



2012–2013

UNIVERSITY OF MARY

# Catalog

Undergraduate & Graduate Programs, Faculty & General Information



Faithfully Christian • Joyfully Catholic • Gratefully Benedictine

# 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 (2012-13)

Total number of students – 3,125

Ratio of Students/Faculty – 17:1

Overall Placement Rate –95 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  
Commission on Accreditation for Respiratory Care  
Commission on Accreditation of Athletic Training Education  
Council on Social Work Education

## 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	Mass Communication
Addiction Counseling	Mathematics
Athletic Training	Mathematics Education
Biology	Medical Laboratory Science
Biology Education	Music
Business	Music Education
Business Administration	Music Performance
Business Communication	Music with an Emphasis in Sacred Music
Business Education	Nursing
Catholic Studies	Organizational Leadership
Computer Information Systems	Pastoral Ministry
Criminal Justice	Physical Education & Health
Early Childhood Education	Psychology
Elementary Education	Public Policy
Engineering Science	Public Relations
English	Radiologic Technology
English Education	Respiratory Therapy
Exercise Science	Secondary Education
Financial Services and Banking	Social and Behavioral Sciences
Government and Political Philosophy	Social Studies Education
Healthcare Administration	Social Work
History Education	Spanish
Information Technology Management	Special Education
Liberal Arts	Sport and Leisure Management
Marketing	Theological Studies (Tempe only)
	Theology

## Areas of Study – Minors

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

## Pre-Professional Concentrations

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

## Master's Degrees

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

## 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 Catalog

Undergraduate & Graduate Programs,  
Faculty & General Information

2012–2013





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Lead Facilitators
Adjunct Faculty
Faculty Emeriti

# 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 co-curricular learning come together.

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

## University Goals

### Mission Statement

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

#### *To serve the religious needs*

The University of Mary offers:

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

#### *To serve the academic needs*

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

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

For a student to grow in leadership formation and acquire proficiency in these competencies,

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

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

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

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

- Curricular integration of the liberal arts and professional preparation
- Opportunities in service learning on campus, locally, regionally, and globally
- The trimester calendar, which translates into 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 co-curricular offerings to include global perspective
- Exchange among students, faculty, and staff in the social, academic, and spiritual areas of the campus environment
- Involvement in the religious, social, educational, and political communities beyond the campus.
- The Emerging Leaders Academy, an honors leadership program that is designed for highly-motivated, capable students who are interested in becoming future professional leaders.

### *Servant Leadership experiences are based on:*

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

## Mission and Identity

Founded to prepare leaders in the service of truth, the University of Mary is distinctive in our education and formation of servant leaders with moral courage, global understanding, and commitment to the common good. 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 reside 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 School of Education and Behavioral Sciences, a cafeteria, a women's residence hall, faculty offices, classrooms, and the Harold Schafer Leadership Center.
- **Harold Schafer Leadership Center:** Named after the renowned North Dakota entrepreneur, the center is located within the Benedictine Center. It includes an executive boardroom, the 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.

A candidate for a degree must submit the portfolio for evaluation at least one semester prior to the date of graduation. Ordinarily, prior learning credits are non-transferable. They are recorded as transfer credits and usually are not transcribed



until the student has met the other requirements for a degree, or an added major or minor, at the University of Mary. These requirements are listed in other sections of this catalog.

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

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

## 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, Human Performance, Project Management, Occupational Therapy, Respiratory Therapy, Strategic Leadership 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 dean of the appropriate school.

The graduate section of this catalog 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 high schools. Credits earned through this program are approved by the University of Mary and, as such, appear on an official transcript and may transfer to other institutions of higher education.

## Programs for Elders

If class limits allow, persons 65 years of age or older may attend classes at the University of Mary tuition-free. They may take courses for academic credit or on an audit basis. Individuals receiving this benefit will receive a 1098T which reflects the benefit received. In accord with IRS regulations, this benefit may have tax consequences.

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 Director of Life Long Learning. Upon approval, the requestor will be notified in writing of approval of the specific course for a specific number of credits, credit requirements, tuition costs, and the name of the person to be contacted for registration. The requestor is responsible to ensure that he or she obtains the necessary registration forms.

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



# **Undergraduate Programs at the University of Mary**

2012–2013

# 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 credits of which at least 44 semester credits are on the 300-400 level with a minimum cumulative grade point average of C (2.0) or the minimum grade point average as required by a major
2. At least 64 semester credits in a four-year college of which 32 semester credits 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. 52–56 semester credits in liberal arts and sciences, including:

- 28–31 required semester credits for the following courses:

POL 101 Responsible Citizenship  
(3 semester credits)

ANT 171 Cultural Anthropology  
(3 semester credits)

ENG 121 College Composition II  
(3 semester credits)

COM 110 Oral Communication  
(3 semester credits)

MAT 103 College Algebra (or higher)  
(3 semester credits)

- An Art Course: 3 semester credits

ART 108 Introduction to Photography

ART 111 Introduction to  
the Visual Arts

ART 116 Introduction to Film

ART 121 Introduction to the Art  
of Rome and Paris

ART 127 Introduction to Drawing

ENG 130 Introduction to Literature

MUS 196 Introduction to Music

- A 100/200 Level Lab Science Course:  
(4 semester credits)

- A Theology Course: 3 semester credits

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 credits

PHI 208/308 Philosophical Ethics

THE 208 Introduction to  
Christian Ethics

THE 215/315 Virtue & Character

THE 220 Faith & Justice

THE 382 Moral Issues Seminar

- ALU 122 Freshman Seminar  
(1 semester credit)

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 credits from at least three (3) of the following areas (one of the areas must be Philosophy/Theology):

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

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

Philosophy/ Theology (Prefix of PHI or THE)

Social & Behavioral Sciences  
(Prefix of ECN, GEO, HIS, POL, PSY,  
SBS, SOC)

- Additional requirements to include:

Information technology requirement met with the course, CIS 101 Introduction to Computer Information Systems (4 semester credits) or its equivalent or passing performance in a placement exam.



Senior Capstone Course within the major (1.0 or more semester credits)

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 department 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, student participation in tests and learning assessments is expected.

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

Students who wish to complete two baccalaureate degrees must complete 160 semester credits. 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 credits (or its equivalent) or 20 semester credits of Philosophy-Theology with 12 semester credits 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 credits required for a declared major in addition to graduation requirements for a bachelor's degree.

### Bachelor of University Studies Degree

This degree is designed to fulfill the career needs of three groups: (1) those who have an interest in specific job requirements which do not fit any major offered at the University; (2) those who

desire a degree for personal enrichment; (3) those who need a degree for job advancement where a specific major is not required. A student pursuing the University Studies degree must meet the general bachelor's degree requirements though the completion of a major is not required.

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

## Bachelor of Applied Science Degree

The Bachelor of Applied Science is a new degree program offered as part of a seamless transfer option available only to students who transfer to the University of Mary with an Associate of Applied Science degree from an accredited college. Three degree options are available:

- **Bachelors of Applied Science – Information Technology Management**

Course requirements: 64 semester credits obtained through completion of an Associate of Applied Science degree, ANT 171, SCI 322, THE 112, THE 208, COM 414, ENG 302 and major courses of BUS 215, ITM 200, ITM 220, BUS 371, ITM 300, ITM 310, ITM 330, ITM 340, BUS 401, BUS 454, ITM 410, ITM 420, ITM 430, ITM 456, ITM 452. Of the 128 credits, 45 must be at the upper level.

- **Bachelors of Applied Science in Healthcare Management**

Course requirements: 64 semester credits obtained through completion of an Associate of Applied Science degree, ANT 171, SCI 322, THE 112, PHI 482, COM 414, ENG 302 and major courses of ACC 101, ACC 102, ECN 203, BUS 215, HPS 206, BUS 311, BUS 333, BUS 350, BUS 362, BUS 371, BUS 401, BUS 403, BUS 407, BUS 408, BUS 446, BUS 452. Of the 130 credits, 47 must be at the upper level.

- **Bachelors of Applied Science – Correctional Management**

Course requirements: 64 semester credits obtained through completion of an Associate of Applied Science degree, ANT 171, SCI 322,

THE 112, THE 208, COM 414, ENG 302 and major courses of CRJ 201, CRJ 310, CRJ 315, CRJ 410, OLS 478, MGT 328, MGT 380, MGT 401, MGT 472, MGT 473, MGT 490, SWK 330. 129 semester credits.

## 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 or his/her designate. 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 require-

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

## Areas of Study

### Major Areas of Study

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

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

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

### Minor Areas of Study

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

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

## Concentrations

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

## Biology

### Wildlife and Conservation

#### Biology Concentration:

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

## 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.*

## Healthcare

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. Because professional schools' entrance requirements vary widely, students are urged to contact the professional school they wish to attend to assure that they have taken all of the prerequisite classes to meet program requirements.

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

### Concentration in Pre-Healthcare Areas:

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

## Pre-Law

To enter an approved school for the study of law, a person is expected to have a Bachelor of Arts or Bachelor of Science degree and to have successfully completed the Law School Admissions Test (LSAT). A degree which concentrates on the development of critical thinking, effective writing, and strong oral communication skills is a good preparation. Pre-Law Concentration is best suited for majors in: Accounting, Business, 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; CRJ 312, POL 202, 414; PHI 202; COM 311 or ENG 332 or COM 309; HIS 271 or 272, BUS/ENG/SBS 425-LSAT Preparation.

## 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 contested 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 extracurricular activities. In addition to the directory information listed above, information may include: a) information describing the awards and/or honors; b) date of birth and/or place of birth; c) hometown; and/or d) dates of attendance.

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

# Admissions

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, or the International English Language Testing System (IELTS)-(Collegiate version)-and score a minimum of 5.5. Undergraduate students applying under the Gary Tharaldson School of Business International Program only may be granted conditional acceptance if TOEFL scores are between 61-70 on

the Internet-based examination or IELTS scores are between 5.0-5.4. Students conditionally accepted under this program would be required to complete a full semester, intensive ESL course as defined in their acceptance materials. Scores for any applicant that are more than two years old are not valid and will not be considered.

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 or IELTS and achieve a minimum score of 80 on the Internet-based TOEFL examination, or a minimum score of 6.5 on the IELTS. Scores for any applicant that are more than two years old are not valid and will not be considered. Graduate students who provide evidence of successful completion of an undergraduate degree or another graduate degree from another regionally accredited institution of higher learning within the United States within the prior five years may be accepted without the TOEFL or IELTS scores.

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. Foreign college transcripts must be evaluated by a transcript evaluation service that is a member of the National Association of Credential Evaluation Services (NACES) [www.naces.org](http://www.naces.org). Transfer credit will be awarded based upon this evaluation.

Prospective students who have successfully completed within the past two years, a minimum of one year of full-time post-secondary (college level) study in a country where English is the native language, may have the TOEFL/IELTS requirement waived. One year of full-time enrollment is defined as completing the equivalent of at least 24 credit hours over 2 semesters at the undergraduate level or 18 credit hours over 2 semesters at the graduate level. English as a second language,



intensive English, and/or remedial English courses cannot be Included in the credit hour count.

Prospective students who have been employed in the United States a minimum of two years, may submit proof of successful completion of the Compass language proficiency test as an alternative to the TOEFL or IELTS.

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.

Admission of international students will not be granted until all required documentation has been received and verified.

## 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 catalog 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 Academic Standards and Admission Committee. Conditions for reinstatement may be imposed upon returning students.

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

## Campus Visits 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](http://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 reports of adequate immunity to all three diseases), or have been granted a valid exemption. Students born before January 1, 1957 are considered to be immune and therefore do not need to submit proof of immunity.

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

### Exemptions

Exceptions are made for students who have religious objections and students whose 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 Major:

Business Education

## Bachelor Degree Minors:

Accounting, Business Administration, Computer Information Systems, 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 Catalog for that student. (See General Bachelor Degree Requirements section in the Catalog.)

- Volunteer activity of 25 hours or greater must be documented and provided to the 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.

## ■ 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 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.

## ■ 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 web-based 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 356, CIS 357, CIS 456 or CIS 458, 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.

## ■ 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.

## ■ 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.

### ■ 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 Univer-

sity, 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.

## ■ 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.

## 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 Computer Information Systems

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

### 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:** BUS 215, ITM 200, ITM 220, ITM 310, ITM 340, BUS 454, BUS 454 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.

**Accounting Concentration courses are:** ACC 204, ACC 301, ACC 302, ACC 322, and ACC 403

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

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

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

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 Healthcare System**

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

#### **BUS 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, MAT 103 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 healthcare including the healthcare provider's legal responsibilities, federal and state healthcare regulatory mandates, information management/security, informed consent and patient self-determination.  
3 semester credits

#### **BUS 408 Financial Management In Healthcare**

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

#### **BUS 418 Estate Planning**

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

advanced directives, charitable giving, wealth transfers and related taxes.

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 456 Internship**

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

4 semester credits

### **CIS 457 Advanced Programming Languages**

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

#### **CIS 458 Systems Development Project**

Students will discuss a variety of issues that take place during operating systems upgrades and learn how to resolve these issues. Students will design, build, and upgrade computer operating systems and networks. This course covers exam objectives for the MCSE Microsoft certification track. Prerequisite: ITM 410 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 hard-

ware 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 develop-

ment. 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, Condic, De La Cruz, Ehrmantraut, Erling, Feser, Fischer, C. Fleischacker, D. Fleischacker (Dean), Gerlach, Gorzelska, D. Gowen, R. Gowen, Gunderson, Hall, Hardy, Haug, Henjum, Hellman, Hollar, Huschka, Jones, Kiec, Krebsbach, Kunze, Lares, Litton, Maloney, Maskey, McMahon, Mertz, Meyer, Moorhouse, Niksic, Nordlie, Palecek, Peske, Prebys, Porter, Ridenhour, Ritzke, Saabye, Sandberg, Sorenson, Springer, Stuart, Williams, Willenbring.

## Areas of Study

### Majors:

Biology, Biology Education, Business Communication, Catholic Studies, Engineering Science, English, English Education, History Education, Liberal Arts, Mass Communication, Mathematics, Mathematics Education, Music, Music Education, Music Performance, Music with an Emphasis in Sacred Music, Pastoral Ministry, Public Relations, Social and Behavioral Sciences, Social Studies Education, Spanish, Theological Studies (Tempe only), 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, Theological Studies (Tempe only), 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 Department

#### ■ 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.

*Course listings for Biology, Biology Education and Science follow Biology Education major.*

## ■ 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 307 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

## Biology Course Descriptions

**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 I and II**

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

1 semester credit

**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 microorganisms; 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 223 Biology of Aging**

This course is designed to give an overview of the aging process in humans and how the major organ systems change during aging. Topics to be covered include theories of aging, general changes during aging, the function of each major organ system and age related changes in these systems. Laboratory: 2 hours. Prerequisite: none

4 semester credits

**BIO 309 Microbiology**

Morphology and physiology of microorganisms with emphasis on bacteria, laboratory diagnosis, and relationships to humans. 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 credit

**BIO 324: Pre-Veterinary Practicum**

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

4 semester credits

**BIO 326 Environmental Biology**

Addresses and interprets human and natural impacts on the natural world. The focus will be on biological concepts and issues such as biodiversity, conservation, and agriculture.

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 credit

**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 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 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 threat-

ened 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 428 Readings and Research in Biology**

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

## **Science Course Descriptions**

#### **SCI 102 Physical Science**

Selected topics from chemistry and physics. Laboratory experience is emphasized. Laboratory: 2 hours. Prerequisite: MAT 103 or MAT 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 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 224 Nutrition**

Study of nutrient function and requirements throughout the life span. Designed for non-science and non-nursing majors; no science prerequisite 4 semester credits

#### **SCI 322 Environmental Issues**

Issues dealing with noise, water, air, radiation, solid and hazardous wastes, and pesticides are discussed. Designed for non-science majors. 4 semester credits

#### **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

## ■ Catholic Studies Program

**Program Coordinator:** Dr. Matthew T. Gerlach

The Bishop Paul A. Zipfel Catholic Studies Program invites students to encounter the living tradition of the Catholic Church and to examine the Catholic Church's comprehensive contributions to human thought and culture as she seeks to be faithful to the person of Jesus Christ. Drawing together faculty and students from across the university, the Catholic Studies Program complements any field of study and pre-professional training. Students will come to appreciate the vitality of the Catholic faith by:

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

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

### **Required courses (Major):**

CTH 101, CTH/PHI 210, CTH/SBS 220, CTH/THE 234, CTH 301, one CTH/HIS, one CTH Special Topics (325 or 425), CTH 401 and CTH 498.

### **Required courses (Minor):**

CTH/THE 234 (taken sophomore year if possible); any two of CTH 101, CTH/PHI 210 or CTH/SBS 220 and two additional CTH courses (minimum 7 credits) at the 300 level or above, one from two of the following three categories: CTH/HIS advanced elective (either CTH/HIS 330 or CTH/HIS 310); CTH 301; CTH special topics (325 or 425).

## Catholic Studies Course Descriptions

### **CTH 101 The Great Catholic Adventure**

Introduces the interdisciplinary study of Catholic thought and culture: the interplay of Church and culture throughout the ages, the complementarity of faith and reason across multiple disciplines, and integration of faith and life as a

whole . Required foundation course for Catholic Studies major; elective foundation course for CTH minor.  
4 semester credits

### **CTH 210/PHI 210 Search for Happiness:**

#### **Faith and Reason in Life**

Investigates the quest for happiness in light of the complementarity of Christian faith and human reason as found in the tradition of Catholic thought and culture. Evaluates arguments for and against various claims about happiness originating from popular culture, philosophy, theology, and other disciplines. Emphasis on the integration of the spiritual, bodily, and social dimensions of the human person. Required foundation course for Catholic Studies major; elective foundation course for Catholic Studies minor.

4 semester credits

### **CTH 220/SBS 220 Religion and Culture**

Considers the sociological dynamics of religion in general and Catholicism in particular within human societies and culture. Examines the nature of a liberal arts-based education as a specific illustration of the relationship between religion and culture. Required foundation course for Catholic Studies major; elective foundation course for Catholic Studies minor. Elective for Social and Behavioral Sciences major .

4 semester credits

### **CTH 234/THE 234 Benedict: Yesterday and Today**

Examines the influence of St. Benedict and Benedictines on Church, history, and various facets of human thought and culture. Monasticism's significance as a resource for ongoing spiritual renewal in the Church and culture. Required foundation course for Catholic Studies major and minor. Advanced university core theology course (equivalent to THE 104, 110, 112). Offered every term on Rome Campus .

3 semester credits

### **CTH 301 Catholic Imagination**

Explores the theological, aesthetic, and cultural significance of Catholicism's sacramental vision of the world and of the human person. Primary attention given to the nature of human imagination and to works of the imagination such as literature, art, and architecture. Required advanced course for Catholic Studies major; advanced elective for Catholic Studies minor.

4 semester credits

### **CTH 310/HIS 310 Catholicism and America**

Examines the Catholic historical experience in America from colonization until the present. Consideration of how far Catholicism is compatible with American political and social values. Either this course or CTH/HIS 330 Catholicism and the Modern World is required for the Catholic Studies major; advanced elective for Catholic Studies minor. Upper-level U.S. History elective for History Education majors.

4 semester credits

### **CTH 325 or 425 Special Topics in Catholic Studies**

Topics variable. Another interdisciplinary course may be substituted with the approval of the director. Required advanced course for Catholic Studies major; advanced elective for Catholic Studies minor.

3 or 4 semester credits

**CTH 330/HIS 330 Catholicism and the Modern World**

A comprehensive examination of Catholicism in relation to historical developments beginning in the Enlightenment and French Revolution. Treats the challenges and possibilities stemming from the encounter between Catholicism and the modern world as expressed in Ideas, cultures, and events since the eighteenth century. Either this course or CTH/HIS 310 Catholicism and America is required for the Catholic Studies major; advanced elective for Catholic Studies minor. Upper-level World History elective for History Education majors.

4 semester credits

**CTH 401 Great Catholic Figures**

Advanced seminar discussion of Catholic figures and their cultural achievements and non-Catholic figures who have influenced the Catholic tradition of thought and culture. Required advanced course for Catholic Studies major. Prerequisites: one 200-level CTH course, and one 300-level CTH course.

4 semester credits

**CTH 499 Integrating Capstone Seminar**

Interdisciplinary dialogue concerning the application of Catholic thought and culture to different professions, disciplines, vocations, and states in life. Special attention given to the tasks of the New Evangelization. Taken senior year. Required advanced course for Catholic Studies major. Prerequisites: CTH 101, two 200-level CTH courses, and two 300-level CTH courses.

4 semester credits

## Chemistry Department

### ■ Chemistry Program

**Chair:** Sister Nicole Kunze, Ph.D.

#### Mission

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

#### Outcomes

Students completing a chemistry minor will:

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

#### Minor sequence in Chemistry (20 semester credits):

CHE 111, 112, 217; and two of 209 or 309, 310, 318, 325, 326, 425, 428.

## Chemistry Course Descriptions

**CHE 107 General, Organic, and Biochemistry**

This course introduces students to inorganic, organic, and biochemistry. The structure and properties of representative inorganic, organic, and biochemical compounds, the study of chemical processes occurring within the living system, and overall applications to the health sciences will be emphasized. Basic math skills are a course prerequisite. The course does not contain a laboratory component. Duplicate credit for CHE 107 and CHE 110 or CHE 310 is not allowed.

4 semester credits

**CHE 109 Fundamentals of Chemistry**

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

4 semester credits

**CHE 110 Introduction to Organic and Biochemistry**

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

4 semester credits

**CHE 111 General Inorganic Chemistry I**

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

4 semester credits

**CHE 112 General Inorganic Chemistry II**

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

4 semester credits

**CHE 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 Department**

### **■ Communication Majors**

**Chair:** Mike Chaussee

#### **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 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.

#### **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 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.

**Art Course Descriptions****ART 108 Introduction to Photography**

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

**Communication Course Descriptions****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 by Admissions 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: COM 110

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 or consent of Instructor.

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 Communication**

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



**COM 139, 239, 339, 439 Practicum: Summit**

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

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

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

**COM 145, 245, 345, 445 Practicum: Theater**

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

## Human and Social Sciences Department

**Chair:** Dr. Chad Litton

### ■ Government and Political Philosophy Major

**Chair:** Dr. Chad Litton

#### Philosophy

Faculty within the Human and Social Sciences Department are committed to providing a well-rounded course of study in the social science disciplines of American Indian studies, Anthropology, Economics, Geography, History, Political Science and Sociology. Our curriculum is designed to mold students into lifelong learners and leaders who serve others in their professional, family, and civic environments.

#### Mission

Faculty within the Social & Behavioral Sciences provide a well-rounded social science program rooted in the Benedictine tradition of our sponsors, the Sisters of Annunciation Monastery. The curriculum is designed to expose students to critical thinking skills, historical analysis, cultural diversity, and respect for others.

#### Required Courses:

COM 212; ECN 101, 343; HIS 307; PHI 201, 202, 308, 309, 311, 314; POL 202, 302, 408, 414, 440, 450, 490; SOC 302

### ■ History Education Major

**Chair:** Dr. Chad Litton

#### Philosophy

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#### Mission

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#### 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; 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.

### ■ Public Policy Major

**Chair:** Dr. Chad Litton

#### Philosophy

Faculty within the Human and Social Sciences Department are committed to providing a well-rounded course of study in the social science disciplines of American Indian studies, Anthropology, Economics, Geography, History, Political Science and Sociology. Our curriculum is designed to mold students into lifelong learners and leaders who serve others in their professional, family, and civic environments.

### Mission

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### Major in Public Policy:

COM 212; ECN 101, 343; HIS 307; HIS/CTH 330; MAT 103, 204; PHI 204; POL 202, 302, 308, 316, 408, 414, 440, 490; POL elective; SOC 302.

## ■ Social & Behavioral Sciences Major

**Chair:** Dr. Chad Litton

### Philosophy

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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/HIS/POL 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

Faculty within the Human and Social Sciences Department are committed to providing a well-rounded course of study in the social science disciplines of American Indian studies, Anthropology, Economics, Geography, History, Political Science and Sociology. Our curriculum is designed to mold students into lifelong learners and leaders who serve others in their professional, family, and civic environments.

### Mission

Faculty within the Social & Behavioral Sciences provide a well-rounded social science program rooted in the Benedictine tradition of our sponsors, the Sisters of Annunciation Monastery. The curriculum is designed to expose students to critical thinking skills, historical analysis, cultural diversity, and respect for others.

### 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.

## Human and Social Sciences Course Descriptions

### Anthropology Course Descriptions

#### **ANT 171 Introduction to Cultural Anthropology**

As part of the University of Mary Core Curriculum, this course is designed to introduce you to human culture. We will look at many aspects of what it means to be human from a cross-cultural perspective. This course will expose you to the variety and diversity that is humanity.

3 semester credits

### Economics Course Descriptions

#### **ECN 101 Economics of Social Issues**

This course presents a social issues approach to the development of basic micro and macro principles of economics. Contemporary social issues covered in this course may include the following topics: Poverty; Discrimination; Economic Systems and Social Well-Being; Price Controls; Pollution; Crime; Education; Monopoly Power; Professional Sports; Economic Growth; Inflation; Unemployment; Monetary Policy; Fiscal Policy; and International Trade. Additional social issues will be selected by the instructor and class as time permits.

4 semester credits

#### **ECN 203 Microeconomics**

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

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

#### **ECN 344 Economic Policy Alternatives**

This course presents the connections between economics and politics in our political economy. It explores the Impacts of alternative economic policy decisions on the goals of equity, efficiency, full employment, stable prices and economic growth. Economic policy making decisions will include monetary policy, fiscal policy, government regulations, income distribution and international trade.

4 semester credits

## Geography Course Descriptions

#### **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 Course Descriptions

#### **HIS 101- HIS 102 World Civilizations I and II**

An introductory survey of world civilizations from (I) ancient times to 1500 and (II) from 1500 to present .

4 semester credits each

#### **HIS 202 North Dakota History**

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

4 semester credits

#### **HIS 210 Civil Rights in America**

This course analyzes the structure and dynamics of the civil rights movement and examines the people, stories, events and issues of America's civil rights struggle.

4 semester credits .

#### **HIS 271 - HIS 272 US History I and II**

A survey of the history of the United States from: (I) pre-Columbian North America to 1877 and (II) from 1877 to the present.

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

#### **HIS 307/CRJ 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 310/CTH 310: Catholicism and America**

Examines the Catholic historical experience in America from colonization until the present. Consideration of how far Catholicism is compatible with American political and social

values. Either this course or CTH/HIS 330 Catholicism and the Modern World is required for the Catholic Studies major; advanced elective for Catholic Studies minor. Upper-level U.S. History elective for History Education majors.  
4 semester credits

**HIS 330/CTH 330: Catholicism and the Modern World**  
A comprehensive examination of Catholicism in relation to historical developments beginning in the Enlightenment and French Revolution. Treats the challenges and possibilities stemming from the encounter between Catholicism and the modern world as expressed in Ideas, cultures, and events since the eighteenth century. Either this course or HIS/CTH 310 Catholicism and America is required for the Catholic Studies major; advanced elective for Catholic Studies minor. Upper-level World History elective for History Education majors.  
4 semester credits

**HIS 350 U. S. Historical Era**  
An examination of an historical era in US history.  
4 semester credits

**HIS 351 World Historical Era**  
An examination of an historical era in world history.  
4 semester credits

**HIS 360 Civilization in History**  
A study of a civilization(s) in world history and the factors in the rise and decline of civilizations.  
4 semester credits

**HIS 420 Military History**  
An examination of the significance of war in human society and history. One or more major wars studied along with key concepts and problems in military history .  
4 semester credits

**HIS 440 Biography and History**  
A study of the ways various historical biographies reveal the cultures of the past. Analysis of how human lives are situated in complex webs of contexts at any given time in history.  
4 semester credits

**HIS 450 U.S. Historical Theme**  
An examination of an historical era in U.S. history.  
4 semester credits

**HIS 451 World Historical Theme**  
An examination of an historical era in world history.  
4 semester credits

**HIS 471 Indians in American History**  
Analyzes histories of American Indians in the United States from a Native perspective , changes that occurred through European colonization, impact of United States Indian policy, political activism, and contemporary issues.  
4 semester credits

**HIS 480 Historiography and Methods**  
A study of historical writing and of a wide variety of historians and their approaches. Analysis of historical sources. Advanced-level research and writing of a history paper.  
4 semester credits

**HIS 125, HIS 225, HIS 325, HIS 425**  
Special Offerings in History  
1-4 semester credits

**HIS 490 /POL 490/SBS 490 Senior Seminar**  
An examination of leadership from historical, political, and social perspectives through literature and discussion. Methodology, assessment of the program and connections of Benedictine Values, servant leadership, mission, and philosophy are also included.  
4 semester credits

## Political Science Course Descriptions

Minor in Political Science: POL 202, 302, 308, 414, 450 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 308 Public Policy Analysis**  
Study of public policy that focuses on the theory and methodology that shapes policy inputs and policy outcomes In order to understand effective policy assessment.  
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 408/SOC 408 Political Sociology**

This course is an examination of the relationships between society, culture and politics. It focuses on concepts of power, the state, social and political movements, citizenship, democracy, and global political relationships.

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

**POL 440 Political Science Internship**

Observation of work experience under the direction of a faculty member in a local, state, or federal government agency with emphasis on learning about the political process within the placement agency.

4 semester credits

**POL 450 Contemporary Political Thought**

This course surveys major political ideas and theories of the 20th Century and application to modern issues.

4 semester credits

**POL 490/HIS 490 /SBS 490 Senior Seminar**

An examination of leadership from historical, political, and social perspectives through literature and discussion. Methodology, assessment of the program and connections of Benedictine Values, servant leadership, mission, and philosophy are also included.

4 semester credits

## Social and Behavioral Sciences Course Descriptions

**SBS 220/CTH 220: Religion and Culture**

Considers the sociological dynamics of religion in general and Catholicism in particular within human societies and culture. Examines the nature of a liberal arts-based education as a specific illustration of the relationship between religion and culture. Required foundation course for Catholic Studies major; elective foundation course for Catholic Studies minor. Elective for Social and Behavioral Sciences major .

4 semester credits

**SBS 490/POL 490/HIS 490 Senior Seminar**

An examination of leadership from historical, political, and social perspectives through literature and discussion. Methodology, assessment of the program and connections of Benedictine Values, servant leadership, mission, and philosophy are also included.

4 semester credits

## Sociology Course Descriptions

**SOC 102 Introduction to American Indian Studies**

Overview of American Indian society, culture, life ways, and values from pre-contact to present day. Emphasis on tribal people of the Northern Plains. This course meets certification requirements for education majors.

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 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 phenomenon; examining the process by which people are socialized into sport and sport rules, and the social processes by which sport functions as a vehicle for socialization. The course will explore the topic of sport from a critical perspective especially focusing on inequalities, gender, race, class, and power.

2 semester credits

**SOC 404 Marriage and the Family**

Theory of family development with emphasis on the American setting: changing roles, adolescence, parent-hood, mate selection, and crisis.

4 semester credits

**SOC 408/POL 408 Political Sociology**

This course is an examination of the relationships between society, culture and politics. It focuses on concepts of power, the state, social and political movements, citizenship, democracy, and global political relationships.

4 semester credits

**SOC 125, SOC 225, SOC 320, SOC 425**

Special Offerings in Sociology

1-4 semester credits

## Department of Language and Literature

Chair: Dr. Jamieson Ridenhour

### ■ 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.

## English Course Descriptions

#### ENG 098 Writing in Sentences and Paragraphs

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

#### 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

**■ Liberal Arts Major**

**Program Advisor:** Dr. Jamieson Ridenhour

**Mission**

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

Graduates are expected to apply knowledge, skills, and values learned from diverse disciplines to new situations and lead their peers through their service and expression of the Benedictine values. The major prepares students for advanced graduate study as well as a variety of careers. Nationally, liberal arts majors often are employed in management, sales, and human services.

**Major in Liberal Arts-Bachelor of Science:**

A minimum of 13 semester credits in Philosophy and Theology; a minimum of 13 semester credits in Social and Behavioral Sciences; a minimum of 14 semester credits including speech, English composition and two courses of a modern language; a minimum of 19 credits in math/natural sciences; a capstone in interdisciplinary studies and unrestricted electives to complete the minimum required for a bachelor's degree. A minimum of 56 total credits must be at the 300-400 level.

**Major in Liberal Arts-Bachelor of Arts:**

ALU 122 or HSL 110; ENG 121; COM 110;  
3 semester credits of required arts plus 16 semester credits required humanities electives

from ENG, COM, CTH, MUS OR SPA; POL 101 or ANT 171; 6 semester credits of required electives from ECN, GEO, HIS, POL, PSY, SBS or SOC; 3 semester credits selected from theology core plus 9 semester credits of required electives from PHI or THE; one 4-semester credit course from required ethics core; 16 semester credits in modern language; MAT 103 and one 4-semester credit laboratory math/ science course plus 8 semester credits of required electives from MAT, BIO, CHE, PHY or SCI; CIS 101; a capstone in interdisciplinary studies and 39 semester credits of unrestricted electives. A minimum of 56 total credits must be at the 300-400 level.

**■ 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 Spanish 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 Spanish**

Students are able to:

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



- understand someone else speaking about a discipline-related topic and be able to engage that person in discussion.
  - evaluate the use of language to convey meaning, to inform, and to persuade.
  - participate in multilingual communities at home and around the world.
- B. Communicate in writing with minimal errors in grammar, spelling, and the mechanics of writing.
- write clear and coherent essays in Spanish on various topics related to everyday situations and work.
  - exhibit research skills for producing papers including familiarity with library resources such as online databases and catalogs, the ability to gather and synthesize information, the ability to properly quote, paraphrase and summarize other texts, and familiarity with basic documentation formats.
- C. Read critically, interpret analytically, and write coherently about literature produced in Spanish
- analyze and interpret a variety of literary and cultural texts.
  - write clear and coherent essays in Spanish on literary topics.
  - interpret the use of rhetorical and literary techniques.
  - demonstrate a broad and deep knowledge of literary and cultural traditions: major movements, genres, writers and works of the Spanish-speaking world.
  - apply critical thinking skills as they read texts.
- D. Read critically, interpret analytically, and write coherently about fundamental principles of the Spanish language
- identify and explain distinctive linguistic features of Spanish.
  - identify and analyze some distinctive stylistic and dialectal features of Spanish.
  - synthesize selected scholarly work in Spanish linguistics, and Spanish Applied Linguistics.
  - apply Spanish linguistics theory to textual analysis.
- E. Understand and demonstrate appreciation of the cultural values of the Spanish-speaking world
- identify significant individuals, key eras, and major historical events and developments within Spanish-speaking nations and cultures.
  - describe and compare political, religious, social, economic and educational systems and institutions in Spanish-speaking nations and cultures.
  - discuss how the major physical and geographical features of Spanish-speaking countries have shaped their development and evolution of their cultures.
  - analyze social, ethnic and linguistic diversity in the Spanish-speaking world.
  - compare and contrast the differences and similarities between the U.S. and the Spanish speaking cultures.
  - draw connections with other disciplines
  - acquire information about other disciplines using the Spanish language.
- Minor in Spanish:**
- Twelve semester credits beyond the intermediate level (beyond 202) in Spanish.
- Placement Test**
- Students who have studied a foreign language for two years or more in high school before enrolling at the University of Mary receive advanced standing by passing a CLEP test or a placement test. Please contact the program coordinator.
- Study Abroad Program**
- Travel abroad is open to students who have completed a language at the intermediate level and have completed an acceptable preparatory exploration for travel abroad. Students who major and/or minor in Spanish are strongly advised to deepen their knowledge of the language by taking classes and experience culture immersion abroad. A variety of graduate and undergraduate courses may be offered at partner institutions. A seminar abroad may also be available and may be applied to a minor sequence; consult the Program Coordinator for more information.

## State of the Art Language Lab

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

## Spanish Course Descriptions

### SPA 101 Beginning Spanish I

Understanding, speaking, reading, and writing in Spanish for students who have no previous knowledge of the language.  
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

## Department of Math, Physics, and Engineering

**Chair:** Richard Cleary

## ■ 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 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.

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.

## Mathematics Course Descriptions

### Placement Evaluation

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

### ASD 097 Fundamental Concepts of Algebra

Basic algebraic concepts and skills; for students with a minimum of high school mathematics. Taken by math 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

**Physics Course Descriptions****PHY 203 Introduction to Physics**

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

**PHY 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

**■ 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.

**Department of Music**

**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:** Dr. Anthony Williams

**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:** Dennis Gowen

**Major in Music Performance – Bachelor of Music:**

MUS 121, 122, 123, 124, 151, 152, 196, 221, 222, 223, 224, 251, 252, 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, or 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, 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.

## Music Course Descriptions

**MUS 121 Sight Singing/Ear Training I**

Designed to improve aural skills in the areas of sight singing and dictation. Rhythmic, melodic, and harmonic exercises are studied and executed. 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.

1-2 semester credits

**MUS 202 Applied Music: Voice**

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

1-2 semester credits

**MUS 203 Applied Music: Brass**

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

1-2 semester credits

**MUS 204 Applied Music: Woodwind**

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

1-2 semester credits

**MUS 205 Applied Music: Percussion**

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

1-2 semester credits

**MUS 206 Applied Music: Guitar**

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

1-2 semester credits

**MUS 207 Applied Music: Strings**

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

1-2 semester credits

**MUS 208 Applied Music: 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.

1-2 semester credits

**MUS 209 Applied Music: Organ**

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

1-2 semester credits

**MUS 210 Perform Lab**

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

0 semester credits

**MUS 211 Concert Band**

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

1 semester credit

**MUS 212 Concert Choir**

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

1 semester credit

**MUS 213 Jazz Ensemble**

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

1 semester credit

**MUS 214 Vocal Chamber Music**

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

1 semester credit

**MUS 215 Woodwind Chamber Music**

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

**MUS 216 Brass Chamber Music**

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

**MUS 217 Percussion Chamber Music****Steel Drum Band:**

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

**Percussion Ensemble:**

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

**MUS 218 String Chamber Music**

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

**MUS 219 Bismarck-Mandan Civic Chorus**

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

**MUS 220 Orchestra**

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

**MUS 221 Sight Singing / Ear Training III**

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

**MUS 222 Sight Singing / Ear Training IV**

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

**MUS 223 Music Theory III**

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

**MUS 224 Music Theory IV**

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

**MUS 225 Special Topics**

Arranged study.  
1-4 semester credits

**MUS 231 Brass 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 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. Prerequisites: MUS 221 and 223.  
2 semester credits

**MUS 324 Jazz Studies**

A course for students interested in studying jazz improvisation.  
1 semester credit

**MUS 331 Woodwind 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. Prerequisites: MUS 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. Prerequisites: MUS 121 and 123.  
3 semester credits

**MUS 342 Music History II/World Cultures**

History of the evolution of musical style, form, and literature as it relates to various world cultures. Prerequisites: MUS 121 and 123.  
3 semester credits

**MUS 350 Instrumental Pedagogy and Literature**

Overview of instrumental pedagogy, literature, and history for the private studio instructor and performer. Topics covered include: teaching methods and techniques, beginning to advanced solo and small ensemble music literature,

famous performers and composers, historical performance practices, and studio management .  
2 semester credits

**MUS 355 Vocal Pedagogy and Literature**

Study of the numerous solo vocal works by the major composers of the genre, including operatic works, for all voice types and from all historical periods .  
2 semester credits

**MUS 357 Diction for Singers I**

Study designed to further familiarize the students with the International Phonetic Alphabet and those sounds particular to Italian and English art song literature and opera .  
1 2 semester credits

**MUS 358 Diction for Singers II**

Study designed to further familiarize the students with the International Phonetic Alphabet and those sounds particular to German and French art song literature and opera .  
1 2 semester credits

**MUS 362 Conducting II**

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

**MUS 370/THE 370 Sacred Music**

Study of the historical tradition of church music from the New Testament to the present, and the practical implications of current teachings and practices. Cross-listed as THE 370.  
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. Prerequisites: MUS 122 and 124.  
3 semester credits

**MUS 383 Secondary Choral Methods**

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

**MUS 384 Secondary Instrumental Methods**

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

**MUS 392 Wind Instrument Maintenance and Repair**

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



**MUS 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.

1-2 semester credits

**MUS 402 Applied Music: Voice**

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

1-2 semester credits

**MUS 403 Applied Music: Brass**

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

1-2 semester credits

**MUS 404 Applied Music: Woodwind**

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

1-2 semester credits

**MUS 405 Applied Music: Percussion**

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

1-2 semester credits

**MUS 406 Applied Music: Guitar**

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

1-2 semester credits

**MUS 407 Applied Music: Strings**

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

1-2 semester credits

**MUS 408 Applied Music: 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.

1-2 semester credits

**MUS 409 Applied Music: Organ**

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

1-2 semester credits

**MUS 410 Perform Lab**

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

0 semester credits

**MUS 411 Concert Band**

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

1 semester credit

**MUS 412 Concert Choir**

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

1 semester credit

**MUS 413 Jazz Ensemble**

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

1 semester credit

**MUS 414 Vocal Chamber Music**

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

1 semester credit

**MUS 415 Woodwind Chamber Music**

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

1 semester credit

**MUS 416 Brass Chamber Music**

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

1 semester credit

**MUS 417 Percussion Chamber Music**

Steel 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, rudimentary drumming, and world music.

1 semester credit

**MUS 418 String Chamber Music**

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

1 semester credit

**MUS 419 Bismarck-Mandan Civic Chorus**

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

**MUS 420 Orchestra**

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

**MUS 425 Special Topics**

Arranged study. 1-4 semester credits

**MUS 431 String 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. Prerequisites: MUS 222, 224 and 342. 4 semester credits

**MUS 462 Advanced Conducting : Directed Study**

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

**MUS 470 Sacred Music Practicum**

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

**MUS 471 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. Prerequisites: MUS 222, 224, 342. 4 semester credits

## Department of Philosophy and Theology

**Chair:** Dr. Patrick Hall

### ■ Pastoral Ministry Program

**Chair:** Dr. Patrick Hall

#### Mission

The Department of Philosophy and Theology strives to advance the dialogue between faith and reason through the study of philosophy, scripture, liturgy, Church history, and Christian morality.

#### Outcomes

- Critically evaluate the dialogue between faith and reason.
- Articulate Christian values and their application to human life.
- Demonstrate an understanding of servant leadership as reflected in the Christian scriptures and the Benedictine tradition.
- Develop ministerial skills necessary for individual and collaborative ministry in pastoral settings.

For course descriptions, see Theology Program.

#### Major in Pastoral Ministry:

Fifty semester credits of Theology, plus SWK 309; two (2) Core theology courses: 217, 303 or 310, 318 or 330, 332, 415, 418; three (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, 234, 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

**Mission**

The Department of Philosophy and Theology strives to advance the dialogue between faith and reason through the study of philosophy, scripture, liturgy, Church history, and Christian morality.

**Outcomes**

- Critically evaluate the dialogue between faith and reason.
- Articulate Christian values and their application to human life.
- Demonstrate an understanding of servant leadership as reflected in the Christian scriptures and the Benedictine tradition.
- Analyze and evaluate philosophical and theological issues

**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

**Philosophy Course Descriptions****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

**PHI 208/PHI 308 Philosophical Ethics**

A normative study of human conduct. Analysis of contemporary ethical problems in light of major ethical theories. PHI

308 students will be required to complete a term research project. The paper should reflect a topic appropriate to philosophical ethics (appropriate topics may include in-depth readings of a given philosopher's views, analyses of the implications of a particular ethical theory, or detailed analyses of a particular ethical issue.) A student may not receive credit for both 208 and 308.

4 semester credits

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

Investigates the quest for happiness in light of the complementarity of Christian faith and human reason as found in the tradition of Catholic thought and culture. Evaluates arguments for and against various claims about happiness originating from popular culture, philosophy, theology, and other disciplines. Emphasis on the integration of the spiritual, bodily, and social dimensions of the human person. Required foundation course for Catholic Studies major; elective foundation course for Catholic Studies minor.

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, workplace climate, truth in advertising, social responsibility, corporate culture.

4 semester credits

**PHI 314 Political Philosophy**

A study of the nature and justification of political authority. Possible topics include: The relation of natural rights to natural law and of the common good to individual good; liberty, equality, and toleration; foundationalism and the alternatives; the role of religion in public life. Attention is

given to both classical and contemporary authors, with particular emphasis on Aquinas and his modern natural law commentators. Prerequisite: PHI 208 or 308.

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

### ■ Theological Studies Program

(Second Major-Tempe, AZ Campus Only)

Chair: Dr. Patrick Hall

The Department of Philosophy and Theology strives to advance the dialogue between faith and reason through the study of philosophy, scripture, liturgy, Church history, and Christian morality.

#### **Outcomes**

- Critically evaluate the dialogue between faith and reason.
- Articulate Christian values and their application to human life.
- Demonstrate an understanding of servant leadership as reflected in the Christian scriptures and the Benedictine tradition.
- Analyze and evaluate philosophical and theological issues.

#### **Major in Theological Studies** (Second Major-Tempe Campus):

Requirements for a Theological Studies major include:

- (1) 33 semester credits in theology
- (2) All courses listed are required: THE 110, 112, 208, 220, 221, 303, 318, 326, and 330.

#### **Minor in Theological Studies (Tempe Campus):**

- (1) THE 110 Introduction to the Bible and THE 112 Introduction to Theology
- (2) THE 208 Introduction to Christian Ethics or THE 220 Faith and Justice
- (3) Two 300 level theology courses offered by the University of Mary.

For course descriptions see Theology.

### ■ Theology Program

Chair: Dr. Patrick Hall

#### **Mission**

The Department of Philosophy and Theology strives to advance the dialogue between faith and reason through the study of philosophy, scripture, liturgy, Church history, and Christian morality.

#### **Outcomes**

- Critically evaluate the dialogue between faith and reason.
- Articulate Christian values and their application to human life.
- Demonstrate an understanding of servant leadership as reflected in the Christian scriptures and the Benedictine tradition.
- Analyze and evaluate philosophical and theological issues.

#### **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.**

**Theology Course Descriptions****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

**THE 234/CTH 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 level Theology course satisfying university core in Theology.

3 semester credits

**THE 234/CTH 234: Benedict: Yesterday and Today**

Examines the influence of St. Benedict and Benedictines on Church, history, and various facets of human thought and culture. Monasticism's significance as a resource for ongoing spiritual renewal in the Church and culture. Required foundation course for Catholic Studies major and minor. Advanced university core theology course (equivalent to THE 104, 110, 112). Offered every term on Rome Campus.

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 370/MUS 370 Sacred Music**

Study of the historical tradition of church music from the New Testament to the present, and the practical implications of current teachings and practices. Cross-listed as MUS 370.  
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 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 & Behavioral Sciences

**FACULTY:** Berogan, Bitz, Fridley, Ghorbani, Gutensohn, Herman, Jonas (Dean), Johnson, Kleingartner, Neumann, Newell, Renner, Salveson, Schuetzle, Tufte, Werner 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 Performance Domains listed below. These standards are developed by the National Association of Alcoholism and Drug Abuse Counselors Certification Commission.

- Treatment Planning
- Service Coordination
- Multi-cultural Counseling and Education
- Counseling Services
- Documentation
- Referral, Discharge and Continuing Care
- Professional Ethics

Note: Successful completion of the Addiction Counseling Program qualifies students to take the Addiction Counseling license exam. Program completer's license exam pass rates are available by contacting the Addiction Counseling Program Director.

## 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

Examines the range of community based services and resources potentially needed by individuals and families experiencing substance abuse and addictions. Students will study multi-faceted approaches and programs from primary prevention through treatment and after-care. Particular emphasis is given to understanding Alcoholics Anonymous and similar community based self-help groups. The Twelve Steps of alcoholics anonymous are presented as a program for recovery and part of the array of interventions available to human services professionals for use with clients experiencing addictions. For addiction counseling majors, the skill groups of Service Coordination, Multi-cultural Counseling and Education, and Referral, Continuing Care and Discharge will be referenced. 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
  - Facility and community corrections
  - Homeland security
  - Probation and parole
  - Private security
- Display ethical and professional behavior while applying this knowledge to problems and changing fact situations.
- Communicate this knowledge effectively in written and oral form.
- Process and apply information reliably.
- Demonstrate research skills to include statistics and computer methods.
- Demonstrate logic, critical thinking, and ethical decision-making.
- Display an understanding of the impact of issues of diversity on themselves and their communities.

### Major in Criminal Justice:

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 307/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.

4 semester credits

#### CRJ 310 Corrections

Survey of current correctional thought and practice in the United States. Evolution of modern correctional practices in different types of institutions and in the community. Course includes a critical review of how politics influences sentencing and impacts the size of the correctional system.

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 juve-

nile 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 and ethics 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
- 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; ALU 499

### **Minor in Psychology:**

PSY 201, 207, 307 or 332, 308, 406; PSY 340 or SOC 404

## **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.

Prerequisite: 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.

Prerequisites: PSY 201; PSY 406

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.

*Note: Successful completion of the Social Work Program qualifies students to take the Social Work license exam. Program completers' license exam pass rates are available by contacting the Social Work Program Director.*

**Major in Social Work:**

BIO 101; MAT 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 499.02; 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**

Presentation of theory and skills required for generalist social work practice. Introduce students to interventive

processes common to social work and counseling practice with a wide range of clients including individuals, families, groups and communities. Particular attention is given to the use of strength based, problem solving and direct practice with clients. Prerequisite: (SWK 201 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 Techniques for the Social/Behavioral Sciences**

Social science research methods, procedures, data collection and analysis. Also listed as PSY 350.  
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**

The senior social work seminar is designed to provide each student with the opportunity to develop further integration of social work theory and practice from a generalist perspective. To facilitate this, the seminar participants address topics and issues that are immediate and practical for beginning level professionals. Students are required to examine these topics and issues in relation to their current and previous field experiences as well as in relation to theoretical and classroom content. Concurrent with SWK 418.  
2 semester credits

### **SWK 428 Readings and Research in Social Work**

A directed study to fit the student's area of interest. Prerequisite: Consent of instructor. Fulfills elective requirement.  
1-4 semester credits

### **SWK 431 Human Behavior/Social Environment II**

Provides critical, theoretically-based examination of interaction of people and their environments, with attention to individual, family, group, community, organizations, and institutions. The phenomena of violence, addictions, aging, and grief and loss are analyzed from systems and ecological perspective. Prerequisites: SWK 201, 309, 311, 312, 318, 319, 330, and 350.  
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.

Note: Successful completion of a program of study in the Department of Education qualifies students to take the teacher licensure exam in their program area. Candidate teacher licensure pass rates can be found on the Department of Education web page.

### Department of Education

#### Admission Requirements:

The specific requirements for entrance to the Department of Education are as follows:

1. A student must have minimum overall GPA of 2.5.
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 program 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 one semester ahead of the student teaching semester.
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.

Note: For secondary education students, the third letter of recommendation must come from the student's content major instructors .

7. A student must complete a diversity experience as part of his/her program of study. The Department of Education offers various diversity experiences to fulfill this requirement. Students have the option of registering for a variety of diversity experiences for credit .

Note: To obtain information about the diversity experiences and the various options to fulfill this requirement, please contact Dr. Gwyn Herman, Associate Professor, Elementary Education Program Director.

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 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 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 499.04.

## ■ 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, Business, Social Studies, or Science) and is verified through official transcripts from a state-approved college of teacher education. These courses can be taken along with the Middle School Endorsement. To be highly qualified to teach Middle School English, Math, Social Studies, or Science, it is recommended that candidates successfully pass the Middle School Content Test for their discipline.

### Middle School Endorsement Course Requirements:

PSY 332, EDU 305, 365 or 652, 530, and 573

## ■ Physical Education and Health Program

**Program Director:** Dr. Brenda Werner

### Program Outcomes:

- Students who complete the physical education program will be eligible for the North Dakota Educator's Professional License to teach in grades K-12
- The curriculum will provide the students with the ability to become an effective Physical Education instructor who is able to motivate their students to become healthy active individuals.
- Students will be able to engage in responsible professional behaviors as they apply effective decision making and communication skills while collaborating with career teachers in the field, families, and with community agencies for professional growth.

### Physical Education Course 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 K12 schools. The University of Mary's coordinated course of study meets the state guideline which requires the special educator to attain a general education teaching major as well as a major in special education. The program also provides a basis for graduate study in emotional disturbance, learning disabilities, or special education strategist.
- In today's K12 schools, students with disabilities are served by general education teachers, special education teachers, and other school personnel. In order to support and coordinate service to students with disabilities, the special educator must be competent in: characteristics of disabilities, federal and state special education law, collaboration and consultation, general school curriculum,

behavior support, assessment, family school relations, and applied research and writing.

- Special education majors will have knowledge and skills that meet the Common Core of Knowledge and Skills, the Individualized Education Curricula, the Developmental Disabilities Curricula of the Council for Exceptional Children (CEC), and the endorsement standards for the state of North Dakota.
- Special education majors develop personal and professional skills and attitudes that prepare them for a variety of career options supporting people with disabilities in schools, human service agencies, adult education, community- home support, and administration.

### Special Education Major Course Requirements:

PED 313; PSY 406; EDU 332, 383, 388, 392, 409 or 656, 410, 412 or 595, 413 or 645, 415 or 657, 426, 429, and two semester credits of special education electives. (For course descriptions of EDU 595, 645, 656, and 657, see the Graduate Catalog.)

### Special Education Minor Course Requirements:

EDU 295, 383; at least four semester credits from the following: PED 313; EDU 332, 388, 391, 392, 410, 670, 576; and at least five semester credits from the following: EDU 409 or 656, 412 or 595, 413 or 645.

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, 312, 320 and PED 305 if an elementary education major.

3 semester credits

**EDU 316 Elementary and Middle School Reading Methods**

This course is designed to examine effective scientifically-based instructional practices used to teach reading in the elementary and middle school curriculum. Emphasis is placed on the use of data in providing flexible grouping and differentiated instruction to effectively meet student needs. This course should be taken concurrently with EDU 303, 307, 318, and 400. Prerequisite: EDU 315.

3 semester credits

**EDU 318 Elementary and Middle School Social Studies Methods**

This course is a survey of elementary and middle school social studies teaching strategies and social studies programs with an emphasis on the integration of theory and practice. This course be taken concurrently with EDU 303, 307, 316 and 400 if an elementary education major. Prerequisites: HIS 101 or 102.

2 semester credits

**EDU 320 Curriculum, Instruction and Assessment**

This course focuses on the curriculum development process in K-12 schools; the techniques used in designing and delivering learning activities; and the formal and informal assessment methods used to assess the performance of all students. Emphasis will be placed on the interdependence of curriculum, instruction, and assessment.

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 practices are fundamental in participation in the practicum field experiences. Curriculum planning and managing early childhood classrooms for infants and toddlers, preschool and kindergarten will be integrated throughout the semester. The course is taken concurrent with EDU 335.

2 semester credits

**EDU 335 Early Childhood Education Practicum**

This course requires 60 credits of field work with 20 credits spent training with each age group – Infant/Toddler, preschool and kindergarten. Students are required to work 5-6 hours a week for 12 weeks at a teaching location selected by the instructor. Evaluations will be conducted by supervising practicum teachers and include a self-evaluation component. Must be taken concurrently with EDU 334.

2 semester credits

**EDU 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 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 relation-

ships 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 several opportunities to observe and work with students with diverse backgrounds and learning needs. Students will spend 30 hours to earn one credit to fulfill the Department of Education's diversity requirement.  
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 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 Department of Education professional competencies. This assessment provides insight into the professional readiness of each student teacher candidate. The student teaching candidate



must present Praxis I test scores no lower than the state mandated cut-off scores, a Graduation Audit Report and a Program Review of Studies for Graduation before being placed in student teaching.  
0 semester credits

#### **EDU 412 Cognitive Behavior Strategies**

Teachers of special needs students will be direct service providers and consultants to other teachers, and they must have expertise in behavioral theory and intervention. This course explores the philosophy and applied practice of behavior change. Emphasis will be on functional behavior analysis, positive behavioral support, and cognitive practices. Students will write individual and group behavior change plans based on case studies.  
2 semester credits

#### **EDU 413 Community/Parent/Teacher/Child**

This course examines the relationship between schools, families, and communities in meeting the educational needs of children in many settings.  
2 semester credits

#### **EDU 415 Integrated Assessment II**

Special education teachers demonstrate competence in using assessments for identification of disabilities and for monitoring of students' progress. Teacher candidates practice choosing appropriate assessment instruments, administering of standardized and non-standardized instruments (including state mandated achievement tests and the alternative assessment process), interpreting results, and identifying eligibility and/or planning instruction based upon interpretations.  
2 semester credits

#### **EDU 421 Instructional Strategies in the Technological Classroom**

This course is designed to increase the teaching effectiveness of preservice teachers who are preparing to become licensed teachers by improving their teaching skills in the areas in which research has demonstrated will increase student learning. The course is also designed to familiarize students with managerial, instructional, and institutional responsibilities of the professional teacher and the pre-service teacher in the technological classroom. Concurrent registration with EDU 401 is required.  
2 semester credits

#### **EDU 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 credits

#### **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. Prerequisites: EDU 301, 320, and 391. *Note: Concurrent registration with EDU 310 is required for University of Mary students.*

2 semester credits

#### **PED 305 Elementary Physical Education Methods**

The study of the methods utilized in teaching physical education at the elementary level. For Physical Education majors to be taken concurrently with PED 339 and for Elementary Education majors to be taken concurrently with EDU 300. Prerequisites: Physical Education majors must have completed all 100 and 200 level PED courses and Elementary Education majors must be enrolled in all Block I courses.

2 semester credits

#### **PED 312 Secondary Methods: Health Education**

This course is designed to familiarize students with managerial, instructional, and institutional responsibilities of a middle school and/or secondary physical education teacher. This course is delivered by licensed teachers in middle schools and/or high schools in the Bismarck area.

*Concurrent registration with EDU 310 is required.* Prerequisites: EDU 301, 320, and 391.

2 semester credits

#### **PED 313 Adaptive Physical Education**

The study of the philosophy, knowledge, teaching techniques, and implementation of a quality adapted physical education program for students with special needs in both inclusive and small group settings. Students will learn about a large variety of disabilities and conditions, and their impact on the child's educational process. This course will challenge the student to think of children/people with disabilities in inclusive ways, and will incorporate a variety of teaching methods to achieve its goals (lecture, group work, individual work, play acting, hands on learning activities, disability simulation, designing and creating equipment, etc.).

2 semester credits

#### **PED 326 Psychological and Sociological Aspects of Coaching**

The study of psychological and sociological aspects that apply to the coaching of sports and the elementary and secondary levels. Prerequisites: Completion of all PED 100-200 level courses.

2 semester credits

#### **PED 339 Elementary Physical Education Practicum (PED)**

A supervised practical experience in the teaching of physical education classes at the elementary school level. Concurrent registration with PED 305 required for all physical education majors. Prerequisite: Completion of all 100 and 200 level EDU and PED courses.

1 semester credit

#### **PED 343 Coaching Practicum**

A supervised practical experience in coaching a particular sport that is of interest to the student. This course must be taken concurrently with PED 370. Prerequisite: Completion of 100 and 200 level courses required for coaching minor.

2 semester credits

#### **PED 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 Early Childhood Education are required to spend 8-12 weeks in an early childhood classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities.

Prerequisite: Admission to Student Teaching Program.

8-12 semester credits

**EDU 426 Student Teaching – Special Education**

Students majoring in Special Education are required to spend 6-8 weeks in a special education classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities. Prerequisite: Admission to Student Teaching Program.

6-8 semester credits

**EDU 430 Student Teaching – English**

Students majoring in English Education are required to spend 8-12 weeks in a secondary English classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities.

Prerequisite: Admission to Student Teaching Program.

8-12 semester credits

**EDU 432-01 Student Teaching – Elementary Physical Education**

Students majoring in Physical Education are required to spend 8 weeks in an elementary physical education classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities. Prerequisite: Admission to Student Teaching Program.

8 semester credits

**EDU 432-02 Student Teaching – Secondary Physical Education**

Students majoring in Physical Education are required to spend 8 weeks in a secondary physical education classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities. Prerequisite: Admission to Student Teaching Program.

8 semester credits

**EDU 434 Student Teaching****– Elementary, Vocal, Instrumental Music Education**

Students majoring in Elementary, Vocal, and/or Instrumental Music Education are required to spend 8-12 weeks in an elementary, vocal, and/or instrumental music classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities. Prerequisite: Admission to Student Teaching Program.

8-12 semester credits

**EDU 438 Student Teaching – Social and Behavioral Science**

Students majoring in Social and Behavioral Sciences Education are required to spend 8-12 weeks in a secondary social studies or history classroom under the supervision of an

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assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities. Prerequisite: Admission to Student Teaching Program.

8–12 semester credits

**EDU 442 Student Teaching – Biology**

Students majoring in Biology Education are required to spend 8-12 weeks in a secondary biology classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities.

Prerequisite: Admission to Student Teaching Program.

8–12 semester credits

**EDU 444 Student Teaching – Mathematics Education**

Students majoring in Mathematics Education are required to spend 8-12 weeks in a secondary math classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities. Prerequisite:

Admission to Student Teaching Program.

8–12 semester credits

**EDU 445 Student Teaching – Business Education**

Students majoring in Business Education are required to spend 8-12 weeks in a secondary business education classroom under the supervision of an assigned cooperating teacher. The student teaching experience includes observation, teaching, and the performance of teacher related responsibilities. Prerequisite: Admission to Student Teaching Program.

8–12 semester credits

# School of Health Sciences

**FACULTY:** Allen, Anderson C., Anderson T., Beachey, Berg, Bruun, Busch, Dietrich, Dockter, Doerner, Dunnigan, Eckert, Fleischacker C., Gebhardt, Goven, Hall, Hughes, Johnson, Johnson Krug, Klein, Kobes, Lawson, Lundeen, Madler, Maier, Niksic, Nolan, Nustad, Olson C., Parker, Reemts, Roller (Dean), Schroeder, Schulte, Sibla, Sperle, Taylor, Thompson-Korte.

## Areas of Study

### Majors:

Athletic Training, Exercise Science, Human Performance Science, Medical Laboratory 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

### ■ Medical Laboratory Science Program

**Program Advisor:** Dr. Christine Fleischacker

Medical Laboratory Science (MLS) 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 or the Mayo School of Health Sciences with clinical training at one of their approved sites such as St. Alexius Medical Center, Bismarck; Trinity Medical Center, Minot; or at any other accredited school of MLS. Students cannot be guaranteed a specific location for their internship.

Upon graduation, the student is eligible to take the national examination for certification for MLS by the American Society of Clinical Pathologists.

### Major in Medical Laboratory Science:

BIO 103, 106, 207, 208, 209 or 309, 311, 312, 318, 319, 320; CHE 111, 112, 217, 310; MAT 103; MLS 417, 418, 419. Clinical Internship in Medical Laboratory Science 32-37 semester credits.

### MLS Courses Offered:

MLS 417 UND Summer Intensive

MLS 418 Medical Laboratory Science Internship I

MLS 419 Medical Laboratory Science Internship II

## Department of Athletic Training

**Faculty:** Hall (Clinical Education Coordinator), 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 healthcare problems associated with physical activity. In cooperation with physicians and other allied health personnel, the ATC functions as an integral member of the healthcare team in secondary schools, colleges and universities, sports medicine clinics, professional sports programs, industrial settings, and other healthcare environments. The American Medical Association recognizes athletic training as an allied healthcare profession.



## Mission

Our mission is to prepare students to become professionals who assist athletes of all ages and abilities to participate in recreational and competitive activities. The program strives to develop leaders in the athletic training profession or allied health professions who possess excellent communication and critical thinking skills. We encourage understanding and respect for social, physical, and cultural diversity.

## ■ Athletic Training Education Program

**Faculty:** Hall (Clinical Education Coordinator), Johnson-Krug (Chair).

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](http://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, healthcare 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 healthcare 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.

## Mission

The mission of the University of Mary Athletic Training Program 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.

## Outcomes and Goals

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.

## Criteria for Acceptance of Students Application

1. Application materials are distributed to the student enrolled in ATH 121 and ATH 243. Minimum criteria for selection include: Applications for admission are submitted in September of the fall semester. All prerequisites are strictly enforced. Student-athletes at the University are considered for admission 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, and 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 fall semester when the student is enrolled in ATH 243. The admissions committee includes but is not limited to the athletic training program director, clinical education coordinator, curriculum coordinator, and a minimum of one University faculty member, one approved clinical instructor or clinical instructor, and one athletic training student.

#### **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.

## **Athletic Training Course Descriptions**

### **ATH 121 Introduction to Athletic Training**

An introductory class designed to help educate the freshman level student about the different career paths in Athletic Training. Students will have the opportunity to interact with professionals currently working in the field, research job/higher education opportunities, become introduced to athletic training equipment, interact with current athletic training students, and learn the process of acceptance into the University of Mary Athletic Training program.

Prerequisites: None.

1 semester credit

### **ATH 151 Introduction to Athletic Taping Techniques**

An introductory course for athletic training and physical education students in elementary taping and wrapping techniques designed to meet specific athletic training educational competencies for the healthcare of the physically active.

Content to be covered will include, but is not limited to, risk management, acute injury care, and pathology of injury.

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 healthcare 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 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. Prerequisites: Successful completion of ATH 243 with a grade of "B" or better, BIO 207. Co-requisites: 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 departments 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 departments 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. 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.

3 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

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

0 semester credits (Pass/Fail)

### **ATH 354 Healthcare Administration**

This course covers healthcare administration. Content to be covered will include, but is not limited to, medical ethics and legal issues, emergency planning, professional development and responsibilities, and organization, administration, and management in the athletic training room and/or clinical setting. Prerequisite: Successful completion of ATH 353 with a grade of "B" or better.

3 semester credits

### **ATH 354 Healthcare Administration Lab**

The athletic training student applies a wide variety of specific healthcare skills and knowledge during assigned hours of supervised clinical experience that occur through the course of the semester in the athletic training room and rotational setup with various university or area high school athletic teams' practices and/or events. The National Athletic Trainers' Association Education Council has identified athletic training educational competencies and clinical proficiencies for the healthcare of athletes and others involved in physical



activity. This content area is a collection of knowledge, skills, and values that the entry-level certified athletic trainer must possess for effective performance as an entry-level certified athletic trainer. Skill competency is obtained during the classroom and laboratory instruction. Skill proficiency is demonstrated during laboratory evaluation, and skill mastery is demonstrated when the skills are applied appropriately in the clinical setting with appropriate choices made and appropriate outcomes achieved. Skill competency is knowledge and skills to be mastered within a self-study guide to evaluate the athletic training student's strengths and areas for improvement.  
0 semester credits (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 healthcare of athletes and others involved in physical activity. This content area is a collection of knowledge, skills, and values that the entry-level certified athletic trainer must possess for effective performance as an entry-level certified athletic trainer. Skill competency is obtained during the classroom and laboratory instruction. Skill proficiency is demonstrated during laboratory evaluation, and skill mastery is demonstrated when the skills are applied appropriately in the clinical setting with appropriate choices made and appropriate outcomes achieved. Skill competency is knowledge and skills to be mastered with a self-study guide to evaluate the athletic training student's strengths and areas for improvement.  
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 healthcare skills and knowledge during assigned hours of supervised clinical experience that occurs through the course of the semester in the athletic training room, mentoring sophomore and junior athletic training students, and working with various university or area high school and professional athletic team practices and/or events. The National Athletic Trainers' Association Education Council has identified athletic training educational competencies and clinical proficiencies for the healthcare of athletes and others involved in physical activity. This content area is a collection of knowledge, skills, and values that the entry-level certified athletic trainer must possess for effective performance as an entry-level certified athletic trainer. Skill competency is obtained during the classroom and laboratory instruction. Skill proficiency is demonstrated during laboratory evaluation, and skill mastery is demonstrated when the skills are applied appropriately in the clinical setting with appropriate choices made and appropriate outcomes achieved. Skill competency is knowledge and skills to be mastered with a self-study guide to evaluate the athletic training student's strengths and areas for improvement.  
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; 1361 Park Street, Clearwater, FL 33756 phone: 727-210-2350). 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 include 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, ALU 499

### Exercise Science Course Descriptions

#### EXS 300 Research Fieldwork Experience (elective)

This introductory course provides an opportunity to interact with leading investigators actively engaging in scholarly research activity within the 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.  
1 semester credit

#### EXS 302 Concepts of Strength and Conditioning

This course includes study and application of proper weight lifting techniques for a variety of populations including the apparently healthy, children, elderly, cardiac and pulmonary patients, 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 310 Foundations of Health Promotion and Wellness (Wellness Minor; Not required for EXS Major)**

Foundations of Health Promotion and Wellness will define health promotion and wellness (HPW) and explore current issues of HPW in the context of a social-ecological model, advocacy, intervention programs, economic impact, and measurement of wellness. Stress management and resilience will also be addressed.

3 semester credits

**EXS 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 (includes lab)

**EXS 455 Advanced Exercise Physiology**

This advanced course involves detailed study of the metabolism of carbohydrates, fats, and proteins. Special attention is given to variations and alterations in the pathways as a result of certain disease processes and the effects of exercise. Prerequisite: 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

**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

**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

**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 to students as well as used for overall university assessment of competency achievement.

0 semester credits

**Wellness Minor**

The Wellness Minor exists to 1) broaden the knowledge, skills, and abilities of those interested in the healthcare and allied healthcare industries and 2) to engage students in the process of

becoming stewards of their personal health and wellness 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 bachelor's degree in athletic training or exercise science may also find employment as a wellness program coordinator or wellness director. The wellness minor seeks to prepare students to be stewards of their personal well-being and provides a concentration of study for those preparing for graduate studies in physical therapy or occupational therapy.

#### **Required Courses:**

EXS 310, EXS 336, PSY 207, ATH 317 or SCI 224, THE 320 or 302 or 363.

#### **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, Goven, Johnson, Klein, Leetun, Maier, Nolan, Reemts (Chair), Thompson-Korte.

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.

Successful completion of this program of study prepares the graduate to apply for licensure through the National Council of State Boards of Nursing to take the NCLEX-RN Exam.

#### **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 catalog.

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 Healthcare Providers Certification © is required (two year certification). This must be obtained and in place at the start of the junior year.
- Criminal background checks.
- Signed disclosure form.
- 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.

## Department of Nursing 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. Prerequisite: 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. Prerequisites: 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-requisites: 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. Prerequisites: 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 healthcare 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 healthcare 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, Suite 200, Bethesda, MD 20814-3449. 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](http://www.umary.edu) and are accepted online in the fall of each academic year until early January.

Students are required to complete the following:

### 1. Occupational Therapy pre-requisite courses

Composition II [writing course]

Oral 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) maybe 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](http://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](http://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) or other documentation required by University policy for admission of international students.

## 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.

## Occupational Therapy 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 bachelor's 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 bachelor's degree or OTA degree and those without a bachelor's 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 applica-

tion. 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 and development of the research proposal. Includes critique of research studies including various methodologies and application to informed practice decision making. Prerequisite: Student must be enrolled in the professional occupational therapy education program.

1 semester 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 Psychological Conditions: Adult Lifespan**

In this course, students develop and integrate knowledge and skills related to the occupational therapy process for persons in the adult and later lifespan with psychological conditions, including mood disorders, anxiety disorders, substance use disorders and others. Within the context of the Occupational Therapy Practice Framework and frames of reference guiding occupational therapy practice, students apply the occupational therapy process including evaluation (occupational profile, analysis of occupational performance), intervention (plan, implement and review), and outcomes. This course will integrate normal development, human health conditions,

assessment tools, models of practice and frames of reference into the occupational therapy process

3 semester credits

### **OTH 560: Therapeutic Use of Self**

Students in this course address a unique aspect of service delivery. The focus of coursework is based on the holistic nature of health which is achieved by incorporating physical, mental, emotional and spiritual dimensions of each individual. Students build on their personal insight as a means of developing a value complex essential for delivery of future intervention with individuals, groups and/or populations. Opportunity exists for the student to engage in discussion, projects and field experience as a methodology to personally evaluate appropriate therapeutic use of self.

1 semester credit

### **OTH 561: OT Process with Orthopedic and Musculoskeletal Conditions: Adult Lifespan**

In this course, students develop and integrate knowledge and skills related to the OT Process for persons in the adult lifespan with orthopedic and musculoskeletal conditions such as, amputation, hip fractures, hip replacements, and back pain. Within the context of the Occupational Therapy Practice Framework and frames of reference guiding occupational therapy practice, students apply the occupational therapy process including evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. The course will integrate normal adult development, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process.

2 semester credits

### **OTH 562: OT Process with Medical Conditions: Adult Lifespan**

In this course, students develop and integrate knowledge and skills related to the OT Process for persons in the adult lifespan with medical conditions such as, rheumatoid arthritis, fibromyalgia, cancer, and cardiac dysfunctions. Within the context of the Occupational Therapy Practice Framework and frames of reference guiding occupational therapy practice, students apply the occupational therapy process including evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. The course will integrate normal adult development, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process.

3 semester credits

### **OTH 565: Statistics**

Effective occupational therapists, teachers, and administrators must have a basic understanding of the application of statistical concepts and procedures utilized in conducting research. Students develop an understanding of descriptive and inferential statistics for the purpose of statistically analyzing and interpreting research findings.

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 healthcare practitioner. Each student facilitates small group and large group peer discussions to engage in professional reasoning and outcome evaluation based on a case story and domains and processes of an occupational therapy framework.

1 semester credit

#### **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, yet collaborative, practitioners for the profession of physical therapy. All students are required to complete a bachelor's

degree prior to admission into the 32-month professional phase of the program. The professional curriculum consists of unique experiences provided within a supportive healthcare 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 20-25 hours per week in class with additional hours spent on related projects. Clinical education at 4 different off-campus sites are 8 weeks in length and placed at the end of the first year; end of the second year and two separate experiences at the end of the on-campus program. 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.

### Graduate Outcomes

Graduates of the Doctor of Physical Therapy curriculum will have the ability to perform as entry-level physical therapists in a variety of roles and practice settings. Specifically, the intended outcomes are:

- Practice in a safe, legal and ethical manner.
- Utilize evidenced-based examination and intervention to manage patient and client conditions.
- Practice autonomously and collaboratively and recognize when a problem or need is outside the scope of physical therapist practice.
- Effectively communicate in verbal, non-verbal, written and electronic formats with all stakeholders.
- Incorporate an understanding of individual and cultural differences in practice, servant leadership, education, and scholarly inquiry.
- Educate others using a variety of culturally appropriate teaching methods commensurate with learner characteristics.
- Demonstrate critical inquiry and clinical decision making in the 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 is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association, 1111 North Fairfax St. Alexandria, VA, 22314: 703-706-3245; email: accreditation@apta.org. . The next review date is Fall, 2012. The North Central Association of Colleges and Schools (NCA) has accredited the University to offer the DPT.

Students in the University of Mary Program in Physical Therapy benefit from small class sizes and personal Interaction with faculty. The average graduation over the past 3 years (2010-2012) was 97.1%. Upon completion of the program, students are prepared to take the National Physical Therapy Examination (NPTE) administered by the Federation of State Boards of Physical Therapy (FSBPT). The overall 3 year pass rate (2009-2011) was 98.8% and the average first time pass rate over the past 3 years (2009-2011) was 91% which was above the national average. One hundred percent of graduates are employed as physical therapists in a variety of settings across the nation.

### Mission of the Program in Physical Therapy

The mission of the University of Mary Department of Physical Therapy is to prepare autonomous and collaborative 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](http://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 final class is selected on an objective point system based on core GPA and interview. 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 or Developmental Psychology
- Abnormal Psychology
- Fundamentals of Chemistry  
OR
- General Inorganic Chemistry I
- Introduction to Organic & Biochemistry  
OR
- General Inorganic Chemistry II
- Introduction to Physics
- Intermediate Physics
- 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](mailto: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

- Cumulative GPA of 2.75 on all undergraduate college work on a 4.0 scale
- Cumulative GPA of 3.0 on all core requirements and a minimum of a 2.0 on any course
  - A candidate may retake any core course one time. The higher of the two grades will be used when calculating the core requirement GPA.
  - No more than two (2) 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.
- Completion of a bachelor's degree by the time of admission into the professional program.

### Clinical Observation or Work Experience Requirement

The candidate must complete 40 hours of volunteer or paid experience with one or more licensed and practicing physical therapists. It is highly recommended that the hours occur in more than one area of clinical practice. The clinical experience hours must have taken place within two years of the application deadline. For each clinical experience, the student and the supervising physical therapist complete a Clinical Experience Form. These forms are available on the PTCAS.

### Early Admission

A selected group of high school seniors may apply for early enrollment into the program. The number is determined on a yearly basis. Applicants for early enrollment must be outstanding in their own high schools; having at least a composite score of 24 on the ACT or a GPA of 3.5. A member of the PT faculty interviews these students prior to their early acceptance. Students accepted for this program sign an agreement detailing specific requirements.

### Rolling Admissions

If the class number doesn't reach full capacity, rolling admissions comes into effect. Qualified applicants on PTCAS who did not originally interview will be invited to interview. Students must meet all criteria previously outlined and participate in the formal interview process. Applications are considered until the first day of class in the fall.



## Evaluation and Grading

The program uses a variety of teaching methods including lectures and discussion, laboratory activities, service learning, student presentations and integrated clinical experiences. Competency and proficiency are determined by written, 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 (Coordinator), 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 in Respiratory Therapy (B.S.R.T.) 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. R.T. degree. After completing the degree, graduates may, at their option, apply for admission to medical school; if accepted, they may decide to work as a respiratory therapist before and during medical school. Regardless of medical school admission status, graduates have a marketable professional credential in healthcare.

### 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 Respiratory Therapy Department. Personal interviews, academic performance, and letters of reference are used in the admission process. For equally qualified applicants, admission preference will be given to eligible students completing their pre-professional work at University of Mary. The professional program application deadline is February 15 of the sophomore year for admission to the fall semester

of the same year. Prospective applicants should make an appointment with the respiratory therapy department chair (701-530-7757; [wbeachey@primecare.org](mailto:wbeachey@primecare.org)) to tour the St. Alexius Medical Center and to arrange a job shadow experience to learn more about the responsibilities and duties of respiratory therapists. Application forms can be accessed online under the School of Health Sciences, Respiratory Therapy Program from the University of Mary web site.

**Rolling Admissions:** If the class number does not reach its maximum capacity by the application deadline, a rolling admissions policy will be followed. Students must meet all criteria previously outlined and participate in the formal interview process. Rolling admissions are considered until the first day of class in the fall. Applicants will be reviewed based on the time of submissions of a completed application.

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](mailto: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 Respiratory Therapy Program.
3. Submit all Respiratory Therapy course descriptions (and course syllabi) from their former programs to the Respiratory Therapy Department. Applicants must meet all preprofessional course and GPA requirements as outlined in the previous section on admission and must have earned a grade of C or higher in each prior respiratory therapy course. Contingent on a review of former college course syllabi and an evaluation of clinical skills, admitted applicants may be offered credit by examination or advanced placement.
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 or CHE 111, 112; 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 Courses Descriptions**

### **RTH 301 Introduction to Respiratory Care**

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

3 semester credits

### **RTH 305 Basic Procedures**

This course emphasizes the theory and practice of current respiratory care modalities including basic monitoring and testing techniques. Topics include infection control; aerosol and humidity therapy; medical gas therapy; cardiopulmo-

nary 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 (approximately 320 hours) over the last eight weeks of the senior year. Prerequisites: completion of all previous program clinical requirements.

8 semester credits

**RTH 430 Clinical Practicum II**

Supervised clinical experience in the therapeutic modalities and procedures cover in RTH 436 and 438 (adult critical care and pulmonary function). Proficiency in each area is required to progress in the program. Participation in the American Lung Association's Asthma Camp is required. Meets in the summer session 40 hours per week for 6 weeks. Prerequisites: RTH 436; 438.

5 semester credits

**RTH 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 healthcare resources from disease identification and treatment to disease prevention and health enhancement. The premise is that healthcare professionals have a responsibility to influence people to make healthful lifestyle decisions, and to help build cultures supportive of healthful living. Students are introduced to strategies for promoting health both professionally and personally. Prerequisite: Enrollment in final semester of the professional program.

2 semester credits

# Harold Schafer Emerging Leaders Academy

## Mission

To identify and develop servant leaders of moral courage.

## Vision

The Emerging Leaders Academy will recruit and retain high performing candidates and the graduates of these programs will be highly sought after by employers because of their exemplary writing, speaking, critical thinking, and professional skills.

## Program Description

The Emerging Leaders Academy is a leadership development program that is designed for highly-motivated, capable students who are interested in becoming future professional leaders. Students in the Gary Tharaldson School of Business, the School of Education and Behavioral Sciences, the School of Health Sciences and the School of Arts and Sciences will be introduced to the Academy during their freshman year. Interested students will then make application to The Emerging Leaders Academy that officially begins during the fall semester of the sophomore year and continues each semester through the end of the junior year. Select students will be chosen by each school for admission into the Senior Emerging Leaders Academy capstone experience.

As members of the Emerging Leaders Academy, students will develop higher level leadership skills through hands-on projects and experiences

that network them with the region's top leaders. Mentorships and internships enhance students' professional development and open the door to future employment or graduate school recommendation. Each year, students who prove their passion and motivation for leadership will be selected to move forward in the program. Only a very select few students will enter the unique, individualized senior capstone experience where they will design a leadership experience that meets their individual professional and leadership needs.

## Admission to the Emerging Leaders Academy

All freshmen students will enroll in the introductory Emerging Leaders Academy class. Those choosing to further their leadership development will make formal application to the Emerging Leaders Academy that officially begins in the fall of their sophomore class. Each school has an application process for the Academy at the sophomore and junior level. Prospective students may also qualify for Emerging Leaders Academy early acceptance program if they have a 3.25 cumulative grade point average or a 24 ACT composite score and successfully complete an essay and interview. Early acceptance allows these students to enter the Emerging Leaders Academy as sophomores assuming successful progress during the freshman year. Transfer students may also enter the Emerging Leaders Academy upon enrollment at the University of Mary.

# Academic Life

## 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 credits. Such a program provides time for the student to pursue a subject in-depth. During Summer Term, the student may enroll in a liberal arts course, engage in independent study, travel, or complete specialty areas in the major. 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 credit is given for the satisfactory completion of 15 classroom periods of 50 minutes each. In laboratory work, field, or clinical experience, a block of two to five class hours is equated to a lecture period. An average of 16 credits 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 catalog. To do so, the student obtains the Request for Credit through Challenge form from the Office of the Registrar. The student is required to complete the request form and requests approval through the dean of the school responsible for the course. Once authorized, the student must submit the form to the director of student accounts and pay the challenge fee. The director of student accounts retains one copy of the form. The student must present the second copy of the request form to the authorizing dean or the supervising faculty member who will administer the test or evaluate the paper.

After the student has completed the test or the paper the instructor evaluates the paper or test, affixes the grade to the lower portion of the request form, signs the form, and submits the form to the Office of the Registrar. The registrar records the grade.

## Directed Study

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 directed study. A minimum grade point average of 2.0 is required for a student to be eligible for directed study. The 328-428 course numbers in each division are provided for in-depth study of a special interest and of areas not covered in the existing curriculum. Standard elective and required courses which are difficult for the student to access at regularly-scheduled times may also be available. A course for which a student has received a grade of "F" may not be repeated as a directed study. Tuition for a directed study is the same as that for a regular course.

A student wishing to pursue a course by directed study:

1. Confers with his/her advisor about the advisability of such pursuit
2. Obtains the Directed Study Form from the Office of the Registrar
3. Obtains the signature of his/her advisor indicating advisor approval of the directed study
4. Secures the sponsorship of an appropriate faculty member, visits with this faculty sponsor to outline course objectives, content, and requirements and to schedule meeting times and determine the final completion date
5. Makes payment for the course in the Office of Student Accounts. Part-time students and students for whom this course constitutes an overload will pay additional tuition for this course.
6. Returns the completed Directed Study Form to the Office of the Registrar. To drop an independent study course, a student must complete a change in registration form (including necessary signatures) and submit it to the Office of the Registrar.

### 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 catalog.

### Transfer of Credit

The Office of the Registrar evaluates transcripts and records transfer credits. The names of the transfer institutions accompany the courses and corresponding grades on the University of Mary transcript. Any preliminary reviews by other personnel are unofficial 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 catalog.

Opportunities are provided during each semester for students to register early for the following term. Early registration forms are approved and signed by the student's advisor. The student may then register 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 with-

drawal. 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:

Number of semester hours	
Class standing granted	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 credit according to the value of the grade received. The grade point average is computed by dividing the honor points earned by the credit hours.

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 credits (full-time status) with letter point grades. If the student is involved in any course that awards a pass/fail grade, honors distinction will be determined by completion of at least 12 semester credits (full-time status), a grade point average of 3.5 or higher on any courses with letter point grades and a grade of pass on any pass/fail courses. The undergraduate student must not have a grade of "I", "WIP", or "SC" in any course at the time Academic 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 credits. 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 credits 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 catalog in place at the time of readmission, which may require additional course-work 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 & 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 Honor Code & Honor System

The University of Mary Academic Honor Code and Honor System is found at [www.umary.edu/honor](http://www.umary.edu/honor).

Effective fall semester 2012, all student assignments are subject to screening for plagiarism through [www.turnitin.com](http://www.turnitin.com) software.

## 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 Department/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 Department/Division Chair or Dean reviews the material and rules on the request. Should the Department/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 Department/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 Maryland 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 KFYR 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 to be a part of the process of developing one's God-given gifts and potential for use in service to others. In this Benedictine philosophy of education, a high value is placed on learning that occurs outside the classroom. Consistent with this philosophy, the student life program actively creates learning opportunities in the residence halls, campus ministry, student activities, student organizations, and in student services.

## Residence Life

The Residence Life community at the University of Mary is made up of more than 750 students. The location of the campus atop a bluff overlooking the Missouri River and the City of Bismarck provides a unique residential campus environment in a natural setting with beautiful views. Each residence hall is characterized by a strong sense of Benedictine community where residents enjoy the convenience of being within walking distance to classes and campus services. Each residence hall has a professional-level director who lives in and supervises the facility. There are also several student resident assistants who promote a variety of fun activities and who serve as peer resources for residents.

The university offers students a variety of residence hall options including traditional residence halls, suite-style and apartment-style facilities. The Descriptions of each residence hall may be found on the University of Mary website. All students who wish to participate in the Residence Life program must apply. Applications are available from the Student Development Office located in Room 1209 of the Benedictine Center (701-355-8265).

## Residency Requirement

The University of Mary requires freshmen and sophomores (students with fewer than 60 credits on the day classes begin) who are under the age of 21 to live on campus for the entire semester. Any exception to this policy must be approved in advance by the Vice President for Student Development.

Residence halls and on-campus apartments are closed during the Christmas vacation period.

## 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.

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.

## Student Organizations

Over 30 student organizations exist at the University of Mary including professional organizations, service organizations, and special interest clubs. Each offers students the opportunity to meet new people, learn interpersonal skills, and develop leadership abilities. A complete listing of campus organizations is available from the "Student Life" section of the university's web site and in the Student Handbook.

## 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. Opportu-

nities 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 and Wellness

Student Recreation and Wellness offers a wide variety of fun options for students to incorporate physical activity, wellness and sport into their weekly routine. Located in the Leach Field House, programs include intramural sports to provide both men and women the opportunity to participate in competitive activities ranging from basketball, flag football, dodge ball, softball, and volleyball to table tennis, swimming and racquetball. Throughout the year, there are league seasons for several sports as well as a variety of short-term or one-day tournaments to provide everyone a chance to participate in their favorite sport. Students interested in wellness and fitness are able to participate in groups fitness classes such as zumba and kick-boxing or they may pursue their individual fitness goals by using the fitness center, indoor walking track, outdoor walking path or swimming pool at their own convenience. The Coordinator of Student Recreation and Wellness is assisted by a group of student employees known as the REC Crew. 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.

## 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/umary-securityreport.pdf](http://www.umary.edu/pdf/umary-securityreport.pdf). All University of Mary students are responsible for obtaining a copy of the report, to be familiar with its contents, and to follow the recommendations included in it regarding safety and security.

# Student Services

## 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 dis-ease 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 Fees

## Current Charges

Current charges and payment information can be viewed at [www.my.umary.edu](http://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](http://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 and 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. 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.

## Bankruptcy Policy

For those past students who have filed or have been granted bankruptcy under the US Federal Bankruptcy Laws and would like to enroll or re-enroll at the University of Mary, it is expected that their tuition either be paid upon registration; or, in the case of Financial Aid or Third Party Reimbursement, their method of payment be declared on the Intended Method of Payment Form found on the [my.umary.edu](http://my.umary.edu) website along with the appropriate documentation.

## 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



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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 Aid 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](mailto:finaid@umary.edu) or at 701-358-8142.

## Who May Apply

Students applying for financial assistance must:

1. Be a U.S. citizen or an eligible non-citizen.
2. Be enrolled and accepted in a degree-granting program.
3. Be maintaining satisfactory progress toward completion of a course of study.
4. Not be in default or owe a repayment through the federal Student Financial 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](http://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](http://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 aid, the FAFSA should be processed on or before March 30 of each year.

## How Is Eligibility Determined?

Financial aid eligibility is determined based on financial "need." Financial "need" is determined by a federal formula which analyzes a family's financial situation. Items such as income and assets, the number of dependents in the household, the number of family members currently in post-

secondary education, and the cost of the educational program, as well as other factors, are used to determine a student's eligibility for financial aid.

The "need" of the student is the difference between the cost of the institution being considered and the family's ability to pay as determined by the federal formula for financial need. The total cost of school will include not only direct costs, such as tuition and fees, books, and room/board, but also indirect costs such as transportation (excluded in online programs,) supplies and miscellaneous living expenses. The University will build a realistic budget, or total "cost," to reflect a student's total cost of attending school.

## Enrollment Status

### Undergraduate Students

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	7-8 credits
Half-time	5-6 credits
Less than half-time	4 or fewer credits

## Financial Aid Disbursements and Refunds

All of the financial aid that you accept, federal and non-federal, grants and loans, will be directly credited to your student account. The "disbursement date" for financial aid is the day that funds arrive at the University of Mary. For disbursements of loan funds, it generally takes the Financial Aid Office three days to complete the necessary steps before the funds are applied to your student account. Depending on your program of study, your financial aid will be disbursed either once per semester or over the course of the semester.

Financial aid refunds (excess aid) will not be made available to students until after final add/drop day in each semester, as noted on the University of Mary 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](http://www.my.umary.edu).

## Financial Aid Sources

Please contact the Financial Aid Office for information on any of the following programs. Students should explore as many options to apply for aid as possible.

### Grant Programs

**Federal Pell Grant:** This is a grant awarded based on financial need as determined by the Department of Education. It does not have to be repaid.

**Federal Supplemental Education Opportunity Grant (FSEOG):** This grant is awarded based on financial need. It does not have to be repaid. Students must be Pell eligible to receive this grant.

**TEACH Grant:** This grant provides up to \$4,000 per academic year in grant assistance to undergraduate, post-baccalaureate, and graduate students who agree to serve for at least four years as full-time "highly qualified" teachers in high need fields in public and not for profit private elementary or secondary schools that serve students from low income families. Specific requirements and application steps apply. Please contact the Financial Aid Office for more information on eligibility.

### Employment

**Federal Work Study:** This award must be earned by the student. Students must have unmet need to qualify for this award and must meet U.S. employment eligibility requirements.

### Loan Programs

**Federal Perkins Loan:** This loan must be repaid. It is based on financial need. The interest rate is five percent (5%). No principal or interest payments are required as long as half-time enrollment status is maintained. Student will be required to complete loan entrance counseling and a Master Promissory Note.

**Federal Nursing Loan:** This loan must be repaid. It is based on financial need. The interest rate is five percent (5%). No principal or interest payments are required as long as half-time enrollment status is maintained. Students who are juniors or seniors and who are accepted to the Division of Nursing can apply. Students will be required to complete loan entrance counseling, a Master Promissory Note, and disclosure documents annually.

**Federal Direct Subsidized Loan:** This is a loan that must be repaid. It is based on financial need.

Students must be enrolled at least on a half-time basis to qualify. The interest that accrues on this loan is paid by the government while the student is enrolled at least half-time. Students may be required to make interest payments during grace periods. A 6-month payment grace period is allowed after a student drops below half-time. Contact the Financial Aid Office to determine your interest rate. Loan entrance counseling will be required and students must sign a Master Promissory Note.

**Federal Direct Unsubsidized Loan:** This loan must be repaid. Students must be enrolled at least on a half-time basis to qualify. The student is required to pay interest on this loan from the time of disbursement. Loan entrance counseling will be required and students must sign a Master Promissory Note. Contact the Financial Aid Office to determine your interest rate.

### University of Mary Scholarships

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 a maximum of 8 semesters.

**Sister Thomas Welder Leadership Scholarship:** This merit scholarship is based on prior academic standing. It is awarded in fall and spring semesters only to fulltime traditional undergraduate students.

**Honors Day Scholarships:** Trustees Honor Scholarships, Presidential Honor Scholarships, and Benedictine Honor Scholarships are awarded based on competition day requirements. These scholarships are awarded in fall and spring semesters only to fulltime traditional undergraduate students.

**Activity Scholarships:** Scholarships are available for participation in activities on the University of Mary campus. They are awarded on an annual basis in fall and spring semesters to fulltime traditional undergraduate students.

**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

**North Dakota State Grant:** The deadline to apply for the North Dakota State Grant is April 15. You must complete the FAFSA application before this date, 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, contact the North Dakota University System.

### North Dakota Academic Scholarships OR North Dakota Career & Technical Education Scholarships:

- Rewards students for taking challenging coursework in high school in preparation for college.
- The scholarship value is up to \$6000 (\$750/semester) for students who qualify.
- To apply, complete the ACT or WorkKeys before Feb 12.
- Application is available on the ND Department of Public Instruction website.

**North Dakota Indian Scholarship:** This scholarship assists American Indian students in obtaining a college education. Apply through the North Dakota University System.

You should also research other funding sources, such as tribal scholarships or grants, vocational rehabilitation, outside scholarships or military benefits. The Financial Aid Office can assist you as you begin your search.

### Other Payment Options

**Parent PLUS Loan:** This is a loan that parents borrow for their dependent student's educational expenses. Parents must apply and qualify for this loan. The interest rate is 7.9% fixed and fees may apply. Repayment begins immediately upon disbursement.

**Alternative Loan:** Alternative education loans are private student loans that help supplement federal financing. These are private loans that students must apply for and qualify for based on the lender requirements. Federal funding sources should be pursued first.

**Payment Plan:** The University of Mary offers a convenient payment plan through Nelnet Business

Solutions. A small enrollment fee will enroll you in the no-interest plan. For more information contact the Office of Student Accounts.

### Satisfactory Progress Policy for Financial Assistance

A complete copy of the Financial Aid Satisfactory Progress Policy can be requested in the Financial Aid Office.

In accordance with Federal regulations, to be eligible for Title IV aid, a student must make satisfactory degree progress. The receipt of financial aid and progress toward attaining a degree go hand in hand. Students must meet both quantitative and qualitative standards. All federal, state and institutional aid programs are covered by this policy.

#### Quantitative Standard:

- 1st year undergraduate (0-29 credits earned) must maintain a 1.8 cumulative GPA.
- 2nd year undergraduate and beyond (30+ credits earned) must maintain a 2.0 cumulative GPA.
- Graduate students must maintain a cumulative 3.0 GPA.
- Division requirements may be more stringent.

#### Qualitative Standard:

- All grade levels (undergraduate and graduate) must successfully complete at least 67% of all attempted credits. The grades W, WP, WF, F, I and SC are considered "attempted" and will be considered as unsuccessful completion when determining if a student has maintained this standard.
- Obtain a 1st bachelor's degree within 150% of the credits required to earn degree. Generally, 192 credits is the standard for most University of Mary undergraduate programs. Students seeking dual-degrees, second degrees or who have made major changes should contact the Financial Assistance Office to determine eligibility requirements.

### Monitoring Progress

- Progress for all students will be monitored on a semester-by-semester basis.
- Assessment will be based on the student's cumulative academic record, including all transfer semester credit hours accepted toward the student's current degree,



incomplete grades, W, WF, WP, and SC grades.

- Continuous-enrolled students applying for financial aid for the first time must have maintained progress during the previous terms of enrollment regardless of prior post-secondary attendance.
- Students who have stopped-out of college for a period of twelve or more months may have the ability to maintain financial eligibility even though prior performance was substandard. Students in this situation should contact the Financial Aid Office for more information.
- Other special considerations for appeal may involve a student changing degrees/divisions, which may require additional credits.
- Federal regulations may require immediate suspension. A student does not need to first be placed in WARNING status to be suspended.
- Students are personally responsible for all charges incurred at the University of Mary while they are suspended from receiving financial aid.
- Students may only request an appeal once for any given circumstance.
- Academic amnesty has no bearing on standard of progress for financial aid.
- One WARNING period will be given prior to a student being suspended from financial aid due to substandard academic performance.
- If a student successfully appeals a suspension, one term (one semester) of PROBATION will be granted, giving the student an opportunity to prove academic success.
- Following one term of PROBATION, continued aid eligibility requires proven success (during the term of PROBATION), a comprehensive degree-success plan must be submitted, and the ability to reach the stated minimum requirements prior to degree completion must be attainable. Students in this status must maintain progress each term until they are in full compliance.

- Final determination of appeal approval or denial will rest with the Office of Financial Aid. The Office of Financial Aid will make the best determination for the student while complying with federal guidelines.

### **What Does WARNING Mean?**

WARNING is the status assigned to a student who fails to make satisfactory academic progress. The student may continue to receive financial aid for one payment period (one semester). No appeal is required for this status. Students will be notified by letter.

### **What Does PROBATION Mean?**

PROBATION is a status assigned to a student who fails to make satisfactory academic progress AND who has successfully appealed AND who has received official notification that aid eligibility has been reinstated. Students who are placed in probation status may receive financial aid for one payment period (one semester). Students will be notified by letter.

### **What Does ACADEMIC PLAN Mean?**

After one term of PROBATION in which the student has proven their ability to succeed academically, and through additional requirements being met, students may request to be placed in ACADEMIC PLAN, which will be monitored after the end of each semester and students must prove their ability each term to remain in this status. If it is determined that the student is not following the degree-success plan set forth or not improving academically, the student will be suspended from aid.

### **What Does SUSPENSION Mean?**

Students designated "SUSPENSION" are no longer for federal, state or institutional financial aid. All charges incurred while under suspension will be the personal responsibility of the student to pay.

### **Right to Appeal**

Students who have had their financial aid suspended due to unsatisfactory academic progress may appeal their standing to:

University of Mary  
Office of Student Financial Aid  
7500 University Drive  
Bismarck, ND 58504

## Financial Aid and Institutional Charges — Changes in Enrollment

If a student adds or drops credits at any point in a semester, their financial aid and institutional charges may be affected. Please contact either Financial Aid at [finaid@umary.edu](mailto:finaid@umary.edu) or Student Accounts at [staccts@umary.edu](mailto:staccts@umary.edu) to determine if a change in enrollment will affect you.

## Financial Aid and Institutional Charges — Withdrawing or Expelled Students

### Return of Federal Title IV Financial Aid

If a student withdraws from school or is expelled, a calculation called Return of Title IV Aid must be completed. The amount of Title IV assistance earned is calculated based on the number of days completed in the enrollment period on a prorated basis. The percentage is then applied to the assistance received to determine how much aid a student has actually earned. If the student has received more aid than he/she earned, funds must be returned to the appropriate issuing agency. If a student has earned more aid than what they were disbursed, a possible “Post Withdrawal Disbursement” of aid can be made to help cover tuition, fees, and other charges. Returns to Title IV financial aid, will be done in the manner prescribed by law.

The Return of Title IV policy, which prorates eligibility based on attendance, applies not only to the federal financial aid programs but also to state and institutional aid. Adjustments to a student’s institutional charges for tuition, fees, room and board for a student who withdraws or is expelled, will mirror the same policy of proration.

A student who has received financial aid and who withdraws or is expelled may be required to

repay some or the entire award funds received. Any institutional charges resulting from a student withdrawing from the university will be the responsibility of the student to pay in full.

Any questions regarding this policy can be directed to the Financial Aid Office at [finaid@umary.edu](mailto: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

or

Director of Student Life  
Benedictine Center, Room 1501  
7500 University Drive  
Bismarck, ND 58504

or

Assistant Vice President for Academic Affairs  
Benedictine Center, Room 1206  
7500 University Drive  
Bismarck, ND 58504



**Graduate Programs  
at the University of Mary**

2012–2013





# Graduate Study at the University of Mary

The University of Mary, America's Leadership University, defines leadership as competence in one's chosen profession, courage in making ethical decisions based on Benedictine values, and compassion in serving the needs of others. Intellectual communities and learning environments of the University of Mary are built on the learner's life experiences and baccalaureate education. These, partnered with leadership experiences, challenge the adult learner to perform at an advanced level of excellence through focused study and reflective self-assessment.

Graduate programs of study are designed for competence in a focused area and allow for individualized planning and goal setting. Each adult

learner generates new knowledge through completion of an integrative, scholarly project.

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

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

# Graduate Policies and Procedures

## Admissions to Graduate Studies

Graduate degree seeking students must apply for admission to graduate study and must hold a bachelor's degree or higher from a United States regionally accredited institution of higher education or from an international school approved by the country's Ministry of Education. Additional requirements for admissions consideration are identified on the graduate studies application form. One general application form is available for degree granting programs in Business, Counseling, Education, Human Performance, Nursing, and Respiratory Therapy. Application for the professional Occupational Therapy program is available at [www.umary.edu/graduate/occupational\\_therapy](http://www.umary.edu/graduate/occupational_therapy). Application for the Doctor of Physical Therapy degree at the University of Mary is available at [www.ptcas.org](http://www.ptcas.org).

An official transcript from the institution of higher education granting the bachelor's degree (or higher) is required for admission to graduate studies. Exceptions are program specific and may be found in degree program sections within this catalog. Other requirements for admissions to a specific degree program (e.g., criminal background check; volunteer hours) are listed within degree program descriptions found in the Graduate Studies Catalog and on the University of Mary website at [www.umary.edu](http://www.umary.edu). Students are to use and refer to the catalog which aligns with the year of their admissions to graduate studies and enrollment in courses.

Degree seeking students in good academic standing who request to re-enter following a hiatus of one calendar year, must submit a Re-Entry Application for consideration by the department for the program of study. Official transcripts for college work undertaken during the period of absence must be submitted as part of the Re-Entry Application process. Students who have unofficially withdrawn from the University (i.e., "stepped out") for greater than one calendar year must re-apply to the University of Mary – Graduate Studies and to the department which houses the original or selected program of study. The student who re-applies enters under the current program of study for the degree sought. Course credits earned prior to the 'step out' are considered current if they have been earned within a seven (7) consecutive year time frame and if they remain required for the program of study.

## Non-Degree Seeking Graduate Students

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

### 1. Graduate School Preparation

Students with an undergraduate degree and, in certain cases, students who are taking graduate courses pre-requisite to a graduate program may enroll as non-degree seeking students. In the latter case, students are to seek advisement from the graduate program director for specific information about enrolling in graduate courses as an undergraduate student. At minimum, the undergraduate student must hold senior status (greater than 90 semester credits earned).

### 2. Personal Interest

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

### 3. Certificate Preparation

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

### 4. Deciding on Degree-Seeking Program

University of Mary offers nine graduate degrees with 33 areas of study. The non-degree status offers students the opportunity to explore different courses in selected fields (e.g., business, nursing, education) before applying to a degree-seeking program. For example, a student may be unsure as to whether to seek a degree in business administration with a focus on management to seek a degree in project management or strategic leadership. However, students who take courses under the non-degree seeking status are not guaranteed placement into a degree-seeking program and must adhere to regular admissions requirements. Students may take up to nine (9) credits in some major areas of study as a non-degree seeking student before declaring degree-seeking status.

### 5. Missed Degree-Seeking Program Deadline

Although many programs at the University of Mary offer rolling admissions, some have

specific application deadlines. Students who do not complete their application by the set deadline may apply as non-degree seeking students. However, students who take courses under the non-degree seeking status are not guaranteed placement into a degree-seeking program and must adhere to degree-seeking admissions requirements.

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

- For graduate level academic certificate programs, a bachelor's degree or higher conferred by a United States regionally accredited institution or an international school approved by the country's Ministry of Education
- Academic achievement in undergraduate studies indicating a capacity to succeed in graduate coursework (minimum of 2.5/4.0)
- Students who are in the final phase of their undergraduate program of study may request approval to take up to nine semester credits graduate coursework while an undergraduate student providing they are in good academic standing and that they have a minimum undergraduate cumulative GPA of 3.0 or higher
- Approval by the director of graduate studies

## Disability Services

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

Leadership, University of Mary, Bismarck ND 58504. Phone: 701.355.8264 or 701.355.3000.

## International Student Admissions

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, or the International English Language Testing System (IELTS)-(Collegiate version)-and score a minimum of 5.5. Undergraduate students applying under the Gary Tharaldson School of Business International Program only may be granted conditional acceptance if TOEFL scores are between 61-70 on the Internet-based examination or IELTS scores are between 5.0-5.4. Students conditionally accepted under this program would be required to complete a full semester, intensive ESL course as defined in their acceptance materials. Scores for any applicant that are more than two years old are not valid and will not be considered.

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 or IELTS and achieve a minimum score of 80 on the Internet-based TOEFL examination, or a minimum score of 6.5 on the IELTS. Scores for any applicant that are more than two years old are not valid and will not be considered. Graduate students who provide evidence of successful completion of an undergraduate degree or another graduate degree from another regionally accredited institution of higher learning within the United States within the prior five years may be accepted without the TOEFL or IELTS scores.

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. Foreign college transcripts must be evaluated by a transcript evaluation service that is a member of the National Association of Credential Evaluation Services (NACES) [www.naces.org](http://www.naces.org). Transfer credit will be awarded based upon this evaluation.

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

Prospective students who have been employed in the United States a minimum of two years, may submit proof of successful completion of the Compass language proficiency test as an alternative to the TOEFL or IELTS.

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.

Admission of international students will not be granted until all required documentation has been received and verified.

## Transfer Credits

Credits from other United States regionally accredited institutions of higher education and from international schools approved by the countries Ministry of Education must be approved for transfer to the University of Mary by the program director and the Registrar. All official transcripts must be received by the Registrar from the institutions granting credit for the transfer to be considered. Credits under consideration must have been earned within a seven (7) consecutive year time frame to be acknowledged as current for the program of study. Once approved, up to one-third of credits toward a program of study with a grade of "B" or better may be transferred as part of the

graduate degree. Approved courses and accompanying credits are listed on the student's program of study and University of Mary transcript record.

## Grades

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

A student earns honor points for each semester credit earned according to the value of the grade received for a graduate course. The grade point average is computed by dividing the honor points earned by the semester credits. The University of Mary grading scale, published on the back of the official transcript, to assign final grades and points is as follows:

A	Outstanding performance	4.0 points
A-	3.7 points	
B+	3.3 points	
B	More than satisfactory performance	3.0 points
B-	2.7 points	
C+	2.3 points	
C	Satisfactory performance	2.0 points
C-	1.7 points	
D+	1.3 points	
D	Passing, but less than satisfactory performance	1.0 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

Graduate students may request an Incomplete for a course when unforeseen circumstances prevent them from completing a course at its



scheduled time. Students must obtain written permission for an Incomplete from the course instructor and the course instructor must agree to provide continued academic guidance to the student. Incompletes must be completed within three (3) weeks following the published end date of the course or the "I" [Incomplete] grade will convert to a grade of "F" unless an extension (Passing Incomplete or "PI") is granted in writing to the Registrar by the instructor. Students may be assigned no more than one incomplete grade per term. For internships, practica, and workshops, the option of pass/fail (P/F) grading is available upon approval of the department overseeing the program of study.

## Extensions

The end date of a class may be extended for the entire course cohort for up to seven (7) calendar days by the instructor and under the discretion of the instructor providing the extension does not interfere with the University final grade due date at the end of the term. The instructor must notify each student's advisor, the degree program director, Registrar, and, for online degree programs the Coordinator of Distance Education.

## Grade Reports

At the close of each semester, final grades are recorded on students' permanent records. Students may view their final semester grade on their personal home page on the University of Mary website, <http://my.umary.edu> by using their ID numbers and passwords.

## Transcripts

Transcripts are certified copies of students' permanent grade records and display academic status at the time of issuance. Transcripts are issued only if authorized in writing by the student. Three (3) to five (5) business days are needed for transcript transactions. Transcripts are withheld if a student or graduate has not met financial obligations at the University of Mary. Transcript Request Forms can be downloaded from the University of Mary website.

## Directed Study Policy

When onsite and online options for study are not an option, a student may seek approval to complete a course through directed study. Minimum criteria for approval include that the

student be in good academic standing. Students who fail a course may not repeat the same course as directed study. Start and end dates of an directed study at the graduate level must be written on the Directed Study form and the dates must coincide with the term dates.

The Directed Study form is submitted to the Office of the Registrar. The advisor must submit a drop form and the Directed Study form at the same time when a student is substituting a directed study for a seated class.

## Satisfactory Academic Progress

To fulfill requirements for a degree, full-time and part-time students must: (1) have a cumulative grade point average of 3.0 and (2) complete a minimum of 67% of attempted semester credit hours. The grades W, F, I and SC are considered "attempted" and will be considered as unsuccessful completion when determining if a student has maintained this standard.

A minimum grade of "C" is required for all courses in a graduate program of study, unless specified to be higher by a graduate program. An academic review is performed by the student's advisor and program director following completion of at least the initial 6.0 graduate semester credits in the program of study. Students with good academic standing are considered "candidates" for the degree and their program of study is validated. Students who do not meet criteria for continuation in their program of study are notified of their academic standing in writing. Refer to departmental graduate programs for criteria regarding satisfactory academic progress, policies on grades, and evaluations of performance.

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

## Progress Toward a Degree

Students must demonstrate progress toward a degree by completing at least 67% of all attempted credits and maintaining minimum GPA requirements in accordance with the satisfactory academic progress policy. The grades W, F, I and SC are considered "attempted" and will be considered as unsuccessful completion when determining if a student has maintained this standard. Students may take no more than 150% of the allowed credits toward any given graduate degree.

## Academic Warning

Graduate students whose academic progress does not reflect the standards set forth in this policy will be notified by letter that they have one additional semester to bring their standing within requirements. As a student on warning, the student will be required to complete and maintain a success plan with a designated advisor and comply with all the terms and conditions set forth in the success plan. In the event that they are not able to achieve satisfactory academic progress by the end of the warning semester, the student may be suspended or may be moved to a continuing success plan status.

## Academic Suspension

Graduate students who have failed to maintain satisfactory progress or who have failed to achieve satisfactory progress after one warning semester will be suspended. Suspended students will not be eligible to register for coursework and will be terminated from active status. Their financial aid will be terminated. Students who have been suspended from the university must re-apply to the institution through the admissions department. If readmitted, they will be reenrolled under the university catalog in place at the time of readmission, which may require additional coursework or contain different policies than those in place at the time of their original enrollment. Students who are reinstated academically may still be on financial aid suspension based on the Satisfactory Academic Progress Policy for Financial Assistance.

Students do not need to first be placed on warning status to be suspended. If it is determined that academic progress is so lacking that suspension is warranted, the student may be suspended directly.

## Right to an Academic Appeal

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

Academic Standards & Admissions Committee  
Attn: Academic Affairs  
7500 University Drive  
Bismarck, ND 58504

The appeal must be in writing and submitted within 14 calendar days of the student's notification. Students may appeal due to mitigating circumstances such as illness of the student or

immediate family member, death of an immediate family member, or other circumstances that may have resulted in substandard academic performance. The student must comply with all requests for documents pertaining to academic performance, i.e., copies of papers, test results, attendance records, etc. The Academic Standards and Admissions Committee considers and rules on the appeal. That ruling is final and binding.

A student's status does not change while an appeal is under consideration. If a student was dismissed, he or she remains dismissed. If he or she is in academic warning, probation or suspension, the warning, probation or suspension stands. Approval of an academic probation or suspension appeal does not ensure reinstatement of eligibility for financial aid.

## Academic Probation

Graduate students who successfully appeal their suspension may be placed on academic probation. Students may remain on academic probation for no more than one semester. As a student on probation, the student will be required to complete and maintain a success plan with a designated advisor and comply with all the terms and conditions set forth in the success plan. In the event that the student is not able to achieve satisfactory academic progress by the end of the probationary semester, the student may be suspended or may be moved to a continuing success plan status.

## Success Plans

Graduate students who do not meet standards of satisfactory academic progress must maintain a success plan with a designated advisor and comply with all the terms and conditions set forth in the success plan.

## Channel for Communication

When students have a grievance related to their learning experience at the University of Mary, they are to follow the channel of communication beginning with the individual mostly closely aligned to the grievance, if possible.

Instructor > Program Director > Dean >  
VP Academic Affairs

## Academic Standing

Students whose academic progress does not reflect the standards set forth in this policy will be notified by letter that they have been placed

on academic warning. Students who have failed to maintain satisfactory academic progress or who have failed to achieve satisfactory academic progress after one warning semester will be suspended. [Academic Affairs: 2009]. Students will not graduate unless the cumulative grade point average for courses in the graduate program of study is at least a 3.0. Students participating in a dual degree program must maintain an overall grade point average that meets the requirements of both graduate programs.

## Dismissal from Graduate Studies

Students who fail to achieve satisfactory academic standing are dismissed from the Program of Study and ultimately the University because of poor scholarship [less than 3.0 cumulative grade point average for two consecutive terms or for three cumulative terms; less than a grade of "C" in one or more courses in a term.] Students also may be dismissed for misconduct. See most current University of Mary Student Handbook at [www.umary.edu](http://www.umary.edu).

## Reinstatement

A graduate 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. Stipulations for reinstatement to University of Mary Graduate Studies may include, but not be limited to, the following:

- Must wait out one term and reapply for graduate studies prior to the returning term; a student may also be required to apply to the degree granting program of study
- Once re-enrolled, the student must repeat a course/s in which a grade less than a "C" was earned
- A minimum semester/term GPA of 3.0 must be achieved in the first semester of a reinstatement
- A minimum cumulative grade point average of 3.0 must be achieved by the end of the second term of reinstatement

A graduate student dismissed from a degree granting program of study for failing to satisfy degree requirements may petition the Program Director or Dean for conditional reinstatement. See

additional information as provided by the specific degree granting program concerning fulfillment of degree requirements, dismissal and reinstatement.

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

## Academic Honor Code and Honor System

The University of Mary Academic Honor Code and Honor System is found at [https://my.umary.edu/ICS/icsfs/Academic\\_Honor\\_Code\\_and\\_Honor\\_System.pdf?target=c71dccf1-9147-4a46-b04f-67a9b1460dee](https://my.umary.edu/ICS/icsfs/Academic_Honor_Code_and_Honor_System.pdf?target=c71dccf1-9147-4a46-b04f-67a9b1460dee)

Effective fall semester 2012, all student assignments are subject to screening for plagiarism through [www.turnitin.com](http://www.turnitin.com) software.

## Deployment Policy

A student who is currently enrolled in courses at the University of Mary and who is called to active military duty must promptly notify the Office of the Registrar (written or orally) of his or her military orders, including the departure date, to begin the withdrawal process. If the student withdraws before 75 percent of the course (if enrolled per-credit or per-course) or semester has elapsed, the student will receive a full refund of tuition and fees without credit or grades being posted. A grade of "W" will be recorded on the student's transcript. If the student leaves for deployment after 75 percent of the course or semester has elapsed, the student will receive full credit with grades earned at the time of departure from the University. If a course relies on a final project and/or examination to determine satisfactory performance, no credit will be granted until all required work is completed and the student will be granted a "PI" (Passing Incomplete).

Students taking online courses may continue to be enrolled in those classes if it is possible and Internet is accessible. Students wanting to complete their courses via independent study may do so with the consent of the instructor(s).

Students living in residence halls and/or with a meal contract will be refunded all remaining room and board costs.

The University will comply with the HEROES Act of 2003 to ensure that service members who are receiving federal student aid are not adversely affected because of their military status.

## Attendance

The policy of class attendance is at the discretion of instructors who will explain their written policy during the first week of class. Students are responsible to be familiar with the policy of their instructors. In the case of unexcused absences, students are responsible for work assigned, quizzes, tests or announcements made while absent. For accelerated courses, opportunity to make-up work involving discussion with a peer cohort may not be possible. At the request of the instructor and with approval of the Vice President for Academic Affairs, students may be administratively dropped from classes due to excessive absences.

## Absence from Class

When it is necessary for students to be absent from class it is the responsibility of students to contact the Instructor to discuss the reasons. Instructors have the authority to make the decision whether to excuse an absence or not. Students should be aware that the policy regarding excused absences may vary from instructor to instructor. It is the responsibility of students to be familiar with the policy of each of their instructors. In cases of serious illness, hospitalization, a death in a family or other serious circumstances where it is difficult for a student to contact instructors, the student may designate a responsible other (for example, spouse, family member, medical professional) to contact the Office of the Vice President for Academic Affairs for assistance. However, it remains the student's responsibility to contact the instructor as soon as it is possible to discuss arrangements for making up course work that has been missed.

## Notice of Withdrawal from Graduate Studies

Students officially withdraw from the University of Mary – Graduate Studies before the end of the semester or term by informing their academic advisor of the intention to withdraw and by completing a Notice of Withdrawal. The University of Mary Registrar enters a grade based on the academic calendar for adds/drops, withdraws (W), and withdraws passing/failing (W/P, W/F) for each course in which the student was registered. If a student drops out of the University without following the procedure described, a

grade of "F" is recorded for each course at the end of the term. For information on tuition refunds, please refer to "Tuition and Fees: Aid and Refunds when a Student Withdraws."

## Credit Load

The following applies to enrollment in graduate courses for a semester/term:

Less than half time:	4 or fewer semester credits
½ Time:	5-6 semester credits
¾ Time:	7-8 semester credits
Full time:	9 or more semester credits

## Validation Credit

Credit for a University of Mary graduate course must be earned within a seven (7) consecutive year time frame to be considered current for the graduate program of study toward a degree. University of Mary coursework taken more than seven years prior to completion of the graduate degree sought is considered outdated unless assessed to be current by the faculty within the program of study. Outdated coursework may be applied to the graduate degree if a student completes a revalidation process defined by the graduate program and approved by the School and University. Graduate work from another institution which is outdated more than 7 years may not be revalidated for a University of Mary graduate degree unless approved by the graduate program director. Work which was part of a completed prerequisite for a graduate degree program does not become obsolete. Students may revalidate no more than 6.0 semester credits of outdated University of Mary graduate course- work required for the graduate degree.

The revalidation process includes the following steps:

1. Students are required to submit a written request for revalidation of outdated graduate courses toward a program of study for a University of Mary graduate degree. The request includes,
  - method for revalidation agreed upon by the instructor and student
  - instructor's assessment of the course (previous relevancy, current relevancy, student continued command of content based on the method for revalidation)



- action (approve/deny) with signatures of the instructor, graduate program director, dean, and the Director of Graduate Studies
2. Students must pay the validation fee as published in the most current University of Mary Tuition and Fee Schedule.

### Dual Degree Plan: Same Academic Division

Graduate students may complete more than one degree within one academic division without having to complete additional semester credits beyond the requirements of each program, as core requirements may count in both degree programs of study.

### Dual Degree Plan: Interdisciplinary Divisions

Graduate students may complete more than one degree within interdisciplinary academic divisions by completing the requirements for the additional degree program of study (for example Master of Science in Nursing: Nurse Administrator who also earns the Master of Business Administration in Healthcare).

### Completion of the Graduate Program of Study

Students enrolled in master's degree programs must complete one of the following capstones: Thesis, directed study, comprehensive examination, seminar or other culminating course, or a portfolio as required by the discipline. In some disciplines a combination may be required. Students enrolled in dual degrees programs must fulfill requirements for the capstone for each degree program or for each cognate/focus area of study if the dual degree is in the same academic discipline. Doctoral degree students are to refer to their respective academic discipline for specific requirements for the culminating scholarly activity. In all cases of scholarly activity involving human subjects, students must submit their intentions prior to implementation of such activity to the Institutional Review Board (IRB) for approval following first the approval of the academic advisor, instructor, or committee. See also the University of Mary General Policy for Human Subjects Review and required IRB forms and documents at [www.umary.edu](http://www.umary.edu) or contact the Office of Academic Affairs.

## Continuing Enrollment

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

The Academic Advisor for the degree approves enrollment in Continuing Enrollment.

### Gary Tharaldson School of Business

MGT 899: Continuing Enrollment:  
MBA, MPM, MSSL

### School of Education and Behavioral Science

COU 899: Continuing Enrollment: MSC  
EDU 899: Continuing Enrollment: MED

### School of Health Sciences

NUR 899: Continuing Enrollment: MSN  
OTH 899: Continuing Enrollment: MSOT  
PTH 899: Continuing Enrollment: DPT  
RTH 899: Continuing Enrollment: MSRT

## University and Program Assessment

Graduate students completing their tenure at the University of Mary participate in assessment to assist the university in planning for future students, in assuring academic quality, and in creating optimal learning environments. At the University level, students may be asked to complete satisfaction surveys. In addition,

faculty of graduate degree programs may require students to participate in program outcome assessment which, in addition to curriculum evaluation, may be used to benchmark with other institutions in higher education that have similar graduate degree programs. Finally, a graduate degree program may have competence-based evaluation as a component expectation for fulfillment of requirements for the degree.

A non-credit bearing course is required for Graduate Studies Assessment.

## Course Description

### ALU 799 or PTH 999 Graduate Studies Assessment

Graduate students register for ALU 799 at the Master's Degree level and PTH 999 at the Doctoral Degree level the final term of their tenure in the program of study to meet the University and program assessment requirement as specified in the Graduate Catalog.

0 semester credits

## Application for a Diploma

Graduate students apply for a diploma to the Registrar no later than the term prior to the expected date of graduation (e.g., December 1st for spring graduation; April 1st for fall graduation). Also, an advisor verification of eligibility for graduation is due one full semester prior

to graduation. In order to be considered candidates for graduation, students must be in good standing with the degree granting program; must have earned 67% of credits attempted; must have a minimum cumulative grade point average of 3.0 on a 4.0 scale in graduate course work; and, must have completed all assessment requirements for the University and the degree granting program.

## Special Circumstance (SC) Policy

The Special Circumstance policy is to be used only under extreme circumstances that interrupt a student's progress toward degree requirements. These are limited to death in the family or severe illness. Interruptions due to work do not warrant a grade of SC. All attempts should be made to give the student an incomplete grade before pursuing a grade of SC. The student, under the grade of SC, will have to retake the entire course within one year. Beyond one year, the SC grade will turn to an F. If the course is retaken within one year, the student will not be re-registered for the course, nor will they be charged again for the course. Beyond one year, the student must re-register and will be re-charged at the current tuition rate.

# Financial Assistance

Financial aid is available for eligible graduate students. It is the goal of the University of Mary to provide adequate financial aid to all students who apply. For any questions on the financial aid application process or any funding programs or policy, please contact the Financial Aid Office at [finaid@umary.edu](mailto:finaid@umary.edu) or at 701-355-8142.

## Who May Apply

Students applying for financial aid must:

- 1) Be a U.S. citizen or an eligible non-citizen
- 2) Be enrolled and accepted in a degree-granting program
- 3) Be maintaining satisfactory progress towards completion of a course of study
- 4) Not be in default or owe a repayment through the federal Student Financial Assistance Programs.

## How To Apply

In order to determine eligibility for most types of financial aid, a student must complete the Free Application for Federal Student Aid (FAFSA). A FAFSA application must be completed each year at [www.fafsa.gov](http://www.fafsa.gov). The student will need a PIN, which can be applied for at [www.pin.ed.gov](http://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 aid, the FAFSA should be processed on or before March 30 of each year.

## How Is Eligibility Determined?

Financial aid eligibility is determined based on financial "need." Financial "need" is determined by a federal formula which analyzes a family's financial situation. Items such as income and assets, the number of dependents in the household, the number of family members currently in post-secondary education, and the cost of the educational program, as well as other factors, are used to determine a student's eligibility for financial assistance.

The "need" of the student is the difference between the cost of the institution being considered and the family's ability to pay as determined

by the federal formula for financial need. The

total cost of school will include direct costs, such as tuition and fees, books, and room/board, and also indirect costs such as transportation (excluded in online programs,) supplies and miscellaneous living expenses. The University will build a realistic budget, or total "cost", to reflect a student's total cost of attending school.

## Enrollment Status

### Graduate Students

Fulltime	9 or more credits
Three-quarter time	7-8 credits
Half-time	5-6 credits
Less than half-time	4 or fewer credits

## Financial Aid Disbursements and Refunds

All of the financial aid that you accept, federal and non-federal, grants and loans, will be directly credited to your student account. The "disbursement date" for financial aid is the day that funds arrive at the University of Mary. For disbursements of loan funds, it generally takes the Financial Aid Office three days to complete the necessary steps before the funds are applied to your student account. Depending on your program of study, your financial aid will be disbursed either once per semester or over the course of the semester.

Financial aid refunds (excess aid) will not be made available to students until after the final add/drop day in each semester, as noted on the University of Mary Academic Calendar, and after all charges are paid in full each semester. The Student Accounts Office mails refund checks to students. Students are able to view their account online at any time at [www.my.umary.edu](http://www.my.umary.edu).

## Financial Aid Sources

Please contact the Financial Aid Office for information on any of the following programs. Students should explore as many options to apply for aid as possible.

### Grant Programs

**TEACH Grant:** This grant provides up to \$4,000 per academic year in grant aid to under-graduate, post-baccalaureate, and graduate students who agree to serve for at least four years as full-time

“highly qualified” teachers in high need fields in public and not for profit private elementary or secondary schools that serve students from low income families. Specific requirements and application steps apply. Please contact the Financial Aid Office for more information on eligibility.

### Loan Programs

**Federal Perkins Loan:** This loan must be repaid. It is based on financial need. The interest rate is five percent (5%). No principal or interest payments are required as long as half-time enrollment status is maintained. Students will be required to complete loan entrance counseling and a Master Promissory Note.

**Federal Nursing Loan:** This loan must be repaid. It is based on financial need. The interest rate is five percent (5%). No principal or interest payments are required as long as half-time enrollment status is maintained. Students will be required to complete loan entrance counseling, a Master Promissory Note, and disclosure documents annually.

**Federal Direct Unsubsidized Loan:** This loan must be repaid. The interest rate is 6.8%. Students must be enrolled at least on a half-time basis to qualify. The student is required to pay interest on this loan from the time of disbursement. Loan entrance counseling will be required and students must sign a Master Promissory Note.

### State/Local/Other Programs

**North Dakota Indian Scholarship:** This scholarship assists American Indian students in obtaining a college education. Apply through the North Dakota University System.

You should also research other funding sources such as grants, vocational rehabilitation, outside scholarships or military benefits. The Financial Aid Office can assist you as you begin your search.

### Other Payment Options

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

**Alternative Loan:** Alternative education loans are private student loans that help supplement federal financing. These are private loans that students must apply for and qualify for based on the lender requirements. Federal funding sources should be pursued first.

**Payment Plan:** The University of Mary offers a convenient payment plan through Nelnet Business Solutions. A small enrollment fee will enroll you in the no-interest plan. For more information contact the Office of Student Accounts.

## Satisfactory Progress Policy for Financial Assistance

A complete copy of the Financial Aid Satisfactory Progress Policy can be requested in the Financial Aid Office.

In accordance with Federal regulations, to be eligible for Title IV aid, a student must make satisfactory degree progress. The receipt of financial aid and progress toward attaining a degree go hand in hand. Students must meet both quantitative and qualitative standards. All federal, state and institutional aid programs are covered by this policy.

### Quantitative Standard:

- 1st year undergraduate (0-29 credits earned) must maintain a 1.8 cumulative GPA.
- 2nd year undergraduate and beyond (30+ credits earned) must maintain a 2.0 cumulative GPA.
- Graduate students must maintain a cumulative 3.0 GPA.
- Division requirements may be more stringent.

### Qualitative Standard:

- All grade levels (undergraduate and graduate) must successfully complete at least 67% of all attempted credits. The grades W, WP, WF, F, I and SC are considered “attempted” and will be considered as unsuccessful completion when determining if a student has maintained this standard.
- Complete the graduate degree within 150% of program requirements.
- Graduate Program Division requirements may be more stringent.

### Monitoring Progress

- Progress for all students will be monitored on a semester-by-semester basis.
- Assessment will be based on the student’s cumulative academic record, including all transfer semester credits hours accepted toward the student’s current degree, incomplete grades, W, WF, WP and SC grades.



- Continuous-enrolled students applying for financial aid for the first time must have maintained progress during the previous terms of enrollment regardless of prior post-secondary attendance.
- Students who have stopped-out of college for a period of twelve or more months may have the ability to maintain financial eligibility even though prior performance was substandard. Students in this situation should contact the Financial Aid Office for more information.
- Other special considerations for appeal may involve a student changing degrees/divisions, which may require additional credits.
- Federal regulations may require immediate suspension. A student does not need to first be placed in WARNING status to be suspended.
- Students are personally responsible for all charges incurred at the University of Mary while they are suspended from receiving financial aid.
- Students may only request an appeal once for any given circumstance.
- Academic amnesty has no bearing on standard of progress for financial aid.
- One WARNING period will be given prior to a student being suspended from financial aid due to substandard academic performance.
- If a student successfully appeals a suspension, one term (one semester) of PROBATION will be granted, giving the student an opportunity to prove academic success.
- Following one term of PROBATION, continued aid eligibility requires proven success (during the term of PROBATION), a comprehensive degree-success plan must be submitted, and the ability to reach the stated minimum requirements prior to degree completion must be attainable. Students in this status must maintain progress each term until they are in full compliance.
- Final determination of appeal approval or denial will rest with the Office of Financial Aid. The Office of Financial Aid will make the best determination for the student while complying with federal guidelines.

### **What Does WARNING Mean?**

Status assigned to a student who fails to make satisfactory academic progress. The student may continue to receive financial aid for one payment period (one semester). No appeal is required for this status. Students will be notified by letter.

### **What Does PROBATION Mean?**

Status assigned to a student who fails to make satisfactory academic progress AND who has successfully appealed AND who has received official notification that aid eligibility has been reinstated. Students who are placed In probation status may receive financial aid for one payment period (one semester). Students will be notified by letter.

### **What Does ACADEMIC PLAN Mean?**

After one term of PROBATION in which the student has proven their ability to succeed academically, and through additional requirements being met, students may request to be placed in ACADEMIC PLAN, which will allow for continued aid eligibility. Progress will be monitored after the end of each semester and students must prove their ability each term to remain in this status. If it is determined that the student is not following the degree-success plan set forth or not improving academically, the student will be suspended from aid.

### **What Does SUSPENSION Mean?**

Students designated "SUSPENSION" are no longer eligible for federal, state or institutional financial aid. All charges incurred while under suspension will be the personal responsibility of the student to pay.

**Right to Appeal:** Students who have had their financial aid suspended due to unsatisfactory academic progress may appeal their standing to:

University of Mary  
Office of Student Financial Aid  
7500 University Drive  
Bismarck, ND 58504.

## **Financial Aid and Institutional Charges — Changes in Enrollment**

If a student adds or drops credits at any point in a semester, their financial aid and institutional charges may be affected. Please contact either

Financial Aid at [finaid@umary.edu](mailto:finaid@umary.edu) or Student Accounts at [staccts@umary.edu](mailto:staccts@umary.edu) to determine if a change in enrollment will affect you.

## Financial Aid and Institutional Charges — Withdrawing or Expelled Students

### Return of Federal Title IV Financial Aid

If a student withdraws from school or is expelled, a calculation called Return of Title IV Aid must be completed. The amount of Title IV assistance earned is calculated based on the number of days completed in the enrollment period on a prorated basis. The percentage is then applied to the aid received to determine how much aid a student has actually earned. If the student has received more aid than he/she earned, funds must be returned to the appropriate issuing agency. If a student has earned more aid than what they were disbursed, a possible "Post Withdrawal Disbursement" of aid can be made to help cover tuition, fees, and other charges. Returns to Title IV financial aid will be done in the manner prescribed by law.

The Return of Title IV policy, which prorates eligibility based on attendance, applies not only to the federal financial aid programs but also to State and institutional aid. Adjustments to a student's institutional charges for tuition, fees, room and board for a student who withdraws or is expelled, will mirror the same policy of proration.

A student who has received financial aid and then withdraws or is expelled may be required to repay some or all of the award funds received. Any institutional charges resulting from a student with-

drawing from the university will be the responsibility of the student to pay in full.

Any questions regarding this policy can be directed to the Financial Aid Office at [finaid@umary.edu](mailto: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

or

Director of Student Life  
Benedictine Center, Room 1501  
7500 University Drive  
Bismarck, ND 58504

or

Assistant Vice President for Academic Affairs  
Benedictine Center, Room 1206  
7500 University Drive  
Bismarck, ND 58504

# Certificate Programs at the University of Mary

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

Students seeking admission to a certificate program submit a completed application available online at [www.umary.edu/admissions](http://www.umary.edu/admissions) or by hard copy from the Centers for Accelerated and Distance Education by emailing [cadebismarck@umary.edu](mailto:cadebismarck@umary.edu).

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

## Certificate in College and Adult Teaching

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

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

## Core Courses

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

## Course Descriptions

### EDU 581 Curriculum and Development in Higher Education

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

3 semester credits

### EDU 605 Teaching Strategies in Higher Education

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

3 semester credits

### EDU 616 Measurement and Evaluation in Higher Education

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

3 semester credits

### EDU 696 Seminar and Practicum in Higher Education

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

3 semester credits

## Certificate in Human Resources Management

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

The University of Mary human resource certificate program curriculum is based on a solid foundation of communication, critical thinking, academic and business competencies, and the HR body of knowledge and practices developed by SHRM and the Human Resource Certification Institute (HRCI).

The University of Mary is an approved provider of HR Certification by the Human Resource Certification Institute (HRCI) 1800 Duke Street, Alexandria, VA 22314, 866-898-4724.

Students will find that the textbooks and subjects covered in these courses will help them prepare for professional exams in order to become a Professional in Human Resources (PHR®) or Senior Professional in Human Resources (SPHR®) certified by the HRCI. As a student in the HR graduate certificate program, you will benefit from contemporary and academically sound course content, skilled facilitators with appropriate certification and academic credentials, real-world learning in a participative and engaging classroom environment, and a schedule designed to meet the unique needs of working adults.

### Core Courses

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

### Course Descriptions

#### MGT 505 Human Resource Management

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

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

3 semester credits

#### MGT 618 Collective Bargaining and Labor Relations

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

3 semester credits

#### MGT 621 Strategic Compensation

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

3 semester credits.

#### MGT 622 Human Resource Development

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

3 semester credits

#### MGT 624 Health, Safety & Security

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

3 semester credits

#### MGT 626 Contemporary Issues in Human Resource Management

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

3 semester credits



# Master's Program in Business

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

## ■ Master of Business Administration (MBA)

Today's business leaders must combine expertise in their field with an ability to lead and manage in a complex and constantly changing business environment. The goal of the University of Mary MBA Program is to help students develop skills, knowledge, and abilities needed to excel in this complex and changing environment.

The University of Mary offers the MBA in three formats through the Centers for Accelerated and Distance Education and the Gary Tharaldson School of Business: (1) An on-site accelerated format; (2) An online accelerated format; (3) Blended, with a combination of on-site and online courses. Students choose a focused area of study: Accountancy, Executive Business Administration, Energy Management, Healthcare, Human Resource Management, or Management.

The accelerated formats provide adult students the opportunity to complete a graduate degree in as few as 18 months while continuing to work. Classes are taught in seminar style, allowing for student participation and discussion and for immediate application in the workplace.

Class size is limited in all formats to ensure interaction between students and faculty and to maintain high academic standards consistent with the University of Mary. Adult students enroll with a cohort and learn from one another as well as the faculty, a teaching style and learning effective for adults.

Students in the on-site format meet one night per week for the duration of the program. The curriculum is distributed in a series of learner guides with detailed assignments for each week. The online format has a web-based curriculum that provides adult learners an opportunity to complete a graduate degree from the convenience of their computer. In the blended format, students may take some courses on-site and others online.

## IACBE Accreditation

The Gary Tharaldson School of Business at the University of Mary has received specialized accreditation for its business programs through

the International Assembly for 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 – Banking and Financial Services
- Bachelor of Arts – Business Administration
- Bachelor of Arts – Marketing
- Bachelor of Arts – Sport and Leisure Management
- Bachelor of Science – Accounting
- Bachelor of Science – Financial Services and Banking
- Bachelor of Science – Business Administration
- Bachelor of Science – Marketing
- Bachelor of Science – Sport and Leisure Management
- Bachelor of Science in Business with Concentrations in Human Resource Management, Management, and Marketing

## MBA Program Outcomes

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

- Design organizational structures that maximize the resource capabilities of an organization
- Formulate and justify effective business processes

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

### **Executive MBA**

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

### **MBA in Accountancy**

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

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

### **MBA in Human Resource Management**

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

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

### **MBA in Healthcare**

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

### **MBA in Management**

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

### **MBA in Energy Management**

- Examine and interpret energy issues and realities for the energy sector in the 21st century
- Compare and contrast the environmental, regulatory, and legal and political environments for various types of companies within the energy sector
- Discriminate differences in energy finance practices from standard business practices
- Evaluate economic factors, energy markets and trading practices utilized within the energy sector
- Assess risk factors for various energy organizations

### **Admissions for the MBA**

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

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

To complete the application process, applicants submit:

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

## Academic Progress

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

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

Students who do not maintain satisfactory academic progress as determined by University policy will be notified of their academic status in writing by the Office of Academic Affairs. Questions regarding academic standing should be referred to the student's academic advisor. The grading scale used for all graduate courses offered through the Gary Tharaldson School of Business is as follows:

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

Students accepted for the May 2011 cohort and beyond will be required to demonstrate they are properly prepared for the follow three courses within the core:

- MGT 571 – Executive Economic Analysis
- MGT 555 – Managerial Finance
- MGT 605 – Managerial Accounting

Students must demonstrate adequate knowledge in each of these core topics before proceeding to the corresponding higher-level course(s). To demonstrate proper foundation knowledge, students must complete one of the following three options:

1. Enroll in a 3-credit five-week course through the University of Mary.  
Preparation courses are:
  - MGT 532 Fundamentals of Economics
  - MGT 533 Understanding Corporate Finance
  - MGT 534 Financial Accounting: A Management Perspective

Participation in these courses will add additional credits onto your program of study.

2. Obtain a waiver of co-requisite by providing evidence of completion of undergraduate coursework at a grade of C or higher within the past five (5) years:
  - Economics Undergraduate Economics
  - Finance Undergraduate Corporate or Managerial Finance
  - Accounting Principles of Accounting 1 and 2

If the following graduate-level courses at the University of Mary or the graduate-level equivalent at another regionally accredited institution have been completed within the past seven (7) years with a grade of C or higher, the waiver would apply:

- Economics MGT 531 Survey of Economics or MGT 535 – Economic Principles
- Finance MGT 551 – Foundations for Financial Decisions or MGT 554 – Survey of Accounting and Finance
- Accounting MGT 554 – Survey of Accounting and Finance
- In addition, if a student has graduate level credit for MGT 571, MGT 555 and/or MGT 605 or the equivalent from another regionally accredited institution with a grade of B or higher that has been approved by the Gary Tharaldson School of Business for transfer, the waiver would apply. If a

student has an appropriate certification, such as a current CPA license, that may also be reviewed on a case-by-case basis for waiver.

3. Pass an assessment test or complete a self-paced course through Ivy Software: The University of Mary has partnered with Ivy Software to provide assessment exams. There is no cost for taking the initial assessment.

- If you receive a 70% or higher on the free assessment, you have shown adequate knowledge in that content area and have satisfied the pre-requisite requirement.
- If you fail the assessment, you can enroll in the self-paced course through Ivy Software and must either:
- Receive a minimum of 70% average on the chapter tests
- Receive a minimum of 70% on the final exam, which may be completed up to three times.
- Your advisor can provide you additional information as to how to access the Ivy assessment test, courses, etc.

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

## Required Core Courses for the MBA

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

MGT 504	Management and Organizational Behavior
MGT 555	Managerial Finance
MGT 571	Executive Economic Analysis
MGT 605	Managerial Accounting
MGT 610	Marketing
MGT 635	Law in the Managerial Environment
MGT 701	Strategic Decision Making

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

## MBA in Accountancy

MGT 656	Financial Accounting and Reporting
MGT 657	Auditing and Attestation
MGT 658	Regulation
MGT 659	Business Environment and ConceptsExecutive MBA
MGT 502	Operations Management
MGT 575	Information Systems for Managers
MGT 580	Managerial Finance II
MPM 500	Introduction to Project Management

## MBA in Human Resource Management

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

## MBA in Management

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

## MBA in Healthcare

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



## MBA in Energy Management

MGT 520	Introduction to Energy Management
MGT 521	Current Issues in Energy Development
MGT 522	The Economics and Markets of Energy
MGT 523	Financial Management in the Energy Industry
MGT 524	Environmental, Regulatory Issues and Politics in the Energy Industry
MGT 526	Legal Issues in Energy Management
MGT 5276	Energy Management Capstone

## ■ Master of Project Management (MPM)

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

### Program Outcomes

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

## Admissions for the MPM

Individuals holding a bachelor's degree or higher from a regionally accredited institution and who have an undergraduate GPA of 2.5 (on a 4.0 scale) overall, or 2.75 during the last two years of the undergraduate degree, or 3.00 in a major field of study will be admitted to begin graduate study. Applicants who do not meet one or more of the admissions requirements may have their applications reviewed on a case-by-case basis.

To complete the application process, applicants submit:

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

## Academic Progress

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

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

Students who do not maintain satisfactory academic progress as determined by University policy will be notified of their academic status in writing by the Office of Academic Affairs. Questions regarding academic standing should be referred to the student's academic advisor. The grading scale used for all graduate courses offered through the Gary Tharaldson School of Business is as follows:

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

#### Required Courses for the MPM

MPM 500	Introduction to Project Management
MPM 600	Project Initiation
MPM 610	Project Planning
MPM 620	Project Execution and Control
MPM 630	Project Closeout
MPM 635	Legal Issues in Project Management
MGT 555	Managerial Finance
MGT 640	Information System Planning, Project Management and Auditing
MGT 645	Organizational Communication and Transition Management
MGT 700	Management Seminar
PSY 542	Group Dynamics

### ■ Master of Science in Strategic Leadership

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

The program includes key leadership elements such as leadership traits, ethics, motivation, creativity, vision, strategic planning, teamwork, technology, problem solving, forecasting, innovation, change management, and effective communication. Its focus is to provide a specialized degree for business leaders who want to advance their careers and engage in more senior management activities and responsibilities oriented toward shaping the future of their organizations.

By taking a multi-disciplinary approach, the skills taught will be beneficial to individuals in any profession in a dynamic work environment and the degree can be completed in as few as 15 months.

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

#### Program Outcomes

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

#### Admissions for the MSSL

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

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

To complete the application process, applicants submit:

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

## Academic Progress

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

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

Students who do not maintain satisfactory academic progress as determined by University policy will be notified of their academic status in writing by the Office of Academic Affairs. Questions regarding academic standing should be referred to the student's academic advisor. The grading scale used for all graduate courses offered through the Gary Tharaldson School of Business is as follows:

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

## Required Courses for the MSSL

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

## Course Descriptions

### MGT 502 Operations Management

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

3 semester credits

### MGT 504 Management and Organizational Behavior

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

3 semester credits

### MGT 505 Human Resource Management

This course has been developed based on the human resource body of knowledge defined by the HRCI and the Society for Human Resource Management (SHRM). This course will study the nature of human resource management, staffing the organization, developing human resources, compensating human resources and managing employee relations. The course emphasizes the need for HR professionals to effectively contribute to their organization as a strategic and knowledgeable business partner. Course competencies and outcomes focus on the importance of integrating HR knowledge with business essentials.

3 semester credits

### MGT 507 Influential Leadership

Students explore various principles and approaches to organizational leadership, as well as the influence of relationships among leaders and followers. Students will compare and contrast different leaders and contextual and operational issues in organization leadership and define how organizational competitive advantage, goals and outcomes are achieved through ethical and effective leadership. Students evaluate and recognize the leadership potential in themselves and others.

3 semester credits

### MGT 532 Fundamentals of Economics

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

3 semester credits

### MGT 533 Understanding Corporate Finance

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

3 semester credits

**MGT 534 Financial Accounting**

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

3 semester credits

**MGT 535 Economic Principles**

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

3 semester credits

**MGT 554 Management Survey of Accounting & Finance**

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

3 semester credits

**MGT 555 Managerial Finance**

Analyze the relationship of the financial manager, the manager's organization, the financial markets, and the tax environment, as well as how to use time value of money valuation tools and risk and return valuation models. Focusing on the more technical or financial aspects of organizational life, the manager will be able to develop some measurable objectives by which to assess organizational goals. Prerequisites: MBA finance assessment or MGT 533.

3 semester credits

**MGT 571 Executive Economic Analysis**

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

3 semester credits

**MGT 575 Information Systems for Managers**

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

3 semester credits

**MGT 580 Managerial Finance II**

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

3 semester credits

**MGT 603 Leading the Learning Organization**

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

3 semester credits

**MGT 605 Managerial Accounting**

Analysis of financial data and use of the results to make wise business decisions. Enables managers to better control valuable resources and more accurately predict the cost of future business ventures. Prerequisites: MBA accounting assessment or MGT 534.

3 semester credits

**MGT 610 Marketing**

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

3 semester credits

**MGT 618 Collective Bargaining and Labor Relations**

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

3 semester credits

**MGT 621 Strategic Compensation:****A Human Resource Management Approach**

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

3 semester credits

**MGT 622 Human Resource Development**

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

3 semester credits



**MGT 624 Health, Safety and Security**

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

3 semester credits

**MGT 626 Contemporary Issues in Human Resource Management**

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

3 semester credits

**MGT 630 Contemporary Issues in Healthcare Administration**

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

3 semester credits

**MGT 635 Law in the Management Environment**

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

3 semester credits

**MGT 640 Information System Planning, Project Management and Auditing**

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

3 semester credits

**MGT 645 Organizational Communication and Transition Management**

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

3 semester credits

**MGT 653 Healthcare Organizations and Finance**

This course is designed to provide students with a practical understanding of healthcare financial issues, financial reporting and analysis. Financial management tools and methods used in budget preparation, evaluation of invest-

ment alternatives, financial forecasting and capital structures are covered with a focus on common practices in healthcare organizations.

3 semester credits

**MGT 656 Financial Accounting and Reporting**

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

3 semester credits

**MGT 657 Auditing and Attestation**

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

3 semester credits

**MGT 658 Regulation**

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

3 semester credits

**MGT 659 Business Environment and Concepts**

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

3 semester credits

**MGT 685 New Ventures Management**

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

3 semester credits

**MGT 696 Strategic Planning and Execution**

Students are introduced to the concepts, processes and tools used in organizational strategic planning. The strategic alignment of people, resources and processes to the vision, mission and purpose of the organization are addressed. Students study the principles of strategic management and link these principles to both sound theory and best practices. This course prepares students for their final capstone leadership seminar project.

3 semester credits

**MGT 700 Management Seminar**

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

3 semester credits

**MGT 701 Strategic Decision Making**

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

3 semester credits

**MPM 500 Introduction to Project Management**

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

3 semester credits

**MPM 600 Project Initiation**

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

3 semester credits

**MPM 610 Project Planning**

This course will introduce the process of project planning and will include the topics of defining the scope of the project, identifying potential problems early in the project, providing quality planning, ensuring consistent organizational goals, maintaining effective communications and set expectations needed for sound decision making. It will build upon the work performed during the Project Initiation and provides the prerequisites for the Project Execution and Control class.

3 semester credits

**MPM 620 Project Execution and Control**

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

3 semester credits

**MPM 630 Project Closeout**

This course will address the last two processes of the project life-cycle: project completion process and the professional and the social and legal responsibilities of the project manager. The processes include the steps needed to facilitate the closing and the turnover of the project, the assessment of the project and derive any lessons learned and best practices to be applied to future projects. An overview of the project

manager career planning and development, and professional/social responsibility is presented.

3 semester credits

**MPM 635 Legal Issues in Project Management**

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

3 semester hours

**PHI 571 Ethics**

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

3 semester hours

**PSY 542 Group Dynamics**

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

3 semester credits

**ALU 799 Graduate Studies Assessment**

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

0 semester credits

**MGT 899 Continuing Enrollment**

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

1-8 semester credits

**MGT 520 Introduction to Energy Management**

This course will provide an overview of the energy industry – past, present and future. Students will discuss general terms and terminology of the industry and general issues in energy development and production. The course will examine the operating diversity among energy companies and the relationship among the various energy sectors. The course is designed to give students a foundation for the remaining energy courses.

1 semester credit

**MGT 521 Current Issues in Energy Development**

This course will examine current topics, industry initiatives and new ventures and government programs that are impacting the operations of energy companies and the development of energy resources.

2 semester credits

**MGT 522 The Economics and Markets of Energy**

This course will help students understand the geo-economics of energy. It will include analysis of past energy production and consumption patterns, production and distribution in the

United States and abroad. The course will examine traditional energy economics and the effects of alternative energy sources on a variety of issues including pricing, transportation, storage, regulations, taxation, economic efficiencies, energy policies and social welfare. This course will also examine how energy markets are established and how end products are prices and traded. Co-requisite requirements are the same as for MGT 571-Executive Economic Analysis.

3 semester credits

#### **MGT 523 Financial Management in the Energy Industry**

This course incorporates financial concepts for managers to assist in making decisions related to the energy sector, including the application of these concepts in attracting and preserving capital. Course work will focus on understanding the costs and benefits of various capital alternatives and the ability to evaluate these courses in achieving strategic objectives. Topics will include terms and terminology of energy financing, cash flows, working capital analysis and alternatives, long-term financing, risk analysis, asset management, decision-making and energy project financing. Co-requisite requirements are the same as for MGT 555 – Managerial Finance.

3 semester credits

#### **MGT 524 Environmental, Regulatory Issues and Politics in the Energy Industry**

This course will explore the current political situation regarding the energy industry and its environmental impact. The course will examine environmental and energy laws and regulations promulgated by the state and federal government, as well as international policies affecting domestic companies.

3 semester credits

#### **MGT 526 Legal Issues in Energy Management and Development**

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

3 semester credits

#### **MGT 527 Capstone--Energy Management**

This is the final and capstone course for the Energy Management concentration. Students will apply the concepts learned throughout the courses in the concentration in a comprehensive and integrated capstone project which will be presented to the class.

1 semester credit

# Masters of Science Programs in Counseling

**FACULTY:** Gess (Director), Bitz, Long, Renner

## Mission

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

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

## ■ Master of Science in Counseling (MSC)

The University of Mary Master of Science in Counseling offers advanced education for those seeking clinical and direct practice opportunities in mental health, education and human service settings. Completion of the program will position students for North Dakota professional credentialing and licensure in specific fields of practice.

The program curriculum is designed to provide foundational coursework in counseling theories, practice models, and professional ethics as well as specializations in community counseling, school counseling, and addiction counseling. Term three of the program of study provides the counseling track courses after the successful completion of the Practicum before the internship begins. If the 100 hour COU 590 Practicum and all foundational coursework is successfully completed, the student may make application for the internship by completing the appropriate forms.

Upon successfully completing the coursework, optional thesis, practicum, and internship, graduates will have demonstrated academic competence, ethical and evidence based practice, and personal growth.

The curriculum is based on the outcomes and standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), Council for Higher Education Accreditation (CHEA), the National Board for Certified Counselors (NBCC), the North Dakota Board of Counseling Examiners (NDBCE), the North Dakota Board of Addiction Counseling Examiners

(NDBACE), the Education Standards and Practices Board (ESPB), and the Department of Public Instruction (DPI).

## Program Outcomes

To educate ethical and evidence based professional counselors in a collegial learning environment that will foster competence in:

- Effective communication and relationships
- Critical thinking, analysis and decision making
- Leadership development in profession and community
- Professional skill development for education and human services counseling
- Self-understanding, growth and enrichment
- Contributions to professional knowledge base of counseling through research and scholarship
- Integration of Christian and Benedictine values with professional ethics
- Culturally sensitive practice

## Distinctive Features and Requirements

- Student centered learning environment
- Concentrated Coursework-one class at a time
- Cohort learning community
- Courses offered in evenings
- Some clinical training offered weekends
- Focus on development of competent practitioners
- Faculty with school, addiction, clinical, counseling, and social work practice
- Only program in Western North Dakota
- The core curriculum brings all three tracks together strengthening the preparation of counselors statewide.

## Admission Requirements

- Minimum undergraduate cumulative GPA equivalent of 3.0 on a 4.0 point scale; if the GPA is not a 3.0, a scheduled one on one meeting with the program Director is an available option.



- Undergraduate major in Psychology, Counseling, Social Work, Education, or closely related human services or healthcare field is optimal
- Coursework or experience in the following areas: developmental psychology, abnormal psychology, statistics, and methodology
- Any areas found to be unmet can be petitioned for waiver or completed during the first semester in the program

### Qualifying Conference Requirements for the Master of Science in Counseling

- Minimum academic performance in completed coursework of 3.0 average
- Completion of all unmet areas of admission criteria
- Satisfactory progress on program outcomes for personal and professional behavior
- Continuing Requirements for the Master of Science in Counseling
- Requirements for beginning Internship in the Master of Science in Counseling
- Completion of all appropriate application forms
- Completion of state and federal background checks, individual assessment, and child abuse and neglect check prior to the required COU 590 Practicum experience.

### Candidacy Requirements for the Master of Science in Counseling Program

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

### Programs of Study

#### Addiction Counseling

Professional counselors interested in providing substance abuse services to individuals and families complete courses specific to addictions, including psychopharmacology, substance abuse counseling and prevention strategies. The internship is completed in a training site approved by

the North Dakota Board of Addiction Counselor Examiners. A minimum of 1400 supervised training hours is required.

#### Required Core Courses

COU 590	Counseling Practicum
COU 510	Professional Orientation and Ethics
COU 520	Social and Cultural Foundations of Counseling
COU 530	Dynamics of Self
COU 540	Career Counseling and Testing
COU 610	Research and Program Evaluation for Counseling
COU 570	Counseling Methods and Techniques
COU 572	Counseling Theories
COU 574	Group Counseling Theories and Techniques
COU 580	Assessment Techniques
COU 582	Psychopathology and Assessment
COU 695	Internship
COU 614	Counseling Internship Seminar
COU 612	Relationship Counseling
COU 698	Counseling Thesis (optional)

#### Addiction Counseling Track Courses

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

#### School Counseling

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

License, there are four additional content areas that must be completed as well as an internship of 600 hours. For licensure, all students will complete the Praxis I and Praxis II after July 2012.

#### Required Core Courses

COU 590	Counseling Practicum
COU 510	Professional Orientation and Ethics
COU 520	Social and Cultural Foundations of Counseling
COU 530	Dynamics of Self
COU 540	Career Counseling and Testing
COU 610	Research and Program Evaluation for Counseling
COU 570	Counseling Methods and Techniques
COU 572	Counseling Theories
COU 574	Group Counseling Theories and Techniques
COU 580	Assessment Techniques
COU 582	Psychopathology and Assessment
COU 695	Internship
COU 614	Internship Seminar
COU 612	Relationship Counseling
COU 698	Counseling Thesis (optional)

#### School Counseling Track Courses

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

#### Community Counseling

Professional counselors interested in providing services to individuals and families within a mental health or family based practice setting. Courses in family counseling, spousal counseling and community counseling are required. Internships are completed in a community based setting that provides mental health, individual and family counseling. A minimum of 800 supervised hours in the internship is required for licensure at the Licensed Professional Counselor level in North Dakota.

#### Required Core Courses

COU 590	Counseling Practicum
COU 510	Professional Orientation and Ethics
COU 520	Social and Cultural Foundations of Counseling
COU 530	Dynamics of Self
COU 540	Career Counseling and Testing
COU 551	Research Methodology
COU 610	Research and Program Evaluation for Counseling
COU 570	Counseling Methods and Techniques
COU 572	Counseling Theories
COU 574	Group Counseling Theories and Techniques
COU 580	Assessment Techniques
COU 582	Psychopathology and Assessment
COU 695	Internship
COU 614	Internship Seminar
COU 612	Relationship Counseling
COU 698	Counseling Thesis (optional)

#### Community Counseling Track Courses

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

#### Student Affairs

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

#### Required Core Courses

COU 590	Counseling Practicum
COU 510	Professional Orientation and Ethics
COU 520	Social and Cultural Foundations of Counseling
COU 530	Dynamics of Self

COU 540	Career Counseling and Testing
COU 610	Research and Program Evaluation for Counseling
COU 570	Counseling Methods and Techniques
COU 572	Counseling Theories
COU 574	Group Counseling Theories and Techniques
COU 580	Assessment Techniques
COU 582	Psychopathology and Assessment
COU 614	Internship Seminar
COU 612	Relationship Counseling
COU 695	Internship
COU 698	Counseling Thesis (optional)

#### Student Affairs Track Courses

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

### Thesis or Comprehensive Exam Options

Each student may complete a thesis if they wish to. This should be discussed with the Counseling Program Director during the Qualifying Conference in the first year.

#### Thesis

The thesis option emphasizes original research. It represents a student's capacity for detailed, in-depth research or advanced scholarship. A thesis must demonstrate a student's ability to clearly define a worthwhile problem, to conduct a thorough investigation, to organize the findings, to draw defensible conclusions, and to give an oral presentation of the findings. After the student has been admitted to candidacy for the degree, a research proposal is written and the thesis committee is selected.

#### Required Comprehensive Examination

The comprehensive examination is required and emphasizes an assessment of the entirety of

learning that takes place in the program. It involves case assessment, demonstration of individual and group skills, development of a therapeutic plan, theoretical and methodological explanation and application. This examination is administered during the 4th Term of the program. Students are required to master the material on the examination before the degree is conferred.

#### Non-Degree Seeking Candidates

There are a number of reasons a person may select to be non-degree seeking. The most common candidates are professional counselors completing the required continuing education units or those who already have a Master's Degree seeking a specific licensure. If this is the case, please meet with the Program Director for approval. Persons may also take courses for personal growth and development.

### Course Descriptions

#### COU 510 Professional Orientation and Ethics

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

#### COU 520 Social and Cultural Foundations of Counseling

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

#### COU 530 Dynamics of Self

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

#### COU 540 Career Counseling and Testing

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

#### COU 570 Counseling Methods and Techniques

This course teaches students basic counseling theories, techniques, and skills including drop-out prevention. The students will focus on developing and enhancing their skills in order to facilitate their ability to intervene effectively with their clients.

Students will be encouraged to explore their own style of counseling and begin to integrate theory with practice.  
3 semester credits

#### **COU 572 Counseling Theories**

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

#### **COU 574 Group Counseling Theories and Techniques**

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

#### **COU 580 Assessment Techniques**

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

#### **COU 582 Psychopathology and Assessment**

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

#### **COU 590 Practicum**

The Practicum is a supervised, onsite field experience that occurs in a professional counseling setting. This affords the graduate student the opportunity to shadow a master counselor.  
1 semester credit

#### **COU 610 Research and Program Evaluation for Counseling**

This course will focus on applied social research for human service professions and evidence based practice and evaluation. In addition, research and statistics discussed will primarily relate to the counseling and student affairs professions.  
3 semester credits

#### **COU 611 Crisis Counseling**

This course is intended to provide an overview of the dynamics related to training in crisis intervention.  
3 semester credits

#### **COU 612 Relationship Counseling**

This course will provide an opportunity for students in the Masters in Counseling program to build on the track course requirements. This course will explore a broad range of issues in relationship counseling the family developmental process as well as how relationships change, grow and develop over time, as well as how these issues may impact counseling as well as therapies to assist with counseling in this area.  
3 semester credits

#### **COU 613 Issues in Sexuality**

This course will provide an opportunity for students in the Masters in Counseling program to build on the track course requirements. This course will explore a broad range of issues in sexuality, sexual growth and development, how these issues may impact counseling as well as therapies to assist with counseling in this area.  
3 semester credits

#### **COU 614 Internship Seminar**

This course will provide an opportunity for students in the Master's in Counseling Program to reflect on their internship experience, to debrief, to discuss case management with peers, and to prepare for the Program Comprehensive Examination.  
2 semester credits

#### **COU 698 Counseling Thesis**

Directed study to meet thesis track requirements under the guidance of a chair and committee.  
3 semester credits

#### **COU 899 Continuing Enrollment**

A student who has completed all coursework required by his/her degree plan and who has registered for the capstone course and who does not complete the capstone project during the term in which he/she is registered must register for COU 899—Continuing Enrollment for each subsequent term (fall, summer, spring) until the capstone project is successfully completed. If the student fails to register, he/she will be withdrawn from candidacy for the master of science degree in counseling.  
1 semester credit

#### **ALU 799 Graduate Studies Assessment**

Graduate students register for ALU 799 the final term of their tenure in the program of study to meet the University and program assessment requirement as specified in the Graduate Catalog.  
0 semester credits

### **Addiction Counseling**

#### **COU 600 Psychopharmacology**

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

#### **COU 602 Prevention and Intervention Strategies**

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

#### **COU 604 Substance Abuse Counseling**

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



**COU 695 Internship**

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

**School Counseling****COU 620 Elementary School Counseling**

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

3 semester credits

**COU 622 Secondary School Counseling**

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

3 semester credits

**COU 626 Guidance, Administration, and Consultation**

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

3 semester credits

**COU 695 Internship**

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

**Community Counseling****COU 640 Community Counseling**

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

3 semester credits

**COU 645 Child and Adolescent Counseling**

This course provides an introduction to the specific disorders and problematic psychological states manifested during childhood and adolescence. It will also provide an overview of currently used interventions with psychologically troubled youths.

3 semester credits

**COU 650 Couples/Family Counseling**

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

3 semester credits

**COU 695 Internship**

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

**Student Affairs****COU 630 Student Affairs:****Foundations in Higher Education**

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

3 semester credits

**COU 631 Student Affairs: Diversity and Advocacy in Higher Education**

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

3 semester credits

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

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

3 semester credits

**COU 695 Internship**

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

# Master's Programs in Education

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

## Description of the Graduate Program in Education

The University of Mary Graduate Program in Education offers a wide range of opportunities for the adult learner. Students may take courses towards educational credentials and endorsements, or may complete their Master's degree in education. Master's candidates have the option of completing a thesis or preparing a comprehensive portfolio as their capstone project. In order to meet the needs of adult learners, graduate classes are offered summers, weekends, and evenings.

## Admission Procedures

An individual holding a Bachelor's degree or higher from an accredited institution may be admitted to begin graduate study. An individual seeking a North Dakota credential or endorsement must hold a Bachelor's degree in education from an accredited institution and must have the appropriate North Dakota licensure and years of experience, as well as the required coursework, in order to be recommended for North Dakota credentialing or endorsement by the Graduate Program in Education. In most cases, the requirements listed below must be met prior to admission for graduate study. In addition, a student must maintain an overall GPA of 3.00 in order to continue in graduate programs in education.

- An undergraduate GPA of 2.5 overall, or 2.75 during the last two undergraduate years, or 3.00 in the undergraduate major
- Current teacher education licensure (unless the individual is seeking licensure)
- Two letters of professional recommendation
- Appropriate experience

In addition to the above, a graduate student seeking Master's candidate status must apply for and complete a qualifying conference after admission for University of Mary graduate study and upon completion of up to six hours of course-work. At the qualifying conference, the student meets with a committee of graduate faculty members

appointed by the Director of the Education Graduate Program. This conference has a three-fold purpose: to decide whether the student will be admitted to the Master's degree program, to develop a plan of study, and to determine whether any transfer credit will be accepted. A member of the qualifying conference committee is generally appointed the student's advisor during the conference. A student may request a qualifying conference by contacting the secretary of the School of Education and Behavioral Sciences.

## The Master of Education Degree Requirements (M.Ed.)

The Master's degree must be completed within seven years of the completion of the earliest graduate course used in the course of study. Up to one-third of the total credits required for the course of study may be transferred from another accredited institution. To achieve the Master's Degree, the student must complete courses within an emphasis area (listed following) and must successfully complete either a thesis or a comprehensive professional portfolio.

## Thesis Option

The thesis option emphasizes original research. It represents a student's capacity for detailed, in-depth research or advanced scholarship. A thesis must demonstrate a student's ability to clearly define a worthwhile problem, to conduct a thorough investigation, to organize the findings, to draw defensible conclusions, and to give an oral presentation of the findings. After the student has been admitted to candidacy for the degree, a research proposal is written and the thesis committee is selected. These activities are completed within EDU 551: Critique and Design of Research. The research proposal must be approved by the Graduate Committee and the Vice President for Academic Affairs. Writing and presentation of the thesis totals at least six semester credits (EDU 700, Research Seminar I, 1 credit; EDU 701, Research Seminar II, 1 credit; and EDU 704, Research Presentation, 3 credits). EDU 704, Research Presentation, must be completed by the date established in EDU 551: Critique and Design of Research, or the student must register for continuing credit each semester until the thesis has been completed and the research presented.

## Portfolio Option

The portfolio option requires the student to complete courses within an emphasis area (listed following) and to create an electronic portfolio demonstrating competence in the University of Mary's graduate requirements, competence in the student's emphasis area, and further demonstrating the graduate's ability to assume a leadership role in the field of education. Creation and presentation of the graduate portfolio totals four hours of credit (EDU 705, Portfolio Preparation, 2 credits; and EDU 706, Portfolio Presentation, 2 credits).

## Accreditation

The University of Mary is accredited by North Central Association of Colleges and Schools, with its most recent notification of accreditation occurring in 2003. The Education program is approved by the state of North Dakota. Other memberships include the North Dakota Association of Colleges for Teacher Education (NDACTE), the Association of Independent Liberal Arts Colleges for Teacher Accreditation Status Education (AILACTE), the North Dakota Center for Leadership and Educational Administration Development (LEAD), the North Dakota Teacher Learning Center (TLC).

## Information

For information concerning the Education Graduate Program, contact the Division of Education secretary, Leona Friedig at lfriedig@umary.edu or at 701-355-8058.

The graduate webpage may be accessed through the University of Mary website [www.umary.edu](http://www.umary.edu).

*Please note: The emphasis area courses in the following degree plans meet the North Dakota Endorsement or Credential requirements in all programs applicable.*

## Master of Education

### Early Childhood Education

#### Core Courses (15 - 16 semester credits):

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

#### Thesis Option:

- EDU 700 Research Seminar I (1)
- EDU 701 Research Seminar II (1)
- EDU 704 Research Presentation (3)

#### Portfolio Option:

- EDU 705 Portfolio Preparation (2)
- EDU 706 Portfolio Presentation (2)

#### Emphasis Area Requirements (14 semester credits):

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

#### Electives (2 - 3 semester credits):

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

#### Total: 32 semester credits

\* Required for Kindergarten Endorsement

## Master of Education

### Early Childhood Special Education

#### Core Courses (15-16 semester credits):

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

#### Thesis Option:

EDU 700	Research Seminar I (1)
EDU 701	Research Seminar II (1)
EDU 704	Research Presentation (3)

#### Portfolio Option:

EDU 705	Portfolio Preparation (2)
EDU 706	Portfolio Presentation (2)

#### Emphasis Area Requirements (22 semester credits):

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

**Total: 37-38 semester credits**

\* Required for Kindergarten Endorsement

## Master of Education

### Reading Emphasis\*

#### Core Courses (15-16 semester credits):

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

#### Thesis Option:

EDU 700	Research Seminar I (1)
EDU 701	Research Seminar II (1)
EDU 704	Research Presentation (3)

#### Portfolio Option:

EDU 705	Portfolio Preparation (2)
EDU 706	Portfolio Presentation (2)

#### Emphasis Area Requirements (13 semester credits):

EDU 535	Foundations of Reading (2)
EDU 627	Current Research in Teaching Reading (2)
EDU 611	Reading Diagnosis and Correction (2)
EDU 617	Reading Clinic (2)
EDU 652	Teaching Reading in the Content Area (2)
EDU 566	School Curriculum K-12 (3)

#### Electives (3-4 semester credits):

Must be graduate level courses and should be selected from areas to enhance reading education.

#### Total: 32 semester credits

\*If seeking the North Dakota Reading Credential, the candidate must meet the Department of Public Instruction qualifications for the reading specialist: elementary or secondary.



## Master of Education

### Elementary Administration\*

#### Core Courses (15-16 semester credits):

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

#### Thesis Option:

EDU 700	Research Seminar I (1)
EDU 701	Research Seminar II (1)
EDU 704	Research Presentation (3)

#### Portfolio Option:

EDU 705	Portfolio Preparation (2)
EDU 706	Portfolio Presentation (2)

#### Emphasis Area Requirements (19 semester credits):

EDU 545	School Administration (2) <i>Prerequisite to other Emphasis Area Courses</i>
EDU 527	Management Theory and Personnel (3)
EDU 566	School Curriculum K-12 (3)
EDU 570	Differentiated Instruction (3)
EDU 620	Integrating Technology in Education (2)
EDU 632	School Law (2)
EDU 634	School Finance (2)
EDU 642	Public Relations and the School (2)
EDU 692	Internship: Elementary Administration (2)

#### Total: 34 - 35 semester credits

\* Graduate credit carrying a letter grade of "B" or better earned through LEAD Center may be accepted as elective coursework for this degree. Completion of a Master of Education in Elementary Administration meets the requirements for the Level I Elementary Principal Credential. If seeking a North Dakota Elementary Administration credential, an individual must:

- Hold a valid North Dakota teaching license based on a bachelor's degree with a major (or other appropriate endorsement) in elementary education.
- Have three years of successful teaching and/or administrative experience in elementary schools.
- Have a Master's degree.

## Master of Education

### Secondary Administration\*

#### Core Courses (15-16 semester credits):

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

#### Thesis Option:

EDU 700	Research Seminar I (1)
EDU 701	Research Seminar II (1)
EDU 704	Research Presentation (3)

#### Portfolio Option:

EDU 705	Portfolio Preparation (2)
EDU 706	Portfolio Presentation (2)

#### Emphasis Area Requirements (19 semester credits):

EDU 545	School Administration (2) <i>Prerequisite to other Emphasis Area Courses</i>
EDU 527	Management Theory and Personnel (3)
EDU 566	School Curriculum K-12 (3)
EDU 570	Differentiated Instruction (3)
EDU 620	Integrating Technology in Education (2)
EDU 632	School Law (2)
EDU 634	School Finance (2)
EDU 642	Public Relations and the School (2)
EDU 692	Internship: Secondary Administration (2)

#### Total: 34 - 35 semester credits

\* Graduate credit carrying a letter grade of "B" or better earned through LEAD Center may be accepted as elective coursework for this degree. Completion of a Master of Education in Elementary Administration meets the requirements for the Level I Elementary Principal Credential. If seeking a North Dakota Elementary Administration credential, an individual must:

- Hold a valid North Dakota teaching license based on a bachelor's degree with a major (or other appropriate endorsement) in elementary education.
- Have three years of successful teaching and/or administrative experience in elementary schools.
- Have a Master's degree.

## Master of Education

### Emotional Disorders\*

#### Core Courses (15-16 semester credits):

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

#### Thesis Option:

EDU 700	Research Seminar I (1)
EDU 701	Research Seminar II (1)
EDU 704	Research Presentation (3)

#### Portfolio Option:

EDU 705	Portfolio Preparation (2)
EDU 706	Portfolio Presentation (2)

#### Emphasis Area Requirements (25 semester credits):

EDU 523	Introduction to Specific Learning Disabilities (2)
or	
EDU 576	Advanced Methods and Materials of Learning Disabilities (2)
EDU 542	Language Development and Disorders (3)
EDU 593	Introduction to Emotional Disorders (2)
EDU 595	Behavior Management (3)
EDU 615	Consultation and Leadership Roles in Special Education (3)
EDU 621	Educational Alternatives for Students with Emotional Disorders (2)
EDU 656	Assessment of Exceptional Students (2)
EDU 657	Assessment of Exceptional Students II (2)
EDU 670	Education of Students with Emotional Disorders (2)
EDU 682	Advanced Practicum: Emotional Disorders, Mental Retardation, and Learning Disabilities (2)

EDU 690 Internship: Emotional Disorders (2)

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

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

**Total: 40 – 41 semester credits**

## Master of Education

### Learning Disabilities

#### Core Courses (15-16 semester credits):

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

#### Thesis Option:

EDU 700	Research Seminar I (1)
EDU 701	Research Seminar II (1)
EDU 704	Research Presentation (3)

#### Portfolio Option:

EDU 705	Portfolio Preparation (2)
EDU 706	Portfolio Presentation (2)

#### Emphasis Area Requirements (23 semester credits):

EDU 523	Introduction to Specific Learning Disabilities (2)
EDU 542	Language Development and Disorders (3)
EDU 576	Advanced Methods and Materials of Learning Disabilities (2)
EDU 595	Behavior Management (3)
EDU 611	Reading Diagnosis & Correction (2)
EDU 615	Consultation and Leadership Roles in Special Education (3)
EDU 617	Reading Clinic (2)
EDU 656	Assessment of Exceptional Students II (2)

- EDU 657 Advanced Assessment of Exceptional Students (2)
- EDU 691 Internship: Learning Disabilities (2)
- \*EDU 505 Exceptional Child  
(or undergraduate equivalent)  
is prerequisite to Emphasis Area Requirements

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

**Total: 40 – 41 semester credits**

## Master of Education

### College Teaching

#### Core Courses (15-16 semester credits):

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

#### Thesis Option:

- EDU 700 Research Seminar I (1)
- EDU 701 Research Seminar II (1)
- EDU 704 Research Presentation (3)

#### Portfolio Option:

- EDU 705 Portfolio Preparation (2)
- EDU 706 Portfolio Presentation (2)

#### Emphasis Area Requirements (14 semester credits):

- EDU 570 Differentiated Instruction (3)
- EDU 581 Curriculum Development in Higher Education (3)
- EDU 616 Measurement and Evaluation in Higher Education (3)
- EDU 620 Integrating Technology in Education (2)
- EDU 696 Seminar and Practicum in Higher Education (3)

#### Electives (2 semester credits):

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

#### Total: 32 semester credits

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

## Master of Education

### Curriculum, Instruction and Assessment

#### Core Courses (15-16 semester credits):

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

#### Thesis Option:

- EDU 700 Research Seminar I (1)
- EDU 701 Research Seminar II (1)
- EDU 704 Research Presentation (3)

#### Portfolio Option:

- EDU 705 Portfolio Preparation (2)
- EDU 706 Portfolio Presentation (2)

#### Emphasis Area Requirements (13 semester credits):

- EDU 566 School Curriculum K-12 (3)
- EDU 570 Differentiated Instruction (3)
- EDU 620 Integrating Technology in Education (2)
- EDU 637 Educational Assessment (3)
- EDU 645 School Family Relations (2)

#### Electives (4 semester credits):

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

#### Total: 32 semester credits

## Master of Education Special Education Strategist

### Core Courses (15-16 semester credits):

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

### Thesis Option:

EDU 700	Research Seminar I (1)
EDU 701	Research Seminar II (1)
EDU 704	Research Presentation (3)

### Portfolio Option:

EDU 705	Portfolio Preparation (2)
EDU 706	Portfolio Presentation (2)

### Emphasis Area Requirements (39-40 semester credits):

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

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

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

**Total: 54 – 56 semester credits**

## North Dakota Reeducation Endorsement Plans

Endorsements are issued by the Education Standards and Practice Board (ESPB). Additional information may be obtained from the Education Standards and Practice Board, 2718 Gateway Avenue, Suite 308, Bismarck ND 58503 (701) 328-9641. A student seeking an endorsement should access the ESPB website for a list of required coursework. The student will list courses already taken and courses that he/she intends to take on the form provided. This form must be approved by ESPB as part of obtaining each endorsement. Although education graduate faculty can assist students in planning, the student seeking an endorsement is typically a non-degree seeking student, and therefore does not have an official advisor in the Department of Education. Access the ESPB web site at [www.state.nd.us/espb](http://www.state.nd.us/espb).

North Dakota Endorsements appropriate to University of Mary graduate coursework:

- Kindergarten
- Elementary
- Middle School
- Secondary
- Special Education



## North Dakota Credential Plans

The Graduate Program in Education offers the coursework necessary to fulfill the following credentials issued by the North Dakota Department of Public Instruction:

- Superintendent/Principal
- Reading

Additional information may be obtained from the Department of Public Instruction, 600 East Boulevard Avenue, Bismarck ND 58505-0080 (701) 328-2260. A student seeking a credential should access the DPI website [www.dpi.state.nd.us](http://www.dpi.state.nd.us) for a list of required coursework. The student will list courses already taken and courses that he/she intends to take on the form provided.

This form must be approved by DPI as part of obtaining each credential. Although Education Graduate Faculty can assist students in planning, the student seeking a credential only is typically a non-degree seeking student, and therefore does not have an official advisor in the Department of Education. For additional information regarding courses that meet credential or endorsement requirements, access the Education pages of the University of Mary website: [www.umary.edu](http://www.umary.edu).

## Course Descriptions

### EDU 505 Exceptional Child

Teachers in public schools have the responsibility to provide an education in the least restrictive environment for children who have been identified as having physical, emotional and/or academic disabilities. Using terminology specific to each area of exceptionality as defined in the Individuals with Disabilities Education Act, students examine prevalence, causes, medical and psychosocial interventions, and outlooks. Emphasis is on practical application of inclusionary strategies.

3 semester credits

### EDU 507 Special Education: Mild Disabilities

Special education teachers need to practice strategies for teaching students with mild disabilities. This course will provide an introduction to the characteristics of students who are mentally retarded, emotionally disturbed, learning disabled, or who otherwise need adaptations due to difficulties in learning. This course is designed so that the students learn special education terminology, laws, and practices.

3 semester credits

### EDU 509 Writing for Professionals

Successful professionals need to write clear and effective proposals, reports, directives, and requests. Students learn how to re-search, manage, and clarify information; how to revise through multiple drafts to tailor writing to its intended audience; how to anticipate reader's needs for information

and manage reader's attitudes; and how to balance conciseness with communication. They also study the results of recent research into how people read and how writers write most effectively. This focus enables student writers to manage the process of writing to achieve both clarity and desired results.

2 semester credits

### EDU 510 Secondary Education Clinical Practice: Licensure Track

This course is designed to familiarize adult learners with the managerial, instructional, and institutional responsibilities of a middle school and/or secondary teaching assignment. Research in current best teaching practice, general pedagogy, and teaching in a particular content area will be addressed. The course content is delivered by licensed teachers in the middle and/or secondary schools in Bismarck, Mandan, or surrounding area. This course meets the needs of students seeking North Dakota teacher licensure at the graduate level who are currently employed in schools.

1 semester credit

### EDU 511 Student Teacher Assessment: Licensure Track

Graduate level teacher licensure candidates must have a satisfactory level of proficiency in a number of teaching skill areas prior to being placed in an applied internship. This course is applied to provide candidates with feed-back and insight regarding their readiness for internship. The candidate must present Praxis I test scores no lower than the state mandated cut-off scores and a graduate plan of study (including transcript review) prior to placement in the school.

0 semester credit

### EDU 512 Foundations of Early Childhood Education

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

3 semester credits

### EDU 525 Special Topics in Education

Students have the opportunity to explore special topics in the field of education. Pre-requisite: Admission to the Graduate Program and consent of advisor and instructor.

1-4 semester credits

### EDU 527 Management Theory/Personnel

Administrators must know how to effectively manage resources in order to attain school objectives. The students study the theories of management and know how they relate to effective decision making. Discussion will focus on the study of research and data-based program evaluation, management and the use of information systems, planning, and education improvement processes. By concentrating efforts toward these areas, administrators will develop effective management skills.

3 semester credits

### EDU 530 Philosophy and Foundations of Middle School

The heart of the middle school philosophy is interdisciplinary team organization. Interdisciplinary teams are faced with the problems of how to use the resources of time and space

effectively. This course will describe the philosophy and foundations of middle school education. Emphasis will be on the use of teams to meet the physical, intellectual, social, and emotional needs of the young adolescent.

3 semester credits

#### **EDU 531 Ethics in Education and Human Performance**

Educators and human performance leaders must uphold community norms while at the same time demonstrating exemplary tolerance for differing ethical viewpoints.

Students learn how to identify and analyze systems of values including their own, and how to structure meaningful ethical standards and practices in the community and larger society.

2 semester credits

#### **EDU 535 Foundations of Reading**

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

2 semester credits

#### **EDU 542 Language Development and Disorders**

Being able to effectively communicate with others is essential. Students study normal language development in children, both expressive and receptive. Students study the literature, observe and record language use, assess language using formal and informal assessment tools, and evaluate a child's language scores with suggested norms to determine the discrepancy from acceptable performance.

3 semester credits

#### **EDU 545 School Administration**

The administrator's role in the local educational agency is a multi-faceted leadership function. Students learn the principles of personnel administration and staff development. They also develop introductory skills in curriculum design, budgeting, and effective communication.

2 semester credits

#### **EDU 551 Critique and Design of Research**

Effective educators are able to synthesize current research and develop new knowledge through investigation. To develop their research skills, students study the components of the research process and the methods employed in conducting experimental and descriptive research with application to the field of education.

2 semester credits

#### **EDU 565 Statistics**

Effective educators and administrators must have a basic understanding of the application of statistical concepts and procedures. Students learn descriptive and inferential statistics utilized in educational research for the purpose of analyzing and interpreting research findings.

3 semester credits

#### **EDU 566 School Curriculum K-12.**

This course explores the foundations, design, development, and implementation of curriculum in K-12 and other settings and examines administrators', teachers', and

leaders' role in curriculum decision-making, development, and implementation.

3 semester credits

#### **EDU 567 Diversity in Culture and Human Relations**

Educators and human performance professionals must be respectful of the needs of all People. This course examines ethnic, cultural, economic, gender and other types of diversity in the classroom. It fosters attitudes and strategies that meet the needs of diverse students, families, and communities. North Dakota Indian heritage, culture, education, and health issues will be emphasized.

2 semester credits

#### **EDU 568 Curriculum Development in Early Childhood Education**

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

3 semester credits

#### **EDU 570 Differentiated Instruction**

This course fosters the use of differentiated instruction. Differentiated Instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. Graduate candidates are encouraged to evaluate their own teaching strategies and to adopt an approach to teaching and learning that provides multiple options for taking in and making sense of ideas and information. Candidates will also be encouraged to make curricular and instructional decisions based upon student assessment data.

3 semester credits

#### **EDU 573 Curriculum and Methods of Middle School Education**

Curriculum and methods of a middle school are designed to meet the intellectual, physical, emotional, and social needs of the young adolescent. The course will explore components necessary for effective middle school curriculum. A number of interactive strategies including cooperative learning and integrated curriculum will be presented. The application of integrated curriculum and service learning will be modeled.

3 semester credits

#### **EDU 576 Advanced Methods and Materials / Learning Disabilities**

Teachers of children and youth with learning disabilities design programs for direct instruction and for collaboration and consultation services. To attain this skill, students develop a working knowledge of methods and materials for teaching students who have been identified with learning disabilities. Emphasis is on developing effective teaching strategies.

2 semester credits

### **EDU 581 Methods in Secondary Education: Licensure Track**

This course is designed to familiarize adult learners with the managerial, instructional and institutional responsibilities of a middle school and/or secondary teaching assignment. Research in current best teaching practice, general pedagogy, and teaching in a particular content area will be addressed. This course meets the needs of students seeking North Dakota teacher licensure at the graduate level and who are not currently employed in schools.  
2 semester credits

### **EDU 581 Curriculum Development in Higher Education**

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

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

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

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

Teachers serving students with moderate and severe disabilities must implement specialized teaching practices. This course explores those practices. Students will learn about alternate curricula; how to teach students with physical, sensory, or other health impairments; and how to evaluate and provide for the long range needs of learners with retardation. Practicing professionals will share their expertise with students. Students will participate in EDU 410 - Special Education practicum concurrent with this course.  
3 semester credits

### **EDU 592 Special Education Transitions**

Special Education service providers must be knowledgeable of strategies and programs for persons with disabilities transitioning from the school setting to: a) employment, b) post-secondary training or education, or c) independent living. This course will focus on the critical issues facing persons with disabilities when transitions from the school setting for full participation in adult society. It emphasizes empowering service providers with the tools and strategies needed to assist students throughout the transitions process. Local travel required.  
3 semester credits

### **EDU 595 Behavior Management**

Skilled school personnel function on the premise that academic progress is achieved through effective management of children's behavior. Students demonstrate their knowledge of the theories underlying the appropriate practices of managing significant behavior in therapeutic settings. This course is designed with a practicum component to provide

students with observation and application opportunities. Emphasis is upon functional behavior analysis and positive behavior support.  
3 semester credits

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

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

### **EDU 608 Foundations in Education**

This course examines the historical, legal, and philosophical foundations of American education and the current issues and trends influencing it. Students study the development of the field of education and the issues and trends currently affecting teaching and learning.  
2 semester credits

### **EDU 611 Reading Diagnosis and Correction**

Children with difficulties in reading and language arts make significant gains when their problems are properly diagnosed and the correct remediation procedures are prescribed. These gains are made when children are taught by clinicians who have developed skill in the selection and administration of formal and informal diagnostic procedures and in prescribing remediation strategies that address the children's needs. This course is designed to provide knowledge of theories and procedures of the remedial reading process and application of those theories and procedures in the reading clinic. (EDU 617 required concurrently).  
2 semester credits

### **EDU 615 Consultation and Leadership Roles in Special Education**

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

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

Instruments and assessment plans to measure individual progress toward outcomes as well as program evaluation are developed and critiqued. The focus of this course is the acquisition of the knowledge and skills necessary to design assessment instruments for formative and summative evaluation.  
3 semester credits

### **EDU 617 Reading Clinic**

The remedial reading teacher is a specialist who has background knowledge of the reading process and has technical training in administration of diagnostic/prescriptive procedures. Student and reading teachers experience teaching and

remediation strategies in a supervised practicum setting. The course is designed to provide training in formal test administration, scoring and interpretation within the framework of the case study report. (EDU 611 concurrently).  
2 semester credits

**EDU 620 Integrating Technology in Education** Educators must have expertise in teaching strategies that effectively integrate current technology into the curriculum. Students are given the opportunity to examine and develop computer-based teaching strategies and techniques that will improve student learning. Emphasis is placed on the examination of computer-based instructional strategies, but students also examine computer software programs designed to assist educators with other professional responsibilities, including grading, database development, record keeping, and research.  
2 semester credits

**EDU 621 Education Alternatives for Students with Emotional Disturbance**  
Teachers of students who are labeled as emotionally disturbed must be aware of the variety of services and educational alternatives for those students. This course provides current readings and real world experiences in the area of educational and treatment alternatives.  
3 semester credits

**EDU 622 Supervision and Teaching of Language Arts**  
Educators design learning environments that develop communication skills in elementary school children. Students design instructional programs, based upon sound curricular theory as applied to current technological processes, that provide children the opportunity to develop their skills in reading, writing, speaking, listening and thinking. This focus gives teachers and administrators experience in making curricular decisions.  
2 semester credits

**EDU 624 Supervision and Teaching of Elementary Math**  
Effective educators provide opportunities for displaying logical/mathematical intelligence in classroom activities. Students examine strategies in the teaching, evaluation, and supervision of an elementary math program. This focus gives teachers and administrators experience in making curricular decisions. Emphasis is placed on the implementation of manipulative materials.  
2 semester credits

**EDU 625 Special Topics in Education**  
Students have the opportunity to explore special topics in the field of education. Pre-requisite: Admission to the Graduate Program and consent of advisor and instructor.  
1-4 semester credits

**EDU 626 Supervision and Teaching of Elementary Social Studies**  
Effective educators are practitioners of the social democratic process. Students examine current research and methodology in the teaching and supervision of an elementary social studies curriculum. This focus gives teachers and administrators experience in making curricular decisions.  
2 semester credits

**EDU 627 Current Research in Teaching Reading**  
Effective secondary educators must have knowledge about the current trends and best practices employed in teaching at the secondary level. Students work independently to synthesize current knowledge in the teaching of a discipline specific content area at the secondary level. Emphasis is placed on the research of teaching strategies and techniques that improve student learning.  
2 semester credits

**EDU 628 Supervision and Teaching of Elementary Science**  
Effective educators are practitioners of the scientific process. Students investigate current content of science curricula and develop the process skills necessary to plan, design, and supervise an effective elementary science curriculum. Emphasis is placed on laboratory experiences.  
2 semester credits

**EDU 629 Current Research in Assessment Strategies**  
This course examines the background and rationale for assessment in education from assessment of individual student outcomes to program-wide assessment. The primary focus is the systematic and school-wide use of assessment tools and data to evaluate the effectiveness of teaching and learning.  
2 semester credits

**EDU 631 Supervision of Student Teaching**  
Effective teacher educators provide a laboratory for teachers in training where their skills are guided, nurtured and enhanced. Professionally certified personnel develop the techniques, processes, and observation skills needed to be cooperating teachers. The focus of this course is to develop supervisory skills.  
2 semester credits

**EDU 632 School Law**  
School personnel must have knowledge of the complexity of legal precedents governing school and student relations, use of public funds, procedural due process, and curricular decisions. Students develop an understanding of the federal, state and local precedents affecting local educational agencies. This course is designed to involve students in the study of the factual and technical aspect of problem solving procedures involved in school law.  
2 semester credits

**EDU 634 School Finance**  
The quality of fiscally based decisions that impact the students who attend our schools is often dependent upon the knowledge and judgment of the school administrator who understands the relationship between revenues and the development and maintenance of programs designed to benefit students. Attainment of competence in school finance is a lifelong process that requires flexible and analytical thinking. This course is designed to provide students with an overview of the fundamental principles that govern school finance.  
2 semester credits

**EDU 636 School Plant**  
The school plant is an important component of a safe and healthy school climate. This course provides methods and procedures of developing, operating, and maintaining school facilities.  
2 semester credits



**EDU 637 Educational Assessment**

Effective educators use ongoing assessment strategies to assure student learning. This course provides individualized research and instruction in assessment strategies ranging from informal feedback to standardized testing. Particular emphasis will be upon federal and local assessment mandates. Applied research and case study will be conducted within the graduate candidate's school setting.

3 semester credits

**EDU 638 Secondary Education****Internship: Licensure Track**

This course is designed to provide adult learners with a secondary or middle school internship that meets the ESPB standard for student teaching at the graduate level.

3 semester credits

**EDU 642 Public Relations**

This course involves the study of the responsibility of school administrators, boards, and school personnel to cultivate a positive relationship with the community, staff, students, and the media to enhance the education of students. Ethical implications of policy initiatives will be explored. Emphasis is placed upon the leadership role necessary in effectively dealing with political issues, public relations programs, and appropriate role of the community in the education process. The course will highlight a positive, proactive approach to leadership that is necessary to create a positive educational image for the twenty-first century.

2 semester credits

**EDU 645 School/Family Relations**

The success of any special education program is the relationship with parents and community resources. The student explores the relationships of schools, communities and families. Family dynamics, conferencing with parents and developing net-works with school and community resources are considered. Parent panels, community resource panels, and various other resources are used.

2 semester credits

**EDU 652 Teaching Reading in the Content Area**

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

2 semester credits

**EDU 654 Child Study, Observation and Assessment**

Gathering information to assist in evaluating children and programs is important in all early childhood education programs. The graduate student explores and practices various observation and assessment techniques that assist the teacher in evaluation and decision-making with young children—including those with disabilities and other diverse needs. From field based observations and assessments, the graduate student determines instructional topics and strategies for use in developing age-appropriate and individually-appropriate practices in Early Childhood programs.

3 semester credits

**EDU 656 Assessment of Exceptional Students**

Teachers specializing in the areas of exceptionality assess students in order to provide the most appropriate programs for students with special needs. Based upon the premises of least restrictive environment and inclusive practice, students will establish beginning proficiency as consultants and practitioners of strategies related to universal design, response to intervention, and positive behavior support. Emphasis is on developing skill in informal assessment and meeting individual learners needs through accommodations and modifications.

2 semester credits

**EDU 657 Assessment of Exceptional Students II**

Special education teachers demonstrate competence in using assessments for identification of disabilities and monitoring of students' progress. Teacher candidates practice choosing appropriate assessment instruments, administering of standardized and non-standardized instruments (including state mandated achievement tests and the alternative assessment process), interpreting results, and identifying eligibility/planning instruction based upon interpretations.

2 semester credits

**EDU 660 Special Education Law**

Special education and general education teachers, administrators, and related service personnel must know and apply educational practices required by law in order to effectively serve all students, including those with special needs. This course teaches the history, intent, educational practices and major court cases in special education law. Emphasis will be on the Individuals with Disabilities Education Acts and the Americans with Disabilities Act (ADA).

2 semester credits

**EDU 670 Education of Students with Emotional Disorders**

School personnel who work with children identified as seriously emotionally disturbed, understand the unique educational, emotional and behavioral needs of this population. Students explore strategies and materials designed to meet the specific needs of emotionally disturbed children and youth in school and therapeutic settings. A practicum is included.

2 semester credits

**EDU 682 Advanced Practicum: Emotional Disorders, Mental Retardation, Learning Disabilities**

Teachers of children with special learning needs must have technical and experience based skills to provide appropriate programs for those students. Graduate students develop advanced skills through review of current best practice literature and through tours and interviews at regional sites serving students with disabilities. The course design allows flexibility in scheduling and individualization in topical work to meet each graduate student's particular interests and course of study.

2 semester credits

**EDU 696 Seminar and Practicum in Higher Education**

Synthesis of coursework including curriculum development, teaching strategies, measurement and evaluation and elective courses in the students area of study to plan and execute a unit of curriculum. The course is designed to meet the specific professional goals of each student.

3 semester credits

### **Internships**

School personnel have developed skills in their areas of study that are augmented by field based experiences under the supervision of master teachers and administrators. Students practice their knowledge and skills at practicum sites or other school environments. Through the internship/practicum, students have practical experiences in their areas of emphasis as well as experiences such as site based decision making, personal relations, curricular planning, organization and time management, and student relations. Prerequisite: Admission to the Graduate program and completion of area of emphasis. 1 - 4 semester credits

#### **EDU 609 Internship: Mental Retardation**

#### **EDU 687 Internship in Early Childhood Education**

#### **EDU 690 Internship: Emotional Disorders**

#### **EDU 691 Internship: Learning Disabilities**

#### **EDU 692 Internship: Elementary School Administration**

#### **EDU 693 Internship: Secondary School Administration**

#### **EDU 694 Internship: School Superintendent**

#### **EDU 695 Internship: Special Education Director**

#### **EDU 697 Internship: Early Childhood Special Education**

### **EDU 700 Research Seminar I**

Research seminars guide students through thesis research and writing.

1 semester credit

### **EDU 701 Research Seminar II**

Research seminars guide students through thesis research and writing.

1 semester credit

### **EDU 704 Research Presentation**

Students present research to faculty and guests upon completion of their research and writing.

3 semester credits

### **EDU 705 Portfolio Preparation**

Students are introduced to development of their electronic professional portfolios.

2 semester credits

### **EDU 706 Portfolio Presentation**

Students present their electronic professional portfolios for approval and program completion.

2 semester credits

### **EDU 899 Continuing Enrollment**

A student who has completed all coursework required by his/her degree plan and who has registered for the capstone course (either EDU 704–Thesis Presentation or EDU 706–Portfolio Presentation) and who does not complete the capstone project during the term in which he/she is registered must register for EDU 899–Continuing Enrollment for each subsequent term (fall, summer, spring) until the capstone project is successfully completed. If the student fails to register, he/she will be withdrawn from candidacy for the master's degree in education.

1 semester credit

### **ALU 799 Graduate Studies Assessment**

Graduate students register for EDU 999 the final term of their tenure in the program of study to meet the University and program assessment requirement as specified in the graduate section of the catalog.

0 semester credits

# Master's Program in Human Performance

**FACULTY:** Johnson-Krug, Nustad

## ■ Master of Science in Human Performance (MSHP)

The new Master of Science degree in Human Performance, with concentrations in Sports and Physical Education Administration, Movement and Performance and Exercise Physiology has been established. Two out of three concentrations in Sports and Physical Education Administration and Movement and Performance are scheduled to begin fall 2012, and Exercise Physiology will begin within the following year. The Sports and Physical Education Administration concentration is offered as an online program, targeting professionals interested in becoming athletic and sports directors or enhancing their physical education degree to include administration. Movement and Performance is a traditional program for people interested in sports enhancement and kinesiology related fields. Exercise Physiology will be delivered via a blended model (traditional and distance), and would have a clinical focus in exercise for clinical populations (i.e. cardiac, bariatric, diabetic, cancer, arthritis, etc.).

### Mission

The University of Mary Master of Science degree program in Human Performance exists to develop experts in human performance who will be servant leaders for their constituents.

### Vision

The University of Mary Master of Science degree program in Human Performance will become the premier university program in development of human performance experts in this region and beyond.

### Program Formats

The Exercise Physiology program is offered in a blended format:

The Movement and Performance program is offered in a traditional format.

The Sport and Physical Education Administration program is offered in an online format.

### Distinctive Features

- Comprehensive curriculum founded in specialty standards.

- Servant leadership, evidence based practice and practica frame student experiences.
- Small class size facilitates collaborative learning.
- The University of Mary philosophy of a student centered learning environment.
- GRE not required.

### Graduate Degree Requirements

To achieve the master's degree, the student must complete the selected course of study.

### Satisfactory Academic Progress

The student must maintain a GPA of 3.0 during all of the semesters as a graduate student in the Human Performance Master's.

### Application/Admission Requirement

Submit an application form, apply to the University of Mary, send a letter of intent, official transcripts from all undergraduate Universities/Colleges, and three letters of recommendation to the Program Director.

### Human Performance Program Outcomes

- Achieve advanced levels of knowledge and skills in human performance
- Incorporate research methodology in human performance.
- Develop human performance practices that benefit communities and society.

### Courses for Each Concentration

Movement and Performance Pre-requisites for Acceptance into the Movement and Performance Concentration:

- Bachelor's degree in Athletic Training, Exercise Science, Physical Education, or related field
- Undergraduate GPA 3.0 minimum

#### Fall Semester

EDU 551 Critique and Design of Research

HPS 501 Foundations and Concepts in Human Performance

EDU 531	Ethics in Education and Human Performance
HPM 670	Kinesiology
Spring Semester	
EDU 565	Statistics
EDU 567	Diversity in Cultural and Human Relations
HPS 505	Psychology of Human Performance
HPM 600	Internship

#### Fall Semester

HPM 635	Motor Learning
EDU 560	Sports Compliance
or HPS 617	Human Performance Nutrition
HPM 700	Capstone Internship/Project
or HPM 703	Thesis

## ■ Sports and Physical Education Administration

Pre-requisites for Acceptance into the Sports and Physical Education Administration Concentration:

- Bachelor's degree in Athletic Training, Exercise Science, Physical Education, or related field
- Undergraduate GPA 3.0 minimum

#### Required Courses

EDU 531	Ethics in Education and Human Performance
EDU 551	Critique and Design of Research
EDU 565	Statistics
EDU 567	Diversity in Cultural and Human Relations
EDU 600	Internship
EDU 602	Administration of Physical Education
EDU 603	Assessment and Planning in Physical Education and Sports
HPS 501	Foundations and Concepts in Human Performance

HPS 505	Psychology of Human Performance
HPM 600	Internship

#### Choose Two Courses

EDU 527	Management Theory and Personnel
EDU 632	School Law
EDU 642	Public Relations (Elective)

#### Electives: Choose Two Courses

EDU 543	Coaching Today's Athlete
EDU 560	Sports Compliance
HPS 603	Strength and Conditioning
HPS 617	Human Performance Nutrition

#### Capstone Options

EDU 700	Research Seminar I
EDU 701	Research Seminar II
EDU 704	Research Presentation

or

EDU 705	Portfolio Preparation
EDU 706	Portfolio Presentation

*Exercise Physiology Concentration coming Fall 2013*

## Course Descriptions

(EDU prefix classes not listed here but required for the MSX degree are found under the Education program listings.)

#### EDU 543 Coaching Today's Athlete

This course will enable students to discover new and additional perspectives in the professions of coaching. This course is developed to address the coach-athlete relationship, team cohesion, the various elements contributing to peak performance, arousal and anxiety, attentional focus, successful performance components, aggression and sportsmanship, and strategies for avoiding burnout. Student will perform an analysis of National Coaching Standards.  
3 semester credits

#### EDU 560 Sports Compliance

The course examines the governing structure, rules, and legislative process within the NCAA Division I, II, and III and high school athletics associations. Students will classify and relate practices of institutional control, amateurism and recruiting, academic eligibility, financial aid, awards and benefits, playing and practice season and enforcement. Students will develop an understanding of the history of college athletics, high school athletics, gender issues in athletics, and the various roles athletics plays on campus and in society.  
3 semester credits



### **EDU 600 Internship for Sports and Physical Education Administration**

This course will require a minimum of 30 hours of field experience. The focus of the internship experience is to further develop knowledge, skill and abilities, and prepare for professional practice in a designated area of interest.

1 semester credit

### **EDU 602 Administration of Physical Education and Sport**

The course involves the study of principles and practices in the administration of physical education, health, and athletic programs. Students will create staff development and budget plans, will learn about management of facilities and equipment, will develop administrative procedures, and will understand legal implications.

3 semester credits

### **EDU 603 Assessment and Planning**

The course includes developing, evaluating, integrating, and designing assessment programs within human performance geared toward physical education and athletics. The student will develop the skills to use, select and administer appropriate tests for measurement of physical performances; to interpret the measurement results; and to prescribe programs to meet the needs of the tested individuals. In addition, the student will learn classroom skills and will be able to construct effective objectives and assessments, and to evaluate the results.

3 semester credits

### **HPM 600 Internship for Movement and Performance**

The course will require a minimum of 30 hours of field experience. The focus of the internship experience is to further develop knowledge, skill and abilities, and prepare for professional practice in a designated area of interest.

1 semester credit

### **HPM 635 Motor Learning**

This course is research based with practical application which will give the student a solid foundation in motor skills. The students will examine the function of the separate systems and cumulative systems that aid in the development and refinement of human motion.

3 semester credits

### **HPM 660 Biomechanics**

The course is an advanced study of biomechanical concepts and their application to human movement and skill. The students will create hypotheses regarding the causes of particular motions and what result occurs.

3 semester credits

### **HPM 670 Kinesiology**

Students will study human anatomy in order to categorize origins, insertions, and actions according to function. Students will analyze movements and skills in light of different kinesiological theories and will synthesize skill applications based upon that analysis.

3 semester credits

### **HPM 700 Capstone Internship**

The course will require a minimum of 90 hours of field experience. The focus of the internship experience is to further develop knowledge, skill and abilities, and prepare for professional practice in a designated area of interest.

3 semester credits

### **HPM 702 Capstone Project**

The capstone option for the Master's Degree in Human Performance from the University of Mary requires the completion of a directed study. The purpose of the directed study is to provide each graduate student with the opportunity to interact with graduate faculty and other graduate students to better understand the procedures employed in conducting, critiquing, and applying research in his/her chosen field.

3 semester credits

### **HPM 703 and 704 Thesis**

The capstone option for the Master's in Human Performance from the University of Mary requires an oral defense of a completed thesis. The oral defense provides the opportunity for each graduate student to defend his or her research study findings and to receive constructive feedback. Students are expected to present the conclusions of the findings and recommendations on how these findings may impact their field.

6 semester credits

### **HPS 501 Foundations and Concepts of Human Performance**

This course will initiate the comprehensive analysis of human performance and how it is justified in students' specific areas of expertise. Focus will be on integrating and combining ideas about human performance for application in future classes. Emphasis will be upon the study of improving productivity in organizations by designing and developing effective interventions that are results-oriented, comprehensive, systematic, and ethical.

3 semester credits

### **HPS 505 Psychology of Human Performance**

This course enhances understanding of the relationship of athletic performance and human social psychology. Students will study the history of human performance psychology, the role of human performance psychology, and the different methods and principles used in the field of human performance psychology.

3 semester credits

### **HPS 602 Strength and Conditioning**

This course is a comprehensive study of strength development. The students will develop programs for a variety of populations with different health issues. Students will compare and contrast strength and conditioning styles and techniques to ensure peak performance.

3 semester credits

### **HPS 617 Human Performance Nutrition**

The course examines the effect of nutrition upon human performance. Students will compare and contrast nutritional aspects of injury and illness, risk management, psychosocial intervention and referral, weight management, and body composition. Students will create a nutritional plan for their area of study. Students will examine eating disorders, weight gain and weight loss, hydration, and performance enhancing supplements.

3 semester credits

# Master's Program in Nursing

**FACULTY:** Anderson, Bruun, Johnson, Klein, Madler (Graduate Program Director), Reemts (Division Chair)

## Mission

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

## ■ Master of Science in Nursing (MSN)

The demand for nursing leaders prepared to meet the challenges of providing healthcare today is well established. At the University of Mary, graduate students have opportunities for varied learning experiences designed to develop expertise in advanced nursing practice, education and administration. The curriculum is intended to provide learning opportunities in high-quality clinical services, cutting edge education pedagogy, and leading nursing institutions.

The University of Mary nursing graduate demonstrates the University Mission to prepare servant leaders. We believe that students desiring to be leaders who are competent, autonomous practitioners, and ethical decision makers are best served by faculty who facilitate reflective thinking and critical inquiry vetted in information that is complimentary of current environmental contexts.

The University of Mary offers four programs of study options for the MSN degree: BSN to MSN: Nurse Administrator, Diploma/ADN to MSN: Nurse Administrator, MSN: Nurse Educator, and, MSN: Family Nurse Practitioner. The MSN/MBA-Healthcare Administration is available as a dual degree.

## Program Formats

The Diploma/AND to MSN: Nurse Administrator and the BSN to MSN: Nurse Administrator are offered in two formats:

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

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

The Nurse Educator program is offered in one format:

- (1) An online accelerated format.

Students participating in this program will be required to participate in a practical experience within a clinical setting.

The Family Nurse Practitioner program is offered in one format.

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

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

The MSN/MBA in Healthcare Administration dual degree is offered in two formats:

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

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

## Distinctive Features

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

## Accreditation Status

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

## Graduate Degree Requirements

The Master of Science in Nursing degree must be conferred within seven years of completion of the earliest graduate course used in the course of study. Up to one-third of the total graduate credits required for the course of study may be transferred from another accredited institution. To achieve the master's degree, the student must complete the selected course of study.

## Satisfactory Academic Progress

Graduate nursing students are expected to maintain: a cumulative GPA of 3.0 or higher, completion of no less than 67% of attempted courses, achieve a grade of B- or higher in each course, pass all clinical or practical educational experiences, and pass all course and program competency exams. Should students fall below this expectation they will be referred to the Nursing Academic Progression Committee for recommendation of action. Students may be dismissed from Graduate Nursing Programs if a letter grade lower than a B- is earned more than once for a repeated course or for more than one course in their program of study. Please refer to the Graduate Nursing Handbook for additional details.

## Application/Admission Requirement

Individuals holding a nursing diploma or associate degree from an accredited institution are eligible to apply to the Diploma/ADN to MSN: Nurse Administrator program of study. Persons with a bachelor degree in nursing from an accredited institution are eligible to apply to the BSN to MSN: Nurse Administrator, MSN/MBA in Healthcare Administration dual degree, MSN: Nurse Educator, or MSN: Family Nurse Practitioner programs of study.

Requirements listed below must be met before admission to graduate nursing study:

- Evidence of current, unencumbered RN licensure
- Undergraduate GPA of 2.75 or higher on a 4.0 scale
- Completed graduate application
- Professional goals essay
- Official transcripts (including degree granting institution and transcripts of any graduate courses completed)
- Current resume

- Two letters of professional reference
- Evidence of required immunizations
- Background check through Certified Background® and Release of Information of Criminal Background Report

### Applicants for the Diploma/ADN to MSN: Nurse Administrator

- Memorandum of Understanding
- Satisfactory completion of pre-requisite courses: Human Anatomy and Physiology I and II with labs, Microbiology with lab, Sociology, Psychology, Nutrition, Pharmacology, Chemistry, Composition II, Oral Composition.

### FNP applicants

- Admissions interview
- Complete physical assessment demonstration

Individuals interested in pursuing graduate nursing education who have not decided on a program of interest are also required to apply to University of Mary Graduate Studies as a non-degree seeking student. A non-degree seeking student is allowed to take up to nine (9) credits of nursing graduate core coursework prior to gaining acceptance to a program of study. However, students who take courses under the non-degree seeking status are not guaranteed placement into a degree program; must adhere to expected admissions criteria; and, are not eligible for federal financial aid.

## Nurse Administrator Specialty

In today's healthcare environment nurse leaders, both executive and managerial, need a broad background in nursing and business concepts. Emphasis of this content is placed within the context of advanced nursing practice in healthcare. The graduate program provides the student with the opportunity to identify and partner with a healthcare organization and nursing leader to participate in a clinical experience. The capstone seminar, a service project, is designed to guide students in the integration of nursing and management theory with a practical application.

## Nurse Administrator Program Outcomes

- Designs processes to achieve quality, cost-effective and ethical health outcomes
- Appreciates the complexity of human resource management in today's healthcare

- Evaluates quality and safety measures
- Designs a plan of change using principles of servant leadership
- Collaborates with others to improve the quality of professional nursing practice and healthcare policy
- Utilizes evidence based practice for performance improvement
- Possesses requisite knowledge to pursue doctoral education
- Uses information technology to improve processes
- Demonstrates effective principles of change while providing client centered care

### BSN to MSN:

#### Nurse Administrator Courses

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

#### Core Courses

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

#### Nurse Administrator Specialty Courses

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

**Total: 36 semester credits**

**Clinical Hours = 500**

### ■ Diploma/ADN to MSN: Nurse Administrator

This program of study is designed to allow nurses who have completed a diploma or associate degree and are licensed as a registered nurse to supplement their college education with two foundational courses, community health and leadership. This program provides the student with the opportunity to identify and partner with a healthcare organization and nursing leader to participate in a clinical experience.

The capstone seminar, a service project, is designed to guide students in the integration of nursing and management theory with a practical application.

### Diploma/ADN to MSN:

#### Nurse Administrator Program Outcomes

- Designs processes to achieve quality, cost-effective and ethical health outcomes
- Appreciates the complexity of human resource management in today's healthcare
- Evaluate quality and safety measures
- Designs a plan of change using principles of servant leadership
- Collaborates with others to improve the quality of professional nursing practice and healthcare policy
- Utilizes evidence based practice for performance improvement
- Possesses requisite knowledge to pursue doctoral education
- Uses information technology to improve processes
- Demonstrates effective principles of change while providing client centered care

### Diploma/ADN to MSN:

#### Nurse Administrator Courses

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

For admission, evidence of satisfactory completion of pre-requisite courses (Human Anatomy and Physiology I and II with labs, Microbiology with lab, Sociology, Psychology, Nutrition, Pharmacology, Chemistry, Composition II, Oral Composition) is required.



**Bridge Courses:**

- NUR 502 Community as Partner  
 NUR 536 The Professional Nurse

**Core Courses**

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

**Specialty Courses:**

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

**Total: 43 semester credits**

**Clinical Hours = 500**

## ■ MSN/MBA in Healthcare Administration Dual Degree

The University of Mary's MSN/MBA: Healthcare Administration dual degree offers an outstanding opportunity for nursing leaders to earn both degrees in an integrated program that prepares nursing leaders with a unique blend of clinical and administrative skills, all grounded in the Benedictine values.

The MSN/MBA: Healthcare Administration program blends nursing and business coursework, imparting the skills necessary to analyze significant issues between clinical nursing practice and healthcare administration to offer effective conflict resolution and provide leadership for practical solutions.

## MSN/MBA in Healthcare Administration Dual Degree Program Outcomes

- Integrate ethical practices and policies which appropriately address the unique healthcare laws and regulations healthcare organizations must follow.
- Synthesize information through research and data analysis using best business and evidence based nursing practice to facilitate change toward high quality, cost effective and ethical nursing care delivery systems.
- Collaborate with interdisciplinary teams, consumers, and other key stakeholders to effect needed change in healthcare delivery systems.
- Utilize stewardship of human, fiscal, and organizational resources based on principles of finance, accounting, and economics.
- Incorporate service and Benedictine values into nursing leadership practices.
- Evaluate current domestic and global issues on healthcare and possible impacts to a changing healthcare industry.
- Analyze significant issues between clinical nursing practice and healthcare administration to offer effective conflict resolution and provide leadership for practical solutions.

## MSN/MBA in Healthcare Administration Courses:

Students accepted for the May 2011 cohort and beyond will be required to demonstrate they are properly prepared for the following three courses within the core:

- MGT 571 – Executive Economic Analysis
- MGT 555 – Managerial Finance
- MGT 605 – Managerial Accounting

Students must demonstrate adequate knowledge in each of these core topics before proceeding to the corresponding higher-level course(s). To demonstrate proper foundation knowledge, students must complete one of the following three options:

1. Enroll in a 3-credit five-week course through the University of Mary.  
Preparation courses are:
  - MGT 532 – Fundamentals of Economics
  - MGT 533 – Understanding Corporate Finance
  - MGT 534 – Financial Accounting: A Management Perspective

Participation in these courses will add additional credits onto your program of study.

2. Obtain a waiver of co-requisite by providing evidence of completion of undergraduate coursework at a grade of C or higher within the past five (5) years:
  - Economics – Undergraduate Economics
  - Finance – Undergraduate Corporate or Managerial Finance
  - Accounting – Principles of Accounting 1 & 2

If the following graduate-level courses at the University of Mary or the graduate-level equivalent at another regionally accredited institution have been completed within the past seven (7) years with a grade of C or higher, the waiver would apply:

- Economics – MGT 531 – Survey of Economics or MGT 535 – Economic Principles
- Finance – MGT 551 – Foundations for Financial Decisions or MGT 554 – Survey of Accounting and Finance
- Accounting – MGT 554 – Survey of Accounting and Finance

In addition, if a student has graduate level credit for MGT 571, MGT 555 and/or MGT 605 or the equivalent from another regionally accredited institution with a grade of B or higher that has been approved by the Gary Tharaldson School of Business for transfer, the waiver would apply. If a student has an appropriate certification, such as a current CPA license, that may also be reviewed on a case-by-case basis for waiver.

3. Pass an assessment test or complete a self-paced course through Ivy Software: The University of Mary has partnered with Ivy Software to provide assessment exams. There is no cost for taking the initial assessment.

If you receive a 70% or higher on the free assessment, you have shown adequate

knowledge in that content area and have satisfied the pre-requisite requirement.

- If you fail the assessment, you can enroll in the self-paced course through Ivy Software and must either:
- Receive a minimum of 70% average on the chapter tests
- Receive a minimum of 70% on the final exam, which may be completed up to three times.

Your advisor can provide you additional information as to how to access the Ivy assessment test, courses, etc.

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

An undergraduate or graduate statistics course must be successfully completed prior to or during the MSN/MBA in Healthcare Administration dual degree.

#### Core Courses

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

#### Specialty Courses

MGT 504	Management and Organizational Behavior
MGT 505	Human Resource Management
NUR 560	Applied Healthcare Economics, Finance and Budgeting
NUR 601	Evidence-Based Practice and Strategic Healthcare Decision Making
NUR 611	Influential Nursing Leadership
MGT 555	Managerial Finance
MGT 571	Executive Economic Analysis
MGT 605	Managerial Accounting
MGT 610	Marketing
MGT 630	Current Issues in Healthcare Administration

MGT 635	Law in the Managerial Environment
NUR 696	Seminar and Service Project I
NUR 698	MSN/MBA-HC Dual Degree Capstone Course

**Total: 51 semester credits**

**Clinical Hours = 500**

## ■ BSN to MSN: Nurse Educator

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

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

### Nurse Educator Program Outcomes

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

### Nurse Educator Course Requirements

#### Core Courses

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

### Nurse Educator Specialty Courses

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

**Total: 41 semester credits**

## ■ BSN to MSN: Family Nurse Practitioner

The University of Mary Family Nurse Practitioner (F.N.P.) program:

- Prepares graduates to assume positions of leadership and influence in primary care.
- Assists graduates to engage in the art and science of their profession, influence the function of individuals and organizations, generate ideas, promote change, disseminate knowledge, and clarify and defend personal and social values.
- Emphasizes knowledge and skills essential for the practice of primary care within a complex healthcare delivery system.
- Prepares graduates as servant leaders.

The University of Mary F.N.P. Program is designed using an on-site/online model. The on-site component consists of face-to-face time for several days at the start of each semester and also during the final week of the last semester prior to graduation. This on-site time together is referred to as "Institute". The remaining classroom instruction occurs on-line. Faculty and students collaborate on student placement for clinical experiences. Often, these experiences may be completed in or near a student's home community.

Successful completion of this program of study prepares the graduate to apply for their choice of family nurse practitioner national certification through either the American Nurses Credentialing Center or the American Academy of Nurse Practitioners Certification Program.

## Family Nurse Practitioner Program Outcomes

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

## Family Nurse Practitioner Courses

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

### Core Courses

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

## Family Nurse Practitioner Specialty Courses

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

**Total: 53 semester credits**

**Clinical Hours = 900**

## Course Descriptions

### NUR 501 Theoretical Perspectives for Advanced Nursing Practice

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

3 semester credits

### NUR 502 Community as Partner

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

3 semester credits

### MGT 504 Management and Organizational Behavior

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

3 semester credits



**MGT 505 Human Resource Management**

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

**MGT 555 Managerial Finance**

Analyze the relationship of the financial manager, the manager's organization, the financial markets, and the tax environment, as well as how to use time value of money valuation tools and risk and return valuation models. Focusing on the more technical or financial aspects of organizational life, the manager will be able to develop some measurable objectives by which to assess organizational goals. Prerequisites: MBA finance assessment or MGT 533  
3 semester credits

**MGT 571 Executive Economic Analysis**

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

**MGT 605 Managerial Accounting**

Analysis of financial data and use of the results to make wise business decisions. Enables managers to better control valuable resources and more accurately predict the cost of future business ventures. Prerequisites: MBA accounting assessment or MGT 534.  
3 semester credits

**MGT 610 Marketing**

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

**MGT 635 Law in the Management Environment**

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

**NUR 519 Advanced Pathophysiology**

Provides advanced understanding of the pathophysiologic mechanisms underlying human disease processes. The manifestations of pathophysiologic alterations will be analyzed as well as common diagnostic testing of pathologic processes. Prerequisite: Admission to FNP program of study.  
4 semester credits

**NUR 536 The Professional Nurse**

Framed by competencies from Quality and Safety Education for Nurses (QSEN), this course will offer Associate Degree and Diploma-prepared nurses foundational content in evidence based practice, patient safety, quality improvement, informatics, inter- and intra-disciplinary teamwork, and patient-centered care across the lifespan including genetics and genomics. Role socialization, leadership and scholarly oral and written communication is emphasized.  
4 semester credits

**NUR 551 Critique & Design of Research**

This course advances principles of nursing leadership through the use of the research process. Students will gain an understanding of the underpinnings of research development and the use of this knowledge to advance the practice of nursing. The course focuses on advanced scholarly activities that are used in the rigor of planning and conducting qualitative and quantitative research. The culminating assignment for this course is writing the first three chapters of a formal research project. Pre or co- requisite: Statistics course (see program specific requirements).  
3 semester credits

**NUR 560 Applied Healthcare Economics, Finance and Budgeting**

Efforts to optimize delivery of high quality, safe and effective healthcare in a cost-effective fashion are the objective of nurse leaders. Factors affecting the financial health of an organization including economics, federal and state payment systems and regulations, and private insurance issues are investigated. Principles of healthcare financing, budgeting, cost/benefit analysis, and fiscal reporting will be explored. The course will culminate in development of a business plan that demonstrates responsible management of financial resources.  
3 semester credits

**NUR 562 Pharmacology for Advanced Practice**

Focus includes the application of pharmacological agents (prescribed and over the counter) used to treat acute and chronic health problems of individuals of varying ages and cultural backgrounds within a variety of settings. Pharmacokinetic and pharmacodynamic principles and current research form the foundation for discussion of selected drug groups. Emphasis is given to indications, mechanisms of action, dosages, adverse side effects, cost containment and client education. Prerequisite: NUR 519. Co-requisite: NUR 568.  
4 semester credits

**NUR 565 Statistics**

Effective educators and administrators must have a basic understanding of the application of statistical concepts and procedures utilized in conducting research. Students develop an understanding of descriptive and inferential statistics for the purpose of statistically analyzing and interpreting research findings. Pre or co-requisite NUR 551 Critique & Design of Research (see program specific requirements).  
3 semester credits

**NUR 566 Advanced Health Assessment for Nurse Educators**

Refine and strengthen advanced health assessment skills providing foundation for nursing practice. The assessment includes complete functional, spiritual and family assess-

ment, health history and physical examination. Cultural and developmental variations of the person are emphasized.  
3 semester credits

#### **NUR 567 Advanced Health Assessment**

Refine and strengthen advanced health assessment and clinical judgment skills providing foundation for planning therapeutic and healing interventions for well and ill persons. A problem-focused and comprehensive database is developed and communicated through written and oral methods. This includes complete functional, spiritual and family assessment, health history, physical examination and appropriate laboratory and diagnostic data. Cultural and developmental variations of the person are emphasized. Selected common abnormalities, disease states associated with the body system or body parts are examined holistically. 60 lab hours. Prerequisite: Admission to FNP program. Co-requisite: Current Healthcare CPR certification.  
4 semester credits

#### **NUR 568 Common Health Problems of Maturing Adults**

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

#### **NUR 569 Family Theory**

Examines relevant theories as the basis for the development of therapeutic, caring relationships with families. Specific attention is given to understanding the nature of family structures, considering different perspectives used in assessing families, using assessment tools and designing advanced nursing interventions. Co-requisite: NUR 570.  
2 semester credits

#### **NUR 570 Primary Care of Women and Children**

Participation in the management of common episodic and chronic conditions, which promote and support the health of women and children through advanced practice interventions. Current theory and research on social issues, which have an impact on individuals, families and communities, are incorporated into the course. 150 practice hours. Prerequisite: NUR 567, 568, 636, PALS certification.  
6 semester credit

#### **NUR 575 Decision Making and Information Management**

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

#### **NUR 581 Curriculum Development in Higher Education**

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

#### **PHI 582 Biomedical Ethics**

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

#### **NUR 601 Evidence-Based Practice and Strategic Healthcare Decision Making**

The health of an organization, a population, or an individual relies heavily on strategic decision making based on evidenced based findings yet individualized to the unique setting they are applied in. This course will engage students in principles of evidence based practice and knowledge translation. Topics focused on will include healthcare quality, patient safety, population health, and healthcare informatics/technologies. 50 clinical hours. Prerequisite: 501. Pre or co-requisite to NUR 551.  
3 semester credits

#### **NUR 605 Teaching Strategies**

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

#### **NUR 610 Role Development for Advanced Practice Nurses**

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

#### **NUR 611 Influential Nursing Leadership**

Complexities of the current United States healthcare environment call for nurses to function within and often lead interdisciplinary teams in works toward improved care and outcomes. Developing accountability for advancing the field of nursing and designing strategies for continued professional growth while consistently making patient-centered, culturally sensitive and data driven decisions in the spirit of a professional environment is the focus of this course. Servant and transformational styles are the leadership philosophies targeted. 30 Clinical hours. Prerequisite: NUR 501.  
3 semester credits

#### **NUR 616 Measurement and Evaluation**

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

**MGT 630 Current Issues in Healthcare Administration**

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

3 semester credits

**NUR 636 Acute and Emergent Health Problems**

Provides an expanded base for recognition and initiation of effective emergency care. Focus on rapid, systematic assessment, stabilization, and management/referral of acute, emergency, and trauma events. 150 practice hours. Prerequisite: NUR 567, 568, current PALS, ACLS, and TNCC certifications.

6 semester credits

**NUR 648 Healthcare Law & Policy**

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

3 semester credits

**NUR 650 Seminar in Nursing Education**

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

3 semester credits

**NUR 656 Seminar and Practicum**

Clinical and professional forces critical to a successful transition into the advanced nursing practice role are the focus of this course. The interplay of legal, economic, political, regulatory, and ethical factors on this practice is analyzed. Servant leadership is explored and integrated into the student's own philosophy and behavior. Scholarly writing is emphasized. The intensive practicum promotes synthesis of theoretical knowledge and practice skills acquired throughout the program. Diagnostic reasoning and healthcare management skills are refined. Collaborative practice opportunities occur in diverse community settings. 390 practice hours. Prerequisites: NUR 567, 568, 570, 636, Current ACLS, TNCC, and PALS certifications.

5 semester credits

**NUR 696 Seminar and Service Project I**

Students will initiate a capstone project within a healthcare organization as a member of a team. Working in consultation with a nursing leader a clinical practice question will be identified. The students will work together in teams to analyze the clinical practice problem, design specific clinical practice project recommendations and identify methods for measuring project outcomes. As a result of this course, the student will be prepared to implement and measure effectiveness of the clinical project in NUR 697 Seminar and Service Project II. 200 clinical hours. Prerequisites: NUR 501, NUR 551, NUR 601, NUR 611 and NUR 560.

3 semester credits

**NUR 697 Seminar and Service Project II**

Students, working as a member of intra-professional and inter-professional teams, will execute project implementation and outcome measurement strategies for the clinical project initiated in NUR 695 Seminar and Service Project I. In this course students will achieve university and organizational Institutional Review Board approval to implement, and subsequently measure and disseminate findings of the clinical project. Pre-requisite: NUR 696.

3 semester credits

**NUR 698 MSN/MBA Dual Degree Capstone Course**

Working as a member of intra-professional and inter-professional teams, students will conduct planning, implementation, and outcome measurement of a clinical project initiated in NUR 696 Seminar and Service Project I. Careful consideration of human and fiscal resources as well as potential barriers to continued success of the project will be assessed and recommendations for management of these issues will be included in the final project. In this course students will achieve university and organizational Institutional Review Board approval to implement, and subsequently measure and disseminate findings of the clinical project.

200 clinical hours

**NUR 700 Thesis**

Thesis advising guides students through thesis research and writing to produce a scholarly contribution to the nursing profession through a formal research study. Prerequisite: NUR 551, NUR 565.

2 semester credits

**NUR 701 Thesis Continuation**

2 semester credit

**NUR 702 Comprehensive Examination**

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

0 credits

**NUR 703 Scholarly Project**

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

3 semester credits

**NUR 899 Continuing Enrollment**

Registration in NUR 899 may be required by graduate students who are not otherwise enrolled in courses for an academic term, but who remain active in a program of study with intentions of completing the program of study for a graduate degree. The continued enrollment credit allows for extended work on the thesis or other capstone/culminating project or experience.

1-8 semester credits

**ALU 799 06 Graduate Studies Assessment-Nursing**

Graduate students register for ALU 799 06 the final term of their tenure in the program of study to meet the University and program assessment requirement as specified in the graduate section of the catalog.

0 semester credits

# Master's Program in Occupational Therapy

**FACULTY:** Anderson C (Academic Fieldwork Coordinator), Anderson T, Berg, 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, Suite 200, Bethesda, MD 20814-3449.



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

## Entry Level Occupational Therapy Degree Programs of Study

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

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

## Admissions Requirements

Applications can be found at the University of Mary website [www.umary.edu](http://www.umary.edu) and are accepted

online in the fall of each academic year until early January.

Students are required to complete the following:

### 1. Occupational Therapy pre-requisite courses

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

\* Note: Anatomy & Physiology (with lab) may be separate courses

### 2. Applicants for the 4 ½ year or 5 ½ year option must have completed or be enrolled in 6 of 9 required pre-requisite courses by January 2012. Applicants, who have a bachelor 's degree or an OTA degree, must have completed 8 of 10 required pre-requisite courses by January 2012.

### 3. Community Service and Volunteer Hours:

All hours must be documented and signed for using the University of Mary Volunteer Hours Verification Form available on the University of Mary website at [www.umary.edu](http://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](http://www.umary.edu)
5. A minimum cumulative GPA of 3.0 on a 4.0 scale and a minimum grade of "C" in all prerequisite course work. Students may retake pre-requisite coursework one time.
6. International students need to provide documentation that they have met all English language testing requirements as detailed in the International Student Admissions policy in an earlier section of this catalog.

## Rolling Admissions

If the class number does not reach the limit of 38 students, rolling admissions goes into effect. Students must meet all criteria previously outlined and participate in the formal interview process. Rolling admissions are considered until the first day of class in the fall. Applicants will be reviewed based on the time of submissions of a completed application.

## 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 bachelor's 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 bachelor's degree or OTA degree and those without a bachelor's 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 develop-

mental aberrations, and traumatic insult are included in the context of occupation and occupational therapy evaluation processes. Uses case stories for integration and application. This course uses web resources to enhance learning.

4 semester credits

#### **OTH 415 OT Issues II**

This course is a study of major trends and issues that impact the standards of occupational therapy practice and the delivery of occupational therapy services to persons in the early lifespan. These include, but are not limited to ethics, servant leadership development, occupational therapy management and marketing, supervision of personnel, collaboration with families and professionals, reimbursement and documentation, legislation, diversity, rural health, health promotion and wellness, and service delivery systems, models, and approaches. The course will cover topics and field experiences with emphasis on their relationship to occupation based practice for individuals and populations in early lifespan (infants, children, adolescents, young adults).

3 semester credits

#### **OTH 423 Group Leadership in Occupational Therapy: Early Lifespan**

Students enhance leadership abilities by modeling skills for planning, implementing, and reviewing outcomes of service with groups or populations. Emphasis is placed on providing effective interventions in a group setting with individuals in the early lifespan.

1 semester credit

#### **OTH 424 Fieldwork with Individuals in the Early Lifespan: Level I**

Level I Fieldwork is infused with several elements of the Occupational Therapy curriculum to promote synthesis of learning (ACOTE 2006 STANDARDS SECTION B: 10.11). Level I Fieldwork that is completed with specific segments of the lifespan is embedded into the occupational therapy curriculum in order to provide students the opportunity to discuss the impact of selecting occupations relevant to the client's occupational performance. Students enrolled in this course gain practical application with individuals from birth to age 21.

1 semester credit

#### **OTH 430 Application of Assistive Technology**

Advanced Applications of Assistive Technology will provide students with knowledge and skills in assessment, funding, and use of specific, complex technology available for clients with disabilities and occupational therapist/educators. These devices can be used to develop or enhance the educational, work leisure or self-care skills of individuals across the lifespan who have disabilities. They can also enhance the students' productivity through use of general information technologies (e.g. computers, telecommunications, and the internet) and to share information resources on disabilities, education, independent living, and health and wellness with the community.

3 semester credits

#### **OTH 431 OT Process and Developmental Conditions I: Early Lifespan**

In this course, students develop and integrate knowledge and skills related to the OT Process for persons in the early



lifespan with developmental conditions, such as genetic and chromosomal abnormalities, learning disabilities, intellectual disability, HIV / AIDS, and Infectious Conditions. Within the context of the Occupational Therapy Practice Framework and frames of reference guiding occupational therapy practice, students apply the occupational therapy process including evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. The course will integrate normal development, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process associated with children birth to five years of age, and with the above named and related developmental conditions.

4 semester credits

#### **OTH 432 OT Process and Developmental Conditions II: Early Lifespan**

In this course, students develop and integrate knowledge and skills related to the OT Process for persons in the early lifespan with musculoskeletal and general medical conditions, such as Osteogenesis Imperfecta, Muscular Dystrophy, Juvenile Rheumatoid Arthritis, respiratory conditions, limb abnormalities, and childhood cancers. Within the context of the Occupational Therapy Practice Framework and frames of reference guiding occupational therapy practice, students apply the occupational therapy process including evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. The course will integrate normal development, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process associated with children five to 21 years of age, and with the above named and related developmental conditions.

3 semester credits

#### **OTH 435 OT Process through Case Application: Early Lifespan**

In this course, students synthesize knowledge and skills related to the occupational therapy process as it relates to persons in the early lifespan through case application. Knowledge gained in courses in the first semester of the pediatric component of the OT education program is applied through problem-based learning, including video and paper cases, and client interaction. Students focus on professional skills, clinical reasoning, documentation, and application of frames of references and models of practice to the occupational therapy process.

1 semester credit

#### **OTH 436 OT Process through Case Application & Comprehensive Examination: Early Lifespan**

In this course, students synthesize knowledge and skills related to the occupational therapy process as it relates to persons in the early lifespan through case application. Knowledge gained in courses in the first and second semester of the pediatric component of the OT education program is applied through problem-based learning, including video or paper cases and client interaction. Students focus on professional skills, clinical reasoning, and application of frames of references and models of practice to the occupational therapy process. The course culminates in a comprehensive examination, consisting of a written (multiple choice and essay) and laboratory section.

1 semester credit

#### **OTH 441 OT Process with Neurological Conditions I: Early Lifespan**

In this course, students develop and integrate knowledge and skills related to the OT Process for persons in the early lifespan with neurological conditions, such as cerebral palsy, Autism Spectrum disorders, ADHD, DCD, feeding dysfunction, & nerve injuries. Within the context of the Occupational Therapy Practice Framework and frames of reference guiding occupational therapy practice, students apply the occupational therapy process including evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. The course will integrate normal development, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process associated with persons in the early lifespan with the above named and related developmental conditions, sensory processing disorders.

4 semester credits

#### **OTH 450 Functional Anatomy & Kinesiology I**

This is the first course of a two-part sequence in Functional Anatomy and Kinesiology. The course provides a detailed study of the science of human movement in the context of activity from biomechanical, neuromuscular and anatomical perspectives. Students will learn bony landmarks and the musculoskeletal system of the human body underlying occupational therapy assessment and intervention with a focus on the abdomen, back and shoulder. The course includes principles and methodology of posture, movement analysis, muscle strength testing, and joint range of motion testing. Students will learn muscle palpation, manual muscle testing, range of motion, and motion analysis. Models will be used to facilitate understanding musculoskeletal anatomy and assessment and its relationship to occupational performance. The use of case stories will introduce biomechanical principles associated with occupational performance.

4 semester credits

#### **OTH 451 Functional Anatomy & Kinesiology II**

This is the second course of a two-part sequence in Functional Anatomy and Kinesiology. The course provides a detailed study of the science of human movement in the context of activity from biomechanical, neuromuscular and anatomical perspectives. Students will learn bony landmarks and the musculoskeletal system of the human body underlying occupational therapy assessment and intervention, with a focus on the forearm, hand, head, neck and lower extremities. The course includes principles and methodology of body mechanics, movement analysis, muscle strength testing, and joint range of motion testing. Students will learn muscle palpation, manual muscle testing, range of motion, and motion analysis. Models will be used to facilitate understanding musculoskeletal anatomy and assessment and its relationship to occupational performance. The use of detailed activity analysis, case stories and problem-based learning will introduce clinical signs and symptoms associated with biomechanical disease and injury for integration into occupational performance. Students will demonstrate information literacy by recognizing the need for information and the ability to locate, evaluate, and effectively use necessary information as it relates to clients and occupational therapy.

4 semester credits



### **OTH 452 OT Process for Psychological Conditions: Early Lifespan**

In this course, students develop and integrate knowledge and skills related to the OT Process for persons in the early lifespan with psychological conditions, such as substance abuse, and mood, behavioral, anxiety, and eating disorders. Within the context of the Occupational Therapy Practice Framework and frames of reference guiding occupational therapy practice, students apply the occupational therapy process including evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. The course will integrate normal development, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process associated with persons in the early lifespan with the above named and related psychological conditions. 2 semester credits

### **OTH 461 Emerging Areas of Practice I**

This course provides a focused and in-depth exploration of two emerging areas of practice in occupational therapy service delivery. Students engage in focused study of theory and current evidence related to topics. Topics are determined by current trends in practice, student interest and faculty expertise and geographical practice considerations. 2 semester credits

### **OTH 462 Emerging Areas of Practice II**

This course provides a focused and in-depth exploration of two emerging areas of practice in occupational therapy service delivery. Students engage in focused study of theory and current evidence related to topics. Topics are determined by current trends in practice, student interest and faculty expertise and geographical practice considerations. 2 semester credits

### **OTH 507 Concepts and Practice of Research**

Addresses methods employed in conducting quantitative and qualitative research, development of the research proposal, and grantsmanship. Includes critique of research studies including various methodologies and application to informed practice decision making. 1 semester credit

### **OTH 508 Therapeutic Modalities and Essentials of Splinting**

Occupational therapist use physical agent modalities as an adjunct of therapy to enhance occupational performance. This course provides students with the theory and technical application of commonly used physical agent modalities as they relate to various clinical conditions throughout the lifespan. The course addresses the physical and biophysical changes that occur with the application of thermal or electrical agents. Students will use clinical reasoning to select and apply the appropriate agent to determine the body's response for indicated pathological conditions. This course also emphasizes the principles of orthotics and upper extremity prosthetics in occupational therapy. Students employ critical thinking skills to design and fabricate splints or other orthotics to attain intervention goals for selected clinical conditions across the lifespan. This course serves as evidence for certification in physical agent modalities. 2 semester credits

### **OTH 511 Seminar: Occupational Justice**

This course provides students with an opportunity for in-depth study of the principles of occupational justice which focuses on the human need for occupational involvement. Situations of occupational injustice, including occupational deprivation and occupational inequality are explored as well as the role of occupational therapy as advocate in occupational injustice. 1 semester credit

### **OTH 515 OT Issues III**

Major trends and issues, which impact the standards of occupational therapy, practice, and the delivery of occupational therapy services to the adult and older adult are emphasized. These include ethics, servant leadership development, occupational therapy management and marketing, supervision of personnel, collaboration with families and professionals, current reimbursement and documentation pertinent to adults and elders, managed care, legislation, diversity, rural health, health promotion and wellness, and service delivery systems. 3 semester credits

### **OTH 517 Implementation of Research Methods in Occupational Therapy**

In this course students implement the research methodology that was developed in their research proposal in OTH 507 Research Methods. Students will gather quantitative and/or qualitative data as outlined in the research proposal. Students will analyze the data and develop meaningful clinical conclusions from the analysis. 1 semester credit

### **OTH 523 Group Leadership in Occupational Therapy: Adults and Aging Adults**

Students refine leadership abilities by synthesizing skills such as planning, implementing, and evaluating outcomes; introspective analysis of self as therapeutic agent; and the impact of interpersonal dynamics within the group process. Emphasis is placed on providing effective interventions in a group setting with individuals who are adults or aging adults. 1 semester credit

### **OTH 524 Fieldwork with Individuals in the Adults or Aging Adult Lifespan: Level I**

Level I Fieldwork is infused with several elements of the Occupational Therapy curriculum to promote synthesis of learning (ACOTE 2006 STANDARDS SECTION B: 10.11). Level I Fieldwork that is completed with specific segments of the lifespan is embedded into the occupational therapy curriculum in order to provide students the opportunity to discuss the impact of selecting occupations relevant to the client's occupational performance. Students enrolled in this course gain practical application with individuals, adults, and older adults age 22 through senescence. 1 semester credit

### **OTH 535 OT Process through Case Application: Adult Lifespan**

In this course, students synthesize knowledge and skills related to the occupational therapy process as it relates to adults through case application. Knowledge gained in courses in the first semester of graduate year of the OT education program is applied through problem-based learning,

including video or paper cases and client interaction. Students focus on professional skills, clinical reasoning, documentation, and application of frames of reference and models of practice to the occupational therapy process. 1 semester credit

**OTH 536 OT Process through Case Application and Comprehensive Evaluation: Adult Lifespan**

In this course, students synthesize knowledge and skills related to the occupational therapy process as it relates to adults through case application. Knowledge gained in courses in the first and second semesters of graduate year of the OT education program is applied through problem-based learning, including video or paper cases and client interaction. Students focus on professional skills, clinical reasoning, documentation, and application of frames of reference and models of practice to the occupational therapy process. The course culminates in a comprehensive examination. The comprehensive examination consists of a written (multiple choice and essay) and a laboratory section. 1 semester credit

**OTH 541 OT Process with Neurological Conditions I Adult Lifespan**

In this course, students develop and integrate knowledge and skills related to the OT Process for persons in the adult lifespan with neurological conditions including Cerebrovascular accident, Spinal Cord Injury, Traumatic Brain Injury and others. Within the context of the Occupational Therapy Practice Framework and frames of reference guiding occupational therapy practice, students apply the occupational therapy process including evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. The course will integrate concepts of neuroscience, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process. 3 semester credit

**OTH 542 OT Process with Neurological Conditions II: Adult Lifespan**

In this course, students develop and integrate knowledge and skills related to the OT Process for persons in the adult and older adult lifespan with neurological conditions including Alzheimer's disease, Parkinson's disease, Multiple Sclerosis, and others. Within the context of the Occupational Therapy Practice Framework and frames of reference guiding occupational therapy practice, students apply the occupational therapy process including evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. The course will integrate concepts of neuroscience and the aging brain, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process. 3 semester credits

**OTH 552 OT Process with Psychological Conditions: Adult Lifespan**

In this course, students develop and integrate knowledge and skills related to the occupational therapy process for persons in the adult and later lifespan with psychological conditions, including mood disorders, anxiety disorders, substance use disorders and others. Within the context of the Occupational

Therapy Practice Framework and frames of reference guiding occupational therapy practice, students apply the occupational therapy process including evaluation (occupational profile, analysis of occupational performance), intervention (plan, implement and review), and outcomes. This course will integrate normal development, human health conditions, assessment tools, models of practice and frames of reference into the occupational therapy process. 3 semester credits

**OTH 560 Therapeutic Use of Self**

Students in this course address a unique aspect of service delivery. The focus of coursework is based on the holistic nature of health which is achieved by incorporating physical, mental, emotional and spiritual dimensions of each individual. Students build on their personal insight as a means of developing a value complex essential for delivery of future intervention with individuals, groups and/or populations. Opportunity exists for the student to engage in discussion, projects and field experience as a methodology to personally evaluate appropriate therapeutic use of self. 1 semester credit

**OTH 561 OT Process with Orthopedic and Musculoskeletal Conditions: Adult Lifespan**

In this course, students develop and integrate knowledge and skills related to the OT Process for persons in the adult lifespan with orthopedic and musculoskeletal conditions such as, amputation, hip fractures, hip replacements, and back pain. Within the context of the Occupational Therapy Practice Framework and frames of reference guiding occupational therapy practice, students apply the occupational therapy process including evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. The course will integrate normal adult development, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process. 2 semester credits

**OTH 562 OT Process with Medical Conditions: Adult Lifespan**

In this course, students develop and integrate knowledge and skills related to the OT Process for persons in the adult lifespan with medical conditions such as, rheumatoid arthritis, fibromyalgia, cancer, and cardiac dysfunctions. Within the context of the Occupational Therapy Practice Framework and frames of reference guiding occupational therapy practice, students apply the occupational therapy process including evaluation (occupational profile, analysis of occupational performance), intervention (plan, implementation, and review), and outcomes. The course will integrate normal adult development, human health conditions, assessment tools, theories, models of practice, and frames of reference into the OT process. 3 semester credits

**OTH 563 Emerging Areas of Practice III: International Experience**

This course provides a focused and in-depth exploration of an emerging area of practice in occupational therapy service delivery. Students engage in providing general service as

well as occupational therapy services to individuals who are underserved through an international experience.  
2 semester credits

#### **OTH 565 Statistics**

Effective occupational therapists, teachers, and administrators must have a basic understanding of the application of statistical concepts and procedures utilized in conducting research. Students develop an understanding of descriptive and inferential statistics for the purpose of statistically analyzing and interpreting research findings.  
4 semester credits

#### **OTH 615 Advanced OT Issues**

This course is designed to help students integrate practice experience from Level II Fieldwork with theoretical knowledge learned during previous didactic coursework (theory, human occupation, human health). Students engage in learning opportunities designed to facilitate professional leadership necessary to effect change and to prepare for indirect service role functions.  
1 semester credit

#### **OTH 617 Dissemination of Occupational Therapy Research**

In this course, students will disseminate their research, which was completed in OTH 507 Concepts of Research and OTH 517 Implementation of Research Methods. The research study concludes with a written article, which is suitable to submit for publication and a formal presentation for the university and professional communities. Students integrate and synthesize the results of the Master's Directed Study to generate an article suitable to submit for publication in a scholarly journal appropriate to the topic of study. In addition, students create a professional presentation based on their research study for a scholarship colloquium for the university and professional communities.  
1 semester credit

#### **OTH 680 Fieldwork Seminar**

This seminar is designed to prepare students for the transition from the academic setting to clinical fieldwork settings. Content includes, but is not limited to, development and synthesis of professional behaviors, self-assessment skills, strategies for success, and the supervisory process that will be encountered during the Level II fieldwork experiences. Policies and procedures for Level II fieldwork will be emphasized. Students will discuss various aspects of their Level I fieldwork and review OT's role in the delivery of OT services for individuals in a variety of practice settings.  
1 semester credit

#### **OTH 682 Level II Fieldwork**

This fieldwork allows students to be actively involved in the process of transition from the student role to that of the entry level occupational therapy practitioner. 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 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 Fieldwork**

This 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. 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 states. Students will be expected to apply theoretical knowledge learned in the classroom to the practice environment with individuals and populations. Prerequisite: Students must be enrolled in the professional occupational therapy education program and must have successfully completed occupational therapy and support coursework leading to eligibility for Level II Fieldwork.  
8 semester credits

#### **OTH 685 Graduate Seminar**

Students engage in special study and discussion through use of case method learning that integrates graduate competencies, Benedictine values, and experiential learning. Each student prepares a case story based on a real life experience with a service recipient that occurred while on required fieldwork. Focus is on analysis and synthesis of experiences as related to servant leadership and to emerging as a healthcare practitioner. Each student facilitates small group and large group peer discussions to engage in professional reasoning and outcome evaluation based on a case story and domains and processes of an occupational therapy framework.  
1 semester credit

#### **OTH 899 Continuing Enrollment**

Registration in OTH 899 may be required by graduate students who are not otherwise enrolled in courses for an academic term, but who remain active in a program of study with intentions of completing the program of study for a graduate degree. The continued enrollment credit allows for extended work on the thesis or other capstone/ culminating project or experience.  
1-8 semester credits

#### **ALU 799 Graduate Studies Assessment**

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

# Master's Program in Respiratory Therapy

**FACULTY:** Beachey (Director), Hughes, Sperle

## Program Overview

The Professional Master of Science in Respiratory Therapy offers individuals with baccalaureate degrees in disciplines other than respiratory therapy the opportunity to complete the professional component of the respiratory therapy program for graduate credit and enter practice with advanced preparation. In addition to a baccalaureate degree, applicants must also meet the respiratory therapy program's math and science prerequisites. The Master of Science curriculum encompasses the baccalaureate professional respiratory therapy curriculum, which consists of 70 credit hours, 37 hours of which are courses offered at the graduate level. Upon successful completion of the professional curriculum graduates are eligible to sit for state licensing and national credentialing examinations offered by the National Board for Respiratory Care, leading to the Registered Respiratory Therapist (RRT) credential.

The Master of Science in Respiratory Therapy provides graduates with accelerated mobility into leadership roles, such as healthcare education coordinators, clinical instructors, clinical team leaders, assistant managers, or specialty therapists. Each student chooses one of three major specialty areas in which to concentrate: (1) a patient care or diagnostic area; (2) an education focus (for example, respiratory care classroom/ lab/clinical teaching and testing); (3) a management focus (such as respiratory care departmental management and leadership experiences).

## Mission

The mission of the Respiratory Therapy Education Program is to prepare students at the graduate level to become competent registered respiratory therapists who think critically; engage in evidence-based practice; function as expert resources to physicians and other health-care professionals; assume leadership roles in academia and practice; and interact respectfully and compassionately with others, regardless of cultural background, values and lifestyles.

## Outcomes

Upon completion of the Master of Science in Respiratory Therapy, graduates will be able to:

- Demonstrate knowledge of the physiological bases for all therapeutic interventions and diagnostic procedures in all areas of respiratory therapy practice
- Demonstrate proficiency in implementing all respiratory therapy treatment and diagnostic procedures
- Demonstrate proficiency in interpreting physical exam findings, cardiopulmonary monitoring data, laboratory data, and diagnostic imaging information
- Demonstrate problem solving and critical thinking skills as consultants to physicians and other healthcare personnel in developing cardiopulmonary care strategies
- Demonstrate proficiency in establishing an evidence base for best practice through research and the critique and interpretation of the professional scientific literature
- Demonstrate knowledge of the ethical obligations and responsibilities of healthcare professionals and institutions
- Demonstrate knowledge of the legal, social and economic environments in which healthcare institutions function
- Demonstrate effective cross-cultural human interaction skills in the healthcare setting and the broader community
- Demonstrate knowledge of current issues and trends in healthcare, including public policy, healthcare access and reimbursement issues
- Demonstrate proficiency in oral and written communication, including the preparation of a manuscript suitable for submission to a peer-reviewed scientific journal
- Educate patients and the general public in matters of cardiopulmonary health and chronic disease management
- Develop a healthcare related research proposal that meets requirements for institutional review board approval
- Demonstrate advanced knowledge in one of three specialization areas in respiratory



therapy: (1) professional education; (2) hospital department administrative leadership; or (3) a clinical specialty practice area.

## Accreditation Status

The Respiratory Therapy Program is accredited by the Commission on Accreditation for Respiratory Care (CoARC), 1248 Harwood Road Bedford, Texas 76021-4244, telephone (817) 283-2835.

## Admissions Requirements

The application deadline is February 15 each year. Applicants for admission to the Professional Master of Science in Respiratory Therapy degree must meet the following minimum qualifying criteria:

1. Earned baccalaureate degree from a regionally accredited college or university with an overall college grade point average (GPA) of 3.00 or higher
2. Admission to the University of Mary Graduate Studies
3. A 3.00 or higher GPA in the respiratory therapy program's prerequisite pre-professional courses in math, biology, chemistry, physics, pharmacology, ethics, English (communication) and social sciences, with no individual course grade below a "C."
4. Three letters of reference from the applicant's undergraduate professors or academic counselors who are in a position to judge the applicant's written communication proficiency and ability to perform graduate level work.

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

- General Inorganic Chemistry (two semesters)
- Microbiology
- College Algebra
- Ethics
- Introduction to Physics
- Human Anatomy and Physiology (two semesters)
- Pharmacology

Upon meeting preliminary qualifying criteria, applicants are eligible for a respiratory therapy admissions interview. Admissions decisions are based academic GPA, references, and the interview score.

## Rolling Admissions

If the class number does not reach its maximum capacity by the application deadline, a rolling admissions policy will be followed. Students must meet all criteria previously outlined and participate in the formal interview process. Rolling admissions are considered until the first day of class in the fall. Applicants will be reviewed based on the time of submissions of a completed application.

## Course Descriptions

### RTH 301 Introduction to Respiratory Care

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

### RTH 305 Basic Procedures

This course emphasizes the theory and practice of current respiratory care modalities including basic monitoring and testing techniques. Topics include infection control; aerosol and humidity therapy; medical gas therapy; cardiopulmonary pharmacology; physical assessment; volume expansion and bronchial hygiene therapy; airway management; and arterial blood gasses.  
6 semester credits

### RTH 307 Basic Procedures Laboratory

Laboratory practice in the basic respiratory care modalities, and the testing and monitoring procedures covered in RTH 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 (approximately 320 hours) over the last eight weeks of the senior year. Prerequisites: completion of all previous program clinical requirements.  
8 semester credits

#### **RTH 430 Clinical Practicum II**

Supervised clinical experience in the therapeutic modalities and procedures cover in RTH 436 and 438 (adult critical care and pulmonary function). Proficiency in each area is required to progress in the program. Participation in the American Lung Association's Asthma Camp is required. Meets in the summer session 40 hours per week for 6 weeks. Prerequisites: RTH 436; 438.  
5 semester credits

#### **RTH 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 healthcare resources from disease identification and treatment to disease prevention and health enhancement. The premise is that healthcare professionals have a responsibility to influence people to make healthful lifestyle decisions, and to help build cultures supportive of healthful living. Students are introduced to strategies for promoting health both professionally and personally. Prerequisite: Enrollment in final semester of the professional program.

2 semester credits

#### **RTH 526 Human Diseases I**

A study of the diagnosis, treatment and management of cardiopulmonary disorders in the adult. Emphasis is placed on understanding the essential mechanisms of disordered function and the rationale for therapeutic intervention.

4 semester credits

#### **RTH 535 Clinical Cardiopulmonary Physiology**

This course focuses on the application of cardiopulmonary and renal physiological concepts in the clinical setting. Physiological compensatory mechanisms and the interactive role of the cardiopulmonary and renal systems are covered. Emphasis is placed on using theoretical concepts to guide interpretation of physiological data (such as blood gases and calculations of various physiological indices) and to solve hypothetical clinical problems.

6 semester credits

#### **RTH 536 Critical Respiratory Care**

This course focuses primarily on managing and monitoring mechanically assisted ventilation in the adult in the intensive acute care setting. Areas of inquiry include: (1) determination of the need for mechanical ventilatory assistance, (2) beneficial and adverse effects of mechanical ventilatory assistance in various pathologies, (3) implementation, management, and the monitoring of mechanical ventilatory assistance, and (4) the general operating principles and capabilities of mechanical ventilators. Emphasis is placed on using physical assessment skills and various physiological monitoring data to guide the management of the critically ill patient.

5 semester credits

#### **RTH 611 Respiratory Therapy In Alternate Sites**

This course addresses respiratory therapy in non-acute care sites, including outpatient, long-term and home care settings. Areas covered include discharge planning, psycho-social implications of chronic cardiopulmonary

disease, respiratory care plan development, patient education, disease management, pulmonary rehabilitation, and third party reimbursement issues. Guest lecturers contribute substantially to the course.

2 semester credits

#### **RTH 616 Pediatric and Neonatal Respiratory Care**

This course focuses on respiratory care practice unique to pediatric and newborn populations. Topics covered include developmental anatomy and physiology, congenital anomalies and problems of prematurity that affect cardiopulmonary function, diagnosis, pathophysiology and treatment of cardiopulmonary diseases, newborn intensive care, mechanical ventilation and physiologic monitoring. Unique aspects of neonatal mechanical ventilators are covered in a laboratory setting.

3 semester credits

#### **RTH 618 Departmental Leadership**

An overview of leadership focusing on the traits every leader should develop, and the impact leadership can have on your profession. Career development is also discussed; concentrating on job searching, resume writing, and interviewing skills.

2 semester credits

#### **RTH 622 Clinical Cardiopulmonary Assessment**

This course emphasizes the integration of physical findings, the patient interview, the medical record, and diagnostic testing data in the assessment of cardiopulmonary status. Development of an assessment based respiratory care plan and its systematic evaluation is a major focus. Diagnostic testing areas include basic laboratory and electrocardiogram interpretation, advanced pulmonary function testing and chest x-ray interpretation. Case studies are used.

5 semester credits

#### **RTH 628 Respiratory Care Specialty**

Each student chooses one of three major specialty areas in which to concentrate for this spring capstone experience: (1) a patient care or diagnostic area; (2) an education focus, i.e. respiratory care classroom/lab/clinical teaching and testing; (3) a management focus, i.e. respiratory care departmental management and leadership experiences. The course is completed over the last eight weeks of the final semester and includes practical experience. The research project identified in the prior semester (RTH 650) culminates in a written scientific paper suitable for submission to a peer-reviewed scientific journal.

8 semester credits

#### **RTH 650 Research in Respiratory Care**

This course focuses on the importance of research and evidence-based medicine in the field of respiratory therapy, and the basic knowledge needed to critically evaluate published research. Several reflection papers and a research proposal, complete with a literature review are course requirements. Students gain experience in identifying and developing appropriate research questions, developing research hypotheses, and writing a formal research proposal for approval by the Institutional Review Board. Work on the research project extends into the spring term as part of the student's RTH 628 capstone experience.

2 semester credits

**RTH 652 Health Promotion and Disease Prevention**

This course offers an overview of various health related topics, including the illness-wellness continuum, the dimensions of health and the health promotion process. Students are introduced to strategies for incorporating health promotion into their professional and personal lives. Emphasis is placed on development of health promotion practices that can be incorporated into a community setting.

2 semester credits

**RTH 899 Continuing Enrollment**

A student who has completed all coursework required by his/her degree plan and who has registered for the capstone course and who does not complete the capstone project during the term in which he/she is registered must register for RTH 899–Continuing Enrollment for each subsequent term (fall, summer, spring) until the capstone project is successfully completed. If the student fails to register, he/she will be withdrawn from candidacy for the master of science degree in respiratory therapy.

1 semester credit

**ALU 799 Graduate Studies Assessment**

Graduate students register for RTH 999 the final term of their tenure in the program of study to meet the University and program assessment requirement as specified in the graduate section of the catalog.

0 semester credits



# Doctor of Physical Therapy

**FACULTY:** Allen, Dockter (Program Director), 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, yet collaborative, practitioners for the profession of physical therapy. All students are required to complete a bachelor's degree prior to admission into the 32-month professional phase of the program. The professional curriculum consists of unique experiences provided within a supportive healthcare community including an optional service-learning experience in Guatemala 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 20-25 hours per week in class with additional hours spent on related projects. Distinct clinical education experiences, each 8 weeks in length, are placed at the end of the first year; end of the second year and two separate experiences at the end of the on-campus program. 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 evidence based examination and interventions to manage patient and client conditions.
- Practice autonomously and collaboratively and recognize when a problem or need is outside the scope of physical therapist practice.
- Effectively communicate in verbal, non-verbal, written and electronic formats with all stake-holders.

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

## Accreditation

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

## Graduate Outcomes

Students in the University of Mary Program in Physical Therapy benefit from small class sizes and personal interaction with faculty. The average graduation rate over the past 3 years (2010-2012) was 97.1%. Upon completion of the program, students are prepared to take the National Physical Therapy Examination (NPTE) administered by the Federation of State Boards of Physical Therapy (FSBPT).

The overall 3 year pass rate (2009-2011) was 98.8% and the average first time pass rate over the past 3 years (2009-2011) was 91% which was above the national average.

One hundred percent of graduates are employed as physical therapists in a variety of settings across the nation.

## Mission of the Program in Physical Therapy

The mission of the University of Mary Department of Physical Therapy is to prepare autonomous and collaborative practitioners who are leaders in service through evidence-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](http://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.

## Core Requirements

Human Anatomy and Physiology I  
Human Anatomy and Physiology II  
Lifespan or Developmental Psychology  
Abnormal Psychology  
Fundamentals of Chemistry  
OR General Inorganic Chemistry I  
Introduction to Organic & Biochemistry  
OR General Inorganic Chemistry II  
Introduction to Physics  
Intermediate Physics

## 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](mailto: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
- Cumulative GPA of 2.75 on all undergraduate college work on a 4.0 scale
- Cumulative GPA of 3.0 on all core requirements and a minimum of a 2.0 on any course.
  - A candidate may retake any core course one time. The higher of the two grades will be used when calculating the core requirement GPA. -- No more than two (2) retakes in the core requirements will be considered.
- Completion of a bachelor's degree by the time of admission into the professional program.

### Clinical Observation or Work Experience Requirement

The candidate must complete 40 hours of volunteer or paid experience with one or more licensed and practicing physical therapists. It is highly recommended that the hours occur in more than one area of clinical practice. The clinical experience hours must have taken place within two years of the application deadline. For each clinical experience, the student and the supervising physical therapist complete a Clinical Experience Form. These forms are available on the PTCAS website.

### Letters of Recommendation

Applicants must have two letters of recommendation describing the applicant's suitability for the physical therapy profession.

### Early Admission

A selected group of high school seniors may apply for early enrollment into the program.

The number is determined on a yearly basis. Applicants for early enrollment must be outstanding in their own high schools; having at least a composite score of 24 on the ACT or a GPA of 3.5. A member of the PT faculty interviews these students prior to their early acceptance. Students accepted for this program sign an agreement detailing specific requirements.

### Rolling Admissions

If the class number doesn't reach full capacity, rolling admissions comes into effect. Qualified applicants on PTCAS who did not originally interview will be invited to interview. Students must meet all criteria previously outlined and participate in a formal interview process. Applications are considered until the first day of class in the fall.

## Evaluation and Grading

The program uses a variety of teaching methods including lectures and discussion, laboratory activities, service learning, student presentations, and integrated clinical experiences. Competency and proficiency are determined by written, 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.

## Doctor of Physical Therapy Curriculum

### ■ Year One

#### Fall Semester

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

*\*Leadership, Administration, Management, Professionalism*

### Spring Semester

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

### May/June

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

### July/August

PTH 501	Clinical Education I (8 wks)	6
<b>Semester Credits</b>		<b>14</b>

### ■ Year Two

#### Fall Semester

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

#### Spring Semester

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

### May/June

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

PTH 603	SOLE	1
PTH 751	Diagnostic Imaging	1
PTH 405	Anatomy and Histology	6
PTH 815	Clinical Inquiry II	2
PTH 821	Manual Therapy	3
PTH 823	Sports Medicine Elective	1
<b>Semester Credits</b>		<b>13 or 14</b>

## ■ Year Three

### Fall Semester

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

### Spring Semester

PTH 850	Clinical Education III (8 wks)	6
PTH 852	Clinical Education IV (8 wks)	6
<b>Semester Credits</b>		<b>12</b>
<b>Total Semester Credits</b>		<b>127</b>

## Curriculum Descriptions

### ■ First Year: First Semester

#### PTH 405 Anatomy and Histology

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

6 semester credits

#### PTH 407 Physiology of Rehabilitation

The physiology of the neurological, musculoskeletal, cardiovascular, and renal systems is the focus of this class. Special emphasis is given to the functions of the neurological and musculoskeletal systems during exercise and motor control. Intermediary metabolism is presented in terms of the conversion of chemical energy to mechanical and heat energy during exercise. Oxygen and carbon dioxide transport in healthy and sedentary/pathological subjects are presented in relationship to diffusion capacity, blood flow changes, work capacity, and training adaptations. Special attention is given to the response of the heart during exercise and blood pressure changes. The pulmonary and renal regulation of total body acid – base will also be a focus of this course.

3 semester credits

#### PTH 409 Kinesiology and Pathomechanics

This course covers the study of joint and muscle function applying the principles of biomechanics and motion to both normal and pathological populations including gait and gait analysis, posture and posture analysis. Students compare pathological movement to normal and analyze the probable causes. Laboratory study includes palpation of surface anatomy, application of biomechanical theory and muscle function to normal and pathological movement. Students will

receive an introduction to manual therapy including non-thrust techniques to the extremities and spine.

4 semester credits

#### PTH 411 LAMP I

This introductory course stresses transcurricular components of Leadership, Administration, Management, and Practice (LAMP). Because this is a first-semester, first-year course, all elements are introduced to provide students the knowledge to integrate skills learned into the remainder of the curriculum. The components are covered under the major areas of communication (written and oral), safety, teaching/education in physical therapy, research and professionalism.

4 semester credits

#### PTH 413 Musculoskeletal Assessment I

This course focuses on examination of muscle strength through manual muscle testing and joint range of motion through goniometry. Students learn to identify impairments by comparing the results of their examination to normal values. Students apply their examination results to evaluate problems that can occur from limited motion and muscle strength.

1 semester credit

### ■ First Year: Second Semester

#### PTH 434 Neuroscience

This course is a detailed study of the central and peripheral nervous systems. The course will cover the basic gross anatomy, cell biology, physiology, development and support systems of the nervous system. Motor, sensory and autonomic systems will be covered, along with the effects of injury to these systems. The course will finish with the study of specific regions of the nervous system, examining their specific functions and the impairments seen after an injury.

3 semester credits

#### PTH 438 Procedural Interventions I

The course emphasizes the theory, indications, contraindications, clinical decision making, and the safe application of physical agents including heat, cold, hydrotherapy, electrotherapy, traction, compression, and soft tissue mobilization. Students will also have the opportunity to practice physical agents in a clinical setting.

4 semester credits

#### PTH 442 Pathophysiology

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

3 semester credits

#### PTH 450 Pharmacology

This course covers the basics of pharmacology for physical therapists. The course includes the basis of pharmacothera-



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

3 semester credits

#### **PTH 462 Musculoskeletal Assessment II**

The course is an introduction to orthopedic evaluation skills in neuromusculoskeletal assessment. Emphasis is on basic evaluation techniques in orthopedic and manual physical therapy with an introduction to special test diagnostic accuracy and interpretation. It provides the foundation for selection of appropriate assessment and treatment planning in orthopedics. Students learn an algorithm approach to screening, examination, and evaluation which all involve a critical thinking process to establish an orthopedic impairment based physical therapy diagnosis.

3 credit hours

#### **PTH 475 Integrated Clinical Education Experience I**

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

1 semester credit

### **■ First Year: May/June Session**

#### **PTH 530 Introduction to Client Management**

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

1 semester credit

#### **PTH 537 Procedural Interventions II**

This course introduces the student to the theory and practice of therapeutic exercise including active and passive range of motion, proprioceptive neuromuscular facilitation, stretching, manual therapy, strengthening, and aerobic exercises.

3 semester credits

#### **PTH 555 Physical Assessment**

This course implements the psychomotor and clinical decision making skills of physical screening, examination, and evaluation for the neurological, lymphatic, HEENT, musculoskeletal, cardiovascular, and integumentary systems. The concept of differential diagnosis and responsibility to conduct medical screening will be addressed through appropriate identification, selection, and prioritization of clinical signs and systems. The course prepares students for their primary

care role by increasing their ability to evaluate and interpret system assessment data while determining the parameters to refer and treat.

3 semester credits

#### **PTH 560 LAMP II**

This course prepares students to be successful in their first clinical internship and covers topics such as regulatory and legal issues in healthcare specific to physical therapists including supervision rules, reimbursement, HIPAA, clinical education assessment and conflict resolution. In addition, students will prepare for their first clinical experience by completing necessary paperwork, immunizations, and background checks.

3 semester credits

### **■ First Year: July/August**

#### **PTH 501 Clinical Education I**

##### **8 week clinical education experience**

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

6 semester credits

### **■ Second Year; Fall Semester**

#### **PTH 575 Integrated Clinical Education Experience II**

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

1 semester credit

#### **PTH 612 Orthopedic Management I**

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

observation and application experience and present a case study that highlights concepts of collaborative practice within the context of practicing evidence based orthopedic physical therapy.

5 semester credits

#### **PTH 615 Clinical Inquiry I**

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

2 semester credits

#### **PTH 623 Motor Control**

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

4 semester credits

#### **PTH 627 Psychosocial Management**

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

2 semester credits

#### **PTH 631 Cardiopulmonary Management I**

This course presents the central and peripheral cardiovascular system in a cellular through system format. Emphasis will be placed on the evaluation, screening, and diagnosis regarding impairment and function. Use of the pulmonary function tests, arterial blood gas analysis, oximetry, expired gas analysis, and electrocardiogram for baseline testing and subsequent monitoring is presented to include both test performance and clinical utilization. Focus is on recognition, interpretation, clinical utilization and application of examination data.

3 semester credits

#### **PTH 635 Integumentary Management**

This course emphasizes the examination, evaluation, diagnosis, prognosis, plan of care, and intervention of wounds as well as amputation/prosthetic care. The student synthesizes the knowledge of the disease process with rehabilitation management. The student collaborates with healthcare

professionals to gain hands-on experiences working with patients with wounds and amputations.

2 semester credits

### **■ Second Year; Spring Semester**

#### **PTH 613 Orthopedic Management II**

This course establishes an evidence based practice approach for patient/client management of disorders related to the spine and temporomandibular joint (TMJ). Emphasis is placed on the examination, evaluation, and differential diagnosis of these disorders. This course also exposes the students to the medical management of orthopedic conditions through the perspective of area physicians. Special attention is placed on the workplace management of the occupational health disorders including ergonomics, work hardening/work conditioning and functional capacity evaluations. In addition, students are exposed to pathology that is unique to or more prevalent in women and/or men such as prenatal and postpartum care, prostate issues, pelvic floor dysfunction, and arthritic conditions. Laboratory study includes advanced evaluation and intervention of therapeutic exercise and manual therapy including thrust and non-thrust techniques of the spine and TMJ.

4 semester credits

#### **PTH 624 Neurological Management**

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

3 semester credits

#### **PTH 632 Cardiopulmonary Management II**

The student, already having a solid knowledge base of the cardiopulmonary system and assessment techniques (PTH 631), will advance their intervention and management strategies for a patient population having impaired pulmonary and cardiac function. Guidelines involving cardiac and pulmonary rehabilitation programs and secondary prevention programs will be augmented as per the American Association of Cardiovascular and Pulmonary Rehabilitation and American College of Sports Medicine (ACSM). The course is divided into two major segments: Cardiac and Pulmonary Disease Management. The majority of the training will occur outside of the classroom with healthcare professionals treating patients in a variety of clinical settings and involving a multidisciplinary approach.

3 semester credits

#### **PTH 638 Pediatric Management**

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

3 semester credits

**PTH 644 Geriatric Management**

This course provides information on current issues that impact healthcare delivery for the older adult population. Theory of normal aging processes, sociocultural, environmental factors, psychosocial issues, and systemic changes are discussed in relation to health promotion, prevention and wellness, optimal daily function, and quality of life. Collaboration with other healthcare providers, the community, and family resources are addressed. The Benedictine values, particularly respect for person and hospitality are stressed as essential to the development of a therapeutic environment. A service learning component is included to offer the student a "hands-on" opportunity to work with an elderly person while developing a relationship with and assisting the person to achieve a healthy lifestyle.

3 semester credits

**PTH 675 Integrated Clinical Experience III**

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

1 semester credit

**■ Second Year: May/June****PTH 700 Clinical Education II**

(8 weeks clinical education experience)

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

6 semester credits

**■ Second Year: July/August****PTH 603 Service Oriented Leadership Experience**

This course focuses on contributions individuals make beyond their professional role. It will enable students to begin to internalize their role as a service-oriented citizen and healthcare professional. Students will explore the physical therapist's role as a servant leader by actively engaging in the APTA Core Values of altruism, compassion/caring, and social responsibility while providing culturally competent services to an underserved population. Beginning with a broad view of cultural competency and servant leadership, students will then narrow the scope to specifically discuss issues related to either the social-political issues in Guatemala and the history and mission of the GOD'S CHILD Project; or local societal issues affecting underserved people of our region specific to the student's servant leadership project of choice. Students will then collaborate with an agency in order to develop a proposal for a service learning project locally, regionally, or internationally that will take place during the fall of the 3rd year and may include an experience in Guatemala or work with disadvan-

tagged, underserved, or cross-cultural populations. Outcomes will be achieved through independent study and reading, group discussion, peer presentations, and self-reflection.

1 semester credit

**PTH 751 Diagnostic Imaging**

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

1 semester credit

**PTH 815 Clinical Inquiry II**

The students will organize and present case studies of selected patients from their second clinical education experience (May/June Second year). The student will compose his/her research manuscript during this course; make a 15-minute oral presentation at the Annual Allied Health Scholarship Colloquium (the end of Spring semester third year).

2 semester credits

**PTH 821 Manual Therapy**

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

3 semester credits

**Electives (Choose One: PTH 823, 827, or 829)****PTH 823 Sports Medicine Elective**

This course covers advanced sports injury concepts with special emphasis involving traumatic injury examination with on field injury management. Knowledge, skills, and abilities needed to work in this specialized area of sports medicine include taping, bracing, injury prevention, spine injury, spinal immobilization, head injury assessment, sports equipment evaluation, integumentary management, biomechanical analysis, return to sports testing, and nutrition. The purpose of the elective is to provide the physical therapist student with an opportunity to develop beginning skill sets in sports physical therapy while advancing their competency in the management of both on and off-field athletic injuries.

3 semester credits (1 summer / 2 fall)

**■ Third Year: Fall Semester****PTH 801 Leadership and Professionalism III**

This course emphasizes the Leadership and Professionalism aspects of LAMP (leadership, administration, management, and professionalism). Students explore and experience lead-

ership and professionalism as they become more familiar with the broader healthcare environment and the controversial issues relating to the physical therapist profession. Included topics are physical therapists as consultants, clinical educators, agents of change via legislation and the APTA House of Delegates. Included in this course is the option of an experience in a third world country or a local service learning project. This course also allows students the opportunity to practice skills gained during the professional program. Under the guidance and supervision of full-time academic faculty, students will spend time at the University of Mary pro bono clinic. Students will practice clinical teaching skills by mentoring second year students. Students will also engage in administrative duties by managing all aspects of the clinic; and will collaborate with their peers on a committee that is in charge of marketing, supplies, scheduling, quality control, policies and procedures, or budgeting/reimbursement. In addition, students will put into practice self and peer assessment, evidence-based care, and professionalism.

3 semester credits

#### **PTH 803 Administration & Management LAMP IV**

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

4 semester credits

#### **PTH 805 Advanced Patient Management**

This class is a problem based capstone class for physical therapy management of patient cases. Special emphasis will be placed on screening for differential diagnosis, management of comorbidities, and integration of other diagnostic information. Students will work in groups with a faculty mentor to develop an evidenced based management plan based on their interpretation of screening and examination. They will synthesize the information and develop a management plan, which includes all aspects of patient care. Students also present a case study from their summer clinical education experience. Finally, students will complete a directed study in differential diagnosis with regular testing. Lab and written comprehen-

sive testing is included in this course. The service learning portion of this course will be to serve as lab instructors for beginning anatomy and kinesiology courses.

6 semester credits

#### **PTH 827 Women's Health Elective**

This course further prepares students for practice in women's health. A variety of women's health conditions will be studied in greater depth and students will practice examination and intervention techniques. Students will be introduced to pelvic floor examination and intervention. In addition, students will be exposed to other aspects of women's health patient care management including marketing, reimbursement, and professional development. This elective is considered beyond entry-level.

3 semester credits

#### **PTH 829 Pediatric Elective**

This course will further prepare students for practice in pediatrics. Childhood onset/acquired movement disorders will be studied in greater depth to allow for knowledge translation of current evidence based practice specific to the areas of examination, evaluation, intervention, and communication/coordination for individuals across the lifespan. Students work directly with individuals with childhood onset/acquired movement disorders, and their families and develop a capstone study project related to the experience.

3 semester credits

### **■ Third Year: Spring Semester**

#### **PTH 850 & 852 Clinical Education III and IV**

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

12 credits (2 experiences @ 8 weeks each)

#### **PTH 999 Graduate Studies Assessment**

Graduate students register for PTH 999 the final term of their tenure in the program of study to meet the University and program assessment requirement as specified in the Graduate Catalog.

0 semester credits



# Personnel

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Business Owner, United Community Bank  
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**Roger Thomas (M.A.)**  
Athletic Director

Vacant position  
Vice President for Financial Affairs

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Head Men's Basketball Coach  
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B.S.N., Mercy College  
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Network Manager/Administrator

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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

**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)**

Transfer Admissions Representative

**Eric Winiger (2012)**

User Services Specialist

**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 Payroll and Benefits  
B.S., M.Mgt., University of Mary

**Douglas Zottnick (1979)**

Director of Accounting Services  
B.S., University of Mary

**Administrative Staff****– Distance Sites/Programs****Rachael Brash (2008)**

Online Coordinator, Centers for  
Accelerated and Distance Education  
B.A., Concordia College  
M.Ed., Northern Arizona University

**Elizabeth Christy (2012)**

Online Recruiter, Centers for Accelerated  
and Distance Education  
A.S., B.S., Rasmussen College  
M.B.A., Benedictine University

**Christina Collins (2012)**

Director of Residence-Rome Campus  
B.A., B.A., College of Charleston

**Christopher D. Collins (2012)**

Academic Coordinator-Rome Campus  
B.A., B.S., College of Charleston  
M.A., Ph.D. (ABD), Ave Maria University

**Mark Haugen (2007)**

Distance Education Advisor  
Centers for Accelerated and Distance Education  
B.S., M.Ed., University of Mary

**Karen Houchins (2005)**

Kansas City Center Site Director,  
Nursing & Business  
Centers for Accelerated and Distance Education  
Gard's School of Business

**James Jones, Ph. D.**

Vice President for Continuing and Professional Education  
B.A., Moorhead State University  
M.Ed., Ph.D., University of Illinois, Urbana

**Brenda A. Kaspari (1997)**

Centers for Accelerated and Distance Education  
B.A., M.A., University of North Dakota  
Ph.D. (c), North Dakota State University

**Joanne Lassiter, (2009)**

Graduate Nursing Program Advisor  
Centers for Accelerated & Distance Education  
Online Nursing  
Certified Rehabilitation Registered Nurse  
B.A.N., Jamestown College  
M.S.N., University of Mary

**JoAnn Markette (2012)**

Coordinator of Arizona Programs, Tempe  
B.S., Indiana University  
M.A., Villanova University  
M.A., St. Charles Borromeo Seminary  
Ed.D., Grand Canyon University

**Wayne Maruska (1999-2001, 2002)**

Adult Learning Counselor & Graduate  
Program Advisor, Centers for Accelerated & Distance Education –  
Bismarck Center  
B.A., University of North Dakota  
M.Mgt., University of Mary

**Jenny Rheault, (2009)**

Adult Learner Counselor & Graduate Program Advisor  
Centers for Accelerated & Distance Education-- Fargo Center  
B.S., University of Minnesota  
M.Pmin., St. John's University

**Laurie Rodriguez (2009)**

Western Sites Coordinator  
Centers for Accelerated & Distance Education – Billings Center  
B.A., Carroll College

**Rene Rosales (2012)**

Advisor/Recruiter/Assistant to Campus Coordinator  
Arizona Programs  
B.A., Arizona State University

**Lindsie Schoenack (2003)**

Fargo Center Director, Accelerated & Distance Education  
B.A., Eastern Michigan University  
M.B.A., Concordia University Wisconsin

**Thomas Schulzetenberg (2012)**

Director of Rome Campus  
B.A., University of St. Thomas  
M.A., St. Paul Seminary School of Divinity

## 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 Bassingthwaite (2008)**

Practicum Supervisor, Education  
B.A., North Dakota 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

### **Roger Buechler (2003)**

Clinical Instructor, Nursing  
B.S.N., MedCenter One College of Nursing  
M.S.N., University of Mary

### **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

### **Claudia Dietrich (2010)**

School of Health Sciences  
Associate Professor, Nursing  
Director, Nurse Administrator Program  
B.S.N., Mary College  
M.S.N., University of Portland

### **Joan Doerner (1995)**

School of Health Sciences  
Associate Professor, Nursing  
M.S., B.S.N., University of North Dakota  
Ed.D., University of South Dakota

### **Joanne M. Drevlow (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

### **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

### **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

### **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)**

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

**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

**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)**

Associate Professor, 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; Angelicum (The Pontifical University of St. Thomas Aquinas; Rome, Italy); 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

**Alda Thompson-Korte (2011)**

Clinical Instructor, Nursing  
 B.S., M.S.N. Regis University

**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

**Richard Were (1987)**

Instructor, Addiction Counseling  
 B.S., University of Mary

**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  
 VIII. Lead Facilitators

**Jennifer Bandy (2002)**

B.A., B.S., Michigan State University

**Lead Facilitators****Randall Boor (1981)**

B.A., Moorhead State University  
 M.S., North Dakota State University

**Marvin Borgelt (1982)**

Associate Professor, Gary 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.c, 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

**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  
 VIX. Adjunct Faculty

**Adjunct Faculty****Rajeane 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 Program,  
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

**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

**Doug Schelhaas (1992-2009)**

Professor Emeritus, Biology

**Eleanor S. Wertz (1980-1996)**

Professor Emerita, Nursing

**Sister Kathryn Zimmer, O.S.B. (1962-66, 1976-1990)**

Professor Emerita, Nursing







**UNIVERSITY OF MARY**  
America's Leadership University

## BISMARCK CAMPUS MAP

- |  |  |  |
|--|--|--|
| 1. Harold Schafer Leadership Center                                  | 7. Greg Butler Hall                              | 14. Arno Gustin Hall                     |
| 2. Saint Scholastica Hall for Women<br>& Saint 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                           |

