and a Program Review of Studies for Graduation before being placed in student teaching. 0 semester credits

EDU 412 Cognitive Behavior Strategies

Teachers of special needs students will be direct service providers and consultants to other teachers, and they must have expertise in behavioral theory and intervention. This course explores the philosophy and applied practice of behavior change. Emphasis will be on functional behavior analysis, positive behavioral support, and cognitive practices. Students will write individual and group behavior change plans based on case studies. 2 semester credits

EDU 413 Community/Parent/Teacher/Child

This course examines the relationship between schools, families, and communities in meeting the educational needs of children in many settings. 2 semester credits

EDU 414 Introduction to Effective Multi-Disciplinary Education Teams

Teachers must be prepared to take leadership roles in team development. They must possess effective interpersonal communication skills as they work in consultant capacities. This course is designed to illustrate that people become true team members when they work interdependently to accomplish a common goal. Attributes of effective teams will be studied. Emphasis is on experiential learning. 2 semester credits

EDU 415 Integrated Assessment II

Special education teachers demonstrate competence in using assessments for identification of disabilities and for monitoring of students' progress. Teacher candidates practice choosing appropriate assessment instruments, administering of standardized and non-standardized instruments (including state mandated achievement tests and the alternative assessment process), interpreting results, and identifying eligibility and/or planning instruction based upon interpretations. 2 semester credits

EDU 421 Instructional Strategies in the Technological Classroom

This course is designed to increase the teaching effectiveness of preservice teachers who are preparing to become licensed teachers by improving their teaching skills in the areas in which research has demonstrated will increase student learning. The course is also designed to familiarize students with managerial, instructional, and institutional responsibilities of the professional teacher and the pre-service teacher in the technological classroom. Concurrent registration with EDU 401 is required. 2 semester credits

EDU 422 Foundations, Issues, and Trends

This course is intended to provide students with an understanding of the foundations of American education and the legacy of those foundations as they influence today's educational policies. Students will also examine the political, social, and ethical ramifications surrounding the issues and trends in modern American education. Students will gain insight into understanding their role as teachers in shaping and sustaining modern education. The course is intended to strengthen the students' connections to professional organizations, career opportunities, graduate study, and other walks of life. Students are also given opportunities to practice their pedagogical skills in the synthesis of course content. Students may enroll in this course just prior to or during their student teaching experience. 2 semester credits

EDU 429 Assistive Technology

Special education teachers must be competent in choosing and using assistive technology to support and enhance educational and life experiences for students with disabilities. Teacher candidates will gain knowledge and skills in assessment, funding, and use of specific, complex technology available for students with disabilities. Teacher candidates will learn to enhance their own productivity through use of general information technologies (e.g. computers, telecommunications, and the Internet) and to share information resources on disabilities, education, independent living, and health and wellness with the community. 2 semester credits

Physical Education and Health Program Course Descriptions (PED)

PED 105 Swimming

This course focuses on the development of beginning swimming skills. 1 semester credit

PED 100-400 Varsity Sports Courses

For all students who are interested in participating in a varsity sport. These physical education courses are announced each term in the class schedule.
1 semester credit

PED 121 Weight Training

The course is designed to help students gain knowledge relative to the use of resistance training methods in order to achieve fitness objectives.
1 credit

PED 157 CPR/AED First Aid

This course focuses on the American Red Cross Standard First Aid and CPR/AED for the Professional Rescuer training.
1 semester credit

PED 159 Personal and Community Health

The study of community and environmental health along with emphasis on social, physical, emotional, spiritual, occupational, and mental wellness as they relate to the total person concept of health.
3 semester credits

PED 207 Survey of Human Anatomy

This survey course covers the gross anatomy and physiology of the human body including the cardiovascular, muscular, lymphatic and immune, respiratory, digestive, and reproductive systems.
4 semester credits

PED 221 Professional Activities I

This course focuses on the development of the knowledge and skills necessary to teach the activities taught in the physical education classroom at elementary school level with emphasis on the following activities: dance, basic tumbling, and fine motor skills development activities.
3 semester credits

PED 222 Professional Activities II

This course focuses on the development of the knowledge and skills necessary to teach the activities taught in the physical education classroom at the secondary school level with emphasis on the following activities: team sports, individual and dual sports, life-time activities, and aquatic activities.
3 semester credit

PED 235 Motor Development

The study of the motor skill development process as it pertains to the development and improvement of children's motor skills.
2 semester credits

PED 260 ARC Lifeguarding

This course is designed by the American Red Cross to educate the student about the variety of aquatic emergencies. It will give the student an opportunity to participate in aquatic skills, practice saving skills, view and evaluate guarding techniques and read and report about the different areas of lifeguarding.
2 semester credits

PED 267 Human Sexuality

The study of the biological, social, and emotional aspects of human sexuality. Prerequisite: PED 159
2 semester credits

PED 303 Secondary Methods: Physical Education

This course is designed to familiarize students with managerial, instructional, and institutional responsibilities of a middle school and/or secondary physical education teacher. Concurrent registration with EDU 310 is required. Prerequisites: EDU 301, 320, and 391. Note: Concurrent registration with EDU 310 is required for University of Mary students.
2 semester credits

PED 305 Elementary Physical Education Methods

The study of the methods utilized in teaching physical education at the elementary level. For Physical Education majors to be taken concurrently with PED 339 and for Elementary Education majors to be taken concurrently with EDU 300. Prerequisites: Physical Education majors must have completed all 100 and 200 level PED courses and Elementary Education majors must be enrolled in all Block I courses.
2 semester credits

PED 312 Secondary Methods: Health Education

This course is designed to familiarize students with managerial, instructional, and institutional responsibilities of a middle school and/or secondary physical education teacher. This course is delivered by licensed teachers in middle schools and/or high schools in the Bismarck area. Concurrent registration with EDU 310 is required. Prerequisites: EDU 301, 320, and 391.
2 semester credits

Note: Concurrent registration with EDU 310 is required for University of Mary students.

PED 313 Adaptive Physical Education

The study of the philosophy, knowledge, teaching techniques, and implementation of a quality adapted physical education program for students with special needs in both inclusive and small group settings. Students will learn about a large variety of disabilities and conditions, and their impact on the child's educational process. This course will challenge the student to think of children/people with disabilities in inclusive ways, and will incorporate a variety of teaching methods to achieve its goals (lecture, group work, individual work, play acting, hands on learning activities, disability simulation, designing and creating equipment, etc.).
2 semester credits

PED 326 Psychological and Sociological Aspects of Coaching

The study of psychological and sociological aspects that apply to the coaching of sports and the elementary and secondary levels. Prerequisites: Completion of all PED 100-200 level courses.
2 semester credits

PED 339 Elementary Physical Education Practicum (PED)

A supervised practical experience in the teaching of physical education classes at the elementary school level. Concurrent registration with PED 305 required for all physical education majors. Prerequisite: Completion of all 100 and 200 level EDU and PED courses.
1 semester credit

PED 343 Coaching Practicum

A supervised practical experience in coaching a particular sport that is of interest to the student. This course must be taken concurrently with PED 370. Prerequisite: Completion of 100 and 200 level courses required for coaching minor.
2 semester credits

PED 360 Biomechanics and Kinesiological Studies

This course explores the study of anatomical and mechanical aspects of human movement which apply to the development and improvement of efficient human movement. Prerequisite: BIO 207. 4 semester credits

PED 370 Coaching Methods

The study of pedagogical aspects of coaching with emphasis on the theoretical aspects of coaching and the organization, theory, and techniques of coaching at the elementary and secondary school levels. 2 semester credits

PED 401 Administration of Physical Education and Sports Programs

The study of principles and practices in the administration of sound physical education, health, and athletic programs. Emphasis is on staff development, facilities and equipment, administrative procedures, and legal implications that apply to physical education, health, and sports programs. 2 semester credits

Practicum and Student Teaching Course Descriptions

EDU 300 Elementary Practicum I

This course is designed to give students practical experience in the classrooms in the areas of language arts, music, physical education, and art. This course must be taken concurrently with Block I methods courses: EDU 301, 315, 312; and PED 305. 2 semester credits

EDU 305 Middle School Practicum

This course is designed to provide students with an observational practicum experience in the middle school practicum in each student's major area of study. 1 semester credit

EDU 335 Early Childhood Education Practicum

This course requires 60 hours of field work with 20 hours spent training with each age group- infant/toddler, preschool and kindergarten. Students are required to work 5-6 hours a week for 12 weeks at a teaching location selected by the instructor. Evaluations will be conducted by supervising practicum teachers and self evaluation. 1 semester credit

PED 339 Elementary Physical Education Practicum (PED)

A supervised practical experience in the teaching of physical education classes at the elementary school level. Concurrent registration with PED 305 required for all physical education majors. Prerequisite: Completion of all 100 and 200 level EDU and PED courses. 1 semester credit

EDU 310 Secondary Education Practicum

Students must have experience in the classroom prior to student teaching. This course is designed to give students the opportunity to observe teachers and student in the classroom in each student's major area of study. This course must be taken concurrently with secondary teaching methods courses. 2 semester credits

PED 343 Coaching Practicum

A supervised practical experience in coaching a particular sport that is of interest to the student. This course must be taken concurrently with PED 370. Prerequisite: Completion of 100 and 200 level courses required for coaching minor. 2 semester credit

EDU 400 Elementary Practicum II

This course is designed to give students practical experiences in the classroom in the areas of reading, mathematics, science, social studies, and the integration of technology. This course must be taken concurrently with the Block II methods courses: EDU 303, 307, 316, and 318. 2 semester credits

EDU 401 Secondary Practicum II

Students must have practical experience in the classroom prior to student teaching. This course is designed to give students practical experiences in the classroom in each student's major area of study. This course must be taken concurrently with EDU 421. 1 semester credit

EDU 410 Practicum in Special Education

Teachers must apply best practices within real-life settings. This course allows students to observe and apply content and methods from current and prior coursework and provides an experiential base for upcoming courses. Taken concurrently with EDU 387, 388, and 389. 2 semester credits

EDU 418 Student Teaching – Elementary Education

Students majoring in elementary education are required to spend 8-12 weeks in an elementary education classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities. Prerequisite: Admission to Student Teaching Program. 8-12 semester credits

EDU 424 Student Teaching – Early Childhood Education

Students majoring in elementary education are required to spend 8-12 weeks in an early childhood classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities. Prerequisite: Admission to Student Teaching Program. 8-12 semester credits

EDU 426 Student Teaching – Special Education

Students majoring in elementary education are required to spend 8 weeks in a special education classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities. Prerequisite: Admission to Student Teaching Program. 8 semester credits

EDU 430 Student Teaching – English

Students majoring in elementary education are required to spend 8-12 weeks in a secondary English classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities.

Prerequisite: Admission to Student Teaching Program.

8–12 semester credits

**EDU 432-01 Student Teaching
– Elementary Physical Education**

Students majoring in physical education are required to spend 8 weeks in an elementary physical education classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities.

Prerequisite: Admission to Student Teaching Program.

8 semester credits

EDU 432-02 Student Teaching

– Secondary Physical Education

Students majoring in physical education are required to spend 8 weeks in a secondary physical education classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities.

Prerequisite: Admission to Student Teaching Program.

8 semester credits

EDU 434 Student Teaching

– Elementary, Vocal, Instrumental Music

Students majoring in elementary, vocal, and/or instrumental music are required to spend 8-12 weeks in an elementary, vocal, and/or instrumental music classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities.

Prerequisite: Admission to Student Teaching Program.

8–12 semester credits

EDU 438 Student Teaching – Social and Behavioral Science

Students majoring in elementary education are required to spend 8-12 weeks in a secondary Social Studies or History classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities.

Prerequisite: Admission to Student Teaching Program.

8–12 semester credits

EDU 442 Student Teaching – Biology

Students majoring in elementary education are required to spend 8-12 weeks in a secondary Biology classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities.

Prerequisite: Admission to Student Teaching Program.

8–12 semester credits

EDU 444 Student Teaching – Mathematics

Students majoring in elementary education are required to spend 8-12 weeks in a secondary Math classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities.

Prerequisite: Admission to Student Teaching Program.

8–12 semester credits

EDU 445 Student Teaching – Business Education

Students majoring in elementary education are required to spend 8-12 weeks in a secondary business education classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities.

Prerequisite: Admission to Student Teaching Program.

8–12 semester credits

School of Health Sciences

FACULTY: Allen, Anderson C., Anderson T., Beachey, Berg, Bruun, Busch, Dietrich, Dockter, Doerner, Dunnigan, Eckert, Gebhardt, Haas, Hall, Hughes, Johnson, Johnson Krug, Klein, Kobes, Lawson, Lundeen, Madler, Maier, Maslowski, Messmer, Nolan, Nustad, Obritsch, Olson C., Olson R., Parker, Pfenning, Reemts, Roller (Dean), Schroeder, Schulte, Sibla, Sperle, Taylor.

Areas of Study

Majors:

Athletic Training, Clinical Laboratory Science, Exercise Science, Nursing, Occupational Therapy, Physical Therapy, Radiologic Technology, Respiratory Therapy.

Minor:

Wellness.

Interdisciplinary Courses Offered

HPS 206 Medical Terminology

This course introduces the student to the fundamentals of medical terminology. The course includes word structure of body parts and organs, body systems, basic medical and surgical terms and therapeutic interventions, diagnostic and medical abbreviations and symbols. 2 semester credits

HPS 310 Foundation in Health Promotion and Wellness

Foundations of Health Promotion and Wellness will define health promotion and wellness (HPW) and explore current issues of HPW in the context of a social-ecological model, advocacy, intervention programs, economic impact, and measurement of wellness. 3 semester credits

Major Areas of Study

■ Clinical Laboratory Science Program

Program Advisor: Sarah Hatzenbuehler

Clinical Laboratory Science (CLS) is a four-year program leading to a Bachelor of Science or Bachelor of Arts degree. It consists of 128 semester credits, 96 of which are taken on campus and 32-37 of which are granted for courses taken during the clinical internship.

The campus preparation provides a basic curriculum in biology, chemistry, and mathematics. The student has a flexible schedule of required competence and science courses during the first three years at the University of

Mary. Transfer students must earn a minimum of 32 semester credits on campus; 16 of these must be from the Math/Science Department (credit received for the clinical internship does not satisfy this requirement).

All students must complete a minimum of 12 semester credits of upper division Math/Science courses.

A clinical internship of 12 consecutive months is taken during the last year of preparation at UND School of Medicine with clinical training at one of their approved sites such as St. Alexius Medical Center, Bismarck; Trinity Medical Center, Minot; or at any other accredited school of CLS. Students cannot be guaranteed a specific location for their internship.

Upon graduation, the student is eligible to take the national examination for certification for CLS by the American Society of Clinical Pathologists and National Certification Agency.

Major in Clinical Laboratory Science:

BIO 103, 106, 207, 208, 309, 311, 312, 318, 319, 320; CHE 111, 112, 217, 310; MAT 103; CLS 417, 418, 419. Clinical Internship in Clinical Laboratory Science 32-37 semester credits.

CLS Courses Offered:

CLS 417 UND Summer Intensive
CLS 418 Medical Laboratory Science Internship I
CLS 419 Medical Laboratory Science Internship II

■ Department of Athletic Training

Faculty: R. Olson (Head Athletic Trainer), Haas, Hall, Johnson-Krug (Chair).

Adjunct faculty include, but is not limited to professionals from the disciplines of athletic training, physical therapy, occupational therapy, nursing, exercise science, athletic administration, and family and orthopedic medicine.

The certified athletic trainer (ATC) is a qualified healthcare professional educated and experienced in the management of health care problems associated with physical activity. In cooperation with physicians and other allied health personnel, the ATC functions as an integral member of the health care team in secondary schools, colleges and universities, sports medicine clinics, professional sports programs, industrial settings, and other health care environments. The American Medical Association recognizes athletic training as an allied health care profession.

Mission

Our mission is to prepare students to become professionals who assist athletes of all ages and abilities to participate in recreational and competitive activities. The program strives to develop leaders in the athletic training profession or allied health professions who possess excellent communication and critical thinking skills. We encourage understanding and respect for social, physical, and cultural diversity.

Athletic Training Education Program

The Athletic Training Education Program at the University of Mary is accredited by the Committee on Accreditation for Athletic Training Education Program (CAATE). More information on CAATE can be found at www.caate.net. By graduating from an accredited curriculum program, students become eligible candidates to sit for the Board of Certification (BOC) examination.

The athletic training student's professional preparation is directed toward the development of specific competencies in the following domains: prevention, clinical evaluation and diagnosis, immediate care, treatment, rehabilitation, and reconditioning, organization and administration, and professional development; in the following content areas: risk management and injury prevention, pathology of injuries and illnesses, orthopedic clinical examination and diagnosis, medical conditions and disabilities, acute care of injury and illness, therapeutic modalities, conditioning and rehabilitative exercise, pharmacology, psychological intervention and referral, nutritional aspects of injury and illness, health care administration, and professional development and responsibilities. Through a combination of formal classroom instruction and clinical experience, the athletic training student is prepared to apply a wide variety of specific health care skills and knowledge in each domain during assigned hours of supervised clinical experience.

The athletic training major is a four-year Bachelor of Science degree.

Students pursuing an Athletic Training major are encouraged to complete an additional major or minor to enhance vocational placement in early entry settings. University of Mary athletic training students work closely with the medical community in Bismarck/Mandan to enhance the student's educational process. The student not only will have educational experience within the classroom but, more importantly, will have practical experience gained through clinical settings. These experiences provide our students with opportunities to put them on the leading edge of their profession.

The goal of the University of Mary Athletic Training Education Program is to develop athletic training students who will successfully meet the Board of Certification (BOC) standards for certification, consistent with the domains of the most current BOC Role Delineation Study. To be eligible to sit for the certification examination, candidates must graduate from a CAATE accredited curriculum. Graduates from these curriculum programs must also meet these additional requirements:

- Completed the curriculum program in no less than two years.
- Completed athletic training educational competencies and clinical proficiencies for the healthcare of athletes and others involved in physical activity enumerated by CAATE.
- Received their baccalaureate degree from the college or university where they completed the curriculum program.
- Proof of current Emergency Cardiac Care (ECC) Certification. ECC Certification must include the following: adult & pediatric CPR, airway obstruction, second rescuer CPR, AED and barrier devices (e.g., pocket mask, bag valve mask). Providers are those adhering to the most current standards of the International Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiac Care.

Educational Objectives

Upon completion of academic requirements for graduation the athletic training student will have the professional preparation to practice athletic training skills within a variety of venues and with a wide range of athletic populations. In addition, the student will be able to:

1. Practice the profession of athletic training by utilizing the skills obtained through effective learning of the cognitive, objective, and psycho-motor domains.
2. Identify injury/illness risk factors associated with participation in competitive athletics and plan and implement all components of a comprehensive athletic injury/illness prevention program.
3. Conduct a thorough initial clinical evaluation of injuries and illnesses commonly sustained by the competitive athlete.
4. Plan and implement a comprehensive rehabilitation/reconditioning program for injuries/illnesses sustained by the competitive athlete.

5. Plan, coordinate, and supervise all administrative components of an Athletic Training Education Program.
6. Provide health care information and counsel athletes, parents, and coaches on matters pertaining to the physical, psychological, and emotional health and well being of the athlete.
7. Realize his/her own personal strengths or challenges in the athletic training profession and continue to achieve continuing education, thereby promoting the advancement of the field and his/her personal advancements.
8. After successfully completing the University of Mary Athletic Training Education Program, 100 percent of the students who take the Board of Certification (BOC) examination will pass the examination and attain BOC certification.

Technical Standards Criteria

The Athletic Training Education Program at the University of Mary is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Education Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). The following abilities and expectations must be met by all students admitted to the Athletic Training Education Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

Candidates for selection to the University of Mary Athletic Training Education Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients
3. The ability to communicate effectively and sensitively with patients and colleagues including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice
4. The ability to record the physical examination results and a treatment plan clearly and accurately
5. The capacity to maintain composure and continue to function well during periods of high stress
6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the Athletic Training Education Program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

University of Mary Student Support Services will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review of whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or other students or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

Upon determination that reasonable accommodations can be made with no harm, the ATEP must institute a plan with the student to allow for successful matriculation in the professional level of the program. Accommodations may include but are not limited to utilization of University services, such as, Student Support Services, Learning Skills Center, Counseling Services and/or the Student Health Clinic.

Criteria for Acceptance of Students Application

1. Application materials are distributed to the student enrolled in ATH 243. Applications for admission are submitted by November 1 of the fall semester. All prerequisites are strictly enforced. Student-athletes at the University are considered for admittance into the professional level of the ATEP with the same criteria as other prospective students.
2. Application materials due at this time include: a letter of application, application for athletic training admissions, three recommendation forms, proof of current Emergency Cardiac Care and First Aid certification, report of medical history and report of health evaluation, documentation of completed HBV series, a copy of student's immunization certification, an a signed and dated copy of the Technical Standards for Admission to the Major.
3. The Athletic Training Education Program (ATEP) Admissions Committee reviews all applications for completeness, and the applicant is informed of any deficiency. The applicant has the opportunity for immediate remediation of the deficiency to allow for continuation in the application process. Applicants with completed application materials are notified of their provisional acceptance into the ATEP. A non-remediated deficiency affects the applicant's continuation in the admission process.
4. The applicant will be interviewed by the Athletic Training Admissions Committee during the spring semester when the student is enrolled in ATH 244. The admissions committee includes but is not limited to the athletic training program director, clinical education coordinator, curriculum coordinator, and a minimum of one University faculty member, one approved clinical instructor or clinical instructor, one senior athletic training student, and one junior athletic training student.

Academic

A prospective athletic training student in the Athletic Training Education Program at the University of Mary is a student who desires to enter the athletic training curriculum program. Admission to the upper-level professional program (junior and senior years) is selective. The number of students accepted into its professional phase after the spring semester of the sophomore year is based on the avail-ability of clinical experience opportunities and certified staff.

Minimum criteria for selection include:

1. At the time of application to the Athletic Training Education Program, the prospective student must have completed or be enrolled in the following courses. Applicants currently enrolled in the following courses during the application process must have a midterm grade of B or better to be provisionally accepted into the upper level program.

ATH 151	Intro to Athletic Training Taping Techniques
ATH 238	Prevention & Care of Athletic Injuries
ATH 243	Intro to Clinical Education in Athletic Training I
PED 157	First Aid
2. At the time of application to the Athletic Training Education Program, the prospective student must have completed or be enrolled in the following courses. Applicants currently enrolled in the following courses during the application process must have a midterm grade of C or better to be provisionally accepted into the upper level program.

BIO 103	General Biology
BIO 207	Human Anatomy and Physiology I
PED 159	Personal and Community Health
3. The prospective student must have successfully completed the following courses with a grade of B or better to be fully admitted into the upper-level professional program (junior and senior years):

ATH 151	Intro to Athletic Training Taping Techniques
ATH 238	Prevention & Care of Athletic Injuries
ATH 243	Intro to Clinical Education in Athletic Training I
ATH 244	Intro to Clinical Education in Athletic Training II

ATH 314 Advanced Techniques
in Athletic Training

PED 157 First Aid

4. The prospective student must have successfully completed the following courses with a grade of C or better to be fully admitted into the upper-level professional program (junior and senior years):

BIO 103 General Biology

BIO 207 Human Anatomy and Physiology I

BIO 208 Human Anatomy and Physiology II

PED 159 Personal and Community Health

PED 360 Biomechanical and
Kinesiological Studies

HPS 206 Medical Terminology

5. Minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale for required course work (including transfer courses).
6. Proof of current First Aid and Emergency Cardiac Care Certification (ECC). Emergency Cardiac Care Certification must include the following: adult and pediatric CPR, airway obstruction, second rescuer CPR, AED and barrier devices (e.g., pocket mask, bag valve mask). Providers are those adhering to the most current standards of the International Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiac Care.

Clinical

1. The prospective athletic training student must complete a minimum of number of hours of directed observation in the athletic training setting at the University of Mary during the fall semester of the academic year for which they are making formal application to the program. All hours of directed observation must be completed by the November 1 application due date. During directed observation hours a student may be present in an athletic training facility to observe the practices of a Certified Athletic Trainer but the prospective athletic training student may not provide direct patient care.
- a. Directed observation hours requirement
 - Football
 - Soccer
 - Volleyball/Cross Country
 - Athletic Training Room

- Wrestling

- Basketball

2. The staff will observe the performance of the prospective athletic training student as well as the student's attitude, desire, and dependability. Prospective students will be evaluated for admittance according to:
 - Academic performance
 - Demonstrated desire to enter the curriculum and pursue athletic training as a career
3. Once the prospective student is provisionally accepted into the upper-level professional program, a clinical education experience plan will be developed for the prospective athletic training student until they are fully accepted into the upper level program. The prospective student must complete a minimum of two hours or a maximum of five hours a week of supervised experience throughout the course of the provisional clinical education experience plan.

Medical

Participation in clinical experiences by athletic training students necessitates that attention be given to protection of the contact.

Effective August 1, 1999 all Athletic Training Students are required to have the following on file after being accepted in to the professional education program:

1. A current (within past 12 months) Report of Medical History and Report of Health Evaluation performed by a Physician, Nurse Practitioner, or comparable professional prior to acceptance into the ATEP.
2. Written documentation of a completed or in progress Hepatitis B vaccination series.
3. A current copy of student's immunization certification (measles, mumps, and rubella).
4. A Tuberculosis (TB) test is not required for admission into the ATEP but is strongly encouraged on a yearly basis.

Admission to the upper level professional ATEP is selective. Application material will be distributed during the semester the student is enrolled in ATH 243. Applications for admission are submitted by February 1 of the spring semester. All prerequisites are strictly enforced. Student-athletes at the University are considered for admittance into the professional level of the ATEP with the same criteria as other prospective students.

Selection Process

Selection is a two-fold process including the School of Health Sciences and the Athletic Training Education Program. Upon receipt of all materials, the Athletic Training Admissions Committee will review all applications and decide which applicants will be granted an interview. The following are minimum standards for receiving an interview:

1. Interest and desire of student to become an athletic trainer as expressed during assigned clinical education opportunities and as documented on the letter of application
2. Successful completion of all academic required courses and observation hours.
3. Minimum GPA of 2.5 on a 4.0 scale (including transfer courses).
4. Positive rating on an objective rating scale based on criteria that will include First Aid and Emergency Cardiac Care certification, pre-requisite and cumulative GPA, positive responses on all three recommendation forms, number and variety of observation hours, and format and content of letter of application.
5. All pre-requisite and cumulative GPA criteria for courses that are currently in progress will be based on mid-term grades.
6. Completed application process, which culminates with an application, a letter of application, three recommendations and personal interview.

Interview

1. The candidate will be interviewed by the Athletic Training Admissions Committee, which includes but is not limited to a minimum of one University faculty member, one approved clinical instructor or clinical instructor, and two athletic training students currently enrolled in the upper level professional program.
2. The applicant's interests and future goals are discussed, as well as strengths and weaknesses that are considered pertinent to the educational process and an athletic training career.
3. Candidates will also have the opportunity to:
 - Discuss previous experiences with athletic injuries
 - Discuss how they acquired an interest in athletic training

- Clarify or expand on any factors or circumstances candidate determines are essential.

4. Personal interviews with admissions committee will be held before the end of semester. Dates and times will be announced and are dependent upon number of applicants and their class schedules.
5. Immediately preceding the interview, the applicant is asked to provide a written sample in response to three scenarios. The scenarios ask for responses to ethical situations, professional development, and communication skills.
6. All applicants are objectively rated for the interview and writing sample using a Likert scale assessment sheet. This objective data is combined with the applicant's objective ratings from the application process to determine a final application score.
7. After review of application materials and interview, the Admissions Committee makes a determination of the student's acceptability for the program.
8. If a student meets criteria and demonstrates characteristics indicative of success in the athletic training profession, he/she is accepted.

Notification

1. Selection will be made by the Athletic Training Admissions Committee.
2. All selections are contingent on the following:
 - Successful completion of all academic, clinical and medical criteria for acceptance.
 - Maintaining a GPA of 2.5 in required courses (including transfer courses)
 - Maintain current First Aid and Emergency Cardiac Care Certification (ECC). Emergency Cardiac Care Certification must include the following: adult and pediatric CPR, airway obstruction, second rescuer CPR, AED and barrier devices (e.g., pocket mask, bag valve mask). Providers are those adhering to the most current standards of the International Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiac Care.
3. If all above criteria are met, the Program Director of Athletic Training will make recommendations for acceptance to the Dean of the School of Health Sciences.
4. If there are more qualified candidates than there are places in the program, applications

are objectively rank ordered according to academic records and individual qualifications using the applicant's final application score.

5. Applicants will be notified of provisional acceptance or non-acceptance to the upper-level professional program in writing, prior to the end of the spring semester.
 - Full acceptance to the ATEP is contingent on successful completion of spring semester course work. A final notification of full acceptance is mailed to qualified applicants after final grades are posted.
6. After receiving written notification, all applicants will schedule a formal meeting with the Athletic Training Program Director prior to the end of the spring semester.
 - Track I students – Applicants will review academic and clinical criteria for acceptance, identify any possible area of problem or deficiency, and review Track I upper-level professional program curriculum and retention standards.
 - Track II students – Applicants will review the reason(s) for acceptance as a Track II student, and identify deficiencies in academic, clinical and medical criteria for acceptance. Applicants will review Track II upper-level professional program curriculum and retention standards, and discuss a remediation plan to enable the applicant to move to full acceptance as a Track I student.
 - Track III students – Applicants will review academic, clinical and medical criteria for acceptance, review any transfer course work and/or clinical experiences accepted as equivalents of courses and/or clinical experiences within the University of Mary Athletic Training Education Program, and review Track III upper-level professional program curriculum and retention standards.
 - The applicants and the applicant's academic advisor will receive a copy of any individualized academic plans developed during the meeting with the applicant and the Athletic Training Program Director.
7. Applicants demonstrating deficiencies in academic course work will be notified of their continued provisional acceptance by the Athletic Training Program Director. Applicants who are required to remediate courses during May or Summer term(s) will be required to schedule a

follow-up meeting with the Athletic Training Program Director during pre-registration prior to the start of the fall semester. Unsuccessful remediation of required course work may affect the student's status in the upper-level professional Athletic Training Education Program.

8. If not accepted to the upper-level professional program, the applicant will be assisted by the Athletic Training Program Director in discussing futures options.
9. All applications become the property of the University of Mary and are maintained in the athletic training student's file.

Provisional Status

Track II Student

Designed for the student who shows promise of success in the athletic training field but has an area of concern or has not completely met a criterion for full acceptance into the Athletic Training Education Program. Upon review of the student's application to the professional upper level Athletic Training Education Program and the student's performance in the selection process, the athletic training admissions committee has determined that the deficient criterion or area of concern will take one full academic year to remediate. Thus, the recommendation of the admissions committee would be that the student be accepted into the University of Mary Athletic Training Education Program as a Track II – provisional status student. This track requires three full academic years to complete the professional upper level Athletic Training Education Program.

The student must continue to maintain his/her successful completion of: (a) academic course work; student must maintain a grade of B or better in all courses listed within the curriculum, (b) clinical experience, and (c) maintain status of First Aid and Emergency Cardiac Care certification. The student who does not progress successfully is placed on probation or dropped from the program depending on the seriousness of the deficiency.

Some reasons for being accepted on a provisional status include, but not limited to:

1. Failure to meet training room observation hours.
2. GPA less than a 2.5 on a 4.0 scale.
3. Failure to meet established retention standards.
4. Unsuccessful completion of competency skills.
5. Unsuccessful academic standards.
6. Failure to maintain certification in First Aid and CPR.

7. Failure to show responsibility in meeting commitments.
8. Unacceptable behavior as a representative of the University of Mary.

Transfer Admission

Track III Student – Transfer Students

Track III is designed for the student who has completed coursework in an accredited Athletic Training Education Program and has completed two years of undergraduate coursework consisting of at least 60 semester credits. This track is designed to complete the University of Mary Athletic Training Education Program in no less than two years or no greater than three years.

Students wishing to transfer to the University of Mary Athletic Training Education Program must first meet with the Athletic Training Program Director. All pre-admission requirements are strictly enforced. Upon admission to the University of Mary Athletic Training Education Program, the student may petition that prior work and/or clinical experiences be considered as equivalents of courses and/or clinical experiences within the University of Mary Athletic Training Education curriculum. Upon review of the student's petition, the Athletic Training Education Program Admission's Committee will make the final decision on course and/or clinical experience equivalency. The student must complete all other upper-level professional academic courses not accepted as transfer credit. Once acceptance is granted, the athletic training student must continue to maintain his/her successful completion of (a) academic course work, (b) clinical experience, and (c) maintain status of First Aid and Emergency Cardiac Care certification. The student who does not progress successfully is placed on probation or dropped from the program, depending on the seriousness of the deficiency.

A student who has not met the criteria or who in other ways demonstrates an inaptitude for a career in athletic training is not accepted.

Pre-Admission Courses:

ATH 151, 238, 243, 244, 314; BIO 103, 207, 208; PED 157, 159, 360; HPS 206.

Required Professional Courses:

ATH 316, 317, 319, 327, 328, 329, 353, 354, 441, 453, 454; EXS 336; PSY 201, 207; MAT 180 or 204.

Course Descriptions

ATH 151 Introduction to Athletic Taping Techniques

An introductory course for athletic training and physical education students in elementary taping and wrapping techniques designed to meet specific athletic training educational competencies for the health care of the physically active. Content to be covered will include, but is not limited to, risk management, acute injury care, and pathology of injury. Prerequisites: None. 1 semester credit

ATH 238 Prevention and Care of Athletic Injuries

The Prevention and Care of Athletic Injuries course will provide an overview of the prevention, treatment and rehabilitation of athletic injuries. General principles to be covered in the course will be: physical conditioning; equipment fitting; recognition, assessment and management of various athletic injuries; rehabilitation of athletic injuries; basic nutrition; blood borne pathogens; skin disorders and other related medical conditions. Prerequisite: PED 157 2 semester credits

ATH 243 Introduction to Clinical Education in Athletic Training I

An introductory course to the field of athletic training designed to meet specific athletic training educational competencies. Through a combination of formal classroom instruction and clinical observation, the prospective athletic training student experiences and gains a better understanding of the profession of athletic training and the specific healthcare skills and knowledge that will be developed within each of the domains of professional development and responsibilities and general medical conditions and disabilities. Students will be orientated to the application process and material for admittance into the upper-level professional athletic training education program as part of this course. Students enrolled in this course are required to complete clinical observation hours under the direct supervision of a certified athletic trainer through the course of the semester. Co-requisites: ATH 151, 238; BIO 207; PED 157 2 semester credits

ATH 244 Introduction to Clinical Education in Athletic Training II

The second of two clinical education courses designed to meet specific athletic training educational competencies for the health care of the physically active. The course expands on the knowledge gained in ATH 243 and introduces the domains of injury assessment, first aid and emergency care, pathology of injury and risk management and injury prevention. The lab portion of this course will focus on advanced taping techniques. The athletic training student will learn the theory and application of taping and wrapping techniques and use materials essential to the advancement of the student but were not covered in the ATH 151 course. Through a combination of formal classroom instruction and clinical observation, the prospective athletic training student experiences and gains a better understanding of the profession of athletic training. Students enrolled in this course are required to complete clinical observation hours through the course of the semester. Prerequisites: Successful completion of ATH 151 and ATH 243 with a grade of "B" or better, BIO 207. Co-requisite: ATH 238, BIO 208, and PED 157. 3 semester credits

ATH 314 Advanced Techniques in Athletic Training

A lecture/laboratory course for the prospective athletic training student in advanced techniques in athletic training. Content to be covered will include, but is not limited to, human anatomy and assessment of injury/illness, both of which are domains to meet athletic training educational competencies. Other general principles to be covered in this course will be: goniometry, manual muscle testing; and other related medical conditions. Prerequisite: Successful completion of ATH 243 with a grade of "B" or better, BIO 207. Co-requisite: ATH 238, 244, BIO 208
3 semester credits

ATH 316 Basic Pharmacology for Human Performance Sciences

An introductory course designed for health science majors, content area is a collection of knowledge, skills and values that entry-level students must possess in pharmacologic applications, precautions, and interactions of medications. Content to be covered would include, but is not limited to pharmacologic applications, drug classifications, awareness of the indications, contraindications, precautions, and interactions of medications and of the governing regulations relevant to the treatment of injuries to and illnesses of athletes and others involved in physical activity. This course will also cover storage, dispensing and tracking information of pharmaceutical products, use of the Physician Desk Reference, and activation of poison control services. Prerequisites: BIO 207, 208. Enrollment limited to students who have been accepted into the divisions of Human Performance Sciences and Education.
3 semester credits

ATH 317 Sports Nutrition for Health and Performance

A course designed for athletic training, exercise science, pre-physical therapy, and physical education students. Content to be covered will include, but is not limited to, nutritional aspects of injury and illness, risk management, pharmacological aspects of injury and illness, psychosocial intervention and referral, and weight management and body composition. Other general principles to be covered in this course will be: eating disorders, weight gain and weight loss, hydration, and performance enhancing supplements, all of which are common among physically active individuals. Prerequisites: BIO 207, 208. Enrollment limited to students that have been accepted into the divisions of Human Performance Sciences and Education.
3 semester credits

The following courses are limited to students enrolled in the professional level athletic training education program: ATH 319, 327, 328, 329, 353, 354, 441, 453, and 454.

ATH 319 Therapeutic Exercise in Athletic Training

A course in therapeutic exercise and rehabilitative techniques with content primarily addressing basic theories and principles of athletic injury rehabilitation including therapeutic exercise and the use of physical agents. Hands-on learning and application during assigned clinical hours in the athletic training room setting under the direct supervision of a certified athletic trainer through the course of the semester will provide a basis for the development of rehabilitation protocols. Prerequisite: Successful completion of ATH 238, 244, 314, 329 and 353 with a grade of a "B" or better.
2 semester credits

ATH 327 Evaluative Procedures in Athletic Training

A course in the evaluation of musculoskeletal injury and illness with content including, but not limited to, the concepts and techniques in evaluation of normal human movement and biomechanics, abnormal movement and biomechanics, specific evaluation techniques to determine the presence and cause of faulty movement which may predispose an individual to injury/illness and establish an athletic training diagnoses and describe movement disorders. In addition to the didactic content, the course provides laboratory skill acquisition and research experience in evidence based clinical practice. Prerequisite: Successful completion of ATH 314 with a grade of a "B" or better. Co-requisite: PED 360.
4 semester credits

ATH 328 Orthopedic Concepts

An advanced course in the evaluation and recognition concepts of musculoskeletal injury and illness with content including, but not limited to, the concepts and techniques in surgical intervention and treatment, abnormal movement and biomechanics of gait, specific evaluation, and treatment techniques for extremity joint accessory movement and cause of faulty movement which may predispose an individual to injury/illness.
2 semester credits

ATH 329 Therapeutic Modalities in Athletic Training

A course in the application of therapeutic modalities. Practical and relevant information about the use of therapeutic modalities for treatment of injuries and illnesses in the sports medicine setting, as well as planning, implementation, documentation, and evaluation of the efficacy of therapeutic modalities. In addition, the course provides laboratory and research experiences and practice in the use of therapeutic modalities during assigned clinical hours in the athletic training room setting under the direct supervision of a certified athletic trainer through the course of the semester. Prerequisites: Successful completion of ATH 314 with a grade of a "B" or better.
3 semester credits

ATH 353 General Medical Conditions in Athletic Training

This course covers assessment and evaluation of general medical conditions and disabilities including psychosocial intervention and referral and pathology of injury and illness. Prerequisites: Successful completion of ATH 244 and 314 with a grade of "B" or better.
3 semester credits

ATH 353 General Medical Conditions in Athletic Training Lab I

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

outcomes achieved. Skill competency is knowledge and skills to be mastered within a self-study guide to evaluate the athletic training student's strengths and areas for improvement.
0 semester credits (Pass/Fail)

ATH 354 Healthcare Administration

This course covers health care administration. Content to be covered will include, but is not limited to, medical ethics and legal issues, emergency planning, professional development and responsibilities, and organization, administration, and management in the athletic training room and/or clinical setting. Prerequisite: Successful completion of ATH 353 with a grade of "B" or better.
3 semester credits

ATH 354 Healthcare Administration Lab

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

ATH 441 Practicum in Athletic Training

This course will enhance the athletic training students' knowledge of orthopedic and general medical aspects of athletic training. It involves direct observation, experimental learning, and case study under the direct supervision of the instructor as well as local and regional medical professionals in various settings. The student will be exposed to advanced evaluation and treatment skills in outpatient physical therapy/sports medicine clinics: orthopedic, family practice, and sports enhancement clinics. Prerequisites: ATH 319, 327, 329, 353, 354; Co-requisites: 453 or 454.
1 semester credit

ATH 453 Athletic Training Senior Capstone I

An advanced course designed for students enrolled in the athletic training major, the emphasis of this course will be practical assessment and care of athletes in the athletic training environment in preparation for the BOC practical examination. Content to be covered will include, but is not limited to, acute care of injury and illness: assessment and evaluation of injury and illness: professional development: as well as orthopedic assessment. Prerequisite: Successful completion of ATH 354 with a grade of B or better.
3 semester credits

ATH 453 Athletic Training Senior Capstone I Lab

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

ATH 454 Athletic Training Senior Capstone II

The final in a series of clinical education courses designed for students enrolled in the athletic training major. This second capstone course focuses on integration of knowledge and the culmination of concepts and theories regarding the practice of athletic training. Prerequisite: Successful completion of ATH 453 with a grade of "B" or better.
3 semester credits

ATH 454 Athletic Training Senior Capstone II Lab

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

■ Department of Exercise Science

Faculty: Kobes (Fieldwork Director); Nustad (Program Director/Department Chair)

The Exercise Science Program at the University of Mary is a four-year Bachelor of Science degree. The curriculum was endorsed by the American College of Sports Medicine from 2003-2010, and has currently achieved accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP; <http://www.caahep.org/search/?q=exercise%20science>). Graduation from an accredited program is a demonstration of high quality knowledge, skills, and abilities.

The curriculum emphasizes a strong foundation in the sciences and promotes community involvement. The educational philosophy of the Exercise Science Program supports learning through experiences, interactions, and application of knowledge and skills. The Exercise Science Program also focuses on clinical competencies and aims to prepare graduates for higher education opportunities, entry level clinical roles in cardiac rehabilitation, pulmonary rehabilitation, adult fitness, and for personal training and leadership roles in the fitness industry. The Department of Exercise Science extends the Benedictine values of living a healthy and holistic lifestyle.

Mission

The Department of Exercise Science exists to provide the people of this region with leaders in the areas of fitness and exercise testing, exercise prescription, exercise program development, and fitness instruction, meeting the fitness and exercise needs for people who are apparently healthy, at higher risk, or have known disease. The mission of the Department of Exercise Science is driven by the Rule of St. Benedict and aims to provide the region with services that promote the exercise component of a healthy, holistic lifestyle.

Outcome and Goals

Based on the missions of the University of Mary, the Division of Human Performance Sciences, and the Department of Exercise Science, graduates of the degree program in exercise science will have the knowledge, skills, and abilities to:

1. Assess and provide for the fitness and exercise needs of people who are apparently healthy, at higher risk, or with known disease
2. Perform as entry-level technicians in clinical cardiac rehabilitation and pulmonary rehabilitation programs

3. Serve in leadership roles in the health fitness industry as personal trainers, coordinators and directors of fitness programs
4. Promote the component of exercise and fitness for a healthy lifestyle in a safe, legal, and ethical manner
5. Interpret, analyze, be resourceful, and think critically in a world of constant change and discovery
6. Demonstrate a commitment to professionalism including lifelong learning, community service, and the Benedictine values.
 - a. Pursue higher education degrees in related areas including exercise physiology, physical therapy, occupational therapy, physician assistant, and other health occupation programs.
 - b. Be eligible for application for the American College of Sports Medicine (ACSM) Health

■ Fitness Specialist Certification Exercise Science Program

Admission Requirements

Entrance into the University of Mary Exercise Science Program is selective. Students may declare a major in exercise science during their freshman year. However, acceptance to the professional Exercise Science Program requires an application process which typically occurs in the spring of the sophomore year. Students will be accepted during the spring semester to begin course work in the fall semester of the same calendar year.

Minimum criteria for selection includes completion of pre-requisite course work with a cumulative 2.5 grade point average and a 2.75 grade point average in the prerequisite courses.

Students are encouraged to consider the Exercise Science Program as preparation for furthering their education in a masters degree program in exercise physiology, occupational therapy, doctorate in physical therapy, or other allied health/health disciplines.

Major in Exercise Science:

BIO 103, 207, 208; CHE 109 and 110 or 111 and 112; MAT 103, 180 or 204; ATH 238, 316, 317; PSY 201, 207, 406; PHY 203, 304; PED 157, 159, 360; EXS 302, 305, 336, 406, 420, 443, 445, 452, 455, 465, 466, 467; HPS 206, NUR 319

Course Descriptions

EXS 300 Research Fieldwork Experience (elective)

This introductory course provides an opportunity to interact with leading investigators actively engaging in scholarly research activity within the Division of Human Performance Sciences or within the local or regional community. Students may be involved in data collection, data input, scheduling subjects for testing, data analysis and other forms of assistance. Prerequisite: Course facilitator approval. May be taken up to four times, i.e. 300.1, 300.2, 300.3, 300.4. 2 semester credits

EXS 302 Weight Training Methods

This course includes study and application of proper weight lifting techniques for a variety of populations including the apparently healthy, children, elderly, cardiac and pulmonary patients, athletes, and others. Prerequisite: BIO 207 2 semester credits

EXS 305 Community Fitness Methods

Community Fitness Methods is a course involving a combination of group fitness activity and study of the theory behind specific group fitness methods. The course aims to incorporate current group fitness methods and trends, and will address group fitness delivery/adaptations for diverse populations. Prerequisites: EXS 336, BIO 207 or 215. 2 semester credits

EXS 336 Exercise Physiology

The study and application of the principles of physiology of the human body influenced by exercise or a lack of exercise. Prerequisites: BIO 207, 208, or 215 4 semester credits (includes lab)

EXS 406 Introduction to Electrocardiography

This course focuses on foundational information of electrocardiography and ECG rhythm interpretation skills. Prerequisites: BIO 207, 208 2 semester credits

EXS 420 Exercise Prescription

This course involves study, discussion, and hands-on service learning in developing appropriate exercise programs for a variety of populations including the apparently healthy as well as those at risk, with known disease, and other special population groups. Major components of the course include health risk assessment, exercise testing and prescription, and program development. Prerequisites: EXS 336. 4 semester credits

EXS 443 Exercise Science Practicum I

The focus of the practicum experience is to develop clinical competencies, apply knowledge, skills and abilities, and prepare for professional practice in cardiac rehabilitation, pulmonary rehabilitation, athletic development programs, or community fitness programming. Practicum I consists of four fieldwork rotations of 80 to 100 hours. 3 semester credits

EXS 445 Exercise Science Internship

The Exercise Science Internship requires a minimum of 240 hours (40 hours per credit) of field experience. The focus of the internship experience is to further develop clinical competencies, knowledge, skill and abilities, and prepare for professional practice in a designated area of interest falling in one of the following categories: cardiac rehabilitation, pulmonary rehabilitation, athletic development programs, or community fitness programming. The clinical hours involved in the internship experience may be applied toward required hours of practical experience for application for the American College of Sports Medicine Health Fitness Instructor Certification or Exercise Specialist Certification. Prerequisite: EXS 443. 6–12 semester credits

EXS 452 Cardiopulmonary Rehabilitation

The student will study, discuss, and experience hands-on application of current practices in cardiac and pulmonary rehabilitation. Clinical laboratory includes observation at a clinical cardiac and pulmonary rehabilitation sites. Prerequisites: EXS 406, 336 4 semester credits

EXS 455 Advanced Exercise Physiology

This advanced course involves detailed study of the metabolism of carbohydrates, fats, and proteins. Special attention is given to variations and alterations in the pathways as a result of certain disease processes and the effects of exercise. Prerequisite: EXS 336 2 semester credits

EXS 465 Senior Seminar I

Senior Seminar I is the first capstone course in the Program in Exercise Science, melding together the foundational studies, knowledge, skills, and abilities. The primary focus consists of planning for the capstone research project, including completion of forms required by the University of Mary Institutional Review Board. Students will also begin work on a professional portfolio and resume. Senior Seminar I is completed in the spring of the junior year. Prerequisite: Must have a declared major in Exercise Science and be in the junior year of studies. 1 semester credit

Prerequisite: Must have a declared major in Exercise Science and be in the junior year of studies.

EXS 466 Senior Seminar II

Senior Seminar II is the second capstone course in the Program in Exercise Science, bridging the foundational curricular experience with professional preparedness and/or higher education directives. Senior Seminar II involves completion of a capstone research project as well as directed preparation for the ACSM-HFS Certification Exam. Students will continue to build on the development of a resume and professional portfolio. Senior Seminar II is completed in the fall of the senior year. Prerequisite: Must be accepted into the professional Exercise Science Program and completing studies for the senior year of the Exercise Science curriculum. 1 semester credit

Prerequisite: Must be accepted into the professional Exercise Science Program and completing studies for the senior year of the Exercise Science Curriculum.

EXS 467 Senior Seminar III:

Senior Seminar III is the final capstone course of Exercise Science, melding together foundational studies, knowledge, skills, and abilities. Key assignments include a capstone review of literature paper, and mock exam in preparation for the ACSM-HFS certification. Students will also contribute to a market analysis class project and will present their completed research from Senior Seminar II in a public forum. Senior Seminar III is completed in the spring of the senior year. Prerequisite: Must be accepted into the professional Exercise Science Program and completing studies for the senior year of the Exercise Science curriculum. 2 semester credits

Prerequisite: Must be accepted into the professional Exercise Science Program and completing studies for the senior year of the Exercise Science Curriculum.

ALU 499 Senior Competency Testing

Senior competency testing is required of all University of Mary graduating seniors. University of Mary competencies levels of achievement are assessed. Scores are made available students as well as used for overall university assessment of competency achievement. 0 semester credits

Wellness Minor

The Wellness Minor exists to 1) broaden the knowledge, skills, and abilities of those interested in the health care and allied health care industries and 2) to engage students in the process of becoming stewards of their personal health and wellness and stewards of global population health and wellness.

Wellness, defined as a multi-dimensional sense of being, includes the physical, psychological, social, spiritual, emotional, financial and intellectual domains. A minor in wellness provides a concentration of study that prepares individuals to develop or to serve on work site wellness teams. Students with an additional bachelors degree in athletic training or exercise science may also find employment as a wellness program coordinator or wellness director. The wellness minor seeks to prepare students to be stewards of their personal well-being and provides a concentration of study for those preparing for graduate studies in physical therapy or occupational therapy.

Required Courses:

HPS 310, PSY 207, ATH 317 or SCI 224, THE 320 or 302 or 363, EXS 336.

Elective Courses, Students need 8 credits of additional electives chosen from the following courses:

ATH 238, BUS 215, BUS 362, BUS 371, BUS 381, EXS 302, PSY 307, PSY 308, PSY 406, PED 267, PED 159, PED 326, THE 326, THE 215 or 315

■ Division of Nursing

FACULTY: Bruun, Buechler, Busch, Doerner, Dunnigan, Fladeland, Gebhardt, Johnson, Klein, Leetun, Maier, Maslowski, Messmer, Nolan, Obritsch, Reemts (Chair), .

The Division of Nursing offers a Bachelor of Science or Bachelor of Arts degree in nursing. The curriculum prepares the graduate to: (1) practice professional nursing in a variety of environmental and cultural settings, (2) become leaders in health care, and (3) pursue graduate study in nursing.

The division traces its beginnings to the St. Alexius Hospital School of Nursing founded in 1915. The sponsoring body, the Benedictine Sisters of Annunciation Monastery, recognized the necessity of baccalaureate education and began Mary College; a major in nursing was among its initial programs. The first nursing students received a baccalaureate degree from the college and graduated in 1964. In 1986 the graduate program was initiated and the name, Mary College, changed to the University of Mary.

Continuing the Benedictine tradition which formed its beginnings, the division offers a program holistic in nature and characterized by Benedictine values. These values are manifested in the community-focused nursing curriculum with a health promotion, health support, and health restoration framework. With this preparation, the nurse can continue to learn both through experience and further academic study and meet the demands of the role of the nurse in contemporary society.

Through its Kappa Upsilon Chapter-at-large, the Division of Nursing has membership in Sigma Theta Tau, the International Honor Society in nursing. Candidates for membership must demonstrate superior scholarly achievement, evidence of leadership, and marked potential for achievement in the field of nursing.

The baccalaureate and master's programs are approved by the North Dakota Board of Nursing and accredited by the Commission on Collegiate Nursing Education.

Required courses:

BIO 207, 208, 209; CHE 110; PSY 201, 207; ANT 171; MAT 180; NUR 202, 216, 222, 248, 308, 317, 319, 322, 330, 332, 334, 336, 420, 421, 430, 432, 434. Students enrolled in the completion program take 228.99 and substitute 306.99 for 308 and 338.99 for 330 and 332.

Cooperating Clinical Agencies

Nursing students receive nursing practice experience in a variety of settings in addition to the classroom and laboratory. These settings include homes of clients, clinics, public health agencies, nursing homes, hospitals, special population agencies, schools, human service centers, community agencies, and childcare agencies.

Curriculum Pathways

Required nursing courses may be completed following the traditional pathway or a completion pathway. Program objectives are the same in both pathways but the course content is organized differently to facilitate learning for different types of students.

The traditional pathway is designed for those who enter the Department of Nursing without formal nursing knowledge or skill. This is the pathway presented in this bulletin.

The completion pathway is designed for persons who have formal nursing knowledge and skills and are licensed either as an LPN or RN. LPNs and RNs may choose to take courses in either the traditional or a completion pathway. The Completion Pathway for LPNs combines distance learning with limited on-site instruction. The RN Completion Pathway combines distance learning with accelerated coursework. A description of this option is available upon request.

Admission Policy

Application into the Division of Nursing begins during the fall semester of the sophomore year.

Requirements for acceptance into the Division are:

- Completed Application form.
- Two completed recommendation and appraisal forms
- Cumulative GPA of 2.75 or higher on U-Mary and transferred courses.
- Grade of “C” or higher in each of the following nursing prerequisite courses and official transcript for transferred credits:
 - ANT 171 Anthropology or Soc. Substitute
 - BIO 207 Anatomy & Physiology I
 - BIO 208 Anatomy & Physiology II
 - BIO 209 Microbiology
 - CHE 110 Intro to Org. & Biochemistry
 - MAT 180 Elementary Statistics
 - PSY 201 Intro to Psychology

- PSY 207 Lifespan Psychology
- *NUR 202 Nursing Foundations (current CNA license required)

**Enrollment in NUR 202 is restricted to students who have declared nursing as a major and hold a current CNA license. All other nursing courses are restricted to students who have been accepted into the Division of Nursing.*

- The total number of prerequisite courses which may be repeated is limited to two. The grade received during the student’s second attempt will be used in evaluation for admission. Repeated classes will also include those from which a student has withdrawn (W, WP, WF). Students who withdraw due to nonacademic reasons may request consideration for admission.
- American Heart Association Basic Life Support for Health Care Providers Certification © is required (two year certification). This must be obtained and in place at the start of the junior year.
- Criminal background checks.
- Signed disclosure form.
- Acceptable score on preadmission exam and essay.
- Documentation of health requirements as given below:
 - Documentation of physical assessment, health history, current immunizations, and Hepatitis B Series must accompany the application to the division.
 - TB testing is required, but will be done Fall Semester of the Junior year at the University.
- Students must verify that they meet the Physical & Mental Requirements to Provide Safe Patient Care for Students, Faculty, and Preceptors.

Applicants are considered primarily on the basis of academic achievement as evidenced by a minimum cumulative GPA of 2.75 by admission. This GPA must be maintained through the sophomore year to progress into the junior year. Preferential consideration is given to applicants who have taken all prerequisite coursework at the University of Mary, and have demonstrated participation in volunteer activities. Entry into the nursing major is competitive and class size is limited.

Progression:

Once admitted, the total number of nursing courses (NUR) which may be repeated is limited to one. Repeated classes will also include those from which a student has withdrawn (W, WP, WF). Students who withdraw due to nonacademic reasons may request consideration for continuing.

Course Descriptions

NUR 202 Foundations of Nursing

This course introduces the theoretical foundations that frame the art and science of nursing. Therapeutic use of self is explored within the paradigm of person-environment, health and nursing. The history of nursing, nursing theorists, health and illness, medical terminology, and beginning nursing interventions will be addressed. Skills acquired from prior CNA training will be verified. The application of such care measures is embedded in the spirit of servant-leadership and the Benedictine values of respect for persons and service. Pre-requisite: Current Nurse Aide Certification
5 semester credits

NUR 204 Calculating Medication Dosages

This course enhances the student's ability to calculate medication dosages. A review of basic mathematical skills is included. The metric and apothecary systems and conversions between the two are addressed. The student reads labels, performs medication calculations and IV flow rates. This course is required for those who fail a medication calculations competency exam and highly recommended for those with a Math ACT < 21.
2 semester credits

NUR 215 Nutrition and Diet Therapy

Nutrition is studied from a perspective of its influence on health promotion and support. This includes Healthy People 2010 Goals/President's New Freedom Initiative and the study of food and nutrients and their action as well as nutrient need changes through-out the life cycle. Assessment of dietary intake and the influence of culture, values, and economics will be integrated. The influence of diet therapy in the treatment of diseases and symptoms is incorporated.
3 semester credits

NUR 216 Nutrition

Nutrition is studied from a perspective of its influence on health promotion and support. This includes Healthy People 2010 Goals/President's New Freedom Initiative and the study of food and nutrients and their action as well as nutrient need changes through-out the life cycle. Assessment of dietary intake and the influence of culture, values, and economics will be integrated.
2 semester credits

NUR 222 Healing Modalities I

This course allows students to perform selected nursing interventions to promote healing and health. Students develop leadership by using proper principles of nursing practice and the Benedictine values of respect and moderation. Prerequisite: BIO 207, NUR 202. Co-requisites: NUR 248; BIO 208.
3 semester credits

NUR 228 Health & Healing Concepts for Professional Nursing Practice

Designed to facilitate role socialization and transition of the LPN or RN to baccalaureate nursing practice. It delineates health and healing as foundational concepts for nursing practice. Selected contemporary healing modalities will also be studied. Benedictine values will be examined as principles to guide nursing. Co-requisite: NUR 248
3 semester credits

NUR 248 Health Assessment

Emphasis of this course is on holistic assessment of persons across the lifespan. Professional interviewing and psychomotor skills are used to obtain health histories and perform physical and mental status examinations that include documentation of findings and identification of functional health patterns as a basis for nursing diagnoses. Prerequisites: NUR 202, BIO 207. Co-requisite: NUR 222; BIO 208.
4 semester credits

NUR 306 Dimensions of Professional Nursing Practice

This course introduces the licensed nurse student to principles of critical thinking and professional communication utilized by the baccalaureate prepared nurse. It also continues to facilitate the role socialization and transition of the student to baccalaureate nursing practice.
4 semester credits

NUR 308 Critical Thinking & Professional Communication

This course introduces students to principles of critical thinking and professional communication to include verbal, electronic, and written skills. Information technology, professional writing, and legal and ethical issues will be addressed. Prerequisites: ENG 121; COM 110; NUR 226; Successful completion of all sophomore level nursing courses.
3 semester credits

NUR 317 Pharmacology

This course is an introduction to clinical drug therapy. The focus is on fundamental principles of pharmacology and actions/interactions of selected drugs used throughout the life span. Legal, cultural, ethical, and economic aspects of drug therapy are discussed.
3 semester credits

NUR 319 Pathophysiology

This course focuses on pathophysiological concepts relevant to care of persons throughout the lifespan. Abnormal body function precipitated by disease states is delineated. The body's mechanisms to compensate for pathophysiologic changes are explored. Prerequisites: BIO 207, 208.
4 semester credits

NUR 322 Healing Modalities II

This course is a continuation of Healing Modalities I. It explores selected traditional and complementary nursing interventions, including diet therapy as healing modalities. Students practice leadership in decision-making to select and implement appropriate modalities to create healing environments in which the Benedictine values of respect and moderation are stressed. Prerequisites: Successful completion of all sophomore level nursing courses.
3 semester credits

NUR 328 Readings and Research in Nursing

This course provides in-depth study of an area not covered in the existing curriculum.
1-4 semester credits

NUR 330 Health Promotion

This course focuses on the holistic, multi-dimensional nature of health promotion across the lifespan including personal, family, and community wellness. Health promotion strategies based on nursing and other theories, principles, and research are applied in diverse practice settings. Appreciation of multiple factors influencing health, wellness, and coalition-building for health promotion/disease/injury prevention are emphasized. Prerequisites: Successful completion of sophomore level nursing courses. 5 semester credits

NUR 332 Health Support

The focus of this course is on the nurse's role in the support of persons/families experiencing life-stage transitions. Students expand their knowledge base, utilizing critical thinking skills, to create healing and therapeutic environments that facilitate optimal function and quality of life. The student supports persons/families to cope, transcend and problem-solve situations related to transitions, illness or chronicity across the lifespan. Prerequisite: NUR 317, 319, 322, 330 6 semester credits

NUR 334 Research

This course is designed to acquaint the student with the research process. Emphasis is on examination of scientific merit and critique of research literature as a foundation for evidenced-based nursing. Ethical dimensions of nursing research are explored. Prerequisite: NUR 308 3 semester credits

NUR 336 Ethics, Law & Policy

This course explores economic, ethical, social, cultural, legal, political, and regulatory environments that influence the practice of nursing and healthcare in the United States and in the global community. Prerequisite: NUR 308 3 semester credits

NUR 338 Health, Promotion and Support

This course focuses on the holistic, multi-dimensional nature of health promotion including individual, family, and community wellness. Theories of life stage transitions and chronicity will guide nursing care of individuals and families. Prerequisites: NUR 228, 248, 306, 317. 8 semester credits

NUR 420 Nursing Leadership and Management

This course enables the student to pursue professional development and competence in the foundational skills in healthcare leadership and management. Content focuses on the art or aesthetics of value-oriented principles of servant leadership, care management, client orientation, coordination of care, outcome orientation, collaboration, delegation, and resource efficiency. Core elements of the care management process, current models, and multiple care manager roles will be explored. Prerequisite: Successful completion of all junior level courses. Co-requisite: NUR 430 4 semester credits

NUR 421 NCLEX Review

Focuses on test-taking strategies, written and computerized exams, and nursing curricular content review. Students master test-taking skills needed for successful completion of the NCLEX-RN Exam. Prerequisite: Successful completion of all senior first semester nursing courses. 1 semester credit

NUR 425I Trauma Care

This course will provide an overview of the ND emergency trauma system, role of diverse trauma team members, kinematics of trauma, and presentation of specific trauma-related injuries. Students will develop beginning skills in: 1) assessment of actual and potential injuries (single and multiple system), 2) principles of early stabilization, and 3) prevention of further complications. Community education for injury prevention will be stressed. Pre or Co-requisites: Junior level course 2 semester credits

NUR 428 Readings and Research in Nursing

This course provides for in-depth study of an area not covered in the existing curriculum. 1-4 semester credits

NUR 430 Health Restoration

Building on the foundation of health promotion and support, students develop therapeutic and healing environments that promote recovery, maximize function, and prevent complications related to acute disease and illness including exacerbations of chronic health conditions. Effective thinking is used to plan restorative interventions and deliver comprehensive healthcare in partnership with persons, families, and the interdisciplinary health care team. Coordination and continuity of care is emphasized in providing healthcare to persons throughout the lifespan. Prerequisite: Successful completion of all junior level courses. 9 semester credits

NUR 432 Management of Critical Health Problems

This course enables students to integrate and apply knowledge of therapeutic health care modalities to persons/families experiencing life-threatening or critical health problems. Principles of care management are reinforced through diverse, acute-care practice opportunities. Effective thinking and communication skills are employed to create supportive/restorative environments for persons/families in crisis. Mind-body-spirit, developmental, cultural, social, economic, and technologic factors are analyzed in relationship to outcomes in critical health situations. Exploration of professional values and ethical issues undergird both the theoretical and practice dimensions of the course. Prerequisite: Successful completion of all first semester senior nursing courses. 8 semester credits

NUR 434 Professional Role Development

This course provides the opportunity to facilitate professional role development and student transition to professional nursing practice. A preceptorship provides an opportunity to refine leadership and management skills, to work collaboratively with healthcare professionals, to synthesize knowledge acquired in previous course work, and to gain self-confidence in problem-solving and decision-making. Prerequisite: Successful completion of all junior level nursing courses. (This course is delivered over five semesters in seminar format beginning second semester of the sophomore year. 3 semester credits

NUR 325, NUR 425 Special offerings in Nursing

1-4 semester credits

NUR 442K Internship: Summer

This course provides the opportunity for the student to apply nursing knowledge skills and abilities learned in the junior year nursing curriculum in provision of nursing care under the direct supervision of a clinical supervisor by the hiring agency. 2 semester credits

NUR 442L Internship: Summer

This course provides the opportunity for the student to apply nursing knowledge skills and abilities learned in the junior year nursing curriculum in provision of nursing care under the direct supervision of a clinical supervisor by the hiring agency. 1 semester credit

■ Department of 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 under-served 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, Catholic, 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 under-served 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 (4½ year option, or 5½ year option)

- The 4½ 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 5½ 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's Degree to Master of Science in Occupational Therapy

- Designed for students who have a Bachelor's degree other than in occupational therapy. This program takes 2½ years to complete and includes 2 years of professional coursework and 24 weeks of Level II fieldwork experiences.

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 2½ 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.

Admission Requirements

Students are required to complete the following:

1. Occupational Therapy pre-requisite courses
 - Composition II [writing course]

- Oral Communication [speech course]
- Fundamentals of Chemistry (with a lab)
- *Anatomy & Physiology I (with lab)
- *Anatomy & Physiology II (with lab)
- General Psychology
- Lifespan Development
- 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 will go into effect. Students must meet all criteria previously outlined and participate in the formal interview process. Rolling admissions are considered until the first day of class in the fall. Applicants will be reviewed based on the time of submission of a completed application.

Course Descriptions

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 in-depth 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 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 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, implement and review), and outcomes. This course will integrate normal development, human health conditions, assessment tools, models of practice and frames of reference into the occupational therapy process
3 semester credits

OTH 560: Therapeutic Use of Self

Students in this course address a unique aspect of service delivery. The focus of coursework is based on the holistic nature of health which is achieved by incorporating physical, mental, emotional and spiritual dimensions of each individual. Students build on their personal insight as a means of developing a value complex essential for delivery of future intervention with individuals, groups and/or populations. Opportunity exists for the student to engage in discussion, projects and field experience as a methodology to personally evaluate appropriate therapeutic use of self.
1 semester credit

OTH 561: OT Process with Orthopedic and Musculoskeletal Conditions: Adult Lifespan

In this course, students develop and integrate knowledge and skills related to the OT Process for persons in the adult lifespan with orthopedic and musculoskeletal conditions such as, amputation, hip fractures, hip replacements, and back pain. Within the context of the Occupational Therapy Practice Framework and frames of reference guiding occupational therapy practice, students apply the occupational therapy process including evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. The course will integrate normal adult development, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process.
2 semester credits

OTH 562: OT Process with Medical Conditions: Adult Lifespan

In this course, students develop and integrate knowledge and skills related to the OT Process for persons in the adult lifespan with medical conditions such as, rheumatoid arthritis, fibromyalgia, cancer, and cardiac dysfunctions. Within the context of the Occupational Therapy Practice Framework and frames of reference guiding occupational therapy practice, students apply the occupational therapy process including evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. The course will integrate normal adult development, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process.
3 semester credits

OTH 565: Statistics

Effective occupational therapists, teachers, and administrators must have a basic understanding of the application of statistical concepts and procedures utilized in conducting research. Students develop an understanding of descriptive and inferential statistics for the purpose of statistically analyzing and interpreting research findings.
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

Elective Courses: Students must take one course (2 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 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 under served through an international experience. 2 semester credits

■ Department of Physical Therapy

FACULTY: Allen, Dockter (Department Chair), Eckert (Director of Clinical Education), Lundeen, Parker (Director of Research), Roller, Schulte, Taylor.

Program Overview

The Doctor of Physical Therapy degree is designed to prepare autonomous practitioners for the profession of physical therapy. University of Mary students are required to complete a bachelors degree or a minimum of 92 credits and a minor in a diverse undergraduate curriculum prior to admission into the 32-month professional phase of the program. Transfer students must complete a bachelors degree, along with the prerequisites, prior to admission into the program. The professional curriculum consists of unique experiences

provided within a supportive health care community including an optional service-learning experience In Guatemala in collaboration with the GOD's Child project. 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 22 hours per week in class with additional hours spent on related projects. Eight week clinical education experiences are placed after the first and second years, as well as two additional experiences in the spring semester of the third year. Students also manage and practice, under faculty guidance, a pro bono clinic on campus. Seven full-time faculty are assisted by adjunct and part-time faculty, including physical therapists and physicians.

Outcomes

Graduates of the Doctor of Physical Therapy curriculum will have the ability to perform as entry-level physical therapists in a variety of roles and practice settings. Specifically, the intended outcomes are:

- Practice in a safe, legal and ethical manner.
- Utilize evidenced-based examination and intervention to manage patient and client conditions.
- Practice autonomously while recognizing when a problem or need is outside the scope of physical therapy practice.
- Effectively communicate in verbal, non-verbal, written and electronic formats.
- Incorporate an understanding of individual and cultural differences in practice, servant leadership, education, and scholarly inquiry.
- Educate others using a variety of teaching methods commensurate with learner characteristics.
- Demonstrate critical inquiry and clinical decision making in the evidenced 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 to 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 has an “accredited” status through the Commission on Physical Therapist Education (CAPTE). The next review date is 2012. The North Central Association of Colleges and Schools (NCA) has accredited the University to offer the DPT.

Mission of the Program in Physical Therapy

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

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 mid-January of the year prior to the August start date. Interviews are conducted in mid-March.

The following are the course prerequisites and minimum criteria for admission to the Doctor of Physical Therapy professional program.

Core Requirements

- Human Anatomy and Physiology I
- Human Anatomy and Physiology II
- Lifespan Development
- Abnormal Psychology
- Fundamentals of Chemistry or
- General Inorganic Chemistry I
- Introduction to Organic & Biochemistry or
- General Inorganic Chemistry II
- Introduction to Physics
- Intermediate Physics
- 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 701-355-8235 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 (3) retakes in the core requirements will be considered.
- Ninety-two (92) semester credits from an accredited college. No more than 64 of the 92 semester credits may be transferred from a two-year institution.
- Eight (8) semester credits in the 300–400 level. If candidates do not hold a bachelor's degree, they must have completed a minor and 92 credits of undergraduate study including core and other requirements. Transfer students must have a bachelors degree prior to admission into the professional program.

Clinical Observation or Work Experience Requirement

The candidate must complete 40 hours of volunteer or paid experience required with a licensed and practicing physical therapist in more than area of clinical practice. The clinical experience hours must have taken place within two years of the application date. For each clinical experience, the student and the supervising physical therapist complete a Clinical Experience Form. These forms are available on the PTCAS.

Rolling Admissions

If the class number doesn't reach the limit of 30, rolling admissions comes into effect. Students must meet all criteria previously outlined and participate in the 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

The program uses a variety of teaching methods including lectures and discussion, laboratory practice seminars, student presentation and conferences. Competency and proficiency are determined by written, oral and practical examinations, class presentations, and projects.

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.

■ Radiologic Technology Program

Program Advisors: Gwen Niksic,
Richard Cleary, Roger Haug

Radiologic Technology offers a four-year program leading to a Bachelor of Science or Bachelor of Arts degree.

The two years of campus preparation for the Bachelor of Science degree include courses in biology, chemistry, physics, mathematics, and psychology as well as courses to fulfill competence requirements. Following the campus preparation, the student applies

for admission to a hospital school for an internship. The 24-month clinical internship may be taken at St. Alexius School of Radiologic Technology or Medcenter One Health Systems in Bismarck; Trinity Hospital School of Radiologic Technology, Minot; Rapid City Regional Hospital; Mayo School of Health-Related Sciences, Rochester, MN or at any other accredited school. A total of 60 semester credits will be granted for courses taken during the internship. Upon completion of the internship, the student is eligible to take the AART Radiographer's Registry Examination to become certified as a Registered Radiologic Technologist/Radiographer.

All students, including transfer students, must take at least 32 semester credits on campus; 16 of these are to be in math/science. Credit received for the clinical internship does not satisfy this requirement.

Students are responsible for providing transportation to and from all clinical internship assignments and for personal living expenses throughout the clinical internship, regardless of location.

Sequence in Radiologic Technology - B.S. degree:

BIO 101, 207, 208, 209; CHE 109; MAT 103; PHY 203, 304; PSY 201; RDT 201, 202, 300, 301, 302, 400
RDT 201 Clinical Internship Radiologic Technology I
12 semester credits
RDT 202 Clinical Internship Radiologic Technology II
12 semester credits
RDT 300 Clinical Internship Radiologic Technology III
6 semester credits
RDT 301 Clinical Internship Radiologic Technology IV
12 semester credits
RDT 302 Clinical Internship Radiologic Technology V
12 semester credits
RDT 400 Clinical Internship Radiologic Technology VI
6 semester credits

■ Department of Respiratory Therapy

Program Faculty: Dr. Will Beachey (Department Chair), Dr. Elizabeth Hughes, Christine Sperle

Respiratory Therapy is a four-year baccalaureate degree program which consists of two years of pre-professional college preparation (freshman and sophomore years) followed by two-years of professional preparation (junior and senior years). The Bachelor of Science (B.S.) degree is granted to students who successfully fulfill University of Mary Respiratory Therapy Program requirements. The Respiratory Therapy Program is fully accredited by the Commission on Accreditation for Respiratory Care (CoARC), 1248 Harwood Road Bedford, Texas 76021-4244, telephone (817) 283-2835.

Mission

To prepare students to become competent registered respiratory therapists who think critically; engage in evidence-based practice; function as expert resources to physicians and other healthcare professionals; assume leadership roles; and interact respectfully and compassionately with others, regardless of cultural background, values, and lifestyles.

Respiratory Therapy Pre-Med Track

This option allows students to take all courses required for admission to most medical schools while completing requirements for the B.S. degree in Respiratory Therapy. After completing the degree, graduates may, at their option, apply for admission to medical school; if accepted, they may decide to work as a respiratory therapist before and during medical school. Regardless of medical school admission status, graduates have a marketable professional credential in healthcare.

Respiratory Therapy Program

The pre-professional liberal arts curriculum includes biology, chemistry, math, physics, humanities, social-behavioral sciences, and philosophy/theology requirements.

The professional program is located at St. Alexius Medical Center in Bismarck (faculty offices, laboratory, classroom and clinical facilities), and is co-sponsored by the University of Mary and St. Alexius Medical Center. The curriculum consists of classroom, laboratory and clinical practicum courses, including over 1100 hours of supervised experience in direct patient interaction.

Admission

To qualify for admission consideration, students must complete all math/science pre-professional requirements with a minimum grade of "C" in each course and an overall math/science grade point average of 2.5 or higher. In addition, the overall University grade point average must be a minimum of 2.5. Students who successfully complete these pre-professional requirements are eligible to apply for admission to the professional Respiratory Therapy Program. Completion of pre-professional requirements does not guarantee admission to the professional program; separate application must be made to the School of Respiratory Therapy. Personal interviews, academic performance, and letters of reference are used in the admission process. For equally qualified applicants, admission preference will be given to eligible students completing their pre-professional work at University of Mary. The professional program application deadline is

February 15 of the sophomore year for admission to the fall semester of the same year. Prospective applicants should make an appointment with the respiratory therapy department chair (701-530-7757; wbeachey@primecare.org) to tour the St. Alexius Medical Center and learn more about the responsibilities and duties of respiratory therapists. Application forms can be obtained from the university respiratory therapy advisor, or they may be accessed online under the School of Health Sciences, Respiratory Therapy Program from the University of Mary web site.

Rolling Admissions: If the class number does not reach its maximum capacity by the application deadline, a rolling admissions policy will be followed. Students must meet all criteria previously outlined and participate in the formal interview process. Rolling admissions are considered until the first day of class in the fall. Applicants will be reviewed based on the time of submissions of a completed application.

Students who complete the accredited professional program and all degree requirements are eligible to take the credentialing examinations administered by the National Board for Respiratory Care (NBRC) leading to the Registered Respiratory Therapist (RRT) credential. Licensure requirements in the state of North Dakota (and in all other states) are also met by successful completion of the NBRC examinations.

The Profession

Respiratory therapists are essential members of the modern healthcare team and work in collaboration with physicians and other health professionals in adult and newborn intensive care units, hospital emergency rooms, outpatient rehabilitation clinics, sleep-related breathing disorders clinics, and in the home. Program graduates are prepared to assess patients, develop a plan of care, implement therapy, evaluate its effectiveness and modify treatment as appropriate. Patients include critically or chronically ill individuals suffering from a variety of respiratory and cardiac problems. In addition to treatment, therapists perform various complex diagnostic and monitoring procedures to assist the physician in devising an appropriate care strategy. In the home, outpatient and community settings, respiratory therapists provide education to patients and families in the day-to-day self-management of chronic respiratory conditions such as asthma and chronic obstructive pulmonary disease (COPD); tobacco cessation is an important aspect of these educational efforts.

Program Outcomes

Upon graduation from the respiratory therapy program, students will be able to:

- Demonstrate knowledge of the physiological bases for all therapeutic interventions and diagnostic procedures in all areas of respiratory therapy practice
- Demonstrate proficiency in implementing all respiratory therapy treatment and diagnostic procedures
- Demonstrate proficiency in interpreting physical exam findings, cardiopulmonary monitoring data, laboratory data, and diagnostic imaging information
- Demonstrate problem solving and critical thinking skills as consultants to physicians and other healthcare personnel in developing cardiopulmonary care strategies
- Demonstrate proficiency in establishing an evidence base for best practice through research and the critique and interpretation of the professional scientific literature
- Demonstrate knowledge of the ethical obligations and responsibilities of healthcare professionals and institutions
- Demonstrate knowledge of the legal, social and economic environments in which the healthcare institutions function
- Demonstrate effective cross-cultural and interdisciplinary human interaction skills in the healthcare setting and the broader community
- Demonstrate knowledge of current issues and trends in healthcare, including public policy, access and reimbursement issues
- Demonstrate proficiency in oral and written communication
- Educate patients and the general public in matters of cardiopulmonary health and chronic disease management
- Demonstrate leadership abilities as a member of the healthcare team.

Transfer Students

Transfer students completing respiratory therapy program prerequisites at other regionally accredited colleges and universities are welcome to apply to the respiratory therapy program; professional courses in the respiratory therapy curriculum fulfill the University of Mary's residency requirement for the baccalaureate

degree. Transfer students must also meet the University of Mary's liberal arts graduation requirements for the Bachelor of Science degree. Academic advising for transfer students occurs through the Office of Admission at 701-355-8235 or jweltz@umary.edu.

Graduates prepared by CoARC-accredited associate degree therapist-level programs may pursue the Bachelor of Science degree in Respiratory Therapy at the University of Mary if they meet the following requirements; they must:

1. Hold at least the Certified Respiratory Therapy Technician (CRT) credential and be eligible to take the registered respiratory therapist (RRT) examinations. A notarized copy of the CRT certificate must be submitted to the Professional Therapy Program. Those who hold the RRT credential should submit a notarized copy of the RRT certificate.
2. Apply for admission to both the University of Mary and the School of Respiratory Therapy.
3. Submit all Respiratory Therapy course descriptions (and, if required, course syllabi) from their former programs to the Professional Respiratory Therapy Program.
4. Interview with the Respiratory Therapy Program Admission Committee.

Respiratory Therapy Essential Functional Requirements

In addition to admission criteria, qualified applicants are expected to meet essential functional requirements of the respiratory therapy profession. Students requesting reasonable accommodation to meet these requirements must inform the Program Director in writing of the need for such accommodations at the time of application. Essential functional requirements include cognitive, motor and behavioral abilities.

Respiratory therapy students must be able to: move quickly in confined spaces; sit and stand while maintaining balance; stand in-place for prolonged periods; reach above the shoulders and below the waist; twist, stoop, squat; climb stairs; walk rapidly (emergency situations); precisely manipulate small instruments and pieces of equipment; squeeze forcefully with hands; write with a pen; key information into a computer; lift and carry 30 pounds; have sufficient physical strength and mobility to perform cardiopulmonary resuscitation; hear, see, feel with fingers, smell; distinguish colors; read, write and comprehend English; interpret written information; identify cause and effect relationships;

add, subtract, multiply and divide; tell and measure time; orally communicate and interact with others; speak on the telephone; establish rapport with others (patients, coworkers); establish appropriate emotional and interpersonal boundaries; maintain effectiveness under stress and strong emotions.

Major in Respiratory Therapy:

ANT 171, BIO 207, 208, 209; CHE 109, 110; COM 110; ENG 121; MAT 103; NUR 317; THE 382 or PHI 482; PHY 203; PSY 201; RTH 301, 305, 307, 320, 335, 411, 416, 418, 420, 422, 426, 427, 428, 430, 436, 438, 441, 450 and 452

Major in Respiratory Therapy with Pre-Med Track: In addition to (or in place of) the course in the Respiratory Therapy major:

BIO 103; CHE 111, 112 (to replace the CHE 109, 110 sequence), CHE 217, 318 (CHE 310 is recommended); PHY 304.

Students may choose from among several electives to complete requirements for the Bachelor of Science degree.

Respiratory Therapy Professional Courses

RTH 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

RTH 305 Basic Procedures

This course emphasizes the theory and practice of current respiratory care modalities including basic monitoring and testing techniques. Topics include infection control; aerosol and humidity therapy; medical gas therapy; cardiopulmonary pharmacology; physical assessment; volume expansion and bronchial hygiene therapy; airway management; and arterial blood gasses. 6 semester credits

RTH 307 Basic Procedures Laboratory

Laboratory practice in the basic respiratory care modalities, and the testing and monitoring procedures covered in RTH 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

RTH 320 Clinical Practicum I

Supervised clinical experience in the therapeutic modalities and procedures covered in RTH 205 and 207. Proficiency in each area is required to progress in the program. Meets 16 hours per week, 2 days per week. 3 semester credits

RTH 335 Clinical Cardiopulmonary Physiology

Concepts in pulmonary, cardiovascular and renal physiology, situated in a clinical context. Physiological mechanisms underlying the beneficial effects of treatment and the application of technology are explained. Compensatory mechanisms and the interdependent function of the cardiopulmonary and renal systems are covered. The course emphasizes the understanding of theory in the context of physiological data interpretation. Relevance to clinical practice is emphasized. Prerequisite: BIO 207-208 or equivalent. 6 semester credits

RTH 411 Respiratory Care in Alternate Sites

This course covers respiratory care in the outpatient, long-term care, and home-care settings. Patient populations addressed range from infants to elderly. Topics include discharge planning, psychosocial implications of chronic pulmonary disease, disease management, pulmonary rehabilitation, reimbursement issues, and patient education. Communication and physical assessment skills are emphasized. Prerequisite: RTH 335; 426; 427. 2 semester credits

RTH 416 Pediatric/Neonatal Respiratory Care

This course focuses on respiratory care practice unique to pediatric and newborn populations. Topics covered include developmental anatomy and physiology, congenital anomalies and problems of prematurity that affect cardiopulmonary function, diagnosis, pathophysiology and treatment of cardiopulmonary diseases, newborn intensive care, mechanical ventilation and physiologic monitoring. Unique aspects of neonatal mechanical ventilators are covered in a laboratory setting. 3 semester credits

RTH 418 Department Leadership

An overview of leadership focusing on the traits every leader should develop, and the impact leadership can have on your profession. Career development is also discussed, concentrating on job searching and interviewing skills. Prerequisites: successful completion of all previous RTH requirements. 2 semester credits

RTH 420 Professional Seminar

This course contains three components: (1) Identification of student learning needs and general review in preparation for comprehensive program and credentialing examinations; (2) complete and discuss sample credentialing exams; (3) medical ethical issues. Students will research areas of learning needs. Sample credentialing examinations and clinical simulation computer software are used for comprehensive review. Prerequisites: enrollment in the final semester of the Respiratory Therapy Program. 2 semester credits

RTH 422 Clinical Cardiopulmonary Assessment

This course emphasizes the integration of physical findings, the patient interview, the medical record, and diagnostic testing data in the assessment of cardiopulmonary status. Development of an assessment based respiratory care plan and its systematic evaluation is a major focus. Diagnostic testing areas include basic laboratory and electrocardiogram interpretation, advanced pulmonary function testing and chest x-ray interpretation. Case studies are used. 5 semester credits

RTH 426 Human Diseases I

A study of the diagnosis, treatment and management of cardiopulmonary disorders in the adult. Emphasis is placed on understanding the essential mechanisms of disordered function and the rationale for therapeutic intervention.

Prerequisites: RTH 205; 207; 335; or instructor's consent.
4 semester credits

RTH 427 Human Diseases II

A study of the pathophysiology, diagnosis, treatment and management of various diseases in the adult. Disorders covered include renal, genetic, endocrine, neurological, hematological, gastrointestinal, musculoskeletal, and liver diseases. Essential mechanisms of disordered physiological function and rationale for therapy are emphasized. Prerequisites: RTH 205; 207; 335; 426; or instructor's consent.

2 semester credits

RTH 428 Respiratory Care Specialty

This clinical specialty course allows students to improve technical proficiency, increase professional competency, and enrich knowledge in areas of personal interest. Students submit written proposals outlining learning goals and objectives methods for achieving goals and the means for measuring their achievement. Proposals must meet faculty approval. The course involves a minimum of eight hours per day, five days per week (320 hours) over the last eight weeks of the senior year. Prerequisites: completion of all previous program clinical requirements.

8 semester credits

RTH 430 Clinical Practicum II

Supervised clinical experience in the therapeutic modalities and procedures cover in RTH 436 and 438 (adult critical care and pulmonary function). Proficiency in each area is required to progress in the program. Participation in the American Lung Association's Asthma Camp is required. Meets in the summer session 40 hours per week for 6 weeks. Prerequisite: RTH 436; 438.

5 semester credits

RTH 436 Critical Respiratory Care

This course focuses on managing and monitoring mechanically assisted ventilation in the adult in the intensive care setting. Areas of discussion include: (1) physiological criteria for initiating mechanical ventilator assistance, (2) beneficial and adverse effects of mechanical ventilator assistance in various pathologies, (3) implementing, managing and physiologically monitoring mechanical ventilator assistance, and (4) general operating principles and capabilities of mechanical ventilators. Emphasis is placed on using physical assessment skills and various physiological monitoring data to guide the management of the critically ill patient. Prerequisites: RTH 335 or instructor's consent.

5 semester credits

RTH 438 Ventilator/Critical Care Laboratory

Laboratory practice in the operation, testing, and troubleshooting of mechanical ventilators, noninvasive monitoring equipment, continuous positive airway pressure systems, hemodynamic monitoring equipment, and chest drainage systems. Skill proficiency tests are conducted to prepare students for critical care clinical experiences. Prerequisites: RTH 207 and concurrent enrollment in RTH 436.

1 semester credit

RTH 441 Clinical Practicum III

Supervised clinical experience in adult intensive care, pediatric intensive care, neonatal intensive care, hemodynamic monitoring, cardiology, pulmonary reconditioning, home respirator care and medical rounds with the program medical director are included. Meets 40 hours per week, 5 days per week for eight weeks. Prerequisites: RTH 436; 416; 429; 411.

8 semester credits

RTH 450 Research in Respiratory Care

The importance of research to the field of respiratory care and basic tools for implementing and critically evaluating research efforts. Areas covered include current research trends in respiratory care, sampling and research design, statistical tools, critical review of the literature, analysis and communication of research results.

A research paper is part of the course requirement. Prerequisite: Enrollment in the final semester of the professional program.

2 semester credits

RTH 452 Health Promotion

This course examines the increasing redirection of health care resources from disease identification and treatment to disease prevention and health enhancement. The premise is that health care professionals have a responsibility to influence people to make healthful lifestyle decisions, and to help build cultures supportive of healthful living. Students are introduced to strategies for promoting health both professionally and personally. Prerequisite: Enrollment in final semester of the professional program.

2 semester credits

Harold Schafer

Emerging Leaders Academy Program

Mission

To identify and develop servant leaders of moral courage.

Vision

The Emerging Leaders Academy will recruit and retain high performing candidates and the graduates of these programs will be highly sought after by employers because of their exemplary writing, speaking, critical thinking, and professional skills.

Program Description

The Emerging Leaders Academy is a leadership development program that is designed for highly-motivated, capable students who are interested in becoming future professional leaders. Students in the Gary Tharaldson School of Business, the School of Education and Behavioral Sciences, the School of Health Sciences and the School of Arts and Sciences will be introduced to the Academy during their freshman year. Interested students will then make application to The Emerging Leaders Academy that officially begins during the fall semester of the sophomore year and continues each semester through the end of the junior year. Select students will be chosen by each school for admission into the Senior Emerging Leaders Academy capstone experience.

As members of the Emerging Leaders Academy, students will develop higher level leadership skills through hands-on projects and experiences that network them with the region's top leaders. Mentorships and internships enhance students' professional development and open the door to future employment or graduate school recommendation. Each year, students who prove their passion and motivation for leadership will be selected to move forward in the program. Only a very select few students will enter the unique, individualized senior capstone experience where they will design a leadership experience that meets their individual professional and leadership needs.

Admission to the Emerging Leaders Academy

All Freshmen students will enroll in the introductory Emerging Leaders Academy class. Those choosing to further their leadership development will make formal application to the Emerging Leaders Academy that officially begins in the fall of their sophomore class. Each school has an application process for the Academy at the sophomore and junior level. Prospective students may also qualify for Emerging Leaders Academy early acceptance program if they have a 3.25 cumulative grade point average or a 24 ACT composite score and successfully complete an essay and interview. Early acceptance allows these students to enter the Emerging Leaders Academy as sophomores assuming successful progress during the freshman year. Transfer students may also enter the Emerging Leaders Academy upon enrollment at the University of Mary.

Course Descriptions

HSL 110 Are You a Leader?

This course is designed for students to explore the many aspects of servant leadership and develop professional behaviors.
1 semester credit

HSL 120 Principles, Values and Ethics

This course is designed for students to gain insight into their own beliefs, clarify factors that shape values, and identify and appreciate beliefs of others to provide a foundation for shaping principles and values in a business setting.
1 semester credit

HSL 210 Business Teams and Systems

This course utilizes insights gained in HSL 120 as a foundation to learn how to enhance customer, employee, and vendor relations.
1 semester credit

HSL 220 Leadership and Management

This course is designed to help Emerging Leaders Academy students in business begin understanding the specific roles of leadership and management within the business.
1 semester credit

HSL 310 Entrepreneurship

Students will understand the defining characteristics of an entrepreneur and the role of innovation in today's organizations. Through specific projects, students will be able to analyze different situations and possibilities, opportunities, limitations, and risks while trying to develop entrepreneurial skills in small-sized, medium-sized, nonprofit and for-profit business settings
1 semester credit

HSL 320 Effective Critical Thinking

This course is designed to expose Emerging Leaders Academy students in business to strategic planning strategies and experiences that enhance the planning process.
1 semester credit

HSL 410 Exhibiting the Leader Within You

Students will articulate their own personal definition of leadership. Students will have the opportunity to work with a mentor to help them develop, complete, and evaluate their personal definition of leadership. Students will complete a personal marketing portfolio in written and electronic forms (CD-ROM) to be used as the student pursues professional employment or graduate school admission.
1 semester credit

Academic Life

Calendar

The University of Mary operates on a 4-4-1 calendar which divides the academic year into fall and spring semesters of 16 weeks each and an optional Summer Term. During a semester, the student generally enrolls in a program of four courses, each carrying four semester hours of credit. Such a program provides time for the student to pursue a subject in-depth. During Summer Term, the student may enroll in a liberal arts course, engage in independent study, travel, or complete specialty areas in the major. Summer sessions may also be part of the student's educational life. Two four-week sessions provide opportunities for students to accelerate or enrich their degree programs.

Credit

Credit for academic work is based on a semester system. One semester hour of credit is given for the satisfactory completion of 15 classroom periods of 50 minutes each. In laboratory work, field, or clinical experience, a block of two to five class hours is equated to a lecture period. An average of 16 credit hours is to be earned each semester if a student is to complete his or her work in eight semesters.

Audit

Students may, with the instructor's consent, register for a course on an audit or non-credit basis. The instructor has no obligation to evaluate the performance of auditors nor will a grade be given to auditing students. Policies for auditing courses are on file in the Registrar's Office.

Non-Classroom Opportunities for Credit

For enrichment or advancement, students may, with the advice of their academic advisor, pursue any of the following means of attaining academic credit outside the classroom setting:

Advanced Placement Examination

Students who receive a grade of three or higher on the Advanced Placement Tests of the College Entrance Examination Board (CEEB) receive appropriate university credit. Usually three semester hours of transfer credit are awarded for each examination. A grade of four or higher is needed on English and Biology tests.

College Level Examination Program

The College Level Examination Program (CLEP) has been established to enable students to earn college transfer credit by examination. In some divisions an essay is also required. For additional information or to schedule an examination contact Career and Testing Services at 701-355-8050.

Challenge Examination

In academic areas for which CLEP tests are not available, a student may petition to challenge a course listed in the bulletin. To do so, the student obtains the Request for Credit Through Challenge form from the Office of the Registrar. The student is required to complete the request form and requests approval through the dean of the school responsible for the course. Once authorized, the student must submit the form to the director of student accounts and pay the challenge fee. The director of student accounts retains one copy of the form. The student must present the second copy of the request form to the authorizing dean or the supervising faculty member who will administer the test or evaluate the paper.

After the student has completed the test or the paper the instructor evaluates the paper or test, affixes the grade to the lower portion of the request form, signs the form, and submits the form to the Office of the Registrar. The registrar records the grade.

Independent Study

It is possible for sophomores, juniors, seniors, and older-than-average students who have the necessary prerequisites and meet accepted standards to pursue courses through independent study. A minimum grade point average of 2.0 is required for a student to be eligible for independent study. The 328-428 course numbers in each division are provided for in-depth study of a special interest and of areas not covered in the existing curriculum. Standard elective and required courses which are difficult for the student to access at regularly-scheduled times may also be available. A course for which a student has received a grade of "F" may not be repeated as an independent study. Tuition for an independent study is the same as that for a regular course.

A student wishing to pursue a course by independent study:

1. Confers with his/her advisor about the advisability of such pursuit
2. Obtains the Independent Study Form from the Office of the Registrar
3. Obtains the signature of his/her advisor indicating advisor approval of the independent study
4. Secures the sponsorship of an appropriate faculty member, visits with this faculty sponsor to outline course objectives, content, and requirements and to schedule meeting times and determine the final completion date
5. Makes payment for the course in the Office of Student Accounts. Part-time students and students for whom this course constitutes an overload will pay additional tuition for this course.
6. Returns the completed Independent Study Form to the Office of the Registrar. To drop an independent study course, a student must complete a change in registration form (including necessary signatures) and submit it to the Office of the Registrar.

College by Video Courses

Students may further their academic program by enrolling in College by Video offerings. These courses are identified in the semester schedule with a "T" following the course number. Credits earned are considered University of Mary resident credits. Semester listings are available.

Credit for Prior Learning

Students with three or more years of work experience may receive credit for learning attained outside of the academic setting through the University's Prior Learning Program. Details of this program are contained in the Special Programs section of this bulletin.

Transfer of Credit

The Office of the Registrar evaluates transcripts and records transfer credits. The names of the transfer institutions accompany the courses and corresponding grades on the University of Mary transcript. Any preliminary reviews by other personnel are unofficial and not binding, and subject to change. Acceptance of transfer courses and the award of University transfer credit shall not express or imply that all transfer credit will be fully applicable toward degree requirements in particular programs of study at the University of Mary.

The University of Mary accepts credits earned at institutions accredited by agencies recognized by the US Department of Education for the level of credit awarded provided that such credits have been earned through university-level courses appropriate to the student's degree program at the University of Mary. Credits from foreign or professional schools will be evaluated on a case-by-case basis by the Office of the Registrar in consultation with the Office of Academic Affairs and/or the Academic Dean responsible for the student's declared program of study.

Students are not at liberty to selectively transfer courses. Transfer credit is only granted for courses in which a grade of "C-" or better was earned, except where an articulation agreement exists between the credit awarding institution and the University of Mary. Remedial or developmental courses are not considered college-level and do not transfer. No more than 64 semester credits may be transferred from a two-year institution.

The following are examples of exam-generated credits that may be considered for transfer. Other exam-generated credits may also be considered.

- Advanced Placement (AP)
- CLEP
- Prior Learning
- Challenged
- Discipline Specific

Prior Associate or Baccalaureate Degrees

If a transfer student seeking a B.A., B.S., B.A.N., B.S.N., or B.U.S., comes to the University of Mary with an Associate's Degree, or a Bachelor's degree (seeking another major) from an accredited college/university and that degree includes a minimum of 52 liberal arts credits, the University would accept their degree as meeting the University core. If their program did not include an ethics and theology, those two courses would be required. Students who have completed or been exempted from the liberal education requirements are not exempt from specific course requirements for their majors, even if those courses may be used to satisfy liberal education requirements at the University of Mary.

Registration

In preparation for early registration, a schedule of classes will be published with the time, place of meeting, and instructor for the course. The same schedule of classes can be found on the University of Mary Web

site by linking to the Campus Web. The University is not bound to offer any elective course for which there is insufficient registration and reserves the right to withdraw any course described in this bulletin.

Opportunities are provided during each semester for students to register early for the following term. Early registration forms are approved and signed by the student's advisor. The student may then register on-line or through the traditional method. Students should take note that financial holds or lack of prerequisites may block on-line registration. Incoming freshmen are encouraged to meet with an advisor for early registration on one of the days scheduled for this purpose prior to the beginning of the next academic term.

Transfer students and freshmen who do not attend the early spring registration may register by making an appointment with the Office of Admissions.

Registration is not complete or official until fees are paid or arrangements for payment are made in the Office of Student Accounts during fee payment week.

Students who are enrolled at the University of Mary but wish to take required courses elsewhere must seek prior approval for their applicability and acceptance as divisional requirements. Requests for approval are made through the respective chairperson and the registrar.

Changes of Schedule

Students who add or drop classes may need to repay some or all of the financial aid funds received. Classes must be added or dropped prior to the last day to add/drop classes for adjustments to be considered. Courses dropped after the add/drop date will be charged in full. Depending on a student's program and number of credits enrolled in, adjustments to tuition &/or fees may/may not occur. Adjustments will be determined based on the documentation submitted by the Office of the Registrar. Students who add or drop classes must follow the official procedure as set forth by the Office of the Registrar. Failure to do so may result in the student owing all or part of the tuition/fees charged.

Once a student's class schedule has been approved, changes are to be submitted on a drop/add form available in the Office of the Registrar. First-semester freshmen need the approval of their advisor. No courses may be added after the eighth instructional day of class without the approval of the instructor. A \$50 per course late fee may be assessed if a course is added after the eighth instructional day. Courses will not be recorded on the academic record if the class is dropped by the eighth instructional day of the term. Students may withdraw from a class anytime during an academic session up

to the Friday one week before final test week provided they follow the drop/add procedures. Since credit is not received, the student's grade point average is not affected. A student who withdraws from a course before two weeks after mid-term will have the course recorded on the permanent transcript with a grade of "W" and will be charged for that course on a pro-rated basis.

A student who elects to withdraw from a course after this period will receive a grade of "WP" or "WF" as determined by the instructor.

Withdrawal from the University

Withdrawal from the University during the school year becomes official when the student has an exit interview, which is initiated by the Vice President for Student Development, after consulting with the student's academic advisor, and after official written notification to the Registrar's Office. Students living on campus must check out with the Residence Director. The Office of Financial Assistance is to be contacted by students receiving assistance. To obtain a re-fund on tuition or other fees, students will follow the policy described under Refund Policy.

Deployment Policy

A student who is called to active military duty should 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 semester has elapsed, the student will receive a full refund of tuition and fees without credit or grades being posted. A grade of "W" will be recorded on the student's transcript.

If the student withdraws after 75 percent of the semester has elapsed, the student will receive full credit with grades earned at the time of withdrawal. If a course relies on a final project and/or examination to determine satisfactory performance, no credit will be granted until all required work is completed.

Students taking online courses may continue to be enrolled in those classes if it is possible and Internet is accessible.

Students wanting to complete their courses via independent study may do so with the consent of the instructor(s).

Students living in residence halls and / or with a meal contract will be refunded all remaining room and board costs.

The University will comply with the HEROES Act of 2003 to ensure that service members who are receiving federal student aid are not adversely affected because of their military status.

Class Attendance

Policy for class attendance is determined by individual faculty members. The policy regarding absences may vary from instructor to instructor. It is the responsibility of the student to be familiar with the policy of each of their instructors. The student is responsible to contact the instructor as soon as it is possible to discuss possible arrangements for making up any course work that has been missed for cases involving school sanctioned absences, serious illness, hospitalization, or other serious circumstances.

A student is responsible for any work missed and may be dropped from a class because of excessive absences upon request of the instructor and the approval of the Vice President for Academic Affairs.

Final Examination

In the last week of the semester or term, final examinations are given at the times indicated on the published schedule. Students should arrange to complete exams during the published times. Students with three examinations on one day may request to take the last scheduled examination on another day. Such a request to reschedule must be presented to the instructor one week prior to the test day. The instructor will make arrangements for the student to be tested on another day.

Student Classification

Regular students are those who have been admitted with the expectation of becoming candidates for graduation. Special students are those who have been admitted for special programs in non-degree status. The classification of regular students is based on progress toward graduation as follows:

Class standing granted	Number of semester hours satisfactorily completed
Sophomore	30
Junior	60
Senior	90

Grades

Grades awarded at the University of Mary are A,B,C,D (with + or -), or F. Courses with a grade of "F" do not count toward graduation.

An incomplete (I) grade, given at the discretion of the instructor, if not changed within the first three weeks of the next academic session, converts to a grade of "F" unless an extension is granted in writing by the instructor.

For internships, practicums, performance ensembles, workshops, and activities courses, the option of pass/fail grading is available. All grades are recorded on the student's official transcript.

When a course is repeated, both courses are entered on the transcript, but only the most recent course will be counted toward the degree and the grade point average.

A student earns honor points for each semester hour according to the value of the grade received. The grade point average is computed by dividing the honor points earned by the credit hours.

Final grades and points are assigned as follows:

A	Outstanding performance	4.0 points
A-		3.7 points
B+		3.3 points
B	More than satisfactory performance	3.0 points
B-		2.7 points
C+		2.3 points
C	Satisfactory performance	2.0 points
C-		1.7 points
D+		1.3 points
D	Passing, but less than satisfactory performance	1.0 points
D-		.7 points
F	Unsatisfactory	0 points
W	Withdrew, no status	0 points
WF	Withdrew, failing	0 points
WP	Withdrew, passing	0 points
I	Incomplete	0 points
P	Passing	0 points

Grade Reports

At the close of each semester, May Term, and summer sessions, final grades are recorded on students' permanent records. Students may view their final semester grade on their personal home page on the University of Mary web site.

Instructors inform students of their mid-semester grades as an indication of their progress. Mid-semester grades for deficiencies are distributed to the student's advisor but do not appear on the student's permanent transcript.

At Mid-Semester the instructor submits grades online, using the university's learning management system (LMS). At the end of the semester or term the instructor submits grades online. Students and advisors access grades online. The Office of the Registrar records the grades. Students and advisors access online.

Incompletes are to be removed within three weeks of the next term. If extenuating circumstances warrant it, the instructor with the approval of the school dean may grant an extension. If the incomplete is not removed, the grade reverts to a failure.

Grades will be made available to students via the <http://my.umary.edu> website by using their ID numbers and pass-words. Grades will be mailed to parents upon receipt of request from the student. Such requests must be made in writing to the Office of the Registrar. Parents or legal guardians may also obtain their child's educational records if they establish that the student is a financial dependent as defined in section 152 of the Internal Revenue Code of 1986. A student is considered "financially dependent" if either parent or your legal guardian claimed you as a dependent upon their most recent federal income tax return. The Office of the Registrar requires that the parent(s) or legal guardian provide a copy of the filed federal tax return before it releases the information.

Transcripts

Transcripts are certified copies of the student's permanent record and show academic status at the time of issuance. Transcripts will be issued only if authorized in writing by the student and the student should be advised that 3-5 business days are needed for transcript transactions. Transcripts will be withheld if a student or graduate has not met financial obligations at the University. Request forms can be downloaded from the University of Mary website.

Academic Honors

At the end of fall and spring semesters, undergraduate students are placed on the Academic Honor Roll if they achieve a term grade point average of 3.5 or above on a minimum of 12 semester hours (full-time status) with letter point grades. If the student is involved in any course that awards a pass/fail grade, honors distinction will be determined by completion of at least 12 semester hours (full-time status), a grade point average of 3.5 or higher on any courses with letter point grades and a grade of pass on any pass/fail courses. The undergraduate student must not have a grade of "I", "WIP", or "SC" in any course at the time Academic

Honors are determined. If an undergraduate student completes any graduate course with a grade of "B-" or better during the same term, those hours will be counted toward full-time status. Graduate letter point grades will NOT be counted toward the undergraduate grade point average when determining academic honors.

Academic honors at commencement are awarded to graduates who have earned an undergraduate cumulative grade point average of 3.5-3.74 (Cum Laude), 3.75-3.89 (Magna Cum Laude), 3.9-4.0 (Summa Cum Laude).

For transfer students, grades from other colleges will be included when computing honors. Honors awarded at commencement will be based upon the grade point average of all course work prior to the semester of graduation.

Satisfactory Academic Progress

To fulfill requirements for a degree, fulltime and part-time students must: (1) have a grade point average of 1.8 at the end of 29 earned semester credits and a cumulative grade point average of 2.0 thereafter and (2) complete a minimum of 67% of attempted semester 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.

To maintain satisfactory progress, a full-time student must have 24 career-earned semester hours annually as recorded at the University of Mary. Program requirements may be more stringent.

Progress for traditional undergraduate students will be monitored at the end of the fall semester and at the end of the spring semester. All graduate and distance education students' progress will be monitored at the end of the fall semester, spring semester and summer semester.

In the case of a transfer applicant whose academic transcript indicates failure to maintain reasonable progress, the applicant may be granted a warning semester and academic progress will be reviewed after the first semester of attendance.

Progress Toward a Degree

Students must demonstrate progress toward a degree by completing at least 67% of all attempted credits and maintaining minimum GPA requirements in accordance with the satisfactory academic progress policy. The grades W, F, I and SC are considered "attempted" and will be considered as unsuccessful completion when determining if a student has maintained this standard.

Students may take no more than 150% of the allowed credits toward any given degree. For example, a student enrolled in a bachelor's degree program must obtain his or her first bachelor's degree within 192 credits.

Academic Warning

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 while continuing their eligibility for extracurricular activities. As a student on warning, the student will be required to complete and maintain a degree success plan with a designated advisor and comply with all the terms and conditions set forth in the degree success plan. In the event that they are not able to achieve satisfactory academic progress by the end of the warning semester, the student may be suspended or may be moved to a continuing degree success plan status.

Academic Suspension

Students who have failed to maintain satisfactory progress or who have failed to achieve satisfactory progress after one warning semester will be suspended. A student who earns less than a 1.0 GPA for the first semester of enrollment may be suspended without serving a warning semester. Suspended students will not be eligible to register for coursework and will be terminated from active status. Their financial aid and athletic eligibility will be terminated. Students who have been suspended from the university must re-apply to the institution through the admissions department. If readmitted, they will be reenrolled under the university bulletin 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 Appeal

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 sub-standard academic performance. The student must comply with all requests for documents pertaining to academic performance, i.e., copies of papers, test results, attendance records, etc. The Academic Standards and Admissions Committee considers and rules on the appeal. That ruling is final and binding.

A student's status does not change while an appeal is under consideration. If 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 or extracurricular activity participation.

Academic Probation

Students who successfully appeal their suspension may be placed on academic probation. Students may remain on academic probation for no more than one semester. As a student on probation, the student will be required to complete and maintain a degree success plan with a designated advisor and comply with all the terms and conditions set forth in the degree success plan. In the event that the student is not able to achieve satisfactory academic progress by the end of the probationary semester, the student may be suspended or may be moved to a continuing degree success plan status.

Degree Success Plans

Students who do not meet standards of satisfactory academic progress must maintain a degree success plan with a designated advisor and comply with all the terms and conditions set forth in the degree success plan.

Academic Amnesty Policy

A University of Mary undergraduate student can take advantage of the "Academic Amnesty Policy" by petitioning the Academic Standards and Admissions Committee specifying the courses the student requests to be dropped. Only courses with grades of "D" and "F" may be dropped. Only courses taken ten semesters (excluding summer sessions) or more before the student's application for readmission may be dropped. The petition for Academic Amnesty must be made within six months following the student's readmission.

Current students who change their major from one division to another division and/or have unusual circumstances may also petition to have their “D” and “F” grades dropped. When the Committee approves a petition for Academic Amnesty, the original University of Mary grades will be shown on the transcript but a notation will be made and these grades will not be included in the calculation of grade point averages or the satisfaction of degree requirements.

This policy can be used only one time in the student’s academic career.

Academic Honesty

The student who cheats perpetrates an intellectual fraud which betrays his or her own potential, cheapens the honest achievements of other students, and undermines the integrity of the college community. Plagiarism is a form of cheating. Students who violate academic honesty fall under the Academic Integrity policy and are subject to any of the sanctions under that policy including removal from their programs of study or dismissal.

Policy:

1. The instructor will initiate action against a student found cheating while enrolled in a course within seven days of discovery of the infraction. The instructor will formally notify the student and record the action.
2. The instructor may apply any of the following sanction to a student found to have cheated during the term of the course.
 - a. The student will receive a zero for the work in question.
 - b. The student will be given another opportunity to demonstrate knowledge or skills.
 - c. The student will be expelled from class with a failing grade.
3. The instructor may recommend additional sanctions to the student’s Program Director or Dean, or the Office of Academic Affairs.
4. Within seven days after receiving notice from an instructor of an infraction, the student accused of cheating may appeal the decision following the university Academic Appeal Policy.

Academic 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, athletic eligibility, 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 Division Chair or Dean 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 Division Chair or Dean reviews the material and rules on the request. Should the Division Chair or Dean be the instructor of record of the course under appeal, the Assistant Vice President for Academic Affairs will name an alternate to hear the appeal. A student may appeal the decision of the Division Chair or Dean 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 Dean. The appeal must take place within 30 days of the decision by the Dean. Students appeal to the Assistant Vice President for Academic Affairs (AVPAA). General dissatisfaction with the decision of the Dean or assigned alternate is not sufficient grounds to appeal the decision.

to the AVPAA. In those cases, the student must provide the AVPAA with a written statement that identifies the course and instructor, describe the problem, describe the appeal to the 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 reviews the material and rules on the request. Should the AVPAA 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 assigned alternate under specific circumstances, as outlined in step d.

- d. Students may appeal the decision of the Assistant Vice President for Academic Affairs 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 out-come of the appeal. General dissatisfaction with the decision is not sufficient grounds to appeal the decision of the Assistant Vice President for Academic Affairs. 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. 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 school, 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 Dean. Additional preliminary levels of appeal appear on the course syllabi and may include other university officials such as a program director or level coordinator. Once an appeal reaches the level of Dean, all appeals must follow the sequence stated in this section.

Assessment

Assessment of student learning is an integral component of every academic program. Continuous assessment of learning is the foundation for program improvement. Participation in assessment activities is required at the course, program, and university levels for academic advising and for best practices in teaching and learning. The assessment program is designed to help the student reflect on his/her progress toward meeting program outcomes as well as strengths and areas needing improvement within the university curriculum and environment.

Cancellation of Classes Due to Inclement Weather

During the winter months, classes and activities normally take place at the University of Mary despite snow, wind and cold temperatures. On those occasions when the conditions become severe enough to be dangerous, the university will cancel classes and other campus activities until the conditions improve. The length of the cancellation will be dependent upon recommendations from local officials monitoring the situation. It is possible the cancellation may be for morning classes, afternoon classes, evening classes or the entire day.

Announcements regarding cancellation will be broadcast on KFYZ 550 AM radio and/or through the university's emergency text-messaging system. Every effort will be made to make the announcements for a morning or all-day closure by 7:15 a.m. while an announcement regarding an afternoon closure should be forthcoming by 11:00 a.m. However, weather conditions during a storm can change quickly and students are advised to anticipate that announcements of cancellations may be made later in the day as well.

Student Life

Reflective of our Benedictine heritage and sponsorship, the first goal of the student life program is to welcome each new student into membership in the Christian, Catholic and Benedictine learning community known as the University of Mary. As members of this community, students experience education in the Benedictine Wisdom Tradition where learning is understood as a part of the larger process of human growth and development to be pursued as whole persons with a goal of fully developing one's God-given gifts and potential for use in service to others. In this Benedictine philosophy of education, in addition to valuing the learning that takes place inside the classroom, a high value is also placed on learning that occurs outside the classroom. Consistent with this philosophy, the student life program actively creates learning opportunities in the residence halls, campus ministry, student activities, student organizations, student services as well as within student community standards and conduct.

Residence Life

The Residence Life community at the University of Mary is made up of more than 750 students and several professional members of the residence life staff. The location of the campus atop a bluff overlooking the Missouri River and the City of Bismarck provides a unique residential campus environment in a natural setting with beautiful views. Each residence hall is characterized by a strong sense of Benedictine community where residents enjoy the convenience of being within walking distance to classes and campus services. Each residence hall has a professional-level director who lives in and supervises the facility. There are also several student resident assistants who promote a variety of fun activities and who serve as peer resources for residents.

The university offers students a variety of residence hall options including traditional residence halls, suite-style and apartment-style facilities. First-year students are required to have a roommate and must live in the residence halls (North, Boniface, Hillside, Greg Butler) with space designated as first-year space. Students at the sophomore level and above who have met eligibility requirements may apply to live in a faith-based community (St. Joseph's Hall for men or a new hall for women in Boniface Riverview) or in the apartments (Boyle or Deichert). Students should contact the Student Development Office located in Room 1209 of the Benedictine Center (701-355-8265)

for an application or with questions about housing policies and requirements. . The University of Mary requires freshmen and sophomores (students with fewer than 60 credits) under the age of 21 to live on campus. Exceptions are possible for students who will live with a parent within a 60 mile radius of the university, married students, and students with dependent children. . All exceptions must be approved in advance by the the Vice President for Student Development.

Students mustAll students applying for housing must complete an application contract. Applications for housing are available from the Office of the Vice President for Student Development. Residence halls and on-campus apartments are closed during the Christmas vacation period.

Campus Ministry

The University of Mary encourages each student to pursue an active spiritual life and to participate in the spiritual community of one's choosing. The University of Mary community, in keeping with its Catholic tradition, celebrates the Eucharistic Liturgy Sunday through Friday in Benet Chapel or Our Lady of the Word Chapel in the Benedictine Center.. In a spirit of ecumenism, the community also schedules interdenominational prayer and worship services. To enable students, faculty, and staff to attend these liturgies and prayer services, no classes are scheduled during the 10:00 a.m. period on Wednesday.

Campus Ministry serves the spiritual needs of the University of Mary community by offering retreats, studies in Sacred Scripture, prayer groups, volunteer opportunities, and social gatherings.

The ministry staff consists of a director, an assistant director, a chaplain, and student peer-ministers. The Campus Ministry Office, located in Clairmont Center next to Benet Chapel, is open to all.

Campus Ministry Team and Campus Ministry Volunteers

The Campus Ministry Team assists the Director of Campus Ministry in planning and offering spiritually-oriented activities for the students from all faith backgrounds. Team members assist with liturgical celebrations, music ministry, and retreats both on and off campus. In addition, team members serve as role models and promote active participation in spiritually-oriented activities. In addition to the positions on the

team, students from all faith traditions are invited to volunteer as musicians, to assist with liturgies, and to help plan social events. Campus Ministry is located in the Clairmont Center, adjacent to Benet Chapel.

Student Handbook

The University of Mary Student Handbook is the university's official source of information for students about student rights and responsibilities to the university community. The handbook includes important information about the university's conduct standards for students, residence hall policies, and other policies that govern student life. It is also a valuable resource for students about the many services available for students at the university. Upon enrollment, each student is responsible to obtain a current copy of the student handbook and abide by the policies and regulations in it. The handbook is available in electronic form from the Student Life section of the university's web site and from the university's portal site (my.umary.edu). Printed copies are available at the Student Development Office located in the Benedictine Center.

Student Government

Students have the opportunity to serve in leadership positions and actively participate in the decision-making process of the University through student government and membership on various committees and councils.

Each spring students elect the student body president, vice president and student senators to a one-year term. Students representing the first-year class are elected in the fall. Senators are elected from various representative districts to ensure broad representation. Through this system, each student is represented on the Student Senate through their academic division and by resident status, whether on-campus or off-campus. The Student Senate is a forum to consider issues important to students and participates in the University of Mary decision-making process as the voice of the student body. The student body president nominates students, with the approval of the Student Senate, to serve on various campus committees and councils.

Not all learning takes place in the classroom. Students are encouraged to become actively involved in opportunities for learning and leadership development available through the following:

Student Organizations

Over 30 student organizations exist at the University of Mary including professional organizations, service organizations, and special interest clubs. Each offers

students the opportunity to meet new people, learn inter-personal skills, and develop leadership abilities. A complete listing of campus organizations is available from the "Student Life" section of the university's web site and in the Student Handbook.

Forensics

The University of Mary forensics program provides students the opportunity to participate in individual competitive speaking events on the local, state, and national levels. The University has membership in the American Forensics Association, North Dakota Intercollegiate Speech League, Valley Forensics League, and has a Pi Kappa Delta Chapter. Students become eligible for membership in Pi Kappa Delta upon completion of that honor society's requirements.

Musical Groups

All students attending the University of Mary are invited to participate in a musical activity, regardless of their major. The University sponsors a diversified number of performance ensembles where participation earns credit toward graduation. Instrumental and vocal ensembles perform at civic and University functions and several groups conduct annual tours throughout the region.

Intercollegiate Athletics

The University of Mary provides opportunities for participation in men's football, soccer, cross country, basketball, wrestling, indoor track, baseball, tennis, golf, and outdoor track. Opportunities for participation for women include soccer, volleyball, cross country, basketball, indoor track, softball, tennis, golf, and outdoor track.

The University of Mary is a member of the Northern Sun Intercollegiate Conference (NSIC) and the National Collegiate Athletic Association (NCAA).

Students who participate in University athletics are expected to meet the same academic standards as all other students.

The NSIC and NCAA set eligibility and scholarship standards.

Student Recreation

Student Recreation offers a wide variety of fun options for students to incorporate physical activity, wellness and sport into their weekly routine. Located in the Leach Field House, Student Recreation offers a vibrant intramural program to provide both men and women

the opportunity to participate in competitive activities ranging from basketball, flag football, dodge ball, softball, and volleyball to table tennis, swimming and racquetball. Throughout the year, there are league seasons for several sports as well as a variety of short-term or one-day tournaments to provide everyone a chance to participate in their favorite sport. Students interested in wellness and fitness are able to participate in groups fitness classes such as zumba and kickboxing or they may pursue their individual fitness goals by using the fitness center, indoor walking track, outdoor walking path or swimming pool at their own convenience. The Coordinator of Student Recreation is assisted by a group of student employees known as the REC Crew. The McDowell Activity Center gym and pool along with the Leach Field-house climbing wall, racquetball court, fitness place, track, volleyball courts, and basketball courts are available for student use during regularly-scheduled times. The Student Recreation office is located in the Leach Field House.

Student Newspaper

Students interested in photography and journalism have an opportunity to contribute to the student newspaper, Summit.

Convocations and Cultural Events

University convocations give students an opportunity to learn about such areas as the arts, politics, and history through presentations by well-known experts in their fields. The University has hosted such groups as the Minnesota Opera and the New York Repertory Theatre.

The proximity of the University to the Bismarck and Mandan communities also provides opportunities for cultural experiences. The Bismarck-Mandan Symphony, the Bismarck-Mandan Civic Chorus, the Bismarck Art and Galleries Association, the North Dakota Heritage Center, and the Bismarck Civic Center are examples of various cultural resources found in the city.

Student Volunteer Program

The student volunteer program provides volunteer opportunities for students in all areas of study, and serves as a resource for faculty in developing service learning experiences. The program is based upon the Christian, Catholic and Benedictine tradition of service and encourages students to actively serve others, the University, the larger civic community, their church and their country.

Campus Security

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act or “Clery Act”, the University of Mary annually publishes a Campus Security Report. It is available to all en-rolled students, prospective students, employees, and prospective employees of the University. The report includes a description of campus security procedures and it provides security and safety recommendations for members of the community. A three-year history of crime statistics at the University of Mary is also included in the report. An electronic version of the report is available at www.umary.edu/pdf/umarysecurityreport.pdf. All University of Mary students are responsible for obtaining a copy of the report, to be familiar with its contents, and to follow the recommendations included in it regarding safety and security.

Student Services

Advising

One important aspect of student life is the opportunity for students and faculty to associate outside the formality of the classroom. Through the advising program, at least one person on the University of Mary staff is individually concerned with a student's academic progress and personal growth. The advising program assists the student in realizing his or her educational goals and in developing his or her leadership qualities. During the first year, incoming freshmen and new full-time adult learners (23 years of age or older), who have been out of school for more than two years, participate in leadership seminars, which provide a structure for regular contact between students and specially-trained advisors and introduces students to the philosophy of servant leadership. Students are assigned major advisors at the end of the second semester of the freshman year. If a student changes majors, a new advisor from the appropriate discipline is assigned.

Advisors assist students to resolve concerns in both academic and personal areas. They formulate degree plans, help in course selection, provide information about University requirements and policies, and refer students to other, more specialized, resources.

First-Year Experience

Mindful that students who are new to the University go through a period of adjustment, the University of Mary's First-Year Experience begins with orientation and offers special activities and learning opportunities throughout the year for first-year students.

Student Support Services

Student Support Services provides eligible students tutorial assistance, counseling, referral to other on-campus services and, when appropriate, to off-campus services.

In addition, personnel in this office arrange academic support systems for students who show potential for success but have special needs.

Services for Students with Disabilities

The University of Mary is committed to providing all students with disabilities equal access to all its programs and services in full compliance with Section 504 of the Rehabilitation Act of 1973, the American's with Disabilities Act (ADA) and other legal relevant

mandates. Students with disabilities who have need of accommodations are responsible to apply to the office of Student Accessibility Services. Applications need not be in writing; however, application forms are available at Student Accessibility Services. As part of the application process, the student must provide documentation of his/her disability or diagnosis, which should also include a statement regarding the student's functional limitations related to the accommodation(s) requested. All documentation must be current and must be provided by a qualified professional. Applications, documentation, and requests for accommodations should be submitted to the Director of Student Accessibility Services at least 60 days prior to the date needed. Applications for accommodations due to TEMPORARY disabilities resulting from unexpected accident, injury, illness, hospitalization, etc. should also be submitted to the same office.

Each year, Student Accessibility Services coordinates accommodations and services for 60 to 90 University of Mary students who have at least one significant functional limitation as a result of a disability or other condition. To meet student needs, a wide variety of accommodations are provided including accommodations for students who are differently able with regard to learning ability, physical ability, emotional ability, and diet to name a few.

For further information, please contact the Director of Student Accessibility Services in the Benedictine Center for Student Leadership at (701) 355-8264.

Learning Skills Center

The Learning Skills Center, located in the Benedictine Center, helps students to develop effective study skills. All enrolled students at the University of Mary are eligible for this service. Services include an assessment of learning style and effectiveness of the student's current study habits and skills. Information is available on topics such as:

- Time management
- How to use your learning style to your advantage
- How to create an effective environment in which to study
- How to read a text book and retain what you read
- How to take effective notes
- How to study for exams (including essay, multiple choice and math/science exams)

Counseling Services

The Counseling Service Center provides free and confidential counseling to University of Mary students. The center is staffed by a professional counselor who provides individual counseling, support groups, crisis intervention, and information and referral to other campus and community services. Common concerns include adjustment issues, relationship concerns, family issues, depressed mood, anxiety, conflict resolution, and many others. Counseling Services is located in the Benedictine Center for Servant Leadership. Appointments may be scheduled at the Student Development Office or by calling 355-8145.

Career and Testing Services

The Career and Testing Services Center offers a wide range of services to meet the needs of “deciding” students as well as those nearing graduation. An updated list of full- and part-time professional and non-professional employment opportunities is available. Other events and services available through the center include:

- CLEP testing
- Job Fairs
- On-campus company recruitment
- Workshops on resume, cover letter, and job search preparation
- Career interest testing and career counseling
- Education credential files
- National testing for graduate and undergraduate school entrance, tests for nurses, teachers, doctors, engineers and credit earning for classes
- Job shadowing

Student Health Clinic

The Student Health Clinic is operated by Mid Dakota Clinic. A wide range of services are provided including complete physical exams for athletics, employment, travel, etc., diagnosis and treatment of illness and injury, pelvic exams, pap smears, pregnancy testing, testing for sexually transmitted diseases, immunizations and allergy injections.

On-site laboratory testing includes strep, mono, urine, hemoglobin and blood sugar. If further laboratory tests and x-rays are deemed necessary, expedited referral services are available within the Mid Dakota system.

Other healthcare services provided include printed health information, instruction and counseling about disease prevention, and risk-education. Health promotion includes stress reduction, weight management, smoking cessation, alcohol/drug education, and counseling regarding sexuality that is consistent with Catholic teaching. A courier service for prescriptions is available.

The Student Health Clinic is staffed by a nurse practitioner that is able to diagnose and treat common acute and chronic illnesses. The nurse practitioner may write prescriptions as deemed necessary.

Clinic hours are Monday-Thursday, 9 a.m. to 4 p.m., and Friday, 8:30 a.m. to noon. To make an appointment call 355-8288. Appointments are encouraged; however, walk-ins are welcome.

Food Service

The University Hall dining center and the dining center located in the Benedictine Center for Servant Leadership serve meals. There is also a snack bar and beverage bar located in the Leach Center for Student Life. Students living in the residence halls are required to be on a board contract. Students residing in the apartments have the option of participating in the board contract. Cafeteria services are not available during Thanksgiving, Christmas, and Easter vacation periods.

University Bookstore and Mart

The University Bookstore and Mart provide students with the convenience of on-campus shopping. Books, school supplies, monogrammed items, postage stamps, and a limited number of personal supplies are available. All merchandise and books must be paid for at the time of purchase.

Tuition and Fess

Current Charges

Current charges and payment information can be viewed at www.my.umary.edu under the finances tab. Charges can include tuition, fees, room/board charges, misc. course fees, books and other educational-related charges.

Payment Policies

All charges assessed by the University (tuition, fees, room, board and other charges incurred) are due and payable during the assigned fee payment time each semester. It is the student's responsibility to view their charges at www.my.umary.edu each semester and ensure that their balance is paid in full by the due date. Paper billing statements will not be mailed. Remittances are made payable to the University of Mary. If the account is not settled at the scheduled time, the student's instructors may be notified and the student could be withdrawn from courses and not allowed to attend class until settlement is made with the Director of Student Accounts. The University reserves the right to withhold transcripts and diplomas until all financial obligations have been met or satisfactory arrangements have been made in writing with the Director of Student Accounts.

Tuition paid by each matriculated student covers the costs of instruction, library services and convocations. No additional fees are charged for these services. For some classes, there are course laboratory fees and pro-gram fees in addition to the regular tuition. Expenses for housing and transportation and charges for liability insurance related to student teaching, clinical experience, practical or internships are the responsibility of the student.

The University of Mary reserves the right to make changes to listed charges at the beginning of any term. All charges are payable in US currency.

Room and Board

All students living in University residence halls are required to purchase a food contract. Students living off-campus or in the student apartments are not required to purchase a food contract but may purchase meals if they so choose. Meals may not be charged. Applications for housing and meal plans may be requested from the Office of Student Development.

Refunds

Credit balance refunds will be mailed to students within 14 days of credit balances appearing on the student's account.

Add/Drop Class Refunds & Policy

Students who add or drop classes may need to repay some or all of the financial aid funds received. Classes must be added or dropped prior to the last day to add/drop classes for adjustments to be considered. Courses dropped after the add/drop date will be charged in full. De-pending on a student's program and number of credits enrolled in, adjustments to tuition &/or fees may/may not occur. Adjustments will be determined based on the documentation submitted by the Office of the Registrar. Students who add or drop classes must follow the official procedure as set forth by the Office of the Registrar. Failure to do so may result in the student owing all or part of the tuition/fees charged.

Withdrawing from the University

Students who withdraw or are expelled from the University of Mary may need to repay some or all of the financial aid funds received. Students who withdraw will have their financial aid and tuition/fees/other charges calculated based on the US Dept. of Education guidelines. Students who withdraw prior to the sixty percent point in the semester may be required to repay all or some of their financial aid received. Students who withdraw after the sixty percent point in the semester are considered to have earned all of their aid received. Tuition and fees will be calculated on the same basis as financial aid.

The amount of aid and the charges incurred are determined on a pro-rata basis. As an example, if you complete 30% of the semester and then withdraw, you will earn 30% of your aid and you will be charged 30% of your tuition/fees/other charges. Students who withdraw at the 60% point in the semester will be considered to have earned all of their financial aid for the semester and will not have charges adjusted.

Students who have aid adjusted upon withdrawal may be due a post-withdrawal disbursement or may be required to repay some of the aid already received. All unpaid account balances are the responsibility of the student to pay in full. The University reserves the right to withhold transcripts and students will not be allowed to re-enroll in classes until balances are made current.

Any questions regarding the University of Mary's adjustment policy or Federal Student Aid requirements can be directed to the Office of Financial Assistance at 701-355-8142 or the Office of Student Accounts at 701-355-8143.

Financial Assistance

Financial Aid is available for eligible students. It is the goal of the University of Mary to provide adequate financial assistance to all students who apply. The primary responsibility for financing a college education rests with the student and family. Assistance offered by colleges, the government, and other sources is viewed as supplemental to the efforts of the student and family. For any questions on the financial aid application process, please contact the Financial Aid Office at finaid@umary.edu or at 701-255-7500.

Who May Apply

Students applying for financial assistance must:

1. Be a U.S. citizen or an eligible non-citizen.
2. Be enrolled and accepted in a degree-granting program.
3. Be maintaining satisfactory progress toward completion of a course of study.
4. Not be in default or owe a repayment through the 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. Both the student and the dependent student's parent 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, enrolled, and pursuing a degree from the University of Mary.

To be considered for the maximum financial assistance, the FAFSA should be processed on or before March 15 of each year.

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 the parent's income and assets, the number of dependents in the household, the number of family members currently in post-secondary education, the student's income and assets, 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 not only direct costs, such as tuition and fees, books, and room/board, but also indirect costs such as transportation, supplies and miscellaneous living expenses. The University will build a realistic budget, or total cost, for students to reflect a student's total cost of attending school.

Enrollment Status

Undergraduate Students

Fulltime	12 or more credits
Three-quarter time	9-11 credits
Half-time	6-8 credits
Less than half-time	5 or fewer credits

Graduate Students

Fulltime	9 or more credits
Three-quarter time	6-8 credits
Half-time	5 or fewer credits
Less than half-time	4 or fewer credits

Financial Aid Disbursements and Refunds

All of the financial aid that you accept, federal and non-federal, grants and loans, will be directly credited to your student account. The "disbursement date" for financial aid is the day that funds generally arrive at the University of Mary. For disbursements of loan funds, it generally takes the Financial Aid Office three days to complete the necessary steps before the funds are applied to your student account. Depending on your program of study, your financial aid will be disbursed either once per semester or over the course of the semester.

Financial aid refunds (excess aid) will not be made available to students until after final add/drop day in each semester, as noted on the University of Mary Calendar, and after all charges are paid in full each semester. The Student Accounts Office mails refund checks to students. Students are able to view their account online at any time at 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

Federal Pell Grant: This is a grant awarded based on financial need as determined by the Department of Education. It does not have to be repaid.

Federal Supplemental Education Opportunity Grant (FSEOG): This grant is awarded based on financial need. It does not have to be repaid. Students must be Pell eligible to receive this grant.

TEACH Grant: This grant provides up to \$4,000 per academic year in grant assistance to undergraduate, post-baccalaureate, and graduate students who agree to serve for at least four years as full-time “highly qualified” teachers in high need fields in public and not for profit private elementary or secondary schools that serve students from low income families. Specific requirements and application steps apply. Please contact the Financial Assistance Office for more information on eligibility.

Employment

Federal Work Study: This award must be earned by the student. Students must have unmet need to qualify for this award and must meet U.S. employment eligibility requirements.

Loan Programs

Federal Perkins Loan: This loan must be repaid. It is based on financial need. The interest rate is five percent (5%). No principal or interest payments are required as long as half-time enrollment status is maintained. Student will be required to complete loan entrance counseling and a Master Promissory Note.

Federal Nursing Loan: This loan must be repaid. It is based on financial need. The interest rate is five percent (5%). No principal or interest payments are required as long as half-time enrollment status is maintained. Students who are juniors or seniors and who are accepted to the Division of Nursing can apply. Students will be required to complete loan entrance counseling each year. Specific loan documents and a Master Promissory Note will also be required each year.

Federal Direct Subsidized Loan: This is a loan that must be repaid. It is based on financial need. Students must be enrolled at least on a half-time basis to qualify. The interest that accrues on this loan is paid by the government while the student is enrolled at least as a half-time student 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 be repaid. Students must be enrolled at least on a half-time basis to qualify. The student is required to pay interest on this loan from the time of disbursement. Loan entrance counseling will be required and students must sign a Master Promissory Note.

University of Mary Scholarships

All University of Mary scholarships are split between fall and spring semesters only. Students must be enrolled fulltime to qualify and must be maintaining academic progress. Scholarships are not awarded in accelerated adult learner programs, in certain programs of study, for graduate studies, or in summer. Most scholarships are renewable for up to 8 semesters.

Sister Thomas Welder Leadership Scholarship: This academic scholarship is based on prior academic standing. It is awarded in fall and spring semesters only to full time traditional undergraduate students.

Honors Day Scholarships: Trustees Honor Scholarships, Presidential Honor Scholarships, and Benedictine Honor Scholarships are awarded based on competition day requirements.

Activity Scholarships: Scholarships are available for participation in activities on the University of Mary campus. They are awarded on an annual basis.

Freedom Plan/Catholic Scholars: Awarded to incoming, first-time freshmen based on specific criteria. This is an on-campus room/board scholarship.

State/Local/Other Programs

There are other special grants and scholarships available through the state and specific organizations.

North Dakota State Grant: The deadline to apply for the North Dakota State Grant is March 15. You must complete the FAFSA application and you must be enrolled as a full-time student. This is a need-based grant.

North Dakota Scholars Program: North Dakota's best and brightest high school graduates receive a financial incentive to remain in North Dakota for college. To learn more about this opportunity, log onto <http://www.ndus.edu/students/paying-for-college/grants-scholarships/>.

North Dakota Academic Scholarships OR North Dakota Career & Technical Education Scholarships:

- Rewards students for taking challenging coursework in high school in preparation for college.
- The scholarship value is up to \$6000 (\$750/semester) for students who qualify.
- To apply, complete the ACT or WorkKeys before Feb 12.
- Application is available on the ND Department of Public Instruction website.

North Dakota Indian Scholarship: This scholarship assists American Indian students in obtaining a college education. You can learn more about the scholarship at <http://www.ndus.edu/students/paying-for-college/grants-scholarships/>.

You should also research other funding sources, such as tribal scholarships or grants, vocational rehabilitation, outside scholarships or military benefits. The Financial Assistance Office can assist you as you begin your search.

Tribal Sources: Contact your tribal Higher Education Office.

Vocational Rehabilitation: Contact your vocational rehabilitation counselor.

North Dakota National Guard: Check with your state tuition assistance program manager at the ND State Guard Office.

Other Payment Options

Parent PLUS Loan: This is a loan that parents borrow for their dependent student's educational expenses. Parents must apply and qualify for this loan.

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. More information can be found at www.umary.edu or by contacting the Office of Student Accounts.

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. The complete Financial Aid Satisfactory Academic Progress Policy can be obtained in the Financial Assistance Office.

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

Qualitative Standard:

- All grade levels (undergraduate and graduate) must successfully complete at least 67% of all attempted credits. The grades W, WP, WF, F, I and SC are considered "attempted" and will be considered as unsuccessful completion when determining if a student has maintained this standard.
- Obtain a 1st bachelor's degree within 150% of the credits required to meet requirements. Generally, 192 credits is the standard for most University of Mary programs. Students seeking dual-degrees, second degrees or who have made major changes should contact the Financial Assistance Office to determine eligibility requirements.

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 credit hours accepted toward the student's current degree, incomplete grades, W, WF, WP, and SC grades.
- Continuous-enrolled students applying for financial aid for the first time must have maintained progress during the previous terms of enrollment regardless of prior post-secondary attendance.
- Students who have stopped-out of college for a period of twelve or more months may have the ability to maintain financial eligibility even though prior performance was substandard. Students in this situation should contact the Financial Assistance officer for more information on eligibility.
- 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.

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 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 state and institutional aid as well. Adjustments to a student's institutional charges for tuition, fees, room and board for students who withdraw or are expelled, will also mirror the same policy of proration.

A student who has received financial aid and who withdraws or is expelled may be required to repay some or the entire award funds received. Any institutional charges resulting from a student withdrawing from class will be the responsibility of the student to pay in full.

Any questions regarding this policy can be directed to the Financial Assistance Office at finaid@umary.edu.

Nondiscrimination

The University of Mary does not discriminate on the basis of race, color, religion, sex, age, national origin, disability, marital status or public assistance, in accordance with applicable laws. The university will not tolerate any discrimination, and any

such conduct is prohibited. The university also prohibits any form of discipline or retaliation for reporting incidents of discrimination. The following persons have been designated to handle inquiries regarding the non-discrimination policy:

Director of Human Resources
Benedictine Center, Room 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

Personnel

I. Board of Trustees

Martin White

Chairman of the Board
Retired CEO
Mandan, ND

Father Al Bitz

Pastor, Basilica of St. James
Jamestown, ND

Dan Butler

President, Butler Machinery Company
Fargo, ND

William Clairmont

President, Clairmont Development Company
Bismarck, ND

Leon Comeau

Electrical Contractor
Grand Forks, ND

Kevin Cramer

ND Public Service Commission
Bismarck, ND

Bill Daniel

President, Daniel Companies
Bismarck, ND

George Ehlis

President and CEO, American State Bank
Dickinson, ND

Kathleen Gaddie

Business Owner, Ryan Chevrolet
Minot, ND

Dr. Ray Gruby

Medical Doctor
Bismarck, ND

Joe Hauer

Business Owner, United Printing
Bismarck, ND

Tim Hennessy

President, US Bank
Bismarck, ND

Dr. Mike Hofer

Business Owner, Imaging Solutions
Fargo, ND

Niles Hushka

CEO, KLJ Solutions Co.
Bismarck, ND

Sister JoAnn Krebsbach, O.S.B.

Subprioress, Annunciation Monastery
Bismarck, ND

Cheryl M. Kulas

Retired Executive Director
Bismarck, ND

A. Kirk Lanterman

Chairman Emeritus
Holland America Line, Inc.
Seattle, WA

Sister Susan Lardy, O.S.B.

Mission Effectiveness Coordinator
St. Alexius Medical Center
Bismarck, ND

Craig Larson

President and CEO, Starion Financial
Bismarck, ND

Duane Liffbrig

Retired – President, Liffbrig Realty & Insurance
Bismarck, ND

Sister Rebecca Mayer, O.S.B.

Liturgist, Annunciation Monastery
Bismarck, ND

Dr. Harold J. Miller

Chairman Emeritus, University of Mary
Bismarck, ND

Sister Nancy Miller, O.S.B.

Prioress, Annunciation Monastery
Bismarck, ND

Sister Agatha Muggli, O.S.B.

Director of Formation, Annunciation Monastery
Bismarck, ND

Sister Patricia Schap, O.S.B.

Annunciation Monastery
Bismarck, ND

Father James P. Shea

President, University of Mary
Bismarck, ND

John J. Simmons

Chairman and CEO, Carbontec Energy Corporation
Bismarck, ND

Richard A. Tschider

Retired - CEO/Administrator, St. Alexius Medical Center
Bismarck, ND

Abbot Brian Wangler, O.S.B.

Assumption Abbey
Richardton, ND

Terry Zeltinger

Business Owner, United Community Bank
Minot, ND

II. Administration

Father James Patrick Shea, Ph.B., S.T.B., Ph.L.,

President, University of Mary

Diane Fladeland, R.N., Ph.D.

Vice President for Academic Affairs

Neal Kalberer, M.Ed.

Vice President for Public Affairs

Brenda Kaspari, Ph.D. (c)

Vice President for Enrollment Services

Tim Seaworth, Ph.D.

Vice President for Student Development

Brent Winiger, M.B.A.

Vice President for Financial Affairs

III. Full-Time Teaching Faculty

Donald Allen (1997)

School of Health Sciences
Associate Professor, Physical Therapy
B.S., Manhattan College
M.P.T., University of Mary
Ph.D., Rockefeller University

Cindy Anderson, OTR/L (2008)

School of Health Sciences
Assistant Professor, Occupational Therapy
B.S. University of North Dakota
M.S.O.T. University of Mary
OTD, University of St. Augustine for Health Science

Terrance Anderson, OTR/L (1999)

School of Health Sciences
Associate Professor, Occupational Therapy,
B.S., Columbia Union College
M.S., Towson University
O.T.D., Rocky Mountain University of Health Professions

Carol Andreini (2011)

School of Arts and Sciences
Professor, Classics
B.A., College of New Rochelle
M.A., M.S., Ph.D., University of Minnesota

Cheryl M. Bailey (1977)

Director, Library
B.A., North Dakota State University
M.A., University of Minnesota

Carole A. Barrett (1982)

School of Arts and Sciences
Professor, Social Sciences
Academic Counselor, Student Support Services
B.A., Seton Hill College
M.A., St. Louis University
Ph.D., University of North Dakota.

Daniel E. Bauer (1985)

School of Arts and Sciences
Associate Professor, Physics
B.A., Minot State University
M.S., University of Wyoming

Will Beachey (1990)

School of Health Sciences
Professor, Respiratory Therapy.
Director, Respiratory Therapy Program.
A.A., Hesston College
A.S. B.S., Indiana University
M.Ed., University of Illinois
Ph.D., University of North Dakota

Marla R. Behm (1975)

School of Arts and Sciences
Professor, Chemistry
B.S., M.S., South Dakota State University
Ph.D., Purdue University

Wanda Berg (1997)

School of Health Sciences
Assistant Professor, Occupational Therapy
B.S., University of North Dakota
M.Ed., University of Mary
Ph.D., University of North Dakota

Kristi Bitz (2011)

School of Education and Behavioral Sciences
Assistant Professor, Psychology
B.S., Valley City State University
B.S., M.A., Ph.D., University of North Dakota

Randall Boor (1981)

School of Arts and Sciences
Associate Professor, Economics
B.A., Moorhead State University
M.S., North Dakota State University

Mary Bruun (2008)

School of Health Sciences
Instructor, Nursing
Certificate, North Dakota State College of Science
A.S.N., Presentation College
B.S.N., M.S.N., University of Mary

Madonna Busch (1989)

School of Health Sciences
Associate Professor, Nursing
B.S., M.S.N., University of Mary

Rebecca Chalmers (2003)

School of Arts and Sciences
Associate Professor, English
B.A., M.A., Salisbury University
Ph.D., University of New Mexico

Michael Chaussee (1997)

School of Arts and Sciences
Associate Professor, Communication
B.S., University of Mary
M.S., North Dakota State University.

Richard Cleary (2006)

School of Arts and Sciences
Instructor, Mathematics
B.A., St. John's University
M.Ed., North Dakota State University

Samuel Condic (2011)

School of Arts and Sciences
Assistant Professor, Philosophy
B.A., Western Michigan University
M.As., Ph.D., University of St. Thomas (Houston, TX)

Susann Cuperus (1998)

Gary Tharaldson School of Business
Assistant Professor, Business
Certified Public Accountant.
Certified Fraud Examiner.
B.A., Augustana College
B.S., University of North Dakota
B.S., M.S., University of Mary.

Angela De La Cruz (2008)

School of Arts and Sciences
Assistant Professor, Spanish
B.A. University Ricardo Palma, Lima, Peru
M.A. University of Northern Iowa.

Mary Dockter, PT (1998)

School of Health Sciences
Associate Professor, Physical Therapy
B.S., University of North Dakota
M.Ed., University of Mary
Ph.D., University of North Dakota

Jocelyn Dunnigan (1992)

School of Health Sciences
Associate Professor, Nursing
B.S.N., University of Mary
M.S.N., University of Texas
Ph.D. (IP), University of North Dakota

Jody Eckert (2008)

School of Health Sciences
Assistant Professor, Physical Therapy
B.A., Concordia College
M.P.T. Mayo College of Health Science
D.P.T. Boston College

Alice Erling (2006)

School of Arts and Sciences
Laboratory Instructor, Biology
B.S., Manhattan College

Father Victor G. Feser, O.S.B. (1975)

School of Arts and Sciences
Professor, Mathematics
A.A., Assumption College
B.A., St. John's University
M.A., Ph.D., St. Louis University
Further study, University of Munich

Father Benedict Fischer, O.S.B. (2008)

Chaplain
School of Arts and Sciences
Instructor, Philosophy and Theology
B.A., Moorhead State University
M.A., St. John's School of Theology

Kevin Fishbeck (2001)

Gary Tharaldson School of Business
Associate Professor,
B.S., M.A., Northern State University
Ph.D., University of North Dakota

Christine Fleischacker (2011)

School of Arts and Sciences
Assistant Professor, Biology
Ph.D., George Washington University

David Fleischacker (2010)

Dean, School of Arts and Sciences
B.A., College of St. Thomas
M.A., Boston College
M.A., Ph.D., The Catholic University of America

Sara Gebhardt (2006)

School of Health Sciences
Assistant Professor, Nursing
B.S.N., M.S., University of North Dakota

Matthew Gerlach (2010)

School of Arts and Sciences
Assistant Professor, Theology
Coordinator of Catholic Studies Program
B.A., M.A., University of St. Thomas
Ph.D., Marquette University

Daphne Ghorbani (2001)

School of Education and Behavioral Sciences
Assistant Professor, Education
M.Ed., University of Mary
B.S., Ph.D., University of North Dakota

Krystyna Gorzelska (1994)

School of Arts and Sciences
Associate Professor, Chemistry
B.Sc., Ph.D., University of Windsor.

Jill Goven (2011)

Assistant Professor
 School of Health Sciences
 B.S.N., North Dakota State University
 M.S.N., University of Mary

Dennis Gowen (1987)

School of Arts and Sciences
 Associate Professor, Music
 Director of Bands
 B.S., B.M., University of Southern Maine
 M.M., Western Michigan University

Sister Nancy Gunderson, O.S.B. (2008)

School of Arts and Sciences
 Assistant Professor, Philosophy and Theology
 B.S., B.S., M.EPD. University of Wisconsin, Stevens Point

Linda Gutensohn (2003)

School of Education and Behavioral Sciences
 Assistant Professor, Education.
 B.A., Jamestown College
 M.A., University of Nevada-Reno.
 Ph.D., Capella University.

Mary Hager (2007)

Gary Tharaldson School of Business
 Instructor, Business
 Certified Public Accountant.
 B.A., University of North Dakota
 M.B.A., University of Mary

Patrick Hall (1984)

School of Arts and Sciences
 Associate Professor, Philosophy and Theology
 B.A., St. Mary's College
 M.Div., Pontifical College Josephinum
 D. Min., Graduate Theological Foundation

Jayne Hardy (2003)

School of Arts and Sciences
 Assistant Professor, Philosophy & Theology
 B.S., Moorhead State University
 M.M., Seattle University
 Ph.D., University of North Dakota

Roger Haug (1987)

School of Arts and Sciences
 Assistant Professor, Mathematics
 B.S., Dickinson State University
 M.S., University of Montana

Wesley Hellman (1992)

School of Arts and Sciences
 Associate Professor, English
 A.A., Bismarck State College
 B.S., North Dakota State University
 M.A., Fort Hays State University
 Ph.D. (c), Indiana University – Pennsylvania

Katherine Henjum (2003)

School of Arts and Sciences
 Associate Professor, Music
 B.S., Minot State University
 M.F.A., University of Iowa
 M.S., Minot State University

Gwyn Herman (2001)

School of Education and Behavioral Sciences
 Associate Professor, Education
 B.S., Dickinson State University
 M.S., Minot State University
 Ph.D., University of North Dakota

Elizabeth Hughes (1984)

School of Health Sciences
 Associate Professor, Respiratory Therapy
 B.S., M.Ed., University of Mary
 Ph.D., University of North Dakota.

Beverly A. Huschka (1979)

School of Arts and Sciences
 Associate Professor, Communication
 B.A., B.S., Dickinson State University
 M.A., Purdue University

Feng Jiao (2010)

Gary Tharaldson School of Business
 Assistant Professor, Business
 B.A., Institute of International Relations, Beijing
 M.B.A., Pepperdine University
 M.S., University of Cincinnati
 Ph.D., Kent State University

Mary Beth Johnson (2007)

School of Health Sciences
 Assistant Professor, Nursing
 B.S., University of Mary
 M.N., University of Washington
 Further study, N.N.P., Sioux Falls, SD

Rachel Johnson - Krug (2010)

School of Health Sciences
 Assistant Professor, Athletic Training
 B.S., University of Mary
 M.S., Fort Hayes State University

Rodney Jonas (1989)

Dean, School of Education and Behavioral Sciences
 Professor, Education
 B.A., Augsburg College
 M.S., North Dakota State University
 Ph.D., University of Minnesota.

A. Wesley Jones (1976)

School of Arts and Sciences
 Professor, English
 B.A., M.A., Virginia Polytechnic Institute
 Ph.D., University of North Carolina

Cheryl Kalberer (1997)

School of Education and Behavioral Sciences
 Assistant Professor, Education
 Director of Harold Schafer Emerging Leaders Academy.
 B.S., Mary College
 M.Ed., University of Mary

Michelle Kiec (2000)

School of Arts and Sciences
 Associate Professor, Music
 Mus. B., B.A., State University of New York at Buffalo
 M.M., D.M.A., Peabody Conservatory of
 Music – Johns Hopkins University

Julie E. Klein (1982)

School of Health Sciences
 Professor, Nursing.
 B.S., University of Mary
 M.S., University of Arizona
 Ph.D., University of North Dakota

Nancy Kleingartner (1996)

School of Education and Behavioral Sciences
 Associate Professor, Social Work
 B.A., University of North Dakota
 M.S.W., University of Iowa

Jason Kobes (2005)

School of Health Sciences
 Assistant Professor, Athletic Training and Exercise Science
 B.S., University of Mary
 M.A., Minnesota State University

Levi Krein (1987)

Gary Tharaldson School of Business
 Associate Professor, Business
 B.S., Dickinson State University
 M.S., Further study, University of North Dakota

Sister Nicole Kunze, O.S.B. (2006)

School of Arts and Sciences
 Assistant Professor, Chemistry
 B.S., University of Mary
 M.S., Ph.D., University of Northern Colorado

Michael Lares (1998)

School of Arts and Sciences
 Associate Professor, Biology
 B.S., Southampton College, Long Island University
 M.S., University of Alabama at Birmingham
 Ph.D., University of South Florida, Tampa

Jason Lawson (2011)

School of Health Sciences
 Instructor, Occupational Therapy
 B.U.S., M.S.O.T., University of Mary

James Link (2011)

School of Education and Behavioral Sciences
 Associate Professor, Counseling and Psychology
 B.S., Minot State University
 M.A., Psy.D., University of St. Thomas

Chad Litton (2004)

School of Arts and Sciences
 Associate Professor, Social Sciences
 B.A., University of Minnesota, Morris
 M.A., Bowling Green State University
 Ph.D., University of Wisconsin, Milwaukee

Heather Lundeen, PT (2008)

School of Health Sciences
 Assistant Professor, Physical Therapy
 B.S., M.P.T., D.P.T., University of North Dakota

Billie Jo Madler (2005)

School of Health Sciences
 Associate Professor, Nursing
 B.S.N., M.S.N.-F.N.P., University of Mary
 D.N.P., University of Minnesota

Geraldine Maier (2000)

School of Health Sciences
 Associate Professor, Nursing
 B.S.N., University of North Dakota
 M.S.N., University of Mary

James Maskey (2009)

School of Arts and Sciences
 Assistant Professor, Biology
 M.S., B.S., Northern Michigan University
 Ph.D., University of North Dakota

Sherry Messmer (2003)

School of Health Sciences
 Assistant Professor, Nursing
 B.S.N., MedCenter One College of Nursing
 M.S.N., University of Mary
 Ph.D., University of North Dakota

Jaime P. Meyer (1991)

School of Arts and Sciences
 Associate Professor, Communications
 B.S., M.A., North Dakota State University

Kemerly Moorhouse (2011)

School of Arts and Sciences
 Assistant Professor, Spanish
 B.Ed., Universidad Feminina Del Saqrado Corazon Lima, Peru
 M.A. (c), Universidad de Jaen, Spain
 Further Study, Catholic University Language Center, Peru

Steven Neu (2011)

Gary Tharaldson School of Business
 Associate Professor
 Program Director, Sport and Leisure Management
 Director of Lifelong Learning
 Certified Park and Recreation Professional
 B.S., University of North Dakota
 M.MGT., University of Mary

Gwen Niksic (2003)

School of Arts and Sciences
 Assistant Professor, Mathematics & Natural Sciences.
 B.S., University of Illinois, Urbana-Champaign
 M.S., University of Nevada-Reno
 Ph.D. (c), University of North Dakota

Molly Nolan (2006)

School of Health Sciences
 Assistant Professor, Nursing
 B.N.Sc., Medcenter One College of Nursing
 M.S., University of North Dakota

Margaret Nordlie (1995)

School of Arts and Sciences
 Professor, Biology
 B.S.N., University of North Dakota
 M.S., University of Minnesota
 D.A., University of North Dakota

Jill Nustad (1997)

School of Health Sciences
 Associate Professor, Exercise Science
 B.S., Valley City State University
 M.S., Ball State University
 D.Sc., Rocky Mountain University of Health Professions.

Christie Obritsch (2002)

School of Health Sciences
 Assistant Professor, Nursing
 B.S.N., M.S.N., University of Mary

Father Valerian Odermann, O.S.B. (1989)

School of Arts and Sciences
 Associate Professor, Philosophy and Theology
 B.A., B.S., St. Martin's College
 M.Div., St. Meinrad School of Theology
 M.A., Indiana University
 Ed.D., University of Alabama
 Further study: Catholic University of America

Carol Hankins Olson, OTR/L (1997)

School of Health Sciences
 Associate Professor, Occupational Therapy
 B.S., University of North Dakota
 M.S., Moorhead State University
 Ph.D., University of North Dakota

Rhonda Olson, LAT (1999)

School of Health Sciences
 Assistant Professor, Athletic Training
 Head Athletic Trainer
 B.S., North Dakota State University
 M.Ed., University of Mary

Michael Parker, PT (1995)

School of Health Sciences
 Professor, Physical Therapy
 Human Performance Sciences.
 B.S., M.S., Western Illinois University
 B.S.P.T., Ph.D. University of Utah

Stacey Pfenning (2010)

School of Health Sciences
 Assistant Professor, Nursing
 A.S., Bismarck State College
 B.N., Medcenter One College of Nursing
 M.S.N., University of Mary
 D.N.P., Rocky Mountain University of Health Professions

Thomas Porter (2008)

School of Arts and Sciences
 Professor, Music
 B.S., University of Mary
 M.A., DePaul University
 M.A., University of Notre Dame
 D.M.A., University of Missouri – Kansas City

Glenda Reemts (1990)

School of Health Sciences
 Associate Professor, Nursing
 B.S., South Dakota State University
 M.S.N., University of Mary
 Ph.D. (c), North Dakota State University

James Renner (1978)

School of Education and Behavioral Sciences
 Associate Professor, Behavioral Sciences
 B.A., University of North Dakota
 M.S.W., Carleton University, Ottawa

Jamieson Ridenhour (2005)

School of Arts and Sciences
 Associate Professor, English
 B.A., Coker College
 M.A., Western Carolina University
 Ph.D., University of South Carolina

Nita Ritzke (2000)

School of Arts and Sciences
 Associate Professor, Communication and English.
 B.S.E., Minot State University
 M.A., University of North Dakota
 Ph.D., University of Nebraska Lincoln

Joellen Roller, PT (1996)

Dean, School of Health Sciences
 Professor, Physical Therapy
 B.S., M.P.T., D.P.T., University of North Dakota
 Ed.D., St. Thomas University

Jeannine Saabye (1974-1982, 1986)

School of Arts and Sciences
 Associate Professor, Communication
 Faculty Development Coordinator.
 B.A., University of Mary
 M.A., Arizona State University

Rebecca Salvesson (1987)

School of Education and Behavioral Sciences
 Associate Professor, Education
 B.S., University of North Dakota
 M.Ed., University of Washington
 Ed.D., St. Thomas University

Rhoda Sautner (2006)

Gary Tharaldson School of Business
 Assistant Professor, Business
 Certified Public Accountant
 B.A., B.S., M.B.A., Minot State University.
 Ph.D. (ABD), Capella University

Jennifer Schroeder (2008)

School of Health Sciences
 Assistant Professor, Occupational Therapy
 B.S., M.S., University of Mary
 O.T.D., University of St. Augustine for Health Sciences

Tim Schuetzle (2011)

School of Education and Behavioral Sciences
 Assistant Professor, Behavioral Sciences
 B.A., Gustavus Adolphus College
 University of Health Science
 M.A., Bowling Green State University

Robert Schulte, PT (1997)

School of Health Sciences
 Associate Professor, Physical Therapy
 B.S., Chicago Medical School, Finch
 University of Health Science
 M.B.A., University of Nebraska
 D.Sc., Rocky Mountain University of Health Professions

Janeene Sibla, OTR/L (2003)

School of Health Sciences
 Associate Professor, Occupational Therapy
 B.S., University of North Dakota
 M.S., University of Mary
 O.T.D., Rocky Mountain University of Health Professions

Karel Sovak (2005)

Gary Tharaldson School of Business
 Assistant Professor, Business
 A.A.I., Insurance Institute of America
 B.A., M.S., Minot State University
 Ph.D. (ABD), Walden University

Christine Sperle (2002)

School of Health Sciences
 Assistant Professor, Respiratory Therapy
 School of Health Sciences
 B.S., University of Mary
 M.Ed., University of Mary

Mark Springer (2006)

School of Arts and Sciences
 Associate Professor, Social Sciences
 B.A., M.A., University of North Dakota
 Ph.D., University of Nebraska

Joseph Stuart (2010)

School of Arts and Sciences
 Instructor, Social Sciences and Catholic Studies
 A.A.S., Ferris State University
 B.A., Franciscan University of Steubenville
 M.Litt., University of St. Andrews
 Ph.D., University of Edinburgh

Melissa Taylor (2010)

School of Health Sciences
 Assistant Professor, Physical Therapy
 D.P.T., University of Mary

Michael Thorson (1993)

Head Cross Country and Track Coach
 B.S., Minot State University
 M.Ed., University of North Dakota

Shanda Traiser (2008)

Dean, Gary Tharaldson School of Business
 Associate Professor, Business
 Certified Management Accountant
 B.A., Jamestown College
 M.B.A., Minnesota State University – Moorhead
 Ph.D., North Dakota State University

John Tufte (2009)

School of Education and Behavioral Sciences
 Assistant Professor, Education
 B.A., Concordia College
 M.Ed., Moorhead State University
 Ed.D., University of North Dakota

Kathryn Uttech (2007)

School of Education and Behavioral Sciences
 Instructor, Education
 B.S. Mayville State University
 M.Ed., University of Mary

Michelle Westbrook (2006)

School of Education and Behavioral Sciences
 Assistant Professor, Psychology
 B.S., University of Mary
 M.S., California State University – Bakersfield
 Ph.D.(IP), North Dakota State University

Robert Willenbring (2011)

School of Arts and Sciences
 Assistant Professor, Mathematics
 B.A., St. John's University
 Ph.D., Michigan State University

Anthony Williams (2010)

School of Arts and Sciences
 Assistant Professor, Music
 Director of Jazz Studies/Low Brass/Pep Band
 B.M., University of Central Arkansas
 M.M., University of Northern Iowa
 D.M.A., University of Memphis

Cheryl Wynn (2011)

School of Health Sciences
 Assistant Professor
 B.S.N, Medcenter One College of Nursing
 M.S., University of North Dakota

IV. Professional Staff

Tom Ackerman (2001)

Director, Communications
B.S., University of North Dakota

Kevin ("Herb") Allan (2005)

Director of Career & Testing Services
B.S., University of North Dakota
M.S., University of Kansas

Jerald F. Anderson (1989)

Director, Publications
Instructor, Communication
B.U.S., North Dakota State University
B.S., Moorhead State University

Mike Arnegard (1989)

Director, Development
B.S., M.Mgt., University of Mary

Cheryl M. Bailey (1977)

Director, Library. Associate Professor
B.A., North Dakota State University
M.A., University of Minnesota

Ben Berogan (2008)

Head Wrestling Coach
B.S., University of North Dakota

Trina Black (1996)

Student Counselor.
B.S.W., Moorhead State University
M.S.C., University of Mary

Rachel Brash (2008)

Distance Education Advisor, Centers for
Accelerated and Distance Education
B.A., Concordia College
M.Ed., Northern Arizona University

Erin Brick (2011)

Director of Residence
B.A., B.S. Benedictine College

Jevin Budde (2009)

Head Men's Basketball Coach
B.S. Minnesota State University, Mankato
M.S., University of Nebraska-Omaha

Chris Clements (1997)

Assistant Football Coach
B.S., M.S., University of Mary

David Cook (2005)

Head Men's Soccer Coach
B.S., University of Mary

Gary Cooper (2008)

Assistant Football Coach
B.S., Carroll College
M.B.A., University of Mary

Kris Cramer (2008)

Distance Education Advisor,
School of Accelerated & Distance Education
B.A., St. Cloud State University
M.A., University of North Dakota

Nancy Dixon (2008)

Adult Learner Counselor, Accelerated &
Distance Education–Fargo Center.
B.S., North Dakota State University
M.S.Ed., Northern State University

Jeff Dockter (2002)

Assistant Football Coach
Admissions Representative
B.S., North Dakota State University
M.Ed., University of Mary

Kristi Engle (1998)

Library Associate
B.S., Valley City State University
M.L.S., University of North Texas – Denton
Further study: St. Cloud State University

Levi Evans (2004)

Head Women's Soccer Coach.
B.S., M.S., M.B.A., University of Mary

Mike Feldman (2009)

Assistant Baseball Coach
B.S., M.B.A., University of Mary

Diane Fladeland (1985)

Vice President for Academic Affairs
Professor, Nursing
B.S.N., Mercy College
M.S.N., University of Portland
Ph.D., University of Minnesota

Aaron Flynn (2009)

Director of Residence
Community Standards Coordinator
B.A., M.S., University of North Dakota

Amber Flickinger (2010)

Director of Residence
B.B.A., M.S., University of North Dakota

Kevin Forde (2005)

Assistant Athletic Director, Internal Operations
Director of Compliance
B.A., M.S., Southwest State University

Katharine Frantes (2002)

Director of Residence
B.A., University of Minnesota - Duluth

Fred Fridley (2003)

Instructor, Education
Head Women's Basketball Coach
A.A., Williston State College
B.S., M.S., North Dakota State University

Lynn Geary (1997)

Director of Student Life
B.S., M.Ed., University of Mary

Marci Goldade (2009)

Director of Institutional Research and Data Management.
B.S., Moorhead State University (MN)
M.S., A.B.D., Colorado State University

Krista E. Gray (2008)

Director, Advising Center
B.S. Defiance College
M.Ed. Southwest Minnesota State University

Dwight Grismer (2008)

Assistant Director of Student Financial Assistance

Larry Gross (2008)

Network Administrator
B.S., University of Mary

Samantha Haas (2010)

Assistant Athletic Trainer
B.S., University of Mary
M.S., University of Nevada, Las Vegas

Ray Hall (2009)

Assistant Athletic Trainer
B.S., North Dakota State University
M.A., University of Mary

David Hanson (2000)

Associate Director of Student Financial Assistance
B.S., University of Mary.

Mark Haugen (2007)

Adult Learner Counselor,
Centers for Accelerated and Distance Education
B.S., M.Ed., University of Mary

Dallas Heid (2004)

Assistant Wrestling Coach
B.S., M.S., University of Mary

Erin Hill-Oban (2010)

Director – Alumni
B.S., University of Mary

Karen Houchins (2005)

Coordinator, Kansas City Center, Centers for
Accelerated and Distance Education
Gard's School of Business.

Leroy Huizenga (2011)

Assistant Professor, Theology
Director, Christian Leadership Center
B.A., Jamestown College
M.Div., Princeton Theological Seminary
Ph.D., Duke University

Adam Jenkins (2007)

Admissions Representative
B.S. University of Mary

Cory Johnson (2011)

Asst. Men's Basketball Coach
B.S., Minnesota State University, Mankato
M.S., Western Illinois University

Cheryl Kalberer (1997)

Assistant Professor, Education
Director, Harald Schafer Emerging Leaders Academy
B.S., M.Ed., University of Mary

Neal Kalberer (1972)

Vice President for Public Affairs
B.S., University of Wyoming
M.Ed., Northern State College

Brenda A. Kaspari (1997)

Director, Centers for Accelerated and Distance Education
B.A., M.A., University of North Dakota
Ph.D. (c), North Dakota State University

Andy Kotelnicki (2011)

Asst. Football Coach, Offensive Coordinator
B.S., University of Wisconsin-River Falls
M.S., Western Illinois University

Randy Lamberth (2009)

Assistant Football Coach
B.S., University of Mary

Brian Larson (2006)

Director, Sports Information
B.A., University of North Dakota

Joanne Lassiter (2009)

Graduate Nursing Program Advisor,
Accelerated & Distance Education.
Certified Rehabilitation Registered Nurse
B.A.N Jamestown College
M.S.N University of Mary

James Long (2009)

Director of Instructional Technology
Associate Professor, Business
A.S., Bismarck State College
B.S., M.Mgt, M.B.A., University of Mary
Ph.D., Capella University

Kimberly Long (2008)

Assistant Vice President for Academic Affairs
Associate Professor, School of Education
and Behavioral Sciences
A.A., A.S., Bismarck State College
B.S., M.Mgt, University of Mary
Ph.D., Capella University

Sister Madelyn Louttit, O.S.B. (2009)

Director of Student Accessibility Services
B.A., State University of New York at Stony Brook
M.A., Seminary of the Immaculate Conception
M.A. New School for Social Research

Wayne Maruska (1999-2001, 2002)

Adult Learning Counselor & Graduate
Program Advisor, Accelerated & Distance
Education – Bismarck Center.
B.A., University of North Dakota
M.Mgt., University of Mary

Michael McMahon (2007)

Instructor, School of Arts and Sciences
Assistant Football Coach
Defensive Coordinator
B.A. Carroll College
M.S. Utah State University

Sarah McNulty (2009)

Assistant Women's Soccer Coach
B.S., University of Mary

Patricia McWilliams (1999)

Director of Bismarck Sites, Accelerated & Distance Education.
B.S., M.A., Tennessee Technological University

Angelena Mexicano (2011)

Head Softball Coach
B.S., University of Illinois at Champaign-Urbana
M.S.Ed., University of Mary

Harold J. Miller (1968)

Chairman Emeritus, Board of Trustees
B.S., Valley City State University
M.Ed., Ed.D., University of North Dakota

Barbara Montgomery (2004)

Director, Information Services
B.A., Russell Sage College
M.S., Rensselaer Polytechnic Institute

Steven Neu (2011)

Gary Tharaldson School of Business
Associate Professor
Program Director, Sport and Leisure Management
Director of Lifelong Learning
Certified Park and Recreation Professional
B.S., University of North Dakota
M.MGT., University of Mary

Rick Neumann (2003)

Assistant Women's Basketball Coach
Assistant Director, Harald Schafer Emerging Leaders Academy
B.S., M.Ed. University of Mary

Dennis Newell (2006)

Associate Head Cross Country Coach
Assistant Track & Field Coach- Distance
Instructor, Physical Education and Exercise Science Department
B.S. Black Hills State University
M.S. University of North Dakota

Steve Novacek (2010)

Head Volleyball Coach
B.S., University of Minnesota-Duluth
M.S., St. Cloud State University

Mike Offerdahl (2009)

Assistant Athletic Director for Advancement
B.A., Minot State University

Rhonda Olson (1999)

Head Athletic Trainer
B.S., North Dakota State University
M.Ed., University of Mary

Brandon Ralph (2005)

Assistant Track and Field Coach
B.S., University of Mary

J. William Reaves (2011)

B.A. Wheaton College
M.A. Catholic University of America

Jack Reimer (1999)

Assistant Director of Computer
Services – Applications

Chris Remme (2001)

Assistant Director of Computer Services – Hardware

Wayne Riske (2000)

Director of Computer Services
B.A., Minot State University

Vicki Riske (2003)

Coordinator, Tutor Services
B.S., Minot State University

Nathan Sandbakken (2010)

Assistant Athletic Trainer
B.S., University of Mary

Steve Schanandore (1984)

Director, Student Support Services
B.S., University of Mary;
M.Ed., University of Mary

Rodney Scheett (2001)

Registrar
Assistant Professor, Gary Tharaldson School of Business.
B.S., M.Mgt., University of Mary.

Wendy Scheuerman-Schweitzer (2007)

Director of Marketing
B.S., University of Mary

Lindsie Schoenack (2003)

Fargo Center Director, Accelerated & Distance Education.
B.A., Eastern Michigan University
M.B.A., Concordia University Wisconsin

Jeremy Schroeder (2005)

Assistant Track Coach
B.S., Minot State University
M.S., North Dakota State University

Myron Schulz (1995)

Head Football Coach
A.A., Bismarck State College
B.S., University of Mary
M.S., Montana State University

Laura Scott (2010)

Coordinator, Graphic Design & E-Communications
B.A., Moorhead State University

Harris (Monte) Seagren, Jr. (2000)

Director of Bookstore and Mart.
B.A., University of North Dakota

Tim Seaworth (2000)

Vice President for Student Development
B.S., M.A., Ph.D., University of North Dakota

Father James Patrick Shea (2009)

President
Ph.B., Ph.L., Catholic University of America, Washington DC
S.T.B., The Pontifical Gregorian University, Rome, Italy
Further study: Pontifical Lateran University – John Paul II
Institute for Studies in Marriage and Family; Rome, Italy

Michael Silbernagel (2011)

Head Strength and Conditioning Coach
BS, Valley City State University
M.S., University of North Dakota

Tony Spencer (2011)

Assistant Football Coach
B.S., Carroll College
M.S., University of South Dakota

Mark Stephens (2007)

Director of Facilities
B.A., Silver Lake College

Linda Stewart (2007)

SSS - Academic Advisor
Professional Tutor
B.S., University of Mary
B.S., M.S., Montana State University, Bozeman

Marybeth Storey (1985)

Director of Upward Bound
A.A., Bismarck State College
B.S., Concordia College
M. Mgt., University of Mary

Erin Taylor (2007)

Assistant Director of Bookstore
A.A.S, Bismarck State College
B.S., University of Minnesota

Roger Thomas (2008)

Athletic Director
B.A., Augustana (IL) College
M.A., University of South Dakota

Mike Thorson (1993)

Head Men's and Women's Track and
Field and Cross Country Coach
B.S., Minot State University
M.S., University of North Dakota

Sister Hannah Vanorny, O.S.B. (2009)

Assistant Director of Campus Ministry
B.A., Minnesota State University, Moorhead
M.S., North Dakota State University

Linda Wagner (2002)

Library Associate
B.S., University of North Dakota
M.L.S., Brigham Young University
M.A.Ed., East Carolina University
Ph.D. (IP), University of North Dakota.

Sister Gerard Wald, O.S.B. (1982)

Director of Student Volunteer Services
B.S., University of Mary
M.S.N., St. Louis University
M.Mgt., University of Mary.
Further study: St. Mary's University

Kristi D. Wanner (2007)

Director of Campus Ministry
B.A., University of Mary
M.A., St. John's University (Collegeville, MN)

Jason Weidman (2011)

Head Women's Tennis Coach
B.S., M.S., University of Mary

Jenn Weisenberger (2009)

Head Coach, Cheer and Dance

Sister Thomas Welder, O.S.B. (1963)

President Emerita
B.A., College of St. Scholastica
M.M., Northwestern University
Further study: Northwestern University, Harvard University

Joan Weltz (1973)

Assistant Director of Admissions – Transfers

Anne Marie Werthmann (2011)

B.A. Wells College
M.A. (IP) Indiana State University

Brent Winiger (2005)

Vice President for Financial Affairs
M.B.A., Boise State University

Sister Janet Zander, O.S.B. (1989)

Assistant to the President
B.A., University of Mary
M.A., University of Notre Dame

Brenda Zastoupil (2001)

Director of Student Financial Assistance
B.S., M.B.A., University of Mary

Sister Rosanne Zastoupil, O.S.B. (1971)

Director of Human Resources
B.S., M.Mgt., University of Mary

Douglas Zottnick (1979)

Director of Accounting Services
B.S., University of Mary

V. Part-Time Faculty**Jennifer Anderson (2009)**

Instructor, Education
B.S., Minot State University

Jerald F. Anderson (1989)

Director, Public Relations and Publications.
Instructor, Communication
B.U.S., North Dakota State University
B.S., Moorhead State University

David Augustadt (2003)

B.A., B.S., University of Mary

Janet Basingthwaite (2008)

Practicum Supervisor, Education
B.A., North Dakota State University

Father Paul Becker (2007)

Instructor, Philosophy and Theology
B.A., St. Thomas College
M.Th., St. Thomas Seminary
M.S., Minot State University

Tara Bohlen (2007)

Instructor, Music
B.A., St. Olaf College

Sara Boyd (1998)

Lecturer, Music
B.A., University of Akron
M.S., Baylor University

Jan Candee (1991)

Lecturer, Music
University Supervisor, Education.
B.A., St. Olaf College
Further study: Northern State University,
Hamline University, University of North Dakota,
University of Mary

Jan Deschamp (2005)

Practicum Supervisor, Education
B.A., Morehead State University
M.A., University of Mary

Joan Drevlow (1996)

Associate Professor, Nursing
B.S., University of North Dakota
M.S.N., University of North Dakota
Ed.D., University of South Dakota

Joanne Drevelow (2006)

Instructor, Education
B.A., University of North Dakota
M.S., University of North Dakota
Ben Ehrmantraut (1992)
Instructor, Music
B.A., University of Mary

Diane Fladeland (1985)

Professor, Nursing.
Vice President for Academic Affairs.
B.S.N., Mercy College
M.S.N., University of Portland
Ph.D., University of Minnesota

Annie Margaret Gerhardt (2006)

Instructor, Nursing
B.S., University of Mary
M.S.N., (F.N.P.) University of Mary

Rhonda Gowen (1990)

Instructor, Music
B.A., Minot State University
M.F.A., University of Minnesota

Mark Halvorson (2007)

Instructor, Social & Behavioral Science
B.A., University of North Dakota
M.A., Montana State University, Bozeman

Marie Hoff (2009)

Instructor, Philosophy and Theology
B.A., University of Mary
M.S.W., University of Utah
M.P.A., University of Puget Sound
Ph.D., University of Washington, Seattle

Leroy A. Huizenga (2011)

School of Arts and Sciences
Assistant Professor, Theology
Director, Christian Leadership Center
B.A., Jamestown College
M.Div., Princeton Theological Seminary
Ph.D., Duke University

Kathy Jerke (1992)

Assistant Professor, Education
B.S., North Dakota State University
M.S., University of North Dakota

Laverne Johnson (2005)

Practicum Supervisor, Education
B.S., M.S., Minot State University

Ann Kempf (1990)

Instructor, Education
A.A., Bismarck Junior College
B.S., Arizona State University

Mark Kielpinski (1997)

Instructor, Education
B.S., M.S., University of Mary

Sister JoAnn Krebsbach, O.S.B. (1980)

Professor Emerita, Philosophy and Theology
 B.A., University of Mary
 M.S., Northern State University
 M.M., Seattle University
 Further study: University of Nebraska,
 University of Notre Dame

Terry Kuester (2006)

Instructor, Education
 B.S., Dickinson State University
 M.S., University of Mary

Eric Lawson (2008)

Instructor, Music
 B. M., Michigan State University
 M.M., Louisiana State University
 D.M.A., University of Minnesota

James Long (2009)

Gary Tharaldson School of Business
 Associate Professor, Business.
 Director of Instructional Technology
 A.S., Bismarck State College
 B.S., M.Mgt, M.B.A., University of Mary
 Ph.D., Capella University

Kimberly Long (2008)

Associate Professor, School of Education and Behavioral Science
 Assistant Vice President for Academic Affairs
 A.A., A.S., Bismarck State College
 B.S., M.Mgt, University of Mary
 Ph.D., Capella University

Father Daniel Maloney, O.S.B. (1973)

Associate Professor, Philosophy and Theology
 B.A., St. John's University
 M.A., Fordham University
 Further study, Fordham University.

Mike Manstrom (1993)

Instructor, Gary Tharaldson School of Business
 B.S., University of North Dakota
 M.Mgt., University of Mary.

Judy Maslowski (1991)

Associate Professor, Nursing
 B.S.N., Minot State University
 M.S.N., University of Mary

Tonya Mertz (2008)

Instructor, Music
 B.A., B.S., University of Mary
 M.M., University of Northern Iowa

Barbara Mickelson (2003)

Associate Professor, Nursing
 A.D., Presentation College
 B.A., Jamestown College
 M.Mgt., University of Mary

Everett Miller (1996)

Instructor, Education
 A.A., Bismarck Junior College
 B.A., Jamestown College
 Further study: University of North Dakota,
 North Dakota State University, Concordia College

Tim Moore (1985)

Instructor, Gary Tharaldson School of Business
 B.S., University of Mary
 M.B.A., M.S., University of North Dakota

Sharon Mosbrucker (2006)

Instructor, Education
 B.A., Concordia University
 M.Ed., University of Mary

Michael Mullen (1997)

Assistant Professor, Nursing
 B.S., University of Notre Dame
 J.D., Georgetown University

Steve Neu (2005)

Instructor, Gary Tharaldson School of Business
 Program Director, Sport and Leisure Management
 Certified Park and Recreation Professional
 B.S., University of North Dakota
 M.Mgt., University of Mary

Darrell D. Nitschke (2003)

Advisor and Instructor, Criminal Justice Program,
 Behavioral Sciences
 B.S., North Dakota State University

Brian Palecek (2005)

Instructor, Music
 Ed.D., University of St. Thomas

Robert Peske (1989)

Lecturer, Music
 B.S., Moorhead State University
 M.S., University of North Dakota
 Further study: Guitar Institute of Technology

Marylee Prebys (1987)

Lecturer, Music
 B.A., University of North Dakota
 B.A., University of Manitoba
 Further study: University of Southern Illinois

Ryan Riehl (2009)

Instructor, Education
 B.S., Dickinson State University
 M.S., North Dakota State University

Teresa Rittenbach (1999)

Associate Professor, Nursing
 B.A., Jamestown College
 M.S., University of Portland
 Ph.D., University of Minnesota

Brian L. Saylor (2008)

Instructor, Education
B. S., Lee University
M.S., University of Mary

Robert Salvesson (1990)

Lecturer, Education
B.S., Concordia College
M.S., University of North Dakota

Stephen Schilling (1988)

Assistant Professor, Social Sciences
B.S., M.A., University of North Dakota.

Mundi Schmidt (2006)

Instructor, Education
B.S., University of Mary
M.S., University of Mary

Tom Schmidt (2006)

Instructor, Education
B.S., University of Mary

Father Patrick Schumacher (2007)

Instructor, Philosophy and Theology.
B.A., North Dakota State University
S.T.B., Angelicum (The Pontifical University
of St. Thomas Aquinas; Rome, Italy)
S.T.L., Accademia Alfonsiana; Rome, Italy
Further study: The British Institute; Florence, Italy
Further study: Angelicum (The Pontifical University
of St. Thomas Aquinas; Rome, Italy)
Further study: Pontifical North American
College; Vatican City State, Europe

Valerie Smallbeck (2009)

Instructor, Education
B.S., University of North Dakota
M.S., University of Mary

Rev. James A. Sorenson (1978)

Assistant Professor,
Philosophy and Theology.
B.A., Augsburg College
B.Th., Luther Theological Seminary
M.Th., United Theological Seminary

Claudia Tomanek (1996)

Instructor, Education
B.S., Ed.D., University of North Dakota
M.S., Northern State University

Dan Ulmer (2007)

Instructor, Business
B.A., Jamestown College
M.A., University of Montana- Missoula

Kathryn Uttech (2008)

Special Education Grant Director, Education
B.S., Mayville State University
M.S., University of Mary

Kurt Weinberg (1998)

Instructor, Education
B.S., Springfield College
M.A., University of Northern Colorado

Jenn Weisenburger (2006)

Cheer Coach

Richard Were (1987)

Instructor, Addiction Counseling
B.S., University of Mary.

Brenda Werner (2009)

Instructor, Education
B.S., Concordia College
M.S., Fort Hays State University
Ph.D., University of North Dakota

Myla Weatherly Wescom (2001)

Instructor, Education
B.S., M.Ed., University of Mary

Timothy Wiedrich (1998)

Instructor, Gary Tharaldson School of Business
B.S., M.Mgt., University of Mary

VI. Lead Facilitators

Jennifer Bandy (2002)

B.A., B.S., Michigan State University

Randall Boor (1981)

B.A., Moorhead State University
M.S., North Dakota State University

Mary Bommersbach (2007)

B.S., Minnesota State University - Moorhead
M.B.A., University of Mary
Specialization in Information System

Marvin Borgelt (1982)

Associate Professor, Tharaldson School of Business.
B.S., University of Minnesota
M.B.A., University of Maryland
Further study, Pennsylvania State University

Bruce Davidson (1999)

B.S., South Dakota State University
M.S.N., University of North Dakota
M.Mgt., University of Mary

Elaine Doll-Dunn (2004)

B.S., Black Hills State University
M.Ed., South Dakota State University

Ruth Doyle (2004)

B.S., M.S., Ed., Montana State University – Billings
Ed.D., University of Wyoming

Marilyn Evenson (2003)

B.A., North Dakota State University
M.S., Illinois State University
Ph.D., Fielding Institute

Kevin Fishbeck (2001)

Associate Professor, Computer Information
Systems, Tharaldson School of Business
B.S., M.A., Northern State University
Ph.D., North Dakota State University

Tamara Flemmer (2006)

B.S.N., Union College
M.S.N., University of Mary

Jacquelyn Grewell (2004)

B.A., Michigan State University
J.D., Detroit College of Law

Rodney Hair (2004)

B.S., M.B.A., University of Mary
Ph.D. (candidate), Touro University International

Cordell Hull (2001)

B.S., M.Mgt., University of Mary

James Long (2009)

Associate Professor,
Gary Tharaldson School of Business.
Director of Instructional Technology
A.S. Bismarck State College
B.S., M.Mgt., M.B.A., University of Mary
Ph.D. Capella University

Ruth Lumb (1998)

B.A., M.B.A., Moorhead State University
Ph.D., Louisiana State University

David MacDonald (2000)

B.S.C., M.D., University of Birmingham,
U.K.D.R.C.O.G., University of London
L.M.C.C., Euclid Fellow, A.C.O.G.
M.Mgt., University of Mary

Jane Pettinger (1999)

B.S., M.B.A., North Dakota

Justin Reynolds (2001)

B.S., North Dakota State University
M.S.A., Central Michigan University
Ph.D., North Dakota State University

Mort Sarabakhsh (1998)

C.H.A., Educational Institute
M.S., Ph.D., University of Dallas

Steven Scherling (2000)

B.S., University of North Dakota
M.B.A., University of Arizona
D.B.A., University of Oklahoma

VII. Adjunct Faculty

Rajean Backman (2003)

Clinical Instructor, Respiratory Therapy
Program, St. Alexius Medical Center
B.S., University of Mary

Renee Baltzer (1995)

Clinical Laboratory Science,
St. Alexius Medical Center.
B.S., Concordia College
M.S. University of North Dakota

Jill Berntson (2006)

Clinical Instructor, Radiologic Technology Program
B.S., Minot State University

Ave B. Boschee (1990)

Nursing, Miles City Veterans
Administration Hospital.
B.S., Montana State University
M.S., University of Portland

Wayne Bruce (1995)

Director, Clinical Laboratory Science
Associate Professor of Pathology,
University of North Dakota.
B.S., University of Mary
Ph.D., University of Minnesota

Robert W. Cashmore (1983)

Clinical Laboratory Science,
Trinity Health Center, Minot.
M.D., University of Minnesota

Nancy Dietz (1999)

Lecturer: Step-Up Program.
B.A., English, University of Mary

Ward Fredrickson (1990)

Clinical Laboratory Science, St. Alexius
Medical Center, Bismarck
M.D., University of Iowa

James Hughes (1980)

Medical Director, Respiratory Therapy Program
B.A., M.D., University of Pennsylvania

Kim Lennick (1990)

Director, Radiologic Technology Program
B.S., University of Mary

Nicholas Neumann (1982)

Respiratory Therapy. St. Alexius Medical Center.
M.D., Wayne State University

Julie Schmit (2006)

Instructor, Nursing
B.S.N., Medcenter One
M.S.N., (F.N.P.) University of Mary

Dolores Wood (1978)

Clinical Laboratory Science,
Trinity Health Center, Minot.
B.S., Minot State University
M.S., University of North Dakota

VIII. Faculty Emeriti

Janet Beltran (1974-1995)

Professor Emerita, Social & Behavioral Sciences

Dan Chaussee (1979-2002)

Professor Emeritus, Nursing

Sister Mariah Dietz, O.S.B. (1971-2011)

Professor Emerita, Nursing

Loran L. Eckroth (1974-2000)

Professor Emeritus, Music.

Father Denis Fournier, O.S.B. (1986 - 2003)

Professor Emeritus, Humanities

Charles Fortney (1973-2006)

Professor Emeritus, Social & Behavioral Sciences

Sister Terence Glum, O.S.B. (1970-1996)

Professor Emerita, Mathematics & Natural Sciences

Thomas P. Johnson (1970-2000)

Professor Emeritus, Education and Academic Affairs

Sister Helen Kilzer, O.S.B. (1956-1993)

Professor Emerita, French, Spanish and German

Sister JoAnn Krebsbach, O.S.B. (1980-2008)

Professor Emerita, Philosophy & Theology

Mary Leetun (1993-2005)

Professor Emerita, Nursing

David Nix (1971 - 2001)

Professor Emeritus,
Mathematics & Natural Sciences

Sally N. Olsen (1977-2002)

Professor Emerita, Nursing

Eleanor S. Wertz (1980-1996)

Professor Emerita, Nursing

Sister Kathryn Zimmer, O.S.B. (1962-66, 1976-1990)

Professor Emerita, Nursing

Index

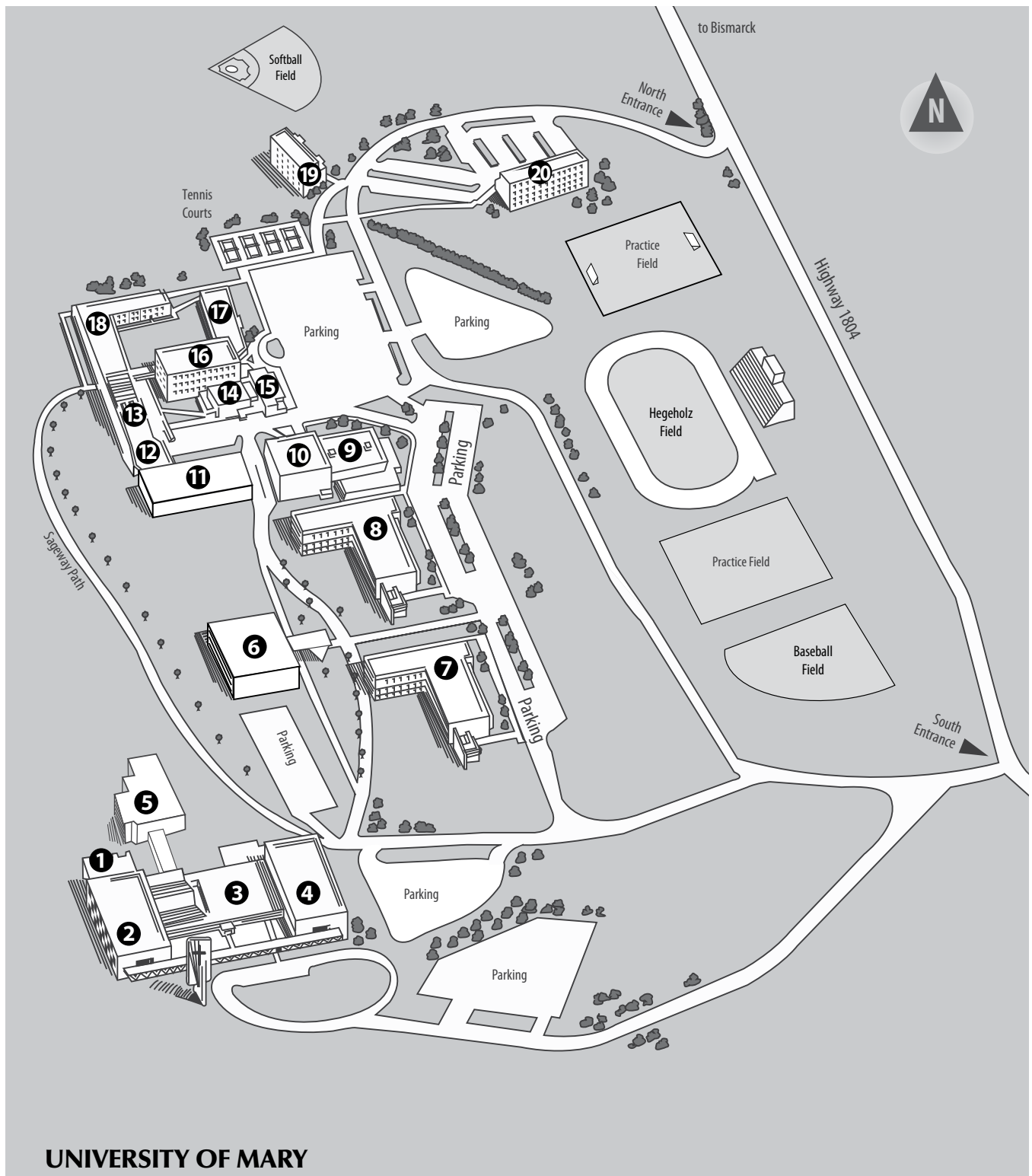
Academic Calendar	118	Advising	129
Academic Honesty	124	American College Test (ACT)	19
Academic Honors.....	122	Americans Leadership University	8
Academic Life	118	Amnesty Policy.....	123
Academic Progress	122	Anthropology Courses.....	48
Accelerated and Distance Education.....	10	Appeals Process	124
Access to Records (FERPA).....	16	Areas of Study	15
Accounting Major	25	Art Courses.....	49
Add/Drop Class Refunds & Policy	131	Athletic Training	86
Addiction Counseling Program	71	Athletic Training Course Descriptions	93
Adding Courses	120	Athletic Training Education Program.....	87
Adjunct Faculty	152	Attendance Policy.....	121
Administration Staff	139	Audit Courses.....	118
Admissions	19		
Adult Student	20	Bachelor Degree Minors, School of Business	30
Campus Visits and Interview	22	Bachelor of University Studies Degree.....	14
Deferred	20	Benedictine Values	8
Early	20	Billings Center	10
Fee	19	Biology Courses.....	49
Freshman	13, 19	Biology Education Major.....	40
International Student.....	20	Biology Major.....	39
Major Area of Study	22	Biology Program	39
Non-Degree	20	Bismarck Center	10
Prior Criminal History.....	20	Board and Room Charges.....	131
Readmission	22	Board of Trustees	138
Transfer Students.....	19	Books and Supplies	130
Withdrawal of Offers of Admission	21	Bookstore and Mart	130
Admission to a Major Area of Study	22	Business Administration Major.....	26
Adult/Distance Education Undergraduate Degrees.....	31	Business Communications Major	27
Adult Learners.....	10	Business Degree with a Concentration	31
Adult Student Admission.....	20	Business Education Major	27
Advanced Placement Examination	118		

Calendar	118	Deferred Admission	20
Campus Ministry	126, 130	Degree Information: Student Competence(s)	12
Campus Security	128	Degree Requirements.....	14
Campus Visits and Interview.....	22	Degree Success Plans.....	123
Cancellation of Classes	125	Department of Athletic Training.....	86
Career and Testing Services	130	Department of Education.....	75
Catholic Studies Courses	51	Department of Exercise Science.....	96
Catholic Studies Program.....	40	Department of Occupational Therapy	102
Challenge Examination.....	118	Department of Physical Therapy	109
Changes of Schedule	120	Department of Respiratory Therapy.....	111
Chemistry Courses.....	52	Deployment Policy.....	120
Chemistry Program	40	Disabilities Services.....	129
Class Attendance	121	Division of Nursing	98
Classification of Students	121	Dropping Courses.....	120
CLEP Program	118	Dual Credits	11
Clinical Laboratory Science Program	86	Dual Degree Program	11
Coaching (Minor) Program	77		
College by Video Courses	119	Early Childhood Education Program	76
College Level Examination Program	118	Economics Courses.....	55
Communication Courses.....	52	Education Program Course Descriptions.....	79
Communication Majors	41	Elementary Education Program.....	77
Competence(s), University	12	Emerging Leaders Academy Course Descriptions.....	116
Computer Information Systems Major	29	Emerging Leaders Academy Program.....	116
Concentrations.....	15	Engineering Science Major.....	41
Continuing Education	12	English Courses.....	55
Correctional Management.....	31	Exercise Science Course Descriptions.....	97
Counseling Services	130		
Course Numbers	16	Facilities.....	9
Credit by Examination.....	118	Faculty Emeriti.....	153
Credit for Prior Learning.....	119	Family Education Rights and Privacy Act of 1974	16
Credit Hours.....	118	Fargo Center.....	10
Criminal Justice Program	72	Federal and State Grants.....	134
Cultural Events.....	128	Final Examination.....	121
Current Charges.....	131		

Financial Assistance	133	Immunization Policy	22
Satisfactory Progress Policy	135	Independent Study	118
Financial Services and Banking Major	26	Information Technology Management Major	30
First-Year Experience	129	Intercollegiate Athletics	127
Fitness Specialist Certification		International Student Admission	20
Exercise Science Program	96		
Food Service	130	Kansas City Center	11
Foreign Language Program	46		
Forensics	127	Learning Skills Center	129
Full-Time Teaching Faculty	139	Library, Welder	10
		Loans	134
Gary Tharaldson School of Business	24		
Gary Tharaldson School of Business		Major Areas of Study	15
Course Descriptions	32	Marketing Major	28
General Degree Requirements	13	Mathematics Courses	57
General Information	6	Mathematics Education Major	43
Geography Courses	56	Mathematics Major	43
Goals, University	6	Math/Science Composite Major	43
Grade Reports	121	Middle School Endorsement	77
Graduate Programs	11	Minor Areas of Study	15
Graduation Requirements	14	Mission and Identity, University	7
Graduation Requirements, School of Business	25	Mission Statement, University	6
Grants	134	Musical Groups	127
		Music Courses	59
Harold Schafer Emerging Leaders Academy Program .	116	Music Department	43
Healthcare Administration Major	27		
Health Clinic	130	Non-Classroom Opportunities for Credit	118
Health Education (Minor) Program	77	Non-Degree Admission	20
History Courses	56	Nondiscrimination	136
History Education Major	42	Nursing Course Descriptions	100
History, University	6	Nursing Degrees, Specific Degree Requirements	14
Honors, Academic	122		
		Occupational Therapy Course Descriptions	104
		Organizational Leadership	31

Part-Time Faculty	149	Scholarships.....	134
Pastoral Ministry Program	44	Scholastic Aptitude Test.....	19
Payment Options	135	School of Arts and Sciences.....	39
Payment Policies	131	School of Arts and Sciences Course Descriptions.....	48
Personnel	138	School of Education and Behavioral Sciences.....	71
Philosophy Courses.....	65	School of Health Sciences.....	86
Philosophy Program	45	Science Courses	66
Physical Education and Health Program		Secondary Education Program	78
Course Descriptions	82	Senior Students	11
Physical Education Program	77	Social and Behavioral Sciences Courses.....	67
Physical Therapy Program.....	109	Social and Behavioral Sciences Major.....	45
Physics Courses	66	Social Studies Education Major	46
Political Science Courses.....	66	Social Work Program.....	74
Pre-Law.....	16	Sociology Courses	67
Pre-Professional Concentrations.....	16	Spanish Courses	67
Prior Associate or Baccalaureate Degrees	119	Spanish Program.....	46
Privacy Rights of Students.....	16	Special Education Program	78
Probation, Academic.....	123	Spirituality and Ethics.....	12
Professional Staff.....	145	Sport and Leisure Management Major	29
Progress Toward a Degree.....	122	Student Classification	121
Psychology Program	73	Student Government	127
		Student Handbook.....	127
Radiologic Technology Program.....	111	Student Health Clinic	130
Reading Credential.....	78	Student Life	126, 129
Readmission	22	Student Newspaper	128
Refunds Policy.....	131	Student Organizations.....	127
Registration	119	Student Recreation.....	127
Residence Life.....	126	Student Support Services.....	129
Respiratory Therapy Professional Courses.....	114	Student Teaching Course Descriptions.....	84
Returning Students	14	Student Volunteer Program.....	128
Right to an Appeal	123	Summer Sessions.....	11
Room and Board.....	131	Suspension, Academic.....	123

Theology Courses.....	68
Theology Program	48
The Prior Learning Program	11
Transcripts.....	122
Transfer Admission, Athletic Training	93
Transfer of Credit.....	119
Transfer Students	20
Tuition and Fess	131
University Goals.....	6
Video Courses	119
Vision Statement, University.....	7
Visiting Campus.....	22
Warning, Academic.....	123
Welder Library	10
Wellness Minor	98
Withdrawal from the University	120
Withdrawal of Offers of Admission	22
Withdrawing from the University	131
Work Study.....	134



UNIVERSITY OF MARY

BISMARCK CAMPUS MAP

- | | | |
|---|--|--|
| 1. Harold Schafer Leadership Center | 7. Greg Butler Hall | 14. Arno Gustin Hall |
| 2. Boniface Riverview Residence and St. Joseph's Hall for Men | 8. Hillside Hall | 15. Clairmont Center for Performing Arts |
| 3. Benedictine Center for Servant Leadership | 9. Richard A. Tschider Center for Health Science | 16. Harold J. Miller Center |
| 4. Boniface Hall | 10. McDowell Activity Center | 17. Casey Center for Nursing Education |
| 5. Gary Tharaldson School of Business | 11. Leach Fieldhouse | 18. North Campus Residence Hall |
| 6. Welder Library | 12. Leach Center for Student Life | 19. Deichert Hall |
| | 13. University Hall | 20. Boyle Hall |

7500 University Drive
Bismarck, ND 58504
www.umary.edu
(800) 288-6279



UNIVERSITY OF MARY
America's Leadership University

University of Mary

CATALOG ADDENDUM

Updates and Corrections to the 2011-2012 Catalog

Page 13

- A Theology Course: 3 semester hours
 - THE 104 Basic Catholic Beliefs
 - THE 110 Introduction to the Bible
 - THE 112 Introduction to Theology
 - THE/CTH 234 Benedict: Yesterday and Today
- An Ethics Course: 4 semester hours
 - THE 208 Introduction to Christian Ethics
 - THE 215/315 Virtue & Character
 - THE 220 Faith & Justice

Page 96

- b. Be eligible for application for the American College of Sports Medicine (ACSM) Health Fitness Specialist Certification

Exercise Science Program

Admission Requirements

Entrance into the University of Mary Exercise Science Program is selective. Students may declare a major in exercise science during their freshman year. However, acceptance to the professional Exercise Science Program requires an application process which typically occurs in the spring of the sophomore year. Students will be accepted during the spring semester to begin course work in the fall semester of the same calendar year.