

The University of Saint Mary

University Catalog 2020 – 2021

Leavenworth Campus
4100 South 4th Street
Leavenworth, KS 66048
Ph: 913-682-5151
Fax: 913-758-6140

Overland Park Campus
4500 College Blvd
Overland Park, KS 66211
Ph: 913-345-8288
Fax: 913-345-2802

Admissions Information
Ph: 800-752-7043
Ph: 913-758-6118
Email: admissions@stmary.edu

University Catalog Notice

The University of Saint Mary reserves the right to change any policy, procedure, or provision within this catalog should such changes be in the best interest of the university or the students. While the university will make every effort to keep students apprised of changes, it is ultimately the responsibility of the student to remain current on the policies, requirements for graduation, and other matters as it pertains to their particular degree programs. Information on changes to this catalog is available from the Office of the Provost / Vice President for Academics, Vice President of Finance and Administrative Services, and the Registrar's Office.

Institutional, academic, and student life policies and procedures are covered in the University of Saint Mary Catalog, the Student Handbook, and the Faculty Handbook. Persons wishing to express concerns regarding the University of Saint Mary should contact:

Provost and Vice President for Academics
University of Saint Mary
4100 South 4th Street
Leavenworth, KS 66048
Ph: 913-758-6115
Fax: 913-758-6297

Accreditations, Authorizations, and Memberships

The University of Saint Mary is authorized by the Kansas State Department of Education and accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools located at:

30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
Ph: 800-621-7400
Fax: 312-263-6462
Email: info@ncacihe.org
Web: www.ncacihe.org

The University of Saint Mary is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Kansas State Board of Education (KSBE). This accreditation covers initial teacher preparation programs and advances educator preparation programs. CAEP is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel. KSBE accreditation is required for programs leading to Kansas teacher licensure.

The University of Saint Mary has received specialized accreditation for its business and business related programs through the International Accreditation Council for Business Education (IACBE), Olathe, Kansas. The following degree programs are accredited by the IACBE:

www.stmary.edu

- Bachelor of Science in Accounting
- Bachelor of Science in Business Administration
- Master of Business Administration

The Bachelor of Science in Nursing program at the University of Saint Mary is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC, 20001; 202-887-6791. <https://www.aacnnursing.org/CCNE-Accreditation/Accreditation-Resources/FAQs/Accreditation-Disclosure-Statemen> CCNE is a nationally recognized professional accrediting body for collegiate nursing programs.

The Master of Science in Nursing program at the University of Saint Mary is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC, 20001; 202-887-6791. <https://www.aacnnursing.org/CCNE-Accreditation/Accreditation-Resources/FAQs/Accreditation-Disclosure-Statemen> CCNE is a nationally recognized professional accrediting body for collegiate nursing programs.

The baccalaureate nursing program, the Master of Science Family Nurse Practitioner program, and the Post-Master's Family Nurse Practitioner program are also approved by the Kansas State Board of Nursing, Landon State Office Building, 900 SW Jackson Street, Suite 1051, Topeka, Kansas 66612-1230; 785-296-4929.

The Master of Science in Athletic Training program at the University of Saint Mary is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd., Suite 100, Austin, TX, 78731-3184, 512-733-9700 or toll free 844-462-2283.

The entry-level Occupational Therapy doctoral degree program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org

The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT).

The Stefani Doctor of Physical Therapy Program at the University of Saint Mary is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA, 22314; 703-706-3245; email accreditation@apta.org; website: <http://www.capteonline.org> If needing to contact the Stefani Doctor of Physical Therapy Program directly, please call 913-758-4398 or email DPT@stmary.edu

The University of Saint Mary Health Information Management (HIM) bachelor program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), 233 N. Michigan Avenue, 21st Floor, Chicago, IL 60601-5800.

The Master of Arts in Counseling Psychology program has five professional tracks approved for state licensure:

- Kansas Behavioral Sciences Review Board: Limited Master's Level Psychologist; Licensed Professional Counselor; Licensed Masters Addiction Counselor
- Kansas Department of Education: School Counselor
- Missouri Committee for Professional Counselors: Licensed Professional Counselor

The University of Saint Mary holds membership in the American Council on Education, American Association of Colleges for Teacher Education, the Kansas Independent College Association, the National Association of Colleges and University Business Officers, the Association of Governing Boards of Universities and Colleges, the Council for Higher Education Accreditation, the Association of College Admissions Counselors, the Council of Independent Colleges, the Kansas Independent College Foundation, the Association of Catholic Colleges and Universities, the Kansas Association of Collegiate Registrars and Admissions Officers, and the National Association of Intercollegiate Athletics.

The University of Saint Mary is authorized by the Indiana Board for Proprietary Education, 101 W. Ohio Street, Suite 670, Indianapolis, IN 46204-1984.

The University of Saint Mary is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Non-Discrimination Policy

The University of Saint Mary does not discriminate on the basis of race or color, religion, gender or sex, age, national or ethnic origin or ancestry, genetic information, disability, veteran status, sexual orientation, marital status, citizenship status, and other protected statuses as required by law. The University of Saint Mary's non-discrimination policy applies to admission policies, academic and nonacademic programs, financial assistance programs, and other programs administered by the university.

Table of Contents

About the University of Saint Mary	8
Governance	8
Sisters of Charity of Leavenworth Corporation Members	8
Board of Trustees	8
Trustees Emeritus	8
Administration	9
Department Directors	9
Academic Division Chairs	9
Overland Park Campus	10
Mission Statement	10
Values Statement	10
Sponsorship	10
History of the University	11
The Campus	12
Local Area	14
1. Admissions	16
Traditional Admission	16
Transfer Admission	17
International Admission	18
Special or Non-Degree Admission	19
Home School Admission	19
Admission of Current High School Students	19
Admission of Cristo Rey Graduates	20
Admission of Non-Degree Seeking Senior Citizens	20
Returning Student Admissions	20
Admission of Students with a Felony Conviction	21
Admission of Students with Documented Disabilities	21
Admission for the Teacher Licensure Program	21
Undergraduate Student Enrollment in Graduate Courses	22
Campus Visits	22

Admissions Decisions	22
Notes – Financial Aid	23
Eligibility of Students without a High School Diploma	23
Acceptance of Admission	23
Transfer of Credit Guidelines	23
Personal Computing Specifications	25
2. Tuition and Fees.....	27
Tuition and Fee Policy	27
Textbooks and Supplies.....	27
Estimated Indirect Costs	27
Payment Policy	28
Federal (Title IV Aid) Refund Policy	29
USM Refund Policy	30
3. Financing an Education	32
Financial Aid Application	32
Types of Financial Aid Available to Students.....	33
Scholarships and Grants	33
Federal Pell Grants.....	33
Self Help: Loans and Jobs.....	34
Financial Aid Satisfactory Academic Progress Policy.....	34
Financial Aid Consumer Information.....	35
4. Student Life and Activities	36
Campus Life	36
New Student Orientation.....	36
Campus Organizations and Activities	36
The Student Government Association (SGA)	36
Athletics	36
Campus Ministry	37
Commuter Life	37
Campus Counseling Services.....	37
Health Requirements.....	38

Recreation.....	38
Residential Information	39
Student Activities.....	39
Title IX Grievance Procedure	40
Research and Library Assistance.....	40
5. Student Records, Privacy, and Disclosure.....	41
Student Rights	41
Directory Information	42
6. Academic Services and Special Programs.....	43
Academic Advising.....	43
Service-Learning	43
Student Support at the Keleher Learning Commons	43
Internships.....	44
Study Abroad.....	44
Career Readiness.....	45
Experiential Learning.....	45
Disability Services	46
7. Honors Program.....	48
Honors Courses	48
Honors Projects	49
Honors at Graduation.....	49
8. ROTC Programs	51
Army ROTC Program	51
Army ROTC Courses.....	51
9. Academic Policies	55
Calendar and Credits	55
Classification of Students	55
Course Load.....	55
Undergraduate English and Mathematics Placement	56
Undergraduate English Placement	56
Undergraduate Mathematics Placement	56

Registration	57
Changes of Enrollment	57
Attendance Policy.....	58
Voluntary Drop or Withdrawal Policy	58
Administrative Drop or Withdrawal Policy	59
Leave of Absence Policy	59
Academic Status: Dean’s List, Probation and Dismissal	60
VA Educational Benefits	61
Catalog Requirements: Progress toward Degree	63
Declaration of Major	63
Double Majors.....	63
Completion of Additional Major after Graduation	64
Grading System	64
Academic Honesty.....	67
Student Initiated Academic Grievance Procedure	68
Informal Grievance Procedure.....	68
Formal Academic Grievance Procedure	69
Application for Degree	70
Graduation and Commencement.....	70
Transcripts.....	72
10. Academic Life.....	73
The Curriculum	73
Learning Goals for the 21st Century Applied Arts Areas of Investigation	73
Learning Outcomes Integrated Through the Areas of Investigation	73
General Education.....	74
Distribution of Courses.....	74
Common Learning Experiences	74
11. Undergraduate Academic Programs	77
Degrees and Majors	77
Degree Requirements	78
The Associate of Arts Degree in Liberal Studies	78

The Bachelor of Arts and Bachelor of Science Degrees.....	79
The Bachelor of Science in Nursing Degree.....	79
Second Bachelor of Arts or Bachelor of Science Degrees.....	80
Traditional Student General Education Requirements.....	80
Transfer Student General Education Requirements.....	81
Transfer Nursing Student General Education Requirements.....	81
General Education Requirements for the RN-BSN & BS-HIM Programs.....	82
General Education Requirements for the Bachelor’s Degree Completion Program.....	83
Course Numbering.....	83
Policy and Definition of the Semester Credit Hour.....	84
12. Undergraduate Academic Programs.....	85
12.1 Accounting.....	85
12.3 Art.....	89
12.4 Bioethics.....	92
12.5 Biology.....	93
12.6 Biology: Human Biology.....	96
12.7 Biomedical Sciences.....	98
12.8 Business Administration.....	100
12.9 Chemistry and Physics.....	106
12.10 Criminology.....	108
12.11 Cybersecurity.....	111
12.12 Digital Communications.....	113
12.13 Education.....	115
12.14 English.....	122
12.15 Exercise Science.....	124
12.16 Health and Sport Sciences.....	126
12.17 Health Information Management.....	128
12.18 History.....	132
12.19 Interdisciplinary Studies.....	136
12.20 Liberal Studies.....	138
12.21 Mathematics.....	139

12.22 Medical Laboratory Science	144
12.23 Music	146
12.24 Nursing (Traditional Track).....	148
12.25 Nursing (Accelerated Track).....	153
12.26 Nursing (RN – BSN).....	157
12.27 Philosophy.....	161
12.28 Political Science.....	162
12.29 Psychology	164
12.30 Spanish Language and Culture	166
12.31 Sport Coaching and Activities	167
12.32 Sport Management	169
12.33 Theatre	172
12.34 Theology and Pastoral Ministry	174
12.35 Pre-Health Professional & Pre-Veterinary Curricula.....	178
Pre-Chiropractic Medicine	178
Pre-Dentistry	178
Pre-Medicine.....	179
Pre-Occupational Therapy	179
Pre-Optometry	179
Pre-Osteopathic Medicine	179
Pre-Pharmacy.....	179
Pre-Physical Therapy.....	180
Pre-Physician Assistant	180
Pre-Podiatric Medicine	180
Pre-Veterinary.....	180
12.36 Pre-Law Curriculum.....	181
13. Undergraduate Course Descriptions	182
GRADUATE CATALOG.....	315
14. Graduate Admissions.....	315
Graduate Admission Status.....	315
Transfer of Credit Guidelines	316

Course Load.....	317
Attendance Policy	318
Catalog Requirements: Progress toward Degree.....	318
Course Numbering	319
Repeated Coursework.....	319
15. Graduate/Doctorate Academic Programs	319
15.1 Master of Arts in Education	320
15.2 Master of Arts in Elementary Education.....	324
15.3 Master of Arts in Secondary Education	330
15.4 Master of Arts in Special Education	336
15.5 Master of Arts in Psychology	341
15.6 Master of Arts in Counseling Psychology.....	344
15.7 Doctor of Education in Leadership.....	352
15.8 Master of Business Administration.....	354
15.9 Master of Science in Athletic Training	359
15.10 Master of Science in Nursing	364
15.11 Doctor of Occupational Therapy.....	371
15.12 Doctor of Physical Therapy	374
16. Graduate Course Descriptions	380
17. The University of Saint Mary Faculty.....	457

About the University of Saint Mary

Governance

Sisters of Charity of Leavenworth Corporation Members

Constance Phelps, SCL, Community Director

Eileen Haynes, SCL

Amy Willcott, SCL

Phyllis Stowell, SCL

Jean Ann Panisko, SCL

Board of Trustees

Alan Lankford, Chair, Kansas City, MO

Edward Barker, Missions Hills, KS

Lisa Bowers, Chesterfield, MO

Irene Caudillo, Kansas City, KS

L. Joseph Contrucci, Overland Park, KS

Rolland Dessert, Lansing, KS

Tom Dials, Leavenworth, KS

Adele Ducharme, Kansas City, MO

Stanley Evans, Oklahoma City, OK

Kathleen Fogarty, Shawnee, KS

Corey Hamilton, Brooklyn, NY

Eileen Haynes, SCL, Leavenworth, KS

Ken Karr, Parkville, MO

Kathryn Klug, Coatesville, PA

Denise Minet, Shawnee, KS

Jean Ann Panisko, SCL, Leavenworth, KS

Richard Perkins, Prairie Village, KS

Diane Steele, SCL, Leavenworth, KS

Frederick Tromans, Kansas City, MO

Carol Wambeke, McLean, VA

Aaron Weissenfluh, Kansas City, MO

Linda Winter, Kansas City, MO

Trustees Emeritus

Mary Alice Bramming, Denver, CO

Administration

Diane Steele, SCL, Ph.D., *President*

B.A., Saint Mary College; M.A. University of Notre Dame; Ph.D., University of Notre Dame

Michelle Metzinger, Ph.D., *Provost / Vice President for Academics*

B.A., Northern State University; M.A.T., Northern State University; Ph.D., Capella University

Nancy Bramlett, *Vice President for Finance and Administrative Services*

B.A., Brock University-St. Catherine's Ontario, Canada; MBA, University of Missouri-Kansas City;
Chartered Professional Accountant

John Shultz, *Vice President for Admissions and Marketing*

B.A., New York University; MBA, University of Saint Mary

Danielle Theiss, *Vice President of Keleher Learning Commons and Student Development*

B.S., Central Missouri State University; M.A., M.A., University of Missouri-Columbia; MBA, Rockhurst University

Rob Miller, *Vice President of Athletics*

B.S., Emporia State University

Matt Astleford, *Vice President of Advancement*

B.A., Buena Vista University

Department Directors

Academic Dean – Gwen Landever, Ed.D.

Business Office – Nicole Bibler

Facilities – Jonathan Kirby

Financial Aid – Heidi Reid

Human Resources – Stephanie Walker

Information Services – Kevin Gantt

Institutional Research – Christine Hamilton

Keleher Learning Commons – Ashley Creek

Public Safety – Don Stubbings

Registrar – Maureen Schuchardt

Student Engagement – Robert Schuchardt

Academic Division Chairs

Business and Information Technologies – Richard Gunter, D.B.A.

Health Sciences – Thomas Bertoncino, Ph.D.

Liberal Arts and Humanities – Karenbeth Zacharias, Ph.D., J.D.

Natural Sciences and Mathematics – Thomas Bertoncino, Ph.D.

Nursing – Michelle Birdashaw, D.N.P., FNP-C, ENP-C, CCRN
 Social and Behavioral Sciences – Cheryl Reding, Ph.D.

Overland Park Campus

Managing Director for Partnership Development – Charlie Mackey
 Business Programs – Mark Harvey, Ph.D.
 Psychology Programs – David Strohm, Ph.D.
 Doctorate in Education Program – Elizabeth Youngs, SCL, Ph.D.
 Family Nurse Practitioner Program – Tonya Stagner, DNP, APRN, CNE

Mission Statement

The University of Saint Mary educates students of diverse backgrounds to realize their God-given potential and prepares them for value-centered lives and careers that contribute to the well-being of our global society.

Values Statement

The University of Saint Mary believes in the dignity of each person’s capacity to learn, to relate, and to better our diverse world. We value:

- Community
- Respect
- Justice
- and Excellence

Sponsorship

The University of Saint Mary is an institution of higher learning sponsored by the Sisters of Charity of Leavenworth. Rooted in the pioneer spirit of the 19th century American church, the university shares its spacious grounds with the Sisters and celebrates their hard-working and pragmatic tradition as well as their deep trust in God. It strives for excellence in every aspect of teaching and learning in order to develop the whole person in students. In adapting to the needs of the contemporary world, the curriculum meets students where they are educationally and helps them develop their God-given potential.

The University of Saint Mary is informed by a liberal arts tradition. USM’s core curriculum reflects its roots in the liberal arts educational tradition. The basis of a liberal arts education is the belief that learning in a broad and deep range of fields enhances a student’s ability to think. It refines, challenges, and encourages that ability in a student no matter the background or preparedness for university learning. As a graduate of a liberal arts education, a student will be an articulate and fulfilled human being, will find meaningful and gainful employment in a particular field, and will live a just and humane life.

The University of Saint Mary holds also that a critical intelligence, depth and breadth of learning, and liberating aspects of the humanities and sciences are more important than ever in the diverse, interdependent, global society of the 21st century. Thus, the University of Saint Mary concept of ***applied liberal arts*** embraces the rich history and meaning of the liberal arts while intentionally connecting learning to the real world in concrete and practical ways. In this way, the liberal arts combine with active, experiential learning, and career preparation so that students may use talents, knowledge, competencies, and energies to make a positive contribution in the world.

The University of Saint Mary is a Catholic university. As a Vatican II Catholic university, rooted in the Gospel of Jesus Christ, the university embraces diversity, community, and justice and in that spirit welcomes and respects people of all beliefs including those who seek God through the good, the true, and the beautiful. The university is committed to providing experiences for students to live the Gospel in alleviating suffering in the local areas and the world.

The University of Saint Mary is a Vincentian university. Rooted in the 17th century spirit of St. Vincent de Paul, the university makes practical Vincent’s Gospel values of bringing people together for mutual spiritual, intellectual, and economic benefit. Groups from the university, scholarship sponsors, and civic organizations lead each other to find ways to break the cycle of poverty. The university empowers graduates to continue Vincent’s work after they graduate.

The University of Saint Mary is a community. It is an academic community of students, faculty, and staff. As a community, the university strives both to teach and to be a model of what it teaches – of the humane, intellectual, and cultural values of a liberal education and of continuous learning and professional competence. As a community, it proposes to reflect certain other ideals: religious conviction lived out in behavior; Christian social consciousness that calls for knowledge, responsibility, and world vision; and work that strives to better individual human lives as well as larger human systems. As a community, the University of Saint Mary seeks those human qualities that nurture growth – qualities such as friendliness, simplicity, and respect for the individual person.

History of the University

The institution’s story begins with the pioneering spirit of a small contingent of Sisters of Charity, who arrived in Leavenworth - the oldest city in Kansas - in 1858 to teach and care for the needs of the area’s children.

Their first effort, Saint Mary’s Academy/Orphanage, quickly ran out of space, forcing the Sisters to construct a new, much larger boarding school and orphanage at the university’s current location in 1870. That new building filled to capacity with young people from Kansas, Missouri, and the territories of Colorado, New Mexico, Wyoming, and Utah.

The thriving Academy became Saint Mary College in 1923, a junior college for women, and expanded into a four-year institution in 1932, conferring its first bachelor's degrees. While the college admitted men to many of its programs during most of its history, it did not become residentially co-educational until 1988.

Under the visionary leadership of top educators, Saint Mary continued to grow from its frontier roots over the ensuing decades. The academy remained open until 1950 - the same year the college began its first graduate programs, with a master's in education.

In the 1970's, the college opened its first adult-centered campus. This new site, in Kansas City, Kansas, was more centrally located within the greater Kansas City Metro area, and provided accelerated bachelor's degree-completion and master's programs.

Recognizing the continued expansion of its graduate offerings, Saint Mary College officially became the University of Saint Mary in 2003. Three years later, it launched a commitment to educating tomorrow's health care professionals.

Today, USM is a regionally accredited coed university with dozens of undergraduate majors, and multiple graduate and doctorate programs. USM students learn at two campus locations - the Sisters' historic home in Leavenworth, and the Overland Park Campus - as well as across the country in online courses. USM also offers bachelor's degree-completion at Lansing Correctional Facility.

Closing in on 100 years of educational excellence, the university embraces the rich history and meaning of the liberal arts tradition, while intentionally connecting learning to the real world in practical ways - including the USM focus on health care education.

The Campus

The University of Saint Mary campus has grown since its 19th century beginnings. It began in 1870 with **Saint Mary Hall**, a four-story brick structure with high ceilings and long windows. When renovation of Saint Mary Hall was completed in 1983 to add air conditioning, the architecture of the historical building was left untouched. The stained glass, tin ceilings, and wood paneling remain today. The hall now holds student services (registrar, business office, and financial aid), advancement, administrative and faculty offices, and the Social Room – a favorite gathering area. It also houses the English, philosophy, pastoral ministry, theology, and business, digital communications, and computer information systems programs.

Mead Hall was built west of Saint Mary Hall in 1893-1894. Named for the second president of Saint Mary College, Mother Mary Olive Mead, Mead Hall houses the admissions and marketing offices; administrative offices; the Lawrence D. Starr Center for Peace & Justice in Our Global Society; the Walnut Room, a favorite assembly place; the Lady Chapel; the Meade lounge; Spirit Shop; Esports arena, and the music studios on the third floor in Cecilian Hall. Mead was also the original home of the University of Saint Mary nursing

department, and is now the home of the university's Behavioral Sciences department including Psychology, Criminology, Political Science, Global Studies, and Education.

The **Annunciation Chapel**, built in 1914-1916, is a splendid example of Italian Renaissance architecture. The chapel sits between the university buildings and the Sisters of Charity of Leavenworth Mother House. Inside, the sculpted reredos and rose window create a magnificent altar area, and stained glass windows richly accent the chapel walls. The peaceful beauty of the chapel enhances it as a house of prayer and devotion.

Xavier Hall, also built in 1914-1915, is on the east side of Saint Mary Hall. Renovation of Xavier Hall was also completed in 1983. Xavier Theatre, a large auditorium used for theatre productions and concerts is located in Xavier. Music practice rooms, theatre, history, political science, and classrooms are located in the upper floors of Xavier Hall. The art program, studios, and the Goppert Gallery occupy the ground floor.

In 1930, a building named for Mother Mary Berchmans Cannan, first president of Saint Mary College, was erected. **Berchmans Hall** was built as a resident hall and faces the front circle. It has developed into the University of Saint Mary's headquarters for health care education programs, housing the offices, labs, and classrooms for the Doctor of Physical Therapy, Nursing, Exercise Science, and Athletic Training programs, and the Doctor of Occupational Therapy program. It also houses the swimming pool.

Miege, Maria, and Saint Joseph Halls were built in the 1960s. **Miege Hall** was dedicated in 1962. The ground floor of Miege houses the information technology and health information management programs, as well as the university's information services. The first floor houses the math and health information management programs, campus counseling, and campus ministry. On the second floor, the chemistry program dominates with organic, inorganic, and quantitative analysis laboratories, and space for physics experiments. Miege's third floor is home to the biology program. Also found in Miege are a small observatory known as the Sky Lab, the Anatomage lab, and a greenhouse.

In 1963, **Saint Joseph Dining Hall** was dedicated. This steel and glass octagonal-shaped structure overlooks the campus and seats up to 450. In 2015-2016, Saint Joseph Hall underwent significant renovations to transform the kitchen and serving line areas into a robust food court. The dining hall area itself was also transformed via new furniture, a retractable stage, and a new color scheme.

Maria Hall, dedicated in 1964, is a residence hall and meeting place. Lounges – including the Dragon's Den – are situated on the first floor and ground level, and TV lounges provide the setting for the University of Saint Mary's social functions and student recreation. The USM Public Safety is located in Maria Hall 100.

The University of Saint Mary completed construction of **De Paul Library**, now called the **Keleher Learning Commons**, in 1981. Now students and faculty can access over 60 databases, more than 300,000 journals, and over 100,000 books electronically in addition to the approximately 40,000 volumes physically housed at the library. Students can also enjoy the customizable Active Learning Center. Librarians are available to provide research assistance and guides for every major and minor offered at the University of Saint Mary. The Le Beau Special Collections include the Craig Collection of Sacred Scripture, the Shakespeare Collection,

and the regionally renowned Bernard H. Hall Abraham Lincoln Collection. On the ground floor is the De Paul Fitness Center, which serves students, faculty, and staff.

The University of Saint Mary developed soccer and softball fields in 1990. They were followed by the construction, in 1992, of **Ryan Sports Center**, a multi-purpose facility. Ryan contains volleyball and basketball courts, a running track, and racquetball courts. A baseball field and football practice field were completed in 1999. **McGilley Field House**, a multi-purpose athletic facility, was completed in 2004. It can be utilized for basketball, volleyball, indoor tennis, futsal (indoor soccer), and many other recreational uses. It also houses the weight room, athletic training facility, and the offices for many of the university's varsity athletics coaches. In 2008, the University of Saint Mary opened its **Football/Soccer Complex** adjacent to McGilley, which now serves as a practice soccer field.

In August 2009, **Berkel Hall**, the university's state-of-the-art apartment style residence hall, opened its doors to students. Berkel Hall is named in memory of Antoinette "Toni" Berkel, beloved wife of the late Charles Berkel – a longtime University of Saint Mary supporter and member of the Board of Trustees. The new hall, which features all of the accoutrements of the most modern dorms, can house 100 students. Residents have private bathrooms shared by two people and common lounge areas in the suites.

In 2015, the University of Saint Mary unveiled its **Campus for Tomorrow** vision for improving campus. Construction began on the first phase – the centerpiece of which was **Berkel Memorial Stadium**, a new first-rate home for the University of Saint Mary football, soccer, lacrosse, and track & field programs. Berkel Stadium opened to great fanfare in 2015, and includes a luxury presidential suite for special guests of the university.

The red brick buildings on campus are clustered on the University of Saint Mary's hilltop overlooking about 200 acres. Berchmans, Saint Joseph, Mead, Saint Mary, and Xavier halls face the front circle. Ryan Sports Center is located west of Berchmans Hall. The residence halls – Berkel and Maria – are further off the circle, to the north, located near the sand volleyball court and outdoor grill. On the front campus are two spring-fed ponds, an oak kiln for barbeques and picnics, a Victorian Era gazebo, and baseball and soccer fields. The front campus is landscaped with manicured lawns and gardens along with areas of native grasses, trees, and wildflowers. The unique landscaping brings a variety of birds and wildlife to the campus.

Local Area

The city of Leavenworth is noted for its historical importance as the first city in Kansas. Leavenworth, in addition to being home to the U.S. Army Garrisons at Fort Leavenworth, has many city parks and a variety of recreational, cultural, and shopping options.

Just minutes away is greater Kansas City, offering some of the area's best restaurants, entertainment, cultural opportunities, and shops. Nearby shopping areas include the Legends, the Power & Light District, the historic

Country Club Plaza, and Zona Rosa. Kansas City International Airport is just 35 minutes away from the main campus.

In 2016, the university moved its satellite Overland Park Campus (OPC) to 4500 College Boulevard. The OPC, which for years had occupied space on the Saint Thomas Aquinas High School campus, is home to the majority of the university's graduate programs as well as evening undergraduate degree completion offerings. The new location features improved classroom technology, classrooms dedicated to specific programs, and a well-appointed student lounge.

1. Admissions

The University of Saint Mary seeks motivated and academically qualified students who desire a high quality, career-oriented liberal arts education in a Catholic/Christian tradition. The University of Saint Mary admits students of any gender, race, religion, color and national and ethnic origin and does not discriminate on the basis of any of the above factors in any of its policies.

(Graduate admissions outlined in the graduate section of this Catalog)

Traditional Admission

Admissions process for First-Time, Full or Part-Time, Degree-Seeking Freshmen.

Academic Requirements

1. Graduation from an accredited high school or equivalent levels of achievement such as the General Education Diploma (GED) or home schooling and;
2. Completion of 16 high school units with a minimum 2.5 Grade Point Average (GPA) and;
3. As part of admissions review, USM considers ACT and SAT scores. A composite score of 18 (preferred 18 sub-score on the English section of the ACT) (or a combined score of 970 on the SAT Evidence-Based Reading and Writing plus Math sections for tests taken after May 31, 2018) is required for automatic admission, but the University reviews scores of all levels, and holistically considers students for admission.

Students who do not meet these criteria will be reviewed individually by the Provost/Vice President for Academics and the Vice President for Admissions and Marketing.

Factors considered important in making admissions decisions for first-time, full or part-time, degree-seeking applicants include high school attending (or attended), academic program, standardized test scores, GPA, class rank, community/school service, and recommendations. Admission into the university does not guarantee admission to any particular program or athletic eligibility.

Applicants from non-accredited high schools may be accepted conditionally. Full freshmen standing will be dependent on subsequent University of Saint Mary GPA. All traditional-age prospects are encouraged to pursue a strong college preparatory program in high school. A recommended program includes:

- 4 years of English
- 2-4 years of mathematics (Algebra I and II, Geometry, Pre-Calculus)
- 2-4 years of science (IPS or Earth Science, Biology, Chemistry, Physics)
- 2-4 years of history/social science (History, Psychology, Sociology)

- 2-4 years of electives, including computer programming

Application Procedures

Applicants must submit the following to the Admissions Office:

1. A completed application for admission and a non-refundable application fee of \$25.
2. An official transcript of the high school academic record complete through at least six semesters (junior year) sent from the high school guidance office to the University of Saint Mary Admissions Office.*
**Upon completion of the senior year of high school, students need to request that their high school counselor send their final official transcript, complete with graduation date and final GPA, to the Admissions Office.*
3. Official transcript(s) of any college work completed (some high school students take college credit courses). Official transcript(s) that contain courses currently in progress or having Incomplete grades, whether from high school or prior college(s), must be resubmitted to the University of Saint Mary showing final grades.
4. An official report of ACT or SAT scores. Official ACT test results on the high school transcript are acceptable. *(Test scores are not required for transfer students.)*

Transfer Admission

Admissions process for Full or Part-Time, Degree-Seeking Transfer Students transferring from another college.

Academic Requirements

Transfer students are degree-seeking students who have enrolled in an accredited college or university after graduating from high school or equivalent. A cumulative transfer GPA of 2.0 or higher for all college course work that applies towards a USM program is required for admission. Admission into the University of Saint Mary does not constitute admission into any particular program (e.g., Nursing) or guarantee athletic eligibility. For more information, contact the Admissions Office.

Application Procedures

To be considered for admission, transfer students need to submit the following materials to the Admissions Office:

1. A completed application for admission and a non-refundable application fee of \$25.
2. Official transcripts from **all** colleges previously attended (some courses not accepted at one transfer college may be accepted at the University of Saint Mary). Official transcripts should be sent directly from the Registrar's Office of the college(s) previously attended to the Admissions Office at the University of Saint Mary.

3. An official high school transcript is required for course placement and advising purposes for students who have earned **fewer than 24 college credits**. Standardized test scores may also be required for advising or for admissions.

International Admission

International students interested in attending the University of Saint Mary are encouraged to begin the admission process at least 90 days prior to enrolling in order to allow enough time for processing records, VISAs, etc. The following materials need to be sent to the Director of Admissions:

1. A completed application for admission and a non-refundable application fee of \$50.
2. Formally evaluated transcripts of all coursework not taken through an accredited U.S. institution by an approved evaluation agency.
3. An official copy of the Test of English as a Foreign Language (TOEFL) results, sent directly from the Educational Testing Service (minimum written score of 550 or iBT score of 80 with reading, listening, and writing scores all at least 20). **The following are exceptions to the TOEFL requirement:**
 - The TOEFL is not required for international students completing high school in the United States. Official ACT or SAT scores will be required for admission and course placement per the [traditional admissions policies](#).
 - The TOEFL is not required for international transfer students that completed prior college level education that was conducted in the English language.
4. For incoming freshmen, the University uses standardized test scores for placement in appropriate college level coursework utilizing the ACT or SAT sub-scores in English and Math. International students are encouraged to submit these scores, if available, to assist with the advising and registration process. If these tests are not available, the ACT and/or Accuplacer tests may be taken off campus upon their arrival for placement purposes.
5. A declaration of financial support and bank statement providing evidence that the student's family or sponsor is able and willing to assume full financial responsibility for the tuition, books, fees, room, and board, personal/miscellaneous and transportation expenses.
6. All international students must provide evidence that they are covered by health insurance and insurance must be maintained during the entire semesters of enrollment.
7. Students planning to transfer from a college in the U.S. need to first notify the designated school official at their present school of the intent to transfer, then contact the designated school official at the University of Saint Mary concerning issuance of a Form I-20.

Once accepted, international students pay a tuition deposit and receive the Form I-20 for the student to utilize to obtain a student VISA from officials in the student's home country. Formal acceptance into the University *does not* constitute acceptance to any particular program such as Nursing, Education, or our Doctoral programs. Please contact our International Admissions staff for specific programming questions.

Special or Non-Degree Admission

Students who are not degree-seeking may be admitted as special students on a part-time or full-time basis. Students admitted under this policy may enroll for a maximum of 15 credit hours prior to filing a formal application and sending transcripts.

Prospective special students must submit a completed application for admission and a nonrefundable application fee of \$25. Transcripts of previous academic work are not required until the 15 credit hour limit is reached.

Home School Admission

Home-schooled applicants are reviewed on an individual basis. All applicants must provide evidence of successful completion of a high school level of study. Applicants may be requested to submit some or all of the following materials for consideration:

1. A completed application for admission and a non-refundable application fee of \$25.
2. Official Secondary School Transcript / Portfolio, sent directly to the University of Saint Mary.
3. Official transcript(s) of all college-level work completed.
4. GED scores. Home-schooled students may be requested to complete the GED exam.
5. Official ACT or SAT scores are required of all first-year student applicants who have attended secondary school in the United States. Scores must be sent directly from the testing organization (either ACT or College Board).

Home-schooled students who plan to participate in intercollegiate athletics at the University of Saint Mary will need to visit with the Vice President for Athletics to gain a full understanding of the National Association of Intercollegiate Athletics (NAIA) regulations regarding home-schooled student athletic eligibility. Admission to the University of Saint Mary does not guarantee athletic eligibility.

Admission of Current High School Students

Qualified high school students may be allowed to take approved University of Saint Mary courses on a space-available basis. High school students are limited to 15 credit hours taken at the University of Saint Mary. Prior to enrollment, students must submit the special *High School Application and Registration Form*, obtainable from the high school guidance counselor. This form must be signed by the student, high school counselor, and parent/guardian.

Admission of Cristo Rey Graduates

As our sister institution, the University of Saint Mary gives special consideration to all graduates from Cristo Rey Kansas City. The University of Saint Mary has created the *Cristo Rey-Rising Scholars Program* to provide a pathway and a bridge from high school to community college to the University of Saint Mary. Cristo Rey graduates who are accepted into the Rising Scholars Program and the University of Saint Mary and then attend community college for up to two years will be awarded an academic scholarship based on their high school GPA and ACT scores, or their transfer merit award, whichever is greater. This program does not include the Catholic High School scholarship currently offered by the University of Saint Mary.

The student must:

1. sign an agreement by June 1 of the year they graduate from high school;
2. meet with a University of Saint Mary sponsor up to four times during his or her tenure at a community college (once per semester; this is coordinated with an alumni representative from Cristo Rey);
3. meet minimum academic standards for acceptance into the University of Saint Mary;
4. transfer before earning more than 68 credit hours at any other institution or within the two year window, whichever may occur first; and
5. make satisfactory progress toward a degree meeting minimum academic standards to retain the scholarship according to University of Saint Mary policy.

Failure to fulfill these terms nullifies the academic scholarship offer from the University of Saint Mary.

Admission of Non-Degree Seeking Senior Citizens

Senior citizens may take credit and non-credit courses on a space-available basis, as special students on a part-time or full-time basis. Records of previous academic work are **not** required, nor is there a 15 credit hour limit for senior citizens.

Returning Student Admissions

Former University of Saint Mary students who have interrupted their enrollment at the University of Saint Mary for at least consecutive semesters, excluding summer, must reapply for admission. In order to be eligible for readmission students must have been in good standing at the University of Saint Mary at the time of their last attendance and have a minimum cumulative GPA of 2.0 for college coursework taken since leaving the University of Saint Mary. Students who have not interrupted their enrollment at the University of Saint Mary for more than three consecutive semesters, excluding summer, must contact the Registrar's Office to notify the University of Saint Mary of their intent to re-enroll.

Returning students who must reapply are not required to submit an application fee. All returners, regardless of status, must submit official transcripts from all colleges attended while not enrolled at the University of Saint Mary.

Admission of Students with a Felony Conviction

The University of Saint Mary requires applicants for admission to all university academic programs to disclose if they have been convicted of a felony. The question is posed as part of the admission procedure to applications for undergraduate, graduate, and doctoral admissions – full-time and part-time – and across all campuses and online.

The University of Saint Mary reserves the right to deny admission to an applicant based on prior criminal convictions where such admission may pose a risk to the safety or welfare of members of the campus community or may pose an unreasonable risk to property.

Any application in which a prospective student has indicated a past felony conviction shall be reviewed by appropriate personnel, which may include the University President, Provost/Vice President for Academics, Vice President for Admissions and Marketing, and Vice President for Keleher Learning Commons and Student Development. In considering said application, the university will request and review the following:

- The specific charge or charges related to the felony conviction.
- The date of occurrence.
- The specifics of any related sentence.

The University of Saint Mary may also seek a personal interview with the applicant to verify information.

Admission of Students with Documented Disabilities

The University of Saint Mary does not discriminate against any applicants or students with disabilities; all admission decisions are based on academic criteria. Students requesting academic or other accommodations are required to contact the Vice President for Keleher Learning Commons and Student Development as soon as possible after they have been admitted to the University of Saint Mary. The Vice President for Keleher Learning Commons and Student Development can be reached in the Keleher Learning Commons by appointment. Email accommodations@stmary.edu, or call (913) 758-6306.

Admission for the Teacher Licensure Program

Admission to the University of Saint Mary does not confer or guarantee admission to the Teacher Education Program, which has its own acceptance criteria. Traditional students apply during their sophomore or junior year. Transfer juniors and seniors must apply for admission to the Teacher Education Program after their first

semester at the University of Saint Mary. For more information, refer to [Declaration of Major](#) and [Teacher Education Program](#) within this catalog.

Students who have already earned a bachelor's degree from an accredited college or university and wish to become eligible for teacher licensure should consult the education program's unit head or designee for specific requirements and procedures applicable to the Teacher Education Program (TEP). Applicants must complete an admissions application and pay a non-refundable application fee of \$25 and submit official transcripts from all colleges previously attended (these must be sent directly from the colleges). The final transcript must indicate conferral of the bachelor's degree.

Undergraduate Student Enrollment in Graduate Courses

University of Saint Mary undergraduate students will be permitted to enroll in a maximum of two graduate courses provided that all of the following conditions are met:

1. The student has completed 100 credit hours toward the bachelor's degree.
2. The student has a minimum GPA of 3.0.
3. The student is recommended for graduate study by his or her academic advisor.
4. The student pays graduate tuition rate.

The graduate courses will apply toward the applicable programs. After completing an undergraduate degree a student may apply to a graduate program by completing the normal graduate application process and have the graduate program advisor's approval.

Campus Visits

Students and parents are encouraged to visit the campus Monday through Friday, and Saturdays (by appointment only). Call the Admissions Office or go to www.stmary.edu/visit on the University's website to schedule a visit, which may include a tour and meetings with representatives from Admissions, Financial Aid, academics, and/or athletic departments.

Admissions Decisions

Admissions decisions are made on a rolling basis, with acceptance letters sent weekly. Upon receiving all required materials, the Vice President for Admissions and Marketing reviews applications and sends the student notification of his or her status. Students who meet the stated admission requirements may receive a *regular acceptance*. Applicants who do not meet all stated admission standards may receive a *conditional acceptance*. All admissions decisions are deemed *provisional* until all final documentation, transcripts, or other supporting documents are submitted to and documented by the Admissions Office. All official documentation must be received prior to the first day of classes.

Notes – Financial Aid

Admissions does not incorporate any information regarding Financial Aid into the decision making process; however, new regulations regarding Financial Aid awarding are subject to change at both the Federal and State level for awarding eligibility. For the most current information, please contact our Office of Financial Aid.

Eligibility of Students without a High School Diploma

If you enroll in higher education for the first time on or after July 1, 2013, in order to be eligible for federal student aid, you must have either a high school diploma or a recognized equivalent (such as the GED or have been home schooled).

You no longer have the option of becoming eligible for federal student aid by passing an approved test or completing at least six credit hours or 225 clock hours of postsecondary education. For more information, see the [basic eligibility requirements for federal student aid](#).

Acceptance of Admission

Students who accept an offer of admission are required to submit a \$100 non-refundable Tuition Deposit to secure their position in the next incoming class. (This deposit is applied directly to the student's tuition cost). An additional \$200 Housing Deposit (or waiver request for housing, in the case of commuters or non-traditional students) will be required.

Any requests for materials, etc., should be directed to:

Admissions Office
University of Saint Mary
4100 South 4th Street
Leavenworth, KS 66048-5082
Ph: 913-682-5151
Fax: 913-758-6140
Email: admissions@stmary.edu

Transfer of Credit Guidelines

The University of Saint Mary general philosophy behind the granting of transfer credit is that students who have already mastered the content and difficulty level of a subject will not be required to take a course similar in content, substance, and difficulty offered by the University of Saint Mary provided all applicable policies and

procedures are met. None of the policies, procedures, or other stipulations below should be construed as a contract, promise, or guarantee of the transferability of credit from any source to the academic programs offered by the University of Saint Mary.

Undergraduate Transfer Credit Policy

1. For all academic programs, the Registrar has the responsibility for the evaluation and awarding of transfer credits according to university transfer policies. In cases where the transferability of a course is unclear, the Registrar's Office will contact the appropriate academic division chair for a recommendation.
2. Credit earned from an institution located outside the United States must be evaluated by a foreign transcript evaluation service.
3. Transfer credit will be accepted if the following requirements are met:
 - Official transcripts of all previous postsecondary education and any standardized tests are received for a final evaluation (unofficial copies can be used for unofficial evaluations).
 - The University of Saint Mary reserves the right to require official transcripts at any time during the admissions process, and rescind any offer of admission made if discrepancies between the unofficial and official transcript(s) are found.
 - Official transcripts are defined as those received on official paper, or through secure electronic method, directly from the educational institution or its third-party servicer to the University of Saint Mary. Transcripts issued to students are not considered official.
 - Undergraduate course work was completed at institutions accredited by an agency recognized by the United States Department of Education.
 - Coursework was completed with the grade of "C" or higher.
 - *Exception:* Students from appropriately accredited institutions that have earned an Associate of Arts, an Associate of Science, or Bachelor's degree will be given full credit for all courses within the degree, completed at the grade of "D" or higher, provided all other transfer policy guidelines are met.
 - Coursework must be completed at the same academic level (undergraduate lower level, upper level, graduate or doctoral) as the University of Saint Mary course or requirements detailed in this catalog.
 - Under no circumstances may a student transfer more than a total of 48 credits toward an Associate's degree, or more than a total of 96 credit hours for a Bachelor's degree, to the University of Saint Mary from any source.
 - Student athletes may transfer no more than 4 credit hours of sport or activity related credit hours toward the university's 120 credit hour degree requirements.
 - Undergraduate transfer credits will not be accepted for courses completed more than eight (8) years prior unless given prior approval by the applicable academic division chair. Individual academic program sections of this catalog may contain shorter time restrictions.
4. Regardless of transfer credit amounts and source, all requirements for graduation must be met by students wishing to obtain a degree from the University of Saint Mary.

5. No course work completed at other institutions or standardized test scores will be factored into the calculation of the University of Saint Mary GPA.

Transfer Credit Procedure

In order to provide consistency of transfer credit evaluations from any/all sources of credit recognized by the University of Saint Mary, the following procedure will apply:

- Per regulations promulgated by the United States Department of Education and Department of Veteran Affairs, official transcripts are required and must be received directly from all accredited and non-accredited secondary and postsecondary institutions and testing agencies.
- Transfer credit for College Level Examination Program (CLEP); DANTES Subject Standardized Test (DSST); Advanced Placement (AP) test scores will be awarded according to the American Council on Education (ACE) published guidelines.
- Transfer credit for International Baccalaureate (IB) will be awarded based on subject matter equivalencies recognized by the University of Saint Mary. IB Scores must be for courses listed as Higher Level (HL) and achieve a score of 4 or higher. Please contact the Registrar's Office for more information.
- Transfer credit will be awarded for military training according to ACE published guidelines if documented on the applicable Joint Service Transcript (JST); Coast Guard Institute (CGI) transcript; or Community College of the Air Force (CCAF) transcript. CLEP, DSST, or other standardized tests listed on these documents will be considered official copies.
- Quarter hours will be converted to semester hours; one quarter hour equals two-thirds (0.67) of a semester hour. Transfer courses converted from quarter hours to semester credit hours will be rounded down for purposes of meeting University of Saint Mary course work. (Example: a 5 quarter hour course is multiplied by .67 to equal 3.35. This is rounded down to 3 and would transfer into a 3 credit hour University of Saint Mary course but not a 4 credit hour course).
- Only those courses that are accepted for transfer will be recorded on the official University of Saint Mary transcript and will be listed without an earned letter grade. No grades for transferred courses will factor into the University of Saint Mary GPA.

Personal Computing Specifications

The University of Saint Mary is committed to helping students excel in their studies and to be prepared for their future employment.

To reach these goals, regular personal access to a laptop – both inside and outside of the classroom – is an absolute necessity. You may be able to use an iPad or Android device, but there will be occasions where you will need to take tests or create content on a device with a Microsoft or Macintosh operating system.

Beyond your studies here, you should know that regular exposure to, and use of, the latest in computer technology will better prepare you for the professional world. Today's employers expect certain baseline competency with computers and common software applications, and many jobs will be out of your reach without computer experience. We intend to provide you with that experience, and to that end, the University of Saint Mary strongly encourages that all new students have a laptop when they begin their studies.

Students are responsible for providing their own laptops, but the University of Saint Mary will provide you with the latest Microsoft Office Suite, at no cost to you. Please note that your laptop must be able to run the latest version of Microsoft Office.

For a full list of other recommended specifications, please see the information below. For more information, please visit www.stmary.edu/technology or call the University of Saint Mary Help Desk at 913-758-6188.

- Processor – Minimum i5 (i7 preferred)
- Memory – Minimum 4G (8 GB preferred)
- Hard Disk – Minimum 250 GB (250 or 500 GB SSD preferred)
- Networking – 10/100 Network Card (10/100/1000 Network Card preferred)
- Wireless – 802.11g, n, or ac
- Operating System Windows 7 or MAC OS X Mountain Lion (Windows 10 or MAC OS 10.13 High Sierra preferred)
- Support and Protection – Two year extended warranty plan (Three year extended warranty plan with accidental damage protection preferred)
- Software – Microsoft Office or Microsoft Office for Mac
- The University of Saint Mary will provide students with access to download Microsoft Office products at no charge upon enrollment.

2. Tuition and Fees

Tuition and Fee Policy

Student balances must be paid in full or students must be on a payment plan prior to the start of an academic term. Students who have not made financial arrangements for an academic term that has already started may be removed from that academic term. Please see the [Administrative Drop or Withdrawal Policy](#) for more information.

The University of Saint Mary reserves the right to change tuition and fee rates whenever necessary. For details on tuition and fees please visit the [Tuition and Fees section](#) of the University of Saint Mary website.

Should the University's operations be suspended or interrupted, due to acts of God, force majeure, or government mandate (either legislative or regulatory), USM reserves the right to determine the amount of tuition, room, or board to be refunded, using whatever criteria it deems appropriate, or to refund no amount at all at its sole discretion.

Textbooks and Supplies

Textbooks, materials, and supplies are the responsibility of the student and are not provided by the University of Saint Mary. The University of Saint Mary has partnered with MBS Direct to deliver better priced options and money-saving solutions for textbooks. Textbooks may be [ordered online](#) or by phone at (800)-325-3252 from MBS Direct. Students may also order textbooks from a vendor of their choosing.

All Full-time, Undergraduate, Leavenworth campus, Degree Seeking students will be automatically issued a book voucher each semester which will be charged to their student account. Other students using financial aid to make book purchases can contact the University of Saint Mary Business Office to obtain a voucher before ordering books. Book delivery may take up to four weeks. Students may opt-out.

Estimated Indirect Costs

Cost of Attendance represents a combination of direct costs and estimated indirect costs. Standard direct charges will appear on each student's billing statement. Standard indirect expenses include: books and supplies, travel, personal expenses, etc. Students may have different indirect costs depending on program and enrollment status. Direct costs are noted in the [Tuition and Fees section](#) of the University of Saint Mary website. Indirect costs are found in the University of Saint Mary's Financial Aid & Consumer Information handbook online at <http://www.stmary.edu/cost-and-aid>

Payment Policy

Student balances must be paid in full or student must be enrolled in a payment plan prior to the start of the term. Students who have not made financial arrangements may be withdrawn. Please see the [Administrative Drop or Withdrawal Policy](#) for more information.

It is the student's responsibility to check his or her balance on "eSpire/Accounts and Aid" and make payment arrangements in one or more of the following ways:

- Pay tuition and fees in full by cash, check, MasterCard, Visa, American Express, or Discover.
- Enroll in a University Payment Plan via "eSpire/Accounts and Aid." Payments will be automatically withdrawn from your bank account or charged to your credit card. Payments are due as follows:

8-Week Term Payment Plan

\$50.00 Enrollment Fee

First payment due at time of enrollment in the plan

Second payment due around the 17th of the of the following month

16-Week Term Payment Plan

\$50.00 Enrollment Fee

First payment due at time of enrollment in the plan

Remaining installments due around the 17th of the following months

Number of installments depends on month of enrollment (from 4 to 7 installments)

- Complete all requirements and be approved for Financial Aid. Balances due after all financial aid is applied to your account must be paid in full prior to the start of the term. Financial Aid for classes taken in the second 8-week academic term of a 16-week semester, or workshops taken late in the semester, may not be applied until those classes start. Aid includes:
 - University Scholarships
 - Federal or State Grants
 - Federal Stafford or PLUS Loans
 - Alternative Loans
- Present letter of authorization from a third party payer who will pay directly to the University of Saint Mary. The university will bill the third party directly. The student is responsible for payment at registration if the third party makes payment to the student rather than to the university. All tuition and fees in excess of the documented amount payable by the third party must be paid in full prior to the start of the term. Third party documentation must include:
 - Student's Name
 - Academic Term or Classes Approved for Payment

- Amount Approved
- Third Party Billing and Contact Information

Students under the Montgomery GI Bill are charged after registration, and financial arrangement must be made prior to the start date of the academic term. Students under the Post 9/11 GI Bill must present an approved certification to the Registrar and the Business Office prior to classes starting.

Students awarded Federal Work Study may apply net earnings toward their student account. Students must make financial arrangements for balances greater than the work study award prior to the start date of the term. Net pay after applicable taxes for hours worked will be credited to the student's account up to the award amount. Any outstanding student balance remaining after Work Study net pay has been applied is due by the student by the end of the term.

Late payment fees will be assessed for all of the following:

- Late Payments
- Returned Payments
- Un-cleared Balances

Failure to satisfy the terms of this payment policy will result in:

- A financial hold placed on the student account
- Official Transcripts, diplomas, or certifications withheld
- Registration for classes or change of class schedules prevented
- Withdrawal may occur from course(s) and/or dismissal from the university

Should payment not be made when due or in the event of payment default after withdrawal, the student is responsible for interest, late charges, collection, and reasonable attorney fees, if applicable. All credit extended to the student shall be considered an educational loan and may not be discharged by bankruptcy as defined by bankruptcy laws under §523(a)(8).

By registering for classes, students acknowledge and agree to this policy.

Federal (Title IV Aid) Refund Policy

Federal regulations require the use of the Return of Title IV Funds Policy to be used for all students receiving any type of federal aid when calculating the aid a student can retain after withdrawing. This policy relates to Federal Pell and FSEOG grants, as well as Federal Direct Stafford and Federal Direct PLUS Loans. The same policy will be used for State and institutional aid.

Title IV regulations govern the return of aid disbursed for a student who completely withdraws from a term or semester. During the first sixty percent (60%) of the term or semester, a student “earns” aid in direct proportion to the length of time the student remains enrolled. A student who remains enrolled beyond the sixty percent (60%) point earns all aid for that period.

The [Financial Aid & Consumer Handbook](#) contains information about the University of Saint Mary’s financial aid programs and policies. It also includes consumer information required by the United States Department of Education.

USM Refund Policy

It is the student’s responsibility to formally notify the Registrar’s Office and to follow proper procedures when dropping a course or withdrawing. Failure to pay fees, failure to receive financial aid, failure to attend class, or refusing financial aid does not constitute an official withdrawal.

The amount of tuition refund will be based on the official drop or withdrawal date, not attendance. The official drop or withdrawal date is the date that the formal drop or withdrawal notice is initiated by the student, as determined by records maintained in the Registrar’s Office. The refund time periods commence with the first day of classes according to the academic calendar and not the beginning date of individual courses. Please see academic calendar for specific dates.

Course Completion of 0 to 10% equals 100% Refund
 Course Completion of 10.01 to 25% equals 50% Refund
 Course Completion of 25.01 to 100% equals 0% Refund

Rooms are rented for the semester. The below refund policy applies if a student cancels his or her contract after the semester start and the date used to determine the refund will be the date the notice of cancellation is postmarked. In the event of a withdrawal/dismissal, the amount of room and board refund will be based on the official drop or withdrawal date, not attendance. The official drop or withdrawal date is the date that the formal drop or withdrawal notice is initiated by the student, as determined by records maintained in the Registrar’s Office. The refund time periods commence with the first day of classes according to the academic calendar and not the beginning date of individual courses.

Semester Completion of 0 to 10% equals 100% Refund
 Semester Completion of 10.01 to 25% equals 50% Refund
 Semester Completion of 25.01 to 100% equals 0% Refund

Advance tuition deposits are not refunded.
 Advanced housing deposits are not refunded.
 Fees are not refunded.

Tuition is refunded in full for workshops that have been cancelled three days prior to the workshop start date. You may cancel in person, by phone, or by email by contacting the Education Department's Administrative Assistant. There will be no refunds for withdrawals initiated past the workshop dates or for not attending.

See the [Military Withdrawal Policy](#) in the VA Educational Benefits section for special circumstances.

Online students residing in certain states are entitled to a different refund policy.

Maryland Refund Policy

According to the Maryland Higher Education Association, if an institution's refund policy is not beneficial to students, the institution shall follow the refund policy and provide for refunds of tuition to Maryland students as provided in the regulation. If an institution's refund policy is more beneficial to Maryland students, the institution shall follow its refund policy and provide for refunds of tuition to Maryland students as provided in the policy. The Maryland Higher Education Association requires an institution's refund policy for Maryland students to be clearly disclosed to, and acknowledged by, students at enrollment.

The Maryland refund policy is more beneficial to students in all areas except for under 10% completion. The University of Saint Mary refunds 100% of the tuition under 10% but Maryland only requires 90%.

The following policy would meet the requirements set forth by the Maryland Higher Education Association:

- Course Completion of less than 10% equals 100% Refund
- Course Completion of 10% but not including 20% equals 80% Refund
- Course Completion of 20% but not including 30% equals 60% Refund
- Course Completion of 30% but not including 40% equals 40% Refund
- Course Completion of 40% but not including 60% equals 20% Refund Course
- Completion of more than 60% equals 0% Refund

Wisconsin Refund Policy

According to the State of Wisconsin Educational Approval Board (EAB) 8.05 the University of Saint Mary refund policy is more beneficial to students in one instance, zero to 10% course completion. The following policy would meet the requirements set forth by the Wisconsin EAB and would be issued to Wisconsin students only:

- Course Completion from 0 to 10% equals 100% Refund
- Course Completion from 11 to 20% equals 80% Refund
- Course Completion from 21 to 30% equals 70% Refund
- Course Completion from 31 to 40% equals 60% Refund
- Course Completion from 41 to 50% equals 50% Refund
- Course Completion from 51 to 60% equals 40% Refund
- Course Completion 61% or higher equals 0% Refund

3. Financing an Education

The University of Saint Mary seeks to bring the university's educational opportunities within reach of all qualified students regardless of family financial circumstances. Nearly 98% of University of Saint Mary students receive some form of financial assistance, and *no student should fail to apply because of financial considerations.*

Financial aid awards are based upon the university's analysis of a student's need as determined by the processing of a Free Application for Federal Student Aid (FAFSA). The University of Saint Mary must assume that students and their families will make every effort to contribute to the fullest extent possible from their incomes. When family resources cannot meet a year's expenses, the university will do its best to provide the additional financial support necessary.

The aid a student receives may be a combination of scholarships, grants, work, or loans.

Financial Aid Application

Once students have been admitted to the university, they may apply for financial aid with a FAFSA. The FAFSA should be completed online at www.fafsa.gov Students who do not intend to file a FAFSA or who may not be eligible for federal or state aid should contact the Office of Financial Aid to determine what other aid options might be available for them.

The University of Saint Mary awards financial aid after a student has been admitted to the university. It is helpful if a student makes application to the university early (before April 1st). The University of Saint Mary has a "rolling admissions" policy, which means that a student's application for admission is processed as soon as it is complete.

Once students have been admitted to the university, they may apply for financial aid with a FAFSA. Financial aid awards are also made on a "rolling basis." A request is reviewed as soon as the above steps have been taken, and the awards are made as soon as financial aid documents are received.

The Office of Financial Aid will make every effort to meet the needs of each qualified student. The University of Saint Mary's ability to meet each student's financial need is based on the availability of institutional, local, state, and federal funds.

Types of Financial Aid Available to Students

Scholarships and Grants

University of Saint Mary Scholarships: The University of Saint Mary awards a number of academic scholarships to high school graduates and transfer students who demonstrate a high level of accomplishment and potential. Recipients are selected on the basis of high school and college records, and ACT or SAT scores. Some scholarships require demonstration of leadership and service. They are awarded on a one-year basis and are renewable.

Other Awards at USM: Awards in art, music, and theatre are available. To apply, the student must audition or present a portfolio of his/her work. Applicants interested in any of these awards should check the appropriate space on the admission application form and return it to the Admissions Office at the University of Saint Mary. The university will then send the specific procedure for application.

Athletic awards are available to students with proven athletic ability and motivation who also meet NAIA criteria.

Need-based grants are available to full-time students with unmet financial needs.

Kansas Comprehensive Grants and State Scholarships: Kansas Comprehensive Grants are available for full-time undergraduate Kansas students. The approximate maximum award is \$3,500.00. The exact value is based on financial need and availability of funds; priority is given to those who file a FAFSA by April 1.

Kansas State Scholarships are available for Kansas high school graduates who rank high in their classes and receive high scores on the ACT or SAT. The award is based on financial need. The priority date for application is March 15 for the following academic year.

The Kansas Board of Regents offers other financial aid programs to Kansas students at the University of Saint Mary. For more information visit www.kansasregents.org

Federal Pell Grants

The Pell Grant Program is a federal aid program designed to provide financial assistance to those who need it to attend college. Pell grants are direct aid which the student is not required to repay. To qualify for these awards, students must demonstrate financial need as well as promise of academic success.

Other federal grant programs offered at the University of Saint Mary:

- Supplemental Educational Opportunity Grant
- TEACH Grant

- Iraq and Afghanistan Service Grant

Self Help: Loans and Jobs

Federal Direct Stafford Loans: There are two kinds of federal Stafford loans. The subsidized loan is based on need; the federal government “subsidizes” the interest on this loan while the student is in school. The unsubsidized is not need-based; it is available to students regardless of personal or family income, but the loan accrues interest while the student is in school. Students are under full obligation to begin repayment of either loan six months after graduation or when they drop below the required course load.

Federal Direct PLUS Loans: A Federal PLUS loan is a fixed interest rate loan to help graduate students or parents of dependent students pay for their postsecondary education.

Federal Work Study: The University of Saint Mary offers part-time employment to help offset educational, living, and social expenses. Positions are available in areas such as the gym, offices, laboratories, library, cafeteria, reception desks, and switchboard. Assignments are based on the student’s total financial package. Few students find it desirable to work more than eight to ten hours a week.

Private Loans: Private loans are used to help bridge the gap between actual costs and school, federal and state financial aid programs. Private loans are funded by private, third-party lenders. The University of Saint Mary partners with [Fast Choice](#) (a product of Great Lakes Education Loan Services) to help students and their families understand private loans. Institutions of higher education are prohibited from recommending private lenders. The private lenders on the University of Saint Mary’s website are just a few lenders who offer private loans.

Graduate Assistantships: The University of Saint Mary has a limited number of Graduate Assistantships available each year. Available positions will be posted on the [University of Saint Mary employment page](#). Information may be obtained from the Human Resources office in Saint Mary 105.

Financial Aid Satisfactory Academic Progress Policy

Regulations of the United States Department of Education require that colleges establish specific standards of satisfactory academic progress for students receiving federal financial aid. All students receiving assistance through the Federal Title IV Aid programs must maintain satisfactory academic progress as defined by their college in order to remain eligible for these aid programs.

At the University of Saint Mary, students receiving aid must maintain satisfactory academic progress according to a scale for minimum progress, available in the Registrar’s Office. Progress for part-time students will be measured on a full-time equivalency basis.

A students' satisfactory academic progress will be monitored on a per semester basis. If the student has not maintained satisfactory academic progress he or she will be placed on Financial Aid Warning, but may still receive aid for the following semester. If after a semester on Financial Aid Warning a student does not make minimum progress, his or her financial aid will be suspended and will not be reinstated until satisfactory academic progress has been made.

If extenuating circumstances have prevented a student from maintaining satisfactory academic progress, the student may submit to the Office of Financial Aid an appeal in writing explaining the circumstances in sufficient detail. If the circumstances are due to health problems, the student must submit, along with his/her own letter, a note from his/her qualified health professional that verifies the problem was sufficient to interfere with satisfactory academic progress. The Director of Financial Aid will review the appeal and may consult with the student's academic advisor and the Keleher Learning Commons or Academic Dean in determining whether Financial Aid will be reinstated. The result and conditions of the appeal will be communicated back to the student in writing.

Financial Aid Consumer Information

The [Financial Aid & Consumer Information Handbook](#) contains information about USM's financial aid programs and policies. It also includes financial aid consumer information required by the U.S. Department of Education. It is available online at www.stmary.edu/Admissions/Financial-Aid

4. Student Life and Activities

Campus Life

As an academic community, the University of Saint Mary provides an environment for learning both inside and outside the classroom. Students are encouraged to help create this environment by becoming involved in campus activities and organizations that provide educational, social, spiritual, and leadership development. Students regularly interact with faculty and staff outside of the classroom and are offered many opportunities for involvement in various campus activities.

New Student Orientation

New students are formally introduced to the campus during Fall Orientation and Spring Orientation, as well as during spring or summer registration days. During orientation, students become acquainted with their new classmates, returning students, activities, and campus organizations.

Campus Organizations and Activities

Students are encouraged to become involved in a variety of campus organizations. Students who wish to form their own organizations may consult with the Keleher Learning Commons & Student Development Division for more information.

Current campus organizations and activities include: Student Government Association; Campus Activities Board; Community Band; Concert Chorale; English Club; HealthCare Careers Club; Hunger Awareness Team; Intramural Sports and Recreation; Residence Hall Association; Resident Assistants; ROTC; STEM Club; Spanish Club; Student Government Association; Student Nurses Association; Theology Club; Black Student Union; Gaming Club; History and Political Science Club; Honors Club; Journalism and Communication Club; DPT Manual Therapy Club, Phi Beta Lambda.

The Student Government Association (SGA)

The Student Government Association is the chief voice and organizational body for students. Under its leadership, students communicate with the university about their needs.

Athletics

The University of Saint Mary is a member of the National Association of Intercollegiate Athletics (NAIA), and competes as a member of the Kansas Collegiate Athletic Conference (KCAC). Currently the Intercollegiate Athletic Program sponsors football, volleyball, men's and women's soccer, men's and women's basketball, baseball, softball, men's and women's cross-country, men's and women's lacrosse, men's and women's track

and field, dance team, men's and women's wrestling, men's and women's swimming, eSports, women's flag football, and men's and women's cheerleading.

Campus Ministry

Students at the University of Saint Mary are encouraged to develop their spiritual lives in an atmosphere of respect and freedom. Team members, made up of students, the university chaplain, and the campus minister, work together to plan non-denominational worship services, Catholic liturgies, and service-oriented events which assist in integrating the spiritual life into the intellectual and social life on campus. The Sunday liturgy is the primary public worship on campus; however, it is complemented by ecumenical prayer services so that the faith community at the university might have ample opportunity to worship together as believers. Religions other than Christian are represented in the student body and enhance the atmosphere of spiritual growth and mutual respect. Religious services of all denominations and faiths are available in the Leavenworth and Kansas City area.

Commuter Life

Commuting students comprise a large and integral part of the student body and their needs are represented through the commuter representative on the Student Senate of SGA. Commuting students are strongly encouraged to become involved in campus life and student organizations. Commuting students are urged to meet and get to know the Student Development staff. The Keleher Learning Commons & Student Development Division is a valuable resource for information.

Campus Counseling Services

Website: <https://stmary.libguides.com/counseling>

During college years, students face a variety of challenges that affect growth and development. At times, conflicts and problems can arise and prevent students from realizing their full potential. The Campus Counselor is someone with whom students can discuss, explore, understand, and work through their concerns freely and confidentially, addressing personal, academic and career aspects for an individual. In addition to the counselor on staff, referrals are occasionally made to the community mental health center or psychologists in private practice. Counseling is provided free of charge to all USM students.

Students seek personal counseling to:

- Increase self-confidence;
- Overcome loneliness;
- Cope more effectively with stress;
- Develop more satisfying relationships;
- Control test anxiety;
- Study more effectively;

- Change unhealthy eating habits;
- Deal with problems involving alcohol or drug use or abuse.

In addition to personal and academic counseling, the Campus Counselor provides major exploration and career exploration supporting them on their journey to recognizing their God-given potential and preparing them for value-centered careers that contribute to the well-being of our global society.

Health Requirements

All full-time residential students, athletes, nursing students, doctor of physical therapy students, and international students are required to maintain current health insurance; must present proof of health insurance to the university; are required to have physical examinations; and must provide an updated health history and immunization records. All other undergraduate students, both new and returning, are required to have updated health history and immunization records on file. Anyone requesting an exception to these health policies should contact the Keleher Learning Commons.

As per State of Kansas House Bill No. 2396 and its substitute by the Committee on Health and Human Services (3-10), all students to the university who reside in student housing must be vaccinated for meningitis. Additionally, the immunization portion of the University of Saint Mary medical record requires the following: two (2) measles, mumps, and rubella (MMR) vaccines (persons born before 1957 are considered immune), HIB, tetanus/diphtheria vaccine (within 10 years), and completion of the Tuberculosis Screening questionnaire or proof of a current (within one [1] year) negative tuberculosis (PPD Mantoux) skin test or chest x-ray.

A physician or other health care provider satisfactory to the university must validate the immunization record. For those who will not or cannot be immunized for medical, religious, or other reasons, the University will engage in dialogue with the student to reach a reasonable accommodation.

For each individual's protection, it is highly recommended that vaccination also be obtained for hepatitis B, chicken pox, and polio. The University of Saint Mary, its employees and administration, will not be held liable should a vaccine-preventable disease be contracted on campus. In the event of a disease outbreak on campus, those individuals who have elected not to be immunized will be treated as susceptible to the disease and may be barred from campus (no library access, no residence halls, no classes, no sporting events, no food services, etc.) and from other university owned or leased facilities until such time specified by the Leavenworth County Health Department. Experience from around the country indicates that the time away from campus could be as great as three months. A disruption of this magnitude would impact the pace of studies, and tuition or other costs will not be refunded on this basis. Of course, the impact on students' health is our primary concern.

Recreation

There are many opportunities at the University of Saint Mary for recreational and fitness pursuits, including a brand new state of the art fitness facility open to all staff and students. Throughout the course of the year, several different activities are scheduled. Notices of upcoming events will be communicated as appropriate.

Students are encouraged to utilize the recreational facilities at the University of Saint Mary when they are not being utilized for academic or athletic purposes. Among those facilities are racquetball courts, an indoor jogging track, fitness center, basketball courts, and volleyball courts. Schedules for the use of these facilities are posted on the University's website and throughout the campus where appropriate. Use of the athletic fields, including baseball, football, soccer, and softball, is also permissible, pending approval of the Athletics Director.

The McGilley Field House and Ryan Sports Center are available for general activities for students, faculty, staff, or Sisters of Charity when academic and athletic activities are not scheduled or otherwise restricted.

Planned intramural events are sponsored throughout the year. Several individual and team activities are available, ranging from racquetball and disc golf to basketball and volleyball. Participation is encouraged.

Residential Information

The University of Saint Mary has a long tradition of residential community living. The University of Saint Mary requires students to live within university housing until they are 19 years of age and a junior (60 credit hours) or 21 years of age at the start of his/her first semester. Exceptions to this policy include the following: married students; students who reside with at least one parent or legal guardian in the primary residence of that parent or legal guardian within a 30-mile radius of campus; parent or legal guardian of a dependent; and Active Duty military or veterans. All requests for exceptions to this housing policy must be made in an application process through the Office of Residence Life.

The residence hall environment promotes an exchange of ideas, experiences, attitudes, and interests as well as being convenient to classes and study opportunities. Residence hall activities revolve around the interests of those within each hall/floor and may be as varied as spa night, sand volleyball tournaments, cooking as a floor and game night, as well as special interest programming, which includes community service projects. Residents are encouraged to participate in their community by serving on floor and hall committees and becoming involved in the planning of special activities, programs, and recreational competitions. Each floor cooperates to build a sense of community and mutual respect.

Student Activities

Students are offered many opportunities for involvement in various campus activities. Students are encouraged to participate and to suggest ideas for future activities. The Campus Activities Board (CAB) is a student group that plans special events for the campus such as concerts, dance parties, casino night, and discount movie nights at local theaters, under the direction of the SGA. On occasion they also plan special trips to professional sporting events, area cultural events, community service events, and other points of interest. Students also have over 15 clubs who sponsor events that they may attend.

Many on-campus activities are free to students. Students are eligible to receive one free ticket to each Fine Arts sponsored production or recital and each regular season home athletic events. Immediate family members of full-time students may request tickets at the group rate for theatre productions and athletic competitions.

Title IX Grievance Procedure

In case of Title IX violations such as stalking, domestic violence, dating violence, sexual assault, and sexual harassment, the University of Saint Mary will allow for campus no-contact orders, and honor any orders of legal protection, including restraining orders. Often, the institution can help students change rooms, halls, classes, and work-study arrangements. For more information, please access the full Title IX Policy at <https://www.stmary.edu/titleIX>. The Title IX Coordinator is located in Mead 200.

Research and Library Assistance

Research and library support for USM students is provided by staff during all hours the Commons is open. The Commons resources are designed to serve the research needs of students and faculty through providing access to relevant materials in print and electronic formats. The Commons also provides access to subject specific and general databases consisting of eJournals and eBooks for students and faculty to utilize to conduct research.

Staff is available during business hours to check out technology tools such as laptops, video cameras, and podcasting equipment to assist with coursework and projects. These tools are available for use on or off campus. We facilitate large-scale paper printing projects as well as 3-D printing assignments for a wide variety of classes. 3-D printer and technology tools allow USM students to participate in experiential project-based learning that contains real-world applications.

5. Student Records, Privacy, and Disclosure

Students applying to, or attending, the University of Saint Mary in good faith for the purpose of pursuing educational activities at any level have a permanent student record maintained by the University Registrar.

Official transcripts received by the University of Saint Mary are kept in the student permanent records and never destroyed. Other forms (add/drop, waivers, etc.) are scanned into the permanent record upon receipt and are kept according to the University's records and retention policy.

The University of Saint Mary complies fully with the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA permits access to education records by eligible students or by parents of dependent students. Dependent student is defined in Section 152 of the Internal Revenue code of 1954. If dependent status is documented and upon written request of the parent and prior notification to the student, education records may be released.

Student Rights

FERPA affords students certain rights with respect to their education records. They are:

1. *The right to inspect and review the student's education records* within 45 days of the day the University of Saint Mary receives a request for access. Students should submit to the Registrar, Academic Dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University of Saint Mary official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the University of Saint Mary official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed.
2. *The right to request the amendment of the student's education records* that the student believes are inaccurate or misleading. Students should write to the University of Saint Mary official responsible for the record, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the University of Saint Mary decides not to amend the records as requested by the student, the university will notify the student of the decision and advise the student on his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing process 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 education 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 Saint Mary in an administrative, supervisory, academic, research, or support staff position (including law enforcement

unit personnel and health staff); a person or company with whom the University of Saint Mary has contracted (such as an attorney, auditor, 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/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

4. *The right to file a complaint with the U.S. Department of Education* concerning alleged failures by the University of Saint Mary to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202-8520

Directory Information

Directory information concerning students may be released unless the student specifically requests that such information be withheld. The University of Saint Mary recognizes directory information to include at a minimum a student's name; address; telephone listing; electronic mail address; date and place of birth; level of education; major field of study; participation in officially recognized activities and sports; height and weight of athletic team members; dates of attendance; full-time/part-time status; degrees, honors, and awards received; photograph; and the most recent previous education agency or institution attended by the student. All students must inform the Registrar's Office before the end of the two-week period following the first day of classes if they wish that any or all of the information designated as directory information not be released.

6. Academic Services and Special Programs

Academic Advising

The University of Saint Mary is proud of its advising system which connects undergraduate freshman with First Year Experience faculty as well as departmental advisors and program directors who work closely with students throughout their academic degree program. Communicating routinely with the designated academic advisor is an important aspect of a successful academic career. Academic advisors are available to offer guidance to students in designing their academic programs, in decisions regarding course selections, and general orientation to academic programs, policies, and procedures.

All University of Saint Mary students are responsible for making and keeping advising appointments and for following through as necessary on his or her program of study. Academic advisors post office hours and are available to students for advising during those times, or by appointment.

All students are additionally responsible for maintaining close contact with departmental and/or program advisors to ensure that all degree requirements are being met and that the student is making progress toward degree completion. The final responsibility for knowing and following the university's academic policies including graduation requirements rests with the student.

Service-Learning

Service-Learning engages students in an active learning process combining service to the community with academic course work. The main goals of Service-Learning at the University of Saint Mary are to enhance the educational process, build community, and promote civic engagement among students both before and after graduation. The university believes that Service-Learning assists students in personal growth, social development, and career exploration as they connect what they are studying in the classroom to the larger community and the world of work. The University of Saint Mary currently offers a variety of Service-Learning courses throughout the disciplines.

Student Support at the Keleher Learning Commons

In keeping with University of Saint Mary's value of excellence, the Keleher Learning Commons challenges and empowers students to maximize their academic potential by offering opportunities to work individually and collaboratively, learn from peers and experts, discover and explore resources, technology, and ideas; as well as create and experiment. The Keleher Learning Commons provides an inviting supportive environment for learning, engaging with history, life and career planning in addition to promoting community involvement.

The Commons provides eTutoring services 24/7 and peer tutors for students in a wide range of disciplines; it serves as the writing center as well, providing assistance in all phases of the writing process. The Commons also creates interactive **Guides to Success** on “student survival skills” which include time management, stress management, note-taking methods, test-preparation, test-taking strategies, and library research skills. These guides are designed to introduce students to the wide range of skills necessary to succeed in higher education. Visit the Commons website for more information: www.stmary.edu/commons

In addition to these Guides to Success, students can meet with Commons staff to discuss any aspect of these topics in depth. The Commons also provides students with check-out audio-visual and educational technology, computer and internet access, proctored exams, and offers a comfortable, collaborative environment for studying. Students can reserve equipment here: <http://stmary.libcal.com/equipment>

Staff are available to assist students from their first day on campus with any academic, financial, or personal concerns they may have about adjusting to college life. University of Saint Mary students can receive free, individualized help for choosing a major, goal setting, getting involved, making financial decisions, and managing their time. USM students can reach out to Commons staff by emailing ask@stmary.edu and by calling 913-758-6306.

In addition, staff in the Commons act as advocates for student-centered initiatives on campus, offering workshops and focus groups throughout the year to increase the likelihood of student engagement and retention at the University of Saint Mary.

Internships

Opportunities for pre-professional or job-related internships and practicums are available through most major programs. Approved internships carry academic credit and, in some cases, a salary or stipend. Students should consult division chairs and/or program directors for information.

Study Abroad

The University of Saint Mary encourages students to take advantage of study abroad opportunities that enrich their academic programs. Interested students should consult the Liberal Arts and Humanities Division Chair for information and procedures.

Through the study abroad advisor, the University of Saint Mary can arrange for a variety of possibilities for qualified students in collaboration with other institutions.

Career Readiness

The academic division leaders collaborate with faculty, community members, alumni, and employers to support career development through face-to-face and virtual activities such as career fairs, mock interviews, major selection, career exploration, internship support, resume writing, interview preparation, job search strategies, and networking skill development during their time at the University in preparation for meeting career goals. Online resources include a career platform available for students to search for jobs by industry and/or by geographic location. Live online writing help is available for students to receive feedback on their resume and a job application cover letter.

Experiential Learning

The University of Saint Mary offers an Experiential Learning Assessment (ELA) program for learning not covered by the American Council on Education (ACE) guidelines. After completing a one-credit hour course in portfolio preparation, GE 325 Life Experience Seminar, students may petition for evaluation of their learning by assembling a Life Experience Portfolio. The Committee on Life Experience evaluates the portfolio based on the Experiential Learning Portfolio Rubric. The portfolio is assessed on its content, reflection, format, organization, grammar, and demonstration of an integration of experience and learning. It should also demonstrate competence in college level writing. In the GE 325 course, students will become familiar with the criteria and evaluation rubric that the committee will use. If credits are awarded, a \$750 fee is charged for each portfolio submitted. Credits awarded will appear on the USM official transcript. Any credits awarded from the ELA will adhere to these guidelines:

- No more than 18 credit hours will be awarded from the ELA.
- No more than 9 credit hours awarded by the ELA can be applied to a single specific discipline.
- If the credit being sought is course specific, it can meet the requirements of the academic major with approval from the appropriate division chair.
- Credits awarded by the ELA can meet General Education or Elective credit.

NOTE: The University of Saint Mary does not guarantee the transferability of any credits awarded by the ELA process to another college or university.

Interested students must meet specific qualifications to participate in the Experiential Learning Program:

1. The student must be enrolled in a degree-seeking program at the University of Saint Mary.
2. The student must have completed at least 12 credit hours of course work at the University of Saint Mary.
3. The student must have completed at least one Idea Seminar or EN 310 (Transfer Core).
4. The student must obtain approval from his/her academic division chair to seek ELA credits.

5. The student must begin the process by meeting with the ELA contact person to discuss the feasibility of seeking ELA credits.

After meeting all of the requirements above the student will submit a formal request to enroll into GE 325 Life Experience Seminar. This request will take the form of a letter briefly summarizing the experiences for which the student will seek ELA credits.

If the student is approved for the ELA program, the student will register for GE 325 Life Experience Seminar, and must successfully fulfill all requirements of the course.

GE 325 Life Experience Seminar

This course guides students through the process of creating a professional portfolio that highlights scholastic, employment, and/or volunteer experience. The portfolio may be used to petition for academic credit or organize accomplishments to facilitate completing applications or preparing for interviews. Course focus is on content and format of the portfolio. Content includes composing an introduction and narrative; determining appropriate documentation to support the narrative, e.g. service testimonials, performance appraisals, letters of commendation/recommendation, awards or recognitions, providing examples of work, e.g. writing or designing samples, photographs, cassettes or CDs; and creating a resume. Format focuses on determining an effective organizational style.

Prerequisites: one Idea Seminar **OR** EN 310 **OR** instructor consent.

Offered: As needed

(One hour)

If the student intends, and is approved to seek, Experiential Learning credits, the student should understand that learning experiences presented should represent college level learning. Three characteristics for the portfolio are considered important:

1. That the learning implies a conceptual as well as a practical grasp of the knowledge acquired;
2. That the learning be applicable outside the specific context in which it was acquired; and
3. That the learning falls within the domain usually considered degree-level higher education as opposed to secondary education or non-credit alternative experiences.

Disability Services

The University of Saint Mary complies with federal and state laws prohibiting discrimination against any applicant or enrolled student based on race, color, ethnicity, religion, gender, sexual preference, age, disability or other protected status. The University of Saint Mary firmly believes that all students have the right to a safe and supportive learning environment. This is in harmony with the University's mission, as well as in compliance with the ADA Amendments Act and Section 504 of the Rehabilitation Act. Students who have a disability requiring accommodations must register with the Vice President for Keleher Learning Commons and

Student Development, located in Keleher's Learning Commons. Email accommodations@stmary.edu or visit <https://www.stmary.edu/accommodations>

The Vice President for Keleher Learning Commons and Student Development provides support and advocates for students with disabilities. The Vice President for Keleher Learning Commons and Student Development assists students with obtaining appropriate academic accommodations. All currently enrolled students seeking accommodations at the University of Saint Mary are required to register their documentation with the Vice President for Keleher Learning Commons and Student Development. After the paperwork has been evaluated, the student and the Vice President for Keleher Learning Commons and Student Development will create a plan addressing academic needs for the semester. Students who do not register their paperwork and create their plan are not eligible for academic accommodations.

7. Honors Program

The Honors Program challenges capable students to the best scholarship within their power, encourages independent thought, brings students and faculty into dialogue about meaningful questions, and contributes to the climate of a community of learning.

Any incoming freshmen with an ACT score of 25 or higher and a cumulative GPA of 3.7 or higher, or an incoming transfer student with a cumulative GPA of 3.7 or higher, will be invited into the University of Saint Mary All University Honors Program. Currently enrolled Saint Mary students who maintain a 3.7 GP or higher will be invited to join the Honors Program beginning in the sophomore and junior years. In some cases, the Honors Coordinator and/or Honors Committee may waive a particular entrance requirement for a given student based on other indicators of academic performance. For more information, please contact the Honors Coordinator.

To remain in the Honors Program, students must maintain a 3.7 cumulative GPA, a 3.5 major GPA, complete one 3-credit Honors Seminar (HN 350), two Honors-in-Course/Honors-in-Field Projects, and attend regular Honors functions and events both on and off campus throughout the year.

Honors Courses

Students interested in pursuing Honors-in-Course or Honors-in-Field work should confer with their advisors, program directors, or the Honors Coordinator. Qualified students not in the Honors Program are invited to consider enrolling in an Honors Seminar and conducting Honors-in-Course or Honors-in-Field projects. Participation in honors course work is required for Departmental Honors and All-University Honors at graduation.

HN 150 Honors Outside the Classroom

Honors students enroll in HN 150 each semester they are in the Honors Program. This course is pass/fail and provides a central online location for students to have online discussions, group emails, keep track of upcoming honors events, and record events attended.

(Zero credit hours)

HN 250 Honors Seminar

Various faculty lead interdisciplinary seminars on a particular theme, introducing students to contemporary and historical issues. Past Honors Seminar topics include Global Poverty, Terrorism, Gender Issues, Artistic Expression and Social Change. Forms of assessment vary, but this course is run seminar-style and students are expected to actively participate and sometimes lead discussion, develop their own ideas and projects on the seminar topic.

(One credit hour)

HN 350 Advanced Honors Seminar

The Advanced Honors Seminar is a more detailed and rigorous engagement between students and faculty in conversation focusing on a given theme. Each student is expected to develop their own research project and synthesize various class materials and outside research in developing their own research agenda and presentation.

(Three credit hours)

Honors Projects

Honors-in-Course/Honors-in-Field projects offer eligible students, by invitation of an instructor or mentor, the opportunity for in-depth investigation of a subject or development of a special program or service. Presentation before an audience concludes the project.

Honors-in-Course Projects

Students should work with their course instructor to develop a project extending the course topic that furthers the student's knowledge in the course subject area. The project should be sufficiently challenging and not a normal part of the course. Successful completion requires an A on the project and at least a "B" in the course. Students should initiate the project, work with their instructor, and submit project proposal paperwork, including appropriate signatures, to the Honors Coordinator. Instructors will be responsible for working with the student and submitting project completion paperwork.

Honors-in-Field Projects

Students should work with a mentor or advisor to develop a project extending their knowledge of their major field. The project should be sufficiently challenging. The project should not be an existing course substitution. Successful completion requires an A on the project. Students should initiate the project, work with their advisor/mentor, and submit project proposal paperwork, including appropriate signatures, to the Honors Coordinator. The advisor/mentor will be responsible for working with the student and submitting project completion paperwork.

Honors at Graduation

Departmental Honors

Requires completion of two Honors-in-Course or Honors-in-Field projects in student's major, a 3.50 GPA in major courses, and recommendation by the departmental faculty for the honor.

All University Honors

Requires achievement of Department Honors; participation in the University of Saint Mary Honors Program, including attendance of various activities and events (HN 150) and participation in one 3-credit Honors Seminar (HN 350); a 3.70 cumulative GPA; and recommendation of the Honors Committee. Should it not be possible for the student to take the requisite Honors Seminar, then an appeal for exemption from the Honors

Seminar may be made through the Academic Dean. In such instances, participation in an Honors-in-Course or Honors-in-Field outside of the major may be deemed a suitable substitute for course credits in the Honors Seminars.

Students who are double majors will fall into two categories: (a) those who have achieved Departmental Honors in one of their majors, and (b) those who have achieved Departmental Honors in both of their majors. In order to achieve All-University Honors, students falling into both categories are expected to participate in an Honors Seminar. As above, should it not be possible for the student to take the Honors Seminar, then an appeal for exemption may be made through the Academic Dean. For students in category (a), participation in an additional Honors-in-Course or Honors-in-Field outside of one of the majors may be deemed a suitable substitute for participation in the Honors Seminar. For students in category (b), the Academic Dean will advise as to whether a third Honors-in-Field or Honors-in-Course is required or whether an exemption may be granted.

8. ROTC Programs

Army ROTC Program

United States Reserve Officers Training Corps (ROTC) courses may be taken by qualified students of the University of Saint Mary in accordance with its partnership agreement with the University of Kansas Army ROTC program. The program consists of courses and training that prepares students for military service to the United States as a commissioned officer in the Army.

For those students who accept the challenge, ROTC courses will be taken with those required for an academic program leading to a bachelor's degree. ROTC courses are divided between a Basic Course and Advanced Course. The Basic Course consists of ARMY 101; ARMY 102; ARMY 201; and ARMY 202. Each course is one (1) credit hour. It is highly recommended that students complete this early and begin to build bonds within the Army team. Upon successful completion of the Basic Course, students must complete four (4) semester Advanced Courses consisting of ARMY 301; ARMY 302; ARMY 401; and ARMY 402. Each course is three (3) credit hours. Additionally, students must successfully complete the Advanced Camp, a four (4) week summer training session. ROTC also requires participation in weekly leadership laboratories, a physical fitness conditioning program, and one (1) weekend military training exercise each semester. The ROTC program provides all books, uniforms, and equipment required for ROTC courses and trainings at no cost to the student.

For more detailed information, prospective ROTC students are encouraged to contact LTC Tracey Olson at olson@ku.edu

Army ROTC Courses

ROTC courses are divided between the Basic and Advanced Courses. The basic Course (ARMY 101; ARMY 102; ARMY 201; and ARMY 202) is designed to enhance student interest in ROTC and the Army. The Basic Course normally corresponds to the cadet's Freshman and Sophomore years. By the end of the Basic Course, cadets should possess a basic understanding of the officer corps; fundamentals of leadership and decision-making; the Army's institutional values, and principles of individual fitness and a healthy lifestyle. The lessons are designed to maximize cadet participation, inspire intellectual curiosity, stimulate self-study, and encourage cadets to commit to military service.

ARMY 101 Leadership and Personal Development

Cadets are introduced to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, and physical and mental fitness (resiliency training) relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership

dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

(One credit hour)

ARMY 102 Introduction to Tactical Leadership

This course provides an overview of leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises. Cadre role models and the building of stronger relationships among the cadets through common experience and practical interaction are critical aspects of the course experience.

(One credit hour)

ARMY 201 Innovative Team Leadership

This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership requirements model. Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Focus is on continued development of the knowledge of leadership attributes and core leader competencies through an understanding of Army rank, structure, duties, and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the Operational Environment (OE).

(One credit hour)

ARMY 202 Foundations of Tactical Leadership

This course examines the challenges of leading tactical teams in the OE. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership requirements model explores the dynamics of adaptive leadership in the context of military operations. This course provides a smooth transition into ARMY 301. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. OE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

(One credit hour)

The ROTC Advanced Course is comprised of four (4) courses (ARMY 301; ARMY 302; ARMY 401; and ARMY 402) plus the Advanced Course. These courses develop core leadership competencies essential for commissioning, success, and the establishment of a solid foundation for a career as a commissioned Army officer. The ROTC Advanced Course is founded on the Common Core Critical Task list. Cadets who did not complete the Basic Course attend Basic Camp in order to prepare for the Advance Course. Contact LTC Tracey Olson at olson@ku.edu for guidance for Basic Camp.

Advanced Course lessons are carefully sequenced, linked, and progressive in their treatment of key officer knowledge and competencies. Cadets are encouraged to synthesize lessons to form broader perspectives, deeper insights, and more robust problem solving abilities, by the use of case studies and simulations that

require the use of skills and knowledge learned in a wide variety of earlier lessons. The sequencing of lessons is also designed to meet the immediate needs of cadets by addressing topics needed for success in their performance of cadet responsibilities early in the ARMY 301 term and at Advanced Camp, and topics designed to facilitate entry into military service after the ARMY 402 term.

ARMY 301 Adaptive Team Leadership

This course challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and core leader competencies. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. The focus is developing cadets' tactical leadership abilities to enable them to succeed at ROTC's summer Advanced Camp. *(Three credit hours)*

ARMY 302 Applied Team Leadership

Using increasingly intense situational leadership challenges, this course builds cadet awareness and skills in leading small units. Skills in decision-making, persuading and motivating team members when "under fire" are explored, evaluated, and developed. Aspects of military operations are reviewed as a means of preparing for the ROTC Advanced Camp. Cadets are expected to apply basic principles of the Law of Land Warfare, Army training, and motivation to Troop Leading Procedures. Emphasis is also placed on conducting military briefings and developing proficiency in Garrison operation orders. ARMY 302 cadets are evaluated on what they know and do as leaders. *(Three credit hours)*

ARMY 303 Military Conditioning

This course introduces the cadet to the theoretical and practical aspects of developing physical fitness programs for all Army personnel from the commander or supervisor's perspective. Provides an overview of total fitness, defines physical fitness, outlines the phases of fitness, discusses various types of fitness programs, and presents evaluation criteria. *(Three credit hours)*

ARMY 401 Adaptive Leadership

Transitioning the focus of student learning from being trained, mentored, and evaluated as an Army III Cadet to learning how to train, mentor, and evaluate underclass cadets. Army IV Cadets learn the duties and responsibilities of an Army staff officer and apply the Military Decision Making Process, Army Writing Style, and the Army's Training Management and METL Development processes during weekly Training Meetings to plan, execute, and assess battalion training events. Cadets learn to safely conduct training by understanding and employing the Composite Risk Management Process. Cadets learn how to use the Comprehensive Soldier Fitness (CSF) program to reduce and manage stress. *(Three credit hours)*

ARMY 402 Leadership in a Complex World

This course explores the dynamics of leading in the complex situations of current military operations in the OE. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with nongovernmental organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing cadets for their first unit of assignment. It uses case studies, scenarios, and “What Now, Lieutenant?” exercises to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army.

(Three credit hours)

Advanced Camp (Summer Training)

Advanced Camp is the crucible of the Army ROTC Program. As such, Cadet Command provides the best professional training and evaluation possible for all cadets. The primary focus at Advanced Camp is to evaluate each cadet’s officer potential in a collective environment. The secondary purpose of Advanced Camp is to validate specific skills taught on campus and to impart selective individual and collective common skills. Advanced Camp represents the only opportunity for this command to assemble cadets from disparate schools into an environment with common operational conditions.

9. Academic Policies

Calendar and Credits

The academic year is divided into two semesters of approximately 16 weeks (including final weeks) each and a summer session. Semester-length as well as accelerated courses are also available. Occasionally, Interim sessions may be offered. Credit earned is in semester hours. Refer to the appropriate academic calendars for sessions and dates.

Classification of Students

The University of Saint Mary determines the classification of students as follows:

- Unclassified = Students pending placement into one of the classifications on this list
- Non-Degree = Students taking courses without pursuing a degree
- Undergraduate
 - Freshman = 0-29 earned credit hours
 - Sophomore = 30-59 earned credit hours
 - Junior = 60-89 earned credit hours
 - Senior = 90 or more earned credit hours
 - Second Degree = Students having a Bachelor's degree and seeking a second Bachelor's degree
- Graduate = Students having a Bachelor's degree and seeking a Master's or Doctorate degree

Transfer students seeking advanced standing must present all official transcripts of prior education and training from appropriately accredited postsecondary educational institutions. The transfer of credit will be determined by the policies and procedures contained in the [Admissions section](#) of this catalog.

Course Load

The normal undergraduate student course load per semester is 15 -16 semester hours. The minimum for full-time students in fall and spring terms is 12 hours; the maximum is 18 hours. Three-quarter time is 9-11 semester hours, half-time is 6-8 semester hours, and less than half-time is 1-5 semester hours.

To carry more than the maximum load, undergraduate students must obtain approval from the Provost/Vice President for Academics. Ordinarily students must have a cumulative GPA of 3.00 for approval to be granted. The overload approval request form is available in the Registrar's Office. Credits in excess of the maximum in fall and spring terms are subject to an additional fee per credit hour. The following courses will not be assessed the excess credit hour fee: private music lessons, music ensembles, pastoral ministry confirmation

team, Honors Seminars, VL 100 Vincentian Leadership, and NSMA 190 Science and Math Undergraduate Research Forum.

Graduate students are considered full-time when enrolled in 6 or more credit hours in an academic term. Graduate students enrolled for courses totaling from 1 to 5 credit hours are considered halftime.

Undergraduate English and Mathematics Placement

The University of Saint Mary works to ensure that undergraduate students are placed into the appropriate course level for require English and Mathematics courses.

Undergraduate English Placement

Undergraduate traditional students without applicable transfer credit will be placed into the appropriate English course based on their relevant ACT or SAT sub-scores achieved within the last three (3) years. Please see [Undergraduate Course Descriptions](#) for individual course descriptions.

EN 006 Introduction to English Composition

ACT English sub score of 17 or below

SAT Writing/Language sub score of 24 or below

EN 111 English Composition I

ACT English sub score of 18 or higher

SAT Writing/Language sub score of 25 or higher

Undergraduate Mathematics Placement

Undergraduate traditional students without applicable transfer credit will be placed into the appropriate Mathematics course based on their relevant ACT or SAT sub-scores achieved within the last three (3) years. Students with expired scores, or who are unsatisfied with their ACT/SAT Mathematics placement, must take the Accuplacer exam to determine the appropriate Mathematics course. Please see [Undergraduate Course Descriptions](#) for individual course descriptions.

MA 006 Introductory Algebra/MA 114 Introductory and Intermediate Algebra

Next Generation Accuplacer score below 250

ACT math sub score of 18 or below

SAT math sub score of 500 or below

MA 115 Intermediate Algebra

Next Generation Accuplacer score between 250-265

ACT math sub score between 19-22

SAT math sub score between 510-540

MA 125 Consumer Math/MA 160 College Algebra/MA 230 Introductory Statistics

Next Generation Accuplacer score above 265

ACT math sub score between 23-26

SAT math sub score between 550-620

- Students may also transfer in the equivalent of MA 115 Intermediate Algebra as a prerequisite with a grade of "C" or higher

MA 243 Calculus and Analytical Geometry I

ACT math sub score between 23-36

SAT math sub score between 550-800

- Students may also transfer in the equivalent of MA 160 College Algebra as a prerequisite with a grade of "C" or higher and must have experience equivalent to MA 211 Trigonometry or Pre-calculus courses in high school and have permission from the course instructor before placement

Registration

A registration period is scheduled before the opening of classes each semester. Students enrolling after the scheduled registration period are subject to a late registration fee. Returning students are encouraged to register for the following semester during the early registration period in the preceding semester.

Changes of Enrollment

Students wishing to add a course must have approval from their academic advisor for the change of enrollment which becomes official when the form is completed and submitted to the Registrar's Office. Students wishing to drop from a course must complete the necessary Change of Enrollment form. The drop becomes official when the form is completed and submitted to the Registrar's Office by the student. Students wishing to drop the last (or only) course in an academic term must complete the [Voluntary Withdrawal](#) process. The deadline for dropping and adding courses is published in the official Academic Calendar.

Adding Courses

Students may be reinstated into an 8-week course within the first week if the student was administratively dropped from the course and has satisfied all outstanding requirements, or if the student has successfully appealed for reinstatement into an academic program after being dismissed.

Students reinstated by the above provisions are responsible for any missed class work as well as ensuring that any required course materials have been received.

Under no circumstances may a student be reinstated into an 8-week course after the first week of the academic term.

Attendance Policy

Prompt attendance at academic appointments (classes, lectures, or conferences) is an essential part of academic work. It is expected that students will keep all academic appointments to the best of their ability or notify appropriate faculty or staff in advance of their absence. Absences for undergraduate students exceeding one week, are considered unacceptable. Two absences for graduate students is unacceptable. The University supports attendance policies that are more restrictive, if such policies have been stated in the course syllabus.

Each faculty sets the attendance policy for each course taught and communicates it clearly to the student at the beginning of the semester. However, said attendance policies for faculty will include and recognize the following as excused absences:

- University-sponsored activities
- Illness
- Subpoenas
- Jury duty
- Military service

While such absences are “excused absences” and without penalty, the responsibility for work missed because of an absence rests upon the student.

Faculty should report to the Registrar student absences in excess of one week or equivalent, unless the student has made arrangements with the instructor to complete all work missed. The Registrar reports student absences to the Keleher Learning Commons. This allows for early intervention should the student need assistance.

Faculty members will access their class rosters and will direct any student not on the roster, but present in the course, to register immediately after the first class meeting. Faculty members will not allow, under any circumstances, an unregistered student to remain in class.

The matter of tardiness is at the discretion of each faculty member.

Voluntary Drop or Withdrawal Policy

Students must refer to the Academic Calendar for the deadlines to officially add, drop, or withdraw.

Failure to attend class may constitute an official administrative drop or withdrawal.

For students who drop a course after the 100% refund deadline, a notation will be made by the Registrar's Office on the official transcript. Notations consist of "W" – Withdrawn, "WP" – Withdrawn Passing, and "WF" – Withdrawn Failing.

The voluntary course drop becomes official on the date of the student's request to drop in writing through the Change of Enrollment Form or other written communication.

It is the student's responsibility to initiate the course drop process with the advisor. Student athletes are required to obtain two signatures from designated representatives of the athletic department. Students who cease attendance but do not officially drop from a course by the final drop date, published each semester and available on the Academic Calendars, may be administratively dropped or withdrawn and receive the "W," "WP," or "WF" as appropriate. It is the student's responsibility to make sure the Change of Enrollment Form is filed in the Registrar's Office by the due date.

A student may voluntarily withdraw from the University by submitting the Official Withdrawal Form to the Registrar's Office.

The date of the official withdrawal is the date the student filed the Official Withdraw Form with the Registrar's Office, which is the designated office for the University. Students receive a "W," "WP," or "WF" as appropriate.

Administrative Drop or Withdrawal Policy

Normally, students are expected to take responsibility for dropping a class or withdrawing from the University as noted in the Voluntary Drop or Withdrawal Policy. However, when students are not meeting attendance or participation requirements for an academic term, the Provost / Vice President for Academics reserves the right to administratively drop a student from a course or to administratively withdraw a student from the University. Faculty should report to the Registrar student absences in excess of one week or equivalent, unless the student has made arrangements with the instructor to complete all work missed. The Registrar reports student absences to the Keleher Learning Commons.

Students that have not paid tuition in full or enrolled into a payment plan during the first six (6) days of an eight (8) week term or during the first ten (10) days of a sixteen (16) week term may be administratively withdrawn from the term.

Leave of Absence Policy

A Leave of Absence (LOA) may be requested by students only one time during a University of Saint Mary course of study and is for students that are subject to long-term personal or family health concerns, or other extenuating circumstances that prevent continuous enrollment for an extended period of time. For up to three semesters, students may take an LOA and, at the expiration of that time or earlier, re-enter the University of

Saint Mary under their last enrollment catalog, academic requirements, and placement. Students who do not return at the expiration of their approved LOA timeframe, not to exceed one year, must be re-admitted to the university and will be held to catalog requirements in force at the time of re-entry. LOAs granted during an academic term will result in current course(s) being dropped according to the Voluntary Course Drop Policy and subject to the University of Saint Mary Refund Policy. Students requesting an LOA due to military obligations should consult the [Military Withdrawal Policy](#) in the VA Educational Benefits section. Please review the Financial Aid & Consumer Information handbook for details on the effect (if any) of an LOA upon federal student aid programs.

A formal written request for LOA, along with appropriate documentation of the situation, must be submitted to the Provost/Vice President for Academics for consideration. Forms are available in the Registrar's Office. Approved LOAs will be received and documented by Registrar's Office.

Academic Status: Dean's List, Probation and Dismissal

Dean's List

The Dean's List includes all full-time undergraduate degree seeking students enrolled in 12 or more graded credits who have attained a semester GPA of 3.50 or above in any one semester. Any student receiving an Incomplete grade for one or more courses within a semester will not be included in the Dean's List calculation until the Incomplete grade is changed to the earned letter. Once the grade is changed, the student will be eligible for the Dean's List so long as all other requirements for the semester are met.

Probation

All undergraduate degree-seeking students who fail to achieve the required semester GPA of 2.00 in any one semester, or who do not maintain a cumulative GPA of 2.00, will be placed on academic probation for the following semester. Students placed on academic probation are required to develop an academic success plan with the help of the Keleher Learning Commons. Undergraduate degree-seeking students who have two consecutive semesters with a term GPA below 2.0 or fail to achieve a cumulative GPA of 2.0 or above will be considered by the Provost/Vice President for Academics for dismissal for scholastic deficiencies.

Dismissal

If any student, in the judgment of the administration, has an academic standing that is unsatisfactory or the student's conduct or influence is not conducive to the best development of self or others, even though the student commits no specific act of insubordination, he/she may be dismissed, or asked to withdraw, as unfit for university responsibilities. In addition, undergraduate students receiving a term GPA below 2.0 for two consecutive semesters, a term GPA below 0.75, excessive failing grades, or a student who did not follow their academic success plan/probation conditions will be considered for dismissal from the University by the Provost/Vice President for Academics.

The Provost/Vice President for Academics will determine if courses in progress on the effective date of dismissal shall be recorded with earned letter grades, failing grades, or as a withdrawal from the University.

VA Educational Benefits

The VA Certifying Official at University of Saint Mary is located in the Registrar's Office in Saint Mary Hall, Room 108.

New Students

If you are a new student and would like to start receiving benefits, the first step is to start the application process with the Department of Veterans Affairs (VA). Details regarding the application process can be found at www.gibill.va.gov. You may also reach the VA by calling 1-888-442-4551. The VA is your best point of contact for questions concerning benefit payment amounts and questions regarding specific eligibility.

Once the VA application process is complete, the following paperwork will need to be submitted to the VA Certifying official via email at registrar@stmary.edu

*Certificate of Eligibility (COE)

Note: The COE will be mailed to you after the application for benefits has been processed.

Once the COE is received, you may adjust any payment arrangements that you agreed upon with the Business Office during the waiting period to participate in the course of your education.

Current Students

Enrollment Changes:

If at any time your enrollment changes (withdraw/drop/add a course), it is required that the student contact the School Certifying Official in writing at (registrar@stmary.edu) to avoid payment problems.

Semester Certifications:

Initial certifications of enrollment are completed 30 days prior to the start of the semester. Final certifications of enrollment are completed after the drop/add period of each semester for the time during which the student is enrolled/eligible for benefits. Each student will receive notification via University of Saint Mary campus email when certifications are complete. NOTE: Students must notify the School Certifying Official 45 days prior to the start of a semester if they choose not to utilize the benefits. Once an enrollment certification has been processed it cannot be reversed.

Yellow Ribbon:

University of Saint Mary participates in the Yellow Ribbon Program for students who receive 100% of Post 9/11 benefits. Department of Veterans Affairs (VA) is responsible for determining the level of eligibility for the

Post 911 Program. Only students who are deemed eligible for 100% of Post 9/11 will be eligible for the Yellow Ribbon Program. The Yellow Ribbon Program is a matching program between the institution and the VA. Each institution must establish the level of funding they will provide, which the Department of Veterans Affairs (VA) matches. At the University of Saint Mary, we have agreed to provide a minimum of 50% in institutional funding, which the VA has agreed to match.

Military Withdrawal Policy:

Active Duty members of the United States Armed Forces, or members of the National Guard or Reserve that are activated for duty, or receive Deployment or Temporary Duty orders that require extended absence and/or inability to perform academic work for a sustained period of time during an academic term will be permitted to withdraw without penalty from the University of Saint Mary. Under this policy, students presenting a copy of their military order to the Registrar will receive a 100% refund of tuition and fees with funds from any form of financial aid being returned to that source. Students will, therefore, have a zero balance remaining after withdrawal (with the exception of prorated room and board charges, if applicable). Further, students that are spouses, partners, family, or dependent of the military member receiving orders, where such orders prevent continued enrollment, will also be permitted to withdraw from the University of Saint Mary as above.

Alternatively, Incomplete (I) grades for all classes, with no tuition and fee reimbursement, may be more appropriate when the withdrawal is near the end of the semester.

Incompletes must be by agreement between the instructor(s) and the student, and approved by the Academic Dean.

If the student chooses to withdraw from only a portion of his/her classes and receives Incomplete grades in the remaining classes; he/she would receive a prorated reimbursement of tuition and fees only if the number of remaining credit hours is fewer than twelve. In either of these alternative cases, the student will receive a prorated refund of room and board charges, if applicable, and be allowed to complete the coursework according to the established policies of the University and the Incomplete agreement with the instructor(s) involved.

Failure to attend does not constitute an official withdrawal.

Payments/ Fees:

University of Saint Mary requires payment for the amount that is the difference between your financial obligation and the amount actually received by the University. However, University of Saint Mary will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33 for their percentage of COE.

See the University of Saint Mary website for our readmission policy.

Catalog Requirements: Progress toward Degree

Students must satisfy all academic requirements of the catalog under which they initially enroll except in the case of an approved Leave of Absence. Undergraduate students must complete all degree requirements within 150% of the published length of the academic program (example: a four year degree X 1.5 = six years). Students taking longer than these timeframes and students with more than three consecutive semesters of interrupted enrollment, excluding summers, must satisfy the academic requirements of the catalog under which they re-enter.

Students wishing to change their major to a different major or to an updated version of their current major, can do so by completing the Declare or Change Advisor or Major/Minor form or Change of Catalog Request form, available from the Registrar's Office. Students will be subject to the requirements of the major, general education requirements, and other needed requirements that are stated in the current University catalog.

Undergraduate students reaching 85 or more earned credit hours and with Junior standing are required to have a degree audit performed before registration into the Senior year. Please contact the Registrar's Office to set up an appointment.

Declaration of Major

Undergraduate students can declare an academic major at any time by completing the Declaration or Change of Major form and submitting to the Registrar's Office. Undergraduate students must declare an academic major prior to earning 60 credits. Students make application for formal admission into the declared academic major at the times specified in the relevant academic program sections of this catalog and should work closely with their academic advisor to ensure all entrance requirements are met.

Please note that a change of major after the beginning of junior year may require extra time to complete the bachelor's degree.

Double Majors

To earn a double major in programs that share some of the same courses or requirements, the student must fulfill the requirement of both majors, including a minimum of 30 semester hours per major (60 hours for double major). Of the 60 hours, at least 30 must be non-shared courses. Courses designated as "supporting courses" for a major are not included in the 30 hours off that major.

Completion of Additional Major after Graduation

Under limited conditions and with approval prior to graduation, a University of Saint Mary bachelor's degree graduate may complete a major begun prior to graduation. Consult the Registrar's Office for conditions and approval form.

Grading System

Grades assigned are A through F, I (Incomplete), NC (No Credit), W (Withdrawn), WP (Withdrawn Passing), and WF (Withdrawn Failing). The University of Saint Mary uses a 4.0 grade point scale for each letter grade earned.

Meaning of Grades

- A** = "Superior." This grade signifies work of distinctly superior quality. Recitations, examinations, and written work indicate mastery of the course content, competent correlation of facts and principles, and ability to express one's self clearly in writing.
- B** = "Very Good." This grade is assigned for work of above average quality. Recitations and tests give evidence of mastery of course content and of the ability to express one's self clearly. The student is interested, thorough in preparation and fulfillment of assignments, and observes directions regarding form, organization, and quality of content in written work. This grade should not be given when any of the essential work of the course is missing or done in a careless fashion.
- C** = "Satisfactory." This grade indicates work of a satisfactory character. A grade of "C" should indicate that the student understands the basic elements of the course and is capable of continuing to the next advanced course in the field. The student is consistently attentive in class, assignments are prepared promptly, and written work is neat and expressed in correct English.
- D** = "Minimal." The grade of "D" indicates that the student has deficiencies in showing mastery of the course content, but the overall quality is at least passing. No "D" grades are given for courses at the graduate level.
- F** = "Failure."
- I** = "Incomplete." Grade is not calculated until replaced by a final letter grade as described in [Incomplete Grades](#)."
- NC** = "No Credit." No Credit is given for the course.
- W** = "Withdrawn." Student is withdrawn from the course without academic achievement.

WF = “Withdrawn Failure.” Student was failing the course prior to, or on the day of, being withdrawn or grade given for administrative withdrawal.

WP = “Withdrawn Passing.” Student was passing the course prior to, or on the day of, being withdrawn.

The grade of “W” does not affect the cumulative Grade Point Average but will affect the ratio of attempted credit hours versus earned credit hours. The grade of “WP” is calculated in the same manner as the grade of “W.” The grade of “WF” is calculated in the same manner as the grade of “F” and will affect the cumulative Grade Point Average and the ratio of attempted credit hours versus earned credit hours.

Grade Point Average

Transcript letter grades may be assigned with a + or -, but grade points will reflect only a letter grade in the computation of the GPA. A student’s cumulative GPA is computed by divided the total grade points earned by the total credit hours attempted. Each credit hour is awarded a grade point value as indicated here:

- Each hour of **A** is awarded 4 grade points. For example, a 3 semester hour course with a grade of A is awarded 12 total grade points.
- Each hour of **B** is awarded 3 grade points.
- Each hour of **C** is awarded 2 grade points.
- Each hour of **D** is awarded 1 grade point.
- No grade points are awarded for grades of **F** or **WF**, but the semester hours are included in calculating the GPA.
- Grades of **P**, **W**, and **WP** are not computed in the GPA.
- Grades of **I** are not considered until the course is completed.

Incomplete Grades

A grade of “Incomplete” may be given if, for good reason, a portion of the class work has not been completed. The Request for Incomplete Grade form must be completed by the instructor, division chair, and student before sending to the Registrar’s Office and submitted prior to final grades being posted. The duration of an Incomplete grade is 30 days from the end date of the academic term. A student with two or more “I” grades must obtain the written approval of the program director to continue enrolling in classes.

Failure to complete the course work within 30 calendar days after the close of a semester will result in the student receiving the grade earned for the course as of the end of the Incomplete period. At the request of the instructor and for serious reasons, the time may be extended. A Request for Extension of Incomplete Grade form must be completed and returned to the Registrar’s Office before the original deadline lapses. In no circumstances can an Incomplete grade total more than sixty (60) days from the original end date of the academic term.

Pass/Fail Grades

All internships, practicums, and weekend workshops are graded Pass (P) or Fail (F) unless otherwise noted. A “P” is not included in the GPA calculation. An “F” is included in the GPA calculation.

Repeated Coursework

Students enrolled in an undergraduate program that wish to improve their GPA may repeat courses that are required for the degree program. The most recent grade earned in the course will be used to calculate the grade point average, but the previous grade will remain on the transcript.

Attempted and earned credit hours for all repeated coursework are counted within the Title IV Federal Student Aid Satisfactory Academic Progress calculations.

Auditing Courses

Students enrolling for Audit must do so during the registration period. Students pay full fees for auditing a course, and complete records and transcripts are maintained, although no credit hours are awarded. Approval for Audit and the extent of class participation should be determined with the instructor prior to enrollment.

Continuing Education Workshops

The University of Saint Mary Overland Park Campus offers a range of continuing education including for-credit teacher workshops. These workshops are designed to help teachers grow in their profession, fulfill a prerequisite requirement, meet licensure requirements, or learn for the sake of learning. In order to provide the best learning environment, workshop enrollment size is limited. Saint Mary reserves the right to cancel workshops if there are not a sufficient number of participants enrolled for the workshop as of five business days prior to the start of the workshop. Registered participants for the course will be notified immediately by email and refunds will be made in full.

Final Examination Policy

All students participate in final examinations or projects given at the close of each semester. Changes of examination times, for good cause, must be approved by the faculty member conducting the final examination.

Grade Reports

Faculty members will record final grades for all courses and mid-semester grades for all 16-week courses by the date listed on the Academic Calendar. Final and mid-semester grades are accessible for all students through the student information portal (eSpire).

Change of Grade and Appeal Process

If an error in a student's final course grade is discovered, an amended grade report is filed with the Registrar, with a copy provided to the academic division chair. Course grades are not changed based on additional work done after the end of the term unless in the case of a previously approved "Incomplete" grade. The final grade in a course is ordinarily based on the sole judgment of the instructor. In the event that a student disagrees with the final grade assigned in a course, the student must first discuss the grade with the instructor. If the student remains dissatisfied, then the student is required to submit a written statement with all supporting evidence attached and submit to the division chair to resolve the issue accordingly.

If the student remains dissatisfied or the issue cannot be resolved by the informal process above, see the [Student Initiated Academic Grievance Procedure](#).

Academic Honesty

Academic honesty is expected of all members of the University of Saint Mary community. It is an essential component of higher education and is necessary for true academic growth. Consistent with the University mission and values, academic honesty is essential in achieving one's God-given potential. Value-centered lives are meaningless if honesty is not one of those values. The bonds of community require that none of us knowingly discredit the value of a Saint Mary education. Respect for others requires that we acknowledge the sources of our information. Justice requires that we possess the skills and learning that we profess to have. Excellence requires that we do the best we can in everything we do, without resorting to dishonesty or other immoral behavior.

Academic honesty is the policy of the University of Saint Mary. Academic dishonesty is prohibited by the University of Saint Mary. Academic dishonesty includes, without limitation, any form of cheating whether in or out of the classroom; the presenting of purchased or stolen papers, computer programs, reports, or other written work as one's original work; failure to acknowledge the source of quotations, unique ideas, figures, tables, charts, and diagrams through academically acceptable attribution when these are used in papers, reports, or formal presentations; falsification of information; and destruction, concealment, or unauthorized modification of academic materials of the university, faculty, other student or any other person(s) for purposes of self-gain, or diminishing the academic work of another; falsification of academic materials from another college, university, or educational entity to achieve or maintain admission to and continued enrollment in the University of Saint Mary. Because standards of citation, attribution, and use of materials may vary between academic disciplines or within various specialties within an academic discipline, these general definitions should be considered base levels of academic honesty. Individual faculty may define further academic honesty expectations in course syllabi appropriate to their academic discipline.

Faculty initiated reports of student academic dishonesty are made in electronic format and will include all supporting information, evidence, and relevant correspondence. The report with supporting information is sent to the academic Division Chair. If a student has multiple reports of academic dishonesty, they may be

required to meet with the Academic Dean which may lead to further disciplinary action, up to and including, dismissal from the University.

Student Initiated Academic Grievance Procedure

Absent a grade based on constitutional violations or prohibited discrimination, the final grade in a course is within the sole judgment of the instructor. Allegations of academic dishonesty are handled in accord with the Academic Honesty Policy and the procedures described below. In the event that a student disagrees with the final grade assigned in a course and cannot resolve using the Change of Grade and Appeal Process, or disputes an allegation of academic dishonesty, the following informal procedure will be initiated by the student.

The student informs the instructor that the grade or academic honesty allegation is under dispute. If the dispute involves a final grade, the student must inform the instructor by the end of the add/drop period of the following academic term. It is recommended that the student do this as soon as possible after receiving the grade.

Informal Grievance Procedure

If the dispute involves allegations of academic dishonesty, the student must inform the instructor within three (3) days of instructor notification to the student allegation of academic dishonesty.

The student consults with the appropriate individuals at each of the three (3) levels indicated below and seeks resolution on the lowest possible level:

1. Absent unusual circumstances, the student consults with the instructor who renders a written decision and notifies the student at the student's last address or email on file with the University within one (1) calendar week of the consultation.
2. If the matter is not satisfactorily resolved with the instructor, the student consults with the academic Division Chair within one (1) calendar week of the decision of the instructor and the academic Division Chair will notify the student in writing at the student's last address or email on file with the university within one (1) calendar week of consultation. If the dispute is with the academic Division Chair, who is also the instructor, the student moves to step three (3).
3. If the matter is not satisfactorily resolved in steps one (1) or two (2) above, the student may consult with the Academic Dean within one (1) week regarding a formal appeal process. The Academic Dean will confer with the instructor, the student, and the academic Division Chair to assure that the informal process was followed and will then advise the student in writing within one (1) week as to the appropriate steps in initiating a formal appeal process, should the student so desire. The role of the Provost/Vice President for Academics at this juncture is to assure due process, not to deal with the substantive matters of the appeal.

Formal Academic Grievance Procedure

Notice of Appeal: If the issue cannot be resolved informally, the student may file a formal appeal in writing with the supporting evidence within one (1) calendar week of the notification by the Academic Dean with a copy to the assigning instructor and the academic division chair. It is the responsibility of the student to provide all supporting evidence with the formal appeal. The assigning instructor may file a statement and any supporting materials within one (1) week of the filing of the appeal with the Provost Vice President for Academics with a copy to the appealing student.

Review Committee Membership: The review committee will be formed within one (1) calendar week of the filing of a formal review of the final grade and will consist of three (3) faculty members, to include the academic Division Chair, a faculty member from a related discipline, and a faculty member from an unrelated discipline.

The student may choose one (1) of the three (3) review committee members in which case the student will identify his or her request for a committee member with the filing of appeal and the Provost/Vice President for Academics will appoint the remaining two (2) members and appoint one (1) of the members as committee chair. The committee chair controls all aspects of review committee and its work and the instructor and the appealing student are to communicate on all matters through the committee chair.

Review Committee Role and Procedures: The role of the review committee is to ensure that good academic practice and adherence to USM policy was followed in the grade assignment or academic dishonesty allegation and in the review process. The role of the committee is to make judgment regarding the facts related to how the instructor applied the criteria for grading or the allegation of academic dishonesty, taking into consideration such issues as fairness, consistency, and the communication of standards.

Although the committee may meet in private to form the agenda, review the materials submitted by the student and the instructor, to deliberate, and to decide its final recommendation(s), the student and the instructor's presence are invited for the formal presentation of the appeal and to respond to questions related to the evidence provided from the committee. At any meeting at which the student and the instructor are present, each may be accompanied by a member of the USM community for support and assistance; however, only the student or instructor may speak on their own behalf, including asking and answering questions of the other and interacting with the review committee.

The committee must inform in writing the appealing student, the assigning instructor, the academic division chair, and the Provost/Vice President for Academics of its findings and recommendations for any action.

For grade appeal, the committee may return the matter to the instructor for reevaluation, recommended action, or no action on the appeal, or in the case of a perceived constitutional violation, including a perceived violation of academic freedom or prohibited discrimination, submit a recommendation to the instructor and/or the administration to change the grade.

For academic honesty violation, the committee may return the matter to the instructor for reevaluation, or recommendation action, or no action on the appeal. No action essentially upholds the instructor's decision.

The Provost/Vice President for Academics will act on these findings and recommendations or return the matter to the review committee for further action and notify the appealing student and assigning instructor of his or her decision, including further appeal rights, if any. In acting on these findings and recommendations of the committee, the Provost/Vice President for Academics also weighs the issues of fairness, consistency, and communication of standards. The Provost/Vice President for Academics will take the findings and the recommendations of the committee to the President for final decision. For grade appeal, the decision of the President is final and may not be appealed.

In the case of academic dishonesty, should the final recommendation of the instructor and the committee be dismissal from the University, the case will be reviewed by the President who consults with the Provost/Vice President for Academics before making a final decision regarding dismissal.

A record of formal appeals will be kept in the Office of the Provost/Vice President for Academics.

Application for Degree

Students must file a Graduation Application available online at least one semester prior to their intended graduation date. November 29 is the deadline for students planning to graduate in the fall, spring, or summer semesters. After the application is filed, the Registrar's Office will verify degree requirements still needed for graduation and notify the student and advisor of the remaining requirements needed to complete the degree program. Failure to meet the graduation application deadline may affect a student's participation in commencement and/or receipt of diploma.

Graduation and Commencement

The student's official date of graduation is the last day of the relevant academic term in which the student completes all degree and major requirements to include any specified timeframes, participation in any required assessment activities, and with the grade point average meeting or exceeding degree and major thresholds, as determined by the Registrar's Office. The University of Saint Mary awards degrees at the end of every eight week term.

Commencement ceremonies, held at the end of spring semester, honor students who have or will have completed all degree and major requirements during that academic year through the end of summer. In order to participate in the spring commencement ceremony, undergraduate students (excluding accelerated nursing students) must have no more than 6 credits remaining for their degree program, to be completed in the summer semester immediately following Commencement. Graduate students may participate in the spring commencement ceremony if all remaining credits can be completed in the summer term immediately following commencement.

Students should confer regularly with the registrar, advisor, or their program director to be certain they are making satisfactory degree progress to avoid possible problems shortly before their intended graduation.

Students that have holds on their university account, whether financial or academic, will not be issued their diploma or final transcripts until the holds have been resolved. Failure to resolve any holds in a timely fashion may delay degree conferral until the next scheduled degree conferral date.

Graduation with Distinction

Cum laude requires graduation with a 3.50 cumulative GPA.

Magna cum laude requires graduation with a 3.70 cumulative GPA.

Summa cum laude requires graduation with a 3.90 cumulative GPA.

Seniors graduating with distinction must have completed at least 45 semester hours of their course work at the University of Saint Mary. For Spring Convocation and Commencement activities, the Registrar's Office calculates cumulative GPA using grades up to the last completed academic term before Commencement. The final distinction earned will be recorded by the Registrar on the official transcript.

National Honor Societies

Kappa Gamma Pi

Selected by faculty as outstanding in scholarship, leadership, and service, this honor society is for graduates of catholic universities who have a cumulative GPA of 3.50 or above. Students may be elected only as graduating seniors. At time of selection they must have completed 24 hours at the University of Saint Mary. No more than 10% of the graduating class may be selected.

Phi Alpha Theta

A national honor society that recognizes and encourages excellence in the study of history. Students who have 12 hours of history and meet the requisite GPA are eligible for selection in junior or senior year.

Sigma Theta Tau

The mission of the Honor Society of Nursing, Sigma Theta Tau International, is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. STTI membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nursing leaders exhibiting exceptional achievements in nursing.

Transcripts

Students who have satisfied all obligations to the University may request a transcript. Due to the confidential nature of student records, transcripts are released only through the online transcript ordering system. Telephone and email requests will not be honored. Any transcript issued directly to a student is stamped "Issued to Student." There is a fee that will be assessed, per transcript, with payment due at the time of the request.

Students may request an official or unofficial transcript online by visiting the [online ordering system](#).

10. Academic Life

The Curriculum

Informed by the mission of the University, the curriculum of the University of Saint Mary seeks to prepare graduates to engage in the challenges of a complex, changing world with confidence in their ability to reason systematically, to communicate ideas clearly, to view the world locally and globally, and to make effective decisions that are morally and spiritually grounded.

We challenge each student to take responsibility for his or her own education within a caring community of faculty, staff, and student learners so that curiosity, intellectual rigor, and appreciation of the arts and sciences flourish.

Learning Goals for the 21st Century Applied Arts Areas of Investigation

University of Saint Mary students will engage the following areas of investigation (Adapted to USM from “Learning Goals for the 21st Century,” AACU, Greater Expectations Initiative):

- The human imagination, expression in literature and the arts, and other artifacts of cultures;
- Inductive and deductive reasoning to model the natural, social, and technical world especially through, but not limited to, mathematics, the natural sciences, the behavior sciences, information systems, and technology;
- The values, histories, and interactions of social and political systems across global cultures, with emphasis on American democracy;
- Spiritually, faith, and the wholeness of the human person, understanding interconnections of the mind, heart, and hand;
- Ethical and moral dimensions of decisions and actions.

Learning Outcomes Integrated Through the Areas of Investigation

University of Saint Mary graduates will:

1. Demonstrate ability to investigate and assess information to develop knowledge.
2. Demonstrate ability to use, integrate, analyze, and interpret complex information and connect theory and practice to draw new and perceptive conclusions.
3. Demonstrate the ability to evaluate information from disparate sources, to transform information into meaningful knowledge to solve or accept complex issues.
4. Demonstrate ability to use English language conventions accurately to construct coherent written and oral arguments.

General Education

The general education program aims to move the student through a series of experiences that introduce the student to the learning goals and outcomes, through Foundational Courses and Skills, Idea Seminars with global interdependence emphases, and Areas of Investigation.

Distribution of Courses

Advisors assist students to select courses from the Areas of Investigation that comprise human knowledge: theology, philosophy, literature, mathematics, history, fine arts, social sciences, behavioral sciences, natural science, and cultural literacy.

Common Learning Experiences

Foundational Skills

Students demonstrate foundational knowledge in basic writing, speech, math, and technology.

GE 114 First Year Experience I

This course introduces students to skills and critical thinking necessary for success in university life. The course also focuses on the traditions of a Catholic, applied liberal arts baccalaureate education (with special focus on the University of Saint Mary values of Community, Excellence, Justice, and Respect), and on how to make the most of an undergraduate education to prepare for a career and the workforce. Students who fail the course or who transfer in to USM in spring of their freshman year will take EN 310 as a replacement.

Offered: Fall semester

(Three credit hours)

GE 115 First Year Experience II

The course introduces students to skills and critical thinking necessary for success in university life. The course also focuses on the traditions of a Catholic, applied liberal arts baccalaureate education (with special focus on the University of Saint Mary values of Community, Excellence, Justice, and Respect), and how to make the most of an undergraduate education to prepare for a career in the workforce. Students who fail the course or do not return to USM for the spring semester of their freshman year but transfer back to USM in subsequent semesters will take COM 120 as a replacement.

Area of Investigation Fulfilled: Service Experience

Offered: Spring semester

(Three credit hours)

HN 114 Honors First Year Experience I

This course introduces students to skills and critical thinking necessary for success in university life.

The course also focuses on the traditions of a Catholic, applied liberal arts baccalaureate education (with special focus on the University of Saint Mary values of Community and Respect), and on how to make the most of an undergraduate education to prepare for a career and the workforce. Students who fail the course will take EN 310. Must be enrolled in the University Honors Program.

Offered: Fall Semester

(Three credit hours)

LEAD 101 Ambassador Leadership I

The focus of this course will be a basic introduction to leadership. Students will understand the fundamental principles of leadership development and practice specific behaviors correlated with exceptional leadership performance. Students will understand strategies to help others develop their leadership behaviors.

Offered: Fall semester

(One credit hour)

HN 115 Honors First Year Experience II

The course introduces students to skills and critical thinking necessary for success in university life.

The course also focuses on the traditions of a Catholic, applied liberal arts baccalaureate education (with special focus on the University of Saint Mary values of Justice and Excellence), and how to make the most of an undergraduate education to prepare for a career in the workforce. There is a service-learning component required for this course. Students who fail the course will take an additional humanities course, approved in conjunction with their academic advisor and the Academic Dean. Freshmen students starting in spring semester are required to take this course and one additional humanities course approved in conjunction with their academic advisor and the academic dean in place of GE 114. Must be enrolled in the University Honors Program.

Area of Investigation Fulfilled: Service Experience

Offered: Spring semester

(Three credit hours)

LEAD 102 Ambassador Leadership II

This course will focus on building strong Student Ambassadors. Students will enhance their leadership skills through readings, case studies, reflections, and practical applications. Student will serve in a leadership role in a campus organization. The course will help the student in building communication skills, especially public speaking and problem solving.

Offered: Spring semester

(One credit hour)

Idea Seminars

Idea Seminars are designated courses across a variety of disciplines, each giving intentional emphasis to concepts and common themes related to global interdependence. Students usually take Idea Seminars in their sophomore and junior years. Writing is also emphasized in Idea Seminars.

The Writing Competency

Prior to their graduation, all undergraduate students complete a Writing Competency Requirement to demonstrate their ability to write competently. Students demonstrate appropriate levels of developmental skills and competency in writing in their major through designated course work, and with writing practice and enhancement opportunities available through Idea Seminars.

11. Undergraduate Academic Programs

Degrees and Majors

The University of Saint Mary offers the Associate of Arts, Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Nursing degrees with the following majors:

Associate of Arts:

Liberal Studies

Bachelor of Arts:

Art
Criminology
Digital Communications
English
History
Liberal Studies
Pastoral Ministry
Political Science
Psychology
Theatre
Theology

Bachelor of Science:

Accounting
Applied Mathematics
Biology
Biomedical Sciences (through partnership with Kansas City University of Medicine and Biosciences)
Business Administration – Management
Business Administration – Marketing
Chemistry
Cybersecurity
Elementary Education
Exercise Science
*Health and Sport Science (only awarded as part of the Master of Science in Athletic Training combined degree track)
Health Information Management
Human Biology (through partnership with Cleveland University-Kansas City)
Interdisciplinary Studies
Mathematics
Medical Laboratory Science (in partnership with the North Kansas City Hospital Medical Laboratory Science Program)
Sport Management

Bachelor of Science in Nursing:
Nursing

Degree Requirements

The Associate of Arts Degree in Liberal Studies

The Associate of Arts Degree in Liberal Studies provides students with the opportunity to experience concentrated study in a single discipline and, at the same time, broaden their understanding and appreciation of those areas of study which contribute to a well-rounded liberal education. The Associate of Arts program includes an areas of concentration as well as general education requirements.

Degree requirements for the Associate of Arts in Liberal Studies:

- 64 semester hours (only 4 semester hours of physical education or sports activity will be counted toward the required 64 hours)
- A minimum GPA of 2.00
- At least 15 semester hours from the University of Saint Mary
- 12 of the last 15 hours in residency
- Completion of an approved area of concentration
- Completion of general education requirements for the Associates Degree (see below)
- Settlement of all accounts with the University
- Settlement of all holds placed on the student record including, but not limited to, Financial Aid Exit Counseling, Return of Equipment, Account Hold, Transcript Hold, and Registrar's Hold

Students may select from the area of approved concentrations below (12-18 credits):

Art, Biology, Chemistry, English, History, Mathematics, Psychology, Political Science, Theatre, and Theology

General Education Requirements for the Associate of Arts Degree (c. 33 credit hours):

EN 111 English Composition I (3 crs) (Writing competency course. Grades lower than a C require repeating the course)

EN 112 English Composition II (3 crs)

Idea Seminar (3 crs) (Idea Seminars may apply toward the Areas of Investigation listed below)

A course in at least 8 of these Areas of Investigation:

Theology (3 crs)

Philosophy (3 crs)

History (3 crs)

Literature (3 crs)

Fine Arts (3 crs)

Sociology or Psychology (3 crs)

Mathematics (3 crs) (Must be USM MA 125 or higher; the prerequisite for MA 125 is MA 114 or MA 115 or approved equivalent)

Political Science, Economics, or Geography (3 crs)

Natural Science with lab (3-4 crs)

The Bachelor of Arts and Bachelor of Science Degrees

Degree requirements for the Bachelor's Degree:

- 120 semester hours, (only 4 semester hours of physical education or sports activity will be counted toward the required 120 hours)
- At least 30 semester hours from the University of Saint Mary; 24 of the last 30 must be from the University of Saint Mary
- 42 credit hours of upper-level course work (courses numbered 300 or above from most institutions)
- Completion of major requirements, including at least 12 semester hours of upper-level course work
- Completion of general education requirements for the Bachelor's degree described below
- A minimum GPA of 2.00 overall and 2.00 in all upper-level major course work unless specified otherwise in program requirements
- Settlement of all accounts with the University
- Participation on program evaluation activities as required
- Settlement of all holds placed on the student record including, but not limited to, Financial Aid Exit Counseling, Return of Equipment, Account Hold, Transcript Hold, and Registrar's Hold

The Bachelor of Science in Nursing Degree

Degree requirements for the Bachelor of Science in Nursing Degree:

- 125 semester hours, (only 4 semester hours of physical education or sports activity will be counted toward the required 120 hours)
- At least 30 semester hours from the University of Saint Mary; 24 of the last 30 must be from the University of Saint Mary
- 42 credit hours of upper-level course work (courses numbered 300 or above from most institutions)
- Completion of major requirements, including at least 12 semester hours of upper-level course work
- Completion of general education requirements for the Bachelor's degree described below
- A minimum GPA of 2.00 overall and 2.00 in all upper-level major course work unless specified otherwise in program requirements
- Settlement of all accounts with the University
- Participation on program evaluation activities as required
- Settlement of all holds placed on the student record including, but not limited to, Financial Aid Exit Counseling, Return of Equipment, Account Hold, Transcript Hold, and Registrar's Hold

Second Bachelor of Arts or Bachelor of Science Degrees

Students who already have a bachelor's degree from another institution or from the University of Saint Mary may earn a second bachelor's degree upon completion of the following requirements:

- Completion of a minimum of 30 semester hours beyond the first bachelor's degree and not included in another earned degree; at least 30 of these hours must be from the University of Saint Mary; 24 of the final 30 hours must be from the University of Saint Mary
- Completion of major requirements, including at least 12 semester hours of upper-level course work
- Completion of the University of Saint Mary's general education requirements for transfer seniors described below (not applicable to University of Saint Mary second bachelor's degrees)
- A minimum cumulative GPA of 2.00 overall and 2.00 in all upper-level major course work
- Settlement of all accounts with the University
- Participation in program evaluation activities as required
- Settlement of all holds placed on the student record including, but not limited to, Financial Aid Exit Counseling, Return of Equipment, Account Hold, Transcript Hold, and Registrar's Hold.

Traditional Student General Education Requirements

The following are the general education requirements for bachelor's degrees for students entering as freshmen or transfer students entering with less than 12 transferrable credit hours of college work:

GE 114 First Year Experience I (3 crs)

GE 115 First Year Experience II (3 crs)

EN 111 English Composition I (3 crs) (Writing competency course; grades lower than a "C" require repeating the course)

EN 112 English Composition II (3 crs)

Three (3) Idea Seminars (3 crs each) (Idea Seminars may apply to the Areas of Investigation)

Completion of the following Areas of Investigation:

Lower level Theology (3 crs)

Upper level Theology (3 crs)

Philosophy (3 crs)

History (3 crs)

Literature (3 crs)

Fine Arts (3 crs)

Behavioral Science (3 crs) (Criminology, Psychology, or Sociology)

Social Science (3 crs) (Political Science, Economics, Global Studies, or Geography)

Mathematics (3 crs) (Must be USM MA 125 or higher; the prerequisite for MA 125 is MA 114 or MA 115 or approved equivalent)

Natural Science with lab (3-4 crs)

Second Language* (college-level Elementary I and II or approved equivalent) of the same language

*Second language requirement applies only to students majoring in Art, English, History, Pastoral Ministry and Theatre, and excludes students preparing for secondary education who complete the University of Saint Mary teacher education program, including student teaching, prior to graduation.

Transfer Student General Education Requirements

The following are the general education requirements for bachelor's degree for freshman students and transfer students with at least 30 transferrable semester credit hours of college work (transfer Nursing students, see [Transfer Nursing General Education Requirements](#)):

EN 310 Transfer Core (3 crs) (Writing competency course. Must be taken at USM. Grades lower than a C require repeating the course)

Speech course (3 crs)

Idea Seminars (3 crs each) based on transferrable hours (Idea Seminars may apply to the Areas of Investigation listed below)

30-59 credits require 3 Idea Seminars

60-89 credits require 2 Idea Seminars

90 or more credits require 1 Idea Seminar

Completion of the following Areas of Investigation:

Lower level Theology (3 crs)

Upper level Theology (3 crs)

Philosophy (3 crs)

History (3 crs)

Literature (3 crs)

Fine Arts (3 crs)

Behavioral Science (3 crs) (Criminology, Psychology, or Sociology)

Social Science (3 crs) (Political Science, Economics, Global Studies, or Geography)

Mathematics (3 crs) (Must be USM MA 125 or higher; the prerequisite for MA 125 is MA 114 or MA 115 or approved equivalent)

Natural Science with lab (3-4 crs)

Second Language* (college-level Elementary I and II or approved equivalent) of the same language

*Second language requirement applies only to students majoring in Art, English, History, Pastoral Ministry and Theatre, and excludes students preparing for secondary education who complete the University of Saint Mary teacher education program, including student teaching, prior to graduation.)

Transfer Nursing Student General Education Requirements

EN 310 Transfer Core (3 crs) (Writing competency course. Must be taken at USM. Grades lower than a "C" require repeating the course)

PMNU 390 Mission in Nursing Care (3 crs)

Philosophy (3 crs)

Communications (3 crs)

Humanities (9 crs) (3 courses from at least two areas)

Literature/Theatre

Second Language

History

Humanities (Art, Humanities, Music, Religion)

Philosophy

Social Science/Economics (6 crs) (2 courses from at least two of the five areas)

Anthropology

Economics

Political Science

Psychology

Sociology/Criminology

Science/Mathematics (9-10 crs) (must include one course from a lab science and one from mathematics)

Life Science (Nutrition)

Chemistry

Mathematics (Must be USM MA 230 or higher; the prerequisite for MA 230 is MA 114 or MA 115 or approved equivalent)

General Education Requirements for the RN-BSN & BS-HIM Programs

EN 310 Transfer Core (Writing competency course. Must be taken at USM. Grades lower than a "C" require repeating the course)

PMNU 390 Mission in Nursing Care (3 crs) (must be taken at the University of Saint Mary)

Philosophy (3 crs) (Ethics or Bioethics recommended)

Communications (3 crs)

Humanities (9 crs)

Art

Music

Theatre

Second Language

History

Literature

Humanities

Religion

Philosophy

Social Science/Economics (6 crs) (no more than one course from each of the five areas):

Anthropology

Economics

Political Science

Psychology

Sociology

Science/Mathematics (9-10 crs) (must include one course from a lab science and one from mathematics)

Life Science (Biology for BS-HIM; Nutrition for RN-BSN)

Physical Science (Astronomy, Chemistry, Geology, Physics)

Mathematics (Must be USM MA 230 or higher level statistics; the prerequisite for MA 230 is MA 114 or MA 115 or approved equivalent; BS-HIM requires at least MA 115 in addition to MA 230)

General Education Requirements for the Bachelor's Degree Completion Program

The following general education requirements are for students entering into the Bachelor's degree completion program:

Idea Seminars (12 hours – 4 courses)

EN 310 Transfer Core (3 crs)

Theology (3 crs)

Literature (3 crs)

Philosophy (3 crs)

EN 111 English Composition I (3 crs)

EN 112 English Composition II (3 crs)

Communication (3 crs)

Humanities (6 crs) (2 courses from at least two of the five areas)

Literature/Theatre

Second Language

History

Humanities (Art, Humanities, Music, Religion)

Philosophy

Social Science/Economics (6 crs) (2 courses from at least two of the five areas)

Anthropology

Economics

Political Science

Psychology

Sociology/Criminology

Science/Mathematics (9 crs) (must include one course from a lab science and one mathematics):

Life Science (Biology)

Physical Science (Astronomy, Chemistry, Geology, Physics)

Mathematics (Must be USM MA 125 or higher; the prerequisite for MA 125 is MA 114 or MA 115 or approved equivalent)

Course Numbering

The courses contained within this catalog are numbered according to the following general characteristics:

Series 000 – These courses are designed to offer learning to prepare a student for undergraduate college level work and do not count towards the hours required for a University of Saint Mary Associates or Bachelor's degree.

Series 100 – These lower level courses have little or no prerequisite requirement(s), and general provide basic foundations, concepts, and terminologies in its academic discipline.

Series 200 – These lower level courses are of an intermediate college-level difficulty and may have 100 series courses as prerequisites.

Series 300 – These upper level courses are of an advanced nature, have 100 – 200 series courses as prerequisites, and are within an undergraduate major or offered to academically qualified students with an interest in the subject matter.

Series 400 – These upper level courses and seminars are of an advanced nature, have 100 – 300 series courses as prerequisites, and are within an undergraduate major, honors, or offered to academically qualified students with an interest in the subject matter.

Series 500 – These upper level courses are designed as the final capstone, internship, or learning experience of an academic major, are generally reserved for seniors within the major, and carry 100- 400 series courses as prerequisites.

Series 600 – These courses are designed to offer learning to prepare a student for graduate college level work count towards the hours required for a University of Saint Mary Master and/or Doctorate degrees. Undergraduate students may also enroll in 600 level coursework as applicable.

Series 700 – 900 – These courses are designed for graduate level college work that counts towards the hours required for a University of Saint Mary Master and/or Doctorate degree.

Policy and Definition of the Semester Credit Hour

The University of Saint Mary conforms to a calendar that divides the academic year into two semesters, fall and spring, of 15-16 weeks each. These semesters are divided between a winter break and a summer session. Online and accelerated course work occurs in consecutive 8-week terms. Credit hours for each course are determined by this calendar and the nature of the instruction provided. Lecture or seminar courses equate to 1 regular hour per week of scheduled class time and 2 regular hours of student preparation time for each semester credit hour of the course. Laboratory credits equate to 1 regular hour per week of lecture time, 1-2 regular hours per week of laboratory work, and 2 regular hours of student preparation time for each credit hour of the course. Practice credit hours and independent study credit hours (including clinicals, visual and performing arts, and field work) represent 3-4 regular hours per week of such work or practice or independent study. Internship hours are developed between the sponsoring faculty member and the partner facility or work location management but should conform to the same standard as practice and independent study credit hours.

12. Undergraduate Academic Programs

12.1 Accounting

Mission

The Division of Business and Information Technologies of the University of Saint Mary serves traditional and nontraditional undergraduate and graduate students with diverse educational needs. The department seeks to develop graduates who are competent, ethical, socially responsible, and globally aware.

The Business, Accounting, Cybersecurity, and Sport Management programs expect:

- Students will acquire the appropriate disciplinary knowledge of their program of study.
- Students will gain the ability to investigate and assess information to develop business solutions.
- Students will understand the various conditions in which businesses operate.
- Students will learn the application of law and ethics in the conduct of business activities.
- Students will attain the ability to communicate effectively in a variety of business settings.

Program Outcomes

Graduates of the Accounting Program will demonstrate:

1. An ability to understand global aspects of business.
2. Competence in the disciplines of business and accounting.
3. The ability to solve business problems.
4. Oral and written communication skills.
5. Knowledge and application of advanced accounting principles.

Concentration Specific Outcomes in Accounting

In addition, students will demonstrate competencies specific to their concentration or major:

1. Effectively define the needs of the various users of accounting information, demonstrate the ability to communicate such information effectively, and provide knowledgeable recommendations based on the information.
2. Demonstrate the ability to define and implement internal control systems and procedures for the prevention of fraud and ethical violations.
3. Demonstrate the effective use of accounting and financial related tools and techniques that enhance the management decision-making process.

Accounting Major

Students may major in Accounting by taking 69 credit hours of course work, which must include completion of General Business Core courses (36 credits), additional non-core courses (9 credits), and Accounting Concentration courses (24 credits). The Bachelor of Science (B.S.) in Accounting degree is offered only at the Leavenworth, Kansas campus. Students may also complete a management or marketing minor in conjunction with this major (see requirements under the [Business Administration major](#)).

Students majoring in Accounting are highly encouraged to take additional courses in writing, speech, quantitative analysis, and information technology. Students who intend to continue their studies and meet the requirements to sit for the CPA (Certified Public Accountant) Exam must have at least 150 total credit hours of study. Within this total, 30 credits must be in accounting theory and practice courses, 11 credits in oral and written communications, 42 credits in business and general education courses, and 67 credits in other courses.

Grade Policy for Principles Classes

To assist the Division in ensuring students are prepared for advanced courses, all Accounting, Business Administration – Management, Business Administration - Marketing, or Sport Management majors, must earn a grade of “C” or better in all the following principles courses:

- AC 251 Principles of Accounting
- MGT 231 Principles of Management
- MKT 231 Principles of Marketing
- SM 250 Introduction to Sport Management (Sport Management students only)

During the time students are completing these courses, they may be admitted as “provisional” Business, Accounting, or Sport Management majors and will be considered for full admittance if they meet all entry requirements of their major(s). If students do not achieve at least a “C” in their initial completion of any of the above courses, they must repeat the course and earn at least a “C” to be fully admitted. If a “C” grade is not achieved, students may not become a Business, Accounting, or Sport Management majors.

Students may concurrently enroll in principles courses if they are repeating a principles level course. All Accounting majors must complete the General Business Core courses, the Additional Non-Core courses, and the Upper-Level Accounting courses, as follows:

Major in Accounting (69 crs)

General Business Core Courses (36 crs)

- AC 251 Principles of Accounting I (3 crs)
- AC 252 Principles of Accounting II (3 crs)
- EC 232 Principles of Microeconomics (3 crs)
- EC 233 Principles of Macroeconomics (3 crs)

FIN 363 Principles of Finance (3 crs)
 MGT 231 Principles of Management (3 crs)
 MGT 332 Legal and Ethical Aspects of Business (3 crs)
 MGT 386 Data Analysis for Business Decision Making (3 crs)
 MGT 485 International Business (3 crs)
 MGT 491 Production and Operations Management (3 crs)
 MGT 550 Strategic Management and Ethics (3 crs)
 MKT 231 Principles of Marketing (3 crs)

Additional Non-Core Courses (9 crs)

CYB 225 Information Systems and Applications (3 crs)
 MA 160 College Algebra or equivalent higher level math (3 crs)
 MA 230 Introductory Statistics (3 crs)

Upper-Level Accounting Courses (24 crs)

AC 345 Taxation (3 crs)
 AC 351 Intermediate Accounting (3 crs)
 AC 352 Managerial Accounting (3 crs)
 AC 375 Communications for Accounting and Financial Reporting (3 crs)
 AC 445 Auditing (3 crs)
 AC 446 Advanced Accounting (3 crs)
 AC 497 Accounting Internship I (3 crs)
 ACCIS 362 Accounting and Information Systems (3 crs)

Highly Recommended Courses (12 crs)

COM 120 Public Speaking (3 crs)
 AC 346 Cost Accounting (3 crs)
 AC 400 Special Topics in Accounting (3 crs)
 AC 499 Accounting Internship II (3 crs)

Students who intend to continue their studies and meet the academic requirements to sit for the CPA (Certified Public Accountant) Exam should consider taking additional undergraduate courses to meet the total 150 credit hours required to sit for the Exam.

Degree Completion in Accounting

Students with an Associate's Degree (A.A., A.S., or A.A.S.) in Business or Accounting have the opportunity to complete a Bachelor of Science in Accounting online, bringing in their credits from their respective programs. The requirements for the online degree completion program are the same as the traditional Bachelor of Science in Accounting degree for transfer students. Courses are offered online in an 8-week format with six terms each academic year.

Professional Accountancy

Students completing the Bachelor of Science (B.S.) degree in Accounting may continue their studies by applying and being admitted to the University's Master of Business Administration (MBA) program and earn the additional coursework required to sit for the Certified Public Accountant (CPA) examination. Concurrently, students will earn hours towards their MBA Degree and a concentration in Accounting. To sit for the CPA exam, a majority of State Boards of Accountancy currently require 150 total credit hours of college course work. An undergraduate degree at the University of Saint Mary currently requires 120 credit hours.

12.3 Art

The art program is designed to:

- Provide a foundation for students who wish to work professionally as artists;
- Serve the needs of those students who wish to develop their creative talents for enjoyment and enrichment;
- Deepen for all an understanding of art as a means for expression and communication in the contemporary world.

Art Program Learning Outcomes

Students will be able to:

1. Produce original artwork that reflects the application of the elements of art and principles of design to communicate an idea or feeling using a variety of media;
2. Communicate an understanding of the success/failure of artwork by utilizing a critical analysis process;
3. Articulate an understanding of the historical/cultural context of artworks and to apply this understanding to one's own art production.

Major in Art

The core curriculum provides:

- Freshman level foundation courses: Drawing I, Design I, and Drawing II;
- A solid foundation in the fine arts: Painting, Printmaking, Ceramics and Digital Photography;
- An overview of the history of art: Survey of Art History I and II;
- Knowledge of Adobe graphic software: Computer Graphics;
- An emphasis on career preparation: Portfolio Seminar, and Art Career Internship; and
- Culminating exhibit opportunity: Senior Exhibit

A total of 54 credit hours, including 36 credits of the art core curriculum and 18 credits of art electives grouped to form a concentration.

Major in Art (36 crs)

Art Core Courses (36 crs)

AR 111 Drawing I (3 crs)

AR 113 Basic Design (3 crs)

AR 135 Ceramics I (3 crs)

AR 157 Printmaking (3 crs)

AR 240 Painting I (3 crs)

AR 266 Computer Graphics (3 crs)
 AR 275 Digital Photography (3 crs)
 AR 305 Portfolio Seminar (3 crs)
 AR 326 Survey of Art History I (3 crs)
 AR 327 Survey of Art History II (3 crs)
 AR 400 Art Career Internship (1-3 crs)
 AR 599 Senior Exhibit (3 crs)

Art Concentrations

Each concentration includes 18 credits of art electives, 12 of which must be upper-level.

Graphic Design Required Courses

AR 377 Typography (3 hours)
 AR 383 Graphic Design (3 hours)
 AR 472 Digital Page Layout (3 hours)
 CYB 150 Web Design (3 crs)
 MKT 231 Principles of Marketing (3 hours)

Highly recommended courses:

AR 155 Photography I (3 crs)
 AR 355 Photography II (3 crs)
 CYB 361 Web Programming (3 crs)
 COM 329 Survey of Mass Media IS (3 crs)
 COM 426 Strategies in Advertising and Marketing (3 crs)
 Or the Communications Concentration

Studio Art Required Courses

AR 311 Drawing II (3 crs)
 AR 351 Life Drawing (3 crs)

Highly recommended courses:

AR 155 Photography I (3 crs)
 AR 300 Special Topics (1-3 crs)
 AR 335 Ceramics II (3 crs)
 AR 340 Painting II (3 crs)
 AR 355 Photography II (3 crs)
 AR 440 Painting III (3 crs)
 AR 498 Advanced Studio (1-6 crs)

Minor in Art (18 crs)

AR 111 Drawing I (3 crs)
 AR 113 Basic Design (3 crs)
Choose one of the following:

AR 326 Survey of Art History I (3 crs)

AR 327 Survey of Art History II (3 crs)

Studio electives (9 crs)

12.4 Bioethics

The minor in Bioethics seeks to help students:

- Examine values and the ethical and moral dimensions of decisions and actions
- Provide an interdisciplinary approach to the international and American Health care systems as well as methods of distributing medical resources
- Consider the complexities and difficulties in biomedical research
- Ask relevant questions in their future professions on pressing political, moral, and social questions raised in bioethics contexts such as those involving abortion, stem cell research, euthanasia, cloning, medical tourism, and in-vitro fertilization

Minor in Bioethics (18 crs)

HIM 200 Introduction to Healthcare (3 crs)

PH 340 Ethics (3 crs)

PH 542 Bioethics (3 crs)

TH 100 World Religions (3 crs)

Choose one of the following:

BI 109 Biology for Today (3 crs)

BI 220 Cell Biology (4 crs)

BI 370 Principles of Nutrition (3 crs)

Choose one of the following:

PH 100 Introduction to Philosophy (3 crs)

PH 210 Human Nature (3 crs)

12.5 Biology

The Biology program seeks to provide students with a broad foundation in the fundamentals of the biological sciences and affords the opportunity for all students to grow in scientific literacy and apply methods of scientific reasoning to aspects of modern life.

The course offerings of the department are designed to contribute to the general education of all students; give the necessary background to those who plan to do graduate work in the life sciences or who plan to do basic or applied research in the field; and prepare students who will enter professional fields, such as medicine, medical laboratory science, allied health, and secondary or elementary education.

Program Outcomes

Throughout their program the students demonstrate the accomplishment of the following outcomes:

1. Recall and apply basic terminology, facts, concepts, theories, and principles included in a broad overview of the field of biological sciences.
2. Demonstrate skill and competence in using laboratory equipment and standard protocols.
3. Write laboratory reports based on standard formats found in professional journals in the biological sciences.
4. Develop habits of analytical thinking with a scientific approach to problem solving.
5. Demonstrate the ability to present, interpret, and discuss laboratory findings in a manner appropriate to a professional scientist.
6. Explain biological phenomena in ways that show understanding of evolutionary and ecological interrelationships.
7. Apply knowledge of mathematics, chemistry, and physics in explaining biological phenomena and problem solving.

Biology courses older than 10 years will generally not be accepted in transfer toward a Biology major or minor.

30 credit hours in Biology ("BI" prefixed classes only, excluding BI 109 and BI 110) of which 10 credits of course work must be completed at the University of Saint Mary which must include BI 595, BI 596, and BICH 597:

Major in Biology (53 crs)

BI 115 Ecology (3 crs)

BI 212 Diversity of Plants and Animals (3 crs)

BI 220 Cell Biology (4 crs)

BI 425 Genetics (4 crs)

BI 595 Biology Seminar (1 cr)

BI 596 Biology Seminar in Ecology and Evolution (1 cr)

BICH 597 Science and Society Seminar (2 crs)

Biology Electives (8-9 crs)*Choose one of the following:*

BI 445 Developmental Biology (4 crs)

BICH 461 Biochemistry Lecture (3 crs)

Choose one of the following:

MA 230 Introductory Statistics (3 crs)

MA 330 Introductory Statistics (3 crs)

CH 220 General Chemistry I (4 crs)

CH 221 General Chemistry II (4 crs)

Choose 4 credits from the following:

CH 330 Organic Chemistry I (4 crs)

CH 331 Organic Chemistry II (4 crs)

CH 354 Analytical Chemistry (4 crs)

CH 365 Inorganic Chemistry (3 crs)

CH 455 Instrumental Analysis (4 crs)

CH 464 Physical Chemistry I (4 crs)

CH 465 Physical Chemistry II (4 crs)

CH 490 Molecular Spectroscopy (2 crs)

CH 591 Chemistry Internship (1-3 crs)

CH 594 Chemistry Seminar (1 cr)

Choose one of the following sequences:

PHY 215 Physics I (4 crs)

PHY 216 Physics II (4 crs)

OR

PHY 315 Engineering Physics I (4 crs)

PHY 316 Engineering Physics II (4 crs)

Minor in Biology

18 credit hours including plant, animal, and cell biology (“BI” and “BICH” prefixed classes only, excluding BI 109 and BI 110). Of these 18 credits, 3 credits of course work must be completed at the University of Saint Mary.

Teacher Licensure

Students who plan to become biology teachers should consult the Teacher Education advisor for biology early in the program. Teacher licensure requires specific major and/or supporting courses not required for all biology majors. Those requirements are:

One of the following sequences:

BI 258 Human Anatomy & Physiology I (5 crs)

BI 259 Human Anatomy & Physiology II (5 crs)

OR

BI 256 Human Anatomy (4 crs)

BI 358 Human Physiology (5 crs)

BI 265 Basic Microbiology (4 crs)

BICH 588 Practical Applications in Teaching Science (1-3 crs)

Additionally, PY 320 Human Sexuality is strongly recommended.

Four-year students formally apply to the Teacher Education Program by September 1 of their junior year. Junior level transfer students apply after one semester at the University of Saint Mary. See the [Education](#) program section for further information.

12.6 Biology: Human Biology

The following program of study is offered by the University of Saint Mary for the preparation of doctors of chiropractic medicine (D.C.s).

Through our innovative partnership with Cleveland University – Kansas City (CU-KC), students entering the University of Saint Mary follow a three year course of study (a minimum of 89 credit hours). At the beginning of their junior year, students apply to CU-KC, with a successful application allowing them admission into CU-KC at the end of their junior year. Upon successful completion of the CU-KC first year curriculum, the student receives 31 credits and earns a Bachelor of Science in Human Biology from the University of Saint Mary.

Students seeking acceptance into CU-KC are advised to consult their advisor at the beginning of their freshman year for course selection and additional information including necessary GPA.

Program Outcomes

Throughout their program the students demonstrate the accomplishment of the following outcomes:

1. Recall and apply basic terminology, facts, concepts, theories, and principles included in a broad overview of the field of biological sciences.
2. Demonstrate skill and competence in using laboratory equipment and standard protocols.
3. Write laboratory reports based on standard formats found in professional journals in the biological sciences.
4. Develop habits of analytical thinking with a scientific approach to problem solving.
5. Demonstrate the ability to present, interpret, and discuss laboratory findings in a manner appropriate to a professional scientist.
6. Demonstrate a knowledge of the form and function of the musculoskeletal system.
7. Demonstrate a knowledge of microbes and the response of the human immune system central to understanding musculoskeletal diseases.

Major in Biology: Human Biology (52-53 crs)

BI 220 Cell Biology (4 crs)

Choose one of the following sequences:

BI 258 Human Anatomy & Physiology I (5 crs) AND

BI 259 Human Anatomy & Physiology II (5 crs)

OR

BI 256 Human Anatomy (4 crs) AND

BI 358 Human Physiology (5 crs)

BI 265 Basic Microbiology (4 crs)

BI 595 Biology Seminar (1 cr)

BICH 461 Biochemistry Lecture (3 crs)

BICH 597 Science & Society Seminar (2 crs)

CH 220 General Chemistry I (4 crs)

CH 221 General Chemistry II (4 crs)

CH 330 Organic Chemistry I (4 crs)

Choose one of the following:

MA 230 Introductory Statistics (3 crs)

MA 330 Introductory Statistics (3 crs)

Choose one of the following sequences:

PHY 215 Physics I (4 crs) AND

PHY 216 Physics II (4 crs)

OR

PHY 315 Engineering Physics I (4 crs) AND

PHY 316 Engineering Physics II (4 crs)

PY 255 Aging: Issues and Perspectives (3 crs)

PY 290 Childhood & Adolescent Psychology (3 crs)

The student must complete all general education requirements for the Bachelor's degree.

12.7 Biomedical Sciences

The following program of study is offered by the University of Saint Mary for the preparation of doctors of osteopathic medicine (D.O.s). This program is not eligible for VA benefits.

Through our innovative partnership with Kansas City University of Medicine and Biosciences (KCU), freshman students entering the University of Saint Mary with a minimum ACT score of 28 follow a three-year course of study (a minimum of 93 credit hours). During the spring of their sophomore year, students are selected for our KCU Partners Program, successful completion of which guarantees admission into the College of Medicine at the end of their junior year. Once selected for the Partners Program, students are required to attend a three-week medical preparatory course at KCU in the summer after their junior year. The MCAT is not required for admission to the College of Medicine through the partners program. Upon successful completion of the KCU first year curriculum, the student receives 30 credits and earns a Bachelor of Science in Biomedical Sciences from the University of Saint Mary.

Students seeking acceptance into the Partners Program are advised to consult their advisor at the beginning of their freshman year for course selection and additional information including necessary GPA.

Program Outcomes

Throughout their program the students demonstrate the accomplishment of the following outcomes:

1. Recall and apply basic terminology, facts, concepts, theories, and principles included in a broad overview of the field of biological sciences.
2. Demonstrate skill and competence in using laboratory equipment and standard protocols.
3. Write laboratory reports based on standard formats found in professional journals in the biological sciences.
4. Develop habits of analytical thinking with a scientific approach to problem solving.
5. Demonstrate the ability to present, interpret, and discuss laboratory findings in a manner appropriate to a professional scientist.
6. Demonstrate a knowledge of the form and function of major body systems central to the medical field.
7. Demonstrate a knowledge of microbes and the response of the human immune system central to understanding disease.

Major in Biomedical Sciences (54-55 crs)

BI 220 Cell Biology (4 crs)

Choose one of the following sequences:

BI 258 Human Anatomy & Physiology I (5 crs) AND

BI 259 Human Anatomy & Physiology II (5 crs)

OR

BI 256 Human Anatomy (4 crs) AND

BI 358 Human Physiology (5 crs)
BI 265 Basic Microbiology (4 crs)
BI 425 Genetics (4 crs)
BI 451 Immunology (3 crs)
BICH 461 Biochemistry Lecture (3 crs)
CH 220 General Chemistry I (4 crs)
CH 221 General Chemistry II (4 crs)
CH 330 Organic Chemistry I (4 crs)
CH 331 Organic Chemistry II (4 crs)

Choose one of the following sequences:

PHY 215 Physics I (4 crs) AND
PHY 216 Physics II (4 crs)

OR

PHY 315 Engineering Physics I (4 crs) AND
PHY 316 Engineering Physics II (4 crs)

Choose one of the following:

MA 230 Introductory Statistics (3 crs)
MA 330 Introductory Statistics (3 crs)

The student must complete all general education requirements for the Bachelor's degree.

12.8 Business Administration

Bachelor of Science degrees: Business Administration – Management and Business Administration - Marketing.

Mission

The Division of Business and Information Technologies of the University of Saint Mary serves traditional and non-traditional undergraduate and graduate students with diverse educational needs. The Division seeks to develop graduates who are competent, ethical, socially responsible, and globally aware.

Broad Based Student Learning Outcomes

The Accounting, Cyber Security, Business Administration - Management, Business Administration -Marketing, and Sport Management programs expect that:

- Students will acquire the appropriate disciplinary knowledge of their program of study.
- Students will gain the ability to investigate and assess information to develop business solutions.
- Students will understand the various conditions in which businesses operate.
- Students will learn the application of law and ethics in the conduct of business activities.
- Students will attain the ability to communicate effectively in a variety of business settings.

Business Administration Programs

Business Administration – Management is offered on ground at the Leavenworth and Overland Park campuses and online via Degree Completion. Business Administration – Marketing is offered on ground at the Leavenworth campus. Minors are offered on ground at the Leavenworth campus.

Grade Policy for Principles Classes

To assist the Division in ensuring that students are prepared for advanced classes, all Accounting, Business Administration – Management, Business Administration – Marketing, Cybersecurity, or Sport Management majors must make a grade of “C” or higher in all of the following principles classes:

- AC 251 Principles of Accounting
- MGT 231 Principles of Management
- MKT 231 Principles of Marketing
- SM 250 Introduction to Sport Management (Sport Management students only)

During the time that students are completing these courses, they may be admitted as “provisional” Accounting, Business Administration – Management, Business Administration - Marketing, or Sport Management majors and will be considered for full admittance if they meet all entry requirements of their

major(s). If students do not achieve at least a “C” grade in their initial completion of any of the above classes, they must repeat the class and earn at least a “C” grade. If this is not achieved, students may not enter the major.

Students may concurrently enroll in principles classes if they are repeating a principles level class.

Business Administration – Management Program Outcomes

Graduates of the Business Administration – Management program will demonstrate:

1. An ability to understand global aspects of business.
2. Competence in the discipline of management.
3. Oral and written communication skills.
4. The ability to evaluate legal principles related to business situations.
5. The ability to evaluate ethical principles and apply them to organizational decision making.
6. The ability to solve business management problems.

Business Administration – Management Major (62 crs)

General Business Core Courses (29 crs)

AC 251 Principles of Accounting I (3 crs)

FIN 363 Principles of Finance (3 crs)

MGT 231 Principles of Management (3 crs)

MGT 332 Legal and Ethical Aspects of Business (3 crs)

MGT 386 Data Analysis for Business Decision Making (3 crs)

MGT 485 International Business (3 crs)

MGT 491 Production and Operations Management (3 crs)

MGT 550 Strategic Management and Ethics (3 crs)

MKT 231 Principles of Marketing (3 crs)

MKT 301 Business Learning Lab (2 crs)

Non-Business Core (3 crs)

MA 230 Introductory Statistics (3 crs)

Management Specific Courses (30 crs)

AC 252 Principles of Accounting II (3 crs)

CYB 225 Information Systems and Applications (3 crs)

Choose one of the following:

EC 232 Principles of Microeconomics (3 crs)

EC 233 Principles of Macroeconomics (3 crs)

MGT 320 Principles of Leadership (3 crs)

MGT 350 Business Communication (3 crs)

MGT 390 Project Management (3 crs)

MGT 410 Human Resource Management (3 crs)

MGT 420 Organizational Behavior (3 crs)

MGT 497 Internship in Management (3 crs)

Choose one of the following:

ECPS 385 International Political Economy (3 crs)

MGT 334 Entrepreneurship and Small Business Management (3 crs)

Courses highly recommended for Business Administration - Management majors

CYB 140 Operating Systems and Security (3 crs)

COM 306 Media Literacy (3 crs)

Degree Completion in Management

Students with an Associate's Degree (A.A., A.S., or A.A.S) in Business have the opportunity to complete a Bachelor of Science in Business Administration – Management online, bringing in their credits from their respective programs. The requirements for the online degree completion program are the same as the traditional Bachelor of Science in Business Administration degrees for transfer students. Courses are offered online in an 8-week format with six terms each academic year.

Business Administration – Marketing Program Outcomes

Graduates of the Business Administration – Marketing program will demonstrate:

1. An ability to understand global aspects of business.
2. Competence in the discipline of marketing.
3. Oral and written communication skills.
4. The ability to evaluate legal principles related to business situations.
5. The ability to evaluate ethical principles and apply them to organizational decision making.
6. The ability to solve business marketing problems.

Business Administration – Marketing Major (62 crs)

General Business Core Courses (29 crs)

AC 251 Principles of Accounting I (3 crs)

FIN 363 Principles of Finance (3 crs)

MGT 231 Principles of Management (3 crs)

MGT 332 Legal and Ethical Aspects of Business (3 crs)

MGT 386 Data Analysis for Business Decision Making (3 crs)

MGT 485 International Business (3 crs)

MGT 491 Production and Operations Management (3 crs)

MGT 550 Strategic Management and Ethics (3 crs)

MKT 231 Principles of Marketing (3 crs)

MKT 301 Business Learning Lab (2 crs)

Non-Business Core (3 crs)

MA 230 Introductory Statistics (3 crs)

Marketing Specific Courses (30 crs)

CYB 170 Multimedia (3 crs)

COM 375 Professional Social Media Communications (3 crs)

EC 232 Principles of Microeconomics (3 crs)

EC 233 Principles of Macroeconomics (3 crs)

MKT 325 Consumer Behavior (3 crs)

MKT 351 Principles of Advertising (3 crs)

MKT 395 Website Design and Digital Marketing (3 crs)

MKT 475 Marketing Research with Google Analytics (3 crs)

MKT 497 Internship in Marketing (3 crs)

MKT 531 Strategic Marketing (3 crs)

Courses highly recommended for Business Administration - Marketing majors

CIS 200 Introduction to Microsoft Office (3 crs)

COM 120 Public Speaking (3 crs)

COM 306 Media Literacy (3 crs)
 COM 331 Writing for the Media (3 crs)
 CYB 130 Introduction to Cybersecurity (3 crs)

Business Administration Minors

Business Administration – Management Minor (18 crs)

AC 251 Principles of Accounting I (3 crs)
 MGT 231 Principles of Management (3 crs)

Four of the following:

MGT 320 Leadership (3 crs)
 MGT 332 Legal and Ethical Aspects of Business (3 crs)
 MGT 350 Business Communications (3 crs)
 MGT 390 Project Management (3 crs)
 MGT 410 Human Resource Management (3 crs)
 MGT 420 Organizational Behavior (3 crs)

Business Administration – Marketing Minor (18 crs)

Choose one of the following:

MKT 231 Principles of Marketing (3 crs)
 MKT 325 Consumer Behavior (3 crs) if a Business Administration – Management major
 MKT 351 Principles of Advertising (3 crs)
 MKT 475 Marketing Research with Google Analytics (3 crs)
 MKT 531 Strategic Marketing (3 crs)
 MKT 301 Business Learning Lab (3 crs)

Choose one of the following:

COM 375 Professional Social Media Communications (3 crs)
 MKT 395 Website Design and Digital Marketing (3 crs)

General Business Minor (18 crs)

AC 251 Principles of Accounting I (3 crs)

Choose one of the following:

EC 232 Principles of Microeconomics (3 crs)
 EC 233 Principles of Macroeconomics (3 crs)
 MGT 231 Principles of Management (3 crs)
 MGT 332 Legal and Ethical Aspects of Business (3 crs)
 MGT 420 Organizational Behavior (3 crs)
 MKT 231 Principles of Marketing (3 crs)

12.9 Chemistry and Physics

The Chemistry program seeks to provide a solid background in fundamentals of theoretical and experimental chemistry. The curriculum is designed to prepare students for scientific professions, graduate studies, healthcare professional schools, or secondary teaching. A prime concern of the department is the importance of the physical sciences in the solution of problems in a complex technological society.

Program Outcomes

Throughout their program the students demonstrate the accomplishment of the following outcomes:

1. Recall and apply basic facts, laws, principles, and conventional terminology employed in the areas of chemistry.
2. Develop habits of analytical thinking with a scientific approach to problem solving.
3. Apply current methods of analysis and synthesis to problem solving.
4. Develop the ability to judge the accuracy and precision of experimental data.
5. Solve chemical problems using laboratory and mathematical techniques.
6. Demonstrate skill, competence, and confidence in the use of standard laboratory equipment, including the proper use of a lab notebook.
7. Demonstrate the ability to present, interpret, and discuss experimental results in a professional manner for a scientist.
8. Demonstrate intellectual honesty, responsibility, and accountability in learning and life.

Major in Chemistry (54 crs)

Chemistry Core Courses (27 crs)

CH 220 General Chemistry I (4 crs)

CH 221 General Chemistry II (4 crs)

CH 330 Organic Chemistry I (4 crs)

CH 331 Organic Chemistry II (4 crs)

CH 354 Analytical Chemistry (4 crs)

CH 365 Inorganic Chemistry (3 crs)

CH 464 Physical Chemistry I (4 crs)

Required Supporting Courses (19 crs)

BICH 597 Science and Society Seminar (2 crs)

CH 594 Chemistry Seminar (1 cr)

MA 243 Calculus and Analytical Geometry I (4 crs)

MA 244 Calculus and Analytical Geometry II (4 crs)

Choose one of the following sequences:

PHY 215 Physics I (4 crs) AND

PHY 216 Physics II (4 crs)

OR

PHY 315 Engineering Physics I (4 crs) AND
 PHY 316 Engineering Physics II (4 crs)

Choose 8 credits from the following:

CH 455 Instrumental Analysis (4 crs)
 CH 465 Physical Chemistry II (4 crs)
 BICH 461 Biochemistry Lecture (3 crs)
 BICH 462 Biochemistry Laboratory (1-3 crs)

If BICH 462 Biochemistry Laboratory is not offered, students may substitute BICH 599 Research Problems for the additional credit hour needed.

Minor in Chemistry

18 credit hours in chemistry including courses in general chemistry, organic chemistry, and one upper level course choosing from analytical chemistry, inorganic chemistry, or physical chemistry.

CH 220 General Chemistry I (4 crs)
 CH 221 General Chemistry II (4 crs)
 CH 330 Organic Chemistry I (4 crs)

Choose one of the following:

CH 354 Analytical Chemistry (4 crs)
 CH 365 Inorganic Chemistry (3 crs)
 CH 464 Physical Chemistry I (4 crs)

Two (2) to three (3) credits from the following:

CH 331 Organic Chemistry II (4 crs)
 CH 455 Instrumental Analysis (4 crs)
 CH 465 Physical Chemistry II (4 crs)
 CH 490 Molecular Spectroscopy (2 crs)
 CH 591 Chemistry Internship (1-3 crs)

Teacher Licensure

Students completing the secondary education program in chemistry are required to complete 30–32 credit hours in Chemistry including all requirements in the Chemistry Core (27 credits), BICH 597 Science and Society Seminar (2 credits), and BICH 588 Practical Applications in Teaching Science (1–3 credits). Students must also complete the requirements for the Secondary Education program and must apply for admission to the Teacher Education program at the end of their sophomore year. See the [Education](#) program section of this catalog for further information.

12.10 Criminology

Why do some people break the law? The University of Saint Mary's Bachelor of Arts degree in Criminology attempts to answer this question and many more. Criminologists measure the characteristics of criminals, crimes, and victims using a variety of methods. As an applied discipline, criminology is a unique combination of sociology, psychology, law, social work, and science that analyzes how laws are created, why laws are created, why laws are broken, and reactions of society to broken laws. As a criminology student at the University of Saint Mary, you will gain the expertise necessary to enter a highly competitive, demanding, yet rewarding career.

The criminology program seeks to prepare graduates who demonstrate:

- An understanding of the field of criminology through presenting ideas, raising relevant questions, and engaging in meaningful discussion of concepts;
- The ability to apply criminological concepts, solve problems using a variety of criminology methods, and connect criminological theory and practice; and
- The ability to apply criminological concepts and understanding to oneself and assess the impact of such application.

Graduates with a major in criminology find many and varied career opportunities. Indeed, job opportunities are reported to be growing exponentially, with a need for graduates to fill positions in criminal justice, criminal justice administration, corrections, law enforcement, and advocacy at the local, state, and federal levels.

Major in Criminology (39 crs)

Required Core Courses (18 crs)

CR 280 Introduction to Criminal Law (3 crs)

CR 352 Ethics in Criminology (3 crs)

CR 450 Criminology (3 crs)

Choose one of the following:

PYCR 585 Research Methods: Design (3 crs)

PYCR 586 Research Methods: Statistical Analysis (3 crs)

PYCR 590 Behavioral Science Seminar (3 crs)

SO 110 Introduction to Sociology (3 crs)

Approved Electives (21 crs):

Choose one of the following:

CR 270 Police, Courts, Probation, Parole (3 crs)

CR 281 Criminal Investigation (3 crs)

CR 282 Criminal Procedure and Evidence (3 crs)

GS 250 Cultural Anthropology (3 crs)

PY 150 Introduction to Psychology (3 crs)
 PY 240 Marriage and Family (3 crs)
 PY 290 Psychology of Childhood and Adolescence (3 crs)
 SO 160 Social Problems (3 crs)
 SO 180 Race, Class, Gender, and Ethnicity (3 crs)
 SO 210 Deviance and Social Order (3 crs)

Choose six of the following:

APYCR 325 Introduction to Addictions (3 crs)
 CR 300 Special Topics in Criminology (3 crs)
 CR 310 Fundamentals of Gangs (3 crs)
 CR 315 Military, Law, and Society (3 crs)
 CR 320 Crime and the Media (3 crs)
 CR 330 Homeland Security and Emergency Preparedness (3 crs)
 CR 350 Victimology (3 crs)
 CR 380 Juvenile Delinquency (3 crs)
 CR 431 The Criminal Mind (3 crs)
 CR 490 Corrections (3 crs)
 CR 500 Advanced Studies in Criminology (3 crs)
 CR 505 Advanced Criminological Theories (3 crs)
 HIPS 462 The Supreme Court: Civil Rights and Civil Liberties (3 crs)
 PSCR 302 Terrorists, Patriots, and Revolutionaries (3 crs)
 PY 335 Abnormal Psychology (3 crs)
 PY 460 Social Psychology (3 crs)
 PYCR 591 Practicum I (variable crs)
 PYCR 592 Practicum II (variable crs)
 SO 300 Special Topics in Sociology (3 crs)
 SO 375 Contemporary Social Issues (3 crs)

Minor in Criminology (21 crs)

CR 280 Introduction to Criminal Law (3 crs)
 CR 352 Ethics in Criminology (3 crs)
 CR 450 Criminology (3 crs)
 SO 110 Introduction to Sociology (3 crs)
 Upper Level Criminology Electives (9 crs)

Degree Completion in Criminology

Students with an Associate's Degree (A.A., A.S., or A.A.S) have the opportunity to complete a Bachelor of Science in Criminology online, bringing in their credits from their respective programs. The requirements for the online degree completion program are the same as the traditional Bachelor of Science in Criminology

degree for transfer students. Courses are offered online in an 8-week format with six terms each academic year.

12.11 Cybersecurity

Program Learning Outcomes

The Bachelor of Science in Cybersecurity prepares students with the necessary skills and competencies for job titles such as cybersecurity forensic specialist, security analyst, security auditors, security consultants, IT manager, information technologies officer, security trainer, and IT systems designer. These skills include the investigation of various cybersecurity resources, tools, and methods to strategically analyze, design, develop, implement, and evaluate countermeasures for effective cybersecurity defense.

Graduates of the cybersecurity program will be able to:

1. Understand the network design, protocols, operations, and management of wired and wireless communications
2. Understand cybersecurity, security risks, data privacy, and the mitigation of data breaches
3. Develop strategies and plans for security architecture consisting of tools, procedures, and technologies to detect and prevent network intrusion and hacking, and to design effective cybersecurity countermeasures
4. Demonstrate the ability to communicate information technology effectively
5. Demonstrate an understanding of ethics and professionalism, as related to information technology and cybersecurity
6. Demonstrate the ability to evaluate ethical principles in business and apply them to organizational decision making
7. Recognize the need for, and ability to engage in, continuing professional developments in IT and the cybersecurity world

Major in Cybersecurity (60 crs)

Required Core Courses (36 crs)

CYB 130 Operating Systems and Security (3 crs)

CYB 150 Web Design (3 crs)

CYB 225 Information Systems and Applications (3 crs)

CYB 250 Networking I (3 crs)

CYB 350 Networking II (3 crs)

CYB 354 Data Structures and Algorithms (3 crs)

CYB 360 Database Design and SQL Programming (3 crs)

CYB 370 Computer Forensics (3 crs)

CYB 400 Ethical Hacking and IT System Defense (3 crs)

CYB 410 Cryptography (3 crs)

CYB 420 Advanced Cybersecurity Topics (3 crs)

CYB 595 Internship (3 crs)

Required Non-Core Courses (15 crs)

AC 251 Principles of Accounting I (3 crs)

Choose one of the following:

EC 232 Principles of Microeconomics (3 crs)

EC 233 Principles of Macroeconomics (3 crs)

MGT 231 Principles of Management (3 crs)

MGT 385 Data Analytics for Business Decision Making (3 crs)

MKT 395 Website Design and Digital Marketing (3 crs)

Major Elective Courses (9 crs):

CYB 170 Multimedia (3 crs)

CYB 254 Java Programming (3 crs)

CYB 361 Web Programming (3 crs)

CYB 362 C# Programming (3 crs)

CYB 363 Python Programming (3 crs)

CYB 430 Wireless and Mobile Security (3 crs)

CYB 440 Privacy Enhancing Technologies (3 crs)

Minor in Cybersecurity (15 crs)

CYB 150 Web Design (3 crs)

CYB 225 Information Systems and Applications (3 crs)

CYB 250 Networking I (3 crs)

CYB 360 Database Design and SQL Programming (3 crs)

CYB 410 Cryptography (3 crs)

12.12 Digital Communications

Major in Digital Communications

The Digital Communications major is a career track designed to prepare students for entry into the professional world. With an advisor in the program, students may prepare for specific fields including broadcasting, journalism, strategic communications and social media. Students are able to obtain real world experience by publishing articles, blogs, vlogs and other professional work on the university's online platform, *Spire-Times*. Students cover sports in addition to other school events and take part in live-tweeting on the student-run Twitter account. Our faculty encourage creativity and the development of professional skills, and guide students in mastering the digital technology used today. Graduates will be prepared to immediately launch into a career or enter graduate studies.

The major consists of a common core and electives tailored to the student's professional interests and plans.

Digital Communications Major (42-45 crs)

Digital Communication Core Courses (27 crs)

COM 120 Public Speaking (3 crs)

COM 305 Media Literacy (3 crs)

COM 310 Applied Electronic Journalism I (3 crs)

COM 329 Survey of the Mass Media IS (3 crs)

COM 330 Writing for the Media (3 crs)

COM 451 Ethics and Law in a Digital World (3 crs)

COM 591 Internship (3 crs)

COM 599 Writing for your Professional Life (3 crs)

Choose one of the following:

MKT 231 Principles of Marketing (3 crs)

MKT 351 Principles of Advertising (3 crs)

Students may choose a concentration based on their professional intentions. Digital Communications majors may consider a track selection that fits their professional aspirations.

Strategic Communications (15 crs)

Strategic communications professionals work in almost every industry, including business, entertainment, healthcare, government, tourism and education. Students interested in strategic communications must take the following courses:

AR 113 Basic Design (3 crs)

COM 460 Media Message Production (3 crs)

COM 375 Professional Social Media Communications (3 crs)

MKT 231 Principles of Marketing (3 crs)
 SM 342 Sport Marketing and Fundraising (3 crs)

Broadcasting/Journalism (15 crs)

Broadcasting and journalism professionals work in various fields including TV and radio stations, as on-air talent, producers, directors, photographers, corporate audio/visual production departments, not-for-profits, training centers, and at creative agencies. Students interested in broadcasting/journalism must take the following courses:

AR 275 Digital Photography (3 crs)
 COM 375 Professional Social Media Communications (3 crs)
 COM 410 Applied Electronic Journalism II (3 crs)
 COM 460 Media Message Production (3 crs)
 CYB 170 Multimedia (3 crs)

Social Media and Digital Content Strategy (18 crs)

Social media and digital content strategist positions are in demand today. Students will be well-equipped and qualified to write and determine social media, marketing and online strategies for businesses, schools, and non-profit organizations. Students interested in this field must take the following courses:

AR 266 Computer Graphics (3 crs)
 AR 383 Graphic Design (3 crs)
 COM 375 Professional Social Media Communications (3 crs)
 COM 410 Applied Electronic Journalism II (3 crs)
 COM 460 Media Message Production (3 crs)
 CYB 361 Web Programming (3 crs)

Minor in Digital Communications (18 crs)

COM 120 Public Speaking (3 crs)
 COM 305 Media Literacy (3 crs)
 COM 329 Survey of Mass Media IS (3 crs)
 COM 330 Writing for the Media (3 crs)
 COM 451 Ethics and Law in a Digital World (3 crs)

Choose one of the following:

MKT 231 Principles of Marketing (3 crs)
 MKT 351 Principles of Advertising (3 crs)

12.13 Education

The Teacher Education Program is dedicated to professional preparation for teaching, manifested through its critical reflective teacher model. In order to enhance and enrich P-12 student learning, the program seeks to promote critical deliberation through course work which

- Advocates continual growth in knowledge and renewal of commitment to the well-being of others within the context of its Catholic, liberal arts tradition;
- Gives emphasis to the significance of diversity in American society and in its key social institutions;
- Underscores the political and moral nature of teaching in a pluralistic society;
- Integrates the study of education with study in the liberal disciplines and with clinical experiences;
- Engages candidates in critical inquiry into the social, political, philosophical/ideological, and economic context in which schools are embedded;
- Emphasizes the interactive nature of theory and practice; and
- Considers global perspectives.

Education Undergraduate Conceptual Framework

In light of the mission of the University of Saint Mary and the university goals, the department of education is dedicated to professional preparation for teaching, manifested through its reflective teacher framework and model. Integrating the components of Knowledge, Ideals, and Praxis, the Critical Reflective Teacher operates by the continual application of the critical reflective methodology of Systematic Inquiry, Warranted Judgments, Informed Actions, and Assessment/Outcomes. Candidates use the critical reflection methodology throughout the teaching/learning cycle to improve their instruction and enhance the learning of P-12 students. As critical reflection permeates all course work, we see its practical application in the teaching/learning cycle. The education program emphasizes the contextual factors whereby teachers know their students, analyze students' needs, design lessons, teach, assess, and continue this teaching/learning cycle through critical reflection.

Teacher Candidate Dispositions

Diversity and Multiple Perspectives: The teacher candidate values each individual student. S/he recognizes, believes, models, and teaches that all children can learn. Knowledge content, skills, and dispositions reflect multiple perspectives, respect for difference, and appreciation of various learning modalities, including use of new and emerging technology. (INTASC Model Core Teaching Standards 1, 2, 5, 7, and 8)

Critical Thinking Skills: The teacher candidate practices reflective, critical thinking and fosters this skill and process with his/her students within a flexible and reciprocal learning environment. (INTASC Model Core Teaching Standards 3, 6, 7, and 8)

Positive Learning Climate and Community: The teacher candidate is an active participant in creating a positive, democratic learning community. S/he utilizes appropriate communication skills, addresses issues of short term and long term planning, and uses on-going and varied assessment (self and others) for both teacher candidate and student. (INTASC Model Core Teaching Standards 3, 6, 7, and 8)

Professionalism, Leadership, and Collaboration: The teacher candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as a source of analysis and reflection to improve practice. S/he also understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy. The teacher candidate actively shares responsibility as an advocate for learners. S/he seeks to work collaboratively with learners and families in goal setting. S/he takes initiative to grow and develop with colleagues through interactions that enhance practice and support learning. (INTASC Model Core Teaching Standards 9 and 10).

Program Outcomes

Throughout their program, the teacher candidates demonstrate the accomplishment of the following outcomes:

1. Growth in the ability to apply consistently the critical reflective teacher model in course work and in teaching practice through:
 - a. Systematic inquiry based on consideration of theoretical and moral principles,
 - b. Problems conceptualized for analysis,
 - c. Consequences of alternative actions examined, and
 - d. Informed practice based on warranted conclusions.
2. Knowledge of subject matter and pedagogical content knowledge through:
 - a. Apt use of subject matter concepts and methods of inquiry,
 - b. Identification of organizing themes within subject matters,
 - c. Apt use of examples, illustrations, and metaphors, and
 - d. Curriculum integration.
3. Understanding of the relationship of governmental and school organizational structures and social, cultural, and educational forces to the educational process through:
 - a. Accurately describing the relationship of organizational structures and relevant forces in education,
 - b. Consideration of diversity in instruction,
 - c. Concern for equality of opportunity in instruction,
 - d. Promotion of a democratic learning community, and
 - e. Interactions with parents, students, and colleagues that manifest respect.
4. Understanding of the political and moral nature of the curriculum and teaching informed by social, philosophical, and historical foundations of education through:
 - a. Course work and curricular plans grounded in philosophy of education,
 - b. Consideration of social, political, and moral consequences of instructional activities, and
 - c. Regard for ethical standards of the profession.

5. Theoretical understanding and the ability to foster and maintain a classroom culture conducive to learning through:
 - a. Classroom organization that facilitates learning,
 - b. Orderly transitions between activities,
 - c. Implementation of democratic style,
 - d. Student decision-making,
 - e. Promotion of student motivation to learn,
 - f. Allocation of resources to classroom goals,
 - g. Maintenance of records, and
 - h. Prompt and professional communication with parents.
6. Use of pedagogical knowledge and a broad spectrum of educational technology through:
 - a. Variation of instructional strategies,
 - b. Use of supplemental materials to enhance instruction,
 - c. Promotion of critical thinking, problem-solving, and meaningful learning through instructional strategies, and
 - d. Use of technology.
7. Understanding of the significance of diversity issues, multicultural education, and global perspectives for contemporary schooling and concepts of democracy through:
 - a. Accurately describing the aims and purposes of multicultural education and global education,
 - b. Accurately describing the relationship between multicultural education and democratic principles, and
 - c. Instructional plans that reflect diversity and culturally relevant teaching (gender, racial, cultural, and ethnic).
8. Ability to apply knowledge of learning and the learner (including all students with special needs) in the classroom through:
 - a. Instruction that accommodates developmental levels and learning styles,
 - b. Instruction that enhances motivation, positive affect, and self-esteem,
 - c. A variety of formal and informal assessments,
 - d. Accurate and ethical interpretation of assessments, and
 - e. Assessment results integrated into instructional plans.

The teacher education programs are accredited by the Kansas State Board of Education and the Council for the Accreditation of Educator Preparation. Through college governance structures, including the Teacher Education Committee, the department cooperates with all other departments in its interdisciplinary approach to the preparation of teachers.

Since department requirements may change to meet state and/or national standards, students should contact the academic division chair to obtain information concerning the current program. All students interested in teacher education should consult with the department regarding preferred sequence, selection of courses, and specific general education requirements. Although all policies apply to all students, course offerings for the evening/weekend off-campus programs are scheduled as needed to accommodate the adult student

programs. Therefore, evening/weekend students who take education courses at the Overland Park campus should confer each semester with appropriate campus personnel concerning course offerings there.

Major in Elementary Education (46 crs)

Professional Education: Foundations Core (17 crs)

- ED 250 Teaching as a Profession (2 crs)
- ED 301 Foundations of Education: Social, Cultural, Philosophical, and Historical Perspectives (3 crs)
- ED 302 Introduction to Educational Technology (3 crs)
- ED 324 Psychological Foundations of Education (3 crs)
- ED 326 Educating Exceptional Children and Youth (3 crs)
- ED 420 Methods of Teaching Diverse Learners (3 crs)

Professional Education: Curriculum Core (15 crs)

- ED 315 Classroom Assessment and Instructional Approaches (3 crs)
- ED 463 Integrating the Arts into Social Studies Instruction (3 crs)
- ED 468 Teaching Mathematics in the Elementary School (3 crs)
- ED 469 Teaching Science and Health in Elementary School (3 crs)
- ED 471 Integrated Reading and Language Arts Methods (3 crs)

Field Core Experience (5 crs)

- ED 301 Foundations of Education: Social, Cultural, Philosophical, and Historical Perspectives (3 crs)
- ED 411 Curriculum, Instruction, and Assessment in Diverse Settings (Advanced Practicum) (1 cr)
- ED 479 Supervised Reading Instruction (Practicum) (1 cr)

Final Semester (12 crs)

- ED 590 Professional Collaborations (Seminar) (1 cr)
- ED 594 Classroom Management and Student Motivation (3 crs)
- ED 595 Student Teaching Elementary (8 crs)

Required Supporting Courses (15-17 crs)

- PY 290 Psychology of Childhood and Adolescence (3 crs)
- A biology and a physical science course (at least one of which must have a lab)
- At least two (2) history courses including U.S. History

Only grades of "C" or higher are accepted for education courses and general education courses that inform elementary education content areas.

Area of Concentration

The department strongly recommends an area of concentration consisting of 15 credit hours in one of the arts and sciences or specialty areas. Departments designate specific courses to fulfill the requirement for a concentration.

Endorsements from the Kansas State Department of Education

Elementary Level K-6. Secondary Level (6 – 12) in biology, chemistry, English, history/government/social studies, mathematics, and theatre/speech. Second field endorsements in these same areas are an option. For specific information regarding these general areas and the other particular endorsements, consult the education and appropriate specialty academic division chair.

Program for the Preparation of Secondary Teachers

Students preparing for secondary teaching acquire a major in one of the following: biology, chemistry, English, history, mathematics, or theatre (see major requirements under separate departments).

Required Courses for Secondary Education (38 crs)

Education Courses Required for Secondary Program (23 crs)

ED 250 Teaching as a Profession (2 crs)

ED 301 Foundations of Education: Social, Cultural, Philosophical, and Historical Perspectives (3 crs)

ED 302 Introduction to Educational Technology (3 crs)

ED 324 Psychological Foundations of Education (3 crs)

ED 326 Educating Exceptional Children and Youth (3 crs)

ED 376 Teaching Reading in the Content Areas (Practicum) (3 crs)

ED 420 Methods of Teaching Diverse Learners (3 crs)

ED 489 Secondary Methods: Curriculum, Instruction, and Assessment (Practicum) (3 crs)

Final Semester (12 crs)

ED 590 Professional Collaborations (Seminar) (1 cr)

ED 594 Classroom Management and Student Motivation (3 crs)

ED 596 Student Teaching Secondary (8 crs)

Required Supporting Course (3 crs)

PY 290 Psychology of Childhood and Adolescence (3 crs)

Enrollment in Education Courses

Enrollment in education courses above ED 302 requires acceptance into the Teacher Education Program (TEP) and maintaining a cumulative GPA of 2.75. Candidates must achieve at least a grade of “C” in the education courses previously listed.

Admission to the Teacher Education Program

Four-year students should apply to the Teacher Education Program before or during the first semester of their junior year. Junior level transfer students should apply after one semester at the University of Saint Mary. Students should consult with their major advisor and education department advisor to ensure they are meeting the requirements for teacher licensure.

A cumulative GPA of 2.75 and passing scores on reading, mathematics, and writing subtests of the basic skills test or equivalent entrance exam are required for admission into the program and student teaching. Enrollment in education courses does not necessarily guarantee acceptance into the program. Admission information is available in the department office.

- A basic skills test administered by the Education department or equivalent entrance exam is required prior to enrollment in education courses. If there is allowance for an exception, teacher candidates must take the exam before the end of their first semester of education course work. Passing scores on the basic skills test (or equivalent exam) are required for enrollment in all education courses except ED 250, ED 301, ED 302, ED 324, and ED 326. Students who have not passed one of the TEP entrance requirements may apply to the academic division chair for a waiver for one semester only to enroll in ED 315, ED 471, and ED 376, based on specific criteria stated in the Teacher Education Program Policies and Procedures Handbook, including exam scores, GPA, and previous classroom performance. A faculty committee comprising education faculty and staff considers waiver requests. There is an allowance of no more than two semesters after students first enroll in education courses to meet the entrance exam requirement.
- Academic performance, ability to work with others, and demonstrated awareness and representation of the University of Saint Mary philosophy and objectives are strong considerations in admission both to the TEP and student teaching.

The Teacher Education Committee reviews the student applications and informs students of its decision within two weeks after meeting. Students should obtain specific information concerning application for admission into the TEP from the education department or site coordinator.

Admission to Student Teaching

Students formally apply for admission to student teaching at a date set by the department midway through the semester prior to student teaching. The Teacher Education Committee evaluates applications. The department informs students of the decision and placement requests are submitted. Teacher candidates may

indicate up to three locations and grade preferences for consideration in student teacher placement. Further information concerning student teaching is in the Education Department Policies and Procedures Handbook.

Exit Criteria

To successfully complete the TEP and be eligible for licensure, all required course work, successful student teaching, and a passing score on the Kansas Performance Teaching Portfolio (or equivalent Teacher Portfolio) along with passing scores on the Praxis II exams are required.

12.14 English

Overview of the Major

In pursuit of a major in English and in line with the University of Saint Mary's Learning Outcomes, students demonstrate the ability to write clearly and effectively; to interact with others skillfully in an exchange of information and ideas; and to exercise sound thinking, both analysis and synthesis. These demonstrated abilities of various breadth and depth are clarified and refined through the analysis of literature as it portrays human beings and proposes insights into the human condition and the concerns of cultures and ideas. Extension into living examples is encouraged through experiences other than literature, including media, field trips, and interviews.

Career Preparation

Because the program develops students' writing ability and critical thinking skills, it prepares majors for a variety of careers. For example, graduates are lawyers, public relations officers, communications specialists, administrators, teachers, journalists, and authors. Focused experiences, under the direction of professionals in these fields, come through internships and mentorships. Graduates are also prepared to enter graduate schools in English, business, and law. Specific career programs are good accompaniments to the major; the pre-law preparation and communications concentration.

General Education

Both non-majors and majors can exercise and develop their abilities to read, write, and communicate ideas through the study of principal works of British, American, and world literatures, their literacy theories, and traditions.

Learning Outcomes

English majors and students taking English general education courses will demonstrate the ability to:

1. Understand and use the English language precisely and accurately;
2. Communicate clearly in writing and speaking about literature;
3. Read closely by observation and inference;
4. Interpret literal and figurative meanings through textual analysis;
5. Relate insights from literature to personal experiences and all human experience;
6. Recognize and appreciate the beautiful in literary arts.

These English department learning outcomes relate to the University of Saint Mary's learning outcomes.

Major in English (39 crs)

EN 245/345 British Literature I (3 crs)

EN 246/346 British Literature II (3 crs)

EN 251/351 American Literature I: Creating Culture(s) (3 crs each)

EN 252/352 American Literature II: Finding Voice(s) (3 crs each)

EN 330 Writers Workshop I (3 crs)

EN 362 Classical Mythology (3 crs)

EN 365 World Literature (3 crs)

EN 440 Chaucer and His Age (3 crs)

EN 443 Shakespeare (3 crs)

EN 490 Structures of Modern English Grammar (3 crs)

EN 597 Seminar for English Majors: Literary Criticism (3 crs)

EN 484 Special Topics of British/American Literature (3 crs)

Choose one of the following:

EN 375 Study of Form (3 hours)

EN 475 The Novel (3 hours)

Minor in English

15 credit hours including at least three upper-level courses. The department requires at least one course each in British Literature, American Literature, and writing.

Teacher Licensure

Students completing the secondary education program in English are required to take specific major and/or supporting courses not required of all English majors. Students must also complete the requirements for the Secondary Education program and must apply for admission to the Teacher Education program at the end of their sophomore year. Students should consult with their major advisor and education department advisor to ensure they are meeting the requirements for teacher licensure. See the [Education](#) program section of this catalog for further information.

12.15 Exercise Science

The Bachelor of Science in Exercise Science program is a rigorous science-based curriculum path of human anatomy and physiology, chemistry, biology, physics, and psychology. This program provides students with a thorough immersion into the field of exercise science which is grounded on both theory and principles from core classes including exercise physiology, clinical physiology, kinesiology, motor development, nutrition and wellness, and strength training and conditioning as well as a combination of integrated classroom, laboratory, and internship experiences. The exercise science program prepares students to obtain entry level employment in health clubs, strength and conditioning performance centers, and community or corporate wellness centers. This program also provides an excellent foundation for students interested in attending graduate school in exercise science or health related fields such as athletic training, chiropractor, occupational therapy, or physical therapy.

Program Learning Outcomes

1. Exercise Science students will demonstrate proficiency of human physiology and concepts, related to the anatomical, motor, biomechanical aspects of the human body.
2. Exercise Science students will demonstrate the ability to critically think and assess and evaluate scientific research in the field of exercise science.
3. Exercise Science students will demonstrate the skills necessary to implement laboratory tests based on evidence-based standards, collect, and interpret results to improve the overall health of diverse populations.
4. Exercise Science students will demonstrate the skills necessary to evaluate human movement patterns to design corrective exercise programs for all types of populations.
5. Exercise Science students will demonstrate basic knowledge of how to prevent and care for common injuries and illnesses associated with the physically active.
6. Exercise Science students will be exposed to a variety of exercise science fields for career preparation.
7. Exercise Science students will be prepared to pursue programs or will find graduate placement in health and exercise science related fields.

Major in Exercise Science (78-79 crs)

Exercise Science Core Courses (39 crs)

EX 225 Promotion of Health and Wellness (3 crs)

EX 250 First Aid and Emergency Care (3 crs)

EX 300 Kinesiology (3 crs)

EX 325 Exercise Physiology (3 crs)

EX 350 Sport Injuries and Illnesses (3 crs)

EX 375 Concepts of Strength Training and Conditioning (3 crs)

EX 390 Practicum in Exercise Science (2 crs)

EX 400 Motor Skill Development (3 crs)

EX 420 Fitness Testing and Prescription (4 crs)
 EX 450 Special Topics in Health and Exercise (3 crs)
 EX 480 Exercise in Special Populations (3 crs)
 EX 485 Applied Corrective Exercises (3 crs)
 EX 500 Senior Capstone in Exercise Science (3 crs)

Required Supporting Courses (39-40 crs)

BI 109 Biology for Today with Lab (3 crs)

Choose one of the following sequences:

BI 256 Human Anatomy (4 crs)

BI 358 Human Physiology (5 crs)

OR

BI 258 Human Anatomy and Physiology I (5 crs)

BI 259 Human Anatomy and Physiology II (5 crs)

BI 370 Principles of Nutrition (3 crs)

Choose one of the following:

CH 113 Allied Health Chemistry (4 crs)

CH 220 General Chemistry I (4 crs)

MA 160 College Algebra (3 crs)

MA 230 Introductory Statistics (3 crs)

Choose one of the following:

MGT 231 Principles of Management (3 crs)

SMSCA 485 Organization and Administration of Athletics and Sport (3 crs)

NS 100 Introduction to the Health Professions (1 cr)

PHY 215 Physics I (4 crs)

PY 150 Introduction to Psychology (3 crs)

SCAPY 345 Psychology of Sport (3 crs)

Minor in Exercise Science (22 crs)

Required Courses (15 crs)

EX 225 Promotion of Health and Wellness (3 crs)

EX 300 Kinesiology (3 crs)

EX 325 Exercise Physiology (3 crs)

EX 350 Sport Injuries and Illnesses (3 crs)

EX 375 Concepts of Strength Training and Conditioning (3 crs)

Required Supporting Courses (7 crs)

BI 256 Human Anatomy (4 crs)

BI 370 Principles of Nutrition (3 crs)

12.16 Health and Sport Sciences

The Bachelor of Science in Health and Sport Sciences provides introductory knowledge and an understanding of the key elements of sport, exercise, health, wellness and rehabilitation sciences. The program is a science-based curriculum that focuses on the benefits of exercising, living a healthy lifestyle and practicing safe participation and effective performance techniques in physical activity and sport. This degree is part of the Accelerated Masters of Science in Athletic Training and is only eligible to students who have been admitted into the program.

Program Learning Outcomes

- Health and Sport Sciences students will demonstrate proficiency of human movement and concepts, related to the physiology, anatomical, motor, and biomechanical aspects of the human body.
- Health and Sport Sciences students will demonstrate the skills necessary to improve the overall health and well-being of diverse populations.
- Health and Sport Sciences students will demonstrate basic knowledge of how to prevent and care for common injuries and illnesses associated with the physically active.

Major in Health and Sport Sciences (91-92 crs)

AT 601 Introduction to Clinical Skills in Athletic Training (2 crs)

AT 602 Applied Anatomy (2 crs)

AT 605 Foundations of Athletic Training (3 crs)

AT 611 Fundamentals of Sport Performance (3 crs)

AT 620 Emergency Care & Management in Athletic Training (2 crs)

AT 630 Therapeutic Modalities (3 crs)

AT 635 Neuroscience (2 crs)

AT 641 Clinical Experience I (3 crs)

AT 651 Clinical Assessment of the Extremities (3 crs)

AT 661 Clinical Rehabilitation Techniques (3 crs)

AT 671 Research Methods in Athletic Training I (2 crs)

AT 681 Organization and Administration in Athletic Training (3 crs)

AT 685 Advanced Clinical Practice I (1 cr)

AT 691 Clinical Experience in Athletic Training II (3 crs)

BI 109 Biology for Today with Lab (3 crs)

Choose one of the following sequences:

BI 256 Human Anatomy (4 crs)

BI 358 Human Physiology (5 crs)

OR

BI 258 Human Anatomy & Physiology I (5 crs)

BI 259 Human Anatomy & Physiology II (5 crs)

BI 370 Principles of Nutrition (IS) (3 crs)

Choose one of the following:

- CH 113 Allied Health Chemistry (4 crs)
- CH 220 General Chemistry I (4 crs)
- EX 225 Promotion of Health & Wellness (3 crs)
- EX 250 First Aid & Emergency Procedures (3 crs)
- EX 300 Kinesiology (3 crs)
- EX 325 Exercise Physiology (3 crs)
- EX 350 Sport Injuries & Illnesses (3 crs)
- EX 375 Concepts of Strength Training & Conditioning (3 crs)
- EX 390 Practicum in Exercise Science (2 crs)
- MA 160 College Algebra (3 crs)
- MA 230 Introduction to Statistics (3 crs)
- NS 100 Introduction to Health Professions (1 cr)
- PHY 215 Physics I (4 crs)
- PY 150 Introduction to Psychology (3 crs)
- SCAPY 345 Psychology of Sport (3 crs)

12.17 Health Information Management

Health Information Management (HIM) is the practice of developing, implementing, and/or providing oversight to the data collection and reporting systems to ensure that the right information gets to the right people at the right time. Health information leaders have expertise in developing and managing effective processes and systems to assure the integrity of healthcare data and to preserve the complete, accurate, and legal source of patient data. In addition, they may apply the science of health informatics to the collection, storage, use, and transmission of information to meet the legal, professional, ethical and administrative documentation requirements of healthcare delivery. Graduates of HIM programs work wherever healthcare data is collected, stored, or used to make healthcare decisions, whether it is in the clinical setting, for a third party payer, or at various levels of government.

Program Goals

- Provide an understanding and appreciation of the ways in which quality healthcare data impacts patient outcomes;
- Develop the basic understanding, knowledge, skills, and attributes needed by managers and/or professionals in the healthcare environment;
- Provide students the skills sets needed to leverage information and knowledge to produce better patient outcomes;
- Encourage critical thinking and communication skills in a dynamic healthcare environment.

Admission Requirements

- Student must first be accepted to the University of Saint Mary
- GPA of 2.0 on a 4.0 scale
- Student must submit the following to the HIM program:
 - A completed application
 - A Letter of Intent detailing why you want to become a HIM professional (if your GPA is less than 2.0 then state why you should be considered)
 - A resume covering education and work experience

Pathway for Admission for Applicants from a CAHIIM Accredited Health Information Technology Associate Degree Program

1. The applicant has graduated from a CAHIIM accredited Health Information Technology (HIT) program and has the RHIT credential. The following USM courses may be substituted for by course work already completed in the HIT curriculum:

BI 109 Biology for Today with Lab (3 crs)
 BI 256 Human Anatomy (4 crs)

HIM 210 Medical Terminology (3 crs)
 HIM 225 Principles of Disease (3 crs)
 HIM 300 Principles of HIM (3 crs)
 HIM 420 Classification Systems I (3 crs)
 HIM 440 Professional Practice Experience (3 crs)
 HIM 470 Classification Systems II (3 crs)
 3 credit hours of free electives will be given for having the RHIT credential

2. If the student has a minimum of 1 year of hands-on direct coding experience with ICD 10 CM and PCS, and CPT within the last year of application of admission, s/he will receive credit for the following courses:

BI 109 Biology for Today with Lab (3 crs)
 BI 256 Human Anatomy (4 crs)
 HIM 210 Medical Terminology (3 crs)
 HIM 225 Principles of Diseases (3 crs)
 HIM 420 Classification Systems I (3 crs)
 HIM 470 Classification Systems II (3 crs)

Graduation Requirements

- Requirements for graduation are the same as the University requirements
- Students will graduate with a Bachelor of Science in Health Information Management

Academic Policies for the HIM Major

- Students whose cumulative GPA falls below 2.0 will be placed on academic probation.
- A minimum grade of "C" must be earned in all HIM courses in order to progress in the HIM curriculum. Students will be allowed to repeat or withdraw from one course one time.
- While the HIM program strongly recommends completion of BI 256 Human Anatomy prior to entering the program, all required supporting courses must be complete prior to the spring semester of the student's final year in the program.

Additional Requirements for the HIM Student

HIM education takes place in both the college classroom and the professional setting. Students will need to meet additional requirements and expenses including, but not limited to: health examinations, immunizations, transportation to professional practice sites, medical insurance, background checks, and lab fees while enrolled in the junior and senior HIM courses. Upon graduation the student is eligible to sit for the Registered Health Information Administrator (RHIA) examination from the American Health Information Management Association (AHIMA) and is responsible for all costs associated with that exam.

The HIM program at the University of Saint Mary requires that all students accepted into the program obtain a personal computing system that meets or exceeds the published “[Personal Computing Specifications](#)” of the University. Proof of system ownership or reliable access to such a system, as well as minimum specifications may be required for acceptance into the HIM program. Because the HIM field is a rapid evolving profession, all HIM core courses are offered in 8-week sessions in a 100% online method of delivery. Students are expected to be able to fully participate with online assignments in a timely manner. Failure to do so may result in dismissal from the HIM degree program.

Readmission for Non-Continuing Students

While the HIM program recognizes that students may have to sit out a semester or drop a professional course due to life circumstances, the student must understand that this is a professional program and as such, courses are sequenced and may be offered only once an academic year.

A student who withdraws from professional courses for a semester is still considered a continuing HIM student; however, the student may have their graduation delayed as he/she will have to retake the missed course when it is next offered.

Students who do not enroll or withdraw from all professional courses for more than two consecutive semesters (not including the summer semester) are no longer considered active HIM students and must reapply to the program. Readmission to the HIM program is not guaranteed as the student is reevaluated against a new pool of applicants. If the student is accepted again into the HIM program, then that student may have to repeat some courses, particularly if the courses missed are those that have frequent changes to the curriculum (e.g., Coding).

Major in Health Information Management (61 crs)

Required Core Courses (42 crs)

- HIM 200 Introduction to Healthcare (3 crs)
- HIM 210 Medical Terminology (3 crs)
- HIM 225 Principles of Diseases (3 crs)
- HIM 300 Principles of Health Information Management (3 crs)
- HIM 330 Information Governance (3 crs)
- HIM 350 Advanced Principles of Health Information Management (3 crs)
- HIM 360 Healthcare Administration (3 crs)
- HIM 420 Classification Systems I (3 crs)
- HIM 430 Healthcare Quality Improvement (3 crs)
- HIM 440 Professional Practice Experience (3 crs)
- HIM 450 Healthcare Reimbursement (3 crs)
- HIM 470 Classification Systems II (3 crs)
- HIM 480 Research in Healthcare (3 crs)
- HIM 501 Healthcare Internship (3 crs)

Required Supporting Courses (19 crs)

BI 109 Biology for Today with Lab (or equivalent) (3 crs)

BI 256 Human Anatomy (4 crs)

CYB 130 Operating Systems and Security (3 crs)

CYB 225 Information Systems and Applications (3 crs)

CYB 360 Database Design and SQL Programming (3 crs)

MA 230 Introductory Statistics (3 crs)

12.18 History

As part of the Department of History the program in History is comprised of a community of professors and scholars united by a common commitment to enhance knowledge and understanding of the human past. In doing so, they value both the diversity and commonality of human experience. They are also united in their desire to equip students with both an appreciation for and a critical appraisal of lives, institutions, and past events. They see these endeavors as an essential part of the mission of any university, and the University of Saint Mary in particular.

The program in history is designed to empower students to:

- Understand change and continuity in the histories of different regions, societies, and time periods, as well as for the differences and similarities among those histories over time, appreciating the importance of historical context.
- Use essential analytical and research skills of interpreting and critiquing primary and secondary sources to understand, identify, and evaluate historical events, developments, movements, and trends.
- Be able to construct arguments based on historical evidence and to understand the study of historical methods and approaches used to create distinct argumentative perspectives.
- Recognize and understand human societies from different perspectives, developing comprehensive and diverse views of human nature, while incorporating reflections of themselves within the wider world.

Major in History (33 crs)

33 credit hours in history, at least 15 credits of which must be upper-level credit, and which must include six required courses listed below. Two semesters of a second language are required for history majors not seeking secondary education certification and licensure, but there are no foreign language requirements for history majors on the secondary-education track. Electives in political science, global studies, economics, sociology, geography, cultural anthropology, literature, and philosophy are strongly recommended. While not required, all history majors are strongly encouraged to participate in a semester-long study abroad program and participate in Phi Alpha Theta history honor society activities. For the Capstone class, students will complete either HI 568 or HI 569 depending on their status with regard to secondary education licensure. The capstone courses will require either a paper or portfolio of no less than 20 pages based on original argumentation, and primary and secondary source research and analysis. To complete the 33-credit hour degree, students must take an additional 15 credits of any history or eligible political science or global studies course (See [Undergraduate Course Descriptions](#)) numbered 300-level and above.

HI 133 United States History I: 1776 – 1877 (3 crs)

HI 134 United States History II: 1877 – 1991 (3 crs)

HI 153 Major Themes in World History (3 crs)

HI 201 Historical Methods (3 crs)

HI 210 Cartographer's Quest: Maps, Models, and Human Geography (3 crs)

Choose one of the following:

HI 568 Capstone Seminar for History and Education Majors (3 crs)

HI 569 Capstone Seminar for History Majors (3 crs)

Upper level History/Political Science/Global Studies Electives (15 crs)

Minor in History (18 crs)

Choose two of the following:

HI 133 United States History I: 1776 – 1877 (3 crs)

HI 134 United States History II: 1877 – 1991 (3 crs)

HI 153 Major Themes in World History (3 crs)

Upper Level History/Political Science Electives (9 crs)

History/Political Science/ Electives (3 crs)

Students may choose, but are not required, to emphasize one of the following tracks in the history minor. Not all courses under each track are required for the minor in history.

Military History Track:

HI 315 Human Rights and International Law (IS) (3 crs)

HI 345 The Quagmire: History of the Vietnam War and the American Counterculture (3 crs)

HI 355 The History of Genocide (IS) (3 crs)

HI 401 The Great War and Failed Peace (3 crs)

HI 402 The History of World War II (3 crs)

HIPS 357 Peace Building (IS) (3 crs)

Race and Identity Track:

HI 331 Conquest and Resistance: The History of Peoples in the American Borderlands (IS) (3 crs)

HI 338 We Are All Africans: The History of Africa in a Global Context (IS) (3 crs)

HI 340 The Struggle for Equality: African American History in the 20th Century (3 crs)

HI 343 Tradewinds: The History of the Modern Middle East (IS) (3 crs)

HI 430 The History of Latin America (3 crs)

Culture and Gender Track:

HI 205 Boudicca's Daughters: Women in World History (3 crs)

HI 370 From the Suburbs to Space: American Culture in the Cold War, 1945–1989 (3 crs)

HI 380 American Sport History (3 crs)

HIPS 354 Sexuality and Nationalism (IS) (3 crs)

PS 330 Sex and Politics (3 crs)

Phi Alpha Theta National History Honor Society

Phi Alpha Theta ($\Phi\Theta\Theta$) is an American honor society for undergraduate and graduate students and professors of history. The society is a charter member of the Association of College Honor Societies and has over 350,000 members, with about 9,500 new members joining each year through 860 local chapters. The University of Saint Mary chapter is Upsilon-Omicron. USM students regularly present their original research at Phi Alpha Theta Midwest Regional conferences. In order to be considered for this honor society, undergraduate students must complete a minimum of 12 semester hours (4 courses) in history, achieve a minimum GPA of 3.1 in History, and a GPA of 3.0 or better overall. Eligible candidates must also be in the top 35% of their class. Students enrolled in an online program are not eligible. Membership is not limited to History majors. Visit the [Phi Alpha Theta homepage](#) for details.

Historical Associations

There are a wide range of professional history associations and University of Saint Mary history majors are strongly encouraged to participate in these organizations. University of Saint Mary students regularly attend [American Historical Association](#) and [International Studies Association](#) conferences.

Teacher Licensure

Students who plan to become history teachers at the secondary level should consult the Teacher Education Advisor for history early in their course of studies. Secondary-teacher licensure requires specific major and/or supporting courses not required of all history majors, including the following:

EC 232 Microeconomics (3 crs)

HI 455 History of Kansas and the American West (3 crs)

PS 132 Debating American National, State, and Local Government (3 crs)

These courses have assignments, course outcomes, and assessments that align with Kansas State Department of Education standards in History and Government. Note that from time to time, as Kansas Department of Education requirements change, these courses may be amended. Students planning to be history teachers should consult with their advisor prior to each semester's course registration. As meeting Saint Mary and Kansas Department of Education licensure standards have been integrated into these courses, transferring equivalent courses to the University of Saint Mary from other colleges and universities is strongly discouraged. Students who plan to become teachers at the secondary level must take a minimum of twelve credit hours at the University of Saint Mary in the Department of History, which have not been transferred from another college or university. Students should declare their major and must apply for admission to the Teacher Education program at the end of their sophomore year. See the [Education](#) program section of this catalog or arrange an appointment with the Social and Behavioral Sciences Chair for further information.

History Courses

Students must earn a grade of “C” or higher in all courses that count toward a history major, history minor, or secondary-teacher licensure in “history and government.” Unless freshmen have earned "Advanced Placement Status" by scoring a 3, 4, or 5 in the history subject area of the College Level Examination Program (CLEP), or they have the consent of the instructor, they are not allowed to take history courses above the 300 level. Courses that are cross-listed, such as HIPS courses, have an equal amount of history and political science content. Cross-listed courses can count credits toward one discipline or the other, but not both.

12.19 Interdisciplinary Studies

The major in Interdisciplinary Studies is designed for students whose career goals and personal interests are served by a course of study, including study in the professional area, which is more flexible than that provided by the traditional major. This degree can add strength and depth of knowledge in both the professional and liberal studies areas.

This degree must be justified by a coherent study plan that the student prepares in consultation with an advisor. The director of the Interdisciplinary Studies program gives the final approval to the student's program plan.

The Interdisciplinary Studies program provides the student with the opportunity to:

- Concentrate study in two or three different disciplines that provide breadth and strength to educational experiences in the liberal arts tradition;
- Give coherence to previous and on-going education;
- Strengthen opportunities for career advancement;
- Enjoy personal academic achievement; and
- Reflect on education and life experiences through working closely with an advisor to develop a study plan according to the requirements of the major and the student's educational background and interests; relating education with faith/service/behavior in the spirit of the University of Saint Mary; and producing a final integrative project in keeping with the goals of the University of Saint Mary.

Major in Interdisciplinary Studies

39 credit hours are required for this major and may be achieved in one of two ways.

Three Areas of Concentration:

One must be from the Professional Area

- Two areas with a minimum of 12 credits in each area, 6 of which must be upper-level; and
- One area of concentration with a minimum of 15 credits, 9 of which must be upper-level.

Two Areas of Concentration:

One must be from the Professional Area

- One area with a minimum of 21 credits, 9 of which must be upper-level;
- One area with a minimum of 18 credits, 9 of which must be upper-level.

Approved Professional Areas of Concentration

Accounting, Business Administration – Management, Business Administration - Marketing, Digital Communications, Criminology, Education, Cybersecurity, Exercise Science, Health Information Management, Nursing, and Sports Management (only if used with Business as a professional concentration)

Liberal Arts Concentrations

Art, Biology, Chemistry, English, History, Mathematics, Psychology, Political Science, Spanish, Theatre, and Theology.

Concentration courses cannot be used to satisfy general education requirements.

12.20 Liberal Studies

The major in Liberal Studies is designed for students whose career goals and personal interests are served by a more flexible course of study than that provided by the traditional major. It requires concentrated study in either two or three disciplines and is particularly appropriate for any student who is not seeking to prepare for a specific professional career. The degree can add strength and depth of knowledge to the careers or life interests that students are already pursuing.

This degree must be justified by a coherent study plan that the student prepares in consultation with an advisor. The director of the liberal studies program gives final approval to the student's program plan.

The Liberal Studies program provides the student with the opportunity to:

- Concentrate study in two or three different disciplines that provide breadth and strength to educational experiences in the liberal arts tradition;
- Give coherence to previous and on-going education;
- Strengthen opportunities for career advancement;
- Enjoy personal academic achievement; and
- Reflect on education and life experiences through work closely with an advisor to develop a study plan according to the requirements of the major and the student's educational background and interests; relating education with faith/service/behavior in the spirit and mission of the University of Saint Mary and producing a final integrative project in keeping with the goals of the University of Saint Mary.

Major in Liberal Studies

39 hours is required for the liberal studies major and may be achieved one of two ways.

Three Areas of Concentration:

- Two areas with a minimum of 12 credits in each area, 6 of which must be upper-level; and
- One area of concentration with a minimum of 15 credits, 9 of which must be upper-level.

Two Areas of Concentration:

- One area of concentration with a minimum of 18 credits, 9 of which must be upper-level and;
- One area of concentration with a minimum of 21 credit hours, 9 of which must be upper-level.

Approved Concentrations

Art, Biology, Chemistry, English, History, Mathematics, Psychology, Political Science, Spanish, Theatre, and Theology

Concentration courses cannot be used to satisfy general education requirements.

12.21 Mathematics

The Mathematics program seeks to provide students with the fundamental understandings of mathematics as a language, as an art, and as a science. The program helps the student develop problem-solving and critical thinking skills that play an increasingly important role in a complex technological society. The course offerings in mathematics contribute to the general education of all students, give the necessary skills and understanding for students in related fields, prepare majors for mathematical professions including secondary education, and prepare students for graduate studies in mathematics.

Learning Outcomes

Throughout their program the students demonstrate the accomplishment of the following outcomes:

1. Develop problem solving and reasoning skills, and analyze conceptual relationships;
2. Apply disparate knowledge to solve complex problems in various disciplines, and interpret the results in practical terms;
3. Use mathematical abstraction and symbolism to create generalizations from observed patterns, and develop specific examples from general statements;
4. Read mathematical literature with increasing confidence, collaborate with others to solve problems, and effectively communicate mathematical concepts and processes;
5. Appropriately use technological tools, such as graphic calculators and computers, as aids in solving problems, and correctly interpret the results that technology produces;
6. Develop quantitative literacy by collecting, organizing, and interpreting data, and create models for drawing trustworthy conclusions based on that data.

Major in Mathematics (45-47 crs)

Students will choose a degree in Mathematics (tracks in pure mathematics or education) or Applied Mathematics (tracks in pre-engineering, pre-actuarial science, or IT/Operations Research). Regardless of the track or degree within the Mathematics Program, students will be required to complete 26 credit hours of Core Track Mathematics courses. Additionally, Non-Core Mathematics courses and other appropriate courses would be required for each track or degree. The Core and Non-Core Courses are listed below.

Core Track Mathematics Courses (26 crs)

MA 243 Calculus I (4 crs)

MA 244 Calculus II (4 crs)

MA 272 Math Reasoning (3 crs)

MA 330 Introductory Statistics (3 crs)

MA 345 Calculus III: Multivariable Calculations (4 crs)

MA 346 Differential Equations (3 crs)

MA 364 Linear Algebra (3 crs)

MA 597 Senior Seminar (2 crs)

Non-core courses for specific tracks

- MA 401 Theory of Interest (3 crs)
- MA 403 Discrete Mathematics (3 crs)
- MA 471 Mathematical Modeling (3 crs)
- MA 380 Historical Foundations of Math (3 crs)
- MA 437 Probability and Statistics (3 crs)
- MA 455 Modern Geometry (3 crs)
- MA 463 Abstract Algebra (3 crs)
- MA 495 Special Topics (1-3 crs)

Mathematics Degree

Students will choose from either the Pure Mathematics Track or the Education Track

Pure Mathematics Track (39-41 crs)

- All courses from the Core Track (26 crs)
- MA 402 Analysis and Advanced Calculus (3 crs)
- MA 463 Abstract Algebra (3 crs)

Choose three of the following:

- MA 401 Theory of Interest (3 crs)
- MA 403 Discrete Mathematics (3 crs)
- MA 471 Mathematical Modeling (3 crs)
- MA 380 Historical Foundations of Math (3 crs)
- MA 437 Probability and Statistics (3 crs)
- MA 455 Modern Geometry (3 crs)
- MA 495 Special Topics (1-3 crs)

Education Track (43 crs)

- All courses from the Core Track (26 crs)
- MA 380 Historical Foundations of Math (3 crs)
- MA 400 Practical Applications of Teaching Math (2 crs)
- MA 402 Analysis and Advanced Calculus (3 crs)
- MA 437 Probability and Statistics (3 crs)
- MA 455 Modern Geometry (3 crs)
- MA 463 Abstract Algebra (3 crs)

Applied Mathematics Degree

Students choose from one of three tracks: Pre-Engineering, Pre-Actuary, or Operations Research/CIS. Students will complete the Core Track plus two additional 400-level Mathematics courses, unless otherwise noted.

Pre-Engineering Track (Dual Degree with UMKC)

Students pursuing the Pre-Engineering Track may enter into a Dual Degree track with the University of Missouri – Kansas City (UMKC). Students would complete 3 years (98 credit hours) at USM and then transfer into the Engineering program at UMKC. Upon successful completion of 30 credits of UMKC Engineering courses, the student will earn a Bachelor of Science in Applied Mathematics from USM. After students complete the Engineering Program (approximately 2 years), they will earn a BS in either Civil or Mechanical Engineering from UMKC.

UMKC Dual-Degree Core Track (58 crs)

All courses from the Core Track except MA 597 (24 crs)

MA 471 Mathematical Modeling (3 crs)

CH 220 General Chemistry I (4 crs)

CH 221 General Chemistry II (4 crs)

PHY 315 Engineering Physics I (4 crs)

PHY 316 Engineering Physics II (4 crs)

EG 250 Graphics for Engineers (3 crs)

EG 300 Statics (3 crs)

EG 310 Dynamics (3 crs)

EG 315 Thermodynamics (3 crs)

EG 320 Strengths of Materials (3 crs)

Students transferring into UMKC Dual Degree Program do not complete MA 597 Senior Seminar.

Students must have cumulative GPA greater than 3.0 to transfer into the Dual-Degree program.

Students should not deviate from their three-year plan in order to finish the program within three years.

Pre-Engineering Track (without UMKC)

Designed for students who will not transfer into UMKC's Dual Degree program but are interested in Pre-Engineering. These students will earn a four-year Applied Mathematics degree.

Pre-Engineering Core Track (61-64 crs)

All courses from the Core Track (26 crs)

MA 471 Mathematical Modeling (3 crs)

CH 220 General Chemistry I (4 crs)

CH 221 General Chemistry II (4 crs)

PHY 315 Engineering Physics I (4 crs)

PHY 316 Engineering Physics II (4 crs)

EG 250 Graphics for Engineers (3 crs)

EG 300 Statics (3 crs)

EG 310 Dynamics (3 crs)
 EG 315 Thermodynamics (3 crs)
 EG 320 Strengths of Materials (3 crs)
 And two (2) 400-level Mathematics courses (1-4 crs)

Pre-Actuary Track

The Pre-Actuary track is designed from students who want to pursue a career in Actuarial Science. Actuaries analyze statistical data, such as mortality, accident, sickness, disability, and retirement rates and construct probability tables to forecast risk and liability for payment of future benefits. No matter the source, an actuary is consistently rated as one of the best jobs in America. *US News and World Report*, the *Jobs Rated Almanac*, *CNN Money*, and others all agree: few other occupations offer the combination of benefits that an actuarial career can offer. In almost every category, such as work environment, employment outlook, job security, growth opportunity, and salary (especially salary), a career as an actuary is hard to beat.

Pre-Actuary Core Track (47 crs)

All courses from the Core Track 26 crs)
 MA 401 Theory of Interest (3 crs)
 MA 437 Probability and Statistics (3 crs)
 EC 232 Microeconomics (3 crs)
 EC 233 Macroeconomics (3 crs)
 AC 251 Accounting I (3 crs)
 AC 252 Accounting II (3 crs)
 AC 351 Intermediate Accounting (3 crs)

Operations Research/CIS Track

Operations Research combines applied mathematics with information technology in the formulation and application of mathematical modeling and other optimizing methods to develop and interpret information that assists management with decision making, policy formulation, or other managerial functions. This occupation may collect and analyze data and develop decision support software, service, or products as well as develop and supply optimal time, cost, or logistics networks for program evaluation, review, or implementation.

Operations Research/CIS Core Track (47 crs)

All courses from the Core Track (26 crs)
 MA 403 Discrete Mathematics (3 crs)
 MA 437 Probability and Statistics (3 crs)
 CYB 150 Web Design (3 crs)
 CYB 254 Java Programming (3 crs)
 CYB 354 Data Structures and Algorithms (3 crs)
Choose two of the following:
 CYB 361 Web Programming (3 crs)
 CYB 362 C# Programming (3 crs)

CYB 360 Database Design and SQL Programming (3 crs)

Minor in Mathematics (15 crs)

MA 243 Calculus I (4 crs)

Two upper level Math electives (must be taken at University of Saint Mary) (2-7 crs)

Math electives (no courses below MA 160) (4-9 crs)

Teacher Licensure

Students who plan to become mathematics teachers should consult the teacher education advisor for mathematics early in their program. Teacher licensure may require specific major and/or supporting courses not required of all mathematics majors. Students must apply for admission to the Teacher Education program at the end of their sophomore year. See the [Education](#) program section of this catalog for further information. Students must have earned at least a "C" in all upper-level mathematics courses and must have completed at least 9 hours of upper-level mathematics courses at the University of Saint Mary.

Mathematics Course Placement

Placement in mathematics courses is determined by the student's ACT or SAT math sub-score. Scores used to satisfy prerequisites must be completed within the last three years. Students with expired scores or who are unsatisfied with their placement may take the Mathematics Placement exam to determine their eligibility in placing in a higher-level course. Minimum Mathematics Placement exam scores have been established for course placement.

12.22 Medical Laboratory Science

The following program of study is offered at the University of Saint Mary for the preparation of medical laboratory scientists (formally known as clinical laboratory scientists and medical technologists).

Students entering the University of Saint Mary follow a three year course of study (a minimum of 93 hours) followed by a twelve-month internship in a school of medical laboratory science/clinical laboratory science/medical technology approved by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) Board of the American Medical Association. Upon successful completion of the clinical program, the student receives 30 credits and earns a Bachelor of Science degree in Medical Laboratory Science. Certification as a Medical Laboratory Scientist is granted when the registry examination is successfully completed.

Currently the University of Saint Mary is affiliated with the Clinical Program at North Kansas City Hospital; students apply to the Clinical Program at the end of their sophomore year. Admittance to the North Kansas City Hospital Medical Laboratory Science Program is competitive and completion of the required courses (see below) does not guarantee acceptance into the program. Students should consult their advisor for entrance requirements including the necessary GPA.

Students seeking acceptance into alternative clinical internship programs are advised to consult their advisor for course selection as additional prerequisite courses may be required.

Program Outcomes

Throughout their program the students demonstrate the accomplishment of the following outcomes:

1. Recall and apply basic terminology, facts, concepts, theories, and principles included in a board overview of the field of biological sciences.
2. Demonstrate skill and competence in using laboratory equipment and standard protocols.
3. Write laboratory reports based on standard formats found in professional journals in the biological sciences.
4. Develop habits of analytical thinking with a scientific approach to problem solving.
5. Demonstrate the ability to present, interpret, and discuss laboratory findings in a manner appropriate to a professional scientist.
6. Demonstrate a knowledge of the form and function of major body systems central to the medical field, such as the circulatory, urinary, and immune systems.
7. Demonstrate a knowledge of microbes and the response of the human immune system central to understanding disease.

Medical Laboratory Science Major (54-55 crs)

BI 212 Diversity of Plants and Animals (3 crs)

BI 220 Cell Biology (4 crs)

BI 265 Basic Microbiology (4 crs)
BI 312 Biotechnology (3 crs)
BI 425 Genetics (4 crs)
BI 451 Immunology (3 crs)
BICH 461 Biochemistry Lecture (3 crs)
CH 200 General Chemistry I (4 crs)
CH 221 General Chemistry II (4 crs)
CH 330 Organic Chemistry I (4 crs)
COM 120 Public Speaking (3 crs)
MA 160 College Algebra (3 crs)

Choose one of the following:

MA 230 Introductory Statistics (3 crs)
MA 330 Introductory Statistics (3 crs)

Choose one of the following sequences:

BI 258 Human Anatomy & Physiology I (5 crs)
BI 259 Human Anatomy & Physiology II (5 crs)

OR

BI 256 Human Anatomy (4 crs)
BI 358 Human Physiology (5 crs)

The student must complete all general education requirements for the Bachelor's degree.

12.23 Music

The minor in music is designed to provide opportunities to:

- Develop sound musicianship and refined taste;
- Cultivate intelligent understanding and appreciation of music;
- Participate in musical performance; and
- Prepare for performance, studio teaching, and musical leadership.

Music Minor Learning Outcomes

Students will be able to:

1. Perform in their musical medium with technical skills and musicianship
2. Understand, analyze, and evaluate a musical work or performance
3. Demonstrate skills sufficient to meet the program standards for piano proficiency

Applied Music Minor

(Piano, Voice, or Instrument)

21 credit hours at a minimum and acceptance audition is required. Candidacy is reviewed each semester.

Piano Emphasis:

MU 110 Fundamentals of Music Theory (3 crs)

MU 120 Diatonic Music Theory and Form (3 crs)

MU 401 Piano Pedagogy (1 cr)

Choose one of the following:

MU 105 Music Appreciation (3 crs)

MU 421 Music History and Literature II (3 crs) (requires program director's approval)

Choose one of the following:

MU 131 Concert Chorale (1 cr)

MU 136 Community Band (1 cr)

MU 137 University Ensemble (1 cr) (2 semesters)

Choose one of the following:

MU 499 Applied Minor Recital (1-2 crs)

Lecture-Recital

Applied Piano: minimum 4 semesters **AND** completion of MU 453 Private Piano VII **AND** successful completion of piano proficiency exam.

Voice Emphasis:

MU 110 Fundamentals of Music Theory (3 crs)

MU 120 Diatonic Music Theory and Form (3 crs)

MU 131 Concert Chorale (2 semesters) (1 cr)

MU 310 Foreign Languages for Singing (1 cr)

Choose one of the following:

MU 105 Music Appreciation (3 crs)

MU 421 Music History and Literature II (3 crs) (requires program director's approval)

MU 499 Applied Minor Recital **OR** Lecture-Recital

Applied Piano: minimum 2 semesters **OR** successful completion of Piano Proficiency Exam. Applied Voice: minimum 4 semesters **AND** completion of MU 455 Private Voice VII

Instrument Emphasis:

MU 110 Fundamentals of Music Theory (3 crs)

MU 120 Diatonic Music Theory and Form (3 crs)

Choose one of the following (4 semesters):

MU 136 Band

MU 137 Instrumental Ensemble (Strings)

Choose one of the following:

MU 105 Music Appreciation (3 crs)

MU 421 Music History and Literature II (3 crs) (requires program director's approval)

MU 499 Applied Minor Recital **OR** Lecture-Recital

Applied Piano: minimum 2 semesters

Applied Instrument: minimum 4 semesters **AND** completion of the 459 level (Instrument) Electives

Minor in Music (18 crs)

MU 110 Fundamentals of Music Theory (3 crs)

MU 120 Diatonic Music Theory and Form (3 crs)

Choose one of the following:

MU 105 Music Appreciation (3 crs)

MU 421 Music History and Literature II (3 crs) (requires program director's approval)

Choose one of the following:

MU 131 Concert Chorale

MU 136 University-Community Band

MU 137 Instrumental Ensemble: Strings

Applied Piano: minimum 2 semesters

Ensemble: minimum 2 semesters

12.24 Nursing (Traditional Track)

A strong liberal arts and sciences foundation is integrated with nursing academic preparation to ensure scholastic breadth and quality. Students complete the liberal arts and science foundational courses prior to entering nursing courses in the junior year. A student may enter the nursing program:

1. as a qualified high school graduate in the Freshman year to pre-nursing and a declared intent to major in nursing - Traditional Track;
2. as a transfer student in the sophomore year to pre-nursing and a declared intent to major in nursing - Traditional Track;
3. in the junior year after acceptance into the nursing program - Traditional Track; or
4. as a second-degree student in the Accelerated Track (AT) option.

Foundational courses may be taken at the University of Saint Mary or at another accredited institution of higher learning and transferred. Transfer students from other nursing programs who are eligible for advanced standing are evaluated individually.

Majors in nursing will complete all the requirements for general education for the university. In addition, nursing majors will complete 61 credit hours of professional nursing coursework and 31 credit hours of supporting courses. A minimum of 125 credit hours is required for graduation. Student education includes both classroom and clinical experiences. The remaining credit hours required for graduation (33) will be met through completion of mandatory prerequisite courses for nursing.

The material presented in this section applies to students desiring the Bachelor of Science in Nursing Degree who do not currently have a license as a Registered Nurse (RN). For students already licensed as an RN who desire degree completion please see the [RN-BSN](#) section of this catalog.

Program Mission

Committed to the mission and values of the University, the mission of the nursing program is to educate students to become, and grow as, professional nurses who value excellence, provide leadership, and show caring attitudes in all endeavors, foster community, and embrace lifelong learning. Graduates are prepared to provide outcome-focused, client-centered, evidence-based, holistic nursing care to individuals, groups, and communities of diverse backgrounds.

Accreditation

The Bachelor of Science in Nursing program at the University of Saint Mary is accredited by the Commission on Collegiate Nursing Education (CCNE). Information related to this accreditation may be obtained by contacting CCNE at 655 K Street, NW, Suite 750, Washington, DC 20001 Phone: (202) 887-6791.

Student Program Learning Outcomes

Graduates of the nursing program will:

1. Use clinical reasoning, clinical judgment, and evidence when providing and directing safe, holistic, patient-centered care.
2. Demonstrate effective written and oral communication skills and interprofessional collaboration.
3. Integrate professional role responsibilities in the areas of provider, designer, manager, coordinator of care, and member of a profession.
4. Utilize data and information science to measure and improve client outcomes within a variety of systems.
5. Demonstrate professional value integration of the five Cs of caring: competence, compassion, commitment, conscience, and confidence (Roach, M. (1992). *The Human Act of Caring: A Blueprint for the Health Professions*. Ottawa, Ontario: Canadian Hospital Association.)

Traditional Track

General admission Academic Requirements for all students are the same as those listed under [Admissions](#) section of this catalog.

Formal admission to the Nursing Program is completed at the point in a student's education when all prerequisites are addressed. Admission decisions for all applicants are competitive and based on combined qualifications of the applicant in each of the following areas:

- Completed Nursing Centralized Application Service (NursingCAS) application
- Indications of academic success:
 - Minimum cumulative GPA of 2.5 on a 4.0 scale in all previous college coursework.
 - Minimum cumulative GPA of 2.5 on a 4.0 scale for science prerequisite coursework (nutrition, chemistry with lab, microbiology with lab, anatomy with lab, and physiology with lab).
 - Minimum grade of "C-" in each foundational/prerequisite course required for the major
- Completion of 56 credit hours including all nursing prerequisite coursework prior to beginning the nursing major.
- Official transcripts for all college or university courses.
- Personal Statement.
- Two letters of professional or academic reference speaking to individual's ability to complete the rigorous program of study and demonstration of the qualities to be a professional nurse.
- Achievement of designated benchmark on program-specified externally prepared entrance exam (example: TEAS).
- Minimum TOEFL score if English is not the native language and/or most recent degree is from a college or university outside the United States. Minimum writing and speaking scores as outlined in the [International Admission](#) section of catalog.

- Additional application directly to the University of Saint Mary through the Admissions Office is not required.
- Highly qualified high school students may apply for direct entry to nursing through the *aSpire to Nursing Program*. Students must have a high school GPA of at least 3.5 and an ACT composite of at least 24, and maintain a 3.5 GPA throughout all pre-nursing coursework.

Conditional acceptance is based upon successful completion of any outstanding prerequisite coursework with a grade of “C-” or higher. Cumulative and science prerequisite GPA of 2.5 must be maintained.

Graduation Requirements

- Completion of 125 hours of college level credit as indicated in this catalog.
- Cumulative GPA of at least 2.0.
- Other requirements for graduation are the same as the university requirements.
- All undergraduate transfer students are required to take EN 310.

Academic Policies for the Nursing Major

- Students whose cumulative GPA falls below 2.0 will be placed on academic probation and will be reviewed by the Nursing Admission and Progression Committee (APC).
- Grading scale:
 - 93 – 100 = A
 - 85 – 92 = B
 - 77 – 84 = C
 - 70 – 76 = D
 - 69 or below = F
- A minimum grade of “C” (77%) must be earned in all nursing courses in order to progress in the nursing curriculum. Students (not on probation) who fail or withdraw from one course may be permitted to repeat that course without reapplication to the program. Courses are typically offered once each academic year. Failure of, or withdrawal from, a second course will result in dismissal from the program.
- A minimum of a 77% test average is required in order to pass these nursing courses:
 - NU 300 Foundations of Nursing Practice
 - NU 322 Health Assessment
 - NU 330 Pathophysiology/Pharmacology I
 - NU 331 Pathophysiology/Pharmacology II
 - NU 335 Childbearing Family/Obstetric Nursing
 - NU 336 Pediatric Nursing
 - NU 340 Medical Surgical Nursing I
 - NU 441 Medical Surgical Nursing II
 - NU 465 Behavioral Health Nursing
 - NU 542 Medical Surgical Nursing III

Students not obtaining at least the minimum 77% test average will receive a grade of “D” or “F” for that course and on their transcript.

- Students in the traditional track have three years from the time of admission to the nursing program to complete the entire nursing curriculum.
- Students who fail to complete the nursing curriculum in this three-year period, or are dismissed from the nursing program, may request re-admission to the nursing program one time only and may be subject to complete the entire nursing curriculum that is current at the time of readmission to the nursing program.

Additional Requirements for Nursing Students

Nursing education takes place in both the college classroom and the clinical setting. Students must have access to a computer for the duration of the program. The student’s personal computing system must meet or exceed the published “Personal Computing Specifications” of the university. Computers are used during class time for research, note-taking, NCLEX-RN prep, and internal and external assessments. Outside of class, students are required to do research, practice with computer-based testing programs, navigate electronic health record systems, participate in various online activities and complete other computer-based assignments.

Additional requirements and expenses include (but are not limited to): health examinations, immunizations, uniforms, transportation to clinical agencies, computer programs, stethoscope, blood pressure cuff, background checks, and fees for licensure, graduation, and externally prepared examinations. Students are required to be covered by a valid health insurance policy while enrolled in nursing courses. Clinical hours may be during evenings and weekends.

Bachelor of Science in Nursing Degree (Traditional Track)

Required Nursing Courses (61 crs)

- NU 300 Foundations of Nursing Practice (4 crs)
- NU 311 Nursing Informatics (2 crs)
- NU 315 Wellness and Health Promotion (2 crs)
- NU 322 Health Assessment (4 crs)
- NU 330 Pathophysiology/Pharmacology I (3 crs)
- NU 331 Pathophysiology/Pharmacology II (3 crs)
- NU 335 Childbearing Family/Obstetric Nursing (3 crs)
- NU 336 Pediatric Nursing (3 crs)
- NU 340 Medical Surgical Nursing I (5 crs)
- NU 412 Research and Evidence Based Practice (3 crs)
- NU 421 Gerontological Nursing (2 crs)
- NU 441 Medical Surgical Nursing II (5 crs)
- NU 465 Behavioral Health Nursing (3 crs)
- NU 491 Palliative Care (2 crs)

NU 497 Population Health (3 crs)
 NU 541 Leadership and Management of Care (4 crs)
 NU 542 Medical Surgical Nursing III (5crs)
 NU 551 Senior Clinical Practicum (3 crs)
 NU 591 Senior Integrative Seminar (2 crs)

Required Supporting Courses: (32-37 crs)

Choose one of the following sequences:

BI 258 Human Anatomy & Physiology I (5 crs)
 BI 259 Human Anatomy & Physiology II (5 crs)

OR

BI 256 Human Anatomy (4 crs)
 BI 358 Human Physiology with Lab (5 crs)

BI 265 Basic Microbiology with Lab (4 crs)
 BI 370 Principles of Nutrition (3 crs)
 CH 113 Allied Health Chemistry with Lab (4 crs)

One of the following (if needed for Statistics):

MA 114 Introductory and Intermediate Algebra (4 crs)
 MA 115 Intermediate Algebra (3 crs)

MA 230 Introductory Statistics (3 crs)

Choose one of the following:

PY 150 Introduction to Psychology (3 crs)

OR

SO 110 Introduction to Sociology (3 crs)

PY 290 Psychology of Childhood and Adolescence (3 crs)

PMNU 390 Mission in Nursing Care (3 crs) (must be taken at the University of Saint Mary)

12.25 Nursing (Accelerated Track)

Admission Requirements

General admission Academic Requirements for all students are the same as those listed under the Admissions section of the catalog. Accelerated Track students apply for admission into the Nursing Program and the University of Saint Mary through NursingCAS. Additional application directly to the University of Saint Mary through the Admissions Office is not required.

Formal admission to the Nursing Program is completed during the spring semester of each year. Admission decisions for all applicants are highly competitive and based on combined qualifications of the applicant in each of the following areas:

- Previous bachelor's or higher degree in any major from an accredited college or university
- Completed Nursing Centralized Application Service (CAS) application
- Official transcripts for all college or university courses
- Minimum GPA of 3.0 on a 4.0 scale for all previous course work
- Minimum GPA of 3.0 on a 4.0 scale for science prerequisites
- Minimum grade of "C-" in all prerequisite courses being transferred to the University
- Personal Statement
- Two letters of professional or academic reference speaking to individual's ability to complete the rigorous program of study and to have the qualities to be a professional nurse
- Personal interview for selected eligible candidates (an interview does not guarantee admission)
- Achievement of designated benchmark on program-specified externally prepared entrance exam (example: TEAS)
- Minimum TOEFL score if English is not the native language and/or most recent degree is from a college or university outside the United States. Minimum writing and speaking scores as outline in the Admission section of the Catalog.
- Conditional acceptance is based upon successful completion of any outstanding course work with a grade of "C-" or higher. Cumulative and science prerequisite GPA of 3.0 must be maintained.

Graduation Requirements

- General education requirements are met through the previous bachelor's degree.
- Students must successfully complete 61 credit hours of nursing plus additional nursing supporting courses described below.
- Cumulative GPA of 2.0.

Academic Policies for the Accelerated Track Nursing Major

- Courses are taught year round on an eight (8) week basis with a six (6) term schedule – Summer II, Fall I, Fall II, Spring I, Spring II, and Summer I.
- Students whose cumulative GPA falls below 2.0 will be placed on academic probation and will be reviewed by the Nursing Admission and Progression Committee (APC).
- Grading Scale:
 - 93 – 100 = A
 - 85 – 92 = B
 - 77 – 84 = C
 - 70 – 76 = D
 - 69 or below = F
- A minimum grade of “C” (77%) must be earned in all nursing courses in order to progress in the nursing curriculum. A minimum of a 77% test average is required in order to pass these courses:
 - NUAT 300 Foundations of Nursing Practice
 - NUAT 322 Health Assessment
 - NUAT 330 Pathophysiology/Pharmacology I
 - NUAT 331 Pathophysiology/Pharmacology II
 - NUAT 340 Medical/Surgical Nursing I
 - NUAT 335 Childbearing Family/Obstetric Nursing
 - NUAT 336 Pediatric Nursing
 - NUAT 441 Medical/Surgical Nursing II
 - NUAT 465 Behavioral Health Nursing
 - NUAT 542 Medical/Surgical Nursing III
- Any students scoring less than a 77% test average in will receive a grade of “D” or “F” for that course and on their transcript.
- Students who fail one course will be dismissed from the program.
- Students who fail to complete the accelerated nursing curriculum, or are dismissed from the nursing program, may apply for re-admission to the [traditional track](#), however admission is competitive and not guaranteed. Students complete the entire nursing curriculum that is current at the time of admission to the traditional nursing program.

Bachelor of Science in Nursing Degree (Accelerated Track)

Required Nursing Courses (61 crs)

NUAT 300 Foundations of Nursing Practice (4 crs)

NUAT 311 Nursing Informatics (2 crs)

NUAT 315 Wellness and Health Promotion (2 crs)

NUAT 322 Health Assessment (4 crs)

NUAT 330 Pathophysiology/Pharmacology I (3 crs)

NUAT 331 Pathophysiology/Pharmacology II (3 crs)

NUAT 335 Childbearing Family/Obstetric Nursing (3 crs)

NUAT 336 Pediatric Nursing (3 crs)
 NUAT 340 Medical Surgical Nursing I (5 crs)
 NUAT 412 Research and Evidence Based Practice (3 crs)
 NUAT 421 Gerontological Nursing (2 crs)
 NUAT 441 Medical Surgical Nursing II (5 crs)
 NUAT 465 Behavioral Health Nursing (3 crs)
 NUAT 491 Palliative Care (2 crs)
 NUAT 497 Population Health (3 crs)
 NUAT 541 Management of Care (4 crs)
 NUAT 542 Medical Surgical Nursing II (5 crs)
 NUAT 551 Senior Clinical Practicum (3 crs)
 NUAT 591 Senior Integrative Seminar (2 crs)

Required Supporting Courses (35-36 crs)

Choose one of the following sequences:

BI 258 Human Anatomy & Physiology I (5 crs)
 BI 259 Human Anatomy & Physiology II (5 crs)

OR

BI 256 Human Anatomy (4 crs)
 BI 358 Human Physiology with Lab (5 crs)

BI 265 Basic Microbiology with Lab (4 crs)
 BI 370 Principles of Nutrition (3 crs)
 CH 113 Allied Health Chemistry with Lab (4 crs)
 MA 230 Introductory Statistics (3 crs)

Choose one of the following:

PY 150 Introduction to Psychology (3 crs)

OR

SO 110 Introduction to Sociology (3 crs)

PMNU 390 Mission in Nursing Care (3 crs) (must be taken at the University of Saint Mary)
 COM 120 Public Speaking (3 crs) or a Communications course

One of the following courses:

- o PY 290 Psychology of Childhood and Adolescence (3 crs)
- o PY 335 Abnormal Psychology (3 crs)
- o PY 315 Health Psychology (3 crs)
- o PY 460 Social Psychology (3 crs)
- o Developmental Psychology (3 crs)
- o Human Growth and Development (3 crs)

Additional Requirements for All Nursing Students

Nursing education takes place in both the college classroom and the clinical setting. Students must have access to a computer for the duration of the program. The student's personal computing system must meet or

exceed the published “Personal Computing Specifications” of the university. Computers are used during class time for research, note-taking, NCLEX-RN prep, and internal and external assessments. Outside of class, students are required to do research, practice with computer-based testing programs, navigate electronic health record systems, participate in various online activities and complete other computer-based assignments.

Additional requirements and expenses include (but are not limited to): health examinations, immunizations, uniforms, transportation to clinical agencies, computer programs, stethoscope, blood pressure cuff, background checks, and fees for licensure, graduation and externally prepared examinations. Students are required to be covered by a valid health insurance policy while enrolled in nursing courses. Clinical hours may be during evenings and weekends.

12.26 Nursing (RN – BSN)

The RN-BSN degree completion program is designed for students who have a current license as a Registered Nurse (RN) in the United States. Nursing courses are in the online delivery model.

BSN Program Mission

Committed to the mission and values of the University, the mission of the nursing program is to educate students to become, and grow as, professional nurses who value excellence, provide leadership, and show caring attitudes in all endeavors, foster community, and embrace lifelong learning. Graduates are prepared to provide outcome-focused, client-centered, evidence-based, holistic nursing care to individuals, groups, and communities of diverse backgrounds.

Accreditation

The Bachelor of Science in Nursing program at the University of Saint Mary is accredited by the Commission on Collegiate Nursing Education (CCNE). Information related to this accreditation may be obtained by contacting CCNE at 655 K Street, NW, Suite 750, Washington, DC 20001 Phone: (202) 887-6791 Fax: (202) 887-6791.

Nursing Student Learning Outcomes

Graduates of the Nursing program will:

1. Use clinical reasoning, clinical judgment, and evidence when providing and directing safe, holistic, patient-centered care.
2. Demonstrate effective written and oral communication skills and interprofessional collaboration.
3. Integrate professional role responsibilities in the areas of provider, designer, manager, coordinator of care, and member of a profession.
4. Utilize data and information science to measure and improve client outcomes within a variety of systems.
5. Demonstrate professional value integration of the five Cs of caring: competence, compassion, commitment, conscience, and confidence (Roach, M. (1992). *The Human Act of Caring: A Blueprint for the Health Professions*. Ottawa, Ontario: Canadian Hospital Association.)

Acceptance

Applicants will be admitted officially to the RN-BSN program if the following conditions are met:

- Completion of admission application.
- Cumulative GPA of 2.5 on a 4.0 scale is required on all previous college work. RN applicants who have a cumulative GPA between 2.0 and 2.5 may be considered for admission on an individual basis.

- Completion of Supplemental Application Form.
- Verification of unrestricted RN license in the United States.
- Letters from two professional /educational references.
- Receipt of all official transcripts of all college work.
- Statement of Personal Goals (if not included on supplemental application form).

Program/Graduation Requirements

- Completion of all the University of Saint Mary's liberal studies and general education requirements for the bachelor's degree (125 hours).
- The Admission and Progression Committee (APC) may place students who are enrolled in the nursing program on probationary status or recommend dismissal, if their behaviors in the virtual classroom are determined to be unprofessional. Professional behaviors include, but are not limited to, behaviors that relate to: attitude, respect, conduct, language, integrity or dishonesty, responsibility, and accountability.
- Minimum grade of "C" in each nursing course and required nursing support courses is required for the nursing major. Grades of "D," "F," or "WF" are considered to be failing, are not acceptable, and the course must be repeated. Students earning a "D," "F," or "WF" may repeat that course one time. Subsequent failures from that or any other nursing or support course will result in probation. Probationary status must be removed and the failed course must be repeated successfully within six (6) credit hours, or the next time the course is offered. Failure to meet these guidelines will result in dismissal from the program. Failure of greater than two (2) nursing courses will result in dismissal from the program.
- Students who are dismissed/withdraw from the program, may apply for re-admission one time only. Applications for readmission will be considered on a case by case basis, and all will require a statement by the student explaining the previous difficulties and plan of action to ensure success with the readmission.
- Maintain licensure as a registered nurse in the United States for admission and continued enrollment.

Note: University of Saint Mary's RN-BSN students interested in earning their Master of Science in Nursing (MSN) through the University of Saint Mary have the option, with approval of the Graduate Program Director, of transferring in up to nine (9) graduate credits from the following course(s):

- NU 607 Advanced Health Assessment and Health Promotion in place of NURN 321 Health Assessment
- NU 610 Advanced Pathophysiology/Pharmacology in place of NURN 332 Pathophysiology/Pharmacology. (Education Track)
- Students may also take NU 611 Informatics in Nursing to meet the NURN 311 Nursing Informatics requirement of the RN-BSN program or as an elective. (MSN Core Courses)
- NU 641 Statistics
- See the [Master of Science in Nursing](#) program for more information and consult your enrollment advisor. (Approval by the Graduate Program Director is required).

Bachelor of Science in Nursing Degree

Students will complete the requirements for general education for the university's bachelor degrees and the requirements of the nursing program. RN-BSN nursing students complete 28 hours of professional nursing course work (Nursing Core), 18 hours of nursing support courses, and earn 36 escrow hours of credit for previous nursing coursework (see description below). All transcripts will be formally reviewed by the Registrar's Office for acceptance of additional transfer credit. The minimum total hours required for graduation is 125 credit hours. Students may need additional course hours (electives) to meet the 125 credit hour graduation requirement.

Required General Education

The following course requirements are specific to students in the RN-BSN program (6 credit hour minimum):

- Philosophy course, such as PH 442 Bioethics (or Ethics course from a Philosophy department).
- EN 310 Transfer Core (must be completed at the University of Saint Mary). This course aims to bring students to an understanding of their liberal education, to prepare students for upper-level college study, and to become proficient in writing and critical thinking through the study of literature. Students who earn below a "C" must repeat the course. Students with a previously earned bachelor's degree or who meet established EN 310 waiver requirements are not required to take EN 310.
- Any additional general education courses to meet the university general education requirements.

Required Nursing Support Courses (18 crs minimum)

BI 370 Principles of Nutrition (3 crs)

COM 120 Public Speaking (3 crs) or a Communications course

One of the following (if needed for Statistics):

MA 114 Introductory and Intermediate Algebra (4 crs)

MA 115 Intermediate Algebra (3 crs)

MA 230 Statistics (3 crs)

Choose one of the following:

PY 150 Introduction to Psychology (3 crs)

SO 110 Introduction to Sociology (3 crs)

One of the following:

o PY 290 Psychology of Childhood and Adolescence (3 crs)

o PY 315 Health Psychology (3 crs)

o PY 335 Abnormal Psychology (3 crs)

o PY 460 Social Psychology (3 crs)

o Developmental Psychology

o Human Growth and Development

PMNU 390 Mission in Nursing Care: A Theological Perspective

Nursing Escrow

Credit for the following courses (36 credit hours maximum) which acknowledges prior nursing coursework completed, will be granted upon verification of official transcripts, proof of valid RN license, and completion of the first course of the program:

NU 300 Foundations of Nursing Practice (4 crs)
 NU 315 Wellness and Health Promotion (2 crs)
 NU 330 Pathophysiology/Pharmacology I (3 crs)
 NU 335 Childbearing Family/Obstetric Nursing (3 crs)
 NU 336 Pediatric Nursing (3 crs)
 NU 340 Medical Surgical Nursing I (5 crs)
 NU 441 Medical Surgical Nursing II (5 crs)
 NU 465 Behavioral Health Nursing (3 crs)
 NU 542 Medical Surgical Nursing III (5 crs)
 NU 551 Senior Clinical Practicum (3 crs)

Required Nursing Core Courses (28 crs)

NURN 302 Nursing as a Profession (3 crs)
 NURN 311 Nursing Informatics (2 credits)
 NURN 321 Health Assessment (3 crs)
 NURN 332 Pathophysiology/Pharmacology (3 crs)
 NURN 412 Research and Evidence Based Practice (3 crs)
 NURN 421 Gerontological Nursing (2 crs)
 NURN 491 Palliative Care Nursing (2 crs)
 NURN 496 Population Health (4 crs)
 NURN 540/551 Leadership and Management of Care in Nursing (4 crs)
 NURN 580 Senior Integrative Seminar (2 crs)

Courses are taught year round on an eight (8) week basis with a six (6) term schedule – Fall I, Fall II, Spring I, Spring II, Summer I, and Summer II.

Upper-Level Transfer: No more than 9 hours of upper-level nursing course work (obtained after licensure) will be accepted into the Nursing Core.

12.27 Philosophy

The minor in Philosophy seeks to help students:

- Reflect on questions about the nature of reality, truth, and goodness that are the perennial issues of philosophy;
- Consider the nature and methods of inductive and deductive reasoning and the methods of knowing;
- Examine values and the ethical and moral dimensions of decisions and actions;
- Develop habits of critical thinking.

Minor in Philosophy (15 crs)

PH 180 Logic (3 crs)

PH 200 Historical Introduction to Philosophy (3 crs)

PH 340 Ethics (3 crs)

Two Philosophy electives (6 crs)

12.28 Political Science

Program Outcomes for Political Science:

The program in Political Science seeks to empower students to:

1. Understand and identify the properties universal to government in all human societies.
2. Understand the nature and consequences of the major variations in governments among different nations.
3. Understand the importance of ideas in shaping politics and government.
4. Comprehend and the system of rights and responsibilities of individuals in the United States and the manner in which government is influenced and changed by the support and dissent of individuals and interest groups in a democracy.

Major in Political Science (31 crs)

The major in Political Science requires 31 credit hours in Political Science, including 15 credits of upper-level hours in Political Science, and the following:

Political Science Core Courses (16 crs)

GSPS 250 Colloquium in Human Communities: Introduction to International Affairs (3 crs)

PHPS 171 Political Thought I (3 crs)

PHPS 272 Political Thought II (3 crs)

PS 132 Debating American National, State, and Local Government (3 crs)

PS 281 Different Worlds: Comparative Political Systems (3 crs)

PS 590 Senior Seminar (1 cr)

Courses that are cross listed, such as HIPS courses, have an equal amount of history and political science content. Cross-listed courses can count credits toward one discipline or the other, but not both. Political Science courses count toward “social science” general education requirements.

In addition, students may complete the major in Political Science by taking five (5) upper-level courses. At least three (3) of those courses need to be from one track:

Politics and Governance Track:

HIPS 462 Supreme Court: Civil Rights and Civil Liberties (3 crs)

PS 301 Bureaucracies (3 crs)

PS 330 Sex and Politics (3 crs)

PS 343 Undue Influence: Parties, Media, and Interest Groups (3 crs)

PS 365 Inside the Machine: Federal Institutions (3 crs)

PS 340 Contemporary Controversies (3 crs)

PS 395 Special Topics in Political Science (3 crs)

Global and International Studies Track:

ECPS 385 International Political Economy (3 crs)

HIPS 354 Sexuality and Nationalism (3 crs)

HIPS 357 Peace Building (3 crs)

HIPS 450 Contemporary International Issues (3 crs)

PS 340 Contemporary Controversies (3 crs)

PS 395 Special Topics in Political Science (3 crs)

PS 480 Theories of International Affairs (3 crs)

PSCR 302 Terrorists, Patriots, and Revolutionaries (3 crs)

Minor in Political Science (18 crs)

GSPS 250 Colloquium in Human Communities: Introduction to International Affairs (3 crs)

PS 132 Debating American National, State, and Local Government (3 crs)

Choose one of the following:

PHPS 171 Political Thought I (3 crs)

PHPS 272 Political Thought II (3 crs)

Upper level electives (9 crs) (Politics and Governance and Global and International Studies Tracks)

12.29 Psychology

Psychology can be defined as the scientific study of mind and behavior. Aren't we all curious about people and the way they think and behave?

Through an integrated curriculum of traditional psychology courses (abnormal psychology, social psychology, psychology of childhood and adolescence) and applied courses and experiences (practicum, professional ethics, research methods) students acquire a well-rounded education in psychology.

The Psychology program seeks to prepare graduates who demonstrate:

- An understanding of the field of psychology through presenting ideas, raising relevant questions, and engaging in meaningful discussion of concepts;
- The ability to apply psychological concepts, solve problems using a variety of psychological methods, and connect psychological theory and practice; and
- The ability to apply psychological concepts and understanding to oneself and others, be open to the impact of such application, and assess the quality of personal performance in academic and professional roles.

Graduates with a major in psychology find many and varied career opportunities. Indeed, job opportunities in the helping professions are frequently listed in the top fastest growing career tracks today. Other opportunities include administration, management, corrections and law enforcement, pure and applied research, and government health care. Entry into such fields is possible at the bachelor's level. A professional career in psychology usually requires graduate work.

Major in Psychology (33 crs)

PY 150 Introduction to Psychology (3 crs)

Choose one of the following:

PY 255 Aging: Issues and Perspectives (3 crs)

PY 290 Psychology of Childhood and Adolescence (3 crs)

PY 335 Abnormal Psychology (3 crs)

PY 460 Social Psychology (3 crs)

Choose one of the following:

PY 455 History and Systems of Psychology (3 crs)

PY 475 Personality Theories (3 crs)

PYAPY 352 Professional Ethics (3 crs)

PYCR 585 Research Methods: Design (3 crs)

PYCR 586 Research Methods: Statistical Analysis (3 crs)

PYCR 590 Behavior Science Seminar (3 crs)

Psychology electives (6 crs)

Minor in Psychology (15 crs)

PY 150 Introduction to Psychology (3 crs)

Choose one of the following:

PY 255 Aging: Issues and Perspectives (3 crs)

PY 290 Psychology of Childhood and Adolescence (3 crs)

Choose one of the following:

PY 335 Abnormal Psychology (3 crs)

PY 460 Social Psychology (3 crs)

PY 475 Personality Theories (3 crs)

PY 455 History and Systems of Psychology (3 crs)

Upper level Psychology electives (6 crs)

Minor in Applied Psychology (15 crs)

APY 250 Introduction to Human Services (3 crs)

APYCR 325 Introduction to Addictions (3 crs)

PY 150 Introduction to Psychology (3 crs)

PY 335 Abnormal Psychology (3 crs)

PYAPY 352 Professional Ethics (3 crs)

12.30 Spanish Language and Culture

Study of a language introduces students to a culture distinct from their own, encouraging awareness of the material, spiritual, and cultural values of other peoples. It prepares students for careers in many disciplines and for graduate work. Depending on the individual student's interests and level of study, the student will demonstrate:

- The ability to comprehend the spoken and written language;
- The ability to speak the language with reasonable skill;
- The enjoyment of selected literature of the culture, with appreciation of its origins in a people's history and contemporary life; and
- The motivation to study the culture further and, when possible, to travel in its country.

With these objectives in view, the college offers the opportunity to study Spanish. Placement exams can be administered to determine placement of students in a language.

Minor in Spanish (15 crs)

Spanish minors will complete 15 credit hours beyond elementary courses I and II. Of these 15 credits, at least nine (9) credits (or 3 courses) must be earned through upper-level courses. To complete the Spanish minor, students are required to take in residence at the University of Saint Mary a minimum of (9) hours (or 3 courses) of the fifteen (15) required for the minor.

Students may, with consent from the program and sufficient language proficiency, test out of Spanish III and IV. These students would then only need three upper-level courses from USM to complete their minor.

Spanish Course Placement for Experienced Speakers

Students with previous experience in Spanish (i.e., learned the language in school after childhood) and students for whom Spanish is their home/family language should take the Spanish Placement Exam to determine what level of Spanish to enter.

Native Spanish speakers and students with life-long contact with Spanish may not enroll in elementary Spanish courses (Spanish 1, 2, or 3) without consent of the Spanish Program. There are no exceptions to this policy.

12.31 Sport Coaching and Activities

Minor in Coaching (18 crs)

Required Coaching Minor Courses (12 crs)

SCA 181 First Aid/CPR (1 cr)

EX 350 Sport Injuries and Illnesses (3 crs) (Prerequisite = BI 256 or BI258)

SMSCA 485 Organization and Administration of Athletics and Sports (3 crs)

SCAPY 345 Psychology of Sports (3 crs)

SCA 310 Techniques of Officiating (2 crs)

Required Methods Courses (4 crs)

Choose two of the following:

SCA 291 Methods of Coaching: Basketball (2 crs)

SCA 292 Methods of Coaching: Softball/Baseball (2 crs)

SCA 293 Methods of Coaching: Soccer (2 crs)

SCA 294 Methods of Coaching: Football (2 crs)

SCA 295 Methods of Coaching: Volleyball (2 crs)

SCA 296 Methods of Coaching: Golf, Tennis (2 crs)

SCA 297 Methods of Coaching: Teaching Sport Activities (2 crs)

Fitness Courses (2 crs):

Choose two of the following:

SCA 131 Aqua Fitness/Conditioning (1 cr)

SCA 132 Bowling (1 cr)

SCA 133 Martial Arts (1 cr)

SCA 134 Golf (1 cr)

SCA 139 Weight Training/Physical Conditioning (1 cr)

SCA 140 Racquetball (1 cr)

SCA 145 Sports (varies) (1 cr)

SCA 146 Fitness (varies) (1 cr)

SCA 261 Varsity Football (1 cr)

SCA 262 Varsity Men's Soccer (1 cr)

SCA 263 Varsity Women's Soccer (1 cr)

SCA 264 Varsity Volleyball (1 cr)

SCA 265 Varsity Cross Country (1 cr)

SCA 266 Varsity Men's Basketball (1 cr)

SCA 267 Varsity Women's Basketball (1 cr)

SCA 268 Varsity Softball (1 cr)

SCA 269 Varsity Baseball (1 cr)

SCA 270 Varsity Track and Field (1 cr)

- SCA 271 Varsity Cheer and Dance (1 cr)
- SCA 272 Men's Lacrosse (1 cr)
- SCA 273 Women's Lacrosse (1 cr)
- SCA 274 Men's Wrestling (1 cr)
- SCA 275 Women's Wrestling (1 cr)

Activity Courses

The Sport Coaching and Activities program offers activity courses in dance, sports, fitness and swimming. The program of activity courses seeks to:

- Develop understanding and appreciation of physical fitness and movement;
- Improve individual movement skills; and
- Encourage lifelong habits of fitness and skill.

1 credit per semester is granted for each activity class. 4 credits of activity courses may be applied toward the degree requirement of 120 credit hours.

Sports and Fitness

Recommended courses for Dance Team for advanced coordination and balance (see Theatre course descriptions)

- THRSA 100 Musical Theatre Dance I
- THRSA 101 Musical Theatre Dance II
- THRSA 118 Musical Theatre Dance/Choreography I
- THRSA 218 Musical Theatre Dance/Choreography II

12.32 Sport Management

Mission

The mission of the University of Saint Mary and the Sport Management Program is to serve traditional undergraduate and part-time graduate students with diverse educational needs. We seek to develop graduates that are competent, ethical, socially responsible, and globally aware.

The Sport Management program leads to a Bachelor of Science degree, with a major in Sport Management, and emphases in either Marketing, Budgeting and Finance, or General management. The Sport Management major expects that students will:

1. Acquire disciplinary knowledge in sport management;
2. Analyze information to develop critical thinking and decision making skills for sport business solutions;
3. Understand the various sport business settings to connect theory to practice;
4. Apply law and ethics to the various sport settings and activities;
5. Communicate and collaborate effectively in various sport business settings.

Sport Management Major (55-60 hours)

A 9-hour emphasis in General Management, Marketing, Digital Communications, or Budgeting and Finance is also required.

Sport Management Core Courses (25-30 crs)

SM 250 Introduction to Sport Management (3 crs)
 SM 251 Sport Facilities, Planning, and Management (3 crs)
 SM 291 Field Experience in Sport Management (1-3 crs)
 SM 340 Legal Aspects and Liability of Sport (3 crs)
 SM 342 Sport Marketing and Fundraising (3 crs)
 SM 499 Internship in Sport Management (3-6 crs)
 SM 550 Ethics, Issues, and Problems in Sport (3 crs)
 SMSCA 485 Organization and Administration of Athletics and Sport (3 crs)
 SCAPY 345 Psychology of Sport (3 crs)

Required Business Courses (21 crs)

AC 251 Principles of Accounting I (3 crs)
 AC 252 Principles of Accounting II (3 crs)
Choose one of the following:
 EC 232 Principles of Microeconomics (3 crs)
 EC 233 Principles of Macroeconomics (3 crs)
 MGT 231 Principles of Management (3 crs)
 MGT 332 Legal and Ethical Aspects of Business (3 crs)

MKT 231 Principles of Marketing (3 crs)

Choose one of the following:

- CYB 170 Multimedia (3 crs)
- CYB 225 Information Systems and Applications (3 crs)
- CYB 250 Networking I (3 crs)
- CYB 254 Java Programming (3 crs)
- CYB 350 Networking II (3 crs) (Prerequisite = CYB 250)
- CYB 354 Data Structures and Algorithms (3 crs) (Prerequisite = CYB 254)
- CYB 360 Database Design and SQL Programming (3 crs)
- CYB 361 Web Programming (3 crs) (Prerequisite = CYB 150)
- CYB 362 C# Programming (3 crs)
- CYB 363 Python Programming (3 crs) (Prerequisite = CYB 150)
- CYB 370 Computer Forensics (3 crs) (Prerequisite = CYB 130 and CYB 250)
- CYB 400 Ethical Hacking and IT Systems Defense (3 crs) (Prerequisite = CYB 250 and CYB 350)
- CYB 410 Cryptography (3 crs) (Prerequisite = CYB 250)
- CYB 420 Advanced Cybersecurity Topics (3 crs) (Prerequisite = CYB 250 and CYB 350)
- CYB 430 Wireless and Mobile Security (3 crs) (Prerequisite = CYB 250 and CYB 350)
- CYB 440 Privacy Enhancing Technologies (3 crs) (Prerequisite = CYB 250 and CYB 350)

Choose one of the following required emphases (9 crs)

General Management

- MGT 320 Leadership (3 crs)
- MGT 350 Business Communication (3 crs)
- MGT 390 Project Management (3 crs)
- MGT 410 Human Resource Management (3 crs)
- MGT 420 Organizational Behavior (3 crs)

Marketing

- COM 375 Professional Social Media Communications (3 crs)
- MKT 325 Consumer Behavior (3 crs)
- MKT 351 Principles of Advertising (3 crs)
- MKT 395 Website Design and Digital Marketing
- MKT 475 Marketing Research (3 crs) (MA 230 is required to take MKT 475)

Digital Communications

- NOTE: AR 266 Computer Graphics is recommended (3 crs)
- COM 305 Media Literacy (3 crs)
- COM 329 Survey of Mass Media IS (3 crs)
- COM 331 Writing for the Media (3 crs)
- COM 375 Professional Social Media Communications (3 crs)
- COM 452 Ethics and Law in a Digital World (3 crs)

Budgeting and Finance

AC 352 Managerial Accounting (3 crs)

FIN 363 Principles of Finance (3 crs)

MGT 386 Data Analytics for Business Decision Making (3 crs) (Prerequisite = MA 230)

Recommended Support Courses

COM 120 Public Speaking (3 crs)

MGT 386 Data Analysis for Business Decision Making (3 crs)

12.33 Theatre

The Theatre Program investigates:

- The areas of the human imagination and communication (oral and written), in literature and the arts;
- The values, histories, and interactions of social and political systems across global cultures;
- The ethical and moral dimensions of decisions and actions.

Theatre Program Learning Outcomes

Graduates of the Theatre Program will:

1. Demonstrate the ability to link theory and practice based on knowledge of theatre of the past;
2. Demonstrate the use of the principles of critical evaluation in order to evaluate and effect change within the art and themselves;
3. Demonstrate the ability to evaluate information from disparate sources and transform that information into meaningful knowledge expressed through the mediums of the theatre, written and/or performed;
4. Demonstrate the necessary skills to produce theatre of quality that reflects global and personal values.

The Theatre Program offers the following in practical support of all investigations and outcomes:

- A four-show main-stage season
- Student directed main-stage production
- Student independent study performances
- Mime and movement performances
- Student directed one-act plays
- Training in a professional touring company
- Preparation of students to meet certification requirements for teaching through the cooperation of the Education Program

Major in Theatre (36 crs)

FATHR 360 Your Life in Art (3 crs)

THR 130 Technical Theatre Workshop (3 crs)

THR 250 Acting (3 crs)

THR 321 Stage Movement (3 crs)

THR 340 Readers Theatre (3 crs)

THR 350 Production (0-1 crs)

THR 418 Theory and Criticism (3 crs)

THR 419 Theatre History (3 crs)

THR 433 Theatre Management (3 crs)

THR 441 Scene Design (3 crs)
 THR 460 Fundamentals of Directing (3 crs)
 THR 596 Theatre Seminar (2 crs)
 Theatre electives (3-4 crs)

Concentrations

For students interested in a concentrated study in the area of acting or technical design, the following concentrations are offered in addition to the major.

Acting Concentration (11 crs)

MU 155 Private Voice I (1 cr)

Choose one of the following:

 MU 105 Music Appreciation (3 crs)

 MUTHR 330 The Broadway Musical (3 crs)

THR 355 Advanced Acting (3 crs)

THRSA 100 Musical Theatre Dance I (1 cr)

THRSA 101 Musical Theatre Dance II (1 cr)

THRSA 118 Musical Theatre Dance/Choreography III (1 cr)

THRSA 218 Musical Theatre Dance/Choreography IV (1 cr)

Technical Design Concentration (minimum of 10 crs)

AR 111 Drawing I (3 crs)

AR 113 Basic Design (3 crs)

AR 240 Painting (3 crs)

THR 598 Independent Study Advance Design/Technology (variable credit)

Minor in Theatre (18 crs)

THR 340 Readers Theatre/Scripting (3 crs)

THR 418 Theory and Criticism (3 crs)

Upper level Theatre elective (3 crs)

Theatre Electives (9 crs)

Teacher Licensure

Students completing the secondary education program in theatre are required to complete the 36 credit hour Theatre Major Core in addition to COM 120 Public Speaking, COM 329 Survey of Mass Media IS, COM 440 Persuasive and Argumentative Communication, PM 320 Personal and Interpersonal Skills in Ministry, and THR 595 Speech Tournaments. Students must also complete the requirements for the Secondary Education program and must apply for admission to the Teacher Education program at the end of their sophomore year. See the [Education](#) program section of this catalog for further information.

12.34 Theology and Pastoral Ministry

The Theology and Pastoral Ministry programs, which include the minor in Theology, make an essential contribution to the mission and goals of the University of Saint Mary as a Catholic liberal arts institution.

Theology is the critical reflection on the experience of the divine, what Christians call God. It studies questions of ultimate meaning and value for human life. Put more classically, theology is faith seeking understanding; in this way, theology is closely tied to the discipline of philosophy. The Theology Department helps students critically reflect on their lived relationship with God. In the Catholic theological tradition, this reflection is carried out in its biblical, doctrinal, historical, and ethical dimensions. Pursued ecumenically, this study opens students not only to their own religious traditions, but to religious truth as it is expressed in various persons, times, and places.

The Pastoral Ministry program is based on the premise that it is essential that those who are called by the Holy Spirit to offer selfless and loving service to those in need have both a thorough understanding of the doctrines and history of the Christian theological tradition as well as a deep understanding of what it means to be a minister of Christ. The ultimate goal and hope is that in so doing the program will help prepare students to be lay ministers who are ready and able to serve as true disciples of Christ to carry out the mission of the Church.

Learning Outcomes for the Programs

An essential introduction to any study of theology and ministry is to assist students to formulate spiritual, religious, and theological questions, which prepares them to actively engage in the study of traditional sources and methods of theology. All students participating in these courses will be able to demonstrate the following outcomes on some level. Majors will be able to demonstrate a deeper integration of knowledge, skills and personal formation.

1. Formulate questions about the religious dimensions of life.
2. Appreciate and respect the religious experience and traditions of all people.
3. Interact critically with Christian theological tradition.
4. Engage in theological thinking and methods.
5. Grapple with moral analysis and responsibility.
6. Connect theory and practice.
7. Communicate effectively.

Goals specific to the Program:

- Demonstrate knowledge of theological issues in the student's faith tradition, and give evidence of a growing commitment to service to the individual's community.

- Demonstrate familiarity with ways in which the Christian Tradition and the behavioral sciences have helped shape spiritual care in the twenty-first century.
- Demonstrate awareness and practice of spiritual and personal reflection and growth.
- Demonstrate ability to connect theory and practice in communication, listening, leadership, and interaction with others in service/ministry and meditation/prayer.

Major in Theology (36 crs)

27 credit hours of core Theology courses and 9 credits of Theology electives. 2 courses of Theology electives must be upper level.

TH 250 Old Testament (3 crs)

TH 260 New Testament (3 crs)

TH 320 Images of Jesus (3 crs)

TH 375 Comparative Theology (3 crs)

TH 425 Mystery of God (3 crs)

Choose one of the following:

TH 212 History of World Christianity: The Early Church (3 crs)

TH 312 Christian Thought in the Wild and Wacky Middle Ages (3 crs)

TH 314 History of World Christianity: 16th to 20th Centuries (3 crs)

Choose one of the following:

TH 230 Theology of Sexuality and Marriage (3 crs)

TH 235 Christianity and the Common Good (3 crs)

TH 328 Christian Ethics (3 crs)

TH 340 Contemporary Moral Issues (3 crs)

PMTH 490 Theological Reflection for Helping Professions (Senior Integrative Experience) (3 crs)

Choose one of the following:

PH 224 Philosophy of Reality (3 crs)

PH 300 Philosophy of Religion (3 crs)

Electives (9 crs) (2 courses must be upper level)

Minor in Theology (18 crs)

9 hours must be upper level

Choose one Scripture elective:

TH 110 Introduction to the Bible (3 crs)

TH 250 Old Testament (3 crs)

TH 260 New Testament (3 crs)

TH 304 Topics in Scripture (1-3 crs)

Choose one Moral Theology elective:

TH 230 Theology of Sexuality and Marriage (3 crs)

TH 325 Perspectives on Church (3 crs)

TH 328 Christian Ethics (3 crs)

TH 340 Contemporary Moral Issues (3 crs)

Choose two Systematic electives:

TH 242 Exploring the Human Experience of God (3 crs)

TH 275 The Christian Imagination (3 crs)

TH 320 Images of Jesus (3 crs)

TH 322 Theology of Sacraments (3 crs)

TH 325 Perspectives on Church (3 crs)

TH 425 Mystery of God (3 crs)

Theology electives (6 crs)

Major in Pastoral Ministry (33-36 crs)

PM 320 Personal and Interpersonal Skills in Ministry (3 crs)

PM 450 Practical Applications in Ministry (3 crs)

PM 491 Pastoral Ministry Practicum (1-3 crs)

PMTH 490 Theological Reflection for Helping Professions (3 crs)

TH 250 Old Testament (3 crs)

TH 260 New Testament (3 crs)

TH 320 Images of Jesus (3 crs)

TH 322 Theology of the Sacraments (3 crs)

TH 325 Perspectives on Church (3 crs)

TH 328 Christian Ethics (3 crs)

TH 375 Comparative Theology (3 crs)

Choose one applied Christian ethics course:

TH 230 Theology of Sexuality and Marriage (3 crs)

TH 235 Christianity and the Common Good (3 crs)

TH 340 Contemporary Moral Issues (3 crs)

Note: Students may take either TH 100 Introduction to World Religions or TH 375 Comparative Theology to fulfill the general education theology requirement, but not both. Students are free to take the other course as an elective.

In addition to the required courses, students in the pastoral ministry program will be expected to participate in the following activities directed toward spiritual, personal, and communal formation for ministry:

- Spiritual life review with a mentor
- Personal prayer pattern development
- Liturgy and faith-sharing
- Ministry activities
- An annual retreat
- Development and evaluation based on personal goals

Minor in Pastoral Ministry (15 crs)*Choose one Bible course:*

TH 110 Introduction to the Bible (3 crs)

TH 250 Old Testament (3 crs)

TH 260 New Testament (3 crs)

Choose one Doctrine course:

TH 125 Introduction to Catholicism (3 crs)

TH 242 Exploring the Human Experience of God (3 crs)

TH 320 Images of Jesus (3 crs)

TH 322 Theology of the Sacraments (3 crs)

TH 325 Perspectives on Church (3 crs)

TH 425 Mystery of God (3 crs)

Choose one Christian Ethics course:

TH 230 Theology of Sexuality and Marriage (3 crs)

TH 235 Christianity and the Common Good (3 crs)

TH 328 Christian Ethics (3 crs)

TH 340 Contemporary Moral Issues (3 crs)

Choose one Ministry Skills course:

PM 320 Personal and Interpersonal Skills in Ministry (3 crs)

PM 450 Practical Applications in Ministry (3 crs)

Pastoral Ministry elective (3 crs)

12.35 Pre-Health Professional & Pre-Veterinary Curricula

Students at the University of Saint Mary planning to enter a health professional program such as chiropractic medicine, dentistry, medicine, occupational therapy, optometry, osteopathic medicine, pharmacy, physical therapy, physician assistant or podiatric medicine as well as veterinary medicine and other human and animal health careers should consult the pre-health professional advisor at the University of Saint Mary early on in their freshman year of studies for advice on course selection as well as other general advice.

General guidelines for such programs are provided below; however, since requirements will vary from school to school, students should examine the requirements of the school they wish to attend for more specific information.

More information can be found on [Explore Health Careers](#) containing details on these and other human and animal health careers.

Pre-Chiropractic Medicine

Most chiropractic medicine programs require a minimum of three years of undergraduate course work prior to admission and some programs require a bachelor's degree.

The majority of chiropractic medicine programs require one year of English, two years of chemistry (General Chemistry I and II, Organic Chemistry I and either Organic Chemistry II or Biochemistry Lecture), one year of physics (Physics I and II), two semesters of biology (for example, Diversity of Plants and Animals, Cell Biology, Microbiology, Human Anatomy and Physiology I and II) as well as psychology and social sciences or humanities courses.

See also Biology, [Human Biology](#) for our 3+1 degree option.

Pre-Dentistry

Most dental schools require students to have completed a bachelor's degree prior to admission although some schools will consider students who have completed two years of undergraduate course work.

The majority of dental schools require one year of English, two years of chemistry (General Chemistry I and II, Organic Chemistry I and II), one year of physics (Physics I and II), two semesters of biology (Diversity of Plants and Animals and Cell Biology), Human Anatomy and Physiology I and II, and mathematical competence to support understanding of science course content.

Students must take the Dental Admission Test (DAT) as part of the application process.

Pre-Medicine

Medical schools generally require the following: completion of a chosen major, two years of chemistry (General Chemistry I and II, Organic Chemistry I and II), one year of physics (Physics I and II), one year of biology (Diversity of Plants and Animals and Cell Biology), and mathematical competence to support understanding of science courses. Additionally, changes to the Medical College Admission Test (MCAT) in 2015 require students to have taken PY 150 Introduction to Psychology, SO 110, Introduction to Sociology and BICH 461 Biochemistry Lecture.

The MCAT is required of students as part of the application for acceptance into a school of medicine.

Pre-Occupational Therapy

Occupational therapy programs, leading to a Master's/Doctorate degree, generally require students to have completed a bachelor's degree prior to admission although some programs accept students with various levels of undergraduate coursework completed. Students should plan on taking one semester of biology (Diversity of Plants and Animals), one semester of physics (Physics I), Human Anatomy and Physiology I and II, as well as one year of English, speech, and psychology courses.

Pre-Optometry

Most optometry programs require students to have completed a bachelor's degree although some schools may accept students with a minimum of three years of undergraduate course work completed prior to admission. Students should plan on taking one year of biology (Diversity of Plants and Animals, Microbiology), two years of chemistry (General Chemistry I and II and Organic Chemistry I and II) and one year of physics (Physics I and II).

The Optometry Admission Test (OAT) is required of students as part of the application for acceptance into a school of optometry.

Pre-Osteopathic Medicine

See also [Biomedical Sciences](#) for our 3+1 degree option and also Pre-Medicine for general guidelines on pursuing osteopathic medicine.

Pre-Pharmacy

Students can enter a school of pharmacy at the end of their sophomore year of studies, although most students will complete three or more years of undergraduate education prior to admission. Students should include in their schedules the following courses: one year of English, one year of biology (Diversity of Plants and Animals and Microbiology), Human Anatomy and Physiology I and II, two years of chemistry (General

Chemistry I and II, Organic Chemistry I and II), one year of mathematics (Calculus I and Introductory Statistics) and Physics I.

The Pharmacy College Admissions Test (PCAT) is required of students as part of the application for acceptance into a school of pharmacy.

Pre-Physical Therapy

The University of Saint Mary offers a Doctor of Physical Therapy degree program. Admission to a graduate program offering a Doctor of Physical Therapy degree requires that the student has earned a bachelor's degree. Generally programs require the following courses: one year of English, one year of biology (Diversity of Plants and Animals and Cell Biology), Human Anatomy and Physiology I and II, one year of chemistry (General Chemistry I and II), one year of physics (Physics I and II), mathematics to support understanding of science course content, speech, and courses in the social/behavioral sciences.

The Graduate Record Examination (GRE) is required of students as part of the application for acceptance into a physical therapy program.

Pre-Physician Assistant

Most students enter a Physician Assistant program, leading to a Master's degree, upon completion of their bachelor's degree. Students should include in their schedules the following courses: one year of biology (Diversity of Plants and Animals and Microbiology), Human Anatomy and Physiology I and II and one-two years of chemistry (General Chemistry I and II and Organic Chemistry I, Organic Chemistry II or Biochemistry Lecture).

The Graduate Record Examination (GRE) is required of students as part of the application for acceptance into a physician assistant program.

Pre-Podiatric Medicine

See also [Pre-Medicine](#) for general guidelines on pursuing podiatric medicine.

Pre-Veterinary

Most students enter a school of Veterinary Medicine upon completion of their bachelor's degree. Students should include in their schedules the following courses: two years of biology (Diversity of Plants and Animals, Microbiology, Cell Biology and Genetics), two years of chemistry (General Chemistry I and II and Organic Chemistry I, Organic Chemistry II or Biochemistry Lecture) and one year of physics (Physics I and II).

The Graduate Record Examination (GRE) is required of students as part of the application for acceptance into a veterinary medicine program.

12.36 Pre-Law Curriculum

The Association of American Law Schools recommends no specific major as preparation for law school entry, but it stresses the development of basic skills and insights considered essential to successfully enter the legal profession. These include critical reasoning, competencies in analytical writing and oral presentation, and strong reading comprehension skills.

The development of these fundamental capacities is not peculiar to any one subject matter area or major. The successful path to law school is achieved through the rigorous pursuit of your chosen course of study, maintaining high grades, and active participation in community. A strong liberal-arts foundation in any major is a good preparation for law school. University of Saint Mary graduates have completed law school and successfully pursued careers in law with diverse undergraduate majors including history, political science, sociology, English, and business.

Students interested in pursuing a career in the legal profession should consult the pre-law advisor, early in their program at the University of Saint Mary. The pre-law advisor will provide information and guidance in program planning, career exploration, and preparation for law school.

13. Undergraduate Course Descriptions

**Note: Course fees are published on the web site and are not listed individually below.*

In the pages that follow, courses are listed with a course code, a title, and a description. Under that information specific details are provided for course offering periods and modes, the General Education Area of Investigation met (if any), the prerequisites and co-requisites for the course (if any), and the amount of credit hours assigned to the course.

If a course can apply to more than one general education area, both areas are listed. The student, however, may apply a single course toward only one general education area. Exception is made for the Idea Seminars; these may apply toward any of the Areas of Investigation.

Courses offered for one or two credit hours do not satisfy a general education requirement. Special Topics courses are not designed as satisfying a general education requirement until the topic and number of credits are determined.

*****Note: Students must own, or have reliable access to, a personal computing system that meets or exceeds the minimum technical specifications published in the [Personal Computing Specifications](#).***

AC 251 Principles of Accounting I

The study of accounting as a means of recording and communicating financial information about an organization. Emphasis is placed on basic Generally Accepted Accounting Principles (GAAP) used to identify, record, and report financial results. The concepts and principles underlying the measurement of income, costs, and financial position are studied and practiced, along with the preparation and use of the Balance Sheet and Income Statement. Ethical practices and regulatory compliance procedures are also introduced and studied.

Offered: Fall and spring semesters

(Three credit hours)

AC 252 Principles of Accounting II

Continuation of AC 251. The study of General Accepted Accounting Principles (GAAP) as used in accounting for partnerships and corporations, the reporting of assets, liabilities, and shareholders' equity, and the preparation and use of the Statement of Cash Flows. The convergence of International Financial Reporting Standards (IFRS) and Generally Accepted Accounting Principles (GAAP) is also studied, with emphasis on those standards currently converged into one global standard. The course also introduces the basic concepts of managerial and cost accounting.

Prerequisite: AC 251.

Offered: Fall and spring semesters

(Three credit hours)

AC 345 Taxation

The study of Federal, State, and Local tax regulations governing the compliance, accounting, and reporting of individual, partnership, and various types of corporate taxes. While the primary focus of the course is the taxation of income, sales taxes, employment taxes and estate taxes are also studied.

Prerequisite: AC 251 and AC 252

Offered: Spring semester of even numbered years

(Three credit hours)

AC 346 Cost Accounting

The study of cost behavior, cost controls, valuations, and the use of analytical cost tools and techniques for management decision making.

Prerequisite: AC 251 and AC 252

Offered: As needed

(Three credit hours)

AC 351 Intermediate Accounting

The study and application of Generally Accepted Accounting Principles for use in the recording and reporting of accounting data and the preparation of Financial Statements. Focus of the course is on the detail elements that comprise a Balance Sheet, Income Statement, and Statement of Cash Flows. An introduction to accounting for mergers and acquisitions, income taxes, and comprehensive income, is also included in the course.

Prerequisite: AC 251 and AC 252

Offered: Fall semester

(Three credit hours)

AC 352 Managerial Accounting

The study of accounting information and the application of analytical tools and techniques for day-today and strategic decision-making. Specific analytical tools, such as breakeven analysis, cost- volume-profit relationship algorithms, differential cost analysis, leverage, target cost/pricing, flexible budgeting, and activity-based costing are studied and practiced.

Prerequisite: AC 251 and AC 252

Offered: As needed

(Three credit hours)

AC 375 Communications for Accounting and Financial Reporting

The study and practice of effective written, presentation, and verbal communication skills, as required in the management and reporting of accounting and financial information. Key topics include the preparation of executive summaries/reports, general business communications, audit reports, shareholder communications, media releases, and specific reporting for regulatory/compliance purposes.

Prerequisite: AC 251 and AC 252

Area of Investigation Fulfilled: Writing Competency in Field

Offered: As needed

(Three credit hours)

AC 400 Special Topics in Accounting

The study of specific accounting and related topics such as governmental/fund accounting, revenue recognition, currencies and exchange rates, intra and intercompany transactions, international accounting, regulatory reporting and compliance, and other topics of current interest and concern.

Prerequisite: AC 251 and AC 252 and consent of instructor

Offered: As needed

(Three credit hours)

AC 445 Auditing

The study of the essential processes of auditing, including specific procedures and techniques used in the review of both public and private company financial statements and internal controls. Compliance, ethics, and regulatory reporting are also studied, along with the organizations and regulatory institutions responsible for audit compliance and financial reporting.

Prerequisite: AC 251 and AC 252

Offered: Spring semester

(Three credit hours)

AC 446 Advanced Accounting

The study of accounting principles and procedures applicable to decentralized/multinational operations, business combinations, consolidated financial reporting, foreign currency exchange, variable interest entities, transfer pricing, and governmental agencies.

Prerequisite: AC 351

Offered: As needed

(Three credit hours)

AC 497 Internship in Accounting I

One semester of supervised practical experience in selected organizations, agencies, or businesses – required for all students majoring in accounting who are classified as a junior or senior. Overall experience and written requirements for the internship are developed collectively by the faculty member, the organization, and the student.

Prerequisite: Declared Accounting major, Division Chair approval, and completion of EC 232 or EC 233, FIN 363, CYB 225, and MGT 332 – concurrent as required

(Three credit hours)

AC 499 Internship in Accounting II

One additional semester of supervised practical experience in selected organizations, agencies, or businesses. This second internship must be in a working environment that has different learning experiences than those in the first Internship (AC 497) course. Overall experience and written requirements for the Internship are developed collectively by the faculty internship coordinator, the organization, and student.

Prerequisites: Declared Accounting major, Division Chair approval, and completion of EC 232 or EC 233, FIN 363, CYB 225, and MGT 332 – concurrent as required

(Three credit hours)

ACCIS 362 Accounting and Information Systems

The study of information systems and applications utilized to manage, report and analyze financial data for decision-making. Students also study related information systems utilized in the overall operation of an organization.

Prerequisite: AC 251 and AC 252

Offered: As needed

(Three credit hours)

APY 250 Introduction to Human Services

An examination of the history and development of the helping professional, the knowledge and value base of human services, the shaping of social policy in human services, and an overview of contemporary human services in the United States. Interview techniques, basic counseling skills, problem identification and clarification, case management, and crisis intervention are also addressed.

Area of Investigation Fulfilled: Behavioral Science

Offered: As needed at the Overland Park Campus only

(Three credit hours)

APY (300 series) Social Issues

A series of one credit hour seminars that address current social issues in Applied Psychology. Seminar content varies by semester.

Offered: As needed at the Overland Park Campus only

(One credit hour)

APY 451 Methods of Practice II: Group Process

Exploration of the theory and mechanics of the group process, including group design, developmental stages, facilitation skills, team concepts, and ethics.

Prerequisite: APY 250

Offered: As needed at the Overland Park Campus only

(Three credit hours)

APY 452 Methods of Practice III: Family Systems

An overview of family systems perspective, including family development, family relationships, the family as a psychosocial system, ethics, and concepts of systemic change.

Prerequisite: APY 250.

Offered: As needed at the Overland Park Campus only

(Three credit hours)

APYCR 325 Introduction to Addictions

Course covers all areas of addictions and accompanying disorders in the individual, the family, and society. An introduction to the physical, psychological, sociological, and spiritual aspects of addictions.

Area of Investigation Fulfilled: Behavioral Science

Offered: Leavenworth Campus spring semester of even number years and as needed at the Overland Park Campus
(Three credit hours)

AR 111 Drawing I

A foundation course for beginners and students wishing to review the basic fundamentals of drawing. Emphasis is placed on sharpening “seeing” skills focusing study in line, value, and color. Individual projects help students strengthen their styles and techniques while exploring various media. No previous art classes necessary.

Area of Investigation Fulfilled: Fine Art

Offered: As needed

(Three credit hours)

AR 113 Basic Design

A foundation course which explores the use of the elements of art and the principles of design in composition and visual communication. Emphasis is placed on improving creative problem-solving skills. No previous art classes are necessary.

Area of Investigation Fulfilled: Fine Art

Offered: As needed

(Three credit hours)

AR 135 Ceramics I

An introduction to using clay as a media for functional and sculptural pieces. Hand-building techniques (pinching, coiling, modeling, and slab building) will be used and the following surface decoration techniques will be explored (texture, slips, under-glazing, and glazing). No previous art classes are necessary.

Area of Investigation Fulfilled: Fine Art

Offered: As needed

(Three credit hours)

AR 155 Photography I

An introduction to black and white film photography. Students will learn the technical aspects of using a 35mm SLR camera, film developing, and printing. Emphasis is placed on using photography as an expressive art form. Students must provide their own non-instant film camera. No previous art classes are necessary.

Area of Investigation Fulfilled: Fine Art

Offered: As needed

(Three credit hours)

AR 157 Printmaking

An introduction to the printing process. Students will investigate various processes such as: relief, intaglio, and monoprinting. Experimentation with the media, including the image and message produced, is encouraged. No previous art classes are necessary.

Area of Investigation Fulfilled: Fine Art

Offered: As needed
(Three credit hours)

AR 240 Painting I

Fundamental painting skills through traditional mediums, techniques, and imagery will be explored. This will include the study of color theory and composition using primarily oil.

Prerequisite: AR 111 and/or AR 113

Offered: As needed
(Three credit hours)

AR 266 Computer Graphics

An introduction to the use of Adobe Photoshop and Illustrator as an art and design tool. An emphasis will be placed on using design principles.

Area of Investigation Fulfilled: Fine Art

Prerequisites: AR 111 or AR 113 or instructor consent

Offered: As needed
(Three credit hours)

AR 275 Digital Photography

An introduction to digital photography. Students will produce digital imagery and use Adobe Photoshop to both improve and manipulate the original digital file. Both black and white and color photography will be explored. Students must provide their own digital camera. No previous art classes are necessary.

Area of Investigation Fulfilled: Fine Art

Offered: As needed
(Three credit hours)

AR 300 Special Topics

A series of specialized studio courses focusing on a specific medium or topic. Media or topics may include installation, collage, conceptual drawing, sculpture, or art history. Course may be repeated for credit, with different topics.

Area of Investigation Fulfilled: Fine Art if taken at 3 credit hours

Recommended: AR 111 and/or AR 113 or instructor consent for three credit hour courses

Offered: As needed
(Variable one to three credit hours)

AR 300(W) Special Topics Weekend Workshops

A series of weekend workshops that allow students to explore various art media in a short intensive session. Media or topics may include digital film making, raku-fired ceramics, pinhole camera, night photography, sculpture, or screen printing.

Offered: As needed
(One credit hour)

AR 305 Portfolio Seminar

In this seminar students will apply practical career building skills, including creating a digital portfolio, writing a resume, cover letter, and artist statement, networking, and preparation for obtaining an internship. Students must demonstrate competency in writing in order to pass the course.

Area of Investigation Fulfilled: Writing Competency in Field

Prerequisites: For art majors only and must be taken in the fall of the junior year after the art major has been declared.

Offered: As needed

(Three credit hours)

AR 311 Drawing II

A counted investigation on the drawing process as applied to observational and conceptual image making. Media experimentation is emphasized. Individual projects help students strengthen their styles and techniques while exploring various media.

Prerequisite: AR 111

Offered: As needed

(Three credit hours)

AR 326 Survey of Art History I

A survey of western art historical periods from the Stone Age to the medieval time period. The survey will also include study of some non-western art. Open to sophomores.

Offered: As needed

(Three credit hours)

AR 327 Survey of Art History II

A survey of western art from the Renaissance to Postmodernism. Open to sophomores.

Offered: As needed

(Three credit hours)

AR 335 Ceramics II

Advanced study of hand building ceramic techniques. Students will also experiment with different types of clay, glazing, and firing techniques.

Area of Investigation Fulfilled: Honors

Prerequisites: AR 135 **OR** instructor consent

Offered: As needed

(Three credit hours)

AR 340 Painting II

Having achieved the basics of Painting I, experimental approaches and mixed media are encouraged. Students will further develop skills in handling the media and will experiment with communicating concepts through visual images and develop a familiarity with historical painting issues.

Area of Investigation Fulfilled: Honors

Prerequisite: AR 240
 Offered: As needed
(Three credit hours)

AR 351 Life Drawing

Continued study in drawing, with focus on the human figure. Full figure, portraits, and anatomical study with the nude will be the primary subject. Through the semester, emphasis will evolve from technical precision to personal expression.

Prerequisite: AR 111
 Offered: As needed
(Three credit hours)

AR 355 Photography II

The advanced study of black and white film photography and antique processes. Developing an individual expressive style will be encouraged.

Area of Investigation Fulfilled: Honors
 Prerequisite: AR 155
 Offered: As needed
(Three credit hours)

AR 377 Typography

The art of designing with type. Design of both process and product – a creative combination of the communication practice and aesthetics of letterforms. Utilizing the elements and principles of design to create original works with the use of our hands and minds.

Prerequisite: AR 266
 Offered: As needed
(Three credit hours)

AR 383 Graphic Design

Advanced study of design as it is applied to various types of graphic design.

Prerequisite: AR 266
 Offered: As needed
(Three credit hours)

AR 400 Art Career Internship

An internship designed by the student, a faculty member, and an employer to give the student on the job experience in the field of art. Internships may be planned for graphic design, photography, ceramics, arts administration, teaching, etc.

Prerequisite: Art majors only
 Offered: As needed
(Variable one to three credit hours)

AR 440 Painting III

Students will have a hand in deciding projects with an emphasis on content development, familiarity with historical painting issues and diversity of expression. Basic technical competency is developed into a personal visual language. Observation and imagination are used to develop imagery.

Area of Investigation Fulfilled: Honors

Prerequisites: AR 240 and AR 340

Offered: As needed

(Three credit hours)

AR 472 Digital Page Layout

The study of the use of typography and imagery in page layout. Students will learn Adobe InDesign as they design various layouts that replicate real world jobs.

Prerequisite: AR 266 and either AR 377 **OR** AR 383

Offered: As needed

(Three credit hours)

AR 498 Advanced Studio

Advanced studio work in drawing, painting, ceramics, printmaking, photography, graphic design, computer graphics, illustration, cartooning, or animation. Area of study determined in consultation with art faculty.

Area of Investigation Fulfilled: Honors

Prerequisite: Consent of instructor

Offered: As needed

(Variable one to six credit hours)

AR 599 Senior Exhibit

Reflection and analysis of accomplishment which leads to the mounting of a senior exhibit. Students will also produce all didactic materials associated with the exhibit.

Prerequisite: Art majors only

Offered: As needed

(Three credit hours)

BI 106 General Biology I

This course gives the student an introduction to the study of life with emphasis on basic concepts such as evolution and its main driving mechanism, natural selection, and the diversity of life. The principal features of both prokaryotic and eukaryotic cells will be studied along with their chemical components – polysaccharides, fatty acids, nucleic acids, and proteins. Respiration and photosynthesis will be studied. Lecture and lab.

Offered: Fall semester

(Four credit hours)

BI 107 General Biology II

This second course in a two-semester sequence of courses allows the student to study cellular processes including DNA replication, transcription, and translation, the control of gene expression, mitosis, and meiosis. Populations, communities, and ecosystems will be studied Lecture and lab.

Prerequisite: BI 106 at grade of "C" or higher.

Offered: Spring semester

(Four credit hours)

BI 108 Forensic Biology

Forensic evidence has become increasingly important to law enforcement investigations and court proceedings. This hands-on course will introduce students to a range of biological topics that intersect with forensic analysis such as identification, time of death determination, hair and fiber analysis, and fluid analysis. Lecture and lab. Labs may include measurement and microscope use, documentation and evidence collection, vertebrate osteology, hair analysis, forensic entomology, and forensic anthropology. This course is suitable for non-majors and no prerequisites are required.

Area of Investigation Fulfilled: Natural Science

Offered: Fall semester of even numbered years

(Three credit hours)

BI 109 Biology for Today with Lab

This course is specifically designed for non-majors and strives to answer life's questions in ways that allow the student to clearly relate their lives to biological concepts. Subjects studied include DNA, biotechnology, patterns of inheritance, human genetic disorders, the diversity of animals and plants, and evolution. Lecture and laboratory. Laboratory sessions complement lecture topics. No prerequisite is required. This course is not recommended for prospective biology majors. Students may not also take BI 110 for credit.

Area of Investigation Fulfilled: Natural Science

Offered: Fall and spring semesters

(Three credit hours)

BI 110 Biology for Today

This course is specifically designed for non-majors and strives to answer life's questions in ways that allow the student to clearly relate their lives to biological concepts. Subjects studied include DNA, biotechnology, patterns of inheritance, human genetic disorders, the diversity of animals and plants, and evolution. Online lecture course only. Note: this course is not suitable for a general education student seeking their natural science laboratory course. No prerequisite is required. This course is not recommended for prospective biology majors. Students may not also take BI 109 for credit.

Offered: Online as needed

(Three credit hours)

BI 115 Ecology

This course is designed as an introduction to ecology. Topics covered in the lectures are Natural

History, Individuals, Population Ecology, Interactions, Communities and Ecosystems, and Large Scale Ecology. Lecture and lab. Laboratory sessions focus on ecological methods including sampling and analyzing plant community structure, soil arthropod community structure, isopod behavioral analysis, mark-recapture population estimates, survivorship curves and analysis of food webs. A service learning component of the course allows students to participate in the Monarch Watch tagging program in the fall.

Area of Investigation Fulfilled: Natural Science and Service Learning

Prerequisite: Math ACT score of 19 **OR** MA 006 **OR** MA114 at a grade of “C” or higher achieved in the 3 years prior to the intended start of the course **OR** consent of instructor. Mathematics Placement testing is available if 3 years has elapsed.

Offered: Fall and spring semester

(Three credit hours)

BI 130 Introductory Plant Biology

The course is designed as an introduction to plant biology. Topics covered in the lectures include plant structure and function, genetics, plant breeding, evolution, classification, and the diversity of the Plant Kingdom. Lecture and lab. Laboratory sessions complement lecture topics. No prerequisite is required.

Area of Investigation Fulfilled: Natural Science

Offered: As needed

(Three credit hours)

BI 212 Diversity of Plants and Animals

The course, intended for science majors, will survey organisms in the six kingdoms: Archaeobacteria, Bacteria, Protistans, Fungi, Plants, and Animals. The course will investigate the cellular organization of organisms from the prokaryotic single cellular, to the eukaryotic single cellular to the eukaryotic multi-cellular. Demonstration of evolutionary adaptations of organisms leading to the hierarchical Tree of Life is a major component of the course. Lecture and lab. Laboratory sessions complement the lectures with examination of organisms from the six kingdoms including the dissection of animals.

Area of Investigation Fulfilled: Natural Science

Prerequisite: One college level biology or chemistry course at a grade of “C” or higher **OR** consent of instructor.

Offered: Spring semester

(Three credit hours)

BI 220 Cell Biology

Course for sophomore biology majors that focuses on the study of cellular organelles and cellular processes. The principal features of both prokaryotic and eukaryotic cells will be studied along with their chemical components – polysaccharides, fatty acids, nucleic acids, and proteins. Cellular processes studied include DNA replication, transcription, translation, the control of gene expression, membrane transport, glycolysis, and the citric acid cycle, the cell cycle, apoptosis, mitosis, and meiosis. Lecture and laboratory. Laboratory sessions focus on the theory and methods of recombinant DNA technology.

Area of Investigation Fulfilled: Natural Science and Writing Competency in Field for students majoring in Human Biology who did not take BI 425 as an elective.

Prerequisite: One year of college chemistry with a grade of “C” or higher in both semesters **OR** consent of instructor

Offered: Fall semester

(Four credit hours)

BI 242 Basic Ornithology

An introduction to the biology of birds for the general student. Topics include the characteristics of Aves, characteristics of the major bird families, bird identification, evolutionary history, classification methods, structural and physiological adaptations, feathers and molting, communication, migration, navigation, reproduction and parenting, population distribution, and conservation. Lecture and lab including field observations and dissection. No prerequisite is required.

Area of Investigation Fulfilled: Natural Science

Offered: Spring semester of even numbered years

(Three credit hours)

BI 256 Human Anatomy

A study of the anatomical structure of the human body. Body structure will be studied by organ systems and will involve a balance between gross anatomical study and histology. Form-function relationships will also be emphasized. The laboratory study will involve working with human skeletal collections, models and dissections of major mammalian preserved organs. This course is a prerequisite for BI 358 Human Physiology, which is offered in spring semesters.

Area of Investigation Fulfilled: Natural Science

Prerequisite: A short online primer must be successfully completed via Engage before the first day of class.

Offered: Fall semester

(Four credit hours)

BI 258 Human Anatomy and Physiology I

Human Anatomy and Physiology is a one semester laboratory course in which the human body is studied systematically. The complementarity of structure and function and homeostasis are emphasized. Topics considered during the semester include: cell transport, tissues, integumentary system, skeletal system, muscular system, and nervous system. The cat and other nonhuman specimens are used in dissection. Laboratory and lectures.

Prerequisite: One college level chemistry course with a grade of “C” or higher and a short online primer must be successfully completed via Engage before the first day of class.

Offered: Fall semester

(Five credit hours)

BI 259 Human Anatomy and Physiology II

Human Anatomy and Physiology is a one semester laboratory course in which the human body is studied systematically. The complementarity of structure and function and homeostasis are emphasized. Topics considered during the course include: the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. The cat or other non-human specimens are used in dissection. Lecture and lab.

Prerequisite: BI 258 with a grade of "C" or higher

Offered: Spring semester

(Five credit hours)

BI 265 Basic Microbiology

An introduction to general microbiology for those majoring in the life sciences and those interested in developing laboratory skills in microbiology. Overview of the structure, metabolism, genetics, growth, control, cultivation, and isolation, classification, and identification of the major groups of bacteria. The course includes an introduction to viruses, protozoa, fungi, and algae. The nature of infectious disease and immunity are concluding topics. Lecture and lab.

Prerequisite: one college level chemistry course with a grade of "C" or higher.

Offered: Fall and spring semester

(Four credit hours)

BI 305 Environmental Problems

The course is designed to give a scientific foundation to Environmental Science before moving on to examine Environmental Problems, their causes, effects, and solutions. Problems such as poverty, population growth, and globalization are examined as root causes of many other problems. Further problems examined include pesticides, air pollution, water pollution, global warming, waste reduction, deforestation, and loss of biodiversity. A service learning component of the course allows students to explore environmental problems in the local community. Lecture course. To fulfill graduation requirement for laboratory science, NS 108 must also be taken, but it need not be taken concurrently.

Area of Investigation Fulfilled: Idea Seminar and Natural Science and Service Learning

Prerequisites: EN 111 and EN 112 (or equivalent), both at a grade of "C" or higher is required **OR** consent of instructor.

Offered: Spring semester of even numbered years

(Three credit hours)

BI 310 Human Evolution

Human Evolution is a non-major introductory course that looks at the genetic changes that have occurred over time in populations in the human lineage. While the emphasis of the course is on the processes of biological evolution, considerable time will be spent looking at cultural and behavioral evolution and the relationship of modern *homo-sapiens* to the balance of life on the planet. Current and historical issues related to the theory of evolution, e.g., intelligent design, creationism, and eugenics and included. Lecture course. To fulfill graduation requirement for a laboratory science, NS 108 must also be taken, but it need not be taken concurrently.

Area of Investigation Fulfilled: Natural Science

Prerequisites: EN 111 and EN 112 (or equivalent) both at a grade of "C" or higher is required **OR** consent of instructor.

Offered: As needed

(Three credit hours)

BI 311 Evolution

Evolution is a non-major introductory course focusing on the biological processes of evolution and natural selection resulting in evolutionary adaptation. The course will cover evolution both from a historical perspective and through an evaluation of the current primary literature. In addition, the student will examine evolution from a variety of levels ranging from molecular to large scale evolutionary patterns such as speciation. The course will also examine the interdisciplinary impact of evolution by noting its influence on the sciences, philosophy, religion, and art. Lecture course. To fulfill graduation requirements for a laboratory science, NS 108 must also be taken, but it need not be taken concurrently.

Area of Investigation Fulfilled: Natural Science and Idea Seminar

Prerequisites: EN 111 and EN 112 (or equivalent) both at a grade of "C" or higher is required **OR** consent of instructor

Offered: Fall semester of odd numbered years

(Three credit hours)

BI 312 Biotechnology

The course takes both major and non-major students from the building blocks of life: DNA, RNA, and proteins to the tools of recombinant DNA technology. This knowledge then allows the exploration of the applications of biotechnology as well as the implications of the technology. Topics such as genetic engineering of food and animals, bioremediation, human reproductive and therapeutic cloning, embryonic and adult stem cells, gene therapy, and forensics are studied. Lecture and lab. Laboratory sessions complement the lectures and include methods of DNA recombinant technology and applications of biotechnology.

Area of Investigation Fulfilled: Natural Science and Idea Seminar

Prerequisites: EN 111 and EN 112 (or equivalent) both at a grade of "C" or higher is required **OR** consent of instructor

Offered: Spring semester of odd numbered years

(Three credit hours)

BI 320 Special Topics in Microbiology

Introduction to specific areas not covered in Basic Microbiology. Topics may include, but are not limited to, ecological, medical, and industrial microbiology.

Prerequisite: BI 265 at a grade of "C" or higher.

Offered: As needed

(Variable one to three credit hours)

BI 358 Human Physiology

This course is designed to provide students with an understanding of the function and regulation of the human body. The course will stress the physiological integration of the organ systems to maintain homeostasis in the human body. Course content will include neural and hormonal homeostatic control mechanisms, as well as study of the musculoskeletal, circulatory, respiratory, digestive, urinary, immune, reproductive, and endocrine organ systems.

Prerequisite: BI 256 Human Anatomy at a grade of "C" or higher **AND** one semester of college-level chemistry at a grade of "C" or higher. BI 258 Human Anatomy and Physiology I alone is not a suitable prerequisite for this

course. However, students that have already taken the two semester sequence of BI 258 and BI 259 may elect to take BI 358 as an additional course for a deeper level of understanding of human physiology.

Offered: Spring semester

(Five credit hours)

BI 359 Vertebrate Biomechanics

Biomechanics integrates mechanics, the analysis of the action of forces, and concepts from kinesiology, the study of motion, to study the functional anatomy of life. Vertebrate biologists use biomechanics to understand how vertebrate form and function interacts at multiple levels, such as behavior, organismal ecology, and evolution. You will begin the course by applying solid mechanics to the vertebrate skeleton, followed by the combination of angular kinetics and fluid mechanisms with concepts from exercise physiology to analyze vertebrate terrestrial locomotion, swimming, and flight. Lecture with practical applications included.

Prerequisite: College Algebra **AND** Human Anatomy **OR** Human Anatomy & Physiology I both courses at the grade of "C" or higher **OR** consent of instructor.

Offered: Spring semester of odd numbered years

(Three credit hours)

BI 370 Principles of Nutrition

Fundamental concepts of human nutrition including nutrient function, digestion, absorption, transportation, and metabolism. Examines the role diet plays in disease prevention and management. Additional topics include: nutrition throughout the life-cycle, food safety, public policy, and current trends. Lecture course. To fulfill graduation requirement for a laboratory science, NS 108 must also be taken, but it need not be taken concurrently.

Area of Investigation Fulfilled: Natural Science and Idea Seminar

Prerequisite: EN 111 and EN 112 or EN 310 at the grade of "C" or higher **OR** consent of instructor.

Offered: Fall and spring semesters

(Three credit hours)

BI 425 Genetics

An introductory laboratory course in genetics for biology majors, course content includes Mendelian classical genetics, molecular genetics, a semester long research project, and an introduction to population genetics. As an upper-level course required of all biology majors, the course is designed to provide a conceptual framework to enable the student to deepen understanding of biological mechanisms encountered in lower-level course work and to acquire a basic understanding of the principles governing gene expression. Lecture and lab.

Area of Investigation Fulfilled: Writing Competency in Field unless students majoring in Human Biology do not take this course as an elective in which case BI 220 will assess Writing Competency in Field.

Prerequisite: BI 220 at a grade of "C" or higher **OR** consent of instructor

Offered: Spring semester

(Four credit hours)

BI 445 Developmental Biology

An introductory course into developmental biology including gametogenesis, fertilization, cleavage, gastrulation, organogenesis, neurulation, and histogenesis. Selected topics including sex determination in mammals will also be examined. Lecture and lab. Laboratory includes examination of experimental slides of developmental stages of various organisms along with observations of, and research into, the development of various living creatures.

Prerequisite: BI 220 at a grade of "C" or higher **OR** consent of instructor

Offered: Fall semester

(Four credit hours)

BI 451 Immunology

This course is designed to introduce the students to the fundamental concepts of modern immunology. Topics include the history of immunology; cells, tissues, and organs of the immune system; the development, activation, and effector functions of cellular and humoral immunity; and the dysregulation of immune response in the settings of hypersensitivity, autoimmunity, immunodeficiency, and cancer. Modern immunologic techniques are incorporated throughout the course.

Prerequisite: BI 220 at a grade of "C" or higher **OR** consent of instructor

Offered: Fall semester

(Three credit hours)

BI 591 Biology Practicum

A carefully monitored work experience, occurring off-campus at an institution or company specializing in an area relevant to the student's ultimate career goals. Students will apply their laboratory training and/or course work in their Biology Practicum.

Prerequisite: Junior or senior biology, human biology, biomedical sciences, or medical laboratory science major. Students should consult with the biology program faculty for specific prerequisite courses and eligibility requirements as these will vary depending on the intended practicum placement. Consent of instructor required.

Offered: As needed

(Variable one to three credit hours)

BI 595 Biology Seminar

Students discuss topics from classical literature or current developments in biology. Open to junior or senior majors.

Prerequisite: BI 220 and MA 230/MA 330 both at a grade of "C" or higher **OR** consent of instructor.

Offered: Spring semester

(One credit hour)

BI 596 Biology Seminar in Ecology and Evolution

Students discuss evolution and ecology topics from current literature. Open to junior or senior majors.

Prerequisites: BI 115 and BI 220 both at a grade of "C" or higher **OR** consent of instructor.

Offered: Spring semester

(One credit hour)

BICH 461 Biochemistry Lecture

An introductory lecture course into biochemistry. Subjects studied include the structure of amino acids, sugar, fatty acids, proteins, carbohydrates and lipids. Reactions of these physiologically important molecules are then studied including glycolysis and the citric acid cycle. Students are introduced to enzyme kinetics. The structure of nucleic acids is also studied along with DNA replication, translation, and transcription.

Prerequisite: BI 220 and CH 330 both at a grade of "C" or higher **OR** consent of instructor.

Offered: Spring semester

(Three credit hours)

BICH 462 Biochemistry Laboratory

Applications of biomechanical techniques to the analysis of cellular components. Group experiments and individual projects.

Co-requisite: BICH 461

Offered: As needed

(One credit hour)

BICH 588 Practical Applications in Teaching Science

This course is designed to provide opportunities for the education student to plan, execute, and assess laboratory experiments comparable to experiments conducted in a high school science class.

The student will learn to manage laboratory resources and enforce good practices in the laboratory.

Prerequisite: Consent of instructor

Offered: As needed

(Variable one to three credit hours)

BICH 597 Science and Society Seminar

This course is designed to enable the student to form a personal point of view, integrating knowledge, faith, and values, with regard to the nature, values, and limitations of science and technology. One or two current issues will be considered from an interdisciplinary point of view. Open to majors and non-majors.

Area of Investigation Fulfilled: Senior Integrative Experience

Prerequisites: Senior standing biology or chemistry major **OR** consent of instructor.

Offered: Fall semester

(Two credit hours)

BICH 599 Research Problems

Independent research work under the direction of a member of the biology or chemistry programs leading to written, verbal, and visual communications of the research to peers and faculty. Note: Course may be repeated up to a maximum of three (3) times for credit.

Area of Investigation Fulfilled: Writing Competency in Field

Prerequisite: Consent of instructor

Limitation: Students are free to work with either a biology or chemistry faculty member; however, if the student wishes the credit to count toward their major hours, the student must get approval from their program director.

Offered: Fall and spring semesters

(One credit hour)

CH 113 Allied Health Chemistry

An introductory chemistry course designed for nursing students. The basic concepts from inorganic, organic, and biochemistry will be covered. Lecture and lab.

Prerequisites: Math ACT score of 23 or higher on the general algebra portion of the exam **OR** MA 114 or MA 115 (or equivalent) at a grade of "C" or higher

Offered: Fall and spring semesters

(Four credit hours)

CH 118 Science of Cooking

Designed for non-majors, this combined lecture and laboratory course is an introduction to the chemical nature of foods and the chemical and physical transformations during the preparation and cooking of foods. Topics include structure of molecules, inter- and intramolecular interactions, properties of matter, food preservation and spoilage, chemical reactions, acids and bases, thermochemistry, and gas laws, all within the context of the chemistry of cooking. The laboratory component includes cooking and food-based experiments. No previous chemistry classes are necessary.

Offered: Spring semester of odd numbered years

(Three credit hours)

CH 220 General Chemistry I

The first course for students majoring in a field of science. Topics include, but are not limited to, the principles of stoichiometry, thermochemistry, atomic and molecular structures, gases, liquids, and solutions and the chemistry of the elements and their compounds. Lecture three hours per week and laboratory one day a week for three hours.

Area of Investigation Fulfilled: Natural Science

Prerequisites: MA 160 at a grade of "C" or higher, or Math ACT score of 25 on the algebra portion of the exam (MA 160 may be taken concurrently with CH 220).

Offered: Fall semester

(Four credit hours)

CH 221 General Chemistry II

The second course for students majoring in a field of science. Topics include, but are not limited to, liquids, solids, solutions, kinetics, aqueous equilibria, acids and bases, thermodynamics, electrochemistry, and nuclear chemistry. Lecture three hours per week and laboratory one day a week for three hours.

Area of Investigation Fulfilled: Natural Science

Prerequisites: MA 160 and CH 220 both with a grade of "C" or higher **OR** consent of instructor.

Offered: Spring semester

(Four credit hours)

CH 330 Organic Chemistry I

Organic Chemistry will introduce students to modern theory relating structure (including stereochemistry), properties, and reaction mechanisms to the synthesis and identification of organic compounds. The chemistry of alkanes, alkyl halides, alkynes, and alcohols will be studied. Students will learn synthetic, separation, and characterization techniques in the laboratory part of this course. Lecture three hours per week and laboratory one day a week for three hours.

Prerequisite: CH 220 and CH 221 both with a grade of "C" or higher **OR** consent of instructor

Offered: Fall semester

(Four credit hours)

CH 331 Organic Chemistry II

This course will introduce students to modern organic theory relating structure, properties, and reaction mechanisms to the synthesis and identification of organic compounds. This course will introduce IR, MS, and NMR spectroscopy. The chemistry of aromatic compounds, ketones, aldehydes, amines, carboxylic acids, and derivatives of carboxylic acids will be studied. Students will use synthetic, separation, and characterization techniques in multi-step synthesis in the laboratory part of this course. Lecture three hours per week and laboratory one day a week for three hours.

Prerequisite: CH 221 and CH 330 both with a grade of "C" or higher **OR** consent of instructor

Offered: Spring semester

(Four credit hours)

CH 354 Analytical Chemistry

Study of the fundamental principles of quantitative analysis including basic statistics. This course includes an intensive laboratory experience in which these principles are used with gravimetric, volumetric, calorimetric, chromatographic, and electroanalytical methods of analysis. Students must demonstrate writing competency in chemistry. Lecture and lab.

Area of Investigation Fulfilled: Natural Science and Writing Competency in Field

Prerequisite: CH 220 and CH 221 both at a grade of "C" or higher and math proficiency through MA 211 **OR** consent of instructor

Offered: Fall semester of odd numbered years

(Four credit hours)

CH 365 Inorganic Chemistry

This course will focus on advanced topics in inorganic chemistry. Topics will include atomic structure, bonding theory, symmetry and group theory, molecular orbital theory, an introduction to solid state and an introduction to coordination chemistry. Lecture and activities.

Prerequisite: CH 220 and CH 221 at a grade of "C" or higher **OR** consent of instructor. CH 330 is recommended but not required.

Offered: Spring semester of even numbered years

(Three credit hours)

CH 455 Instrumental Analysis

Designed for students to have hands-on experience with instruments found in professional laboratories. Emphasis on analytical principles as well as correct operation and care of the equipment. Lecture and laboratory.

Prerequisite: CH 354 with a grade of "C" or higher **OR** consent of instructor

Offered: Spring semester of even numbered years

(Four credit hours)

CH 464 Physical Chemistry I

A study of thermodynamics and kinetics as well as their application to chemical and physical systems. Topics include development of thermodynamic properties from thermodynamic laws and theories, spontaneity, equilibrium, real and ideal gases, phase diagrams, real and ideal solutions, electrochemical processes, statistical mechanics, transport phenomena, and action mechanisms. Emphasis will be placed on reading the literature, designing experiments, and writing results in a professional manner. Lecture and weekly labs.

Prerequisite: CH 220, CH 221, one year of college level physics, MA 243 all at a grade of "C" or higher **OR** consent of instructor

Offered: Fall semester of even numbered years

(Four credit hours)

CH 465 Physical Chemistry II

A study of quantum mechanics and spectroscopy as well as their application to chemical and physical systems. Topics include development of quantum mechanics, the Schrodinger equation, operators, quantum representations of molecules, spectroscopic properties of molecules and atoms, chemical binding, computational chemistry, and molecular symmetry. This course includes an intensive laboratory experience. Emphasis will be placed on reading the literature, designing experiments, and writing results in a professional manner. Lecture and weekly labs.

Prerequisite: MA 244 **AND** CH 464 both at a grade of "C" or higher **OR** consent of instructor.

Offered: Spring semester of odd numbered years

(Four credit hours)

CH 490 Molecular Spectroscopy

Devoted to relevant topics such as mass spectroscopy, IR, UV-visible and nuclear magnetic resonance spectroscopy.

Prerequisite: CH 330 **OR** consent of instructor

Offered: As needed

(Two credit hours)

CH 591 Chemistry Internship

Application of chemical knowledge and/or laboratory practice in a supervised applied setting. Students will gain a practical understanding of the professional and/or laboratory setting through project design and completion, observation, and evaluation. Placement emphasis is on working in professional settings specific to the career interests of the student.

Prerequisite: CH 220, CH 221, CH 330, CH 331, and consent of instructor. CH 354 and CH 455 are recommended but not required.

Offered: As needed

(Variable one to three credit hours)

CH 594 Chemistry Seminar

Students and faculty will discuss recent advances in the field of chemistry through the study of current literature. Each student will introduce and lead the class in a discussion of one paper from each of the following areas of chemistry: analytical, organic, inorganic, and physical. This course is open to all senior chemistry majors.

Offered: As needed

(One credit hour)

COM 120 Public Speaking

Fundamentals of public speaking, focusing on organization, delivery, and audience response. A basic approach in communication to both formal and informal audiences. Students learn to write effective outlines, give well-organized, properly researched speeches and hone their skills through peer and instructor feedback.

Area of Investigation Fulfilled: Speech

Offered: Fall and spring semesters

(Three credit hours)

COM 305 Media Literacy

This course focuses on the consumption and analysis of media messages found in society. Students focus on analyzing why media messages are constructed and what the creator intended for the message recipient. Students will learn how media is evolving in the business world and, more importantly, how to make educated, ethical, and informed decisions.

Offered: As needed

(Three credit hours)

COM 310 Applied Electronic Journalism I

Learning journalism and broadcast skills through real world experience will give students social media and multimedia experience modeled after real world applications. Students will be assigned projects and given reporter, editor, and other newsroom duties. COM 310 students help run the JCOM Twitter account and contribute to *Spire-Times*, the University's online multimedia platform. The practical experience gained in this environment will help students succeed in future endeavors.

Offered: As needed

(Three credit hours)

COM 329 Survey of Mass Media IS

This Idea Seminar looks at the various media from origin through modern applications. Students look at the history and ethics of journalism, its guiding principles, and its role in a global society.

Area of Investigation Fulfilled: Idea Seminar

Prerequisite: EN 111 and EN 112 (or equivalent) with a grade of “C” or higher **OR** consent of instructor

Offered: As needed

(Three credit hours)

COM 330 Writing for the Media

This course is designed to teach students how to write clearly and concisely in any professional setting. By completing a variety of assignments, students will sharpen writing skills and expand knowledge of the news-gathering process. By the end of the course, students will understand how to report and write media stories appropriate for the publication online, in print, and at a limited basis, for broadcast.

Offered: As needed

(Three credit hours)

COM 370 Diversity in the Media

In this hybrid class students take a look at how the mass media affect perspectives in a multicultural society and consider the roles the media play in challenging or reinforcing the stereotypes about the people with whom we live and work. Our views of the world—and the world’s view of us—may be affected by our race, sex, religion, sexual identity, class, geography, ethnicity, age, or physical abilities. Students will look at the roles mass media play in shaping our views as well as perceptions of ourselves as well as others whose experiences and perspectives are different from our own. Students perform as reporters by interviewing subjects about diversity issues and filing articles during the course and they write an advocacy report as part of their final.

Offered: As needed

(Three credit hours)

COM 375 Professional Social Media Communications

Having a positive social media presence is important for all businesses. This course is designed to provide students with the skills needed to effectively implement social media marketing by creating, analyzing, and optimizing social media content and campaigns. Social media analytics as well as website design are introduced to students.

Offered: As needed

(Three credit hours)

COM 410 Applied Electronic Journalism II

Students will help run *Spire-Times*, the online multimedia news platform that uses photos, video, and text to tell the campus and neighborhood news stories. The student-run website is an innovative platform to showcase broadcast journalism for the world to see. Students are given assignments that will help them to succeed in their chosen field, using real-world applications.

Prerequisite: COM 310

Offered: As needed

(Three credit hours)

COM 440 Persuasive and Argumentative Communication

Instruction and practice in analysis, investigation, briefing, ordering of arguments, and evidence, refutation and delivery, persuasive speeches and debates on selected subjects. Recommended for prospective business persons and educators.

Offered: As needed

(Three credit hours)

COM 451 Ethics and Law in a Digital World

Students look at the First Amendment rights of Americans, journalists, and society. The ethical dilemmas of journalists in an online world is presented to students. Using standard ethical criteria, students will analyze how journalists, and their stories, are presented and received in the present world.

Offered: As needed

(Three credit hours)

COM 460 Media Message Production

This course aims to strengthen students' critical and creative thinking abilities. The goal for students in this course will be to achieve a professional level in processing information, thinking critically and creatively, applying technology and working with others. Students will choose a client to design and create a media campaign tailored to the needs of the business. The final project will be presented to the client in a professional setting.

Prerequisite: COM 330 **OR** consent of instructor

Offered: As needed

(Three credit hours)

COM 591 Internship

Internships afford students the ability to learn more about the professional world. Students will apply to, attend, and report on their experience as an intern at an approved media outlet or business. Students will be required to keep a journal while attending their internship and write a post-experience reflection paper to complete the credits.

Offered: As needed

(Variable one to three credit hours)

COM 599 Writing for your Professional Life

This course consists of two parts: First is preparation for finding and securing a job in the students' chosen field. Resumes, cover letters, interviews, and practical work experiences help prepare students for future employment. Students will develop an online portfolio, a LinkedIn account and learn how to prepare for a successful job search. Second is the completion of the senior project required for the Digital Communications major. This project consists of extensive, independent, high quality work on a project of the student's choosing. Working in conjunction with a faculty advisor, the student can develop projects in any of several areas of interest. Students develop a campaign for a client they choose, implementing audio, video, and print elements into their project. When work on the senior project is completed, it will be presented in a formal setting for critique and final evaluation.

Prerequisite: Digital Communications major within one year of graduation

Offered: As needed

(Three credit hours)

CR 270 Police, Courts, Probation, and Parole

Types and functions of law enforcement; the jurisdiction, structure, processes, and personnel of the judicial system; practices, procedures, and trends in probation, parole, and other non-incarcerating sentencing alternatives.

Area of Investigation Fulfilled: Behavioral Science

Offered: Fall semester of odd numbered years

(Three credit hours)

CR 280 Introduction to Criminal Law

Introduction to the case method of studying criminal law, theory, concept, and philosophy of substantive law and criminal offenses; analysis of court decisions and opinions through case method.

Prerequisite: SO 110

Offered: Fall semester

(Three credit hours)

CR 282 Criminal Procedures and Evidence

This course examines ways to identify, obtain, qualify, and admit evidence for criminal investigation and prosecution. Students examine the rules and procedures of the criminal justice system pertinent to the Fourth, Fifth, and Sixth Amendments, and evaluate criminal procedures and evidence as they pertain to law enforcement principles. Learners also synthesize constitutional issues, criminal procedure concepts, court testimony, and their real-world application.

Prerequisite: PY 150 **OR** SO 110

Offered: Spring semester of odd numbered years

(Three credit hours)

CR 300 Special Topics in Criminology

Studies of selected criminological concepts and topics. As topics change, this course may be repeated for credit.

Offered: As needed

(Three credit hours)

CR 310 Fundamentals of Gangs

This course introduces students to the cultural and structural components of gang activity. It is an examination of the history of gangs, socio-psychological aspects of individual and group behavior, and the major theories and socio-economic reasons why gangs exist. Included in this course are descriptions of all types of gangs, as well as a review of social programs and law enforcement techniques designed to combat gangs.

Prerequisite: PY 150 **OR** SO 110

Offered: Fall semester of even numbered years

(Three credit hours)

CR 315 Military, Law, and Society

The first part of the course will cover the history of military law: the roots of the Uniform Code of Military Justice (UCMJ) in the medieval code of chivalry and its relationship to Constitutional principles. Study of specific cases will be used to enhance understanding of the way military law has been applied, with special attention to class distinctions, family law, and war crimes. Similarities and significant differences between the UCMJ and related civilian law statutes will be analyzed, where applicable.

Area of Investigation Fulfilled: Behavioral Science

Offered: As needed

(Three credit hours)

CR 320 Crime and the Media

This course examines the reality of crime in America, as well as the half-truths, accumulated truths, and misconceptions most people have about crime and the criminal justice system. The course also looks at how the media presentation of crime determines our perspectives and opinions on crime. Using current research and high-profile cases, this course works to set straight many of the beliefs held about crime in this country.

Prerequisite: PY 150 **OR** SO 110

Offered: Spring semester of even numbered years

(Three credit hours)

CR 330 Homeland Security and Emergency Preparedness

Concepts and problems associated with crisis and emergency management. Study of natural hazards and threats posed by domestic and international terrorist groups. Reorganization of relevant government agencies, civil preparedness measures, law enforcement responses, and changes to the law will all be examined in context.

Area of Investigation Fulfilled: Idea Seminar

Prerequisite: SO 110 **AND** EN 111 and EN 112 with a grade of "C" or higher **OR** consent of instructor

Offered: Fall semester

(Three credit hours)

CR 350 Victimology

Major theoretical issues and debates in victimology. Victim blaming and defending, research and victim statistics, legal and policy dilemmas, bureaucratic responses to victims, and evaluation of victim compensation and restitution.

Prerequisite: PY 150 **OR** SO 110

Offered: Fall semester of odd numbered years

(Three credit hours)

CR 352 Ethics in Criminology

The course makes students aware of ethical issues in policing, courts, corrections, and policymaking. These issues are explored using real-world examples, analytical tools from the social sciences, and a variety of ethical

philosophies. A major goal of this course is to encourage students in the development of a sense of personal responsibility.

Prerequisites: PY 150 **OR** SO 110

Offered: Spring semester

(Three credit hours)

CR 380 Juvenile Delinquency

This course examines theories of juvenile delinquency. We will examine these theories in depth. The course will begin by focusing on how the system works and then take a broad overview of why juveniles become delinquent behavior. This course is an Idea Seminar. As such, we will examine juvenile delinquency under the theme of global interdependence through diversity, change, and interconnectedness in the ever-increasing international scope of juvenile justice.

Area of Investigation Fulfilled: Behavioral Science, Idea Seminar

Prerequisite: EN 111 and EN 112 (or equivalent) both at a grade of "C" or higher or consent of instructor

Offered: Spring semester

(Three credit hours)

CR 382 Criminal Investigation

This course is an analytical examination of investigative theory, crime detection and solution, crime scene procedures, physical evidence, forensic sciences, interview and interrogation, field notes and reporting. It includes issues concerning rules of evidence, trial testimony, and other constitutional processes.

Prerequisite: PY 150 **OR** SO 110

Offered: Fall semester of odd numbered years

(Three credit hours)

CR 431 The Criminal Mind

In this course, students examine the lifestyles, practices, and motivations of serial killers, robbers, and those who assault citizens in our communities. Learners review psychosocial theories used to analyze and evaluate deviant human behavior and the environment that precipitates repetitive criminal conduct. The course is also an introduction to profiling criminals and predicting criminal behavior.

Prerequisite: PY 150 **OR** SO 110

Offered: Spring semester of odd numbered years

(Three credit hours)

CR 450 Criminology

The development of criminal law and definitions of crime, measurement of the incidence and types of crimes, theoretical explanations of crime, the criminal justice system and treatment programs, issues and trends in criminal justice.

Area of Investigation Fulfilled: Writing Competency in Field

Prerequisite: Consent of instructor

Offered: Fall semester

(Three credit hours)

CR 490 Corrections

Study of the emergence of jails, prisons, and youth facilities; structures and functions of correctional facilities; staffing and personnel training; programs and services; administration of correctional facilities; prison overcrowding; legal and political issues confronting corrections.

Area of Investigation Fulfilled: Behavioral Science

Prerequisite: PY 150 **OR** SO 110

Offered: Fall semester of even numbered years

(Three credit hours)

CR 500 Advanced Studies in Criminology

Individual or group studies of topics and issues in criminology. As different topics are covered, this course may be repeated for credit.

Offered: As needed

(Three credit hours)

CR 505 Advanced Criminological Theories

Through lecture and seminar discussion, students will develop deep understanding of the organizing categories and central claims of a range of modern criminological perspectives. The main problems, questions and ideas that have shaped modern criminological thought are explored and attention is paid throughout to the contexts that shape the emergence and reception of modern criminological theory and to the modes of social intervention that different criminological perspectives expressly or implicitly propose. Topics covered will vary but are likely to include: environmental, peacemaking, evolutionary, life course, critical, and integrated postmodern theories and their application to the study of crime.

Prerequisites: Senior major in the behavioral sciences **OR** recommendation of advisor and consent of instructor

Offered: Spring semester of even numbered years

(Three credit hours)

CYB 130 Operating Systems and Security Syllabus

The goal of this course is to provide a brief introduction to modern operating systems. Students learn the core principles of operating systems design and implementation, including basic operating system structure, process and thread synchronization and concurrency, file systems and storage servers, memory management techniques, process scheduling, resource management, and security.

(Three credit hours)

CYB 150 Web Design

An introduction to visual web design and development programming with HTML and CSS. Students use the latest version of HTML, CSS, a coding editor, multimedia, other web-building tools to analyze, plan, design, develop, publish, and maintain a web site.

(Three credit hours)

CYB 170 Multimedia

An introductory course teaching design, development, and creation of multimedia applications on the personal computer. Topics include hardware and software used in multimedia, use of presentation software to create interactive visual aids, and authoring tools. Hands-on projects focus on essential skills and provide experience in a broad range of media.

(Three credit hours)

CYB 225 Information Systems and Applications

An introduction to MIS computing with an emphasis on personal and professional computing. Topics include hardware, software, data, and networking applied to various applications. Students are introduced to systems for communication, collaboration, commerce, database, and security. The course also covers fundamentals of common application, such as word processing, spreadsheets, and computer problem-solving.

(Three credit hours)

CYB 250 Networking I

The course introduces basic networking technologies and concepts with emphasis on local area network (LAN). Topics cover the OSI Model, topology, physical network cabling and installation. TCP/IP, Ethernet, DNS, routing and routers, network security, and troubleshooting.

(Three credit hours)

CYB 254 Java Programming

This course introduces the Java programming language, one of the most powerful programming languages. Students are introduced to object-oriented programming principles and concepts as students use classes, objects, methods, polymorphism, inheritance, and interface. The course also covers basic programming concepts and syntax: variables, data types, iteration, conditioning, functions, overloading, array, operators, file handlings, error handling, and debugging.

(Three credit hours)

CYB 350 Networking II

This course provides an extensive coverage of technologies in wireless, WAN, virtualization, cloud computing, voice over IP, data privacy and confidentiality, network protection and security, and business continuity. The CompTIA Network + Certification Exam is strongly suggested after completing this course successfully.

Prerequisite: CYB 250 or instructor approval.

(Three credit hours)

CYB 354 Data Structures and Algorithms

The course introduces data structures and algorithms which provide a variety of solutions to searching and sorting tasks. Students are expected to apply Big O notation efficiency techniques to analyzing time and space complexity. In the course, students are introduced to some common data structures, such as array, linked list, heap, tree, stack, and queue. Sort algorithms include but are not limited to bubble sort, selection sort, insertion sort, merge sort, shell sort, quicksort, radix sort, and heap sort.

Prerequisite: CYB 254 or instructor approval.

(Three credit hours)

CYB 360 Database Design and SQL Programming

This course introduces relational database design and development. Topics include data models, relational databases, DMBS, business rules, and the procedure to design and develop a database based on business rules. Students also learn SQL programming and acquire familiarity with the relational database language to create, delete, insert, update, query, join, constrain, trigger, and view in a programming way.

(Three credit hours)

CYB 361 Web Programming

Modern web applications combine several backend languages to add functionality to HTML and CSS web pages. In this course, students are to learn PHP, one of the most powerful server-side languages. Students will be introduced to PHP variables, data types, functions, form validations, decision-making, loop, cookies, sessions, file handling, database handling, error-checking and debugging.

Prerequisite: CYB 150 or instructor approval.

(Three credit hours)

CYB 362 C# Programming

This course introduces the basics of C# programming language: variables, data types, decision making, looping, data structures. The course also introduces to students structured and object-oriented programming techniques: classes, objects, methods, inheritance, polymorphism, abstraction, libraries, and other advanced topics.

(Three credit hours)

CYB 363 Python Programming

Python is a powerful, versatile cross-platform programming language that has a strong presence in diverse software engineering disciplines including web development, information security, network scripting, data science, and embedded systems. This course provides a pragmatic and hands-on introduction to the Python programming with a focus on practical applications and projects. Topics include variables, data types, arrays, functions, control flow, and graphical user interface-driven applications.

Prerequisite: CYB 150.

(Three credit hours)

CYB 370 Computer Forensics

This course introduces students to the fundamental concepts and skills of computer forensics and digital investigations. The course covers the recovery and analysis of digital evidence, addressing legal and technical issues. The course aims to help students develop the skills needed to launch and conduct a successful digital investigation by acquiring, analyzing, and reporting digital evidence findings.

Prerequisites: CYB 130 and CYB 250.

(Three credit hours)

CYB 400 Ethical Hacking and IT Systems Defense

This course introduces ethical hacking methodologies and technologies. Students will explore common countermeasures that effectively reduce and/or mitigate attacks. The course covers common information-gathering tools and techniques, types of malware, port scanning, fingerprinting, forensics, network monitoring, traffic analysis, data protection, and business continuity strategies.

Prerequisite: CYB 250 and CYB 350.

(Three credit hours)

CYB 410 Cryptography

Cryptography provides important tools for ensuring the privacy, authenticity, and integrity of the increasingly sensitive information involved in modern digital systems. The course aims to help students develop a solid understanding of the foundational elements of modern cryptography. Topics include classical ciphers, symmetric ciphers, DES, AES, block cipher, stream cipher, asymmetric ciphers, RSA, hashing functions, digital signatures, key management, and key distribution. To understand modern cryptography, students are also introduced to number theory including prime numbers, modular arithmetic, the Euclidean algorithm, division algorithm, and discrete algorithms.

Prerequisite: CYB 250.

(Three credit hours)

CYB 420 Advanced Cybersecurity Topics

The course focuses on analysis of security risks to a computer systems. Students learn a variety of cybersecurity techniques and strategies including security policies, procedures, and standards to protect information assets from potential intrusion, hacking, damage, and theft. CompTIA Security + Certification test is strongly suggested after successfully completing this course.

Prerequisite: CYB 250, CYB 350.

(Three credit hours)

CYB 430 Wireless and Mobile Security

The course focuses on wireless networks, vulnerabilities, and defense. Students are expected to learn different types of wireless technologies: Wi-Fi networks, cellular/mobile networks, satellite, WiMax, wireless PANs, vehicular networks, sensor networks, and RFID systems. The course aims to help students understand the security risks and threats, identify, analyze, and solve potential problems in the wireless field.

Prerequisite: CYB 250, CYB 350.

(Three credit hours)

CYB 440 Privacy Enhancing Technologies

The course is to explore potential techniques for building new platforms, services, and tools that protect users' privacy. In particular, the course emphasizes the technical and economic viability and usability of these privacy technologies. Topics include but are not limited to: attacks against privacy, user data privacy, trusted computing, privacy-preserving software systems and applications, cryptographic techniques for privacy.

Prerequisite: CYB 250, CYB 350.

(Three credit hours)

CYB 595 Internship

This course will provide students an opportunity to use their programming, networking, cybersecurity, and management skills in a real-world environment. Students work on a project in line with their internship companies/organizations. Students' performances are assessed based on the evaluations from supervisors at the internship site, reflection papers, documentation, and other methods. Students are required to work for at least 48 hours at internship locations.

Prerequisite: 48 credit hours of core courses (70%) completed or instructor approval.

(Three credit hours)

EC 232 Principles of Microeconomics

The functioning of the market economy in relation to such topics as demand, supply and prices; consumer behavior; the revenue and cost structure of the firm in view of its market structure; the gains from trade; and discussion of current economic problems.

Area of Investigation Fulfilled: Social Science

Offered: Fall semester

(Three credit hours)

EC 233 Principles of Macroeconomics

This is an introductory course in macroeconomics which deals with aggregate economics issues such as the Gross Domestic product (GDP), Consumer Price Index (CPI), monetary system, unemployment, etc. This class builds on the basic issues of economics including, but not limited to, supply and demand, elasticity of demand, supply, market efficiency, etc.

Area of Investigation Fulfilled: Social Science

Offered: Spring semester

(Three credit hours)

ECPS 385 International Political Economy

As the world has become increasingly interrelated, the tensions among nation-states, markets, and societal actors have increased. This course is designed to provide students a theoretical and critical understanding of the causes of these tensions using the dominant perspectives of economic liberalism, mercantilism, and structuralism. As an idea seminar, the purpose of this course is to provide students with a more comprehensive understanding of the international environment, interconnectedness, diversity, and interdependence, which may result in more effective solutions to global challenges.

Area of Investigation Fulfilled: Idea Seminar

Offered: Spring semester

(Three credit hours)

ED 250 Teaching as a Profession

This course is designed to introduce prospective University of Saint Mary pre-service educators to the teaching profession and to explore the field of teaching as a career. This educational foundations course focuses on the social and philosophical implications for students, teachers, classrooms, parents, the public, and the school as an institution. Student candidates will gain essential information related to the teacher education conceptual

framework and steps for navigating through the University of Saint Mary's teacher education program. Additionally, candidates will research state licensure requirements and examine future career options. Ideological theories and personal philosophical attitudes of the candidate, as they relate to professional dispositions, will be explored. Recommended second semester freshman or sophomore year.

(Two credit hours)

ED 301 Foundations of Education: Social, Cultural, Philosophical, and Historical Perspectives

This educational foundations course focuses on the social, cultural, philosophical, and historical implications for students, teachers, classrooms, parents, publics, and the school as an institution. It examines the ideological assumptions as well as philosophical and historical underpinnings of American schooling. In addition, the course examines the continuing impact of race, class, gender, and cross-cultural issues, influenced by political and economic struggles within a democratic society. A field experience of 25 hours of observations in a K-12 school setting embedded within the course provides field experiences in different types of schools. It focuses on observation and critical reflection in relationship to readings, presentations, projects, observations, experiential reflection, and discussions.

Area of Investigation Fulfilled: Idea Seminar

(Three credit hours)

ED 302 Introduction to Educational Technology

This course introduces teacher candidates to the knowledge to develop 21st Century skills needed to run a classroom that allows communication, collaboration, critical thinking, and creativity using technology on a daily basis. During the course, candidates will explore web tools, social media inside and outside the classroom, types of technology hardware, blended learning and online training, as well as Google software and technology; software that may be encountered in a school district. Recommended for education majors during their sophomore or junior year.

(Three credit hours)

ED 315 Classroom Assessment and Instructional Approaches

Examines the interrelationship of learning theory, curricula design, and assessment. The teacher candidate will study the formation and application of formative and summative assessments to match the assessments to learner contextual information, learner needs, performance levels, and instructional strategies used. The teacher candidate will analyze data graded by rubrics to formulate appropriate instructional strategies.

(Three credit hours)

ED 324 Psychological Foundations of Education

Examination and application of theories of learning and human development adolescence with implications for teaching and learning environments addressing individual and diverse needs, testing, and measurement instruments, and assessment strategies.

Prerequisite: PY 290 and ED 250 (both may be taken concurrently with ED 324)

(Three credit hours)

ED 326 Education Exceptional Children and Youth

The study of children/youth with exceptionalities, those who are gifted as well as those with disabilities; the roles and responsibilities of the general education teacher in meeting the special needs of diverse at-risk learners in inclusive classrooms. Field experience of 5 hours is required.

Prerequisites: ED 301 and ED 324

(Three credit hours)

ED 376 Teaching Reading in the Content Areas

This course emphasizes the reading, writing, speaking, listening, thinking, and viewing processes and their interconnectedness to facilitate learning in content areas using research-based strategies for secondary education candidates. Using a variety of texts, both print and non-print, teacher candidates design and implement appropriate and effective instructional strategies and assessments to meet the needs of all learners including those with special needs, English Language Learners, and learners with socio-economic challenges. Twenty-five hours of aiding, lesson design and implementation in school settings is required.

Prerequisites: Acceptance into TEP

(Three credit hours)

ED 411 Curriculum, Instruction, and Assessment Issues in Diverse Settings

Using field experiences, students analyze culturally and economically diverse classroom contexts related to curriculum, instruction, and assessment. Thirty hours of practicum experiences including lesson design, implementation, and assessment in school settings required.

Prerequisites: Acceptance into TEP

(One credit hour)

ED 420 Methods for Teaching Diverse Learners

The course design assists teacher candidates in meeting the needs of the diverse learners in today's classroom. Examples of diversity in the classroom include students identified with special education needs, students who are English Language learners, students from multicultural backgrounds, students who live in poverty, and students with other unique learning needs. Following the MultiTiered Systems of Supports (MTSS) model, teacher candidates will examine current research-based strategies with emphasis on data collection, professional collaboration, and assessment techniques to determine appropriate interventions that best meet student instructional, social, and behavior needs in the classroom setting.

Area of Investigation Fulfilled: Idea Seminar

Prerequisites: Acceptance into TEP

(Three credit hours)

ED 463 Integrating the Arts in Social Studies Instruction

Analyzing the curricular content and instructional methods of social studies, candidates design appropriate learning experiences and assessments for teaching the social sciences in diverse K-6 classrooms while incorporating theoretical and practical inquiry into aesthetics including the integration of art, music, and physical education/movement in cultural and individual expression.

Prerequisites: Acceptance into TEP

Co-requisites: ED 411, ED 468, or ED 469

(Three credit hours)

ED 468 Teaching Mathematics in Elementary School

Candidates will display skills in the central concepts and standards in K-6 mathematics curriculum: counting and operations, place value, decimals, fractions, equations, measurement, algebraic thinking, geometry, statistics, and probability. They will design developmentally appropriate instructional strategies, assessment procedures, and lesson plans that meet the needs of diverse students. The development of number sense and problem solving skills are emphasized.

Prerequisite: Acceptance into TEP and MA 125 or MA 160.

(Three credit hours)

ED 469 Teaching Science and Health in Elementary School

This course explores major concepts in K-6 science and health curricula, including Earth/Space Science, Life Science, Physical Science, and Engineering Design. Candidates will identify prior scientific knowledge and misconceptions students have, design and select purposeful instructional strategies, and develop appropriate assessments. Emphasis will be on inquiry-based instructional models that meet the needs of diverse learners.

Prerequisite: Acceptance to TEP, Biology, and Physical Science

(Three credit hours)

ED 471 Integrated Reading and Language Arts Methods

This course incorporates current methodologies and materials for teaching a total language arts program to include reading, writing, speaking and listening, and language. Students will plan, implement and assess language arts learning experiences to engage learners in critical thinking, creativity and collaborative problem solving. A balanced approach to instruction promotes the integration of children's literature throughout the curriculum to enhance skills and reading enjoyment.

Prerequisite: Acceptance to TEP, ED 250, ED 301, ED 324

Co-requisite: ED 479

(Three credit hours)

ED 479 Supervised Reading Instruction (Practicum)

Candidates complete thirty hours of supervised teaching of reading in an elementary classroom. Incorporating the contextual factors of the classroom within the teaching/learning cycle, candidates design and teach developmentally appropriate units that integrate content, research-based reading strategies, and technology. Candidates establish a positive learning environment and provide instruction to meet the individual needs of students.

Prerequisite: Acceptance into TEP

Co-requisite: ED 471

(One credit hour)

ED 489 Secondary Methods: Curriculum, Instruction, and Assessment

This course involves an emphasis on reflective decision-making criteria for secondary content areas, with application for curriculum design, modes of instruction, assessment, technology, and classroom management. Incorporating the contextual factors of the classroom within the teaching/learning cycle, candidates design and teach developmentally appropriate units that integrate content, research-based instructional strategies, and technology. Thirty hours supervised practicum in the content area required.

Prerequisite: Acceptance into TEP

(Three credit hours)

ED 590 Seminar III: Professional Collaborations

This seminar prepares candidates for the professional responsibilities of a teacher, job searching, and collaborative problem solving of situations that arise during the teaching experience. Candidates complete licensure required teacher work samples during enrollment in this seminar.

Co-requisites: ED 594 and ED 595 or ED 596

(One credit hour)

ED 591 Advanced Practicum

This course provides advanced practicum experience for education students in the classroom setting.

Prerequisite: Consent of division chair

(Variable one to eight credit hours)

ED 594 Classroom Management and Student Motivation

This course provides an intensive 8-week study of student behavior, discipline techniques, classroom routines and procedures and motivation. Particular focus is given to formulating a discipline plan and strategies for proactive versus reactive discipline techniques that can be applied during the student teaching semester and beyond.

Prerequisite: Acceptance into TEP

Co-requisites: ED 590 and ED 595 or ED 596

(Three credit hours)

ED 595 Student Teaching – Elementary

NOTE: Students who practice teaching outside the local area will be assessed additional charges. Semester-long full-time supervised field experience in a grade K-6 classroom following the guidelines provided in the Student Teaching Manual.

Prerequisites: Completion of professional and general education course work and formal admittance into student teaching

Co-requisites: ED 590 and ED 594

(Eight credit hours)

ED 596 Student Teaching – Secondary

NOTE: Students who practice teaching outside the local area will be assessed additional charges. Semester-long full-time supervised field experience in a grade 6-12 classroom following the guidelines provided in the Student Teaching Manual.

Prerequisites: Completion of professional, general education, and major course work and formal admittance into student teaching

Co-requisites: ED 590 and ED 594

(Eight credit hours)

EDWRK (500 series) Special Topics in Education

This series of one hour workshops is designed to improve classroom teaching through the examination of topics such as classroom management, character education, and effective meetings with parents.

(One credit hour)

EG 250 Graphics for Engineers

Introduction to Engineering Graphics using the Computer Aided Design tools of AutoCAD and SolidWorks.

Introduction to 2D design with AutoCAD that includes: basic features, layer control, geometric constructions, orthographic projections, dimensioning and notes, tolerancing, section views, and working drawings.

Introduction to 3D design with SolidWorks includes: part modeling, revolved features, sweeps, lofts, assembly modeling, and engineering drawings. No previous 2D or 3D CAD experience is necessary to take this class.

Offered: Spring semester of even numbered years

(Three credit hours)

EG 300 Statics

Fundamentals of statics; static equilibrium and an introduction to elements of mechanics of elastic materials.

Topics include force vectors and equilibrium of particles, force systems applied to rigid bodies, moment of force about a point, systems of forces, and equilibrium of rigid bodies.

Prerequisite: PHY 315 and MATH 345 (may be taken concurrently) or consent of instructor

Offered: Fall semester

(Three credit hours)

EG 305 Electric Circuits

This is an introductory electric circuits course for engineering students. This course is needed to provide a fundamental understanding of electric circuit theory, which (1) forms the basis for future skills acquired in measurements, instrumentation, and experimentation; (2) is necessary for meeting the requirements of the Fundamentals of Engineering (FE) examination; and (3) is a good model for study in other areas of engineering, especially energy systems.

Prerequisites: PHYS 316 and MA 346 (may be taken concurrently) or consent of instructor

Offered: As needed

(Three credit hours)

EG 310 Dynamics

Basic fundamentals of particle and rigid body dynamics; energy and momentum methods; computer use.

Topics include: kinematics of particles, forces and accelerations, energy and momentum, systems of particles, kinematics of rigid bodies, work and energy, mechanical vibration.

Prerequisite: EG 300 or consent of instructor

Offered: Spring semester
(Three credit hours)

EG 315 Thermodynamics

This course will include an introduction to and an in-depth study of the following topics: Fluid Properties, Work and Heat, First Law, Second Law, Entropy, and Applications to Vapor and Ideal Gas Processes. Prerequisite: PHY 316 and MA 244 or consent of instructor
 Offered: Spring semester of even numbered years
(Three credit hours)

EG 320 Strengths of Materials

The course introduces and emphasizes the concepts and analysis methods for stress and strain, torsion, bending and shear stresses in beams, combined stresses, and deflection theory using a calculus based methodology. Introduction to buckling and energy methods may be included. Prerequisite: EG 300 or consent of instructor.
 Offered: Spring semester
(Three credit hours)

EN 006 Introduction to Composition

This course is designed to introduce freshmen to college level writing and to prepare them for successful completion of English Composition I and English Composition II. This course focuses on principles of grammar, usage, sentence structure, and concepts of paragraph and essay writing. Required of all students with 17 or below on the ACT English sub-score (or its equivalent); does not count in to the 120 hours required for graduation. Students who earn a grade lower than "C" must repeat the course.
 Offered: Fall semester
(Three credit hours)

EN 111 English Composition I

Emphasis on instruction and practice of written composition and coherent essays, with attention to organization, methods of developing ideas, and effectiveness of expression with use of secondary sources when appropriate. Students who earn a grade lower than "C" must repeat the course.
 Area of Investigation Fulfilled: English Composition
 Offered: Fall semester and as needed in spring semester
(Three credit hours)

EN 112 English Composition II

A continuation of EN 111, with emphasis on forms of writing – narration, description, exposition, and argument – with attention to principal forms of literature and ways in which literature affects readers and the study of the humanities. Students who earn a grade lower than "C" must repeat the course.
 Area of Investigation Fulfilled: English Composition
 Prerequisite: EN 111 at a grade of "C" or higher
 Offered: Spring semester and as needed in fall semester

(Three credit hours)

EN 170 Themes in Literature

An introductory level course that examines decisions, conflicts, and actions of characters and their thought processes, using major literary genres. Course can be repeated for credit with a different theme.

Area of Investigation Fulfilled: Literature

Offered: As needed

(Three credit hours)

EN 245 British Literature I

A close study of selected works against the background of evolving English-Irish culture. Texts range from translated Old English poems to literature of the eighteenth century.

Area of Investigation Fulfilled: Idea Seminar, Literature, and Honors

Prerequisites: EN 111 and EN 112 (or equivalent) both at a grade of "C" or higher **OR** consent of instructor

Offered: Fall semester of even numbered years

(Three credit hours)

EN 246 British Literature II

A close study of selected works against the background of evolving English-Irish culture. Texts range from translated eighteenth and nineteenth century works to the modern period.

Area of Investigation Fulfilled: Literature and Honors

Offered: Spring semester of odd numbered years

(Three credit hours)

EN 251 American Literature I: Creating Culture(s)

A survey course that looks at American Literature from its beginnings through some nineteenth century writers. Its focus as an Idea Seminar is "Creating Culture(s)" and as such will look at America's beginnings, rooted in many ethnic groups and influences from which emerge American identity/ies and culture(s). It will examine ways a nation goes about creating itself.

Area of Investigation Fulfilled: Idea Seminar, Literature, and Honors

Prerequisite: EN 111 and EN 112 (or equivalent) both at a grade of "C" or higher **OR** consent of instructor

Offered: Fall semester of odd numbered years

(Three credit hours)

EN 252 American Literature II: Finding Voice(s)

A survey course that looks at American Literature from the late 19th century through the 20th century to the present. Its focus as an Idea Seminar is "Finding Voice(s)" and as such it will look at the emergence of American voice(s) representing the diversity of its citizens. It will examine the historical phenomena that the literature presents and represents.

Area of Investigation Fulfilled: Idea Seminar, Literature, and Honors

Prerequisite: EN 111 and EN 112 (or equivalent) both at a grade of "C" or higher **OR** consent of instructor

Offered: Spring semester of even numbered years

(Three credit hours)

EN 310 Transfer Core: Liberal Learning

This course aims to bring students to an understanding of their liberal education, to prepare students for upper-level college study, and to become proficient in writing and critical thinking through the study of literature. Designed for transfer students.

Area of Investigation Fulfilled: English Transfer Core

Prerequisite: EN 111 (or equivalent)

Offered: Fall and spring semesters and online

(Three credit hours)

EN 330 Writers Workshop I

Practice in creative writing – poetry and short story. Participants share papers for peer review and receive individual critique from the instructor.

Area of Investigation Fulfilled: Honors

Offered: Spring semester

(Three credit hours)

EN 331 Writers Workshop II

Advanced practice in creative writing – poetry and short story. Participants share papers for peer review and receive individual critique from the instructor.

Area of Investigation Fulfilled: Honors

Offered: Spring semester and as needed in fall semester

(Three credit hours)

EN 345 British Literature I

A close study of selected works against the background of evolving English-Irish culture. Texts range from translated Old English poems to literature of the eighteenth century. Upper-level discussions and papers exhibit a depth of critical thinking on fine points of literary analysis. Recommended for English majors and upper-level students.

Area of Investigation Fulfilled: Idea Seminar, Literature, and Honors

Prerequisites: EN 111 and EN 112 (or equivalent) both at a grade of “C” or higher **OR** consent of instructor

Offered: Fall semester of even numbered years

(Three credit hours)

EN 346 British Literature II

A close study of selected works against the background of evolving English-Irish culture. Texts range from translated eighteenth and nineteenth century works to the modern period. Upper-level discussions and papers exhibit a depth of critical thinking on fine points of literary analysis. Recommended for English majors and upper-level students.

Area of Investigation Fulfilled: Literature and Honors

Offered: Spring semester of odd numbered years

(Three credit hours)

EN 351 American Literature I: Creating Culture(s)

A survey course that looks at American Literature from its beginnings through some nineteenth century writers. Its focus as an Idea Seminar is “Creating Culture(s)” and as such will look at America’s beginnings, rooted in many ethnic groups and influences from which emerge American identity/ies and culture(s). It will examine ways a nation goes about creating itself. Upper-level discussions and papers exhibit a depth of critical thinking on fine points of literary analysis. Recommended for English majors and upper-level students.

Area of Investigation Fulfilled: Idea Seminar, Literature, and Honors

Prerequisite: EN 111 and EN 112 (or equivalent) both at “C” or higher **OR** consent of instructor

Offered: Fall semester of odd numbered years

(Three credit hours)

EN 352 American Literature II: Finding Voice(s)

A survey course that looks at American Literature from the late 19th century through the 20th century to the present. Its focus as an Idea Seminar is “Finding Voice(s)” and as such it will look at the emergence of American voice(s) representing the diversity of its citizens. It will examine the historical phenomena that the literature presents and represents. Upper-level discussions and papers exhibit a depth of critical thinking on fine points of literary analysis. Recommended for English majors and upper-level students.

Area of Investigation Fulfilled: Idea Seminar, Literature, and Honors

Prerequisite: EN 111 and EN 112 (or equivalent) both at a grade of “C” or higher **OR** consent of instructor

Offered: Spring semester of even numbered years

(Three credit hours)

EN 362 Classical Mythology

Study of the major gods, heroes, mortals, and monsters of Greek and Roman mythology. Emphasis on those myths and stories that have especially influenced western literature, thought, and the arts. The course includes reading of selected classical texts.

Area of Investigation Fulfilled: Literature and Honors

Offered: Fall semester of even numbered years

(Three credit hours)

EN 365 World Literature

A study of selected texts reflecting one or more of the world’s cultures. May emphasize a theme or focus, for example, The Hero, Images of Women, Literature of Southern Worlds, Literature of Asia, and Utopian Literature. Course can be repeated for credit with different theme or focus.

Area of Investigation Fulfilled: Idea Seminar, Literature, and Honors

Prerequisite: EN 111 and EN 112 (or equivalent) both at a grade of “C” or higher **OR** consent of instructor

Offered: Fall semester of off numbered years and spring semester of even numbered years

(Three credit hours)

EN 370 Themes in Literature

An introductory upper-level literature course that examines decisions, conflicts, and actions of characters and their thought processes, using major literary genres. Course can be repeated for credit with a different theme.

Area of Investigation Fulfilled: Literature

Offered: As needed

(Three credit hours)

EN 375 Forms of Literature

A study of a particular genre of literature – sometimes in relation to another art form. For example, Short Fiction, Poetry, The Essay, The Epic, or Literature and Film. Course can be repeated for credit with different form.

Area of Investigation Fulfilled: Literature and Honors

Offered: Spring semester of odd numbered years

(Three credit hours)

EN 440 Chaucer and His Age

A study of representative works of Geoffrey Chaucer, especially *The Canterbury Tales*, and *Troilus and Criseyde*.

Area of Investigation Fulfilled: Literature, Writing Competency in Field, and Honors

Offered: Fall semester of even numbered years

(Three credit hours)

EN 443 Shakespeare

A study of major histories, comedies, and tragedies with intensive reading of selected plays.

Area of Investigation Fulfilled: Literature, Writing Competency in Field, and Honors

Offered: Spring semester of even numbered years

(Three credit hours)

EN 475 The Novel

A study of the development of the novel through representative works which could include classic to contemporary, western and non-western.

Area of Investigation Fulfilled: Literature and Honors

Offered: Fall semester of odd numbered years

(Three credit hours)

EN 484 Special Topics in British/American Literature

Subject varies. A study of selected writers in a given period and context of British and/or American literature. Emphasis on cultural influences, special genres, and minority literature where appropriate. Topics include Southern American, Literature, rakes and Villains, Bondage and Freedom, American Women Writers, Female Literature, and War Literature. Course can be repeated for credit with different topic.

Area of Investigation Fulfilled: Literature and Honors

Offered: Spring semester

(Three credit hours)

EN 490 Structures of Modern English Grammar

Study of modern English grammar with emphasis on the structure of the English language and application of grammatical principles to writing. Historical development of the English language.

Area of Investigation Fulfilled: Honors

Offered: Fall semester of even numbered years

(Three credit hours)

EN 590 Reading Lists for English Majors

Independent study under the direction of a mentor.

Area of Investigation Fulfilled: Literature

Offered: As needed

(Three credit hours)

EN 591 Internship and Mentorship

Professionally directed work in career field. Limited number of hours; academic credit by contract with department.

Offered: As needed

(Variable one to three credit hours)

EN 597 Seminar for English Majors: Literary Criticism

The seminar, based on historical and practical literary criticism, provides a synthesis of previous courses and the opportunity to review the historical development of literature in English. Student selects texts to examine in depth for presentation to Seminar. Satisfies Senior Integrative Experience requirement.

Area of Investigation Fulfilled: Senior Integrative Experience and Writing Competency in Field

Offered: Fall semester

(Three credit hours)

EX 225 Promotion of Health and Wellness

A course that focuses on the latest trends in health, exercise, and wellness across the lifespan. The course will examine behaviors that increase the risk of major health conditions as well as those that promote individual, family, and community wellness.

(Three credit hours)

EX 250 First Aid and Emergency Care

This course introduces the basics of life saving emergency care and first aid treatment. Topics include rescue breathing, CPR, first aid for choking and bleeding, and other aid procedures. A standard first aid and emergency cardiac care certification will be awarded to those that qualify.

(Three credit hours)

EX 300 Kinesiology

The study of the anatomical structures and the mechanical, neuromuscular principles of human movement.

Prerequisite: BI 256 **OR** BI 258

(Three credit hours)

EX 325 Exercise Physiology

A study of the acute and chronic physiological changes that occur to the human body because of exercise.

Successful completion of a course in human physiology is recommended.

(Three credit hours)

EX 350 Sport Injuries and Illnesses

An introduction to the different types of injuries and a basic overview of how to prevent, identify, and care for a variety of injuries and illnesses that regularly occur to the physically active.

Prerequisite: BI 256 **OR** BI 258

(Three credit hours)

EX 375 Concepts of Strength Training and Conditioning

The aim of the course is to understand concepts on how to develop and implement strength training and conditioning programs for physically active individuals at various levels of competition.

Prerequisite: EX 300 and EX 325

(Three credit hours)

EX 390 Practicum in Exercise Science

The practicum provides students with an opportunity to develop and enhance skills in an exercise science related setting. The practicum offers an opportunity to determine if the experience might represent a desirable career path.

Prerequisite: Junior standing, EX 300, and EX 325 **OR** consent of instructor

(Two credit hours)

EX 400 Motor Skill Development

The study of theories, principles, and concepts behind human development and performance of motor skills from birth to adulthood.

Prerequisite: EX 375

(Three credit hours)

EX 420 Fitness Testing and Prescription

An advanced laboratory course utilizing clinical instruments to measure physiologic responses to exercises. Students will study and utilize clinical outcome measurements to develop individualized exercise plans.

Prerequisite: EX 375

(Four credit hours)

EX 450 Special Topics in Health and Exercise

A course designed to include selected topics of interest that otherwise are not regularly offered. These topics may include opportunities for students to complete research, present, and participate in learning activities that review the latest trends and issues in health and exercise science.

Prerequisite: Junior standing

(Three credit hours)

EX 480 Exercise in Special Populations

A course focusing on the role of exercise science in the aging process and alleviating certain health related issues and disabilities in a variety of populations.

Prerequisite: EX 375

(Three credit hours)

EX 485 Applied Corrective Exercise

The application of corrective exercises to improve postural imbalances and coordinated movement patterns to recondition the body post-injury care and to reduce risk of injury in sport and work environments.

Prerequisite: EX 375

(Three credit hours)

EX 500 Senior Capstone in Exercise Science

This course will explore research design concepts, statistical techniques, and critical appraisal of literature within the field of exercise science. Students will become familiar with exercise science research equipment and complete a capstone project that includes reviewing evidence-based literature, establishing a method of collecting data, analysis of data, and writing a research project.

Area of Investigation Fulfilled: Writing Competency in Field

Prerequisite: EX 390

(Three credit hours)

FAAR 360 East/West: Influences in Modern Arts

An idea seminar designed to further the student's appreciation of the visual arts. The course will focus on the late Nineteenth century when Japan opened its ports after over 200 years of isolation. Students will study how global interconnectedness changed art styles in both the east and west. Students will utilize the elements of art and principles of design in analyzing influences which occurred in Modern art. Study of Japanese culture and aesthetics will also be included. Open to sophomores.

Area of Investigation Fulfilled: Idea Seminar and Fine Art

Offered: Fall semester and spring semester of odd numbered years

(Three credit hours)

FATHR 119 Introduction to Theatre

Learn the role of the theatre as an art form historically and in our world today and the role the audience plays. Topics include: theatre as art and performance, roles of the audience, theatre makers, and the history of the theatre. (Does not fulfill any requirements for a major in theatre.)

Offered: Each semester online
(Three credit hours)

FATHR 360 Your Life in Art

This course provides the student with the basic knowledge and tools of play analysis and how it can be used in their everyday life. Through play analysis the student learns to discover the artist's point of view in the visual arts, music, theatre, literature and themselves. They will discover the theories behind psychology, sociology and the sciences that are at work within the conflict of a play and art.

Ultimately the student will define art and the purpose of art in their life and in the global society. This is the introductory course in theatre for theatre majors.

Area of Investigation Fulfilled: Idea Seminar and Fine Art

Prerequisite: EN 111 and EN 112 both at a grade of "C" or higher **OR** consent of instructor.

Offered: Fall semester
(Three credit hours)

FIN 363 Principles of Finance

An introduction to the management of the finance function in an organization. Topics include financial forecasting, financial planning and control, working capital management, capital budgeting, and long-term debt and equity financial decisions.

Prerequisite: AC 251.

Offered: Fall semester
(Three credit hours)

GS 250 Cultural Anthropology

An introduction to cultural and social anthropology. Examination of variations and similarities among societies in language, economic systems, kinship systems, child-rearing practices, religion, political systems, and cultural change. Study of diverse societies through the comparative model.

Offered: Fall semester of even numbered years
(Three credit hours)

GSHIPS 591 Global Studies Internship

To be determined in consultation with the Director of the Global Studies Program or the Chair of the Department of History, Political Science, and Global Studies. Complete no less than 135 hours in placement (or 45 hours per credit hour). An internship contract is required before the internship can commence.

(Variable one to three credit hours)

GSPS 250 Colloquium in Human Communities: Introduction to International Affairs

This is a world history and introductory international affairs course which studies the theories and relevant issues of world politics and international linkage. It concerns foreign policy of nations, resources, conflict, conflict resolution, economic interaction, transnationalism, and dependencies. It is designed to expand the student's consciousness of the world and the demands it makes on persons of humanitarian conscience and values. The goals include facilitating the development of systematic perspectives for viewing and understating

how the world functions and is interconnected, building skills of analytical and critical thinking and writing, as well as extemporaneous speaking and discussion skills, and learning to recognize the differences between power and justice in world affairs.

Area of Investigation Fulfilled: Idea Seminar

Prerequisite: EN 111 and EN 112 bot at the grade of “C” or higher **OR** consent of instructor.

Offered: Fall semester

(Three credit hours)

HI 133 United States History I: 1776 – 1877

This introductory course is a survey of significant features in the development of the United States from the years just prior to the American War of Independence to the end of Reconstruction. It traces distinctly American themes through the major events of early American history, which include the exploration of North America, settlement, conflict among European colonial powers, the Revolution, formation of a constitutional republic, manifest destiny, interaction with native peoples, the division of North and South into separate economic, political and cultural areas, and the reconstruction of the nation. This is a required course for all history majors and all students planning to teach secondary education history. Open to all freshmen.

Offered: Fall semester

(Three credit hours)

HI 134 United States History II: 1877 – 1991

This introductory course is a survey of significant features in the development of the United States from 1877-1991. This course will focus on the social, intellectual, political, economic, and cultural history of the United States in a broad perspective and will emphasize introductory, skill-building exercises. Topics include: urban and industrial growth; American consumerism, capitalism and labor movements; race, gender, and ethnicity in the American experience; imperial expansion at home and abroad; and critical historical events including, but not limited to: World War I, the Great Depression, World War II, the Fifties and the Cold War, the Civil Rights Era and Vietnam, and America’s crisis in confidence in the 1970s concluding with the Age of Reagan. This is a required course for all history majors and all students planning to teach secondary education history. Open to all freshmen.

Offered: Spring semester

(Three credit hours)

HI 153 Major Themes in World History

This class will consider six major themes of world history: religions, political, legal, economic, cultural, and social. From hunters and gatherers to empires, from written legal codes to the divine right of kings, from the worship of the natural world to the harnessing of nature’s power the course will consider the historical arc of humanity’s time on the earth. Students will also consider the ever widening circles of contact when exploring the movement of language, the migration of people, and innovation and technological change. This is a survey course designed to introduce students to historical methods and arguments used to analyze world history and the toolbox used by the historian. This is a required course for all history majors and all students planning to teach secondary education history. Open to all freshmen.

Offered: Fall semester

(Three credit hours)

HI 155 Themes in World Civilizations I

This survey course will address the major events in world history from ancient history through 1500 by looking at connections through broad themes such as agriculture, technological change, social structures, transportation, migrations, gender roles, and political organization. The class will also consider various theories advanced by historians to effectively study world history. This is a required course for all history majors and all students planning to teach secondary education history. Open to all freshmen.

Offered: As needed

(Three credit hours)

HI 156 Themes in World Civilizations II

This survey course will address the major events in world history from 1500 to post-World War II by looking at connections through broad themes such as the New Worlds/Old World exchanges, slavery, colonialism, the Industrial Revolution, gender roles, nationalism and decolonization. The class will also consider various theories advanced by historians to effectively study modern world history. This is a required course for all history majors and all students planning to teach secondary education history. Open to all freshmen.

Offered: As needed

(Three credit hours)

HI 201 Historical Methods

A course required for all history majors and minors, Historical Methods is designed to train historians in the discipline. Students will learn about the uses and misuses of history, the practice of historiography and historical revisionism, the evolution of the practice of history, and critical theories in interpreting history. This is a required course for all history majors and all students planning to teach secondary education history. Open to all freshmen, strongly encourage sophomore level or above standing.

Offered: Fall semester of odd numbered years

(Three credit hours)

HI 205 Boudicca's Daughters: Women in World History

This course will examine the historical roles of women in world history from the ancient world to the twentieth century. Students will be introduced to theories of women history to aid in the recovery of women's voices and assist their understanding historical events and political/social development through the lens of women's participation and evaluation. Open to all freshmen, strongly encourage sophomore level or above standing.

Offered: As needed

(Three credit hours)

HI 210 Cartographer's Quest: Maps, Models, and Human Geography

What is Human Geography? It is the way that humans interact with the earth, describing it, changing it, changed by it, and organized because of it. Mapping, modeling, preserving, building, destroying, all of the relationships of human to nature are part of human geography. This course will examine the cartographer's quest to map the earth, model its terrain, and harness its immense power to grow food, build cities, change

landscapes, and control places and people. Open to all freshmen, strongly encourage sophomore level or above standing.

Offered: Spring semester of odd numbered years

(Three credit hours)

HI 224 History of Modern Europe

This course will begin as Columbus sailed west across the Atlantic Ocean in the hopes of reaching the East Indies. A momentous year in European and world history, the course will focus on the critical shifts in Europe as religion, politics, the rule of law, and the enlightenment of man all move Europe from an age of magic and peasants to an age of science and the state. Modern European history will track how the Age of Exploration became an Age of Revolutions and ultimately an Age of Extremism all the while European nations came to control physically and economically, much of the wealth and people on the earth. The class will examine what was gained and what was lost as the certainties of man's achievements and perfectibility in the 19th century gave way to the horror of man's barbarity and failures in the 20th. This is a survey class designed to introduce students to European history and the historical methods and arguments used to analyze history as well as the toolbox used by the historian. Students may enroll in the 200 or 300 level, but those we enroll in the 300 level will complete assignments commensurate with upper-level standing. Open to all freshmen, strongly encourage sophomore level or above standing.

Offered: As needed

(Three credit hours)

HI 310 Of Gods and Men: The Mediterranean World in Classical Times

This course is a study of two important periods of classical civilization: Greece from the Golden Age to Alexander the Great, and Rome from the Late Republic through the Caesars. Emphasis is placed on the cultural heritage from these two periods within the context of the Mediterranean World.

Offered: As needed

(Three credit hours)

HI 315 The History of Human Rights in International Law

On 10 December 1948 the Universal Declaration of Human Rights was ratified by the members of the United Nations. Affirming the "inherent dignity and of the equal and inalienable rights of all members of the human family" the document formed a frame-work of rights in international law following the brutality of World War II. But what are "Human Rights" and how have they evolved within human history? A history that is replete with wars, brutality, slavery, oppression, where are universal human rights in world history? This course will explore the development of human rights and the corresponding framing of international laws, examining the global interdependence and connections between aspiration and application of "equal and inalienable rights" for all. Do we find concepts of human rights in pre-modern history, in diverse cultures, does it pose a tension between Western values and a global response? There are all questions and ideas that will be explored within the class focusing on global interconnections and the requirements of international interdependence and cooperation to achieve the ideals embedded within the Declaration.

Area of Investigation Fulfilled: Idea Seminar

Prerequisite: EN 111 and EN 112 both at a grade of "C" or higher **OR** consent of instructor.

Offered: As needed
(Three credit hours)

HI 322 Europe in the Middle Ages

This will be an overview of the time period of the Dark Ages (5th century AD. To 1000 A.D), through the High Middle Ages (1000 A.D to about 1300 A.D) and finishing with the decline of the Middle Ages (1300 A.D. to 1453 A.D). We will cover the following countries in our study: England, France, Germany and Italy, their relations with one another and their contacts with the eastern countries.

Prerequisite: any 100 or 200 level history course **OR** consent of instructor.

Offered: As needed only at the Overland Park campus
(Three credit hours)

HI 324 History of Modern Europe

This course will begin as Columbus sailed west across the Atlantic Ocean in the hopes of reaching the East Indies. A momentous year in European and world history, the course will focus on the critical shifts in Europe as religion, politics, the rule of law, and the enlightenment of man all move Europe from an age of magic and peasants to an age of science and the state. Modern European history will track how the Age of Exploration became an Age of Revolutions and ultimately an Age of Extremism all the while European nations came to control physically and economically, much of the wealth and people on the earth. The class will examine what was gained and what was lost as the certainties of man's achievements and perfectibility in the 19th century gave way to the horror of man's barbarity and failures in the 20th. This is a survey class designed to introduce students to European history and the historical methods and arguments used to analyze history as well as the toolbox used by the historian. Students may enroll in the 200 or 300 level, but those we enroll in the 300 level will complete assignments commensurate with upper-level standing.

Prerequisite: any 100 or 200 level history course **OR** consent of instructor

Offered: As needed
(Three credit hours)

HI 330 American Colonial History

This course deals with the timeframe of 1492 – 1763. It will deal with European explorations; the Indians of the Americas, the Spanish Empire, the French Empire, the Portuguese and Dutch colonial efforts, yet the major thrust of the course will be the English colonization and settlement in North America. The course will survey all facets of colonial life, with emphasis on recent scholarship of the last ten years, as well as works done earlier. It was during the first 200 years of our history that the social, intellectual, economic and political patterns were formed. The course will seek to assist the student in understanding the role of native-Americans, women, blacks and the "average guy" which recent scholarship has shown to have had a greater impact on events than previously thought.

Prerequisite: any 100 or 200 level history course **OR** consent of instructor

Offered: As needed only at the Overland Park Campus
(Three credit hours)

HI 331 Conquest and Resistance: The History of Peoples in the American Borderlands

Examines the global relationship between American and Hispanic settlers and the indigenous peoples of America's borderlands, specifically along the border of the U.S. and Mexico. The scope of the class will cover Spanish settlement and conquest of Mexico through the Mexican-American War, the wars of conquest over Native Americans in the Southwest, and the development of boomtowns in the late 19th century. Topics in the 20th century will discuss immigration issues between America and Mexico and the issues of migratory labor. Special emphasis will be given to the themes of conquest, colonialism, resistance, and issues of political equality and economic development.

Area of Investigation Fulfilled: Idea Seminar

Prerequisite: Any 100 or 200 level history course **AND** EN 112 both at a grade of "C" or higher **OR** consent of instructor

Offered: As needed

(Three credit hours)

HI 338 We Are All Africans: The History of Africa in a Global Context

This course is an Idea Seminar and we will explore global interdependence by examining the interconnectedness of Africa from the time the first people walked out of the Great Rift Valley and around the world to the modern day. It seems quite possible we are all Africans. The course will take students from the Nile, home to one of the great and earliest civilizations, moving with travelers and merchants across the desert sea of the Sahara and ride the ill-winds blowing millions of enslaved across the Atlantic Ocean. The world's second largest continent is home to diverse peoples who are deeply interconnected to and have provided connections across the regions of the globe. Exploring early developments, the course will then focus on the modern era and themes such as the spread of religions, slavery, colonialism, independence, economic systems, and cultural webs in a global context through African eyes.

Area of Investigation Fulfilled: Idea Seminar

Prerequisite: EN 111 and EN 112 both at a grade of "C" or higher **OR** consent of instructor.

Offered: As needed

(Three credit hours)

HI 340 The Struggle for Equality: African American History in the 20th Century

This course examines the progression of African American history starting with the migration of slaves from Africa through the election of Barack Obama in 2008. The course will emphasize African Americans' struggle to gain equality in civil rights, political representation, and economic independence. Topics include, but are not limited to: the Middle Passage and African migrations; the failure of reconstruction; violence, gender, sexuality, and race in the post-bellum South; African American progressivism, Pan-African movements, the Civil Rights Movement, and modern race relations. US History II or Africa in a Global Context are suggested as prior courses.

Area of Investigation Fulfilled: Idea Seminar

Prerequisite: EN 111 and EN 112 both at a grade of "C" or higher **OR** consent of instructor.

Offered: As needed

(Three credit hours)

HI 343 Tradewinds: The History of the Modern Middle East

The Fertile Crescent, nestled between the Tigris and Euphrates rivers, the Nile Delta, Istanbul, Jerusalem, Mecca, the trade caravans from across the world, the birthplaces of the great Abrahamic religions, the Middle East is home to all. But what is the Middle East, where is it? From a phrase coined by an American and promoted by an Englishman it is an invention of the 20th century with political contours that were drawn in Europe for the benefit of Europeans. In the whirlwind of current events, the idea of the Middle East as a place is truly modern but this does not mean that its roots are not ancient and its historical importance overstated. Examining the global interdependency and interconnectivity of the history, religions, cultures, politics, and geography of the region that stretches from Morocco to Istanbul, the course will challenge students. This idea seminar will stress the ways in which the dynamics of the Middle East are really the center of ideas and peoples connecting across the globe - a connective web mirroring the tensions between modernity and tradition, the old and the young, resources and power, and self-determination and control.

Area of Investigation Fulfilled: Idea Seminar

Prerequisite: EN 111 and EN 112 both at a grade of "C" or higher **OR** consent of instructor

Offered: As needed

(Three credit hours)

HI 345 The Quagmire: The History of the Vietnam War and the Rise of the American Counterculture

A history of the war in Vietnam from 1945-1975, with special emphasis on America's involvement and escalation from 1964-1973. Focus will be on the military history, including the strategies, operations, and tactics used by the belligerent parties. Attention will be given to the race, class, and gender dimensions of American soldiers. In addition, the effects of the war on the American home front and the development of an American anti-war movement and counterculture will receive special attention. The course will conclude with the repercussions of the war and its long-lasting impact on American society and culture.

Area of Investigation Fulfilled: Idea Seminar

Prerequisite: EN 111 and EN 112 both at a grade of "C" or higher **OR** consent of instructor.

Offered: As needed

(Three credit hours)

HI 355 The History of Genocide

This course will seek to answer four questions: What is genocide; can we identify root causes of genocide; is genocide a creation of the modern age; and what can we do to prevent genocide? Looking at the history of genocide or "race killing" the class will focus on the social, political, and diplomatic implications of a world that has perpetrated multiple genocides in the 19th and 20th centuries, often with impunity towards the perpetrators. Students will look at the legal structures that have been developed since World War II to prevent and prosecute genocide. Case studies will include: Hereros of Namibia; Armenians in Turkey; Cambodia and East Timur; Srebrenica, Bosnia; and Rwanda and Congo. This course deals with difficult topics and visuals of brutal killings of innocents including large numbers of children as well as mass rapes.

Area of Investigation Fulfilled: Idea Seminar

Prerequisite: any 100 or 200 level history course and EN 111 **AND** EN 112 both at a grade of "C" or higher **OR** consent of instructor.

Offered: Fall semester of odd numbered years

(Three credit hours)

HI 360 Witches, Cranks, and Assassins: Political Hysteria and Conspiracy Theory in United States History

Examines the tradition of political paranoia and social hysteria in American history and the causes and consequences of paranoia. Explores the growing acceptance of conspiratorial thought in American society over the course of the 20th century. Topics include, but are not limited to: the Salem Witch Trials, conspiracy and the ideological origins of the American Revolution, the Slave Power conspiracy, the Lincoln and JFK assassinations, the Pearl Harbor raid, Communism and the Red Scare, right-wing political hysteria, including Populism, the John Birch Society, and the “Truthers,” and left-wing hysteria, including 9/11 conspiracy theories. US History I or II is suggested prior to taking this course.

Prerequisite: any 100 or 200 level history course **OR** consent of instructor

Offered: As needed

(Three credit hours)

HI 370 From the Suburbs to Space: American Culture in the Cold War, 1945 – 1989

The history of American culture throughout the duration of the Cold War will be focused on in this class. The course will emphasize popular culture of the period and how the Cold War impacted American attitudes about religion, entertainment, race, and gender. Special attention will be given to the development of youth culture, including music and rock n’ roll, the bomb and works of science fiction, the growth and conformity of suburbia, the impact of television on American society, the space race, the changes in gender roles, the Me-Decade of the 70s, and America’s cultural shift to the right in the 1980s.

Prerequisite: any 100 or 200 level history course **OR** consent of instructor

Offered: As needed

(Three credit hours)

HI 380 American Sports History

This topical course examines American sport over the course of the nation’s history in relation to political, economic, social, and cultural developments. Specifically, the class will focus on the growth of organized sports and how race, class, gender, ethnicity, capitalism, nationalism, globalization, and religion have crafted a relationship between sports and American society. From this course, students will develop a better understanding of the history of America through an assessment of the influence that sports have had in shaping American culture.

Prerequisite: any 100 or 200 level history course **OR** consent of instructor

Offered: As needed

(Three credit hours)

HI 390 The Holocaust and Its Legacy

The destruction of six million Jews in the midst of the 20th century still causes puzzlement and anxiety as humanity has struggled to answer Why? and How? Was it simply the aberration, the horrifying and hellish vision of a disturbed mind, was there something singularly evil that created the space for ordinary men and women to participate in the murder of millions of fellow human beings? Was it the tendrils of anti-Semitism twisting through European history, singling out an “Other” in the anxiety of groups seeking the security of

homogeneity? How do we understand the Holocaust and therefore better comprehend its legacy in Europe and the Middle East? Examining the Holocaust and its legacy from a variety of perspectives (perpetrators, victims, bystanders, witnesses, prosecutors, accused, deniers, and survivors) the course will also consider the diaspora that scattered Jews across Europe, particularly in the 19th century and the aftermath of the Holocaust that called for the moment of return to an identified yet contested homeland in the Middle East. This is a writing intensive course that deals with difficult topics.

Prerequisite: any 100 or 200 level history course **OR** consent of instructor. Strongly recommend that students take History of Genocide or Modern European History prior to this course.

Offered: As needed

(Three credit hours)

HI 395 Special Topics in History

These courses are offered in response to student interest. They explore and analyze periods or themes that are not examined in detail in survey courses.

Prerequisite: any 100 or 200 level history course **OR** consent of instructor

Offered: As needed

(Three credit hours)

HI 401 The Great War and Failed Peace

The Great War (World War I) began in August 1914 and ended in November 1918. Between these dates millions died in the first world war of the twentieth century, engulfing an entire generation in the trenches of Europe. How did the war begin? How did it proceed and what choices were made at Versailles, Paris in 1919 that committed the world to its second conflagration a mere twenty years later? How did the failures of Versailles have ramifications for Japan, for the Middle East and for Africa? What social consequences did it have in Europe? How did the lives of women change as a consequence of the Great War? And what impact did the war have on the Russian Revolution? Exploring the themes of nationalism, empire, and European competition through various historical lens, this course will provide students with the opportunity to explore the impact of the war on the 20th century.

Prerequisite: any 100 or 200 level history course **OR** consent of instructor

Offered: As needed

(Three credit hours)

HI 402 The History of World War II

This course covers the origins, battles, and consequences of the Second World War. The emphasis will be global in nature, as all belligerent nations will be emphasized in how the war was prosecuted, and how home fronts and peoples were affected by the war. Both the Pacific and European theatres will receive emphasis, as well as the effects on the soldiers who fought in the war.

Area of Investigation Fulfilled: Idea Seminar

Prerequisite: EN 111 and EN 112 both at a grade of "C" or higher **OR** consent of instructor.

Offered: As needed

(Three credit hours)

HI 420 Anarchists and Radicals: Challenges to American Capitalism

Examines American radical movements and its global origins, the challenges that it offered to American capitalism from the late 19th century through the 21st century. The course will identify and define the theories behind anarchism, communism, and other radical ideologies. The course will also identify the growth of American labor unions, specifically the Industrial Workers of the World and will focus on the strikes and conflicts between working-class radicals and capitalists and how American radicalism impacted world affairs and was impacted by communist revolutions in the first half of the 20th century. The narrative of the American labor movement and challenges to capitalism will continue to explore the post-World War II economic boom, the fall of American manufacturing, and the struggles of wage laborers into the age of globalization culminating in the Occupy Wall Street movement.

Area of Investigation Fulfilled: Idea Seminar

Prerequisite: EN 111 and EN 112 both at a grade of "C" or higher **OR** consent of instructor.

Offered: As needed

(Three credit hours)

HI 430 History of Latin America

A study of the major events in Latin America from the Colonial Period to the present, including establishment of Hispanic culture in the Western Hemisphere including the political, social, economic, cultural, and religious developments and the role of the Latin American republics in international affairs from the nineteenth century to the present.

Prerequisite: any 100 or 200 level history course **OR** consent of instructor

Offered: Spring semester of even numbered years

(Three credit hours)

HI 440 The Long Cold War: America and the Soviet Union, 1919-1989

This course is an idea seminar course that examines the international relationships and the domestic political, economic, and social development of the United States and the U.S.S.R. Topics will include: The Russian Revolution of 1917 and the establishment of a communist state, the consolidation of authoritarian control under Joseph Stalin and subsequent Soviet leaders, the origins of the Cold War in 1945, and the major proxy wars that were waged during the Cold War, including Korea and Afghanistan. In addition, to focusing on the global interconnectedness and dependency of third-world nations within the Cold War, students will also be exposed to the diverse cultures of both the Soviet Union and America during the period under investigation.

Area of Investigation Fulfilled: Idea Seminar

Prerequisite: EN 111 and EN 112 both at a grade of "C" or higher **OR** consent of instructor

Offered: As needed

(Three credit hours)

HI 455 Kansas and the American West

History of Kansas and the American West from the time of Native American presence through exploration and settlement to the present. Examines Kansas government on the state and local levels. This is a required course for secondary education history majors. Topics include, but are not limited to: Bleeding Kansas, Plains Native American and contact with settlers, the expansion in the American West in the late 19th century, populism

and progressive reforms in Kansas, Kansas in the Great Depression and World War II, the Civil Rights Movement in Kansas, and historical and contemporary developments and shifts in Kansas politics. This is a required course for all students planning to teach secondary education history.

Prerequisite: any 100 or 200 level history course **OR** consent of instructor

Offered: Fall semester of even numbered years

(Three credit hours)

HI 470 American Century: History of the United States during the 20th Century

A study of the development of the United States as a superpower in the 20th century, including World War I, the Roaring Twenties, the Great Depression, World War II, the Cold War, the Civil Rights Movement, Vietnam, the 1960s, Watergate, and the technology explosion, among other topics.

Offered: As needed. Offered only online.

(Three credit hours)

HI 480 Historical Issues in American Healthcare

This course explores the evolution and change over time of the field of health care in America. Through using historical methods of analysis, students will confront numerous social and political issues regarding American healthcare from the colonial period to the present day. Topics include: the public response to the outbreak of disease from smallpox to influenza and polio; the role of gender in health care from midwifery and the birth of babies to the nursing profession in the Civil War; issues of class in professionalizing the medical field and creating the conditions for corporate pharmaceutical companies; issues of race and medicine from slavery through the civil rights movement; the development of public health agencies and health care issues related to sexuality and politics; and an evaluation of the role of government programs including Medicare, Medicaid and the Affordable Care Act.

Offered: As needed. Offered only online.

(Three credit hours)

HI 521 The Renaissance and Reformation

This course will cover the Italian Renaissance, focusing on four cities (Florence, Milan, Rome and Venice), Women of the Renaissance, the Northern Renaissance, Luther's revolt in Germany, Calvin's impact in Geneva, Knox's influence in Scotland and Henry VIII's break with Rome. We will also discuss the impact of the early explorations on the European societies, and the attempts by the Catholic Church to conduct a counter-Reformation.

Prerequisite: any 100 or 200 level history course **OR** consent of instructor

Offered: as needed at the Overland Park campus only

(Three credit hours)

HI 523 The French Revolution

Liberté, égalité, fraternité, one of the mottos of the French Revolution. In many ways, it is the French Revolution that changed Europe and the world at the end of the Eighteenth Century more dramatically than the American Revolution. The culmination of philosophical challenges to the old order of Absolute Rule and the economic and social corruption of king, clergy, and nobility in France, the French Revolution laid the

foundation for a legal and social system emphasizing civil law. How did the grandson of Louis XIV and his frivolous wife, Marie Antoinette become symbols of excess while the poor became more desperate for bread and opportunity daily? How did the French king's support of the American revolutionaries against the British accelerate the economic instability of France? And once the tumbrels began to take their daily path to deliver prisoners to the guillotine and the streets ran with blood, the Revolution took on a life of its own --- eating its original citizens with their tricolored hats while new leaders arose. It was left to Napoleon Bonaparte to bring order through the chaos that was, the French Revolution. Beginning in the 1715 and the death of Louis XIV and charting the increasing tensions internally and externally for France, this course considers the conditions that lead to the Revolution, the tensions and players within the Revolution, and the outcomes with the defeat of the French at Waterloo in 1815.

Prerequisite: any 100 or 200 level history course **OR** consent of instructor

Offered: As needed at the Overland Park campus only

(Three credit hours)

HI 524 Victorian Era

The course follows the reign of Queen Victoria (1837 – 1901) and the impact of British values both at home and overseas in her colonial empire. Students will look at the industrial age, reforms made in the political arena, the idea of manifest destiny, the role of science and technology on the everyday lives of both urban and the rural populations. Discussion will also include the role of the arts (including music, literature, painting, architecture), education, the various philosophies (socialism utilitarianism), evangelicalism, status / or class structure, the role of the monarchy and the decline of the House of Lords, free trade vs. laissez faire, and the problems of the working class.

Prerequisite: any 100 or 200 level history course **OR** junior or higher standing **OR** consent of instructor

Offered: As needed at the Overland Park campus only

(Three credit hours)

HI 568 Capstone Seminar for History and Education Majors

This course will serve as the capstone class for all students who have declared history as their major with secondary education licensure. Students will engage in best practices related to the teaching of history and will complete an extensive history educator portfolio project.

Prerequisite: Only open to history majors with junior level standing or above and must be enrolled in Teacher Education Program

Offered: As needed

(Three credit hours)

HI 569 Capstone Seminar for History Majors

This course is a seminar, required for all history majors who are not enrolled in the teacher education program, in which students apply analytical skills, methods of historical research, and understanding of historical theory to the preparation of a paper based on primary and secondary sources. Only open to history majors with junior level standing or above.

Offered: As needed

(Three credit hours)

HIM 200 Introduction to Healthcare

This course is an Idea Seminar and during the course of the semester the class will review the American healthcare system and then compare and contrast it with other nation's healthcare systems to evaluate our healthcare system's strengths and weaknesses. The United States is a melting pot of different cultures and by understanding other cultures and how they approach healthcare, the class will have a better appreciation of how healthcare is currently or should be delivered.

Area of Investigation Fulfilled: Idea Seminar

Prerequisite: EN 111 and EN 112 both a grade of "C" or higher, or equivalent, or consent of instructor

Offered: As needed

(Three credit hours)

HIM 210 Medical Terminology

This course focuses on the study of the vocabulary and acronyms used in the healthcare industry. Students will learn to recognize, define and appropriately use the language of healthcare. In addition to basic language study, students will learn to use the vocabulary and acronyms appropriately in a series of written and oral exercises.

Offered: As needed

(Three credit hours)

HIM 225 Principles of Diseases

An introduction to medical science, including the etiology, treatment (including pharmacology), and prognosis of various diseases. Topics considered include diseases of the body systems. Emphasis is given to the medical information as viewed from the standpoint of a health informatics or information management professional.

Prerequisite: HIM 210 **OR** consent of instructor

Offered: As needed

(Three credit hours)

HIM 300 Principles of Health Information Management

An introduction to the composition of the health record. The student will study the form, content, and regulations impacting the health record. Special emphasis is placed on how healthcare data is collected, stored, and managed throughout the American health care system.

Offered: As needed

(Three credit hours)

HIM 330 Information Governance

This class presents a holistic approach to the management of a healthcare organization's information through the implementation of processes, roles, controls, and metrics that treat information as an important asset.

Follow's the American Health Information Management Association's eight principles for healthcare:

Accountability, Transparency, Integrity, Protection, Compliance, Availability, Retention, and Disposition.

Offered: As needed

(Three credit hours)

HIM 350 Advanced Principles of HIM

A continuation of HIM 300 this course provides special emphasis on the legal aspects of healthcare, data management, project management, and knowledge management.

Area of Investigation Fulfilled: Writing Competency in Field

Prerequisite: HIM 300 **OR** consent of instructor

Offered: As needed

(Three credit hours)

HIM 360 Healthcare Administration

The study of management practices in the healthcare industry. Areas studied include, but are not limited to: human resources, logistics, technology, inventory, physical plants, data flow, and work flow. Students use case studies to recognize and identify successful practices of industry leaders.

Offered: As needed

(Three credit hours)

HIM 420 Classification Systems I

This course provides the student with introductory rules and principles for International Classification of Diseases (ICD) coding, a discussion on the importance in accuracy in coding for diagnoses, inpatient procedural coding and DRGs, and compliance with NCCI requirements. The course will use sample exercises and medical records to develop skill and accuracy in coding in various healthcare settings as well as encoding software to enhance coding consistency, efficiency, and quality. Compliance with HIPAA regulations for the protection of patient confidentiality is emphasized throughout the course.

Prerequisite: BI 258/259 or Anatomy and Physiology **AND** HIM 230 **OR** consent of instructor

Offered: As needed

(Three credit hours)

HIM 430 Healthcare Quality Improvement

This course covers the components of quality improvement systems, using practical tools for problem solving, decision making, time management, and implementation of quality concepts and critical clinical pathways.

Activities that provide the process of reviewing and evaluating healthcare services will be examined as well as topics related to utilization review and risk management will be explored.

Prerequisite: HIM 300 and MA 230 **OR** consent of instructor

Offered: As needed

(Three credit hours)

HIM 440 Professional Practice Experience

The course provides faculty supervised exposure to the multiple venues that healthcare is practiced and the role of the HIM professional. Lectures are coupled with onsite visits to selected healthcare sites and examine current workplace expectations of health information administrators, including behavioral, ethical, and practice competencies.

Prerequisite: HIM 350

Offered: As needed
(Three credit hours)

HIM 450 Healthcare Reimbursement

Focusing on the American healthcare payment system, this course will cover reimbursement methodologies, approved code sets and their functionality, compliance with established national and organization coding guidelines, 3rd party and government payers, managed care, and revenue cycle management. Strong emphasis will be given to determination of which codes sets apply to which healthcare setting. Risks and benefits of a CAC will also be addressed. How clinical data generated from coding is analyzed for trends in health, morbidity, mortality, outcomes, and the population.

Prerequisite: HIM 420 **AND** HIM 470 **OR** consent of instructor

Offered: As needed
(Three credit hours)

HIM 470 Classification Systems II

The emphasis of this course is on medical coding in non-acute settings. Students will develop an understanding of HCPCS coding with an emphasis on CPT. Codes will be assigned to workbook exercises, case studies, and actual outpatient records. The use of medical records to abstract data, evaluate documentation to support diagnoses will also be discussed. Codes will be assigned manually as well as with an encoder.

Prerequisite: HIM 420 **OR** consent of instructor

Offered: As needed
(Three credit hours)

HIM 480 Research in Healthcare

This course is an applied approach to the use of healthcare statistics and the role it plays in healthcare decision-making. Topics include epidemiology and outcomes research with an emphasis on data analysis, interpretation, and presentation of results. Students will identify a research topic, perform a literature review, and write a research proposal suitable for acceptance by an Institutional Review Board.

Prerequisite: HIM 430 **OR** consent of instructor

Offered: As needed
(Three credit hours)

HIM 501 Healthcare Internship

This course is to monitor the student in the practical application of skills learned in a working environment. Students will be evaluated by faculty based on input from supervisors at internship locations. By Appointment.

Offered: As needed
(Three credit hours)

HIPS 354 Sexuality and Nationalism

This course examines the histories and patterns of sexual relations in historically and geographically different societies as expressions (manifestations) of different national, cultural and ideological identities. How do the common patterns of sexual relations reflect political patterns of particular societies? How are our most

intimate self-expressions influenced and shaped by our broadest social and political beliefs? Topics include History of Sexuality and Gender in Western World, in Communist World, in Muslim World, Sexuality and Underdevelopment, and Sexuality and Globalization. Mainly, it is an overview of some of the main historical and contemporary political identities examined through the conceptual tool of sexual relations.

Area of Investigation Fulfilled: Idea Seminar

Prerequisite: EN 111 and EN 112, both at grade of "C" or higher **OR** consent of instructor.

Offered: Spring semester of odd numbered years

(Three credit hours)

HIPS 357 Peace Building

Today, when the global threat of terrorism painfully underscores the global interdependence of people, countries and cultures, there are questions to ask beyond, 'Why do they hate us?' Why are conflicts – from personal and family feuds to war and terrorism – a seeming constant throughout history? What did the great thinkers of the past think about the causes of conflict and the means of conflict resolution? What forms of conflict resolution and peace building exist today? This course is an interactive seminar divided onto two parts. The first part goes through some of the main theories and techniques of conflict interpretation and conflict resolution. The second part of the course applies principles learned in the first part to case study exercises.

Area of Investigation Fulfilled: Idea Seminar

Prerequisite: EN 111 and EN 112 both at grade of "C" or higher **OR** consent of instructor.

Offered: Spring semester

(Three credit hours)

HIPS 436 History of United States Foreign Relations I: To 1914

A study of United States foreign policy, international involvement, and participation in foreign wars from the end of the Revolution to the start of World War I.

Prerequisite: Any 100 or 200 level history course **OR** consent of instructor

Offered: As needed

(Three credit hours)

HIPS 437 History of United States Foreign Relations II: Since 1914

A study of United States foreign policy, international involvement, and participation in foreign wars from World War I to the present.

Prerequisite: any 100 or 200 level history course **OR** consent of instructor

Offered: As needed

(Three credit hours)

HIPS 450 Contemporary International Issues

American foreign policy initiatives in current international developments, particularly crisis situations, comparing these initiatives to relevant theories and approaches to the field of International Affairs. By means of case studies, students are engaged in analysis of divergent views of issues affecting the multi-polar world, which emerged at the end of the twentieth century.

Prerequisite: GSPS 250 **OR** consent of instructor

Offered: As needed
(Three credit hours)

HIPS 462 The Supreme Court: Civil Rights and Civil Liberties

An in-depth study of the American tradition of civil rights and civil liberties. The history of the Supreme Court and the way in which scholars have approached the study of civil rights and liberties lead to the study of significant court cases in the key areas of rights and liberties.

Prerequisite: any 100 or 200 level history course **OR** consent of instructor

Offered: Spring semester of odd numbered years
(Three credit hours)

MA 006 Introductory Algebra

The real number system, rates and ratios, unit conversions, percentages, first-degree equations, polynomials, factoring, rational expressions, graphs, slope, and linear systems of equations. Does not count toward mathematics general education requirement or the 120 hours needed to graduate. Required for students who have a score of 18 or below on the ACT math exam. The ACT Score must have been obtained within the last 3 years, otherwise, students must take the Mathematics Placement exam to determine placement. Students must have access to online textbook.

Offered: Fall semester
(Three credit hours)

MA 114 Introductory and Intermediate Algebra

Operations and properties of the real number system, rates and ratios, unit conversions, percentages, first-degree equations, polynomials, factoring, rational expressions, graphs, and functions, slope, linear and quadratic equations and inequalities, exponents and radicals, systems of equations, and applications. Does not count toward mathematics general education requirement. Required for students who have a score of 18 or below on the ACT math exam. The ACT Score must have been obtained within the last 3 years, otherwise, students must take the Mathematics Placement exam to determine placement. Students must have access to online textbook.

Offered: Fall and Spring Semester
(Four credit hours each semester)

MA 115 Intermediate Algebra

Operations and properties of the real number system, linear and quadratic equations and inequalities, polynomials, exponents and radicals, fractional expressions, graphs and functions, systems of equations and inequalities, applications. Does not satisfy mathematics general education requirement. Students must have access to online textbook.

Prerequisite: A grade of "C" or higher in MA 006 **AND/OR** a score of between 19 and 22 on the ACT math exam, **OR** a minimum score on the Mathematics Placement exam. The prerequisite must have been completed within the last 3 years, otherwise, students must take the Mathematics Placement exam to determine placement.

Offered: Fall and spring semester and online

(Three credit hours)

MA 125 Consumer Math Applications

This course will investigate applied mathematics from a real world point of view using basic algebra and statistics. Topics include the use of percentages and unit conversions, the consumer price index and use in business, basic investments and interest computations, statistics and reporting of business information, and real world use of linear and exponential models. This course will satisfy the general education requirements for mathematics. Student must have access to online textbook.

Area of Investigation Fulfilled: Mathematics

Prerequisite: A grade of "C" or higher in MA 114 or MA 115, **OR** a minimum score of 23 on the ACT math exam, **OR** a minimum score on the Mathematics Placement exam. The prerequisite must have been completed within the last 3 years, otherwise, students must take the Mathematics Placement exam to determine placement.

Offered: Spring semester of even numbered years

(Three credit hours)

MA 160 College Algebra

This course will cover the basic topics of college algebra, including: linear and quadratic equations; graphing techniques; functions; exponential and logarithm functions; zeros of polynomial functions; rational functions; and systems of equations. Using real world applications and models, the course will focus on mathematics as an integral part of nature, science, business, and society, and as a descriptive problem-solving tool. Student must have access to online textbook.

Area of Investigation Fulfilled: Mathematics

Prerequisite: A grade of "C" or higher in MA 114 or MA 115, **OR** a minimum score of 23 on the ACT math exam, **OR** a minimum score on the Mathematics Placement exam. The prerequisite must have been completed within the last 3 years, otherwise, students must take the Mathematics Placement exam to determine placement.

Offered: Fall and spring semesters

(Three credit hours)

MA 211 Trigonometry

Trigonometric functions and their graphs, circular functions, identities and equations, laws of sines and cosines, applications and right triangle trigonometry. Students must have access to online textbook.

Area of Investigation Fulfilled: Mathematics

Prerequisite: MA 160 College Algebra, **OR** a minimum score of 27 on the ACT math exam, a minimum score on the Mathematics Placement exam **OR** consent of instructor. The prerequisite must have been completed within the last 3 years, otherwise, students must take the Mathematics Placement exam to determine placement.

Offered: Spring semester of odd numbered years

(Two credit hours)

MA 230 Introductory Statistics

An introduction to basic statistics. Course topics include: sampling techniques, classification of variables, measures of central tendency, measures of dispersion, measures of relative standing, probability distributions, binomial and normal distribution, hypothesis testing, confidence intervals, correlation, regression, and Chi-Square test. Students must have access to online textbook.

Area of Investigation Fulfilled: Mathematics

Prerequisite: A grade of "C" or higher in MA 114 or MA 115, **OR** a minimum score of 23 on the ACT math exam, **OR** a minimum score on the Mathematics Placement exam. The prerequisite must have been completed within the last 3 years (10 years for RN-BSN students) otherwise, students must complete MA 114 or MA 115 with a grade of "C" or higher or take the Mathematics Placement exam to determine placement.

Offered: Fall and spring semesters and online

(Three credit hours)

MA 243 Calculus and Analytical Geometry I

The first of a three semester sequence in analytic geometry and calculus. Topics include: precalculus review, limits, continuity, derivatives and their applications, indefinite integrals, Fundamental Theorem of Calculus, and integration techniques. Student must have access to online textbook.

Area of Investigation Fulfilled: Mathematics

Prerequisite: Students must have previous experience in Trigonometry **AND** a grade of "C" or higher in MA 160 **OR** an ACT Math score of at least 23 **OR** consent of instructor. The prerequisite must have been completed within the last 3 years, otherwise, students must take the Mathematics Placement exam to determine placement.

Offered: Fall semester

(Four credit hours)

MA 244 Calculus and Analytical Geometry II

Continuation of analytic geometry and techniques of integral calculus. Emphasis will be on integral calculus and its applications, improper integrals, approximations, sequences and series, Taylor series, parametric and polar coordinates, conic sections, and an introduction to differential equations. Student must have access to online textbook.

Area of Investigation Fulfilled: Mathematics

Prerequisite: MA 243 with a grade of "C" or higher **OR** consent of instructor

Offered: Spring semester

(Four credit hours)

MA 272 Mathematical Reasoning

Teaches students how to read and understand, write, and construct mathematical proofs. Focus is on the language of mathematics. Topics include: elementary logic, methods of proof, and set theory, number theory, and relations and functions. The course provides the necessary analytical tools for advanced mathematics courses.

Area of Investigation Fulfilled: Honors

Prerequisite: MA 244 with a grade of "C" or higher **OR** consent of instructor

Offered: Fall semester of odd numbered years
(Three credit hours)

MA 330 Introductory Statistics

An introduction to basic statistics. Course topics include: sampling techniques, classification of variables, measures of central tendency, measures of dispersion, measures of relative standing, probability distributions, discrete and continuous distributions, hypothesis testing, confidence intervals, correlation, regression, and Chi-Square tests, and non-parametric tests. Students must have access to online textbook.

Area of Investigation Fulfilled: Mathematics

Prerequisite: MA 114 or MA 115 with a grade of "C" or higher **OR** a minimum score of 23 on the ACT math exam, **OR** a minimum score on the Mathematics Placement exam. The prerequisite must have been completed within the last 3 years (10 years for RN-BSN students), otherwise, students must complete MA 114 or MA 115 with a grade of "C" or higher or take the Mathematics Placement exam to determine placement.

Offered: Fall and spring semesters
(Three credit hours)

MA 345 Calculus III: Multivariable

Functions of two and more variables, graphs of functions in space, derivatives and partial derivatives, vectors, optimization, integration of functions of many variables, numerical methods, cylindrical and spherical coordinates, parametric curves and surfaces, line integrals, Greene's Theorem, and vector calculus. Students must have access to online textbook.

Area of Investigation Fulfilled: Honors

Prerequisite: MA 244 with a grade of "C" or higher **OR** consent of instructor
Offered: Fall semester of even numbered years
(Four credit hours)

MA 346 Differential Equations

This course covers a variety of topics in the basic theory of differential equations with applications to the fields of science and engineering. Topics include: solving first-order and second-order differential equations by algebraic, graphical and numerical methods; solving linear differential equations of higher order with constant and variable coefficients; solving first-order systems of differential equations; using Laplace Transforms; and using infinite series methods. Appropriate technology will be used as a tool for examining and solving differential equations.

Area of Investigation Fulfilled: Honors

Prerequisite: MA 345 with a grade of "C" or higher **OR** consent of instructor
Offered: Spring semester of odd numbered years
(Three credit hours)

MA 364 Linear Algebra

This course will discuss the basics of linear algebra, including: systems of equations, matrix algebra, determinants, vector spaces, eigenvalues and eigenvectors, linear transformations. Focus on both theory and applications.

Area of Investigation Fulfilled: Honors

Prerequisites: MA 244 and MA 272 both with a grade of "C" or higher **OR** consent of instructor

Offered: Spring semester of even numbered years

(Three credit hours)

MA 380 Historical Foundations of Mathematics

Historical topics in mathematics related to history of culture. Survey of mathematical developments and philosophies of mathematics through the centuries with a focus on Global Interdependence. Topics include early number systems; ancient Greek mathematics, Chinese, Hindu and Arabic mathematics; early modern mathematics through the development of calculus, and recent contributions of mathematicians. Students will research mathematicians and their contributions.

Area of Investigation Fulfilled: Idea Seminar and Honors

Prerequisite: MA 125 or higher course with a grade of "C" or higher **AND** EN 111 and EN 112 with a grade of "C" or higher **OR** instructor consent

Offered: Spring semester of even numbered years

(Three credit hours)

MA 400 Practical Applications of Teaching Mathematics

Designed for secondary mathematics teachers. Examine high school mathematics from a higher point of view with emphasis on the teaching of mathematics at this level. Real and complex numbers, functions, algebraic structures of equations, integers and polynomials, number system structures, analyses of alternate approaches, extensions, and applications of mathematical ideas, discussion of historical contexts, and connections between ideas that may have been studied separately in different courses.

Prerequisite: Must be junior or senior standing with acceptance into Teacher Education Program.

Offered: Fall semester as needed

(Two credit hours)

MA 401 Theory of Interest

The theory behind interest is explored with applications to economics and finance. These concepts are applied to various annuity functions and in the calculation of present and accumulated value for various financial structures. Topics will include reserving calculations, valuation, pricing, duration, investment income, and other areas designed to ready students for the second (SOA Exam FN) Actuarial Exam.

Area of Investigation Fulfilled: Honors

Prerequisites: MA 272 **OR** consent of instructor

Offered: Fall semester of even numbered years

(Three credit hours)

MA 402 Analysis and Advanced Calculus

This course is designed for students who are interested in the theory of calculus. It is a foundation course for students planning to study advanced calculus, complex variables, differential equations, Fourier analysis, or numerical analysis. A limited number of concepts involving the real line and functions are studied, the least

upper bound property is taken as an axiom, and the other properties of the number line are exploited throughout, including, a thorough treatment of the sequence of numbers.

Area of Investigation Fulfilled: Honors

Prerequisite: MA 272 **OR** consent of instructor

Offered: Fall semester of odd numbered years

(Three credit hours)

MA 403 Discrete Mathematics

General counting methods are discussed in detail including: partition of integers, Fibonacci numbers, Triangle numbers, Catalan numbers, Bernoulli numbers, generating functions, recurrence relations, and the inclusion-exclusion principles. Graph theory and its many applications are considered and various types of circuits are described. The combinatorial results will be used to study graphs. Trees and tree searching are examined, and numerous network algorithms are considered.

Area of Investigation Fulfilled: Honors

Prerequisite: MA 272 **OR** consent of instructor

Offered: Fall semester of odd numbered years

(Three credit hours)

MA 437 Probability and Statistics

Introduction to probability, including Bayes Theorem, random variables, distributions and probability density functions, expectation, moment generating functions, and limit theorems. Investigations of descriptive statistics and inferential statistics, including confidence intervals, hypothesis testing, correlation and regression, and Chi-Square test.

Area of Investigation Fulfilled: Honors

Prerequisite: MA 345 **OR** consent of instructor

Offered: Spring semester of even numbered years

(Three credit hours)

MA 455 Modern Geometries

Theory and applications of modern geometry, the role of axiomatics in developing a mathematical system, various methods of proof, including Euclidean, hyperbolic, spherical, transformational, symmetry, and three-dimensional geometries.

Area of Investigation Fulfilled: Honors

Prerequisite: MA 272 **OR** consent of instructor

Offered: As needed

(Three credit hours)

MA 463 Abstract Algebra

Introduction to abstract algebra covering elementary theoretical and computational aspects of number theory, groups, rings and fields.

Area of Investigation Fulfilled: Honors

Prerequisite: MA 272 **OR** consent of instructor

Offered: Fall semester of even numbered years
(Three credit hours)

MA 471 Mathematical Modeling

High level discussion of what mathematical models are, how they are formulated, and the processes used to evaluate them. Survey of simple to moderately complex models, using analytical and numerical techniques, applied to problems taken from a wide variety of disciplines including business, science, and engineering. Uses basic tools of calculus, probability and statistics, linear algebra, and differential equations. The course also utilizes computational tools such as Excel, Visual Basic, GeoGebra, and MATLAB.

Area of Investigation Fulfilled: Honors

Prerequisite: MA 244 with a grade of "C" or higher **OR** consent of instructor

Offered: Spring semester of odd numbered years
(Three credit hours)

MA 495 Special Topics in Mathematics

Offered in response to student interest in areas not regularly included in the mathematics curriculum.

Prerequisite: Strong mathematical background **AND** consent of instructor

Offered: As needed

(Variable one to three credit hours)

MA 591 Mathematical Internship

An internship is approved for on-site work experience where mathematical knowledge obtained from classroom theory is integrated with practical work experiences. Internships provide students with knowledge of career opportunities, help students gain an understanding of the role mathematics plays in industry, and what mathematics can help a person achieve success as an industrial mathematician.

Prerequisite: Consent of Mathematics Program Director

Offered: As needed

(Variable one to three credit hours)

MA 597 Senior Seminar

Senior Integrative Experience for mathematics majors. Reflections on principles of ethics; investigations into the role of mathematics in society; explorations of current research topics; and development of a career portfolio.

Area of Investigation Fulfilled: Senior Integrative Experience

Prerequisite: Senior mathematics major

Offered: Fall semester as needed

(Two credit hours)

MGT 231 Principles of Management

This course provides an overview of the history and evolution of management and an introduction to the general terms and concepts in the field of management. Broad topics covered include the critical management

skills of planning, organizing, leading, and controlling. Multiple frameworks and systems will be covered. Open to non-business majors and high school seniors.

Offered: Fall and spring semester

(Three credit hours)

MGT 320 Leadership

This course examines the characteristics of effective leadership, the difference between leadership and management, personal leadership styles, the concept and issues of corporate social responsibility, and the relation between leadership and corporate social responsibility. This course is open to non-business majors.

Offered: Fall and spring semesters

(Three credit hours)

MGT 332 Legal and Ethical Aspects of Business

This course provides an overview of various legal institutions and the ethical issues and challenges that face businesses and individuals. Specific areas include the origin and foundation of U.S. laws, the various types of contracts, the differences between real and personal properties; how businesses and corporations are formed, and laws related to advertising, human resources, competition, and privacy.

Offered: Spring semester

(Three credit hours)

MGT 334 Entrepreneurship and Small Business Management

This course examines the problems, opportunities, and methods of starting a new business or running a small business. The course examines the special needs of entrepreneurs regarding forecasting, planning, venture capital, trade finance, marketing, staffing, structuring, budgeting, cost control, and operations. It also examines the use and application of the Internet and electronic business tools.

Prerequisite: AC 251, MGT 231, and MKT 231

Offered: Spring semester

(Three credit hours)

MGT 350 Business Communication

This course will introduce students to concepts and theories of communication in modern organizations. The course will help prepare students to communicate formal and informal messages within the context of business. Students will learn to utilize the most appropriate communication channel for the given audience, message, and purpose.

Prerequisite: Earned a "C" or above in EN 112 or EN 310, and MGT 231, MKT 231, and AC251

(Three credit hours)

MGT 386 Data Analysis for Business Decision Making

This course is designed to introduce students to business analytics. This course is designed to enable students to use and interpret descriptive statistics to understand business problems, understand basic mathematical models used in solving various business questions, and communicate the results of data analysis to various stakeholders.

Prerequisite: MA 230 or MA 330 with a grade of "C" or higher

Offered: Fall semester

(Three credit hours)

MGT 390 Project Management

This course focuses on key issues involving project planning and execution that every project manager is likely to face - managing project scope, time, cost, quality, human resources, communications and risk. The course focuses on "real-world" challenges that project managers face and provides knowledge about the strategies, tactics and deliverables that are critical to project managers and general organizational leadership.

Offered: Spring semester

(Three credit hours)

MGT 410 Human Resource Management

This course provides a comprehensive overview of the management of personnel and the strategic role of the human resource function within organizations. Students analyze the personnel functions of recruitment, development, training, compensation, diversity, affirmative action, integration into the workforce, and maintenance of personnel for the purpose of contributing to organizational, social, and individual goals. Special emphasis is placed on comparing the traditional and strategic roles of HRM as well as how organizations use HRM to achieve a competitive advantage in domestic and global environments.

Prerequisites: MGT 231

Offered: Fall semester

(Three credit hours)

MGT 420 Organizational Behavior

Study of human behavior at the individual, group, and organizational levels. Included are topics dealing with conflict and negotiation resolution, leadership, persuasion, power relationships, managerial roles and interventions, teamwork and teambuilding, organizational structure, and organizational culture.

Prerequisites: MGT 231

Offered: Spring semester

(Three credit hours)

MGT 485 International Business

This course focuses on various factors faced by organizations required for the effective management and leadership when businesses operate in more than one country. It includes, but is not limited to, an examination of the concepts of cultural, economic, legal, and political, trade alliances, and supply chain management. It is an Idea Seminar that seeks to build a general understanding of global interdependence, diversity, and interconnectedness. Various methods and assignments may be used in this course modeling, but not limited to: case studies, individual and group projects, computerized and/or live simulations, as well as oral and written assignments.

Area of Investigation Fulfilled: Idea Seminar

Prerequisite: EC 232, EC 233, MGT 231, MKT 231, AC 251, EN 111, and EN 112 (or equivalent) **OR** consent of instructor

Offered: Fall semester
(Three credit hours)

MGT 491 Production and Operations Management

Focus on the management of those activities providing the firm's goods and services. Topics include demand estimation, material and inventory planning, production scheduling and control, quality management, and facility location and layout.

Prerequisite: MGT 231, AC 251, EC 232 or EC 233, and MA 230 or MA 330

Offered: Fall semester
(Three credit hours)

MGT 497 Internship in Management

Supervised practical experience related to management in selected organizations, agencies, or businesses. Overall experience and written component to be developed collectively by the faculty member, the organization, and the student. Requires a minimum of 135 site hours for three credit hours.

Prerequisite: Junior or senior standing; be a declared Business Administration major pursuing a general management concentration or management minor; completion of AC 251, MGT 231, MKT 231, MGT 332, and EC 232 **OR** EC 233; have a minimum cumulative GPA of 2.0; and consent of the Division Chair
(Three credit hours)

MGT 499 Internship in Management

Second supervised practical experience related to management in selected organizations, agencies, or businesses. Must be different learning/practical experience from MGT 497. Overall experience and written component to be developed collectively by the faculty member, the organization, and the student. Requires a minimum of 135 site hours for three credit hours.

Prerequisite: Junior or senior standing; declared Business Management major pursuing a general management concentration or management minor; completion of AC 251, MGT 231, MKT 231, MGT 332, and EC 232 **OR** EC 233; have a minimum 2.0 cumulative GPA; and consent of the Division Chair
(Three credit hours)

MGT 550 Strategic Management and Ethics

This course focuses on the strategic management process, strategic planning, strategic implementation and execution, executive level governance, and ethical decision making. This course is the Senior Integrative Experience capstone for Business Administration and Accounting majors; as such, students are expected to demonstrate and apply knowledge of concepts from their prior business courses. This course is an Idea Seminar which seeks to build a general understanding of global interdependence, change, interconnectedness, and diversity.

Limitations: This course is not designed or intended to be offered as an Independent Study. Transfer credit for this course is not accepted. Students must earn a "C" or higher in this course to graduate with a degree in Accounting or Business Administration.

Area of Investigation Fulfilled: Idea Seminar, Senior Integrative Experience, and Writing Competency in Field

Prerequisite: Student has, or will have (by spring semester in which this course is taken), completed all respective business core courses, major, concentration, and elective courses for management, marketing, or accounting prior to or concurrently with this course; EN 111 and EN 112 (or EN 310 for transfer students) must be completed with a grade of “C” or higher **OR** consent of instructor.

Offered: Spring semester

(Three credit hours)

MKT 231 Principles of Marketing

This is the basic marketing course for all business majors. The course work includes defining marketing and its place in business and society; the marketing concept; the components of the marketing mix; product, price, place, and promotion; competitive analysis; and strategic planning.

Offered: Fall and spring semester

(Three credit hours)

MKT 301 Business Learning Lab

The Business Learning Lab is an on-site work experience at the Student Run University of Saint Mary Spiro's Cup coffee shop. This Integrative Business Experience provides students 'real world' applications of classroom business knowledge and hands-on experience performing roles representative of various business disciplines.

Prerequisite: Junior or Senior in the Business & Information Technologies Division and enrollment in MGT 334 or MGT 490 or MKT 475 or MKT 531

(Two or three credit hours)

MKT 325 Consumer Behavior

This course examines the consumer's decision process including the effects of both internal and external factors upon consumer purchasing behavior. The course emphasizes the application of consumer behavior theory to the development of viable marketing strategies. Requirements for the course include observing consumers in the marketplace and a term project involving a major purchasing decision.

Prerequisite: MKT 231

Offered: Fall semester

(Three credit hours)

MKT 351 Principles of Advertising

Introductory course in the basics of advertising. The course will include the study of advertising as a process; the structure of the advertising industry; agency/client relationships; the creative process; copywriting; art direction and production; layout and design; and will include creation of basic advertisements by each student.

Prerequisite: MKT 231

Offered: Spring semester or as needed

(Three credit hours)

MKT 395 Website Design and Digital Marketing

This course focuses on the fundamentals of website design and the design of digital marketing campaigns. Students will learn to create, organize, and design a website and corresponding blog. Students will explore and

use all aspects digital marketing – social media, mobile applications, email, search engine marketing or any new digital channel.

Prerequisite: CYB 170, MKT 231

Offered: Fall semester even years

(Three credit hours)

MKT 475 Marketing Research

Application of scientific research techniques and statistical analysis of information (data) relative to sound marketing management decision-making.

Prerequisite: AC 251, MGT 231, MKT 231, MKT 325, and junior standing.

Offered: Fall semester odd years

(Three credit hours)

MKT 497 Internship in Marketing

Supervised practical experience in a selected organization, agency, or business related to marketing.

Developed by faculty member, organization, and student.

Prerequisite: Senior standing; minimum cumulative GPA of 2.0; completion of AC 251, EC 231 **OR** EC 232, MGT 231, MGT 332, MKT 231; and consent of Division Chair

(Three credit hours)

MKT 499 Internship in Marketing

Second supervised practical experience in a selected organization, agency, or business related to marketing.

Developed by faculty member, organization, and student.

Prerequisite: Senior standing; minimum cumulative GPA of 2.0; AC 251, MGT 231, MGT 332, MKT 231, EC 231 **OR** EC 232; and consent of Division Chair

(Three credit hours)

MKT 500 Special Topics in Marketing

This course is designed for upper level marketing majors to explore special advanced topics in marketing such as branding and advanced advertising projects.

Prerequisite: MKT 231, MKT 325, MKT 351

Offered: As needed

(Three credit hours)

MKT 531 Strategic Marketing

This course involves an in-depth study of the strategic elements of marketing promotion and planning. Topics include the application of the strategic process to the 4 Ps of marketing – Product, Price, Place, and Promotion. Students will also examine strategy in relation to customer relationship management, direct marketing, public relations, and integrated brand promotion.

Prerequisite: AC 251, MGT 231, MKT 231, MKT 325, MKT 351, MKT 395 or consent of instructor, and junior standing

Offered: Spring semester and as needed

(Three credit hours)

MU 105 Music Appreciation

Introduction to music: history, styles, forms and composers. Lecture, discussion, listening, analysis of live and recorded music. Required attendance at selected concerts and recitals on and off-campus.

Area of Investigation Fulfilled: Fine Art

Offered: As needed

(Three credit hours)

MU 110 Fundamentals of Music Theory

Assumes no prior musical instruction. Notation of pitch and rhythm, time signatures, intervals, scales, key signatures, triads, melody, harmony, and introduction to musical forms. Open to all students.

Area of Investigation Fulfilled: Fine Art

Offered: As needed

(Three credit hours)

MU 120 Diatonic Music Theory and Form

Introduction to four-part writing in the tonal style and examination of the structure of music from the smallest elements through complex musical organizations.

Area of Investigation Fulfilled: Fine Art

Prerequisite: MU 110 or equivalent

Offered: As needed

(Three credit hours)

MU 122 Aural Skills

Sight-singing of melodies built on scale-wise and triadic patterns in the treble and bass clefs. Ear training for recognition of scales, intervals, triads, rhythmic patterns and figures, cadences and harmonic practices.

Dictation of simple melodies, rhythms, and two-part exercises.

Offered: As needed

(One credit hour)

MU 131 Concert Chorale/Handbells

Instruction in choral singing and hand-bell ringing (fall semester only) with emphasis on preparation for performance. Open enrollment. Check University Calendar for required performance dates.

Offered: As needed

(One credit hour)

MU 136 University-Community Band

Rehearsal and performance of concert, wind ensemble, and jazz band repertoire. Open enrollment. Check University Calendar for required performance dates.

Offered: As needed

(One credit hour)

MU 137 Instrumental Ensemble: Strings

Rehearsal and performance of string ensemble repertoire. Additional opportunities to play with University-Community Band and Vespers Orchestra. Check University Calendar for required performance dates.

Offered: As needed

(One credit hour)

MU 138 Instrumental Ensemble: Percussion

Rehearsal and performance of cadences and repertoire for drumline: snares, tenor, bass drums and cymbals. Drumline performs at selected athletic contests and other University events and functions, primarily in the fall semester.

Offered: As needed

(One credit hour)

MU 141 Class Piano I

Fundamentals class for beginners. Class Piano is open to all students with no prerequisites or music faculty approval. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30-minute class.

Offered: As needed

(One credit hour)

MU 142 Class Piano II

Fundamentals class for beginners. Class Piano is open to all students with no prerequisites or music faculty approval. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30-minute class.

Offered: As needed

(One credit hour)

MU 143 Class Piano III

Fundamentals class for beginners. Class Piano is open to all students with no prerequisites or music faculty approval. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30-minute class.

Offered: As needed

(One credit hour)

MU 144 Class Piano IV

Fundamentals class for beginners. Class Piano is open to all students with no prerequisites or music faculty approval. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30-minute class.

Offered: As needed

(One credit hour)

MU 151 Private Instrument I

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Lower-level private instrument study. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in other instruments is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(One credit hour)

MU 152 Private Instrument II

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Lower-level private instrument study. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in other instruments is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(One credit hour)

MU 153 Private Piano I

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Lower-level piano study. Class Piano is open to all students with no prerequisites or music faculty approval. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in piano is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(One credit hour)

MU 154 Private Piano II

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Lower-level piano study. Class Piano is open to all students with no prerequisites or music faculty approval. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50

minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in piano is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(One credit hour)

MU 155 Private Voice I

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Lower-level voice study. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in voice is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(One credit hour)

MU 156 Private Voice II

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Lower-level voice study. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class.

Applied Private Lessons in voice is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(One credit hour)

MU 251 Private Instrument III

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Lower-level private instrument study. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in other instruments is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(One credit hour)

MU 252 Private Instrument IV

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Lower-level private instrument study. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in other instruments is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(One credit hour)

MU 253 Private Piano III

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Lower-level piano study. Class Piano is open to all students with no prerequisites or music faculty approval. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in piano is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(One credit hour)

MU 254 Private Piano IV

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Lower-level piano study. Class Piano is open to all students with no prerequisites or music faculty approval. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in piano is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(One credit hour)

MU 255 Private Voice III

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Lower-level voice study. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in voice is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(One credit hour)

MU 256 Private Voice IV

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Lower-level voice study. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in voice is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(One credit hour)

MU 301 Special Topics

Special topics in music.

Offered: As needed

(Variable one to three credit hours)

MU 310 Foreign Languages for Singing

Study of phonetic pronunciation of Latin, Italian, German and French for singing, with emphasis on the use of the International Phonetic Alphabet.

Offered: As needed

(One credit hour)

MU 351 Private Instrument V

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Upper-level private instrument study. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in other instruments is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in

addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(Variable one to two credit hours)

MU 352 Private Instrument VI

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Upper-level private instrument study. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in other instruments is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(Variable one to two credit hours)

MU 353 Private Piano V

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Upper-level piano study. Class Piano is open to all students with no prerequisites or music faculty approval. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in piano is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(Variable one to two credit hours)

MU 354 Private Piano VI

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Upper-level piano study. Class Piano is open to all students with no prerequisites or music faculty approval. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in piano is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(One credit hour)

MU 355 Private Voice V

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Upper-level voice study. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in voice is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(Variable one to two credit hours)

MU 356 Private Voice VI

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Upper-level voice study. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in voice is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(Variable one to two credit hours)

MU 401 Piano Pedagogy

Methods and materials for piano teaching.

Offered: As needed

(One credit hour)

MU 420 Music History and Literature I

The art of Western music from the Greeks through the Middle Ages, Renaissance and Baroque eras. Important styles, trends, works and composers.

Area of Investigation Fulfilled: Fine Art

Prerequisite: Consent of instructor

Offered: As needed

(Three credit hours)

MU 421 Music History and Literature II

The art of Western music from the Pre-Classical & Classical eras, Beethoven, the Romantic era and the 20th Century to the present day. Important styles, trends, works and composers.

Area of Investigation Fulfilled: Fine Art and Writing Competency in Field

Prerequisite: Consent of instructor

Offered: As needed

(Three credit hours)

MU 431 Opera Workshop

Role preparation, acting, and stagecraft. Class concludes with a public performance of scenes or an entire opera. Check University Calendar for required performance dates. Enrollment by invitation and consent of instructor.

Offered: As needed

(One credit hour)

MU 451 Private Instrument VII

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Upper-level private instrument study. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in other instruments is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(Variable one to two credit hours)

MU 452 Private Instrument VIII

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Upper-level private instrument study. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in other instruments is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(Variable one to two credit hours)

MU 453 Private Piano VII

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Upper-level piano study. Class Piano is open to all students with no prerequisites or music faculty approval. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in piano is available to all students by audition and with the consent of the instructor and music program director. Students

enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(Variable one to two credit hours)

MU 454 Private Piano VIII

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Upper-level piano study. Class Piano is open to all students with no prerequisites or music faculty approval. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in piano is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(Variable one to two credit hours)

MU 455 Private Voice VII

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Upper-level voice study. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in voice is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(Variable one to two credit hours)

MU 456 Private Voice VIII

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Upper-level voice study. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in voice is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(Variable one to two credit hours)

MU 471 Private Instrument IX

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Upper-level private instrument study. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in other instruments is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(Variable one to two credit hours)

MU 472 Private Instrument X

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Upper-level private instrument study. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in other instruments is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(Variable one to two credit hours)

MU 473 Private Piano IX

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Upper-level piano study. Class Piano is open to all students with no prerequisites or music faculty approval. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in piano is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(Variable one to two credit hours)

MU 474 Private Piano X

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Upper-level piano study. Class Piano is open to all students with no prerequisites or music faculty approval. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in piano is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(Variable one to two credit hours)

MU 475 Private Voice IX

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Upper-level voice study. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in voice is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(Variable one to two credit hours)

MU 476 Private Voice X

NOTE: Private and group music lessons not taught by University of Saint Mary faculty are arranged with approved musicians who set their own fees.

Upper-level voice study. At the discretion of the Music Program Director students may be instructed in groups once per week in a 50 minute class or as individuals once per week in a 30 minute class. Applied Private Lessons in voice is available to all students by audition and with the consent of the instructor and music program director. Students enrolled in Private Lessons are assessed a surcharge in addition to regular tuition. Performance on student recitals is at the discretion of the instructor. A semester jury examination is required for private applied lessons for academic credit.

Offered: As needed

(Variable one to two credit hours)

MU 485 Conducting

Methods of organizing and rehearsing vocal and instrumental ensembles. Baton technique, score reading. Out-of-class observations of conductors and conducting practicum with University ensembles.

Prerequisite: Consent of the Music Program Director

Offered: As needed

(Three credit hours)

MU 498 Independent Study

Independent study of on topics in music.

Area of Investigation Fulfilled: Honors

Prerequisite: Consent of Music Program Director

Offered: As needed

(Variable one to three credit hours)

MU 499 Applied Piano, Voice, or Instrument Minor Senior Recital/Lecture Recital

Recital/lecture recital for applied music.

Offered: Senior year only

(Variable one to two credit hours)

MUTHR 330 The Broadway Musical

Historical/stylistic development of the American Broadway Musical from eighteenth century origins to the present. Attendance at selected on and off-campus musical theatre productions is required.

Area of Investigation Fulfilled: Fine Art

Prerequisite: Consent of instructor

Offered: As needed

(Three credit hours)

NS 100 Introduction to the Health Professions

This course will expose students to a variety of careers in the health professions including allopathic and osteopathic medicine, veterinary medicine, physical therapy, occupational therapy, physician assistant, dentistry, optometry, chiropractic medicine, and pharmacy. In addition to describing the professions, time is spent talking about academic preparation for specific professions and the application process for admission to health profession schools. This course is intended for students new to the University of Saint Mary, or current students unfamiliar with the pre professional health/natural sciences faculty.

Limitation: Course is graded on Pass/Fail basis

Offered: Fall and spring semesters

(One credit hour)

NS 107 How Things Work: An Introduction to Physical Science

An introductory science lab course designed for non-science majors. This course is a practical introduction to physical science in everyday life. This course considers objects from our daily environment, identifying and exploring the scientific concepts upon which they're based. Because it starts with objects and looks within them for science, it is the reverse of a traditional science class.

Area of Investigation Fulfilled: Natural Science

Offered: As needed

(Three credit hours)

NS 108 Laboratory Topics

A laboratory course for non-majors that introduces scientific method through investigations of both biological and physical phenomena.

Area of Investigation Fulfilled: Natural Science

Prerequisite: Math ACT score of 19 **OR** MA 006 **OR** MA 114 at the grade of “C” or higher, achieved in the 3 years prior to the intended start of the course. Mathematics Placement testing is available if 3 years has elapsed. An additional science lecture course must be taken to fulfill graduation requirements for a laboratory science.

Offered: Fall or spring semester

(Two credit hours)

NS 310 Science of Color

This course is designed for non-science majors, so basic concepts in physics and chemistry will be introduced within the course. This course will explore the fundamental relationships between color and light; interactions of light with various substances; and how color is specified, described, and measured. This course will have a special emphasis on the chemistry of common dyes and pigments. Students will study the ways in which color occurs in the natural world (animal, vegetable, and mineral) and will realize global interdependence through the study of diversity in natural resources and technological capabilities throughout the world. Students will explore the way the interconnectedness of our diverse world provides for changes in color science through the development of synthetic sources of color and other related technologies. Lecture and activities.

Offered: As needed

(Three credit hours)

NSMA 190 Science and Mathematics Undergraduate Research Forum

This one day event is suitable for any student interested in majoring in biology, chemistry, clinical laboratory science, biomedical sciences or mathematics. Speakers from the various fields of interest of the Department of Natural Sciences and Mathematics will talk about their work and careers. A poster session will also be held to allow those students who have undertaken Honors work and/or faculty supervised research to present their findings to their peers. This course may be repeated up to a total of four times.

Limitation: Course is graded on Pass/Fail basis

Prerequisite: Consent of instructor

Offered: Spring semester

(One credit hour)

NU 300 Foundations of Nursing Practice

Focuses on an introduction to nursing and roles of the nurse in healthcare systems, as well as professional and client care concepts. Emphasis is placed on the knowledge, skills, and attitudes needed to provide safe, quality care within the legal, ethical, political, social, global, and economic context of nursing. Students are introduced to the concept of nursing issues and the manifestations of these at the global level, emphasizing interconnectedness, interdependence, diversity, and change. The theoretical foundation for basic nursing skills is presented, and the student is given an opportunity to practice and demonstrate these skills in laboratory

settings. An introduction to the nursing process provides a decision-making framework to assist students in developing effective clinical judgment skills.

Area of Investigation Fulfilled: Idea Seminar and Writing Competency in Field

Prerequisite: Admission to the Nursing Program

Offered: Fall semester

(Four credit hours: 3 didactic, .5 lab, .5 clinical)

NU 311 Nursing Informatics

Provides an overview of nursing informatics as it relates to the provision of safe, effective, quality client centered care. Emphasis is placed on the establishment and provision of evidence based practice. The use of information management systems in the collection, management and communication of client data as well as the maintenance of client privacy and confidentiality is highly stressed.

Prerequisite: Admission to the nursing program and successful completion of all prerequisite courses or APC approval.

Offered: Spring semester

(Two credit hours)

NU 315 Wellness and Health Promotion

Provide students the knowledge, skills, and attitudes needed to support themselves and clients in promoting their own health and preventing disease. Emphasis is placed on motivational theory to facilitate behavior change in relation to minimizing stress, maintaining a healthy weight and level of activity, and establishing healthy sleep patterns. Wellness for the student and practicing nurse are emphasized as a means of minimizing burnout and compassion fatigue.

Prerequisite: Admission to the nursing program and successful completion of all prerequisite courses or APC approval.

Offered: Spring semester

(Two credit hours)

NU 322 Health Assessment

This course focuses on the application of critical thinking and reasoning in the assessment of health status of individuals across the adult life span. Emphasis on systematic holistic approach to health history and physical examination for differentiating normal from abnormal states to include assessment of the physical, developmental, psychosocial, cultural and spiritual dimensions. Lecture and laboratory.

Prerequisite: Admission to the Nursing program.

Offered: Fall semester

(Four credit hours: 2.5 didactic, 1 lab, .5 clinical)

NU 330 Pathophysiology/Pharmacology I

Focuses on altered processes of human physiology and pharmacological and non-pharmacological treatments and interventions. An emphasis is placed on exploring changes of biological processes of the body and the effects on homeostasis. Alterations of health problems are studied along with the associated clinical manifestations, treatments, and pharmacological interventions for specific body systems.

Prerequisite: Admission to the nursing program

Offered: Fall semester

(Three credit hours)

NU 331 Pathophysiology/Pharmacology II

Focuses on more complex altered processes of human physiology and pharmacological and nonpharmacological treatment interventions. An emphasis is placed on exploring changes of complex biological processes of the body and the effects on homeostasis. Alterations of health problems are studied along with the associated clinical manifestations and treatments for specific body systems.

Prerequisite: Admission to the nursing program and successful completion of all prerequisite courses or APC approval

Offered: Spring semester

(Three credit hours)

NU 335 Childbearing Family/Obstetric Nursing

Provides an integrative, family-centered approach to the care of mothers and newborns. Emphasis is placed on normal and high-risk pregnancies, normal growth and development, family dynamics and the promotion of healthy behaviors in clients. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe client care to mothers and newborns in selected settings.

Prerequisite: Admission to the nursing program and successful completion of all prerequisite courses or APC approval

Offered: Spring semester

(Three credit hours: 2 didactic, 1 clinical)

NU 336 Pediatric Nursing

Provides an integrative, family-centered approach to the care of children. Emphasis is placed on normal growth and development, family dynamics, common pediatric disorders and the promotion of healthy behaviors in clients. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe client care to children in selected settings.

Prerequisite: Admission to the nursing program and successful completion of all prerequisite courses or APC approval

Offered: Spring semester

(Three credit hours: 2 didactic, 1 clinical)

NU 340 Medical Surgical Nursing I

Focuses on the basic care of adult clients. The student gains experiences with health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of clients with alterations in selected body functions. Concepts of client centered care, teamwork and collaboration, evidence based practice, safety, informatics, systems based practice, professionalism, and caring are integrated throughout the course. Clinical experiences provide the beginning student with opportunities to apply fundamental concepts and assist with safe client care of adults in a variety of settings.

Prerequisite: Admission to the nursing program and successful completion of all prerequisite courses or APC approval

Offered: Spring semester

(Five credit hours: 3 didactic, 2 clinical)

NU 412 Research and Evidence Based Practice

Promotes clinical decision making, based on evidence, through the exploration and integration of current scientific evidence, use of clinical reasoning, identification of client preferences, and assessment of available resources. Focus is placed on the analysis and synthesis of evidence to answer a clinical question relevant to nursing practice and client centered care.

Prerequisite: Admission to the nursing program and successful completion of all prerequisite courses or APC approval

Offered: Fall semester

(Three credit hours)

NU 421 Gerontological Nursing

Provides an introduction to the care of older adults while focusing on their unique physiological and psychosocial needs. Emphasis is placed on promoting healthy aging, safety, applicable services and programs, and retaining functional ability within a home, community or residential environment. Theories of aging and adjustments to older life are discussed. Common health alterations of the older adult are introduced.

Prerequisite: Admission to the nursing program and successful completion of all prerequisite courses or APC approval

Offered: Fall semester

(Two credit hours)

NU 441 Medical Surgical Nursing II

Focuses on the care of adult clients with common and/or complicated medical and/or surgical health alterations. Emphasis is placed on the care of clients with alterations in selected body functions. Concepts of client centered care, teamwork and collaboration, evidence based practice, safety, informatics, systems based practice, professionalism, and caring are integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to clients and selected groups in a variety of settings.

Prerequisite: Admission to the nursing program and successful completion of all prerequisite courses or APC approval

Offered: Fall semester

(Five credit hours: 3 didactic, 2 clinical)

NU 465 Behavioral Health Nursing

Focuses on the care of clients across the lifespan experiencing cognitive, mental, and behavioral disorders. Emphasis is placed on management of clients facing emotional and psychological stressors as well as promoting and maintaining the mental health of individuals and families.

Concepts of crisis intervention, therapeutic communication, anger management, and coping skills are integrated throughout the course. The community as a site for care and support services is addressed. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe client care to clients in selected mental health settings.

Prerequisite: Admission to the nursing program and successful completion of all prerequisite courses or APC approval

Offered: Fall semester

(Three credit hours: 2 didactic, 1 clinical)

NU 491 Palliative Care

This course examines the principles of palliative and end of life care of individuals and families across the lifespan with an emphasis on interdisciplinary care; the role of the nurse as an advocate; ethics, pain and symptom management; and complementary and alternative therapies. Integrated approaches to meeting physical, psychological, cultural and spiritual needs of the nurse, patient and family are explored.

Offered: Spring semester

Prerequisite: Admission to the nursing program and successful completion of all prerequisite courses or APC approval

(Two credit hours)

NU 497 Population Health

Focuses on the synthesis of population-based health and public health concepts to promote, maintain, and restore health to individuals, families and communities. Community assessment, risk appraisal, and application of community health nursing strategies are emphasized in the didactic and project development experience.

Prerequisite: Admission to the nursing program and successful completion of all prerequisite courses or APC approval

Offered: Spring semester

(Three credit hours)

NU 541 Leadership and Management of Care in Nursing

Focuses on the concepts and principles of leadership and management. Project experiences provide opportunity for students to explore various leadership and management roles in nursing.

Prerequisite: Admission to the nursing program and successful completion of all prerequisite courses or APC approval

Offered: Spring semester

(Four credit hours: 3 didactic, 1 clinical)

NU 542 Medical Surgical Nursing III

Focuses on advanced concepts of nursing care as they relate to clients with complex, multisystem alterations in health. Emphasis is placed on implementing time management and organizational skills while managing the care of clients with multiple needs and collaborating with the interdisciplinary team. Concepts of client centered care, teamwork and collaboration, evidence based practice, safety, informatics, systems based practice, professionalism, and caring are integrated throughout the course. Complex clinical skills, as well as

priority setting, clinical judgment, and tenets of legal and ethical practice, are integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to clients and selected groups in a variety of settings.

Prerequisite: Admission to the nursing program and successful completion of all prerequisite courses or APC approval

Offered: Spring semester

(Five credit hours: 3 didactic, 2 clinical)

NU 551 Senior Clinical Practicum

Provides students with a concentrated experience in collaborative nursing care management with a preceptor in the clinical setting. Building on the concepts of previous clinical courses, focus is on implementing holistic patient-centered care and transitions of care across the health-illness continuum, including refinement of skills in clinical judgment, nursing interventions, and enhanced socialization to the professional role.

Prerequisite: Admission to the nursing program and successful completion of all prerequisite courses or APC approval

Offered: Spring semester

Grade: Pass/Fail

(Three credit hours)

NU 591 Senior Integrative Seminar

This course focuses on integration of the behaviors essential for the transition from student to professional nurse. Students will explore current trends and issues of significance to nursing and healthcare, strategies to support the role transition to professional nurse. Included in the course is analysis of the broad cultural, environmental, socioeconomic and political systems that impact health throughout the world.

Area of Investigation Fulfilled: Idea Seminar

Prerequisite: Admission to the nursing program and successful completion of all prerequisite courses or APC approval

Offered: Spring semester

(Two credit hours)

NUAT 300 Foundations of Nursing Practice

Focuses on an introduction to nursing and roles of the nurse in healthcare systems, as well as professional and client care concepts. Emphasis is placed on the knowledge, skills, and attitudes needed to provide safe, quality care within the legal, ethical, political, social, global, and economic context of nursing. Students are introduced to the concept of nursing issues and the manifestations of these at the global level, emphasizing interconnectedness, interdependence, diversity, and change. The theoretical foundation for basic nursing skills is presented, and the student is given an opportunity to practice and demonstrate these skills in laboratory settings. An introduction to the nursing process provides a decision-making framework to assist students in developing effective clinical judgment skills.

Area of Investigation Fulfilled: Idea Seminar and Writing Competency in Field

Prerequisite: Admission to the accelerated nursing program

Offered: Summer term

(Four credit hours: 3 didactic, .5 lab, .5 clinical)

NUAT 311 Nursing Informatics

Provides an overview of nursing informatics as it relates to the provision of safe, effective, quality client centered care. Emphasis is placed on the establishment and provision of evidence based practice. The use of information management systems in the collection, management and communication of client data as well as the maintenance of client privacy and confidentiality is highly stressed.

Prerequisite: Admission to the accelerated nursing program and successful completion of all prerequisite courses or APC approval

Offered: Second fall term

(Two credit hours)

NUAT 315 Wellness and Health Promotion

Provides students the knowledge, skills, and attitudes needed to support themselves and clients in promoting their own health and preventing disease. Emphasis is placed on motivational theory to facilitate behavior change in relation to minimizing stress, maintaining a healthy weight and level of activity, and establishing healthy sleep patterns. Wellness for the student and practicing nurse are emphasized as a means of minimizing burnout and compassion fatigue.

Prerequisite: Admission to the accelerated nursing program and successful completion of all prerequisite courses or APC approval

Offered: Second summer term

(Two credit hours)

NUAT 322 Health Assessment

This course focuses on the application of critical thinking and reasoning in the assessment of health status of individuals across the adult life span. Emphasis on systematic holistic approach to health history and physical examination for differentiating normal from abnormal states to include assessment of the physical, developmental, psychosocial, cultural and spiritual dimensions. Lecture and laboratory.

Prerequisite: Admission to the accelerated nursing program

Offered: Summer term

(Four credit hours: 2.5 didactic, 1 lab, .5 clinical)

NUAT 330 Pathophysiology / Pharmacology I

Focuses on altered processes of human physiology and pharmacological and non-pharmacological treatments and interventions. An emphasis is placed on exploring changes of biological processes of the body and the effects on homeostasis. Alterations of health problems are studied along with the associated clinical manifestations, treatments, and pharmacological interventions for specific body systems.

Prerequisite: Admission to the accelerated nursing program

Offered: Second summer term

(Three credit hours)

NUAT 331 Pathophysiology / Pharmacology II

Focuses on more complex altered processes of human physiology and pharmacological and nonpharmacological treatment interventions. An emphasis is placed on exploring changes of complex biological processes of the body and the effects on homeostasis. Alterations of health problems are studied along with the associated clinical manifestations and treatments for specific body systems.

Prerequisite: Admission to the accelerated nursing program and successful completion of all prerequisite courses or APC approval

Offered: First fall term

(Three credit hours)

NUAT 335 Childbearing Family/Obstetric Nursing

Provides an integrative, family-centered approach to the care of mothers and newborns. Emphasis is placed on normal and high-risk pregnancies, normal growth and development, family dynamics and the promotion of healthy behaviors in clients. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe client care to mothers and newborns in selected settings.

Prerequisite: Admission to the accelerated nursing program and successful completion of all prerequisite courses or APC approval

Offered: Second fall term

(Three credit hours: 2 didactic, 1 clinical)

NUAT 336 Pediatric Nursing

Provides an integrative, family-centered approach to the care of children. Emphasis is placed on normal growth and development, family dynamics, common pediatric disorders and the promotion of healthy behaviors in clients. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe client care to children in selected settings.

Prerequisite: Admission to the accelerated nursing program and successful completion of previous term nursing coursework or APC approval

Offered: First fall term

(Three credit hours: 2 didactic, 1 clinical)

NUAT 340 Medical Surgical Nursing I

Focuses on the basic care of adult clients. The student gains experiences with health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of clients with alterations in selected body functions. Concepts of client centered care, teamwork and collaboration, evidence based practice, safety, informatics, systems based practice, professionalism, and caring are integrated throughout the course. Clinical experiences provide the beginning student with opportunities to apply fundamental concepts and assist with safe client care of adults in a variety of settings.

Prerequisite: Admission to the accelerated nursing program and successful completion of all prerequisite courses or APC approval

Offered: First fall term

(Five credit hours: 3 didactic, 2 clinical)

NUAT 412 Research and Evidence Based Practice

Promotes clinical decision making, based on evidence, through the exploration and integration of current scientific evidence, use of clinical reasoning, identification of client preferences, and assessment of available resources. Focus is placed on the analysis and synthesis of evidence to answer a clinical question relevant to nursing practice and client centered care.

Prerequisite: Admission to the accelerated nursing program and successful completion of all prerequisite courses or APC approval

Offered: Second spring term

(Three credit hours)

NUAT 421 Gerontological Nursing

Provides an introduction to the care of older adults while focusing on their unique physiological and psychosocial needs. Emphasis is placed on promoting healthy aging, safety, applicable services and programs, and retaining functional ability within a home, community or residential environment. Theories of aging and adjustments to older life are discussed. Common health alterations of the older adult are introduced.

Prerequisite: Admission to the accelerated nursing program and successful completion of all prerequisite courses or APC approval

Offered: Second fall term

(Two credit hours)

NUAT 441 Medical Surgical Nursing II

Focuses on the care of adult clients with common and/or complicated medical and/or surgical health alterations. Emphasis is placed on the care of clients with alterations in selected body functions. Concepts of client centered care, teamwork and collaboration, evidence based practice, safety, informatics, systems based practice, professionalism, and caring are integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to clients and selected groups in a variety of settings.

Prerequisite: Admission to the accelerated nursing program and successful completion of all prerequisite courses or APC approval

Offered: First spring term

(Five credit hours: 3 didactic, 2 clinical)

NUAT 465 Behavioral Health Nursing

Focuses on the care of clients across the lifespan experiencing cognitive, mental, and behavioral disorders. Emphasis is placed on management of clients facing emotional and psychological stressors as well as promoting and maintaining the mental health of individuals and families. Concepts of crisis intervention, therapeutic communication, anger management, and coping skills are integrated throughout the course. The community as a site for care and support services is addressed. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe client care to clients in selected mental health settings.

Prerequisite: Admission to the accelerated nursing program and successful completion of all prerequisite courses or APC approval

Offered: First spring term
(Three credit hours: 2 didactic, 1 clinical)

NUAT 491 Palliative Care

This course examines the principles of palliative and end of life care of individuals and families across the lifespan with an emphasis on interdisciplinary care; the role of the nurse as an advocate; ethics, pain and symptom management; and complementary and alternative therapies. Integrated approaches to meeting physical, psychological, cultural and spiritual needs of the nurse, patient and family are explored.

Prerequisite: Admission to the accelerated nursing program and successful completion of all prerequisite courses or APC approval

Offered: First summer term
(Two credit hours)

NUAT 497 Population Health

Focuses on the synthesis of population-based health and public health concepts to promote, maintain, and restore health to individuals, families and communities. Community assessment, risk appraisal, and application of community health nursing strategies are emphasized in the didactic and clinical components.

Prerequisite: Admission to the accelerated nursing program and successful completion of all prerequisite courses or APC approval

Offered: Second fall term
(Three credit hours)

NUAT 541 Management of Care

Focuses on the concepts and principles of leadership and management. Clinical experiences provide opportunity for students to experience various nursing roles and to practice leadership and management skills.

Prerequisite: Admission to the accelerated nursing program and successful completion of all prerequisite courses or APC approval

Offered: First summer term
(Four credit hours: 3 didactic, 1 clinical)

NUAT 542 Medical Surgical Nursing III

Focuses on advanced concepts of nursing care as they relate to clients with complex, multisystem alterations in health. Emphasis is placed on implementing time management and organizational skills while managing the care of clients with multiple needs and collaborating with the interdisciplinary team. Concepts of client centered care, team work and collaboration, evidence based practice, safety, informatics, systems based practice, professionalism, and caring are integrated throughout the course. Complex clinical skills, as well as priority setting, clinical judgment, and tenets of legal and ethical practice, are integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to clients and selected groups in a variety of settings.

Prerequisite: Admission to the accelerated nursing program and successful completion of all prerequisite courses or APC approval

Offered: Second spring term

(Five credit hours: 3 didactic, 2 clinical)

NUAT 551 Senior Clinical Practicum

Provides students with a concentrated experience in collaborative nursing care management with a preceptor in the clinical setting. Building on the concepts of previous clinical courses, focus is on implementing holistic patient-centered care and transitions of care across the health-illness continuum, including refinement of skills in clinical judgment, nursing interventions, and enhanced socialization to the professional role.

Prerequisite: Admission to the accelerated nursing program and successful completion of all prerequisite courses or APC approval

Offered: First summer term

Grade: Pass/Fail

(Three credit hours)

NUAT 591 Senior Integrative Seminar

This course focuses on integration of the behaviors essential for the transition from student to professional nurse. Students will explore current trends and issues of significance to nursing and healthcare, strategies to support the role transition to professional nurse. Included in the course is analysis of the broad cultural, environmental, socioeconomic and political systems that impact health throughout the world.

Area of Investigation Fulfilled: Writing Competency in Field

Prerequisite: Admission to the accelerated nursing program and successful completion of all prerequisite courses or APC approval

Offered: First spring term

(Two credit hours)

NURN 302 Nursing as a Profession

In this course the student will examine the aspects of their current practice of nursing, create a personal framework to meet professional and educational goals, and build a cadre of tools (i.e.: APA) for professional nursing practice. The student will explore concepts related to: professional values, nursing knowledge, and roles of the professional nurse.

Prerequisite: Admission to the program **AND** valid RN license

Offered: Online only

(Three credit hours)

NURN 311 Nursing Informatics

Provides an overview of nursing informatics as it relates to the provision of safe, effective, quality client centered care. Emphasis is placed on the establishment and provision of evidence based practice. The use of information management systems in the collection, management and communication of client data as well as the maintenance of client privacy and confidentiality is highly stressed.

Prerequisite: Admission to the program **AND** valid RN license

Offered: Online only

(Two credit hours)

NURN 321 Health Assessment

This course focuses on the application of critical thinking and reasoning in the assessment of health status of individuals across the adult life span. Emphasis on systematic holistic approach to health history and physical examination for differentiating normal from abnormal states to include assessment of the physical, developmental, psychosocial, cultural and spiritual dimensions. Lecture and laboratory.

Prerequisite: Admission to the program **AND** valid RN license

Offered: Online only

(Three credit hours)

NURN 332 Pathophysiology/Pharmacology

Focuses on more complex altered processes of human physiology and pharmacological and nonpharmacological treatment interventions. An emphasis is placed on exploring changes of complex biological processes of the body and the effects on homeostasis. Alterations of health problems are studied along with the associated clinical manifestations and treatments for specific body systems.

Prerequisite: Admission to the program **AND** valid RN license

Offered: Online only

(Three credit hours)

NURN 412 Research and Evidence Based Practice

Promotes clinical decision making, based on evidence, through the exploration and integration of current scientific evidence, use of clinical reasoning, identification of client preferences, and assessment of available resources. Focus is placed on the analysis and synthesis of evidence to answer a clinical question relevant to nursing practice and client centered care.

Prerequisite: Admission to the program **AND** valid RN license

Offered: Online only

(Three credit hours)

NURN 421 Gerontological Nursing

Provides an introduction to the care of older adults while focusing on their unique physiological and psychosocial needs. Emphasis is placed on promoting healthy aging, safety, applicable services and programs, and retaining functional ability within a home, community or residential environment. Theories of aging and adjustments to older life are discussed. Common health alterations of the older adult are introduced.

Prerequisite: Admission to the program **AND** valid RN license

Offered: Online only

(Two credit hours)

NURN 491 Palliative Care Nursing

This course examines the principles of palliative and end of life care of individuals and families across the lifespan with an emphasis on interdisciplinary care; the role of the nurse as an advocate; ethics, pain and symptom management; and complementary and alternative therapies. Integrated approaches to meeting physical, psychological, cultural and spiritual needs of the nurse, patient and family are explored.

Prerequisite: Admission to the program **AND** valid RN license

Offered: Online only

(Three credit hours for students entering prior to Fall 2017. Two credit hours for students admitted fall 2017 and after)

NURN 496 Population Health

Focuses on the synthesis of wellness and population-based health and public health concepts to promote, maintain, and restore health to individuals, families and communities. Community assessment, risk appraisal, and application of community health nursing strategies are emphasized in the didactic and clinical components.

Prerequisite: Admission to the program **AND** valid RN license

Offered: Online only

(Four credit hours)

NURN 541 Leadership and Management of Care in Nursing

Focuses on the concepts and principles of leadership and management. Project experiences provide opportunity for students to experience various nursing roles and to practice leadership and management skills.

Prerequisite: Admission to the program **AND** valid RN license

Offered: Online only

(Four credit hours)

NURN 580 Senior Integrative Seminar

This course focuses on integration of the behaviors essential for the role of the professional, baccalaureate nurse. Students will explore current trends and issues of significance to nursing and healthcare and strategies to support the role of the professional nurse.

Offered: Online only

(Two credit hours)

NUIS 598 Ethics in Healthcare Literature, Film, or Media

This course is a one to three hour Independent study course that identifies ethical issues in literature, film and the media as it relates to health care. Students choose a book for literature, a film for film, or issues in social media or news. Topic is chosen and approved, followed by a paper on the topic.

Area of Investigation Fulfilled: Idea Seminar

Offered: Online only

(Variable one to three credit hours)

PH 100 Introduction to Philosophy

A survey of the problems and history of philosophy. This course is recommended for students who have not previously taken a philosophy course.

Area of Investigation Fulfilled: Philosophy

Offered: Fall semester of even numbered years

(Three credit hours)

PH 180 Logic

An introduction to the principles and techniques of formal and informal logic, including syllogistic logic and propositional logic; emphasis will be placed on using formal and informal logic to analyze arguments in ordinary language.

Offered: Fall semester

(Three credit hours)

PH 200 Historical Introduction to Philosophy

An introduction to the problems of philosophy through a survey of the history of European philosophy.

Area of Investigation Fulfilled: Philosophy

Offered: As needed

(Three credit hours)

PH 210 Philosophy of Human Nature

A study of the human person with special attention to the knowledge processes, freedom of the will, and the nature of the human person as perceived from several philosophical positions.

Area of Investigation Fulfilled: Idea Seminar and Philosophy

Offered: Spring semester

(Three credit hours)

PH 224 Philosophy of Reality

A philosophical examination of the nature of reality, including the nature of substance, change, and causality, the relation of matter and mind, the relation of finite being to infinite being. These issues will be examined from the perspectives of both Thomistic philosophy and contemporary philosophy.

Area of Investigation Fulfilled: Philosophy

Offered: As needed

(Three credit hours)

PH 240 Eastern Philosophy

An introduction to Hindu, Buddhist, and Chinese philosophy; discussion will focus on human understanding of self, the Absolute, nature, and society.

Area of Investigation Fulfilled: Idea Seminar and Philosophy

Prerequisite: EN 111 and EN 112 both at a grade of "C" or higher **OR** consent of instructor.

Offered: Spring semester of odd numbered years

(Three credit hours)

PH 275 Philosophy of War

The study of war is one that crosses all disciplines, and one in which no one discipline does a very good job. What is it like to go to war? What is the mindset to be a warrior or soldier? Is war ever justified and if so, when? War is a phenomenon that affects everyone, causing massive change that cuts across all boundaries. An Idea Seminar, students will examine global interdependence of war through examining its impact on interconnectedness, diversity and change.

Area of Investigation Fulfilled: Idea Seminar and Philosophy

Prerequisite: EN 111 and EN 112 both at a grade of "C" or higher **OR** consent of instructor.

Offered: Fall semester as needed

(Three credit hours)

PH 280 Topics in Philosophy

An introduction to philosophy through a discussion of selected topics in philosophy.

Area of Investigation Fulfilled: Philosophy

Offered: As needed

(Three credit hours)

PH 300 Philosophy of Religion

A philosophical examination of religious belief, the arguments for the existence of God, the problem of evil, and the nature of religious language.

Area of Investigation Fulfilled: Philosophy

Offered: Spring semester of even numbered years

(Three credit hours)

PH 340 Ethics

A study of the principles of moral philosophy and a discussion of the relation of these principles to the contemporary moral and social issues.

Area of Investigation Fulfilled: Philosophy

Offered: Fall semester

(Three credit hours)

PH 442 Bioethics

A study of the principles of moral philosophy in relation to issues that arise in the practice of medicine and related fields. Issues will be studied through discussion of cases taken from clinical practice.

Area of Investigation Fulfilled: Philosophy

Offered: As needed and online

(Three credit hours)

PH 542 Bioethics

For students enrolling in the Bioethics minor. A study of the principles of moral philosophy in relation to issues that arise in the practice of medicine and related fields. Issues will be studied through discussion of cases taken from clinical practice. This course is an expansion on PH 442, which adds an independent research project as a final component to the minor.

Area of Investigation Fulfilled: Philosophy

Offered: As needed

(Three credit hours)

PH 597 Philosophy Seminar

A study in depth of a particular philosopher or philosophical issue.

Area of Investigation Fulfilled: Philosophy

Offered: As needed

(Three credit hours)

PHPS 171 Political Thought I

The course introduces students to some of the foundational texts of Western political thought without which it would be difficult to understand modern debate about political issues. Students will read the texts of philosophers, poets and political thinkers, as they examine broad themes and issues, such as the general characteristics of human nature, alternative modes of social organization, the relationship between the individual and society and theories of political and moral change.

Offered: Fall semester of odd numbered years

(Three credit hours)

PHPS 272 Political Thought II

Introduction to modern political thought. The course introduces the student to some of the important political thinkers of the modern era, whose ideas continue to influence the world.

Offered: Spring semester of odd numbered years

(Three credit hours)

PHY 215 Physics I

An algebra-based introduction to physics. Topics include particle motion in one and two dimensions. Newton's laws, work and energy, momentum, rotational kinematics and dynamics, gravity, fluids, thermodynamics, waves, and sound. Lecture and weekly lab.

Area of Investigation Fulfilled: Natural Science

Prerequisite: MA 160 (or equivalent) with a grade of "C" or higher **OR** consent of instructor MA 211 (or equivalent) is recommended but not required

Offered: Fall semester

(Four credit hours)

PHY 216 Physics II

A continuation of PHY 215. Topics include electric charge, electric and magnetic fields, electromagnetic induction, basic AC and DC electric circuits, geometrical and wave optics, basic quantum theory, the Bohr model of the atom, and selected topics from modern physics such as the nucleus, radioactivity, and the interaction of light matter. Lecture and weekly lab.

Area of Investigation Fulfilled: Natural Science

Prerequisite: PHY 215 **OR** PHY 315 with a grade of "C" or higher

Offered: Spring semester

(Four credit hours)

PHY 315 Engineering Physics I

Survey of classical mechanics for science majors and engineering majors. Topics include: kinematics in one and two dimensions, Newton's law of motion and dynamics, rotation of rigid bodies, energy concepts in physical systems, Newton's law of universal gravitation, and harmonic motion. Facility in calculus is assumed. Lecture and weekly lab.

Prerequisite: MA 243 at a grade of "C" or higher **OR** consent of instructor

Offered: Spring semester

(Four credit hours)

PHY 316 Engineering Physics II

A continuation of PHY 316. A survey of thermodynamics and classical electromagnetic theory with an introduction to modern physics. Topics include: Laws of thermodynamics, Coulomb's law, Gauss' law, the electric field and the electric potential, DC circuits, Ampere's law, Faraday's law, and electromagnetic waves. Classical and quantum waves, interference, and modern physics. Lecture and weekly lab.

Prerequisite: PHY 315 at a grade of "C" or higher

Offered: Fall semester

(Four credit hours)

PM 300 Topics in Ministry

Topics or experiences in Ministry that are not covered by existing courses.

Offered: As needed

(Variable one to three credit hours)

PM 320 Personal and Interpersonal Skills in Ministry

This course develops students' capacity to reflect on their gifts and growing edges in intra/interpersonal relationships, and to envision work as a spiritual practice. By exploring the stages of spiritual growth and family systems theory, students develop the skills needed to thrive in various helping professions, such as teaching, chaplaincy, health care and other fields. Each student designs specific learning goals that s/he works towards throughout the semester. Assignments focus on developing basic skills needed to serve others, including essential counseling skills, ethical behavior, leadership and group facilitation, and naming and addressing power dynamics.

Prerequisite: One course in theology

Offered: As needed

(Three credit hours)

PM 450 Pastoral Applications in Ministry

Develops the theology of lay ministry and the spiritual growth of the minister. Applies theology to pastoral life with particular attention to the areas of prayer and education. Introduces resources of pastoral education, which include the Rite of Christian Initiation for Adults and Children; Whole Community Catechesis and other programs. Studies issues in ministry and law. Develops skills for planning and presiding at various liturgical and para-liturgical services, including the presentation of a homily.

Prerequisite: One course in theology

Offered: As needed
(Three credit hours)

PM 491 Pastoral Ministry Practicum

Supervised participation in the area of ministry concentration. Application and integration of theory and spirituality will occur in the practicum setting and in the reflection seminar which includes all pastoral ministry majors who are doing practice.

Prerequisite: formal admission to the pastoral ministry program.

Offered: As needed
(Variable one to three credit hours)

PMNU 390 Mission in Nursing Care: A Theological Perspective

Examines the meaning and application of faith-based mission in the health care ministry. Looks at the theology that under lies caring for the sick and vulnerable, working within a team setting, carrying responsibility for an institutional ministry, and personally living within a service culture. Addresses health care related Catholic moral stances, spirituality, social teachings, and culture. Prepares "mission-ready" personnel for faith-based health care.

Area of Investigation Fulfilled: Idea Seminar and Theology

Prerequisite: EN 111 and EN 112 both at a grade of "C" or higher **OR** consent of instructor

Offered: Fall and Spring semesters and online
(Three credit hours)

PMTH 490 Theological Reflection for Helping Professions

This course engages the process of theological reflection and provides students with an opportunity to gain insights from their practicum and/or life experience. They will also discuss various cultural issues in relationship to their helping profession. In conjunction with the pastoral ministry practicum, this course forms the basis for the Senior Integrative Experience for majors in pastoral ministry. It requires that the students also spend time reflecting on their education and the manner in which that education relates to personal, civic and global responsibilities and their personal faith perspective.

Offered: As needed
(Three credit hours)

PS 132 Debating American National, State, and Local Government

Surveys the historical foundations, political ideas, structure, and development of the system of U.S. federal, state, and local governments. Additional focus on contemporary political issues, the perennial need for reform, and informed responsible citizens.

Offered: Spring semester of even numbered years
(Three credit hours)

PS 220 Introduction to Political Science

An introduction to the ideas and themes of political science through a study of significant social policy issues. A special emphasis is placed on the dominant ideologies and how individuals, groups, and institutions interpret policy decisions through the lens of ideology.

Offered: Fall semester

(Three credit hours)

PS 281 Different Worlds: Comparative Political Systems

A study of the political experiences, institutions, procedures, and ideas of modern nations. Emphasis is on the interrelationships of structures, practices, and ideas in the politics of selected countries.

Area of Investigation Fulfilled: Idea Seminar

Prerequisite: EN 111 and EN 112 both at a grade of "C" or higher **OR** consent of instructor

Offered: Spring semester of even numbered years

(Three credit hours)

PS 301 Bureaucracies

This course examines the bureaucratic process and institution. It focuses on how students can learn how to navigate successfully in a large or small bureaucratic organization. Issues such as division of labor, allocation of functions, responsibility, supervision, employment, and career within the organization are investigated and discusses with a focus on students planning careers in bureaucracies.

Offered: Spring semester of even numbered years

(Three credit hours)

PS 330 Sex and Politics

Focus on how issues and sex interact with the political world. The course examines how our understanding of sex and gender affect the political process at the individual, state and global levels.

Area of Investigation Fulfilled: Idea Seminar

Prerequisite: EN 111 and EN 112 both at a grade of "C" or higher **OR** consent of instructor

Offered: Fall semester of even numbered years

(Three credit hours)

PS 343 Undue Influence: Parties, Media, and Interest Groups

Examination of the impact of political parties, interest groups and the media on the political environment of the United States. The historical development of these institutions is examined, as well as the modern manifestations, to help the student in understanding their importance in the political process, governmental institutions and their relations to ideas about democracy and good government. Special emphasis will be given to theoretical constructs that attempt to explain these institutions and how students may critically analyze their place in the political system.

Offered: Fall semester of even numbered years

(Three credit hours)

PS 365 Inside the Machine: Federal Institutions

An advanced study of the powers, responsibilities, structure and procedures of the legislative, judicial, bureaucratic, and executive branches of the U.S. Special attention will be given to contemporary reforms of the institutions and the current issues facing the institutions.

Offered: Fall semester of even numbered years

(Three credit hours)

PS 395 Special Topics in Political Science

Intensive study of a major political idea, such as race, equality, liberty, democracy, rights, and justice.

Prerequisite: consent of instructor

Offered: As needed

(Three credit hours)

PS 430 Contemporary Controversies

An introduction to the many domestic and foreign policy questions that face our nation today. Students learn to understand how and why arguments are made for particular policies, the ideological underpinnings of such arguments, and how to develop their own arguments in such a way as to empower them to be active as critical participants in the policy making process.

Prerequisite: Any 100 or 200 level HI or PS course **OR** junior or higher standing **OR** consent of instructor

Offered: Spring semester of odd numbered years

(Three credit hours)

PS 480 Theories of International Affairs

A senior-level seminar concerning the major theoretical models used to study international relations.

Traditional approaches such as realism, liberalism and Marxism, as well as more contemporary approaches such as constructivism and feminism, are surveyed and utilized to examine the current state of global affairs.

Offered: As needed

(Variable one to three credit hours)

PS 590 Senior Seminar in Political Science

Bi-weekly presentations and discussions of topics of contemporary political interest to be decided in consultation with students. Integrative experience for seniors in the major.

Area of Investigation Fulfilled: Senior Integrative Experience

Offered: Spring semester

(One credit hours)

PSCR 302 Terrorists, Patriots, and Revolutionaries

Examination of global terrorism, nationalism, and revolution. The course covers not only theoretical models used to examine this material, but also provides a historical view of each phenomenon.

Focus on identifying possible political interventions that would produce the best results for the world community.

Offered: Fall semester

(Three credit hours)

PY 150 Introduction to Psychology

An exploration of the theories, methodology, and concepts of psychology. Topics include history and systems, development, learning, cognition, consciousness, motivation, emotion, personality, disorders, and social psychology.

Area of Investigation Fulfilled: Behavioral Science

Offered: Fall and spring semesters

(Three credit hours)

PY 240 Marriage and Family

A study of the relationships, processes, behaviors, functions, and structures involved in marriage and family over the lifespan.

Area of Investigation Fulfilled: Behavioral Science

Offered: As needed

(Three credit hours)

PY 255 Aging: Issues and Perspectives

An introduction to gerontology; cross-cultural perspectives; physical, social, and psychological aspects of the aging process; services and programs for older adults; current research and theory on aging and adjustments to later life; issues and problems facing older persons.

Area of Investigation Fulfilled: Behavioral Science

Prerequisite: PY 150 **OR** SO 110

Offered: Fall semester and online

(Three credit hours)

PY 290 Psychology of Childhood and Adolescence

A study of the cognitive, social, physical, and emotional development from the prenatal period through adolescence. Personality development in cultural contexts is explored through current research. Field observations or interviews may be required.

Area of Investigation Fulfilled: Behavioral Science

Offered: Fall and spring semesters

(Three credit hours)

PY 300 Special Studies

Individual or group study of topics or issues in psychology.

Prerequisite: 3 hours of psychology

Offered: As needed

(Variable one to three credit hours)

PY 315 Health Psychology

The study of the relationship between physical health and psychological adjustment, reflecting the views that both mind and body are determinants of health and illness. Examines ways in which psychological and behavioral medicine variables influence the onset, course, treatment, and prevention of illness and disease.

Area of Investigation Fulfilled: Behavioral Science

Prerequisite: PY 150

Offered: As needed

(Three credit hours)

PY 320 Human Sexuality

An examination of human sexuality with emphasis on scientific findings, social issues, and implications for the individual and society.

Area of Investigation Fulfilled: Behavioral Science

Prerequisite: PY 150 **OR** SO 110

Offered: As needed

(Three credit hours)

PY 335 Abnormal Psychology

Studies in the historical and contemporary perspectives of psychological disorders and human deviance and approaches to treatment.

Area of Investigation Fulfilled: Behavioral Science and Writing Competency in Field

Prerequisite: PY 150 **AND** three additional hours of psychology

Offered: Spring semester

(Three credit hours)

PY 455 History and Systems of Psychology

Studies in the biography, development of schools of thought, theories, and perspectives of psychology toward an understanding of the streams of influence and prominent findings and analysis of contemporary developments.

Area of Investigation Fulfilled: Idea Seminar

Prerequisite: EN 111 and EN 112 both a grade of "C" or higher (**OR** consent of instructor) **AND** PY150 and three additional hours in psychology

Offered: Fall semester of even numbered years

(Three credit hours)

PY 460 Social Psychology

The study of how people think about, influence, and relate to one another. Such topics as attitudes, social beliefs, cultural and group influence, persuasion, conformity, prejudice, aggression, attraction, and altruism are considered.

Area of Investigation Fulfilled: Behavioral Science

Prerequisite: PY 150 **OR** SO 110

Offered: Fall semester

(Three credit hours)

PY 465 Industrial and Organizational Psychology

An examination of the psychological aspects of industry and organizations, including theory and research, organizational and management environments, productivity, leadership, and human resources.

Prerequisite: PY 150

Offered: As needed

(Three credit hours)

PY 475 Personality Theories

An inquiry into the historical and contemporary perspectives of the psychological study of individual similarities and differences as factors in the development of an individual's personality.

Area of Investigation Fulfilled: Idea Seminar

Prerequisite: EN 111 and EN 112 both at a grade of "C" or higher **OR** consent of instructor **AND** PY150 and three additional hours of psychology

Offered: Fall semester of odd numbered years

(Three credit hours)

PY 500 Advanced Studies

Individual or group studies of topics and issues in psychology.

Prerequisite: Six hours in psychology

Offered: As needed

(Variable one to three credit hours)

PY 588 Directed Research

Advanced research in behavioral science.

Prerequisites: nine hours in psychology and consent of instructor.

Offered: As needed

(Variable one to five credit hours)

PY 598 Directed Readings

Advanced study through supervised reading in a selected area of psychology.

Prerequisites: nine hours of psychology and consent of instructor.

Offered: As needed

(Variable one to three credit hours)

PYAPY 352 Professional Ethics

An exploration of the philosophies of professional ethics which can be operative in helping professions.

Approached developmentally, with the use of case studies, the course provides students with the opportunity to see/solve situations from various points of view as well as to clarify their own philosophy of life and the ethics that flow from that philosophy.

Area of Investigation Fulfilled: Behavioral Science

Offered: Spring semester and at Overland Park campus as needed
(Three credit hours)

PYCR 585 Research Methods: Design

Methods of studying social and psychological phenomena, with emphasis on understanding the scientific process, techniques of data collection, and writing research reports. Students are required to design, conduct, and report on small scale studies.

Prerequisite: PY 150 **OR** SO 110 and six (6) additional hours in the major

Offered: Fall semester
(Three credit hours)

PYCR 586 Research Methods: Statistical Analysis

A practical application of research design methods in the field of behavioral sciences. Emphasis is placed on the integration of knowledge about the logic of research and the role of the student in seeking answers to questions within the subfields of psychology, sociology, and human services. Specific topics include steps involved in formulating a research project, collection of data, statistical analysis of data, and arriving at conclusions to the study.

Prerequisite: PY 150 **OR** SO 110 and six (6) additional hours in the major

Offered: Spring semester
(Three credit hours)

PYCR 590 Behavioral Science Seminar

An integrative review and overview of key perspectives in the behavioral sciences, and related concerns from general education, consistent with the mission and goals of the university; application of these perspectives to making critical decisions about personal, societal, and ethical issues. Fulfills the Senior Integrative Experience requirement (Senior Capstone).

Prerequisite: Senior major in the behavioral sciences **OR** consent of instructor.

Offered: Spring semester
(Three credit hours)

PYCR 591 Practicum I

Application of classroom theory and training in a supervised applied setting. Students will gain a practical understanding of the setting and interact with other practicum students through individual and group sessions. Placement emphasis is on working with clients, case management, and agency interactions.

Prerequisite: Consent of instructor

Offered: Fall and spring semesters
(Variable credit hours)

PYCR 592 Practicum II

Application of classroom theory and training in a supervised applied psychology setting. Students will gain a practical understanding of the setting and interact with other practicum, students through group sessions.

Placement emphasis is on working with a more diverse population of clients and expanding site-based learning.

Prerequisite: consent of instructor

Offered: Fall and spring semesters

(Variable credit hours)

PYPS 363 Political Psychology

An introduction to the interdisciplinary field of political psychology, spanning the traditional fields of political science and psychology. An exploration of both the influence of psychological processes on political behavior and the effect of the political system on thoughts, feelings, and motives of individuals. The course will cover both classical debates and current trends of research, covering such topics as group think, group dynamics, propaganda, public opinion, mass media in politics, and political extremists.

Offered: As needed

(Three credit hours)

SCA 121 Beginning Swimming

Basic water safety skill and beginning swimming skills. Crawl, back float, and survival float.

Elementary backstroke and treading water. Basic front dive. American Red Cross Standards for each level are maintained. No minimal swimming skill required.

Area of Investigation Fulfilled: Physical Education Activity

Offered: Fall semester

(One credit hour)

SCA 122 Intermediate/Advanced Swimming

Review of basic strokes from PE 121. Introduction to sidestroke, breaststroke, and basic rescue skills. Emphasis on coordination of entire stroke to swim efficiently. Standing front dive, speed turns, surface diving, butterfly. American Red Cross Standards for each level are maintained.

Area of Investigation Fulfilled: Physical Education Activity

Prerequisite: Ability to swim ten yards each of crawl and back crawl

Offered: Spring semester

(One credit hour)

SCA 124 Lifeguarding

American Red Cross certification in Lifeguard Training (including First Aid) and CPR for the Professional Rescuer (CPR-PR). Teaches lifeguards the skills and knowledge needed to prevent and respond to aquatics emergencies and the skills needed to respond appropriately to respiratory and cardiac emergencies. American Red Cross Standards for each level are maintained.

Area of Investigation Fulfilled: Physical Education Activity

Prerequisite: Swim 300 yards continuously using each of the following strokes at least 100 yards: crawl, breaststroke; submerge to a minimum depth of 7 feet, retrieve a 10-pound object and return to the surface.

Offered: Fall semester

(One credit hour)

SCA 130 Aerobics

Offered: Varies by semester
(One credit hour)

SCA 131 Aqua Fitness/Conditioning

Offered: Varies by semester
(One credit hour)

SCA 132 Bowling

Offered: Varies by semester
(One credit hour)

SCA 133 Martial Arts

Offered: Varies by semester
(One credit hour)

SCA 134 Golf

Offered: Varies by semester
(One credit hour)

SCA 139 Weight Training/Physical Conditioning

Offered: Varies by semester
(One credit hour)

SCA 140 Racquetball

Offered: Varies by semester
(One credit hour)

SCA 145 Sports

Offered: Varies by semester
(One credit hour)

SCA 146 Fitness

Offered: Varies by semester
(One credit hour)

SCA 181 First Aid/CPR

Information on immediate care for victims of respiratory, bleeding, fractures, and other emergencies. Successful completion results in Red Cross certification in First Aid, CPR, and AED for Adult and Child, plus CPR for Infants.

Offered: Fall and spring semesters

(One credit hour)

SCA 226 Water Safety Instructor

Official Red Cross Water Safety Instructor (WSI) certification. Training of individuals to teach water safety, including the Basic Water Rescue Course, six levels of the Learn to Swim program, and Parent and Child Aquatics.

Prerequisite: ability to swim 50 yards each of basic strokes; standing dive from deck; score 80% or better on written test

Offered: Spring semester of even numbered years

(Two credit hours)

SCA 245 Sports

Offered: Varies by semester

(One credit hour)

SCA 250 Lifetime Wellness

Designed to create and foster an understanding of the principles surrounding an active and healthy lifestyle. Emphasis on why exercise and fitness are important to lifetime wellness. How to exercise properly and what the student's individual exercise and fitness needs are. Information on planning and implementing an exercise program using proven exercise principles. Activity component to accompany lecture portion of class.

Offered: Fall and spring semesters

(Three credit hours)

SCA 261 Varsity Football

Open to students participating in varsity football at the University of Saint Mary provided all participation requirements are met.

(One credit hour)

SCA 262 Varsity Men's Soccer

Open to students participating in varsity men's soccer at the University of Saint Mary provided all participation requirements are met.

(One credit hour)

SCA 263 Varsity Women's Soccer

Open to students participating in varsity women's soccer at the University of Saint Mary provided all participation requirements are met.

(One credit hour)

SCA 264 Varsity Volleyball

Open to students participating in varsity volleyball at the University of Saint Mary provided all participation requirements are met.

(One credit hour)

SCA 265 Varsity Cross Country

Open to students participating in varsity cross country at the University of Saint Mary provided all participation requirements are met.

(One credit hour)

SCA 266 Varsity Men's Basketball

Open to students participating in varsity men's basketball at the University of Saint Mary provided all participation requirements are met.

(One credit hour)

SCA 267 Varsity Women's Basketball

Open to students participating in varsity women's basketball at the University of Saint Mary provided all participation requirements are met.

(One credit hour)

SCA 268 Varsity Softball

Open to students participating in varsity softball at the University of Saint Mary provided all participation requirements are met.

(One credit hour)

SCA 269 Varsity Baseball

Open to students participating in varsity baseball at the University of Saint Mary provided all participation requirements are met.

(One credit hour)

SCA 270 Varsity Track and Field

Open to students participating in varsity track and field at the University of Saint Mary provided all participation requirements are met.

(One credit hour)

SCA 271 Varsity Cheer and Dance

Open to students participating in varsity cheer and dance at the University of Saint Mary provided all participation requirements are met.

(One credit hour)

SCA 272 Men's Lacrosse

Open to students participating in men's lacrosse at the University of Saint Mary provided all participation requirements are met.

(One credit hour)

SCA 273 Women's Lacrosse

Open to students participating in women's lacrosse at the University of Saint Mary provided all participation requirements are met.

(One credit hour)

SCA 274 Men's Wrestling

Open to students participating in men's wrestling at the University of Saint Mary provided all participation requirements are met.

(One credit hour)

SCA 275 Women's Wrestling

Open to students participating in women's wrestling at the University of Saint Mary provided all participation requirements are met.

(One credit hour)

SCA 280 Care and Prevention of Athletic Injuries

An introduction to the field of sports medicine. Emphasis on recognition, treatment, and rehabilitation of common athletic injuries, taping, modalities, and therapeutic exercise programs. Lab experiences required. Lab fees.

Prerequisite: First Aid/CPR, Anatomy, **OR** consent of instructor

Offered: Spring semester

(Three credit hours)

SCA 291 Methods of Coaching: Basketball

Study in the fundamental and advanced coaching knowledge of the sports. Study includes techniques and strategies of the game, knowledge of the rules, administrative management, budgeting, and program development. Methodology of coaching basic defensive and offensive individual and team fundamentals of competitive sports. The psychological and social components of team play and competitive atmosphere, appropriate physical conditioning programs and methods for childhood through adult are covered.

Offered: Varied by semester

(Three credit hours)

SCA 292 Methods of Coaching: Softball/Baseball

Study in the fundamental and advanced coaching knowledge of the sports. Study includes techniques and strategies of the game, knowledge of the rules, administrative management, budgeting, and program development. Methodology of coaching basic defensive and offensive individual and team fundamentals of competitive sports. The psychological and social components of team play and competitive atmosphere, appropriate physical conditioning programs and methods for childhood through adult are covered.

Offered: Varies by semester

(Three credit hours)

SCA 293 Methods of Coaching: Soccer

Study in the fundamental and advanced coaching knowledge of the sports. Study includes techniques and strategies of the game, knowledge of the rules, administrative management, budgeting, and program development. Methodology of coaching basic defensive and offensive individual and team fundamentals of competitive sports. The psychological and social components of team play and competitive atmosphere, appropriate physical conditioning programs and methods for childhood through adult are covered.

Offered: Varies by semester

(Three credit hours)

SCA 294 Methods of Coaching: Football

Study in the fundamental and advanced coaching knowledge of the sports. Study includes techniques and strategies of the game, knowledge of the rules, administrative management, budgeting, and program development. Methodology of coaching basic defensive and offensive individual and team fundamentals of competitive sports. The psychological and social components of team play and competitive atmosphere, appropriate physical conditioning programs and methods for childhood through adult are covered.

Offered: Varies by semester

(Three credit hours)

SCA 295 Methods of Coaching: Volleyball

Study in the fundamental and advanced coaching knowledge of the sports. Study includes techniques and strategies of the game, knowledge of the rules, administrative management, budgeting, and program development. Methodology of coaching basic defensive and offensive individual and team fundamentals of competitive sports. The psychological and social components of team play and competitive atmosphere, appropriate physical conditioning programs and methods for childhood through adult are covered.

Offered: Varies by semester

(Three credit hours)

SCA 296 Methods of Coaching: Golf, Tennis

Study in the fundamental and advanced coaching knowledge of the sports. Study includes techniques and strategies of the game, knowledge of the rules, administrative management, budgeting, and program development. Methodology of coaching basic defensive and offensive individual and team fundamentals of competitive sports. The psychological and social components of team play and competitive atmosphere, appropriate physical conditioning programs and methods for childhood through adult are covered.

Offered: Varies by semester

(Three credit hours)

SCA 297 Methods of Coaching: Teaching Sport Activities

Study in the fundamental and advanced coaching knowledge of the sports. Study includes techniques and strategies of the game, knowledge of the rules, administrative management, budgeting, and program development. Methodology of coaching basic defensive and offensive individual and team fundamentals of competitive sports. The psychological and social components of team play and competitive atmosphere, appropriate physical conditioning programs and methods for childhood through adult are covered.

Offered: Varies by semester
(Three credit hours)

SCA 300 Special Topics

Topics in health, fitness, physical education, leisure, and other related areas of study.

Offered: As needed
(Variable one to two credit hours)

SCA 310 Techniques of Officiating

This course is designed to create an understanding of the principles of officiating. Emphasis on how officials are taught to officiate a game at the High School level. This course focuses on three primary High School sports - football, basketball and volleyball. Students will be presented with both a coach's and official's perspective for all three sports. This course includes an activity, on-field/court component to accompany lecture portion of class.

Offered: Fall semester
(Two credit hours)

SCAPY 345 Psychology of Sports

Study in the psychology of communication, perception, learning, personality, motivation, and emotion in relation to sports. Includes various perspectives-community, parents, business, schools, etc. Knowledge and understanding of the psychological skills needed to become an effective coach.

Area of Investigation Fulfilled: Behavioral Science
Offered: As needed
(Three credit hours)

SM 250 Introduction to Sport Management

Examination of historical, philosophical, cultural, and psychosocial foundations involved in managing sport organizations. Includes overview of sport industry and exploration of career opportunities in sport agencies, businesses, and in schools.

Offered: Fall and spring semesters
(Three credit hours)

SM 251 Sport Facilities, Planning, and Management

An in-depth study of sport facilities to include mission development, site selection, planning, design, and specialized equipment. Special attention focused on facility management concepts, evaluation, budgeting, and selection of support personnel.

Prerequisite: SM250
Offered: Spring semester
(Three credit hours)

SM 291 Field Experience in Sport Management

Supervised shadowing/observation experience in a selected sport organization, agency, business, or school. Developed by faculty member, site director, and student. Students are required to take a Field Experience in Sport Management for 1-3 credits.

Prerequisite: SM 250 **AND** consent of Division Chair

Offered: As needed

(Variable one to three credit hours)

SM 340 Legal Aspects and Liability in Sport

Overview of federal legislation as it relates to sport business. Study in collegiate and high school governance, rules, and regulations. Includes topics such as drug testing, player and event contracts, product liability, and legal duties of owners, coaches and facility supervisors/directors.

Prerequisite: SM 250 **OR** MGT 332

Offered: Fall semester

(Three credit hours)

SM 342 Sport Marketing and Fundraising

The study of concepts and specialized strategies used to market sport and fund raise within sport organizations. Special emphasis is placed on public relations.

Prerequisite: SM 250 **OR** MKT 231

Offered: Spring semester

(Three credit hours)

SM 499 Internship in Sport Management

Supervised practical experience in selected sport organization, agency, business or school. Developed by faculty member, sport organization/site director, and student. Students are required to take an Internship in Sport Management for 3-6 credits.

Prerequisite: SM 250, SM 291, SM 251, SM 340, MGT 231, MKT 231 **AND** junior or higher standing, 2.0 GPA, **AND** consent of the Division Chair

Offered: As needed

(Variable three to six credit hours)

SM 550 Ethics, Issues, and Problems in Sport

Study in ethical theory, personal and professional ethics, and applied sport management ethics. Special emphasis on reasoning and decision making regarding issues and problems in sport business. Course fulfills Senior Integrative Experience requirement.

Area of Investigation Fulfilled: Writing Competency in Field

Offered: Spring semester

(Three credit hours)

SMSCA 485 Organization and Administration of Athletics and Sport

The study of administrative and management leadership styles. Specific attention to appropriate professional relationships and communication methods between employer/employee, volunteers, community, patrons, donors, and businesses. Other topics analyzed include but are not limited to personnel management, promotion, and evaluation.

Prerequisite: Junior standing. For coaching minor, one SCA 291 course.

Offered: Fall semester

(Three credit hours)

SO 110 Introduction to Sociology

Basic concepts to be examined include culture, social organization, groups, the self, social interaction, social inequality, and social institutions, along with an emphasis on the socio-cultural influences on everyday behavior. Basic research practices and theoretical positions are also introduced.

Area of Investigation Fulfilled: Behavioral Science

Offered: Fall and spring semester and online

(Three credit hours)

SO 160 Social Problems

Identification, definition, discussion, and analysis of major social problems from a sociological perspective. Focus on poverty, crime and delinquency, substance abuse, sexual deviance, violence, family disorganization, and population problems. Theories of causation and alternative responses are examined.

Area of Investigation Fulfilled: Behavioral Science

Offered: As needed

(Three credit hours)

SO 180 Race, Class, Gender, and Ethnicity

This course explores our diverse world by examining categories of diversity including race, class, gender, and ethnicity. The course will focus on the psychological, sociological, and political implications of these categories of diversity and how they relate to issues of diversity in workplace, education, and political worlds.

Area of Investigation Fulfilled: Behavioral Science

Offered: As needed

(Three credit hours)

SO 210 Deviance and Social Order

Introduction to the theory and philosophy of the sociological concept of deviance. Criminal and noncriminal forms of deviance will be studied using a variety of theoretical approaches.

Area of Investigation Fulfilled: Behavioral Science

Offered: As needed

(Three credit hours)

SO 300 Special Topics in Sociology

Studies of selected sociological concepts and topics. As topics change, this course may be repeated for credit.

Offered: As needed
(Three credit hours)

SO 375 Contemporary Social Issues

A seminar class focused on an important issue in contemporary society (e.g. family, violence, population issues).

Prerequisite: SO 110 **OR** consent of instructor
 Offered: Fall semester of even numbered years
(Three credit hours)

SPA 111 Elementary Spanish I

This first course serves as an introduction to the Spanish language. It is designed to build a foundation in vocabulary and grammar and in reading and listening comprehension.

Area of Investigation Fulfilled: Second Language
 Offered: Fall and spring semesters
(Three credit hours)

SPA 112 Elementary Spanish II

This second Spanish course builds upon the skills learned in the first semester, with additional emphasis on conversation and reading comprehension.

Area of Investigation Fulfilled: Second Language
 Offered: Fall and spring semesters
(Three credit hours)

SPA 202 Spanish for Health Care Professionals

Course designed to improve communication between future healthcare providers and the Spanish speaking population in medical settings. The course aims to develop students' speaking and listening skills at a low intermediate level of language proficiency. Students will learn basic vocabulary for greeting, gathering patients' personal and medical information, taking vital signs, understanding chief complaints, and giving simple instructions. Students will also gain an awareness of the profound impact that language and political barriers play in the health of Spanish-speaking communities in the United States.

Area of Investigation Fulfilled: Second Language
 Prerequisite: SPA 112 **OR** demonstration of equivalent proficiency
 Offered: As needed
(Three credit hours)

SPA 211 Spanish III

A review of grammar and vocabulary, practice in reading and writing Spanish, and increased conversational ability. Emphasis is on the development of composition skills, effectiveness of expression, basic forms of writing, and methods of description.

Area of Investigation Fulfilled: Second Language
 Offered: Fall semester

(Three credit hours)

SPA 212 Spanish IV

Continues the development of conversation and writing skills, including those useful for career enhancement. Cultural and literary readings are also emphasized.

Area of Investigation Fulfilled: Second Language

Prerequisite: SPA 111 **OR** consent of instructor

Offered: Spring semester

(Three credit hours)

SPA 320 Spanish Conversation for the Professions

Basic Spanish conversation focusing on vocabulary and phrases needed in professional settings. Tailored to meet the needs of students in the course from specific disciplines such as the health professions.

Offered: As needed

(Three credit hours)

SPA 325 Spanish Conversation

Dialogues and discussion for developing facility and ease in expression of ideas and issues.

Area of Investigation Fulfilled: Second Language

Prerequisite: SPA 212 **OR** consent of instructor

Offered: As needed

(Three credit hours)

SPA 336 Hispanic Civilization and Culture

An intensive focus on Spanish and Latin American civilization, viewed from a cultural perspective. Designed for students interested in history, the Spanish language, culture, and advanced literary study.

Area of Investigation Fulfilled: Second Language

Prerequisite: SPA 325 **OR** consent of instructor

Offered: As needed

(Three credit hours)

SPA 365 Spanish and Latin American Cinema

An introduction to the complexity and diversity of Latin American and Spanish culture through films. Designed for students interested in Spanish language, history, literature, and film narrative analysis.

Prerequisite: SPA 212 **OR** consent of instructor

Offered: As needed

(Three credit hours)

SPA 448 Survey of Spanish and Spanish-American Literature I

A study of the development of Spanish and Spanish American literature from the Poema de Mio Cid to the present day.

Area of Investigation Fulfilled: Second Language

Prerequisite: SPA 212 **OR** consent of instructor

Offered: As needed

(Three credit hours)

SPA 449 Survey of Spanish and Spanish-American Literature II

Continuation of study of the development of Spanish and Spanish American literature from the Poema de Mio Cid to the present day.

Area of Investigation Fulfilled: Second Language

Prerequisite: SPA 212 **OR** consent of instructor

Offered: As needed

(Three credit hours)

SPA 465 Multilingual Societies: Spanish in Contact with other Languages around the World

An intensive focus on cultural issues of linguistic diversity and change in monolingual-multilingual settings.

Designed for students interested in education, history, and power relations (colonization, dictatorships, wars, language policies, language proficiency and attitudes, etc.).

Area of Investigation Fulfilled: Idea Seminar and Second Language

Prerequisite: SPA 325, **OR** SPA 336, **OR** SPA 365, **AND** EN 111 and EN 112 **OR** consent of instructor

Offered: As needed

(Three credit hours)

SPA 598 Special Topics

Offered: As needed

(Variable one to three credit hours)

TH 100 World Religions

This course introduces the basic teachings and spirituality of major world religions with the expectation that such exposure will foster a greater appreciation for the richness of human religious expression. The religions will be considered from the perspective of cultural context as well as historically and theologically in their relation to other faith traditions, considering where they converge and differ from each other, and particularly from Christianity, on issues central to human life. Ultimately, the course aims to cultivate a greater understanding of what is essential to faith and practice within a religious tradition and how this finds expression in human community study of the principles of moral philosophy and a discussion of the relation of these principles to contemporary moral and social issues.

Area of Investigation Fulfilled: Theology. Students may take either TH 100 Introduction to World Religions or TH 375 Comparative Theology to fulfill the general education theology requirement, but not both. Students are free to take the other course as an elective.

Offered: As needed and online

(Three credit hours)

TH 110 Introduction to Bible

This course is designed as a theological and historical-critical survey of the Hebrew Bible (Old Testament) and the New Testament. It covers the major figures and events of both testaments, the evolution of ancient Israel's understanding of God and its continuation in early Christianity. In addition to familiarity with the structure and story of the Bible, students will gain an understanding of its central theological themes, e.g., creation, sin, election, covenant, faith, redemption and salvation. This course also incorporates a service-learning component.

Area of Investigation Fulfilled: Theology

Offered: As needed

(Three credit hours)

TH 112 Introduction to Spirituality

Human beings' relationship to the sacred is mediated by many factors, such as community, worldview, environment, experience, personality, emotion and the nature of Sacred Mystery itself. Whether one calls that Mystery God, Jesus, Nature, the Great Spirit, the Cosmos, or one of many other holy names, the human quest for a relationship to the transcendent is universal, rich and, ultimately, unexplainable. Through an assortment of readings, hands-on experiences, and media such as art and films, this course will study the spiritual treasures of the Jewish, Christian, Muslim and Buddhist traditions, as well as the spiritual richness of lesser-known belief systems.

Offered: As needed

(Three credit hours)

TH 125 Introduction to Catholicism

This course is a basic survey of Roman Catholic Christianity. It examines the historical beliefs and practices that Catholics hold in common with other Christians (e.g., monotheism, the Creed), as well as those that distinguish them from other Christians (e.g., a sacramental worldview, magisterium, papacy). We will also give some attention to the issues and controversies that the Catholic Church faces at the beginning of the twenty-first century. Catholic reflection and teaching of doctrine, scripture, worship, spirituality, sacraments and morality will be treated.

Area of Investigation Fulfilled: Theology

Offered: As needed

(Three credit hours)

TH 175 Introduction to Christian Theology

This course will explore fundamental theological topics within the Christian tradition. It will consider the nature of theology, God, creation, sin, suffering, the human person, freedom, faith, and reason through different literary genres. A principal aim will be to grasp how different authors explore the human personality and its intellectual and practical movement towards or away from God.

Offered: As needed

(Three credit hours)

TH 210 Key Figures in Christian History

A survey of Christian history which focuses on selected men and women from each age who exemplify the call to live out the Christian life within the challenge and complexities of their culture and age. A basic theme is the relationship between Christianity and its world context.

Area of Investigation Fulfilled: Theology

Offered: As needed

(Three credit hours)

TH 212 History of World Christianity: The Early Church

The numerous ways in which the Church developed during the first five centuries of Christianity set the tone for its enduring beliefs, spirituality, institutions, social programs, movements and more. This course focuses on the growth of the church in the early stages, early church councils and theological controversies of the world Christian movement.

Offered: As needed

(Three credit hours)

TH 214 History of World Christianity: 16th - 20th Centuries

This course examines doctrines, figures, movements and political factors at work the early modern and modern periods of church history. Beginning with a snapshot of the Protestant Reformations, the course addresses topics such as church-state relations, key councils, beliefs and practices. It also includes missionary efforts, explorations launched by secular governments.

Offered: As needed

(Three credit hours)

TH 230 Theology of Sexuality and Marriage

This course is a theological survey and analysis of human sexuality and marriage as understood within the Christian tradition. While the topics of marriage and sexuality are among the most controversial in our culture, they are also some of the most personally important that bear upon human beings today. The readings combine different emphases, some of which are historical, theological, psychological, doctrinal, and pastoral. We shall examine themes such as sacramentality, celibacy, divorce and remarriage, contraception, homosexuality, and the meaning of marital commitment.

Area of Investigation Fulfilled: Theology

Offered: As needed

(Three credit hours)

TH 235 Christianity and the Common Good

Examines the social institutions of culture, economics and politics through a theological lens. Employing social justice teaching from biblical, Roman Catholic and Protestant sources, this course examines the theological critique of major social movements and events and focuses attention on key figures in social justice. Student will apply principles of social/theological principles to contemporary social concerns of the post-modern world.

Area of Investigation Fulfilled: Theology

Offered: As needed

(Three credit hours)

TH 242 Exploring the Human Experience of God

This course explores how the human person experiences God and articulates that experience. Using various Christian writings, the course examines the basic questions of human life: What does it mean to be human? What does it mean to “know” God? How are we to understand the struggle of good and evil in the world/within ourselves? What is our goal in life?

Area of Investigation Fulfilled: Theology

Offered: As needed

(Three credit hours)

TH 250 Old Testament

An introduction to the Hebrew Scriptures. Examines major theological themes as presented in historical, prophetic, liturgical, and wisdom literature. Presents Scripture as living Word of God for people today. Introduces modern scholarship and criticism. Examines the background and formation of the Hebrew Scriptures. This course is designed to be taken in combination with TH 260, New Testament, in order to provide a basic background for theology and pastoral ministry majors. It is open to all students.

Area of Investigation Fulfilled: Theology and Service Learning

Offered: As needed

(Three credit hours)

TH 260 New Testament

Study of the major texts and themes of the New Testament. Explores early Christian understanding of Christ and his Church. Presents Scripture as living word of God for people today. Examines contributions from modern scholarship and criticism. Together with TH 250 Old Testament, this course provides the basic scriptural background for theology and pastoral ministry majors. It is open to all students.

Area of Investigation Fulfilled: Theology and Service Learning

Offered: As needed

(Three credit hours)

TH 275 The Christian Imagination

Christianity has provided rich ground for the imagination. This course explores ways in which, for 2000 years, the arts have enabled believers to respond creatively to the Christian message. It raises questions about why Christian spirituality flourishes through the use of media such as images, music, literature, and film. It also gives students the tools necessary to “read” works of art from a variety of periods, including our own, and to understand the role that the arts play in the devotional sphere, as well as the theological views that underpin the works we will study. The course will sensitize student to the essential role of the imagination in human life.

Offered: As needed

(Three credit hours)

TH 280 Pastoral Theology

This course will explore the meaning and purpose of theology as, “faith seeking understanding.” Students will not only learn about the primary teachings of Christianity as expressed in the Bible, the historical tradition and doctrines, but will be expected to learn how to reflect upon and interpret their meaning and relevance using the critical tools of theology. The final focus of the course will be to explore the ways in which Christian theology can be applied to various lay ministries in order to render a better and more comprehensive understanding of their meaning and purpose.

Area of Investigation Fulfilled: Theology

Offered: As needed

(Three credit hours)

TH 300 Topics in Theology

Particular topics that are not covered in other courses but which arise from contemporary needs and/or student interest.

Area of Investigation Fulfilled: Theology

Offered: As needed

(Variable one to three credit hours)

TH 304 Topics in Scripture

Scripture study with a focus on a particular topic, e.g. Pauline Epistles or Women in the Bible.

Area of Investigation Fulfilled: Theology

Offered: As needed

(Variable one to three credit hours)

TH 305 Topics in Spirituality

Issues or topics in prayer and spirituality.

Area of Investigation Fulfilled: Theology

Offered: As needed

(Variable one to three credit hours)

TH 312 Christian Thought in the Wild and Wacky Middle Ages

This course examines (primarily) Western historical theology from about 500-1500 C.E. Using both primary and secondary sources, it examines medieval Christianity from several rich, interrelated vantage points: the development of the institutional church and its doctrines, church-state relations, spiritual renewal movements, religious charisms and the daily life of ordinary Christians.

Area of Investigation Fulfilled: Theology

Offered: As needed

(Three credit hours)

TH 320 Images of Jesus

Explores how history and culture have shaped the changing images of Jesus over the centuries. Begins with a study of the historical Jesus in his Jewish culture and explores the meaning of his life, death, and resurrection.

The course traces these early understandings of Jesus into the era of the first church councils where the doctrines are formulated. Finally, the course exposes students to contemporary questions about Jesus.

Area of Investigation Fulfilled: Theology and Writing Competency in Field

Prerequisite: One course in theology

Offered: As needed

(Three credit hours)

TH 322 Theology of Sacraments

This course explores the historical and theological foundations of the Roman Catholic sacraments. It will examine sacramental meaning and expression through ritual, symbol, and religious experience as they have emerged within the faith-life of the Christian community. It will also note the different historical, philosophical, and cultural influences that have affected sacramental theology. Specifically, the course focuses upon baptism, Eucharist, reconciliation, marriage and holy orders as they function and shape Catholic Christian self-understanding and theological reflection.

Area of Investigation Fulfilled: Theology and Writing Competency in Field

Prerequisite: One course in theology

Offered: As needed

(Three credit hours)

TH 325 Perspectives on Church

This course will introduce students to a theological, historical, and ecumenical understanding of the Christian Church with a Catholic emphasis. It explores selected patristic, medieval, reformation and contemporary texts (Catholic, Protestant, and Orthodox) to uncover what *ecclesiae* has meant and means for Christian theology and diverse Christians today. Course content relies primarily upon primary texts, close reading and interpretation. Students will study ecclesiology as seen by individual theologians and conciliar documents. Church self-understanding, organization, and doctrine leading up to the Second Vatican Council and beyond will be explored.

Area of Investigation Fulfilled: Theology

Prerequisite: One course in theology

Offered: As needed

(Three credit hours)

TH 328 Christian Ethics

An advanced introduction to Christian thought about the meaning and theological nature of moral behavior, value, and decision-making. Its method employs a close reading of key, select articles of prominent and influential contemporary Christian ethicists on a range of ethical and theological topics. It will consider, for example, theological perspectives on human nature, freedom, sin, virtue, sources of moral decision-making and authority, the role of the Catholic tradition and conscience.

Area of Investigation Fulfilled: Theology

Prerequisite: One course in theology

Offered: As needed

(Three credit hours)

TH 336 The Search for God

Why do human beings seek the divine, the transcendent? How is the search for and experience of God articulated? This course explores the personal and religious journeys of well-known spiritual and religious writers. We will read the spiritual autobiographies of diverse figures such as Simone Weil, Dorothy Day, and Thomas Merton to understand their search for God. Students will be encouraged to reflect and compose their own spiritual autobiography in conversation with these writers.

Area of Investigation Fulfilled: Theology

Offered: As needed

(Three credit hours)

TH 340 Contemporary Moral Issues

Considers the Christian meaning of morality and its application to contemporary moral problems. The primary focus will be on bioethical and business ethics. Topics addressed depend upon current issues and the interest of students. These may include: genetic engineering, doctor assisted suicide, health care delivery, abortion, advertising, bribery, business practice, media, the internet, etc.

Area of Investigation Fulfilled: Theology

Prerequisite: One course in theology **OR** permission of the instructor

Offered: As needed

(Three credit hours)

TH 375 Comparative Theology

The course introduces the basic teachings and spiritualities of Hinduism, Buddhism, Judaism, and Islam. The religions will be approached both historically and theologically, seeking to determine where they converge and differ from Christianity on such central issues as death, meaning of life, and the nature of the ultimate Mystery. The course will also examine traditional and contemporary Catholic and Protestant approaches to the major religions of the world. Ultimately, the course aims to foster a greater understanding of what is essential to Christian faith and practice as well as a greater appreciation of the spiritual paths of others.

Area of Investigation Fulfilled: Theology. Students may take either TH 100 Introduction to World Religions or TH 375 Comparative Theology to fulfill the general education theology requirement, but not both. Students are free to take the other course as an elective.

Prerequisite: One course in theology.

Offered: As needed

(Three credit hours)

TH 425 Mystery of God

This course will explore the nature and unity of God as seen from the perspective of major historical and modern theologians. Different concepts about the divine, critical assumptions about human nature, revelation, faith, and philosophy will be explored. Moreover, attention will be given to different theological methodologies as they seek to articulate what is ultimately incomprehensible mystery.

Area of Investigation Fulfilled: Theology

Prerequisite: One course in theology

Offered: As needed
(Three credit hours)

THPH 225 What is the Good Life?

This course is a "great books" style inquiry into the question: What is the best way to live? This question provides a unity of focus and coherence for readings, discussion, and papers. Greek, Hebrew, Christian, Enlightenment, and modern authors give different answers. Students will witness and experience a clash of ideas about the most important subjects: human nature, justice, reason, virtue, God, happiness, faith, revelation, transcendence, self-denial, morality, politics, freedom, the state, and power. Such topics inevitably shape and define what the best way to live means.

Area of Investigation Fulfilled: Theology or Philosophy but not both

Offered: As needed
(Three credit hours)

THR 130 Technical Theatre

The course will study the fundamentals of stage construction which includes basic drafting and construction tools, their application and safety requirements, construction materials, scenic effects and the practical construction of two- and three-dimensional scenery. Students will apply their skills on two main stage productions through the semester.

Area of Investigation Fulfilled: Fine Art

Offered: Fall semester of odd numbered years
(Three credit hours)

THR 235 Stage Make-Up

The course examines all areas of stage make-up and mask construction, providing skills and techniques used in basic stage and corrective make-up, character make-up, and stylized make-up.

Offered: Fall semester of odd numbered years
(One credit hour)

THR 250 Acting

Designed to give the student the basic fundamentals of voice control, disciplined body movement, and self-expression through physical presence. Includes exercises in concentration, adaptation techniques, improvisation, short scenes, and monologues. Open to all students. Check university calendar for required performance dates.

Area of Investigation Fulfilled: Fine Art

Offered: Spring semester of even numbered years
(Three credit hours)

THR 270 Basic Costuming

Costume history from the Egyptians to contemporary society. Students will gain a general knowledge of costume styles and trends. Instruction will also include basic sewing skills. The students will learn and use the

basic tools and materials necessary for sewing as well as how to operate a sewing machine, read a pattern, sew on a button, hook and eye, snap, hem, set in a zipper, and more.

Offered: Fall semester of odd numbered years

(Three credit hours)

THR 321 Stage Movement

A study of various movement theories that engage the actor to live a more full physical life onstage. Possible theories include the Alexander Technique, Viewpoints, mime, and Stage Combat. Open to all students. Check the college calendar for required performance dates.

Area of Investigation Fulfilled: Fine Art

Offered: Spring semester of odd numbered years

(Three credit hours)

THR 340 Readers Theatre / Scripting

Aimed toward an ordered development of the expressive powers of the student through practice in oral interpretation of literature; analyzing an author's meaning, responding to it, and communicating that meaning to an audience. The course uses forensics and scripting techniques.

Area of Investigation Fulfilled: Fine Art

Offered: Spring semester of even numbered years

(Three credit hours)

THR 350 Production

The course uses the skills, theatrical techniques, and theories studied in all theatre classes through the rehearsal and production of two shows per semester. This class can be repeated and allows the student practical experience on the main stage. This can also be repeated for credit, (majors must take it four times) and allows the student practical experience on the main stage. This can also be repeated for non-credit and will appear on the student's transcript.

Offered: Fall and spring semesters

(Variable zero to one credit hour)

THR 355 Advanced Acting

A study of advanced skills and techniques in acting that focus on character study, improvisation, dialects, and styles in theatre. Both the psychological and technical approach to analysis of character are studied.

Area of Investigation Fulfilled: Fine Art

Prerequisite: THR 250

Offered: Spring semester of odd numbered years

(Three credit hours)

THR 380 Children's Theatre

A study of acting and staging that relates to children's experiences and literature. A direct application of the learning results in a touring production for children. This class can be repeated for credit.

Area of Investigation Fulfilled: Fine Art

Offered: Spring semester
(Variable one to three credit hours)

THR 410 Playwriting

The students will study the principles of dramatic construction and practice in the writing of one-act and three-act plays. Experimental production or laboratory testing of the written product is made available when possible.

Area of Investigation Fulfilled: Fine Art and Honors

Prerequisite: FATHR 360 **OR** consent of instructor

Offered: Spring semester or as needed

(Three credit hours)

THR 418 Theory and Criticism

A study of the developments in theatre from the Greeks to the modern world with special interest given to contemporary theories in experimental theatre, film, and TV. The study will follow the value systems through the ages.

Area of Investigation Fulfilled: Fine Art, Writing Competency in Field, and Honors

Prerequisite: FATHR 360

Offered: Spring semester of odd numbered years

(Three credit hours)

THR 419 Theatre History

The study of theatre in the western world from its primitive origins through the Greek, Roman, Medieval, Renaissance, Restoration, 18th and 19th Century Drama, and modern periods of the theatre.

Area of Investigation Fulfilled: Fine Art, Writing Competency in Field, and Honors

Offered: Fall semester of even numbered years

(Three credit hours)

THR 441 Scene Design

A basic study of the theories and practices in the application of three-dimensional design to the stage. A thorough training in lighting theories, perspective drawing, drafting, rendering, and construction of scenic models is provided.

Area of Investigation Fulfilled: Fine Art and Honors

Prerequisite: THR 130 **OR** consent of instructor

Offered: As needed

(Three credit hours)

THR 433 Theatre Management

A study of principles in starting a theatre and producing the play. Emphasis on ideology and history of modern independent theaters, and methods in administration, business procedures, publicity, program planning, and house managing; for students seeking teacher certification in secondary education, setting up forensic and debate tournaments.

Area of Investigation Fulfilled: Honors
 Offered: Fall semester of odd numbered years
(Three credit hours)

THR 460 Fundamentals of Directing

Study of the principles of play direction with concentration on dramatic analysis, conflict-tension, characterization, and composition. Casting and rehearsal procedures culminate in one-act plays. Recommended especially for theatre communication majors and teachers responsible for play production at elementary and secondary levels. Check university calendar for required performance dates.

Area of Investigation Fulfilled: Fine Art and Honors
 Prerequisite: FATHR 360
 Offered: Spring semester of even numbered years
(Three credit hours)

THR 470 Costume Design

The study of the basic elements and principles of costume design. Students will learn to understand character concept and color, render sketches and working drawings, prepare a budget, select fabric, draft a pattern, and build a costume.

Area of Investigation Fulfilled: Honors
 Offered: Fall semester of even numbered years
(Two credit hours)

THR 595 Speech Tournaments

Secondary Education Majors only. This is a course for teacher licensure in speech/theatre. Candidates are interned with a local high school forensic/debate instructor to assist and develop skills in how to host/participate in forensic/debate tournaments.

Offered: Offsite as needed
(One credit hour)

THR 596 Theatre Seminar

The course provides a synthesis of previous courses and then allows the student to advance in a particular area of study. The study results in a research paper of a documented performance. This course is the senior integrative experience for theatre majors.

Area of Investigation Fulfilled: Senior Integrative Experience and Honors
 Offered: As needed
(Two credit hours)

THR 598 Special Topics

Open to junior and senior theatre majors. Area of study determined in consultation with theatre program staff.

Area of Investigation Fulfilled: Honors
(Variable credit hours)

THRSA 100 Musical Theatre Dance I

This class offers the student the opportunity to experience movement and dance for the stage known as “choreography.” The student will learn from an instructor/choreographer experienced in musical theatre. Whether the dance is tap, jazz or ballet, the student will learn movement from Broadway classics such as “The Rhythm of Life” from *Sweet Charity* or “You Can’t Stop the Beat” from *Hairspray*.

Offered: Fall semester of odd numbered years; all dance classes offered on a 4 semester cycle
(One credit hour)

THRSA 101 Musical Theatre Dance II

This class offers the student further opportunity to experience movement and dance for the stage known as “choreography.” The student will learn from an instructor/choreographer experienced in musical theatre. Whether the dance is tap, jazz or ballet, the student will learn movement from Broadway classics such as “The Rhythm of Life” from *Sweet Charity* or “You Can’t Stop the Beat” from *Hairspray*.

Prerequisite: THRSA 100 **OR** consent of instructor

Offered: Spring semester of even numbered years; all dance classes offered on a 4 semester cycle
(One credit hour)

THRSA 118 Musical Theatre Dance/Choreography III

This class not only offers the student the opportunity to experience movement and dance for the stage known as “choreography,” but the student begins to demonstrate their skill in choreography design under the guidance of an instructor/choreographer experienced in musical theatre. Whether tap, jazz or ballet, the student will learn and demonstrate choreography from Broadway classics.

Prerequisite: THRSA 101 **OR** consent of instructor

Offered: Fall semester of even numbered years; all dance classes offered on a 4 semester cycle
(One credit hour)

THRSA 218 Musical Theatre Dance/Choreography IV

This class not only offers the student the opportunity to experience movement and dance for the stage known as “choreography,” but the student further demonstrates their skill in choreography design under the guidance of an instructor/choreographer experienced in musical theatre. Whether tap, jazz or ballet, the student will learn and demonstrate choreography from Broadway classics.

Prerequisite: THRSA 118 **OR** consent of instructor

Offered: Spring semester of odd numbered years; all dance classes offered on a 4 semester cycle
(One credit hour)

VL 100 Vincentian Spiritual Leadership

This course is part of a program to prepare students as University of Saint Mary leaders who inspire a culture of mission on the campus and encourage their peers to grow personally, intellectually, and spiritually during their time at the University of Saint Mary. Students meet for one hour per week, determined by the class, for lecture and discussion with various member of the University of Saint Mary community (faculty, staff and sisters). Apart from this class time, students will spend about one additional hour per week planning activities,

reading, etc. Students will assist with both the Fall Convocation and SpireFire events as well as other activities, events, and programs designed to build connections with other Vincentian schools. Students will also have the opportunity to continue the program into the spring semester which will involve new opportunities and leadership training.

Prerequisite: By invitation only

Offered: Fall semester and spring semester as needed

(One credit hour)

VL 101 Vincentian Spiritual Leadership II

This course forms the second part of a program to prepare students as University of Saint Mary leaders who inspire a culture of mission on the campus and encourage their peers to grow personally, intellectually, and spiritually during their time at the University of Saint Mary. Students meet for one hour per week, determined by the class, for lecture and discussion with various member of the University of Saint Mary community (faculty, staff and sisters). Apart from this class time, students will spend about one additional hour per week planning activities, reading, etc. Students will assist with both the Fall Convocation and SpireFire events as well as other activities, events, and programs designed to build connections with other Vincentian schools. Students will also have the opportunity to continue the program into the spring semester which will involve new opportunities and leadership training.

Prerequisite: By invitation only

Offered: Fall semester and spring semester as needed

(One credit hour)

GRADUATE CATALOG

14. Graduate Admissions

The University of Saint Mary seeks motivated and academically qualified students who desire a high-quality, career-oriented liberal arts education in a Catholic/Christian tradition. The University of Saint Mary admits students of any gender, race, religion, color and national and ethnic origin and does not discriminate on the basis of any of the above factors in any of its policies.

Students seeking admission to the University of Saint Mary graduate programs should consult with a graduate program advisor. Although specific admission requirements may vary by degree program, in general, an applicant must meet the following standards:

- A bachelor’s degree from a regionally accredited institution, and
- An undergraduate GPA of at least 2.75 on a 4.0 scale.

An applicant must provide:

- A completed application form with a \$25 non-refundable application fee, and
- Official transcripts from the institution awarding the baccalaureate degree and other official or unofficial transcripts as required by a particular graduate program.

Additional requirements may include essay, letters of recommendation, and an entrance interview as necessary through individual programs.

The student’s completed file is evaluated by the graduate director in the program and forms the basis for the recommendation to the department chair for the appropriate admission status. An applicant accepted for admission must enroll within one calendar year or reapply. All application materials become the property of the University of Saint Mary and may not be copied or returned to the student.

Graduate Admission Status

Decisions are based on the student’s credentials in the completed application file. Students are admitted to one of the following categories:

- **Regular Status:** The student meets all departmental and university-wide requirements.
- **Probationary Status:** The student meets most, but not all, of the academic requirements for admission. For example, the student’s undergraduate GPA may be below 2.75. In the first two semesters and/or

six semester credit hours the student must demonstrate academic proficiency by earning a grade of “B” (3.0) or higher in each class. The student is to work closely with the advisor to monitor progress toward Regular Status, and the student is limited to enrolling in 6 credits per semester or 3 credits per 8-week term, (unless an exception is granted by the department chair). Should a Probationary Status student withdraw from a class prior to being granted Regular Status without the written consent of the department chair, then he or she shall be denied admission to the program. The Provost/Vice President for Academics reserves the right to waive this provision.

- **Conditional Status:** The student is accepted for enrollment, pending completion of the application process. A student admitted conditionally is: (1) ineligible for financial aid, and (2) is limited to enrolling for a maximum of six semester credit hours (limited to one semester) unless written exception is granted by the department chair.
- **Special Status:** The student is not seeking a degree from the University of Saint Mary and has been admitted after completing and signing an “Application for Special Status.” The student is: (1) ineligible for financial aid and (2) is limited to enrolling for a maximum of six semester credit hours unless written exception is granted by the department chair. Upon submission of the required application materials, the student may be considered for admission to Regular Status.

Transfer of Credit Guidelines

The University of Saint Mary general philosophy behind the granting of transfer credit is that students who have already mastered the content and difficulty level of a subject will not be required to take a course similar in content, substance, and difficulty offered by the University of Saint Mary provided all applicable policies and procedures are met. None of the policies, procedures, or other stipulations below should be construed as a contract, promise, or guarantee of the transferability of credit from any source to the academic programs offered by the University of Saint Mary.

Graduate Transfer Credit Policy

Students with transferrable graduate level credits may apply those to graduate programs at the University of Saint Mary provided all applicable requirements are met:

- Official transcripts of all previous undergraduate and graduate level education have been received by the Registrar’s Office for evaluation (unofficial copies may be used for unofficial transcript evaluations).
- The coursework was completed at an institution of higher education that is accredited by an agency recognized as a regional accrediting body by the United States Department of Education.
- The semester credit hours are clearly designated as graduate level education and were not used to satisfy undergraduate requirements.
- Course work was completed with a grade of “B” or higher.
- Course work cannot be more than eight (8) years prior to the date of admission into a University of Saint Mary graduate degree program.

The following limitations apply to the transfer of graduate credit hours:

- No transfer credits can be used to satisfy practicum hours.
- No more than six (6) credit hours may be applied to graduate programs in Education and Psychology.
- No more than nine (9) credit hours may be applied to the graduate program in Counseling Psychology.
 - No transfer credits can be used to satisfy prerequisite hours required by Counseling Psychology.
- No more than nine (9) credit hours may be applied to the graduate program in Business.
- No more than fifteen (15) credit hours may be applied to the graduate program in Athletic Training.
- No more than nine (9) credit hours may be applied to the graduate program in Nursing.

Written permission from the Provost/Vice President for Academics and the academic division chair must be obtained in order for students to take graduate level courses at another institution while in a graduate level program at the University of Saint Mary, with the intent of transferring those hours into the graduate program at the University of Saint Mary.

Regardless of the amount of transfer credits applied to a University of Saint Mary graduate level degree program, all requirements for graduation must be met by students wishing to obtain the graduate degree.

No semester credit hours accepted for transfer from any source will be factored into the calculation of the University of Saint Mary GPA. Transferred semester credit hours will be displayed on the University of Saint Mary transcript as credits earned toward the degree and without an academic grade notation.

Transfer Credit Procedure

In order to provide consistency of transfer credit evaluations from any/all sources of credit recognized by the University of Saint Mary, the following procedure will apply:

- Per regulations promulgated by the United States Department of Education and Department of Veteran Affairs, official transcripts are required and must be received directly from all accredited and non-accredited secondary and postsecondary institutions and testing agencies.
- Quarter hours will be converted to semester hours; one quarter hour equals two-thirds (0.67) of a semester hour. Transfer courses converted from quarter hours to semester credit hours will be rounded down for purposes of meeting University of Saint Mary coursework. (Example: a 5 quarter hour course is multiplied by .67 to equal 3.35. This is rounded down to 3 and would transfer into a 3 credit hour University of Saint Mary course but not a 4 credit hour course).
- Only those courses that are accepted for transfer will be recorded on the official University of Saint Mary transcript and will be listed without an earned letter grade. No grades for transferred courses will factor into the University of Saint Mary GPA.

Course Load

Graduate students are considered full-time when enrolled in 6 or more credit hours in an academic term. Graduate students enrolled for courses totaling from 1 to 5 credit hours are considered halftime.

Attendance Policy

Prompt attendance at academic appointments (classes, lectures, or conferences) is an essential part of academic work. It is expected that students will keep all academic appointments to the best of their ability or notify appropriate faculty or staff in advance of their absence. Two absences for graduate students is unacceptable. The University supports attendance policies that are more restrictive, if such policies have been stated in the course syllabus.

Each faculty sets the attendance policy for each course taught and communicates it clearly to the student at the beginning of the semester. However, said attendance policies for faculty will include and recognize the following as excused absences:

- University-sponsored activities
- Illness
- Subpoenas
- Jury duty
- Military service

While such absences are “excused absences” and without penalty, the responsibility for work missed because of an absence rests upon the student.

Faculty should report to the Registrar student absences in excess of one week or equivalent, unless the student has made arrangements with the instructor to complete all work missed. The Registrar reports student absences to the Keleher Learning Commons. This allows for early intervention should the student need assistance.

Graduate level courses are offered intensively, meeting for several hours in each session for eight to sixteen weeks. Therefore, in graduate level courses, two absences are considered excessive.

Faculty members will access their class rosters and will direct any student not on the roster, but present in the course, to register immediately after the first class meeting. Faculty members will not allow, under any circumstances, an unregistered student to remain in class.

The matter of tardiness is at the discretion of each faculty member.

Catalog Requirements: Progress toward Degree

Graduate students have five years from their initial enrollment to complete degree requirements (seven years for students in graduate level Counseling Psychology).

All graduate degree-seeking students with “Regular Status” must maintain at least a cumulative grade point average of 3.0. A student whose cumulative GPA falls below 3.0 will be placed on academic probation by the

graduate program. Probationary status must be resolved within the next six credit hours or the student will be dismissed from the program. Grades below “C” are not applied to any graduate degree.

Graduate degree-seeking students will be automatically dismissed from the graduate program when a grade of “F” or more than two “C” grades are earned in any graduate course. A student may appeal this dismissal, but readmission is at the discretion of the program. If the student is allowed to continue in the graduate program as a result of the appeal, he/she must retake the course in which the grade of “F” was received and pass with a grade of “B” or better. This course may be retaken one time and if these requirements are not met, the student will be dismissed from the program and this dismissal will be final. The newer grade will be the only grade figured into the grade point average but the grade of “F” will remain on the transcript. Students being reinstated into the graduate program should take the course in question prior to pursuing other course work. However, when circumstances warrant, details regarding how and when the course will be retaken will be addressed on a case by case basis.

Course Numbering

Series 600 – These courses are designed to offer learning to prepare a student for graduate college level work count towards the hours required for a University of Saint Mary Master and/or Doctorate degree. Undergraduate students may also enroll in 600 level courses in transition to their graduate studies.

Series 700 -900 – These courses are graduate level college work that count towards the hours required for a University of Saint Mary Master and/or Doctorate degree.

Repeated Coursework

Students enrolled in a graduate program that wish to improve their GPA may only repeat two courses, and no individual course may be repeated more than once. The most recent grade earned in the course will be used to calculate GPA, but the previous grade will remain on the transcript.

Attempted and earned credit hours for all repeated coursework are counted within the Title IV Federal Student Aid Satisfactory Academic Progress calculations.

15. Graduate/Doctorate Academic Programs

The University of Saint Mary offers graduate programs across two campuses and online. Saint Mary has a long tradition of academic excellence and has gained the respect of local and national employers for our values-based curriculum. Each program has its own admissions requirements.

The University of Saint Mary offers the following Master’s and Doctorate degrees (may vary by location and delivery method):

Division of Social and Behavioral Sciences

Master of Arts in Education
 Master of Arts Special Education
 Master of Arts Secondary Education
 Master of Arts Elementary Education
 Master of Arts Psychology
 Master of Arts in Counseling Psychology
 Doctor of Education in Leadership

Division of Business and Information Technologies

Master of Business Administration

- concentrations in Finance, Human Resources, Marketing and Advertising Management, Healthcare Management, Information Security, Sport Administration, General Management, Accounting, and Leadership and Organizational Health

Division of Nursing

Master of Science in Nursing

- concentrations in Nurse Educator, Nurse Administrator, and Family Nurse Practitioner

Division of Health Sciences

Master of Science in Athletic Training
 Doctor of Occupational Therapy (OTD) (entry-level program)
 Doctor of Physical Therapy (DPT) (entry-level program)

15.1 Master of Arts in Education

A thirty (30) credit hour Master of Arts degree in the area of education is offered to educators interested in the study of education and society. The program invites professional practitioners seeking advancement and improved practice to enhance personal growth and strengthen organizational performance. The current enrollment includes educators from P-12 schools, from community colleges, and from corporate/business and military sectors. The diverse and inclusive student body allows for interaction and understanding among educational professionals from different organizational perspectives. Problems of practice are investigated within this collaborative and integrative context. While the coursework and related experiences lead to an advanced degree in education, candidates will not be eligible for initial teacher licensure based on the course of study.

The Master of Arts in education is developed on the graduate programs' conceptual framework that advocates educators as leaders in shaping change through research and reflective practice. The program follows the University of Saint Mary graduate education conceptual model: Knowledge in Action. The model rests on the theoretical framework of the practical argument (Fenstermacher, 1986) which honors the complexity of practical decision-making. By acquiring habits of mind aimed at examining and improving premises that

ground action, practitioners improve their actions and results. While promoting a rigorous study of current educational research and critical analysis of practice through course work and field experiences, the University of Saint Mary program also encourages the reflective examination of personal values. Such critical reflection involves contemporary issues and their relationship to instructional methodologies, leadership, program development, and performance assessment.

Education Program Outcomes

University of Saint Mary candidates will:

1. Draw from their knowledge of education theory and research to undergird the formal and informal education processes that impact P-20 students, learning, and the learning environment;
2. Demonstrate knowledge of diverse learners, including all forms of exceptionalty; and create instructional opportunities that meet the needs of all learners;
3. Critically reflect on ethical and moral implications of actions as they relate to all learners;
4. Apply their knowledge of curriculum content and design to support learners' construction of knowledge;
5. Implement appropriate instructional models, strategies, and technologies to enhance the learning of all students;
6. Utilize measurements and evaluation accurately and systematically to monitor and promote learning;
7. Apply quality principles of leadership, including skills of effective communication, collaboration, and motivation to shape change and improve the learning community; and
8. Demonstrate the ability to be reflective practitioners by identifying a problem, examining research, advocating solutions, implementing a plan, and measuring and evaluating outcomes.

Each candidate demonstrates the fulfillment of the outcomes through coursework, research, and related field experiences.

Education Graduate Program Dispositions

University of Saint Mary candidates will demonstrate their commitment to teaching and learning through (Aligned with graduate conceptual framework):

1. Fostering the learning of all students,
2. Dedicating themselves to life-long learning and professional training,
3. Providing leadership in shaping change within learning communities,
4. Respecting and honoring diversity and global perspectives,
5. Performing critical analysis and reflective practice,
6. Fulfilling professional responsibilities with honesty and integrity,
7. Encouraging and modeling self-assessment, and
8. Promoting learning utilizing assessments, technologies, and best instructional practices.

Candidates will demonstrate fulfillment of the dispositions through self-assessment surveys and documentation in a summary portfolio.

Admission Requirements

The following requirements must be met to be considered for full (regular) admission to the MA Education program:

- A bachelor's degree from a regionally accredited institution.
- An undergraduate GPA of at least 2.75 on a 4.0 scale.
- Two letters of recommendation.
- An essay describing the candidate's philosophy of teaching and learning.
- An interview with the education program director or division chair.

Curriculum

The Master of Arts in education consists of eleven required courses (30 credit hours). All courses are three credit hours unless otherwise specified. Candidates may transfer in up to six credit hours. During the program, candidates will be expected to complete field experiences in an educational setting that are documented in the summary portfolio. This degree does not lead to licensure.

Required Core Courses (21 crs):

ED 720 Curriculum Design and Assessment (3 crs)

ED 723 Research in Education (3 crs)

ED 727 Legal Issues in Education (3 crs)

ED 738 Instructional Technology (2 crs)

ED 732 Political and Ethical Structures in Education (3 crs)

ED 733 Diagnostic and Differentiation Approaches in Varied Classroom Settings (3 crs)

ED 737 Leadership and Change in Education (3 crs)

ED 799 Seminar: Summary Portfolio (1 cr)

Concentration Area Curriculum

A concentration is achieved by taking nine credit hours (three classes within a specific area) in addition to the required core courses. Candidates can select one of two concentrations: ESOL, and Instructional Coach.

English Speaker of Other Languages (ESOL) Concentration (9 crs):

ED 724 Cultural Diversity in Education (3 crs)

ED 682 English Language Learners (ELL) Methods (3 crs)

ED 683 Linguistics for Educators (3 crs)

Undergraduate education majors are eligible to take ED 682, ED 683, and ED 684 in order to add this endorsement to their license.

Instructional Coach (9 crs):

ED 734 The Adult Learner (3 crs)

ED 741 Creating and Implementing Professional Development for Educators (3 crs)

ED 781 Peer Coaching, Professional Mentoring, and Collaborative Practices (3 crs)

Exiting Assessment

Candidates will complete and orally present a summary portfolio that demonstrates professional growth and reflection in relation to the graduate conceptual framework model, KSDE standards, program, and course outcomes.

15.2 Master of Arts in Elementary Education

The Graduate Elementary Teacher Education Program is dedicated to professional preparation for teaching, through its critical reflective teacher model. In order to enhance and enrich P-12 student learning, the program seeks to promote critical deliberation through course work which

- Advocates continual growth in knowledge and renewal of commitment to the well-being of others within the context of its catholic, liberal arts tradition;
- Gives emphasis to the significance of diversity in American society and in its key social institutions;
- Underscores the political and moral nature of teaching in a pluralistic society;
- Integrates the study of education with study in the liberal disciplines and with clinical experiences;
- Engages candidates in critical inquiry into the social, political, philosophical/ideological, and economic context in which schools are embedded;
- Emphasizes the interactive nature of theory and practice; and
- Considers global perspectives

A thirty-five (35) credit hour Master of Arts degree in Elementary Education is offered to candidates who have an earned bachelor's degree in another field and are interested in teaching at the elementary (K-6 level). The program invites professionals who have a passion for teaching elementary students and are interested in earning an advanced degree at an accelerated pace. Successful completion of the Master of Arts in Elementary Education leads to initial Kansas Licensure and a degree in Elementary Education. If a candidate has already earned a master's degree in an education field and only seeks licensure, the program of study would be thirty-two (32) credit hours, including student teaching.

The Master of Arts in education is developed on the graduate programs' conceptual framework that advocates educators as leaders in shaping change through research and reflective practice. The program follows the University of Saint Mary graduate education conceptual model: Knowledge in Action. While promoting a rigorous study of current educational research and critical analysis of practice through course work and field experiences, the University of Saint Mary program also encourages the reflective examination of personal values. Such critical reflection involves contemporary issues and their relationship to instructional methodologies, leadership, program development, and performance assessment.

Education Graduate Program Outcomes

University of Saint Mary candidates will:

1. Draw from their knowledge of education theory and research to undergird the formal and informal education processes that impact P-12 students, learning, and the learning environment;
2. Demonstrate knowledge of diverse learners, including all forms of exceptionality; and create instructional opportunities that meet the needs of all learners,
3. Critically reflect on ethical and moral implications of actions as they relate to all learners;

4. Apply their knowledge of curriculum content and design to support learners' construction of knowledge;
5. Implement appropriate instructional models, strategies, and technologies to enhance the learning of all students;
6. Utilize measurements and evaluation accurately and systematically to monitor and promote learning;
7. Apply quality principles of leadership, including skills of effective communication, collaboration, and motivation to shape change and improve the learning community; and
8. Demonstrate the ability to be reflective practitioners by identifying a problem, examining research, advocating solutions, implementing a plan, and measuring and evaluating outcomes.

Each candidate demonstrates the fulfillment of the outcomes through coursework, research, and related field experiences.

Education Graduate Program Dispositions

University of Saint Mary candidates will demonstrate their commitment to teaching and learning through:

1. Fostering the learning of all students,
2. Dedicating themselves to life-long learning and professional training,
3. Providing leadership in shaping change within learning communities,
4. Respecting and honoring diversity and global perspectives,
5. Performing critical analysis and reflective practice,
6. Fulfilling professional responsibilities with honesty and integrity,
7. Encouraging and modeling self-assessment, and
8. Promoting learning utilizing assessments, technologies, and best instructional practices.

Candidates will demonstrate fulfillment of the dispositions through self-assessment surveys and documentation in a summary portfolio.

Admission Requirements

The following requirements must be met to be considered for full (Regular) admission to the MA Education program:

- A bachelor's degree from a regionally accredited institution.
- An undergraduate GPA of at least 2.75 on a 4.0 scale.
- Two letters of recommendation.
- An essay describing the candidate's philosophy of teaching and learning.
- An interview with the education program director or division chair.
- Passing scores on reading, writing, and mathematics subtests of a university administered basic skills course or equivalent entrance exam.
- Completion of all general education content requirements before being eligible to apply for student teaching.

Teacher Candidate Dispositions

Diversity and Multiple Perspectives: The teacher candidate values each individual student. She/he recognizes, believes, models, and teaches that all children can learn. Knowledge content, skills, and dispositions reflect multiple perspectives, respect for difference, and appreciation of various learning modalities, including use of new and emerging technology. (INTASC standards 1, 2, 5, 7, 8).

Critical Thinking Skills: The teacher candidate practices reflective, critical thinking and fosters this skill and process with her/his students within a flexible and reciprocal learning environment (INTASC standards 4, 5, 9).

Positive Learning Climate and Community: The teacher candidate is an active participant in creating a positive, democratic learning community. She/he utilizes appropriate communication skills, addresses issues of short term and long term planning, and uses on-going and varied assessment (self and other) for both teacher candidate and student (INTASC standards 3, 6, 7, and 8).

Professionalism, Leadership and Collaboration: The teacher candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as a source of analysis and reflection to improve practice. He/She also understands the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy. The teacher candidate actively shares responsibility as an advocate for learners. She/He seeks to work collaboratively with learners and families in goal setting. She/He takes initiative to grow and develop with colleagues through interactions that enhance practice and support learning. (INTASC standards 9 and 10).

Program Outcomes

Throughout their program, the teacher candidates demonstrate the accomplishment of the following outcomes:

1. Growth in the ability to apply consistently the critical reflective teacher model in course work and in teaching practice through
 - a. Systematic inquiry based consideration of theoretical and moral principles,
 - b. Problems conceptualized for analysis,
 - c. Consequences of alternative actions examined, and
 - d. Informed practice based on warranted conclusions.
2. Knowledge of subject matter and pedagogical content knowledge through
 - a. Apt use of subject matter concepts and methods of inquiry,
 - b. Identification of organizing themes within subject matters,
 - c. Flexible treatment of content,
 - d. Apt use of examples, illustrations, and metaphors, and
 - e. Curriculum integration.
3. Understanding of the relationship of governmental and school organizational structures and social, cultural, and educational forces to the educational process through

- a. Accurately describing the relationship or organizational structures and relevant forces in education,
 - b. Consideration of diversity in instruction,
 - c. Concern for equality of opportunity in instruction,
 - d. Promotion of a democratic learning community, and
 - e. Interactions with parents, students, and colleagues that manifest respect.
4. Understanding of the political and moral nature of the curriculum and teaching informed by social, philosophical, and historical foundations of education through
 - a. Course work and curricular plans grounded in philosophy of education
 - b. Consideration of social, political, and moral consequences of instructional activities, and
 - c. Regard for ethical standards of the profession
 5. Theoretical understanding and the ability to foster and maintain a classroom culture conducive to learning through
 - a. Classroom organization that facilitates learning,
 - b. Orderly transitions between activities,
 - c. Implementation of democratic style,
 - d. Student decision-making,
 - e. Promotion of student motivation to learn,
 - f. Allocation of resources to classroom goals,
 - g. Maintenance of records, and
 - h. Prompt and professional communication with parents.
 6. Use of pedagogical knowledge and a broad spectrum of educational technology through
 - a. Variation of instructional strategies,
 - b. Use of supplemental materials to enhance instruction,
 - c. Promotion of critical thinking, problem-solving, and meaningful learning through instructional strategies, and
 - d. Use of technology.
 7. Understanding of the significance of diversity issues, multicultural education, and global perspectives for contemporary schooling and concepts of democracy through
 - a. Accurately describing the aims and purposes of multicultural education and global education,
 - b. Accurately describing the relationship between multicultural education and democratic principles, and
 - c. Instructional plans that reflect diversity and culturally relevant teaching (gender, racial, cultural, and ethnic).
 8. Ability to apply knowledge of learning and the learner (including all students with special needs) in the classroom through
 - a. Instruction that accommodates developmental levels and learning styles,
 - b. Instruction that enhances motivation, positive affect, and self-esteem,
 - c. A variety of formal and informal assessment procedures utilized,
 - d. Accurate and ethical interpretation of assessments, and
 - e. Assessment results integrated into instructional plans.

Accredited by the Kansas State Board of Education and the Council for Accreditation of Educator Preparation (CAEP), the department offers professional courses for elementary teachers. Through college governance structures, including the Teacher Education Committee, the department cooperates with all other departments in its interdisciplinary approach to the preparation of teachers.

Since department requirements may change to meet state and/or national standards, students should contact the academic division chair to obtain information concerning the current program. All students interested in teacher education should consult with the department regarding preferred sequence, selection of courses, and specific general education requirements.

Course Transfer Policy Statement for MA in Elementary Education

This policy governs the evaluation and acceptance of courses that are presented for either prerequisite general education transfer or professional coursework transfer based on competency equivalence by students applying to enter programs within the University of Saint Mary's Department of Education. USM's Department of Education desires to ensure consistency and continuity in the acceptance of courses that are presented transfer for either prerequisite general education and/or professional coursework equivalence of competencies, and which are in compliance with the program requirements of the Kansas State Department of Education. Decisions regarding acceptance of courses for transfer credit will be made by the program director and/or the Chair of the Behavioral and Social Science Division Chair.

Process/Procedures:

- Coursework for prerequisite transfer must demonstrate equivalent competencies to those courses taught in the University of Saint Mary education program. Transfer courses to be considered must be beyond the level of secondary education, and may include both graduate and undergraduate work. Courses that are remediation of deficiencies from secondary school or from lack of preparation of the student will not be accepted for equivalence. Candidates applying for prerequisite or professional course transfer, based on equivalent competencies are responsible for providing the necessary documentation for review, including the submission of an official transcript, and may also include original syllabi or catalog descriptions of courses. Prerequisite general education coursework that received a grade of less than C level will not be accepted for transfer credit. Prerequisite general education coursework that is more than 20 years old at the time of degree application may not be accepted for transfer credit. Professional education course work submitted for transfer that received a grade less than C-level will not be accepted. Professional education course work that is older than 10 years at the time of program application may not be accepted.
- Coursework must have been earned at an institution whose academic integrity has been assured and must be appropriately accredited by an agency or commission recognized by the United States Department of Education. For institutions outside the United States, such assurance is provided by an approved credentials evaluation service to which applicants submit their educational credentials. Evaluation of equivalent competencies within a course considered for transfer will focus on the level of instruction and applicability to the corresponding USM course.

- A maximum of 9 semester hours of course credit in professional education courses that demonstrate equivalent competencies with the corresponding Saint Mary course may be considered for transfer credit in initial licensure programs. Additionally, an introductory field experience may be considered for transfer of one credit hour, if it is determined to have met the same competencies as ED 745, Practicum I: Observation and Aiding in the Classroom. There is no maximum threshold for transfer of courses for general education prerequisite credit.
- If the Social and Behavioral Sciences Division Chair rules against the transfer of credit within the above mentioned parameters, the student may appeal in writing, to include a course syllabus of the disputed course, to the Provost/Vice President for Academics, who is the final authority.
- The University of Saint Mary reserves the right to require official transcripts any time during the admissions process, and rescind any offer of admission made if discrepancies between unofficial and official transcripts are found.

Endorsements from the Kansas State Department of Education

Elementary Level K-6. For specific information regarding other particular endorsements, consult the Social and Behavioral Sciences Division Chair.

Admission to Student Teaching

Candidates formally apply for admission to student teaching on or before a date set by the education department midway through the fall or spring semester prior to the anticipated student teaching semester. The Teacher Education Committee evaluates applications. The department informs students of the decision. Placement requests are accepted for up to three school and grade level choices. Placements are made by designated members of the Education department. Further information concerning student teaching is found in the Education Department Policies and Procedures Manual.

Licensure Coursework

Unit head or appointed advisor will advise candidates on recommended sequence of coursework.

Master of Arts in Elementary Education Licensure Courses

Professional Education Foundations Core (14 crs):

ED 720 Curriculum Design and Assessment (3 crs)

ED 738 Instructional Technology (2 crs)

ED 744 Methods for Teaching Diverse Learners (3 crs)

ED 748 Psychological Foundations of Education (3 crs)

ED 754 Classroom Management and Student Motivation (3 crs)

Professional Education Curriculum Core (12 crs):

ED 746 Teaching Science and Health in Elementary School (3 crs)

ED 747 Teaching Social Science and Aesthetics in Diverse Settings (3 crs)

ED 749 Teaching Math in Elementary School (3 crs)

ED 753 Integrated Reading and Language Arts Methods (3 crs)

Field Core Experience (2 crs):

ED 755 Reading Practicum (1 cr)

ED 765 Advanced Practicum (1 cr)

Student Teaching Semester (7 crs):

ED 766 Teacher as Professional Collaborator (1 cr)

ED 769 Student Teaching: Elementary (6 crs)

15.3 Master of Arts in Secondary Education

The Graduate Secondary Teacher Education Program is dedicated to professional preparation for teaching, through its critical reflective teacher model. In order to enhance and enrich P-12 student learning, the program seeks to promote critical deliberation through course work which

- advocates continual growth in knowledge and renewal of commitment to the well-being of others within the context of its Catholic, liberal arts tradition;
- gives emphasis to the significance of diversity in American society and in its key social institutions;
- underscores the political and moral nature of teaching in a pluralistic society;
- integrates the study of education with study in the liberal disciplines and with clinical experiences;
- engages candidates in critical inquiry into the social, political, philosophical/ideological, and economic context in which schools are embedded;
- emphasizes the interactive nature of theory and practice; and
- considers global perspectives.

A forty-three (43) credit hour Master of Arts degree in Secondary Education is offered to candidates who have an earned bachelor's degree in another field and are interested in teaching at the Secondary (6-12 level). The program invites professionals who have a passion for teaching Secondary students and are interested in earning an advanced degree at an accelerated pace.

Successful completion of the Master of Arts in Secondary Education leads to initial Kansas Licensure and a degree in Secondary Education. If a candidate has already earned a master's degree in an education field and only seeks licensure, the program of study would be 31 credit hours, including student teaching.

The Master of Arts in education is developed on the graduate programs' conceptual framework that advocates educators as leaders in shaping change through research and reflective practice. While promoting a rigorous study of current educational research and critical analysis of practice through course work and field experiences, the University of Saint Mary program also encourages the reflective examination of personal values. Such critical reflection involves contemporary issues and their relationship to instructional methodologies, leadership, program development, and performance assessment.

Education Graduate Program Outcomes

University of Saint Mary candidate will

1. Draw from their knowledge of education theory and research to undergird the formal and informal education processes that impact P-12 students, learning, and the learning environment;
2. Demonstrate knowledge of diverse learners, including all forms of exceptionality; and create instructional opportunities that meet the needs of all learners,
3. Critically reflect on ethical and moral implications of actions as they relate to all learners,
4. Apply their knowledge of curriculum content and design to support learners' construction of knowledge,
5. Implement appropriate instructional models, strategies, and technologies to enhance the learning of all students,
6. Utilize measurements and evaluation accurately and systematically to monitor and promote learning,
7. Apply quality principles of leadership, including skills of effective communication, collaboration and motivation to shape change and improve the learning community,
8. Demonstrate the ability to be reflective practitioners by identifying a problem, examining research, advocating solutions, implementing a plan, and measuring and evaluating outcomes.

Each candidate demonstrates the fulfillment of the outcomes through coursework, research, and related field experiences.

Education Graduate Program Dispositions

University of Saint Mary candidates will demonstrate their commitment to teaching and learning through:

1. Fostering the learning of all students,
2. Dedicating themselves to life-long learning and professional learning,
3. Providing leadership in shaping change within learning communities,
4. Respecting and honoring diversity and global perspectives,
5. Performing critical analysis and reflective practice,
6. Fulfilling professional responsibilities with honesty and integrity,
7. Encouraging and modeling self-assessment, and
8. Promoting student learning utilizing assessments, technologies, and best instructional practices.

Candidates will demonstrate fulfillment of the dispositions through self-assessment surveys and documentation in a summary portfolio.

Admission Requirements

The following requirements must be met to be considered for full (regular) admission to the MA Secondary Education program:

- A bachelor's degree from a regionally accredited institution.
- An undergraduate GPA of at least 2.75 on a 4.0 scale.
- Two letters of recommendation.
- An essay describing the candidate's philosophy of teaching and learning.
- An interview with the education director or division chair.
- Passing scores on the university administered basic skills examination or equivalent entrance exam.
- Passing score on the Praxis II: Content Pass Score as determined by KSDE (check <https://www.ets.org/praxis/ks/requirements> exam codes and pass scores).

Teacher Candidate Dispositions

Diversity and Multiple Perspectives: The teacher candidate values each individual student. She/he recognizes, believes, models, and teaches that all children can learn. Knowledge content, skills, and dispositions reflect multiple perspectives, respect for difference, and appreciation of various learning modalities, including use of new and emerging technology. (INTASC standards 1, 2, 5, 7, 8)

Critical Thinking Skills: The teacher candidate practices reflective, critical thinking and fosters this skill and process with her/his students within a flexible and reciprocal learning environment. (INTASC standards 4, 5, 9)

Positive Learning Climate and Community: The teacher candidate is an active participant in creating a positive, democratic learning community. She/he utilizes appropriate communication skills, addresses issues of short term and long term planning, and uses on-going and varied assessment (self and other) for both teacher candidate and student. (INTASC standards 3, 6, 7, and 8)

Professionalism, Leadership and Collaboration: The teacher candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as a source of analysis and reflection to improve practice. He/She also understands the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.

The teacher candidate actively shares responsibility as an advocate for learners. She/He seeks to work collaboratively with learners and families in goal setting. She/He takes initiative to grow and develop with colleagues through interactions that enhance practice and support learning. (INTASC standards 9 and 10)

Program Outcomes

Throughout their program, the teacher candidates demonstrate the accomplishment of the following outcomes:

1. Growth in the ability to apply consistently the critical reflective teacher model in coursework and in teaching practice through
 - a. systematic inquiry based on consideration of theoretical and moral principles,
 - b. problems conceptualized for analysis,
 - c. consequences of alternative actions examined, and
 - d. informed practice based on warranted conclusions.
2. Knowledge of subject matter and pedagogical content knowledge through
 - a. apt use of subject matter concepts and methods of inquiry,
 - b. identification of organizing themes within subject matters,
 - c. flexible treatment of content,
 - d. apt use of examples, illustrations and metaphors, and
 - e. curriculum integration.
3. Understanding of the relationship of governmental and school organizational structures and social, cultural, and educational forces to the educational process through
 - a. accurately describing the relationship of organizational structures and relevant forces in education,
 - b. consideration of diversity in instruction,
 - c. concern for equality of opportunity in instruction,
 - d. promotion of a democratic learning community, and
 - e. interactions with parents, students, and colleagues that manifest respect.
4. Understanding of the political and moral nature of the curriculum and teaching informed by social, philosophical, and historical foundations of education through
 - a. coursework and curricular plans grounded in philosophy of education,
 - b. consideration of social, political, and moral consequences of instructional activities, and
 - c. regard for ethical standards of the profession.
5. Theoretical understanding and the ability to foster and maintain a classroom culture conducive to learning through
 - a. classroom organization that facilitates learning,
 - b. orderly transitions between activities,
 - c. implementation of democratic style,
 - d. student decision-making,
 - e. promotion of student motivation to learn,
 - f. allocation of resources to classroom goals,
 - g. maintenance of records, and
 - h. prompt and professional communication with parents.
6. Use of pedagogical knowledge and a broad spectrum of educational technology through
 - a. variation of instructional strategies,
 - b. use of supplemental materials to enhance instruction,

- c. promotion of critical thinking, problem-solving, and meaningful learning through instructional strategies, and
 - d. use of technology.
7. Understanding of the significance of diversity issues, multicultural education, and global perspectives for contemporary schooling and concepts of democracy through
- a. accurately describing the aims and purposes of multicultural education and global education,
 - b. accurately describing the relationship between multicultural education and democratic principles, and
 - c. instructional plans that reflect diversity and culturally relevant teaching (gender, racial, cultural, and ethnic).
8. Ability to apply knowledge of learning and the learner (including all students with special needs) in the classroom through
- a. instruction that accommodates developmental levels and learning styles,
 - b. instruction that enhances motivation, positive affect, and self-esteem,
 - c. a variety of formal and informal assessment procedures utilized,
 - d. accurate and ethical interpretation of assessments, and
 - e. assessment results integrated into instructional plans.

Accredited by the Kansas State Board of Education and the National Council for Accreditation of Teacher Education, the department offers professional courses for elementary and secondary teachers. Through college governance structures, including the Teacher Education Committee, the department cooperates with all other departments in its interdisciplinary approach to the preparation of teachers.

Since department requirements may change to meet state and/or national standards, students should contact the division chair to obtain information concerning the current program. All students interested in teacher education should consult with the department regarding preferred sequence, selection of courses, and specific general education requirements.

Endorsements from the Kansas State Department of Education

Secondary Level 6-12. For specific information regarding other particular endorsements, consult the Social and Behavioral Sciences Division Chair.

Admission for Student Teaching

Candidates formally apply for admission to student teaching by September 15 for student teaching the following spring semester. The Teacher Education Committee evaluates applications. The department informs students of the decision, and the coordinator for field experiences works with students in student teaching placements. Further information concerning student teaching is in the education the department.

Degree Coursework

(Program director will advise candidates on recommended sequence of coursework)

Professional Education: Foundations and Curriculum Core (15 crs):

ED 720 Curriculum Design and Assessment (3 crs)

ED 742 Foundations of Education: Social, Cultural, Philosophical and Historical Perspectives (3 crs)

ED 744 Methods for Teaching Diverse Learners (3 crs)

ED 748 Psychological Foundations of Education (3 crs)

ED 754 Classroom Management and Student Motivation (3 crs)

Professional Education: Secondary Education and Field Experience Core (7 crs):

ED 745 Practicum I: Observation and Aiding (1 cr)

ED 776 Reading Across the Content Areas (3 crs)

ED 789 Secondary Methods with Practicum (3 crs)

Student Teaching Semester (9 crs):

ED 766 Teacher as Professional Collaborator (1 cr)

ED 796 Student Teaching: Secondary (8 crs)

MAED Required Coursework (12 crs):

ED 723 Research in Education (3 crs)

ED 727 Legal Issues in Education (3 crs)

ED 738 Instructional Technology (2 crs)

ED 737 Leadership and Change in Education (3 crs)

ED 799 Seminar: Summary Portfolio (1 cr)

15.4 Master of Arts in Special Education

The Master of Arts (MA) degree in Special Education is a thirty-six (36) credit hour program. The program is designed to assure that graduates meet qualifications established by the Kansas State Department of Education in order to receive a teaching endorsement in the area of High Incidence (formerly Adaptive) Special Education or Gifted Education. This degree program prepares candidates to meet exceptional learning needs to effectively instruct children and youth who have learning needs in high incidence range (formerly adaptive) and the gifted program prepares teachers to effectively instruct children and youth who have gifted learning needs.

Admission Requirements

The following are required for admission into the Master of Arts in Special Education program:

- A bachelor's degree from a regionally accredited institution
- An undergraduate GPA of at least 2.75 on a 4.0 scale
- Two letters of recommendation
- Teaching License or eligibility for license
- Exceptional child course at the undergraduate level
- Philosophy of Teaching Essay

Progress through the Program

- Maintain at least a 3.0 GPA
- Approval for admission to advanced program based on successful completion of course work and initial practicum (SPED 604)
- Assessment of Candidate Dispositions

Special Education Program Outcomes

1. The special educators are culturally responsive and committed to the education of all children, maintaining high expectations for educational achievement and quality of life for individuals with exceptional needs;
2. The special educators are grounded in the foundations of the special education field including philosophies, principles and theories, laws and policies, diverse and historical perspectives, research, and the human issues that influence the field of special education;
3. The special educators are skilled in developing safe, positive, and supportive learning environments and in implementing effective learning and assessment strategies; and
4. The special educators are committed to collaboration. Leadership and advocacy in achieving the appropriate educational goals for the children or youth in their classrooms by fostering respectful and beneficial relationships with parents, school, and community personnel.

Teachers completing the High Incidence (formerly Adaptive) special education program will demonstrate mastery of the following teaching standards established by the Kansas State Department of Education. Graduates will be able to demonstrate the following:

Standard 1: The special educator understands the historical and philosophical foundations of special education, the characteristics of the disability, the impacts of the disability on education, and the legal parameters appropriate for each learner's educational needs.

Standard 2: The special educator uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring, and technology considerations.

Standard 3: The special educator uses Individual Educational Programs (IEPs), learning environments, individual learner characteristics, assessment, teacher knowledge of subject matter, and technology for effective instructional planning and implementation.

Standard 4: The special educator uses a variety of evidence-based instructional strategies; including effective adaptations, learner performance, and transitions; to promote learning and improve learner outcomes.

Standard 5: The special educator demonstrates effective communication skills to enhance collaboration and consultation among school professionals, to improve learner outcomes while planning for and implementing effective instruction and services; to implement the IEP, deliver instruction, and evaluate IEP implementation; and, to plan for and implement effective transition services.

Standard 6: The special educator understands the critical elements of language and literacy; identifies and uses evidence-based interventions to meet the instructional needs specific to reading, writing, math and other content areas; and includes the principles of universal design for learning and the use of technology to support literacy and to make data-based decisions.

Standard 7: The special educator demonstrates knowledge and skill in the use of problem solving models, including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) framework; conducts Functional Behavioral Assessments (FBA) and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners.

Standard 8: Family and Community Engagement - The special educator understands the importance of family and community engagement in the special education process; includes families in special education program development and implementation; understands the legal rights of families; and works to actively engage and empower families as partners in the education of the learner.

Note: KSDE High Incidence Special Education Standards provide the foundation for instruction in this program. Graduates will be expected to demonstrate mastery of all standards.

Teachers completing the Gifted Special Education Program will demonstrate mastery of the following teaching standards established by the Kansas State Department of Education. Graduates will be able to demonstrate the following:

Standard 1: The educator of learners with needs for gifted curriculum understands and applies philosophical, historical, and legal foundations of regular education, special education, and education of learners who are gifted.

Standard 2: The educator of learners with needs for gifted curriculum understands of learner diversity and provides experiences for cognitive, academic, social, and emotional development.

Standard 3: The educator of learners with needs for gifted curriculum understands multiple methods of assessment and uses multiple methods of assessment to diagnose, evaluate, and monitor the learner's cognitive, academic, social, and emotional growth and development.

Standard 4: The educator of learners with needs for gifted curriculum understands curriculum and instruction in general education, special education, and education of learners who are gifted and applies those skills in structuring advanced and expanded state and local curriculum.

Standard 5: The educator of learners with needs for gifted curriculum understands learning environments that accommodate diverse needs of learners and arranges learning experiences that are responsive to cognitive, academic, social, and emotional needs.

Standard 6: The educator of learners with needs for gifted curriculum understands and provides experience in skill development in problem-solving, critical and creative thinking, social interaction, leadership, and service.

Standard 7: The educator of learners with needs for gifted curriculum understands and uses skills in communication and collaboration in diverse societies to facilitate cognitive, academic, social, and emotional development of learners who are gifted.

Standard 8: The educator of learners with needs for gifted curriculum understands and practices professionalism and ethical behavior.

NOTE: KSDE Gifted Education Standards provide the foundation for instruction in this program. Graduates will be expected to demonstrate mastery of all standards.

Exiting Assessment

- Candidates must successfully complete an action research project during the final practicum (SPED 716)
- Candidates submit a program portfolio at the end of the capstone course (SPED 737)
- For Kansas Licensure a passing score on the Praxis for Gifted or Mild-Moderate (Adaptive)

This program is based on Kansas State Department of Education (KSDE) Standards and National Board for Professional Teaching Standards (NBPTS).

Candidates can seek licensure for grades K-6 and 6-12 after completing a program of 36 hours and after completing one practicum at the elementary level and another practicum at the secondary level. For single level (K-6, 5-8, or 6-12) or those seeking K-6 and 5-8 licensure, both practicum experiences may be completed at the same level.

Six (6) hours of equivalent transfer credit from an accredited college or university which has an approved special education program will be accepted for students who do not hold provisional licensure. Candidates who do hold provisional licensure may transfer a maximum of nine (9) credits.

Master of Arts in Special Education Curriculum

The Master of Arts in Education program in Special Education is a thirty-six credit program consisting of (12) twelve required courses.

The Masters in Special Education is designed with two concentration pathways in mind. Candidates will focus on their concentration for projects and assessments in core courses. Syllabi for each course will reflect the different pathways for each concentration.

Candidates who are only seeking endorsement in a concentration will take 24 credits of a combination of core, concentration, and practicum coursework indicated with an asterisk (*).

Special Education Core Course Work (24 crs)

SPED 705 Educating Students with Social and Behavioral Needs* (3 crs)

SPED 708 Assessments for Students with Diverse Learning Needs* (3 crs)

SPED 710 Communication/Collaboration and Community Building in the School Setting (3 crs)

SPED 712 Creating Optimal Learning Environments for Students with Diverse Learning Needs (3 crs)

SPED 714 Inquiry, Data Collection, and Action Research* (3 crs)

SPED 728 Technology Integration for Special Education (3 crs)

SPED 729 Legal Issues and Ethics in Special Education (3 crs)

SPED 737 Leadership and Advocacy in Special Education (Capstone) (3 crs)

Concentrations

High Incidence/Adaptive (9 crs):

SPED 600 Introduction and Characteristics of Students with Adaptive Learning Needs* (3 crs)

Choose one of the following:

SPED 600 Introduction and Characteristics of Students with Adaptive Learning Needs* (3 crs)

SPED 603 High Incidence Instructional Methods and Strategies: 6-12* (3 crs)

Choose one of the following:

SPED 707 Methods for Language and Literacy (K-6) (3 crs)

SPED 711 Methods: Transitioning to Adulthood (3 crs)

Gifted (9 crs):

SPED 601 Introduction and Characteristics of Gifted Learners* (3 crs)

SPED 709 Instructional Methods, Strategies, and Curriculum Design for Gifted Learners* (3 crs)

SPED 726 Advanced Methods and Curriculum Design for Gifted Learners* (3 crs)

Practicum Courses (6 crs)

SPED 604 Instructional Strategies and Methods Field Practicum (High Incidence or Gifted (3 crs)

SPED 716 Advanced Practicum (Adaptive or Gifted) (3 crs)

(45 hours of supervised practicum required for each course)

Candidates will meet with peers in their specific concentration for seminar sessions and be placed in either a high incidence (formerly adaptive) or gifted education setting depending on selected concentration area. Assignments may differ depending on concentration.

15.5 Master of Arts in Psychology

The University of Saint Mary offers a Master of Arts in Psychology as advanced preparation for students who wish to further their education in the discipline of psychology.

The goals of the program are to provide opportunities for individuals with the appropriate educational background to:

- Enhance their professional and personal lives through an enhanced understanding of psychological principles and their applications;
- Prepare for further study in the field at the doctoral level.

Program Outcomes

The University of Saint Mary Master of Arts in Psychology seeks to educate students in the following learning outcome areas: Professional Development, Research and Critical Thinking, and Application of Psychological Knowledge. Success in each of these areas is defined in terms of the objectives indicated below.

I. Professional Development

Outcome: The student will demonstrate a capacity for self-reflection and will develop an identity as a professional in the field of psychology.

Objectives: By the completion of the program, the student will:

1. Demonstrate an ability to apply psychological principles to enhance understanding of oneself and interpersonal relationships,
2. Identify short and long term career goals and provide reasonable strategies to achieve these goals which take into account the student's self-identified strengths and weaknesses,
3. Articulate an understanding of common ethical issues in the helping professions, and
4. Articulate an awareness of how credentialing, collegial relationships, and continuing education impact ongoing professional development.

II. Research and Critical Thinking

Outcome: The student will demonstrate an understanding of research in the field of psychology where the student is able to think critically and effectively communicate these thoughts orally and in writing.

Objectives: By the completion of the program, the student will:

1. Articulate an understanding of basic concepts used in behavioral research, statistics, and assessment,
2. Evaluate empirical research in psychology,
3. Conduct effective literature reviews,

4. Be able to design a research proposal in psychology,
5. Communicate ideas successfully in writing adhering to APA style, and 6. Communicate ideas orally in an effective manner.

III. Application of Psychological Knowledge

Outcome: The student will demonstrate knowledge of a range of psychological concepts and their applications.

Objectives: By the completion of the program, the student will:

1. Demonstrate an understanding of how the history of psychology shares the identity of professional and impacts the conceptualization of current issues,
2. Demonstrate an understanding of major counseling approaches,
3. Articulate an understanding of group, social, and/or cultural influences on behavior and demonstrate knowledge of group process and group leadership skills,
4. Articulate an understanding of the etiology, recommended treatments and diagnostic indicators for major disorders listed in the most current Diagnostic Statistical Manual of Mental Disorders, and
5. Articulate an understanding of cognitive, developmental, and/or biological factors influencing behavior.

Admission Requirements

In addition to general requirements of admission to the Graduate Division, candidates for the Master of Arts in Psychology or Counseling Psychology should have a baccalaureate degree with a major in psychology consisting of college courses in: general or introductory psychology; developmental psychology; psychological disorders; one course in social psychology or personality psychology, and an introductory statistics course. Applicants with a baccalaureate degree in an area other than psychology must meet the same course requirements with a minimum of a B (3.0) average in the required undergraduate psychology courses (exceptions may be made if the student can demonstrate the ability needed to be successful in a graduate psychology program through other application materials). Official transcripts are required for all undergraduate and graduate work. Applicants are also required to submit three professional references (forms are provided by the University of Saint Mary) and a letter of interest discussing their reasons for wishing to be in the program.

Students are admitted to the Master of Arts in Psychology program twice a year, at the start of fall semester and the start of spring semester. Admission to the Master of Arts in Psychology program is competitive and openings are limited. Admission is based on credentials and availability of openings in the program. A student not selected for admission may update his/her application materials and reapply during a future admissions period.

Continuous Enrollment

Students admitted to the Graduate Psychology Program must be continuously enrolled during the fall and spring semesters until they graduate. Students who fail to enroll, for either the fall or the spring semester, will be dismissed from the program unless they receive a Leave of Absence. Students desiring a Leave of Absence from the program would need to submit a request to the Director of the Graduate Psychology program stating the reasons for their request. The Leave of Absence request must be approved by the Social and Behavioral Sciences Division Chair.

Curriculum (37 crs)

PY 720 Historical Foundations of Psychology (3 crs)

PY 721 Advanced Social Psychology (3 crs)

PY 723 Advanced Psychopathology (3 crs)

PY 730 Methods of Research and Assessment (3 crs)

PY 731 Statistical Analysis for Counselors and Therapists (3 crs)

PY 741 Issues in Ethics and Professional Development (3 crs)

PY 744 Career Development and Counseling (3 crs)

PY 750 Counseling Theories (3 crs)

PY 751 Group Processes in Counseling and Therapy (3 crs)

PY 780 Summary Portfolio (1 cr)

Electives (9 crs) (may include up to 6 credits from another division with Program Director approval)

Students wishing to pursue doctoral study are advised to research programs of interest to assess admission criteria. These students may also wish to explore research activities outside of Saint Mary depending upon their career goals.

Course Scheduling

Required courses are taught once a year and follow a rotation. Students need to take classes year round (including at least one summer) in order to complete the program. It is recommended that students work with their advisor to establish an academic plan which maps out when they plan to enroll in specific courses.

Maximum Hours

Students in graduate level psychology programs may not enroll in more than 12 credit hours during the fall and spring semesters, and no more than 6 credit hours during the summer semester, without first obtaining consent from the Social and Behavioral Sciences Division Chair and the Academic Dean.

15.6 Master of Arts in Counseling Psychology

The University of Saint Mary offers a Master of Arts in Counseling Psychology to prepare students for licensure as either professional counselors or masters level psychologists. Depending on the program of study, a student who completes the Master of Arts in Counseling Psychology can satisfy the educational requirements for licensure as a Licensed Professional Counselor in Kansas and/or Missouri. Students can also pursue a program of study which satisfies Kansas educational requirements for Licensed Masters Level Psychologist, Licensed School Counselor, or Licensed Masters Addiction Counselor. Licensure is granted by individual states and not guaranteed by the University of Saint Mary.

The goals of the program are to provide opportunities for individuals with the appropriate educational background to:

- Enhance their professional and personal lives through an enhanced understanding of psychological principles and their applications.
- Prepare for further study in the field at the doctoral level.
- Provide the necessary educational background and practicum experience for those individuals wishing to practice in the mental health field as master's level psychologists or professional counselors.

Program Outcomes

The University of Saint Mary Master of Arts in Counseling Psychology seeks to educate students in the following learning outcome areas: Professional Development, Research and Critical Thinking, Application of Psychological Knowledge, Helping, and Assessment Skills. Success in each of these areas is defined in terms of the objectives indicated below.

I. Professional Development

Outcome: The student will demonstrate a capacity for self-reflection and will develop an identity as a professional in the field of counseling psychology.

Objectives: By the completion of the program, the student will:

1. Demonstrate an ability to apply psychological principles to enhance understanding of oneself and interpersonal relationships,
2. Identify short and long term career goals and provide reasonable strategies to achieve these goals which take into account the student's self-identified strengths and weaknesses,
3. Articulate an understanding of common ethical issues in the helping professions, and demonstrate an adherence to ethical practice during a practicum placement, and
4. Articulate an awareness of how credentialing, collegial relationships, and continuing education impact ongoing professional development.

II. Research and Critical Thinking

Outcome: The student will demonstrate an understanding of research in the field of psychology where the student is able to think critically and effectively communicate these thoughts orally and in writing.

Objectives: By the completion of the program, the student will:

1. Articulate an understanding of basic concepts used in behavioral research, statistics, and assessment,
2. Evaluate empirical research in psychology,
3. Conduct effective literature reviews,
4. Be able to design a research proposal in psychology,
5. Communicate ideas successfully in writing adhering to APA style, and
6. Communicate ideas orally in an effective manner.

III. Application of Psychological Knowledge

Outcome: The student will demonstrate knowledge of a range of psychological concepts and their applications.

Objectives: By the completion of the program, the student will:

1. Demonstrate an understanding of how the history of psychology shares the identity of professional and impacts the conceptualization of current issues,
2. Demonstrate an understanding of major counseling approaches,
3. Articulate an understanding of group, social, and/or cultural influences on behavior and demonstrate knowledge of group process and group leadership skills,
4. Articulate an understanding of the etiology, recommended treatments and diagnostic indicators for major disorders listed in the most current Diagnostic Statistical Manual of Mental Disorders, and
5. Articulate an understanding of cognitive, developmental, and/or biological factors influencing behavior.

IV. Helping and Assessment Skills

Outcome: The student will demonstrate an ability to perform a range of practice skills needed as a mental health practitioner.

Objectives: By the completion of the program, the student will:

1. Demonstrate the ability to perform basic helping skills including, but not limited to: displaying warmth and caring, attending, reflecting affect, reflecting content, affirming strengths, questioning, sustaining, refocusing, and confronting,
2. Integrate information from a variety of sources and accurately assess the client's needs and/or diagnosis and intervene accordingly,
3. Demonstrate the ability to set goals, develop treatment plans, assess progress, evaluate the counseling process, and appropriately end therapy,

4. Apply concepts from various counseling theories and related research findings to enhance the understanding of clients and guide interventions,
5. Demonstrate the ability to work as part of an interdisciplinary team and appropriately refer and seek consultation when needed,
6. Understand the relationship between psychotherapy and psychotropic medication and the ways in which medication may impact client functioning,
7. Articulate an understanding of multicultural counseling approaches and how world views can impact the counseling relationship and assessment process,
8. Select, administer, and interpret various psychological assessments appropriately within the context of supervision, and
9. Communicate in writing the results of clinical assessments and document counseling or psychotherapy sessions in a manner that is concise, accurate, relevant to the referral question, understandable to the target audience, and respectful of the client.

Admission Requirements

In addition to general requirements of admission to the Graduate Division, candidates for the Master of Arts in Psychology or Counseling Psychology should have a baccalaureate degree with a major in psychology, or education (for school counselor track), consisting of college courses in: general or introductory psychology, developmental psychology, psychological disorders, one course in social psychology or personality psychology, and an introductory statistics course. Applicants with a baccalaureate degree in an area other than psychology must meet the same course requirements with a minimum of a “B” (3.0) average in the required undergraduate psychology courses (exceptions may be made if the student can demonstrate the ability needed to be successful in a graduate psychology program through other application materials). Official transcripts are required for all undergraduate and graduate work. Applicants are also required to submit three professional references (forms are provided by the University) and a letter of interest discussing their reasons for wishing to be in the program.

Students are admitted to the Master of Arts in Counseling Psychology program twice a year, at the start of fall semester and the start of spring semester. Admission to the Master of Arts in Counseling Psychology program is competitive and openings are limited. Admission is based on credentials and availability of openings in the program. A student not selected for admission may update his/her application materials and reapply during a future admissions period.

Students wishing admission to the program must be able to demonstrate the ability to communicate receptively and expressively in the English language with sufficient proficiency to conduct interviews and engage in psychotherapy compatible with accepted standards of practice.

Students with prior criminal convictions may experience difficulty in obtaining a license to practice.

Graduates of the Master’s in Psychology program and former students seeking readmission to the Master’s in Counseling Psychology program may be considered for admission under the following conditions:

- Graduate of the University of Saint Mary Masters in Psychology program wishing to enter the Masters in Counseling Psychology program must submit a new application including new letters of recommendation. This will also apply to former students who left or were terminated from one or both programs and wish to reapply. Acceptance is not guaranteed. Graduates and reapplying students will be evaluated competitively with new students.
- A former graduate psychology student of the University of Saint Mary who is accepted into either of the graduate psychology programs will receive credit for course work completed in the last eight years. Any course work that is older than eight years must be repeated.
- Normally an academic transcript from any previous graduate program containing coursework with a final grade of “C” or below will preclude applicants from being accepted into graduate psychology programs at the University of Saint Mary. However, former University of Saint Mary graduate students may petition the faculty for admittance into a graduate psychology program by submitting a written explanation for the grade of “C” and interviewing with the Department Chair and the Director of Graduate Psychology Programs. If there is sufficient justification, individuals will be accepted on probation for the duration of their academic program. Any grade of “C” or below while on probation will result in automatic dismissal from the program.
- Former students who earned a grade of “C” in more than two graduate courses or a grade of “F” or “WF” in any graduate course even if they repeated the course and earned a higher grade will be refused admission to either of the Psychology graduate programs.
- Any former student admitted to either Psychology program will be subject to all requirements, rules, and regulations in effect at the time of admission.

Continuous Enrollment

Students admitted to the Graduate Psychology Program must be continuously enrolled during the fall and spring semesters until they graduate. Students who fail to enroll, for either the fall or the spring semester, will be dismissed from the program unless they receive a Leave of Absence. Students desiring a Leave of Absence from the program would need to submit a request to the Director of the Graduate Psychology program stating the reasons for their request. The Leave of Absence request would need to be approved by the Social and Behavioral Sciences Division Chair.

Maximum Hours

Students in graduate level psychology programs may not enroll in more than 12 credit hours during the fall and spring semesters, and no more than 6 credit hours during the summer semester, without first obtaining consent from the Social and Behavioral Sciences Division Chair and the Academic Dean.

Curriculum

Curriculum for Students Pursuing Professional Licensure in Kansas (60 credits):

Students pursuing licensure as professional counselors in Kansas need to complete courses for the degree. All practicum credits should be finished prior to receiving the Master of Arts degree.

Master of Arts in Counseling Psychology Core Curriculum (24-33 crs):

All students enrolled in the Master of Arts in Counseling Psychology degree program must complete seven core courses:

- PY 730 Methods of Research and Assessment (3 crs)
- PY 741 Issues In Ethics and Professional Development (3 crs)
- PY 748 Multicultural Counseling (3 crs)
- PY 749 Helping Relationship Skills (3 crs)
- PY 750 Counseling Theories (3 crs)
- PY 751 Group Processes in Counseling and Therapy (3 crs)
- PY 761 Practicum (6-15 crs) (not required for Licensed School Counselor Supplemental Curriculum)

Licensed Professional Counselor (LPC) in Kansas Supplemental Curriculum (27 credits):

Students pursuing licensure as professional counselors in Kansas must complete the Kansas LPC supplemental curriculum in addition to the courses in the core curriculum:

- PY 721 Advanced Social Psychology (3 crs)
- PY 723 Advanced Psychopathology (3 crs)
- PY 724 Life Span Development (3 crs)
- PY 744 Career Development and Counseling (3 crs)
- PY 745 Cognitive Processes (3 crs)
- 700-level Psychology Electives (9 crs)

Choose one of the following:

- PY 733 Developmental and Cognitive Assessment (3 crs)
- PY 734 Personality Assessment for Counselors and Therapists (3 crs)

Curriculum for Students Pursuing Professional Licensure in Missouri (48 credits):

Licensed Professional Counselor (LPC) in Missouri Supplemental Curriculum (24 credits)

Students pursuing licensure as professional counselors in Missouri must complete the Missouri LPC supplemental curriculum in addition to the courses in the core curriculum:

- PY 721 Advanced Social Psychology (3 crs)

PY 723 Advanced Psychopathology (3 crs)
 PY 724 Life Span Development (3 crs)
 PY 744 Career Development and Counseling (3 crs)
 700-level Psychology Electives (9 crs)

Choose one of the following:

PY 733 Developmental and Cognitive Assessment (3 crs)
 PY 734 Personality Assessment for Counselors and Therapists (3 crs)

Limited Masters Level Psychologist (LMLP) Supplemental Curriculum (27 credits)

Students pursuing licensure as Limited Masters Level Psychologists in Kansas must complete the LMLP supplemental curriculum in addition to the courses in the core curriculum:

PY 720 Historical Foundations of Psychology (3 crs)
 PY 721 Advanced Social Psychology (3 crs)
 PY 723 Advanced Psychopathology (3 crs)
 PY 731 Statistical Analysis for Counselors and Therapists (3 crs)
 PY 733 Developmental and Cognitive Assessment (3 crs)
 PY 734 Personality Assessment for Counselors and Therapists (3 crs)
 PY 744 Career Development and Counseling (3 crs)
 PY 745 Cognitive Processes (3 crs)
 PY 746 Psychopharmacology for Counselors and Therapists (3 crs)

Kansas Licensed Masters Addiction Counselor Supplemental Curriculum (24 credits)

Students pursuing licensure as Masters Addiction Counselors in Kansas must complete the school counseling supplemental curriculum in addition to the courses in the core curriculum:

PY 723 Advanced Psychopathology (3 crs)
 PY 735 Addiction and Recovery Services (3 crs)
 PY 736 Integrative Treatment of Co-Occurring Disorders (3 crs)
 PY 737 Substance Abuse Disorder Assessment and Diagnosis (3 crs)
 PY 746 Psychopharmacology for Counselors and Therapists (3 crs)
 700-level Psychology Electives (9 crs)

Kansas Licensed School Counselor Supplemental Curriculum (25-30 credits)

The School Counselor licensure program requires the candidate to implement the critical reflective process during coursework and clinical experiences through self-evaluation and feedback from instructors, supervisors, and mentors. Program goals and outcomes align with the current KSDE School Counselor Licensure Standards and the American School Counselor Association (ASCA) School Counselor Preparation Program Standards. Candidates are assessed relative to the program outcomes throughout their coursework and clinical

experiences for improvement and mastery of learning and instruction. Course work develops and strengthens the professional knowledge, skills, and dispositions of the school counselor candidate and emphasizes use of current research based best practice including the ASCA National Model: A Framework for School Counseling Programs, ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student, and ASCA Ethical Standards for School Counselors.

Application for an initial school specialist license for school counselor requires a graduate degree, the completion of a graduate-level school counselor preparation program with a minimum 3.25 cumulative GPA, successful completion of state board approved school counselor exam (Praxis), and either a currently valid professional teaching license or the successful completion of additional field experiences (minimum of 70 clock hours). Students without the current teaching license will work with the program coordinator to complete this additional experience early within the program. Students will gain perspective of the school as a complex system, developmental needs of PreK-12 students, counseling as a school program, and the unique role, duties, and responsibilities of the school counselor.

Additionally, all school counseling students having completed one-half of the program (24 credit hours) could be eligible for a provisional license as a school counselor if hired by a Kansas school. Details are available from the program coordinator.

Students pursuing licensure as school counselors in Kansas must complete the following school counseling curriculum in addition to the core curriculum (excluding PY 761):

PY 724 Life Span Development (3 crs)

PY 734 Personality Assessment for Counselors and Therapists (3 crs)

PY 744 Career Development and Counseling (3 crs)

PY 765 Foundations of School Counseling (3 crs)

PY 766 Issues and Best Practices in School Counseling (3 crs)

PY 767 School Counseling Program Management (3 crs)

PY 769 Counselor Consultation and Collaboration (3 crs)

PY 771 Practicum in School Counseling (3 crs)

PY 772 Internship in School Counseling (1-6 crs)

Completers of the school counselor program will demonstrate competencies in the following KSDE School Counselor Standards:

Standard 1 Knowledge of the philosophical, historical, and social foundations of contemporary education and counseling practice; and preparation standards, professional credentialing practices, legal and ethical, behaviors.

Standard 2 The knowledge and skills to plan, organize, implement, and evaluate a comprehensive, developmental, results-based school counseling program.

Standard 3 Understanding and demonstration of the appropriate counseling skills to address the needs of individuals throughout stages of human development, possess knowledge of related human behavior at all developmental levels and in multicultural contexts, and the impact of the stages and behaviors on learning and family dynamics.

Standard 4 Understanding of the major theories of individual and group counseling and demonstrates appropriate skills, techniques, and use of technology in implementing individual and group counseling and classroom lesson design to promote academic, career, and personal/social development of learners.

Standard 5 Understands and demonstrates legal and ethical use of assessment, evaluation and research in multicultural contexts.

Standard 6 Knowledge of career development and ability to apply a multi-tier approach for counseling all learners through their developmental stages.

Standard 7 Understands the significance and demonstrates the skills of teaming and consultation, collaboration, and coordination in developing programs to facilitate the positive interaction between learners and their environment.

Standard 8 Understand social and cultural diversity across developmental stages and be able to identify appropriate counseling practices.

Course Scheduling

Courses are taught once a year and follow a predictable rotation. Students need to take courses year round (including summers) in order to complete the program. The minimum time required to complete coursework for any of the three licensure options is two academic years. We strongly recommend that students work with their advisors at the outset to establish programs of study which map out the course sequences and timing to meet all of their degree requirements.

Students should communicate directly with the state licensure boards to ensure that they are meeting the necessary requirements for their selected profession.

Students wishing to apply for doctoral programs may wish to pursue research activities with Department faculty or outside the University of Saint Mary depending upon their long term career goals.

Graduate Transfer Credit

Up to nine (9) graduate credit hours may be transferred into the Master of Arts in Counseling Psychology program provided the courses (and the institutions awarding the credit hours) with which the credits are associated meet the educational requirements described in licensure regulations for Kansas or Missouri. Any courses which do not meet all state educational requirements will not be accepted. The Program Director reserves the right to determine if the courses meet Kansas or Missouri licensure requirements.

15.7 Doctor of Education in Leadership

The E.D. in Leadership is a 40-hour program designed to prepare students for a multitude of leadership and teaching positions, particularly in higher education and extends the degree offerings already available in the Education Department at the University of Saint Mary. The program is cohort-based and builds on the University of Saint Mary's core values of community, respect, justice and excellence. This course of studies does not directly lead to licensure for school district superintendent or local level administration.

The curriculum consists of eleven 3-credit hour classes (33 credits), a capstone project (1 credit) and a dissertation (6 to 12 credits). The program must be completed within five (5) years.

Admission Requirements

- Successful completion of a Master's program or comparable post-baccalaureate degree from an accredited institution of higher education.
- Minimum grade point average of 2.75 on a 4.0 scale.
- Letters of recommendation.
- Statement of personal philosophy as an education professional.

Program Learning Outcomes

In the tradition and culture of the University of Saint Mary and the core values of community, respect, justice and excellence, the following are program outcomes for the Ed.D. in Leadership:

The program develops educational leaders who:

1. Exhibit innovative leadership behaviors such as: cultivating a culture of effective communication, fostering collaboration, creative problem solving and reflective practices to facilitate the change.
2. Analyze current issues and best practices in educational instruction, assessment, and innovation.
3. Demonstrate responsiveness to the varying needs of communities, organizations, and stakeholders and recognize the strengths and challenges in working with diverse populations.
4. Demonstrate ethical standards related to political, economic, culture and legal issues in the educational arena.
5. Create a culture that values professional learning, continuous improvement and communities of practice in their educational settings.
6. Evaluate leadership actions that promote collaboration, risk taking, conflict resolution, and future thinking in transforming educational structures.
7. Develop skills for collecting, analyzing and evaluating current research, educational models, and assessment results to make data-driven decisions.
8. Conduct original research demonstrating high-level analytical thinking, advanced research design, and problem-solving skills in the implementation of innovative leadership practices.

Plan of Study

11 courses (33 credits)

Capstone Project in lieu of Comprehensive Exam (1 credit) (portfolio/presentation aligned to all 8 PLOs)

Dissertation (6-12 credits)

Curriculum (40-46 credits)Core Courses (33 crs)

ED 801 Introduction to Doctoral Studies (3 crs) (PLO 1, 2, and 7)

ED 805 Characteristics of Innovative Educational Leadership Practices (3 crs) (PLO 1 and 5)

ED 810 Leadership for Diverse Populations (3 crs) (PLO 3)

ED 817 Educational Policy, Ethics, and Law (3 crs) (PLO 4)

ED 830 Advanced Methods of Research and Analysis (3 crs) (PLO 8)

ED 850 Innovative Leadership in a Culture of Change (3 crs) (PLO 2)

ED 860 Dissertation (variable 1-3 crs)

ED 865 Advising Seminar (0 crs)

ED 899 Capstone Project (1 cr)

PY 730 Methods of Research and Assessment (3 crs) (PLO 6 and 8)

PY 731 Statistical Analysis (3 crs) (PLO 8)

ConcentrationsInnovative Leadership in Higher Education (9 crs)

ED 834 Leadership and Organizational Behavior for Higher Education (3 crs) (PLO 6)

ED 838 Resource Management in Higher Education (3 crs) (PLO 4)

ED 842 Data-driven Program Assessment and Evaluation (3 crs) (PLO 7)

Innovation in Curriculum and Instruction (9 crs)

ED 820 Innovative Practices in Instruction and Assessment (3 crs) (PLO 2)

ED 824 Organizational Structures in Education (3 crs) (PLO 4)

ED 828 Collaborative Leadership for Growth (3 crs) (PLO 5 and 6)

15.8 Master of Business Administration

Mission

The Division of Business and Information Technologies of the University of Saint Mary serves traditional undergraduate and part-time graduate students with diverse educational needs. We seek to develop graduates that are competent, ethical, socially responsible, and globally aware.

The Division of Business and Information Technologies offers a 33 credit hour Master of Business Administration (MBA) degree through the Overland Park and Online campuses. Our MBA is an applied program that seeks to develop graduates who are effective leaders and managers, whose actions are guided by ethical decision-making.

Program Outcomes

Upon completion of the MBA program, graduates will be able to:

1. Analyze business issues and form practical responses to these issues.
2. Assess the impact of global influences on business decisions.
3. Formulate ethical approaches to business decisions and understand how to apply these within a business context.
4. Create coherent forms of communication, and present them orally and in written form to diverse professional audiences.

Admission Requirements

- Completed application with a \$25.00 application fee
- A bachelor's degree from a regionally accredited institution and a minimum GPA of 2.75 (on a 4.0 scale). GPA in previous graduate level work, if applicable, will be considered as well. Admission probationary status may be approved by the Division Chair of Business and Information Technologies.
- Official transcripts from all undergraduate work and any graduate work. The undergraduate transcript must show the date the degree was conferred and the GPA for all degree-related course work.

Program Prerequisites

For students without an undergraduate background in business, up to three online courses in writing, economics, and statistics will be made available after the student has been admitted and accepted into the MBA program if students feel they need further development in these areas. The online leveling courses are self-paced and are strongly recommended before the student is allowed to register into the companion graduate-level course in order to help ensure the student's success in mastery of the subject.

MBA Academic Policies and Procedures

Students who are reinstated will not be permitted to take two classes simultaneously until they have passed the course(s) that were previously failed.

Students that are not registered at the time a course has begun due to a hold on their account will not be permitted to register for a course.

Incomplete grades are only issued to students in consultation with and approval by their academic advisor. Incompletes are granted only in highly exceptional circumstances. Students who are working to satisfy an incomplete grade in a class will not be allowed to register for other courses until the incomplete course is resolved the final grade is recorded.

Pursuant to Registration Policy, a student signed up for one course during a term will not be allowed to add an additional course (even if they are pursuing an accelerated program) after the term has begun.

No waivers will be given to students to waive prerequisite requirements for a course.

If a student has left the program and seeks readmission, s/he will be required to complete a new application and a letter explaining the circumstances of their departure, a justification for readmission, and a plan to complete the degree in a timely manner. The student must also provide any new transcripts if s/he has taken additional courses from other universities in the interim. The application, letter, and transcripts will be evaluated to determine eligibility for readmission.

Curriculum

The Master of Business Administration requires a total of 33 credit hours and consists of 8 required core courses and 3 elective courses. All courses are three credits, unless otherwise specified.

Core Courses (24 crs)

MGT 701 Organizational Management (3 crs)

MGT 704 Marketing Management (3 crs)

MGT 709 Managerial Economics (3 crs)

MGT 710 Legal Environment and Commercial Transactions Law (3 crs)

MGT 711 Managerial Accounting (3 crs)

MGT 712 Managerial Finance (3 crs)

MGT 714 Global Management (3 crs)

MGT 795 Strategic Management and Ethics (3 crs)

Concentrations

Students earn a concentration by taking nine elective credit hours (three classes within a specific area). The program offers the following areas of concentration: Accounting, Finance Management, General Management, Healthcare Management, Human Resource Management, Leadership and Organizational Health, Marketing and Advertising Management.

Accounting Concentration (*On campus students only*)

MGT 785 Forensic Accounting (3 crs)

MGT 786 International Accounting (3 crs)

MGT 789 Data Analysis for Decision Making – Finance & Accounting (3 crs)

Triple Advantage Accountancy

In addition to the above Accounting concentration courses, students who complete the MBA courses in Legal Environment and Commercial Transactions Law, Managerial Economics, Managerial Accounting and Managerial Finance, may take the following courses and qualify to sit for the Certified Public Accountant (CPA) Examination providing they have accumulated 150 total credit hours of college (undergraduate or graduate) coursework. Thirty (30) of these hours must be in Accounting Theory and Practice and eleven (11) must be in Communications.

MGT 787 CPA Exam Review Part I (2 crs)

(Exam sections: Regulation [REG] and Auditing and Attestation [AUD])

MGT 788 CPA Exam Review Part II (2 crs)

(Exam sections: Business Environment and Concepts [BEC] and Financial Accounting and Reporting [FAR])

Finance Concentration

Choose three of the following:

MGT 760 Advanced Financial Topics (3 crs)

MGT 768 Financial and Capital Issues (3 crs)

MGT 769 Financial Decisions (3 crs)

MGT 789 Data Analysis for Decision-Making – Finance & Accounting (3 crs) (on campus students only)

General Management Concentration

Choose three of the following: (consult your advisor for eligible course options from other concentrations)

MGT 713 Operations Management (3crs)

MGT 731 Management Information Systems (3 crs)

MGT 750 Leadership (3 crs)

MGT 751 Project Management (3 crs)

MGT 752 Small Business Management (on campus students only) (3 crs)

MGT 799 Graduate Internship (3 crs)

Healthcare Management Concentration

- HCMGT 720 Healthcare Informatics and Technologies (3 crs)
- HCMGT 721 Leadership and Business Operations in Healthcare (3 crs)
- HCMGT 722 Legal and Ethical Issues in Healthcare (3 crs)

Human Resource Management Concentration

Choose three of the following:

- MGT 708 Human Resource Management (3 crs)
- MGT 753 Conflict Management and Negotiation (3 crs)
- MGT 757 Training and Development (3 crs)
- MGT 774 Organizational Change and Development (3 crs)

Leadership and Organizational Health Concentration *(Online students only)*

The following courses must be taken in sequence:

- MGT 780 Leadership and Organizational Health (3 crs)
- MGT 781 Strategic Leadership and Team Building (3 crs)
- MGT 782 Strategic Communication and Human Performance Support Systems (3 crs)

Marketing and Advertising Management Concentration

The following courses must be taken in sequence:

- MGT 747 The Advertising Industry in the 21st Century (3 crs)
- MGT 748 Buyer Behavior and Marketing Research (3 crs)
- MGT 749 Advanced Marketing Strategy and Planning (3 crs)

Course Sequencing and Scheduling

The MBA curriculum is sequenced in such a manner as to allow program completion in 12 to 24 months depending on the pace that the student takes classes. Courses are taught on a year round 8-week basis with a six term schedule: Fall I, Fall II, Spring I, Spring II, Summer I and Summer II. Students desiring to finish the MBA Program in one year by taking two courses per term may not be able to do so depending on when the courses are scheduled. Students may not be enrolled in more than two classes per term. MGT 714 and MGT 795 are generally expected to be taken at the end of the program and cannot be taken concurrently.

Transfer Credits

Up to 9 graduate hours (3 courses) may be transferred to the program, provided the courses with which the hours are associated are substantially equivalent to Saint Mary graduate courses. Students may be asked to submit syllabi for courses in which they wish to receive transfer credit. The Director of the Graduate Business program will determine equivalency of courses, and the University reserves the right to deny course transfers if they are not equivalent. Credit hours for MGT 714 Global Management and MGT 795 Strategic Management and Ethics may not be transferred into the program. Requests for transfer credit are subject to the requirements described under the academic policies of the graduate division (see [Transfer of Credit Guidelines](#) in the graduate section of this catalog).

Graduate Internship

Students may choose to take a three hour intern course if they so desire (see MGT 799). The student will be required to work 150 site hours in a substantive business position, meaning that the faculty advisor must believe that this job will give the student the opportunity to learn important business skills and apply his/her knowledge in a real world context. Enrollment in the internship course requires that the student be in good standing with the University, and receive approval from the Chair of the Division of Business and Information Technologies. At that time, the student will be assigned a full-time business faculty member who will work with the student throughout the internship, and register final grades. The internship class will require the student to develop an internship portfolio including a resume, weekly logs of his/her activities, and a reflection paper. The cooperating employer will also be required to fill out paperwork on the student's performance, which also comprises a percentage of the student's final grade.

15.9 Master of Science in Athletic Training

The Master of Science in Athletic Training is a professional graduate program that prepares students for a career as a certified athletic trainer. Athletic Training is a healthcare profession that collaborates with medical professionals to provide care to physically active patients. Combining classroom learning and clinical education experiences, the Master of Science in Athletic Training prepares students in areas of preventative medicine, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions.

Students interested in earning a Master of Science in Athletic Training have two curricular track options. Upon completion of either track, graduates are eligible to take the national Board of Certification examination.

Mission

The mission of the Master of Science in Athletic Training program is to prepare individuals for a career in athletic training in a variety of occupational settings who contribute to the well-being of society and advance the athletic training profession.

Program Learning Outcomes

1. Athletic Training students will exhibit behaviors that demonstrate professionalism in healthcare.
2. Athletic Training students will exhibit effective and appropriate communication skills.
3. Athletic Training students will exhibit proficient clinical examination and testing skills.
4. Athletic Training students will exhibit effective critical thinking and problem-solving skills to provide effective patient or client care.
5. Athletic Training students will utilize current administrative practices to deliver quality healthcare services.
6. Athletic Training students will apply contemporary athletic training services consistent with entry level practitioners.

Program Admission Requirements

General requirements for the Master of Science in Athletic Training program are specified on the respective pages on the USM Website. Application for the program is handled through the Athletic Training Centralized Application Service (ATCAS).

There are several admission requirements in addition to completing the prerequisite courses. Acceptance is competitive and limited. Therefore, there are no guarantees for program admission even if all of the requirements are completed. For more information on the admission requirements and application process visit our webpage at <https://www.stmary.edu/at>

Option 1: Accelerated Bachelor/Master Track (5 Years):

In just 5 years, a student will earn a Bachelor of Science in Health and Sport Sciences and a Master of Science in Athletic Training. The student will begin as a freshman and undergo three years of study in the pre-professional phase and two years in the professional phase of the program. After the fourth year of course work, the student receives a Bachelor of Science in Health and Sport Sciences, and after year five, the student receives a Master of Science in Athletic Training. Students must apply and be admitted into the professional phase of the program. For more information on the admission requirements and application process visit our webpage at <https://www.stmary.edu/at> This track is also available to undergraduate transfer students.

Pre-Professional Phase*Freshman (Fall)*

EN 111 English Composition I (3 crs)
 GE 114 First Year Experience I (3 crs)
 MA 160 College Algebra (3 crs)
 PY 150 Introduction to Psychology (3 crs)
 General Education-Fine Arts (3 crs)

Freshman (Spring)

BI 109 Biology for Today with Lab (3 crs)
 EN 112 English Composition II (3 crs)
 GE 115 First Year Experience II (3 crs)
 NS 100 Introduction to the Health Professions (1 cr)
 General Education-Philosophy (3 crs)
 General Education-Social Science (3 crs)

Sophomore (Fall)

Choose one of the following (must be sequential with spring course):

BI 256 Human Anatomy (4 crs)
 BI 258 Human Anatomy and Physiology I (5 crs)

Choose one of the following:

CH 113 Allied Health Chemistry (4 crs)
 CH 220 General Chemistry I (4 crs)
 EX 225 Promotion of Health & Wellness (3 crs)
 Idea Seminar Elective (IS) (3 crs)

Sophomore (Spring)

Choose one of the following (must be sequential with prior fall course):

BI 259 Human Anatomy & Physiology II (5 crs)
 BI 358 Human Physiology (5 crs)
 EX 250 First Aid and Emergency Care (3 crs)
 MA 230 Introductory Statistics (3 crs)
 General Education-History (3 crs)

Junior (Fall)

EX 300 Kinesiology (3 crs)
 EX 325 Exercise Physiology (3 crs)
 PHY 215 Physics I (4 crs)
 Theology-Lower Division (3 crs)

Junior (Spring)

EX 350 Sport Injuries and Illnesses (3 crs)
 EX 375 Concepts of Strength Training and Conditioning (3 crs)
 EX 390 Practicum in Exercise Science (2 crs)
 SCAPY 345 Psychology of Sports (3 crs)
 General Education-Literature (3 crs)
 Theology-Upper Division (3 crs)

Professional Phase*Summer*

AT 601 Introduction to Clinical Skills in Athletic Training (2 crs)
 AT 602 Applied Anatomy (2 crs)

Fall

AT 605 Foundations of Athletic Training (3 crs)
 AT 611 Fundamentals of Sport Performance (3 crs)
 AT 620 Emergency Care & Management in Athletic Training (2 crs)
 AT 630 Therapeutic Modalities (3 crs)
 AT 635 Neuroscience (2 crs)
 AT 641 Clinical Experience I (3 crs)

Spring

AT 651 Clinical Assessment of the Extremities (3 crs)
 AT 661 Clinical Rehabilitation Techniques (3 crs)
 AT 671 Research Methods in Athletic Training I (2 crs)
 AT 681 Organization and Administration in Athletic Training (3 crs)
 AT 685 Advanced Clinical Practice I (1 cr)
 AT 691 Clinical Experience in Athletic Training II (3 crs)

Summer

AT 701 Clinical Experience in Athletic Training III (3 crs)

Fall

AT 711 General Medical Conditions (3 crs)
 AT 721 Introduction to Pharmacology (3 crs)

AT 731 Health and Wellness in Diverse Populations (2 crs)
 AT 741 Research Methods in Athletic Training II (2 crs)
 AT 751 Clinical Experience in Athletic Training IV (3 crs)

Spring

AT 761 Clinical Assessment of the Neck and Spine (3 crs)
 AT 781 Advanced Clinical Rehabilitation Techniques (2 crs)
 AT 785 Advanced Clinical Practice II (1 cr)
 AT 796 Clinical Experience in Athletic Training V (3 crs)

Option 2: Traditional Master Track (2 Years):

A student with a bachelor's degree can apply and be directly accepted into the professional phase of the program. Applicants must meet the entrance requirements and have the appropriate prerequisite coursework.

Professional Phase

Summer

AT 601 Introduction to Clinical Skills in Athletic Training (2 crs)
 AT 602 Applied Anatomy (2 crs)

Fall

AT 605 Foundations of Athletic Training (3 crs)
 AT 611 Fundamentals of Sport Performance (3 crs)
 AT 620 Emergency Care & Management in Athletic Training (2 crs)
 AT 630 Therapeutic Modalities (3 crs)
 AT 635 Neuroscience (2 crs)
 AT 641 Clinical Experience I (3 crs)

Spring

AT 651 Clinical Assessment of the Extremities (3 crs)
 AT 661 Clinical Rehabilitation Techniques (3 crs)
 AT 671 Research Methods in Athletic Training I (2 crs)
 AT 681 Organization and Administration in Athletic Training (3 crs)
 AT 685 Advanced Clinical Practice I (1 cr)
 AT 691 Clinical Experience in Athletic Training II (3 crs)

Summer

AT 701 Clinical Experience in Athletic Training III (3 crs)

Fall

AT 711 General Medical Conditions (3 crs)
 AT 721 Introduction to Pharmacology (3 crs)
 AT 731 Health and Wellness in Diverse Populations (2 crs)

AT 741 Research Methods in Athletic Training II (2 crs)

AT 751 Clinical Experience in Athletic Training IV (3 crs)

Spring

AT 761 Clinical Assessment of the Neck and Spine (3 crs)

AT 781 Advanced Clinical Rehabilitation Techniques (2 crs)

AT 785 Advanced Clinical Practice II (1 cr)

AT 796 Clinical Experience in Athletic Training V (3 crs)

15.10 Master of Science in Nursing

The Master of Science in Nursing (MSN) Degree program is designed for students who have a Bachelor of Science (BSN) in Nursing degree and a current, unrestricted license as a Registered Nurse (RN) in the United States. The program is built upon *The Essentials of Master's Education in Nursing* from the American Association of Colleges of Nursing (AACN). The MSN program concentrations include Nurse Educator, Nurse Administrator, and the Advanced Practice Family Nurse Practitioner (FNP).

Nursing Program Mission

Committed to the mission and values of the University, the mission of the nursing program is to educate students to become, and grow as, professional nurses who value excellence, provide leadership, and show caring attitudes in all endeavors, foster community, and embrace lifelong learning. Graduates are prepared to provide outcome-focused, client-centered, evidence-based, holistic nursing care to individuals, groups, and communities of diverse backgrounds.

MSN Program Mission

Committed to the mission and values of the University and building upon the knowledge and skills of the baccalaureate-prepared nurse, the mission of the MSN program is to prepare students for advanced nursing practice as leaders, change agents, and innovators in the areas of administration, education, and practitioner.

Accreditation

The Master of Science of Nursing program at the University of Saint Mary is accredited by the Commission on Collegiate Nursing Education (CCNE). Information related to this accreditation may be obtained by contacting CCNE at One Dupont Circle, NW, Suite 530, Washington DC 20036 Phone: (202)-887-6791 Fax: (202)-887-8476.

MSN Program Outcomes

Graduates of the MSN program in all concentrations will:

1. Integrate comprehensive assessment, theory, evidence, clinical judgment, research, patient values, and inter-professional perspectives in advance nursing practice for diverse populations.
2. Utilize information and technology to communicate, educate, manage knowledge, mitigate error, and support decision making.
3. Synthesize ethical, economic, legal, and political factors that influence health care to influence the organization and financing of health care delivery and educational delivery systems.
4. Collaborate to design, coordinate, and evaluate patient-centered health care as a leader or member of an inter-professional team.
5. Contribute to nursing practice to improve health care outcomes by translating evidence into practice.

6. Integrate evidence based findings for patient-centered and culturally responsive strategies for clinical prevention and health promotion for diverse populations and environments.
7. Advocate for policies to improve population health, access to quality care and the profession of nursing.
8. Provide evidence of professional and personal goal development and activities.
9. Integrate the 5 C's of caring – commitment, conscience, competence, compassion, and confidence – in advance nursing practice. (Roach, M.S. (1992). *The human act of caring: A blueprint for the health professions*. Ottawa, Ontario: Canadian Hospital Association Press.)

Minimum Admission Requirements for all MSN Students

Admission to the MSN program is competitive and based upon the following criteria. Specific MSN concentrations may have additional requirements:

- Bachelor of Science in Nursing degree from a CCNE or NLNAC/ACEN/CNEA accredited nursing program from a regionally accredited institution of higher learning.
- Verification of current unrestricted RN licensure in the United States.
- Undergraduate GPA of 2.75 on a 4.0 scale either cumulatively or for the last 60 credit hours of course work.
- Three letters of reference from individuals who can attest to the candidate's potential ability to practice at an advanced nursing practice level, to engage in scholarly activity, and to fulfill a leadership role. This is not required for students who already hold an undergraduate Nursing degree from the University of Saint Mary.
- Official transcripts for all academic work beyond high school.
- Application to the University of Saint Mary and payment of applicable fees.
- Academic Honesty Statement.
- A 300 to 500 word statement of the candidate's personal and professional goals and motivation for earning an MSN.
- Current resume or curriculum vitae.

Achievement of minimum requirements does not guarantee admission. All application data are considered. Background checks, health insurance, and immunizations may be part of a practicum site's requirements. It is the students' responsibility to verify and meet these requirements prior to beginning their practicum experience.

Admission to the MSN-FNP concentration has the following admission requirements:

- Bachelor of Science in Nursing (BSN) from a CCNE or NLNAC/ACEN/CNEA accredited nursing program.
- Verification of current unrestricted RN license in the state of Kansas and state of intended clinical practicum.
- Undergraduate cumulative GPA of at least 3.0 or a GPA of at least 3.0 in the last two years of undergraduate nursing study.

- Official transcript(s) from undergraduate/professional school submitted through the NursingCAS system.
- Two professional or academic letters of recommendation. The letter should attest to the applicant's potential to successfully complete a graduate program of study, with emphasis on professional nursing competency, relationship with team members, leadership skills, and personal responsibility/accountability.
- Current curriculum vitae.
- A 300 word statement describing the applicant's professional goals and reasons for seeking graduate education.
- At least 1 year of clinical experience as a registered nurse. It is highly recommended that students have 1 year of clinical experience prior to enrollment in the FNP practicum courses. Students may seek admission prior to the completion of this requirement, but must have completed the full year of RN clinical practice prior to enrollment in FNP practicum courses.
- Students may be invited for a personal interview with FNP Program Admissions Committee.
- Applicants must meet the requirement for USM's Graduate Programs Admission.

If admitted, FNP students are expected to purchase and maintain health insurance during their enrollment in the program.

Progression and Graduation

- Maintain cumulative graduate GPA of 3.0 on 4.0 scale. One course grade of "C" is allowed if cumulative GPA does not fall below 3.0. There is a university policy of no "D" grades for graduate level courses. Probationary status is possible for GPAs less than 3.0, with approval of the program director. This must be removed within 6 credit hours or may result in dismissal from the program. A course grade of "F" or a second course grade of "C" may result in dismissal from the program. A student may appeal this dismissal, but readmission is at the discretion of the program director. The course in which an "F" grade was received must be retaken and passed with a grade of "B" or higher. Students reinstated into the program should take the course in question prior to other course work, but this may be addressed on a case by-case basis.
- Students who are dismissed, or withdraw from the program, may apply for readmission one time only. Applications for readmission will be considered on a case by case basis, and all will require a statement by the student explaining the previous difficulties and plan of action to ensure success with the readmission.
- Fulfill all graduation requirements.
- Students who have already completed one or more concentrations in the USM Master of Science in Nursing can elect to take the FNP concentration. Core MSN courses taken at USM will count toward the FNP requirements. After completion of the additional FNP coursework and clinical experiences, the student will not receive another diploma or degree. The completed FNP concentration will, however, be noted on the Official Transcript.

Curriculum

The non-practitioner MSN degree requires a total of 35 credits. There are five (5) common core courses (12 credits) and eight (8) courses (23 credits) in each of the concentrations – nurse educator and nurse administrator. Two nurse administrator courses are from the Master of Business Administration curriculum (HCMGT 715 and one of the following: MGT 701 or MGT 750).

The MSN-FNP degree requires a total of 50 credits. There are five (5) core courses from the MSN degree (12 credits) and eight (8) courses (38 credits) for the FNP concentration.

Courses are taught year round on an 8 week basis with a six term schedule – Fall I, Fall II, Spring I, Spring II, Summer I, and Summer II.

Required Common Core Courses (12 crs)

- NU (NUFP) 611 Informatics in Nursing (2 crs)
- NU (NUFP) 641 Statistics for Health Care (1 cr)
- NU (NUFP) 701 Foundations of Advanced Nursing Practice (3 crs)
- NU (NUFP) 703 Analysis and Utilization of Research (3 crs)
- NU (NUFP) 705 Health Care Policy and Ethics (3 crs)

Nurse Educator Concentration Courses (23 crs)

- NU 607 Advanced Health Assessment and Health Promotion (3 crs)
- NU 610 Advanced Patho-Pharm for the Nurse Educator (4 crs)
- NU 725 Foundations of Learning and Teaching (3 crs)
- NU 727 Curriculum Design and Evaluation (3 crs)
- NU 731 Teaching with Technology (3 crs)
- NU 745 Nursing Practicum I (2 crs)
- NU 747 Nursing Practicum II (2 crs)
- NU 749 Capstone Synthesis (3 crs)

Health Administrator Concentration Courses (22-23 crs)

- HCMGT 715 Communication and Relationship Building (3 crs)
- NU 710 Human Resource and Fiscal Management (4 crs)
- NU 712 Quality and Safety (3 crs)
- NU 718 Delivery of Care in the Healthcare Environment (3 crs)
- NU 745 Nursing Practicum I (2 crs)
- NU 747 Nursing Practicum II (2 crs)
- NU 749 Capstone Synthesis (3 crs)

Choose one of the following:

- MGT 701 Organizational Management (3 crs)
- MGT 750 Leadership (3 crs)

Family Nurse Practitioner Concentration Courses (38 crs)

NU (NUFP) 712 Quality and Safety (3 crs)

NUFP 770 Advanced Pathophysiology (3 crs)

NUFP 771 Advanced Health Assessment and Diagnostic Reasoning (5 crs)

NUFP 772 Pharmacotherapeutics for the APRN Prescriber (3 crs)

NUFP 780 Primary Care I – Management of the Adult/Geriatric Population (6 crs)

NUFP 782 Primary Care II – Management of Childbearing Families (6 crs)

NUFP 784 Primary Care III – Management of Children, Families, and Populations (6 crs)

NUFP 786 Clinical Capstone and Practicum for FNP Students (6 crs)

Elective Courses:

NU (NUFP) 750 Capstone Synthesis Cognate (1 cr)

NU (NUFP) 751 Practicum Cognate (1 cr)

Transfer Credits

Up to nine (9) graduate credit hours may be transferred into the MSN program provided the courses with which the credits are associated are substantially equivalent to University of Saint Mary graduate courses. The program director reserves the right to determine if the courses are substantially equivalent. Requests for transfer credit are subject to the requirements described in the [Transfer of Credit Guidelines](#) of this catalog and Post-Licensure Program Director approval. University of Saint Mary students in the RN-BSN program may have the option of applying up to 9 graduate credit hours from NU 607, NU 610 or NU 641 under the following conditions:

- Continuous enrollment toward the fulfillment of MSN requirements
- NU 607 is successfully completed in lieu of NURN 321
- NU 610 is successfully completed in lieu of NURN 332, or as an elective to fulfill the requirements of the BSN
- NU 611 is successfully completed in lieu of NURN 311, or as an elective to fulfill the requirements of the BSN.
- NU 641 is successfully completed as an elective to fulfill the requirements of the RN-BSN.
- Upon continuous enrollment toward the fulfillment of MSN requirements if these courses were taken in lieu of NU 311, NU 321 and NU 322 or an elective to fulfill the requirements of the BSN.

Post-Masters Family Nurse Practitioner Certification Program and Admission Requirements

The Family Nurse Practitioner (FNP) Post-Masters certification program prepares Advanced Practice Nurses for the roles as an Advanced Practice Clinician. The certification program prepares the practitioner through a series of theory, practice-focused clinical courses and an intense preceptorship. Courses are structured to prepare the clinician to provide evidence based primary health care to clients and families throughout the lifespan while encouraging collaboration with all members of the care team. The program is built upon the

National Organization of Nurse Practitioner Faculties (NONPF) and the American Association of Colleges of Nursing (AACN) Masters Essentials. Courses are offered in an on-ground format with preceptor experiences in a variety of primary health care roles in community-based settings.

Students who seek the post-masters Family Nurse Practitioner certification will have a graduate degree in nursing from an accredited school of nursing. All post-masters FNP certification students must meet the University standards for admission into the graduate program and requirements for the post-masters FNP certification program. Additionally, students will have had to complete courses or their equivalent from another accredited institution. These courses will need to be satisfactorily completed prior to enrollment in the post-masters FNP certification courses:

NUFP 712 Quality and Safety (3 crs)
 NUFP 770 Advanced Pathophysiology (3 crs)
 NUFP 771 Advanced Health Assessment (5 crs)
 NUFP 772 Pharmacotherapeutics (3 crs)

Remaining degree requirements (24 crs):

NUFP 780 Primary Care I - Management of the Adult/Geriatric Population (6 crs)
 NUFP 782 Primary Care II – Management of Childbearing Families (6 crs)
 NUFP 784 Primary Care III – Management of Children, Families, and Populations (6 crs)
 NUFP 786 Clinical Capstone and Practicum for FNP Students (6 crs)

The post-master's certification program provides APRN students the opportunity to advance their skill and knowledge within the population role of the Family Nurse Practitioner and provides the opportunity to sit for national certification. Those who currently hold a Master of Science in Nursing who seek post-master's Family Nurse Practitioner (FNP) certification will have a graduate degree in nursing from an accredited school of nursing. All post-master's FNP certification students must meet the University standards for admission into the graduate program and requirements for the FNP program. Additionally, students will have had to complete the following courses or their equivalent from another accredited institution. These courses will need to be satisfactorily completed prior to enrollment in the post-master's FNP certification program courses and are offered by the University of Saint Mary.

MSN-FNP Practice Core

NUFP-C 712 Quality and Safety (3 crs)
 NUFP-C 770 Advanced Pathophysiology (3 crs)
 NUFP 771 Advanced Health Assessment (5 crs)
 NUFP 772 Pharmacotherapeutics (3 crs)

Those who currently hold an MSN from an accredited school of nursing with an APRN focus who seek post-master's Family Nurse Practitioner (FNP) certification and have successfully completed the FNP practice core listed above may progress into the four practicum courses to meet program certification requirement.

Program Certification Requirements

NUFP 780 Primary Care I - Management of the Adult/Geriatric Population (6 crs)

NUFP 782 Primary Care II – Management of Childbearing Families (6 crs)

NUFP 784 Primary Care III – Management of Children, Families, and Populations (6 crs)

NUFP 786 Clinical Capstone and Practicum for FNP Students (6 crs)

15.11 Doctor of Occupational Therapy

The University of Saint Mary offers a Doctor of Occupational Therapy (OTD) degree, which prepares students to take the National Board for Certification in Occupational Therapy (NBCOT) and seek State licensure as an occupational therapist. States may have different required qualifications for licensee applicants. Although the OTD program at the University of Saint Mary prepares students to take the NBCOT, it is the student's responsibility to pass that examination.

Program Outcomes

OTD program will prepare graduates for a career in occupational therapy as entry-level practitioners ready to meet the occupational needs of society.

1. OTD graduates will be prepared to practice as entry-level occupational therapists, meeting the *Standards of Practice for Occupational Therapy* of the American Occupational Therapy Association.
2. OTD graduates will demonstrate behaviors consistent with the *OT Code of Ethics* of the American Occupational Therapy Association.
3. OTD graduates will demonstrate effective critical thinking and problem-solving skills for entry-level practice in a variety of settings.
4. OTD graduates will demonstrate effective written and verbal communication skills.
5. OTD graduates will demonstrate commitment to lifelong learning and professional development.
6. OTD graduates will demonstrate necessary knowledge and skills to engage in scholarly activities.
7. OTD graduates are prepared to sit for and pass the national certification examination administered by the National Board for Certification in Occupational Therapy.

Program Admission Requirements

Admission into the Doctor of Occupational Therapy program is competitive. Completion of the listed prerequisite courses does **not** guarantee admission into the program. Prerequisites are subject change without notice. Applications for the OTD program are to be submitted through the Occupational Therapy Centralized Application Service (OTCAS).

Students seeking admission to the OTD program will be required to fulfill these requirements:

- A bachelor's degree from a regionally accredited institution with a minimum of a 3.0 GPA
- All prerequisite courses with a grade of "C" or higher
 - Statistics (one semester required)
 - Psychology (two semesters required – one introductory and one additional)
 - *One of the following sequences:*
 - Human Anatomy with lab within the last 8 years
 - Human Physiology with lab within the last 8 years
 - OR
 - Human Anatomy and Physiology I with lab within the last 8 years
 - Human Anatomy and Physiology II with lab within the last 8 years

- OTCAS application including official transcripts and GRE scores

Accreditation Status

The entry-level occupational therapy doctoral degree program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org

The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination 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). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

ACOTE® accredited occupational therapy and occupational therapy assistant educational programs satisfy the states' educational requirements in all states, the District of Columbia, and Puerto Rico. Students graduating from an ACOTE® accredited occupational therapy and occupational therapy assistant educational program are eligible to take the National Board for Certification in Occupational Therapy (NBCOT) certification exam and apply for licensure in all states, the District of Columbia, and Puerto Rico. For more information regarding state qualifications and licensure requirements, please refer to the [AOTA State Licensure](#) webpage.

Doctor of Occupational Therapy Curriculum Overview By Semester

The OTD curriculum must be completed in sequence and consists of didactic courses, fieldwork, and doctoral experiential component and capstone. The OTD curriculum has organizing threads that structure courses and learning experiences to develop students into professionals ready for entry-level occupational therapy practice: (1) occupation, (2) practice, and (3) professional identity. The curriculum consists of 117 credits and the program length is 9 semesters, which is equivalent to 3 years.

Summer Year 1 (7 crs)

OTD 610 Introduction to OT (1 cr)

OTD 611 Clinical Human Anatomy (6 crs)

Fall Year 1 (18 crs)

OTD 620 Foundations of OT (3 crs)

OTD 621 Analysis of Occupational Performance (3 crs)

OTD 622 Neuroscience (3 crs)

OTD 623 Human Development and Occupation (3 crs)

OTD 624 Applied Kinesiology (3 crs)

OTD 625 Theories and Models in OT (3 crs)

Spring Year 1 (17 crs)

- OTD 630 Occupational Therapy in Children and Youth (4 crs)
- OTD 631 Level I Fieldwork I (2 crs)
- OTD 632 Professional Reasoning I (3 crs)
- OTD 633 Therapeutic Interventions I (3 crs)
- OTD 634 Research in OT I (2 crs)
- OTD 635 Professional Development I (3 crs)

Summer Year 2 (8 crs)

- OTD 710 Occupational Therapy in Mental Health (2 crs)
- OTD 711 Level I Fieldwork II (1 cr)
- OTD 712 Professional Reasoning II (2 crs)
- OTD 713 Therapeutic Interventions II (2 crs)
- OTD 714 Research in OT II (1 cr)

Fall Year 2 (18 crs)

- OTD 720 Occupational Therapy in Rehabilitation and Disability (4 crs)
- OTD 721 Level I Fieldwork III (2 crs)
- OTD 722 Administration and Management in OT (3 crs)
- OTD 723 Therapeutic Interventions III (3 crs)
- OTD 724 Research in OT III (3 crs)
- OTD 725 Professional and Ethical Issues in Health Care (3 crs)

Spring Year 2 (18 crs)

- OTD 730 Occupational Therapy in Productive Aging (4 crs)
- OTD 731 Level I Fieldwork IV (2 crs)
- OTD 732 Preparation for Doctoral Capstone (3 crs)
- OTD 733 Advanced Topics in OT (3 crs)
- OTD 734 Research in OT IV (3 crs)
- OTD 735 Professional Development II (3 crs)

Summer Year 3 (8 crs)

- OTD 810 Level II Fieldwork I (8 crs)

Fall 1 Year 3 (6 crs)

- OTD 820 Level II Fieldwork II (6 crs)

Fall 2 Year 3 (5 crs)

- OTD 821 Level II Fieldwork III (5 crs)

Spring Year 3 (12 crs)

- OTD 830 Doctoral Capstone Experience (10 crs)
- OTD 831 OTD Capstone (2 crs)

15.12 Doctor of Physical Therapy

The University of Saint Mary offers a Doctor of Physical Therapy (DPT) degree, which prepares students to take the National Physical Therapy Examination (NPTE) and seek State licensure as a physical therapist. States may have different required qualifications for licensee applicants. Although the DPT program at the University of Saint Mary prepares students to take the NPTE, it is the student's responsibility to pass that examination.

Program Outcomes

Graduate Goals

Goal 1: Graduates will be prepared to practice physical therapy as autonomous practitioners at entry-level competencies consistent with the professional standards.

Faculty Goals:

Goal 1: The faculty will teach in their area of expertise and continue professional development and growth in innovative pedagogical methods.

Goal 2: The faculty will engage in evidence-based practice and scholarly accomplishments.

Program Goals:

Goal 1: The program will prepare physical therapists who demonstrate excellence in physical therapy through teaching, research, and service.

Goal 2: The program will promote interpersonal and communication skills to facilitate professional collaboration.

Goal 3: The program will engage in advocacy and leadership within the profession.

Prerequisite Courses for Admission to the Doctor of Physical Therapy Program

Admission into the Physical Therapy Program is competitive. Completion of the listed prerequisites does **not** guarantee admission into the program. Prerequisites are subject to change without notice.

- English (two semesters are required)
 - USM Examples: EN 111 and EN 112
 - Courses that Would Fulfill the Requirement: General writing, composition, technical writing and/or creative writing
- Public Speaking (one semester required)
 - USM Examples: COM 120
 - Courses that Would Fulfill the Requirement: Public speaking, Speech
- Mathematics (one semester required at a level of College Algebra or higher)

- USM Examples: MA 210, MA 211, MA 221 or MA 222
- Courses that Would Fulfill the Requirement: College Algebra, Trigonometry, Precalculus, or Calculus
- Statistics (one semester required)
 - USM Examples: MA 230 or MA 437
 - Courses that Would Fulfill the Requirement: Courses that include the use of computer statistical packages are preferred
- Physics I and II (two semesters are required with laboratory)
 - USM Examples: PHY 215 and PHY 216
 - Courses that Would Fulfill the Requirement: Physics I and Physics II courses
- Chemistry (two semesters required with laboratory at a level of Chemistry I & II or higher)
 - USM Examples: CH 121 and CH 122
 - Courses that Would Fulfill the Requirement: Chemistry I and II courses.
- Psychology (two semesters required)
 - USM Examples: PY 150, PY 290, PY 355, PYAPY 352, PY 535
 - Courses that Would Fulfill the Requirement: Introductory Psychology, Psychology of Childhood and Adolescence, Aging: Issues and Perspectives, Abnormal Psychology, Professional Ethics
- Biology (two semesters required)
 - USM Examples: BI 205, BI 212 or BI 220
 - Courses that Would Fulfill the Requirement: General Biology, Cell Biology, Microbiology, Zoology, Forensic Biology, Molecular Biology, Embryology, Genetics, Histology, Immunology
- Human or Vertebrate Anatomy (one semester required with laboratory)
 - USM Examples: BI 258 and BI 259
 - Courses that Would Fulfill the Requirement: Human Anatomy, Comparative Vertebrate Anatomy, Mammalian Anatomy
 - NOTE: Exercise Physiology does NOT meet this requirement
 - NOTE: 6 credit hours combined human anatomy/physiology course (with laboratory) will fulfill both the anatomy and physiology requirements
- Human or Vertebrate Physiology (one semester required with laboratory)
 - USM Examples: BI 258 and BI 259
 - Courses that Would Fulfill the Requirement: Human Physiology, Mammalian Physiology
 - NOTE: Exercise Physiology does NOT meet this requirement
 - NOTE: 6 credit hours combined human anatomy/physiology course (with laboratory) will fulfill both the anatomy and physiology requirements

Note: Questions about prerequisite course requirements should be directed to DPT@stmary.edu

Class Size and Curriculum

Each class of students is a cohort group, consisting of approximately 40-44 students each year. Class starts with orientation during the last week in May or the first week of June. The curriculum for cohorts beginning

June 2020 and after consists of 109 credit hours and the program length is 8 semesters. Courses are 8 weeks in length.

Overview of the DPT Curriculum Sequentially by Semesters

Summer Year 1 (8 crs)

- DPT 650 Human Imaging I (1 cr)
- DPT 651 Foundational PT Skills (3 crs)
- DPT 652 Clinical Human Anatomy (2 crs)
- DPT 653 Research Methodology (2 crs)

Fall 1 Year 1 (10 crs)

- DPT 660 Biomechanics and Kinesiology (3 crs)
- DPT 661 Human Imaging II (1 cr)
- DPT 662 Professional Development I (2 crs)
- DPT 663 PT Interventions I (2 crs)
- DPT 664 Clinical Human Anatomy II (2 crs)

Fall 2 Year 1 (9 crs)

- DPT 670 Multidisciplinary Care (2 crs)
- DPT 671 Neuroanatomy (2 crs)
- DPT 672 Assessment Skills (3 crs)
- DPT 673 Research Statistics (2 crs)

Spring 1 Year 1 (9 crs)

- DPT 680 Professional Development II (2 crs)
- DPT 681 Musculoskeletal I (2 crs)
- DPT 682 Pathophysiology (3 crs)
- DPT 683 Clinical Human Anatomy Lab (1 cr)
- DPT 684 Research Practicum (Sections A-J) (1 cr)

Spring 2 Year 1 (9 crs)

- DPT 690 PT Interventions II (2 crs)
- DPT 691 Musculoskeletal II (2 crs)
- DPT 692 Neuroscience (2 crs)
- DPT 693 Exercise Physiology (2 crs)
- DPT 694 Research Practicum (Sections A-J) (1 cr)
- DPT 695 Comp Exam Year I (0 cr)

Summer Year 2 (10 crs)

- DPT 750 Geriatrics (2 crs)
- DPT 751 Musculoskeletal III (2 crs)

DPT 752 Neurological Rehab I (3 crs)
DPT 753 Pharmacology (2 crs)
DPT 754 Research Practicum (Sections A-J) (1 cr)

Fall 1 Year 2 (10 crs)

DPT 760 Cardiopulmonary I (2 crs)
DPT 761 Neurological Rehab II (3 crs)
DPT 762 Pediatrics I (3 crs)
DPT 763 Differential Diagnosis (1 cr)
DPT 764 Research Practicum (Sections A-J) (1 cr)

Fall 2 Year 2 (12 crs)

DPT 770 Cardiopulmonary II and Lymphatics (2 crs)
DPT 771 Orthotics, Prosthetics & Assistive Technologies (2 crs)
DPT 772 Pediatrics II (2 crs)
DPT 773 Integumentary (2 crs)
DPT 774 Administration & Management (3 crs)
DPT 775 Research Practicum (Sections A-J) (1 cr)

Spring 1 Year 2 (8 crs)

DPT 780 Professional Development III (1 cr)
DPT 781 Management of Complex Cases (2 crs)
DPT 782 Nutrition, Wellness & Patient Education (2 crs)
DPT 783 Elective: A-Sport Medicine; B-Spinal Mobilization; C-Vestibular (2 crs)
DPT 784 Research Defense (1 cr)
DPT 785 Comp Exam Year 2 (0 cr)

Spring 2 Year 2 (6 crs)

DPT 790 Clinical Experience I (6 crs)

Summer Year 3 (6 crs)

DPT 850 Clinical Experience II (6 crs)

Fall 1 Year 3 (6 crs)

DPT 860 Clinical Experience III (6 crs)

Fall 2 Year 3 (6 crs)

DPT 870 Clinical Experience IV (6 crs)

Transfer Credits

Transfer credits are allowed only under unusual circumstances. For more information, contact the Stefani Doctor of Physical Therapy Program Director (913-758-4398).

Assessments

Multiple types of assessments are used throughout the curriculum. All aspects of the program are subject to assessment to maintain excellence.

Admission Requirements

General requirements for the Doctor of Physical Therapy (DPT) program are specified on [the University of Saint Mary DPT homepage](#). Application for the DPT program is through the [Physical Therapist Centralized Application Service](#) (PTCAS). Admission to the Doctor of Physical Therapy program is competitive and based on a variety of factors that are explained at our [application site \(www.ptcas.org\)](#).

There are several admissions requirements in addition to completing the prerequisite courses. For more information go to the [Physical Therapist Centralized Application Service](#) (PTCAS), (<http://www.ptcas.org/home.aspx>), and select the *University of Saint Mary* from the Program Directory. You should also look at [our website \(http://www.stmary.edu/dpt\)](#)

Students admitted into the Stefani Doctor of Physical Therapy (DPT) program at the University of Saint Mary will be allowed to start the first academic term of the program without final official transcripts showing conferral of an undergraduate degree or any other academic work at another college/university. Doctoral students are expected to order their final official transcripts, especially those showing conferral of an undergraduate degree, by the end of the first academic term of the DPT program. Failure to have all final official transcripts on file with the Registrar's Office will result in an inability to progress to the second academic term of the program and delay completion of the doctoral degree. All final official transcripts must be sent directly from the issuing institution to the University of Saint Mary (attn.: Registrar's Office). Unofficial, "Issued to Student," or other indirectly received copies will not be acceptable.

Licensure

Licensure requires graduation from an accredited DPT school and passing the National Physical Therapy Examination. Having a criminal record can affect whether you can practice physical therapy.

Program Status

The Stefani Doctor of Physical Therapy Program at the University of Saint Mary is accredited by the [Commission on Accreditation in Physical Therapy Education](#) (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website:

<http://www.capteonline.org>. If needing to contact the Stefani Doctor of Physical Therapy Program directly, please call 913-758-4398 or email dpt@stmary.edu

16. Graduate Course Descriptions

AT 601 Introduction to Clinical Skills in Athletic Training

This course introduces students to the profession of athletic training. Topics include how to care for and prevent injuries by selecting and applying protective equipment, taping, wrapping, bracing and other customized devices as well as emergency cardiac training and professional development.

Prerequisite: Master of Science in Athletic Training program admission.

Offered: Summer semester

(Two credit hours)

AT 602 Applied Anatomy

The study of the anatomical structures and biomechanical principles of the human body. Students will utilize this knowledge to apply palpation techniques and manual muscle and joint mobility testing in the examination of patients.

Prerequisite: Master of Science in Athletic Training program admission.

Offered: Summer semester

(Two credit hours)

AT 605 Foundations of Athletic Training

This course focuses on the overall general practices of the athletic training profession. The course develops the practical knowledge and skills that are necessary to effectively prevent, recognize, and manage injuries/illnesses. Some of the knowledge and skills that are developed include constructing and phrasing appropriate questions, the beginning levels of physical evaluation techniques, creating intervention programs for various injuries and illnesses, and writing medical notes.

Prerequisite: AT 601

Offered: Fall semester

(Three credit hours)

AT 611 Fundamentals of Sport Performance

In this course, students will learn how to perform various assessments and collect individual biometrics to design a training program that will guide an athlete to peak performance and determine the readiness of an athlete to engage in exercise. The course covers the basics of health and fitness assessment, performance training, flexibility, speed, agility, endurance, functional athletic movement patterns and the critical roles that nutrition has on sport performance.

Prerequisite: AT 601

Offered: Fall semester

(Three credit hours)

AT 620 Emergency Care and Management in Athletic Training

The practice of basic injury, illness and emergency care with a focus on sports injuries. A course for the athletic trainer who has to evaluate acute injuries and illnesses and stabilize for transportation or resuscitate an athlete who has experienced a traumatic situation.

Prerequisite: AT 601

Offered: Fall semester

(Two credit hours)

AT 630 Therapeutic Modalities

This course introduces the theory and application of therapeutic modalities such as electrotherapy, hydrotherapy, thermotherapy, cryotherapy, ultrasound and mechanical techniques for the prevention and care of injuries.

Prerequisite: AT 601

Offered: Fall semester

(Three credit hours)

AT 635 Neuroscience

A course that introduces the student to basic neuroanatomy, neurophysiology, and neuroscience for the recognition of acute and chronic neurologic injuries, evaluation, and therapeutic intervention.

Prerequisite: AT 601, AT 602

Offered: Fall semester

(Two credit hours)

AT 641 Clinical Experience in Athletic Training I

The first of five clinical internships where athletic training students are assigned to affiliated clinical facilities in various settings. This clinical experience provides opportunities to formally practice, apply, and integrate clinical competencies and proficiencies under the supervision of a clinical preceptor.

Prerequisite: AT 601

Offered: Fall semester

(Three credit hours)

AT 651 Clinical Assessment of the Extremities

This course reviews the anatomical structures of the upper and lower extremities, informs the student of the mechanisms of injury, develops skills on how to effectively evaluate common injuries, examines functional tests that determine when a patient is ready to return to activity, and emphasizes the need to use evidence-based assessment and diagnostic techniques to guide clinical practice.

Offered: Spring semester

(Three credit hours)

AT 661 Clinical Rehabilitation Techniques

A course that discusses the concepts of human movement and stresses the use of rehabilitation techniques and therapeutic equipment for the prevention and care of injuries. Students will apply rehabilitation

techniques (i.e. flexibility, range of motion, basic strengthening and conditioning exercises, PNF, aquatic) and utilize equipment to treat populations that include adolescents, teenagers, adults, elderly, work conditioning, athletic, and physically active as well as use functional outcome measurements to determine if a patient is ready to return to activity.

Offered: Spring semester
(Three credit hours)

AT 671 Research Methods in Athletic Training I

A course that focuses on having the student understand foundational research design and review current evidenced-based literature in preparation for designing a scientific and technical research project.

Offered: Spring semester
(Two credit hours)

AT 681 Organization and Administration in Athletic Training

This course discusses the policies, procedures, and issues involved with the administration of athletic training. Emphasis is placed on facility organization, leadership qualities, legal liabilities, budgeting, record keeping, equipment maintenance, and public relations.

Offered: Spring semester
(Three credit hours)

AT 685 Advanced Clinical Practice I

The first of two courses that provides the student with advanced skills and knowledge to take on expanded roles and scope of practice within the field of athletic training that enables them to collaborate across a multidisciplinary team.

Offered: Spring semester
(One credit hour)

AT 691 Clinical Experience in Athletic Training II

The second of five clinical internships where athletic training students are assigned to affiliated clinical facilities in various settings builds upon previous knowledge and skills acquired. This clinical experience provides opportunities to formally practice, apply, and integrate clinical competencies and proficiencies under the supervision of a clinical preceptor.

Offered: Spring semester
(Three credit hours)

AT 701 Clinical Experience in Athletic Training III

The third of five clinical internships builds upon knowledge and skills acquired in previous experiences. Athletic training students are assigned to affiliated clinical facilities in various settings to have opportunities to formally practice, apply, and integrate clinical competencies and proficiencies under the supervision of a clinical preceptor.

Offered: Summer semester
(Three credit hours)

AT 711 General Medical Conditions

This course is designed to present the pathophysiology of common diseases and medical conditions.

Recognition, assessment, treatment options, and referral for illnesses and disabilities among physically active individuals will also be discussed in class and practiced in clinical experiences.

Offered: Fall semester

(Three credit hours)

AT 721 Introduction to Pharmacology

A course that provides an overview of the types and classifications of medications, applications of a variety of therapeutic medications including indications and contraindications, pharmacokinetics and pharmacodynamics properties and the governing regulations and laws relevant to the use of medications to treat medical conditions.

Offered: Fall semester

(Three credit hours)

AT 731 Health and Wellness in Diverse Populations

A course that reviews the chronic morbidity problems affecting individuals and how these health issues relate. Emphasis will be placed on the importance of regular exercise and good nutritional habits throughout the lifespan, fitness assessment of disabled or chronically ill individuals and designing traditional programs and using alternative methods that may include yoga, Pilates, and Tai Chi that can relieve certain health related issues and disabilities in a variety of populations.

Offered: Fall semester

(Two credit hours)

AT 741 Research Methods in Athletic Training II

A course designed to allow students to examine current issues in the field of athletic training, collect and analyze data, and arrive at a conclusion in preparation to present findings.

Prerequisite: AT 671

Offered: Fall semester

(Two credit hours)

AT 751 Clinical Experience in Athletic Training IV

During the fourth clinical internship athletic training students are assigned to affiliated clinical facilities in various settings under the supervision of a clinical preceptor. This clinical internship expands the knowledge and strengthens the skills acquired in previous experiences with an emphasis on developing autonomy for patient care.

Offered: Fall semester

(Three credit hours)

AT 761 Clinical Assessment of the Neck and Spine

This course reviews the anatomical structures of the neck and spine, discusses the dysfunctions, etiology and mechanics of injury, and develop skills on how to systemically evaluate, manage and prevent common injuries associated with these regions.

Offered: Spring semester

(Three credit hours)

AT 781 Advanced Clinical Rehabilitation Techniques

A course that teaches manual therapy techniques for students to use to treat and rehabilitate a broad spectrum of injuries. Some of the knowledge and practical skills that are developed include, but are not limited to, joint mobilization and manipulation, myofascial release, trigger point, IASTM, muscle energy, and neural mobilization.

Offered: Spring semester

(Two credit hours)

AT 785 Advanced Clinical Practice II

The second of two courses that provides the student with advanced skills and knowledge to communication within a multidisciplinary healthcare team to provide emerging athletic training services.

Offered: Spring semester

(One credit hour)

AT 796 Clinical Experience in Athletic Training V

The final clinical internship, athletic training students are assigned to affiliated clinical facilities in various settings under the supervision of a clinical preceptor. This clinical internship builds upon all prior experiences and progresses the student's knowledge and skills to entry-level for successful transition into the athletic training profession.

Offered: Spring semester

(Three credit hours)

DPT 650 Human Imaging I

This course consists of analyzing and interpreting diagnostic images of patients with a variety of dysfunctions, primarily of the musculoskeletal system but including small segments on the cardiopulmonary and circulatory systems as they apply primarily to movement abnormalities. Case studies are used to show correlations between structure, function, and effect on functional activity. Normal images are compared to abnormal images and correlations are again drawn between structure and function. A variety of imaging techniques will be studied including radiographs, computed tomography, magnetic resonance imaging, ultrasound, and bone scans. Images, normal and abnormal, also will be correlated with a variety of signs and symptoms including movement abnormalities and functional limitations. A variety of teaching and evaluation methods will be used. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Summer semester
(1 credit hour)

DPT 651 Foundational PT Skills

This course provides an overview of physical therapy and the physical therapist's professional responsibilities. The Standards of Practice for Physical Therapy, Guidelines for Physical Therapy Documentation, and Guidelines for Professional Conduct are also discussed and developed with practical skills and knowledge necessary to manage patients. Some of the knowledge and practical skills that are developed include: assessment of vital signs, ensuring patient safety, infection control, using proper body mechanics, using appropriate transfers, basic gait training, documentation, basic bed and mat mobility training, functional ambulation activities with basic gait patterns, ambulation aids, wheelchair components and basic use, and the basics of patient and family education. This course also includes the importance of good communication in health care as well as topics such as patients' rights, informed consent, and social considerations such as gender, race, culture, and ethnicity. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Summer semester
(3 credit hours)

DPT 652 Clinical Human Anatomy I

This course offers an in-depth coverage of basic, applied, and clinical aspects of musculoskeletal anatomy. Students observe, discuss, teach, and learn skeletal and muscular systems in detail. This will be studied regionally in the following units: head and neck, back, upper limb, thorax, abdomen, pelvis and perineum, and lower limbs. This course incorporates traditional didactic lectures, with discussions, observation of you-tube dissection and assignments that rely on critical and analytical thinking. The emphasis is on structural-functional relationships important to physical therapists but also on the significance of anatomy as the primary foundation in almost all facets of the clinical practice of physical therapy. Students are introduced to deductive reasoning based on anatomical findings and correlate somatic dysfunction (including movement abnormalities) with anatomical problems. Students will utilize resources such as the library and other sources of information (such as a well-referenced Internet site) to learn, apply and synthesize musculoskeletal anatomy with various pathology. A variety of teaching and evaluation methods will be used. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Summer semester
(2 credit hours)

DPT 653 Research Methodology

This course is designed to focus on improving the skills of reading, understanding, and applying clinical research literature to the practice of physical therapy. Classroom experiences include lecture, discussion, and

student presentations. Students will practice developing clinical research questions, searching for evidence related to those questions through various media, critically and systematically evaluating current literature, and drawing conclusions from a literature search regarding the implications for physical therapy practice. Upon completion of the course, students should be able to search the literature, evaluate and write about simple clinical research studies, and identify the implications for physical therapy practice.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Summer semester

(2 credit hours)

DPT 660 Biomechanics and Kinesiology

Using a regional approach to the material, this course entails a detailed study of the arthrokinematics and osteokinematics of the human body. Factors that influence human movement, such as the biomechanics of human tissue and neuroregulation of motion, are covered. Emphasis is placed on gaining a clinical perspective on the relationship between joint structure and function, and especially the relationship between them in producing the characteristic movement patterns that occur at each major joint in the back and limbs. Didactic lectures and clinical applications are used to present the material. Laboratory exercises on gait analysis and posture will emphasize clinical problems and relate mechanical and physiological concepts to a direct experience of the human body in motion. Students will gain and apply a thorough knowledge of the mechanics of human motion at each individual joint including being able to analyze deviations from normal due to a variety of conditions such as hypomobility, joint surface changes, etc. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall 1 semester

(3 credit hours)

DPT 661 Human Imaging II

Human Imaging in PT Practice II consists of a variety of analyses and interpretations based on diagnostic images of patients with a variety of dysfunctions that apply to contemporary physical therapy practice. This course is the continuation of Human Imaging at PT Practice I. Case studies are used heavily to demonstrate the utility of diagnostic imaging in the management of patients. Normal and abnormal images will be compared and contrasted to demonstrate structural and functional correlations. A variety of imaging techniques will be studied including radiographs, computed tomography, and magnetic resonance imaging. Normal and abnormal images will be correlated with a variety of signs and symptoms including movement abnormalities and functional limitations. A variety of teaching and evaluation methods will be used. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall 1 semester

(1 credit hour)

DPT 662 Professional Development I

This course introduces students to a variety of complimentary, contemporary, and specialized therapies. The students will be exposed to personal and professional development opportunities available to them while enrolled in the DPT program and post-graduation with regards to further formal education, specialization, professional organization membership and advocacy. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist. Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall 1 semester

(2 credit hours)

DPT 663 PT Interventions I

This course instructs the student on the application of pain science in the practice of Physical Therapy. Application of mechanical modalities (e.g., spinal traction, intermittent compression devices, continuous passive movement devices, dry needling, therapeutic soft tissue mobilization, and massage) used in the practice of physical therapy will be examined and implemented within the paradigm of pain management. In addition, the underlying scientific principles and clinical uses of physical agents and mechanical modalities are emphasized. A variety of pedagogical approaches will be utilized. Presentation of course materials will reinforce coursework from the basic sciences in both the classroom and laboratory. Students will be expected to apply information from other course work in a clinically relevant manner to analyze problems in a variety of cases and clinical problems that involve the application of thermal agents and mechanical modalities. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall 1 semester

(2 credit hours)

DPT 664 Clinical Human Anatomy II

This course offers an in-depth coverage of basic, applied, and clinical aspects of visceral anatomy. This course will emphasize the structural and functional relationships of the visceral organs of the thorax, abdomen, pelvis and head and neck regions of the body. The neurovascular supply of the visceral system will also be discussed. Students observe, discuss, teach, and learn cardiorespiratory, digestive, lymphatic, endocrine, integumentary, urinary, and reproductive systems in detail. Structures covered include the heart and blood vessels, lungs, mediastinum and the abdominal viscera, the alimentary organs and the genitourinary system. This course incorporates traditional didactic lectures, with discussions, observation of you-tube dissection and assignments that rely on critical and analytical thinking. Students will utilize resources such as the library and other sources of information (such as a well-referenced Internet site) to learn, apply and synthesize various visceral pathologies. A variety of teaching and evaluation methods will be used. During the course, students

are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall 1 semester

(2 credit hours)

DPT 670 Multidisciplinary Care

This course is designed to provide the student with an introduction and overview of managing patients early in their rehabilitation process, which is a fundamental component of this rehabilitation process. Taking a patient history, doing a physical examination, and performing interventions such as therapeutic exercise, functional mobility, and gait training with an emphasis on patient and therapist safety. The course is intended to represent primarily an inpatient setting and therefore inpatient simulations will be used to synthesize and utilize information during the course and discussion appropriate discharge planning. Documentation of findings will be incorporated. Additionally, the course emphasizes the participation in the healthcare delivery team and stakeholders for patient interactions and optimal outcomes. The course utilizes terminology used in the Guide to Physical Therapist Practice regarding health conditions, impairments of body function and structure, activity limitations, and participation restrictions.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall 2 semester

(2 credit hours)

DPT 671 Neuroanatomy

This course is designed to provide the student with information about the structure and organization of the nervous system (central nervous system and peripheral nervous system) so that the student can apply it to the management of patients with neurological problems and in particular, to their rehabilitation. Systems that govern movement, posture, coordination, balance, cognition, sensory integration, and so on will be emphasized. Presentation of course material will primarily take place in classroom with laboratory activities incorporated. The pedagogical approach of the course will include an emphasis on problem oriented and case-based learning in an effort to encourage active student participation and clinical decision-making. Course content also includes the relationship between damage to the nervous system and dysfunction.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall 2 semester

(2 credit hours)

DPT 672 Assessment Skills

This course introduces the student to basic examination techniques that rely on visual perception, sensory input (touch, etc.) and manual assessment. Students learn to use anatomical surface landmarks as guideposts to structures “deep” to the skin. Students are also introduced to more complex patient assessment skills. Examples of basic assessment skills include surface palpation of landmarks, anthropometric measures, reflex

and sensation testing, goniometry, manual muscle testing, vital signs, identification of the location of muscles, nerves, blood vessels, tendons, ligaments, etc., joint mobility testing, and deep tissue palpation. The course emphasizes instruction and practice of goniometry and manual muscle testing as two essential elements in the physical therapy examination of patients among all diagnostic groups. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall 2 semester

(3 credit hours)

DPT 673 Research Statistics

This course is designed to focus on improving the skills of application of statistical techniques for various types of research in physical therapy. Emphasis will be given to descriptive and inferential statistics and their applications. Classroom experiences include lecture, discussion, and student presentations. Students will practice topics discussed include displaying and describing data, the normal curve, regression, probability, statistical inference, confidence intervals, and hypothesis tests with applications. Students will have the opportunity to analyze parametric and non-parametric statistical tests. Upon completion of the course, students will have a clear understanding of a basic set of research designs and statistical tests common to clinical research studies. Students will be able to manage data generated by research and outcome analysis and fully integrate the use of statistical methods. In addition, students will understand the results of applying these methods and will make inferences or conclusions based upon the data analysis.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall 2 semester

(2 credit hours)

DPT 680 Professional Development II

This course provides an analysis of the physical therapist's professional responsibilities, professionalism, values, ethical and other issues that influence the management of patients. Information from the Standards of Practice for Physical Therapy and the Guide for Professional Conduct are essential components of this course. Patient rights, domestic violence and interpersonal abuse; substance abuse; and terminal illness are also topics for class discussion as they relate to physical rehabilitation. In addition, this course focuses on employment settings, legal issues regarding Physical Therapist Assistants, the structure of the American Physical Therapy Association, regulations, policies, practice acts, federal legislation, and direct access to patients. Additionally, the legal aspects of professional practice include basic elements of contract law, criminal law, educational law, employment law, insurance law, and business law are covered in general terms. The course also includes specific issues in health care ethics such as informed consent, confidentiality, conflict of interest, sexual harassment, and ethics in research, education, and patient care delivery.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring 1 semester

(2 credit hours)

DPT 681 Musculoskeletal I

The purpose of this course is to introduce the physical therapy student to the clinical management of patients with musculoskeletal disorders with an emphasis on the upper extremities. This course will build upon previous coursework in the curriculum to apply management strategies for patients with musculoskeletal pain. Students will learn techniques and strategies to examine, evaluate, and effectively treat patients with musculoskeletal disorders. Treatments will include therapeutic exercise, functional mobility, and manual therapy with an emphasis on patient and therapist safety. The course will be structured in evidence-informed clinical reasoning framework. Students will engage in a variety of teaching and learning strategies. Upon completion of this course, students will have the foundational knowledge to manage patients with upper extremity musculoskeletal disorders

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring 1 semester

(2 credit hours)

DPT 682 Pathophysiology

This course consists of the study of the major functions and regulations of organs and organ systems in health and in altered states. The course stresses the interrelated functions of the body systems in homeostasis and builds on this knowledge to introduce how disease alters the homeostatic controls. Examples of the systems studies include musculoskeletal, cardiovascular, respiratory, renal, endocrine, acid-base physiology, gastrointestinal, hepatic, immune system. In addition, it includes information about how movement such as therapeutic exercise, aerobic training, walking, or lack of movement (immobility), affects these organs and organ systems. This course will also emphasize special implications related to physical therapy in different diseased states.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring 1 semester

(3 credit hours)

DPT 683 Clinical Human Anatomy Lab

This course offers an in-depth coverage of dissected cadavers to reveal aspects of gross human anatomy best studied on cadavers. Students observe, discuss, teach, and learn all body systems in detail. Anatomy will be studied regionally. The emphasis is on structural-functional relationships important to physical therapists but also on the significance of anatomy as the primary foundation in almost all facets of the clinical practice of physical therapy. Students are introduced to deductive reasoning based on anatomical findings and correlate somatic dysfunction (including movement abnormalities) with anatomical problems. This course is based on a contract that USM has with the Kansas City University of Medicine and Biosciences (KCUMB). During the course students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring 1 semester

(1 credit hour)

DPT 684 Research Practicum I

This course engages the student to create their research project within the context of a modified problem-based format. The steps to create their research project that will be followed will include: (1) to formulate their research idea while consulting with their research advisor and (2) to create the elements of their research proposal including the title, investigators, the problem statement or hypothesis, the purpose of the study, the methods to be used, a budget, and a work plan for project completion along an appropriate timeline. Proposals requiring Institutional Review Board (IRB) approval will be submitted to the IRB during this semester. Funding for the project will be established and study participants will be recruited if appropriate. Data collection and analysis will be outlined and implemented as designated by the research study's timeline. Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring 1 semester

Grade: Pass/Fail

(1 credit hour)

DPT 690 PT Interventions II

This course describes electrotherapeutic modalities, clinical electrophysiologic testing, and application of thermal modalities (e.g., diathermy, therapeutic heat and cold, therapeutic ultrasound, low-power lasers, ultraviolet therapy, infrared light). In addition, the underlying scientific principles, and clinical uses and application of electrotherapeutic modalities, thermal modalities, along with clinical electrophysiologic testing are incorporated. Major topics in this course include: electrical stimulation of muscle, electrical stimulation to control posture and movement (functional electrical stimulation [FES]/neuromuscular electrical stimulation [NMES], electrical stimulation to control pain, electrical stimulation to promote tissue healing, iontophoresis, electroneuromyography, electromyography (EMG), nerve conduction velocity (NCV), and biofeedback. Analysis, synthesis, and critical thinking will be emphasized in lectures, class discussions, and during small group activities including case studies. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring 2 semester

(2 credit hours)

DPT 691 Musculoskeletal II

The purpose of this course is to introduce the physical therapy student to the clinical management of patients with musculoskeletal disorders with an emphasis on the lower extremities. This course will build upon previous coursework in the curriculum to apply management strategies for patients with musculoskeletal pain. Students will learn techniques and strategies to examine, evaluate, and effectively treat patients with lower

extremity musculoskeletal disorders. Treatments will include therapeutic exercise, functional mobility, and manual therapy with an emphasis on patient and therapist safety. Students will engage in a variety of teaching and learning strategies. Upon completion of this course, students will have the foundational knowledge to manage patients with musculoskeletal disorders of the lower extremity.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring 2 semester

(2 credit hours)

DPT 692 Neuroscience

Building on to Neuroanatomy, this course is designed to provide the student with further information about the function and interrelationship of the different structures of the nervous system. This course will also cover the physiology, molecular biology and psychology to understand the fundamental properties of neurons and neural structures so that the student can apply it to the management of patients with neurological problems and in particular to their rehabilitation. Systems that govern movement, posture, coordination, balance, cognition, sensory integration, and so on will be emphasized. Students will be expected to recall and apply information from previous course work, majorly neuroanatomy in a clinically relevant manner. Presentation of course material will primarily take place in classroom with laboratory activities incorporated. The pedagogical approach of the course will include an emphasis on problem oriented and case-based learning in an effort to encourage active student participation and clinical decision-making. Elements of a basic neurological examination will also be covered. Course content also includes the relationship between damage to the nervous system and dysfunction.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring 2 semester

(2 credit hours)

DPT 693 Exercise Physiology

This course describes the effects of physical activity on human performance across the life span. The effects of exercise (or lack thereof) are considered for each system of the body. Strategies for improving physical performance in a variety of settings are considered, as well as fundamental principles of good health in relation to exercise. Students will learn how the principles of frequency, intensity, duration, specificity, and reversibility affect the benefits of physical activity for health and human performance. In addition, performance benefits attributable to the use of ergogenic aids will be discussed. Physiological responses occurring with progressive endurance exercises are analyzed in addition to influences of genetics, age, and culture. Through a review of the current literature, students will learn the effects of exercise, nutrition and the environment on a healthy lifestyle, assessment of fitness, and exercise prescription. This course will review statistics, risks, treatment options, and prevention strategies for many chronic health problems. Through lecture and laboratory sessions the student will learn assessment and screening procedures, as well as methods of monitoring for clients across the lifespan. The laboratory portion of the course will involve the methods available to physical therapists for assessing cardiorespiratory and metabolic function and the

interpretation of tests results in determining dysfunction. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist. Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring 2 semester
(2 credit hours)

DPT 694 Research Practicum II

This course is designed to focus on improving the submitting proposal to IRB and preparing to collect data once approved. This includes meeting with advisor and revise and refine the proposal. Also update IRB proposal, if requested by the Committee.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring 2 semester
Grade: Pass/Fail
(1 credit hour)

DPT 695 Comp Exam Year I

In this course students will demonstrate a mastery of all content taught throughout the first year of the DPT program by successfully passing the Comp Exam Year 1. Successful passage of this comp exam is a requirement for continuation in the Stefani Doctor of Physical Therapy program.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring 2 semester
Grade: Pass/Fail
(0 credit hours)

DPT 720 Exercise Physiology and Nutrition

This course describes the effects of physical activity on human performance across the life span. The effects of exercise (or lack thereof) are considered for each system of the body. Strategies for improving physical performance in a variety of settings are considered, as well as fundamental principles of good health in relation to exercise. Students will learn how the principles of frequency, intensity, duration, specificity, and reversibility affect the benefits of physical activity for health and human performance. In addition, performance benefits attributable to the use of ergogenic aids will be discussed. Physiological responses occurring with progressive endurance exercises are analyzed in addition to influences of genetics, age, and culture. Through a review of the current literature, students will learn the effects of exercise, nutrition and the environment on a healthy lifestyle, assessment of fitness, and exercise prescription. This course will review statistics, risks, treatment options, and prevention strategies for many chronic health problems. Through lecture and laboratory sessions the student will learn assessment and screening procedures, as well as methods of monitoring for clients across the lifespan. The laboratory portion of the course will involve the methods available to physical therapists for assessing cardiorespiratory and metabolic function and the

interpretation of test results in determining dysfunction. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist. Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director

Offered: Fall semester

(Three credit hours)

DPT 721 Differential Diagnosis

This course includes a case-based approach to the medical screening process to help students develop interview and evaluation skills that facilitate the process of identifying factors that affect a patient's response to treatment that may necessitate referral to a physician for follow-up and treatment. As autonomous practitioners who refer to other medical specialists when necessary, physical therapists are responsible for identifying factors that affect a patient's response to treatment that may necessitate referral. In addition students will learn to use pharmacological and basic laboratory data essential to the screening process. A significant component of the course will focus on signs and symptoms, disease recognition, and on the effects of disease with regard to producing impairments, functional limitations and disabilities. This course covers muscular, skeletal, neurological, cardiovascular, pulmonary, hematologic, gastrointestinal, renal, urological, hepatic, and endocrine diseases as screenable entities. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist. Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall semester

(Two credit hours)

DPT 722 Clinical Management of the Musculoskeletal System II

In this course, students will apply the information learned in earlier courses to the examination and intervention of problems associated with the musculoskeletal system with particular emphasis placed on the spine and related areas. Advanced examination procedures include examination of joint mobility, soft tissue mobility, and functional assessments. Advanced treatment techniques include joint and soft tissue mobilizations, functional training and patient instruction. Laboratory sessions and lecture presentations will foster critical thinking, independent learning, and problem solving through traditional lectures and group discussions. Upon completion of the course, the student will be able to safely examine and treat individuals with musculoskeletal problems, particularly with emphasis on the spine, pelvic girdle, neck, rib cage and temporomandibular (TMJ) joint. In addition to being able to treat common disorders of the spine, pelvic girdle and sacroiliac joint, neck, TMJ and rib cage, students will be able to discern and differentiate between common pathologies affecting these regions. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall semester

(Three credit hours)

DPT 723 Histology, Pathology/Pathophysiology

This course provides instruction regarding the pathology of disease states, and the implications of the disease and pathology as it influences system impairments, functional limitations, and disablement. Available treatment options for each disease will be discussed to include how the pathology influences the therapeutic regime. Students may participate in lectures, discussions, and in problem solving. The material that is covered includes the epidemiology, etiology, normal physiology and histology, pathophysiology, diagnostic testing, medical management, and prognosis associated with selected diseases and conditions. The implications for physical therapy intervention and the concept of normal multiple system interaction and co-morbidity are also introduced. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall semester

(Three credit hours)

DPT 724 Medical Lectures

This course focuses on Internal Medicine with an emphasis on those elements that have the greatest significance for physical therapists. A significant component of the course will focus on signs and symptoms, disease recognition, associated medical procedures, and on the effects of disease with regard to producing impairments, functional limitations, and disabilities. This course covers muscular, skeletal, neurological, cardiovascular, pulmonary, and other diseases. Case studies are incorporated to emphasize differential diagnosis and patient management. Common medical instrumentation used in skilled patient management, the basic medical procedures associated with this instrumentation, and the application of this information to patient management in physical therapy is integrated where appropriate. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall semester

(Three credit hours)

DPT 725 Clinical Internship I

This is the first of a sequence of four clinical internships where the DPT student will be assigned to an affiliated clinical facility for eight weeks. It takes place at the conclusion of the first semester in the second year of studies. During this clinical internship, the DPT student will be able to practice appropriate examination, evaluation, intervention, technical, and communicative skills. Emphasis will be placed on the development of skills in the application of modalities and physical agents, therapeutic exercises programs for various clinical problems, electrotherapeutic and electrodiagnostic procedures, neuroscience and concepts of motor control and motor learning, preliminary documentation, differential diagnosis of general medical conditions, evidence based physical therapy practice and basic physical therapy skills and procedures in the clinical setting. DPT students will be tested on the knowledge and skill to manage patients with musculoskeletal and

neuromuscular deficits. This clinical internship may be completed at a hospital, medical center, acute care facility, rehab hospital or facility, or outpatient clinic.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall semester

Grade: Pass/Fail

(Four credit hours)

DPT 730 Clinical Internship II

This second clinical internship immediately following Clinical Internship I which takes place in the beginning of spring term in the second year of doctoral studies. It is also an eight week clinical experience. This clinical internship intends to build up on the objectives and experiences achieved in

Clinical Internship I, to practice appropriate examination, evaluation, intervention, technical, and communicative skills. Emphasis will continue to be placed on the development of skills in the application of modalities and physical agents, therapeutic exercises programs for various clinical problems, electrotherapeutic and electrodiagnostic procedures, neuroscience and concepts of motor control and motor learning, preliminary documentation, differential diagnosis of general medical conditions, evidence based physical therapy practice and basic physical therapy skills and procedures in the clinical setting. DPT students will continue to be tested on the knowledge and skill to manage patients with musculoskeletal and neuromuscular deficits. This clinical internship may be completed at a hospital, medical center, acute care facility, rehab hospital or facility, or outpatient clinic.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring semester

Grade: Pass/Fail

(Four credit hours)

DPT 731 Clinical Management of the Pediatric and Adolescent Neurological System

This course builds on the foundation created by DPT 710: Motor Control and Motor Learning, and covers neurological disabilities that primarily affect infants, children, and adolescents. Case studies and laboratory experiences are used to emphasize the process of patient management, i.e., examination, assessment, diagnosis, prognosis, treatment, analysis of functional outcomes, and reassessment. General and specific examination and treatment techniques are included stressing the integration of knowledge and skills based on evidence-based practice. Students will also become familiar with different practice settings such as the neonatal intensive care unit (NICU), early intervention settings, and the school setting. A conceptual framework for clinical decision making will be presented including the World Health Organization's Model of Body Function, Activity, and Preparation, and the Guide to Physical Therapist Practice. Laboratory sessions will enable students to learn assessment and intervention strategies including standardized tests, outcome measures, handling techniques, and neurophysiological as well as neurodevelopmental treatment techniques. Treatment approaches include theoretical models, and task-oriented models. Therapeutic exercise, modalities, and other treatment skills are presented and included in case studies. The course also explores the use of adaptive equipment and the role of the pediatric physical therapist in a variety of contexts and environments.

Functional outcome measures are incorporated, as well as patient management in the home. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring semester
(Three credit hours)

DPT 732 Clinical Management of the Cardiopulmonary System

This course will provide the student with an introduction and overview of commonly encountered cardiopulmonary and vascular conditions. It integrates essential information such as anatomy, physiology, pharmacology and pathophysiology into a meaningful basis on which patient management strategies are based. Elements of histology are also presented. This course focuses on instruction and practice of cardiovascular and pulmonary assessments, interventions, and outcome analyses as well as analysis and interpretation of clinical findings and diagnostic tests. The course includes information specific to pediatric, adolescent, adult, and geriatric patients. Clinical applications will be highlighted throughout each unit of the course. The course will provide the student with a theoretical knowledge base that can be used to understand the pathophysiology, clinical signs and symptoms, diagnosis, prognosis, and therapeutic interventions of common cardiovascular and pulmonary disorders. Students will be expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring semester
(Three credit hours)

DPT 733 Critical Integration and Analysis of Patient Care I

This is the first of two courses that use a problem based learning case study approach designed to apply the theory and skills used by physical therapists to assess, evaluate, and resolve patient problems through the process of clinical decision making. Integration of content from all academic course work and clinical experiences is stressed in addition to any content that may be relevant based on the case selection. Screening, examination, identification of clinical problems (problem list) interpretation of findings, diagnosis, prognosis and goal setting, design and implementation of a plan of care that includes selection of appropriate physical therapy intervention and rehabilitation approaches is stressed within the context of patient age, gender, culture, socioeconomic status, and societal roles. Medical and surgical approaches to treatment as well as a review of relevant pathophysiology will also be integrated into the analysis and problem solving strategies for each case. Consideration is also given to the evolving nature of the health care environment as well as the roles of other health care disciplines and support personnel in patient management. This experience also provides the student with opportunities to improve clinical decision making and critical thinking skills using the patient management model; engage in evidence-based practice; collaborate with patients, family members and perhaps other health professionals; begin to develop consultation, education, and administration skills;

begin to engage in prevention/wellness; and outcome assessments. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring semester

(Two credit hours)

DPT 734 Medical Pharmacology

This course is designed to provide an introduction to, and overview of, the physiologic and metabolic responses of the human body to commonly used medications. Course content has been organized to provide the student with a theoretical knowledge base that can be used as a framework for understanding the effects of various medications on a variety of normal and pathologic conditions. Students will be expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. At a minimum this course includes principles of pharmacology, pharmacology of central nervous system drugs, autonomic, cardiovascular, and respiratory pharmacology, drugs affecting skeletal muscle, drugs affecting pain and inflammation, endocrine pharmacology, drugs affecting physical and psychological performance, and case studies in a variety of settings. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring semester

(Three credit hours)

DPT 735 Orthotics, Prosthetics, and Assistive Technologies

This course covers limb amputations, orthotic and prosthetic devices, and splints. The use of orthotics, prosthetics, and splints is fully integrated into principles of patient management. The course addresses considerations of various pathology and medical-surgical management to formulate appropriate patient examinations, evaluation, diagnosis, prognosis and interventions that are consistent with physical therapy practice guidelines. Principles of normal biomechanics, pathomechanics, physiology and pathophysiology will be a major focus for evaluation, intervention and education of the vascular, neuromuscular and / or musculoskeletal compromised patient who may utilize prosthetic or orthotic devices. Basic principles of mechanical physics and material characteristics will be applied when appropriate. Advanced wheelchair prescriptions are discussed as well as advanced mobility technologies that are useful in rehabilitation including occupational and industrial therapies and devices. Topics include the static and dynamic evaluation of patients fitted with orthoses and prostheses. Discussion will also include recent trends in early and prosthetic management for adults and children with amputation. The role of physical therapists as part of the rehabilitation team in selecting orthotic and prosthetic devices will be examined. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring semester

(Three credit hours)

DPT 750 Geriatrics

This course provides information on current issues that impact health care delivery for the older adult population. Theories of normal aging processes, sociocultural, environmental factors, psychosocial issues, and systemic changes are discussed in relation to health promotion, prevention and wellness, optimal daily function, and quality of life. Collaboration with other health care providers, the community, and family resources are addressed. Our core values are stressed, especially with regard to the development of an appropriate therapeutic environment for the elderly. The students will be required to formulate plans for treatment of the geriatric physical therapy patient including assessment, education, and application of therapeutic interventions. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Summer semester

(2 credit hours)

DPT 751 Musculoskeletal III

In this course students examine and synthesize information about examination and intervention of the spinal column and related musculoskeletal system. Advanced examination procedures include examination of joint mobility, soft tissue mobility, and functional assessments. Advanced treatment techniques include joint and soft tissue, joint thrust manipulation and mobilizations, along with functional evaluation training on human movement. Laboratory sessions and lecture presentations will foster critical thinking, independent learning, and problem solving through traditional lectures and group discussions. Upon completion of the course, the student will be able to safely examine and treat individuals with musculoskeletal problems, particularly with emphasis on the spine, pelvic girdle, neck, rib cage and temporomandibular (TMJ) joint. In addition to being able to treat common disorders of the spine, pelvic girdle and sacroiliac joint, neck, TMJ and rib cage, students will be able to discern and differentiate between common pathologies affecting these regions. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Summer semester

(2 credit hours)

DPT 752 Neurological Rehab I

Building on Neuroanatomy and Neuroscience, this course focuses on different neuro examination and treatment techniques. This course also covers the motor control systems and the structural and functional correlations among the major motor components of the brain. In particular, this course covers: theories,

research, and principles of motor control and motor learning, the neural basis for control of posture, mobility, and hand and arm movements, cognitive and behavioral requisites for learning, and neuroplasticity. It also integrates the sensory components that influence motor systems. This course is also designed to provide the student with a basic understanding of the pathophysiology related to neuromuscular disorders with emphasis on treatment and clinical management. This course focuses more on disorders related to the brain. Examples of these disorders include cerebrovascular accidents, traumatic brain injury, etc. Emphasis is placed on the mechanisms of injury as appropriate, surveys of epidemiology and etiology, symptomatology, pathology, and on the acute management and prognosis of specific neuromuscular disorders. The pedagogical approach of the course will include prerecorded lectures, podcasts, didactic lectures, and case study presentations with an emphasis on problem-oriented, clinically applicable learning in an effort to encourage active study participation and clinical decision making skills. In the laboratory, the components of physical therapist examinations and interventions will be practiced to enhance the student's clinical problem-solving skills and help prepare them to practice safely in the clinical setting. Analysis, synthesis, and critical thinking will be emphasized in lectures, class discussions, and during small group activities including case studies.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Summer semester

(3 credit hours)

DPT 753 Pharmacology

This course is designed to provide an introduction to, and overview of, the physiologic and metabolic responses of the human body to commonly used medications. Course content has been organized to provide the student with a theoretical knowledge based that can be used as a framework for understanding the effects of various medications on a variety of normal and pathologic conditions. Students will be expected to recall and apply information from previous coursework in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. At a minimum this course includes principles of pharmacology, pharmacology of central nervous systems drugs, autonomic, cardiovascular, and respiratory pharmacology, drugs affecting skeletal muscle, drugs affecting pain and inflammation, endocrine pharmacology, drugs affecting physical and psychological performance, and case studies in a variety of settings. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Summer semester

(2 credit hours)

DPT 754 Research Practicum III

This course is designed to focus on collecting data as proposed. The participants will be informed of their rights to be a subject.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Summer semester

Grade: Pass/Fail
(1 credit hour)

DPT 760 Cardiopulmonary I

This course will provide the student with the foundational knowledge and skills necessary to screen, evaluate, and manage cardiopulmonary response in individuals with and without other co-morbidities. An introduction and overview of commonly encountered cardiopulmonary and vascular conditions across the lifespan will be discussed/reviewed. This course focuses on cardiovascular and pulmonary assessments and the management of the system with various interventions and diverse environments. Foundational skills in analysis of the cardiopulmonary system performance, application of evidence-based practice and implementation of safe interventions will be introduced.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall 1 semester
(2 credit hours)

DPT 761 Neurological Rehab II

Building on Clinical Management of Adult Neurological System I, this course is further designed to enhance the student's basic understanding of the pathophysiology related to neuromuscular disorders with emphasis on treatment and clinical management. This course focuses more on movement disorders, disorders related to spinal cord and peripheral nervous system. Examples of these disorders include vestibular dysfunction, spinal cord injury, Parkinson's disease, multiple sclerosis, peripheral neuropathy, Guillain-Barre Syndrome, and amyotrophic lateral sclerosis, etc. Emphasis is placed on the mechanisms of injury as appropriate, surveys of epidemiology and etiology, symptomatology, pathology, and on the acute management and prognosis of specific neuromuscular disorders. The pedagogical approach of the course will include prerecorded lectures, podcasts, didactic lectures, and case study presentations with an emphasis on problem-oriented, clinically applicable learning in an effort to encourage active student participation and clinical decision making skills. In the laboratory, the components of physical therapist examinations and interventions will be practice to enhance the student's clinical problem-solving skills and help prepare them to practice safely in the clinical setting. Analysis, synthesis, and critical thinking will be emphasized in lectures, class discussions, and during small group activities including case studies.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall 1 semester
(3 credit hours)

DPT 762 Pediatrics I

This course combines an overview of human growth and development with an appreciation of normal pediatric assessment and treatment. The basic changes that occur in the musculoskeletal, neurological, cardiopulmonary, and integumentary systems during development are stressed. The course also provides an overview of maturation of the fetus, changes that occur during pregnancy, childbirth, the neonatal period, childhood, adolescence, adulthood and aging. Students will also become familiar with different practice

settings such as the neonatal intensive care unit (NICU), early intervention settings, and the school setting. Laboratory sessions will enable students to learn assessment and intervention strategies including standardized tests, outcome measures, handling techniques, and neurophysiological as well as neurodevelopmental treatment techniques with normally developing children. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall 1 semester

(3 credit hours)

DPT 763 Differential Diagnosis

This course includes a case-based approach to the medical screening process to help students develop interview and evaluation skills that facilitate the process of identifying factors that affect a patient's response to treatment that may necessitate referral to a physician for follow-up and treatment. As autonomous practitioners who refer to other medical specialists when necessary, physical therapists are responsible for identifying factors that affect a patient's response to treatment that may necessitate referral. In addition students will learn to use pharmacological and basic laboratory data essential to the screening process. A significant component of the course will focus on signs and symptoms, disease recognition, and on the effects of disease with regard to producing impairments, functional limitations and disabilities. This course covers muscular, skeletal, neurological, cardiovascular, pulmonary, hematologic, gastrointestinal, renal, urological, hepatic, and endocrine diseases as screenable entities. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall 1 semester

(1 credit hour)

DPT 764 Research Practicum IV

This course is designed to focus on analysis of data and results. Data analysis will be implemented as designated by the research study's timeline.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall 1 semester

Grade: Pass/Fail

(1 credit hour)

DPT 770 Cardiopulmonary II and Lymphatics

This course will progress the student beyond foundational knowledge and skills of monitoring and managing the cardiopulmonary system and develop deeper understanding of complex medical presentations and conditions. Students will learn to interpret EKG readings to guide treatment of the complex patient as well as understand resources to help better evaluate and manage the complex patient. The lymphatic system and its

relationship with the cardiopulmonary system will be explored and the practice of formal cardiac and pulmonary rehabilitation programs to progress complex patients back to maximal functional status. Discussion of the interdisciplinary care involved in the management of complex patient will also be addressed.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall 2 semester

(2 credit hours)

DPT 771 Orthotics, Prosthetics, and Assistive Technologies

This course covers limb amputations, orthotic and prosthetic devices, and splints integration of these devices into human gait and movement. The use of orthotics, prosthetics, and splints is fully integrated into principles of patient management. The course addresses considerations of various pathology and medical-surgical management to formulate appropriate patient examinations, evaluation, diagnosis, prognosis and interventions that are consistent with physical therapy practice guidelines. Principles of normal biomechanics, pathomechanics, physiology, and pathophysiology will be a major focus for evaluation, intervention and education of the vascular, neuromuscular, and/or musculoskeletal compromised patient who may utilize prosthetic or orthotic devices. Basic principles of mechanical physics and material characteristics will be applied when appropriate. Advanced wheelchair prescriptions are discussed as well as advanced mobility technologies that are useful in rehabilitation. Topics include the static and dynamic evaluation of patients fitted with orthoses and prostheses during gait across the age spectrum. The role of physical therapists as part of the rehabilitation team in selecting orthotic and prosthetic devices will be examined. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall 2 semester

(2 credit hours)

DPT 772 Pediatrics II

General and specific examination and treatment techniques utilized with the pediatric patient population are included within this course, stressing the integration of knowledge and skills based on evidenced-based practice. Students will also become familiar with different practice settings such as the neonatal intensive care unit (NICU), early intervention settings, and the school setting. Laboratory sessions will enable students to learn assessment and intervention strategies including standardized tests, outcome measures, handling techniques, and neurophysiological as well as neurodevelopmental treatment techniques on children with abnormal development. The course also explores the use of adaptive equipment and the role of the pediatric physical therapist in a variety of contexts and environments. Functional outcome measures are incorporated, as well as patient management in the home. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall 2 semester

(2 credit hours)

DPT 773 Integumentary

This course emphasizes the examination, evaluation, diagnosis, prognosis, plan of care, and interventions used to treat wounds and other integument impairments including amputation/prosthetic care, scar and edema management. Specific topics that are discussed include (but are not limited to) the prevention of skin disorders, management of burns and other open wounds, and the use of specific modalities to facilitate wound repair. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall 2 semester

(2 credit hours)

DPT 774 Administration and Management

This course covers theory and practical applications of managing yourself, other people, groups of people, subdivisions of organizations, and businesses. Within this framework, administration is discussed and examined as it pertains to a variety of settings in physical therapy. Health care economics is covered as well as the economics of starting and managing a business in physical therapy. Marketing is discussed from several perspectives. Students study the healthcare system and the role of the Physical Therapist in it. Students also examine various payment systems and their impact of health care delivery. Different personal management styles are explored, as well as human resource management, financial management, and program development. Students will learn about record keeping, liability issues, 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. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall 2 semester

(3 credit hours)

DPT 775 Research Practicum V

This course is the culmination of all research courses prior to it and provides an avenue for research project presentations. Students will organize and write the concluding portion of their research based on the results of the data

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall 2 semester

Grade: Pass/Fail

(1 credit hour)

DPT 780 Professional Development III

This course will provide the student with the opportunity to professionally develop for the start of their clinical education experiences. Course activities include but are not limited to the development of self-evaluation skills, reflection skills, exposure to various communication styles, identifying learning styles, and appreciating the dynamics of a clinical team and workplace. Students will be prepared for the process of their clinical education experiences, tracking, assessments, reflections, and other assignments as assigned.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring 1 semester
(1 credit hour)

DPT 781 Management of Complex Cases

This course uses a modified problem based learning case study approach designed to apply the theory and skills used by physical therapists to assess, evaluate, and resolve patient problems through the process of clinical decision-making. Integration of content from all academic course work and clinical experiences is stressed in addition to any content that may be relevant based on the case selection. Screening, examination, identification of clinical problems (problem list), interpretation of findings, diagnosis, prognosis and goal setting, design and implementation of a plan of care that includes selection of appropriate physical therapy intervention and rehabilitation approaches is stressed within the context of patient age, gender, culture, socioeconomic status, and societal roles. Medical and surgical approaches to treatment as well as a review of relevant pathophysiology will also be integrated into the analysis and problem solving strategies for each case. Consideration is also given to the evolving nature of the health care.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring 1 semester
(2 credit hours)

DPT 782 Nutrition, Wellness and Patient Education

This course examines the concept of whole person care as it relates to physical therapy. This course will emphasize three dimensions of wellness: physical, mental, and social wellness in the context of physical therapy for a single patient, as well as application in a larger community platform. Students will discuss the effects of exercise, nutrition, and the environment on a healthy lifestyle, and will demonstrate proficiency in the assessment of fitness, and exercise prescription. Additionally, students will explore educational theories, principles, and methodologies relevant to the role of a physical therapist as an educator in a variety of settings, with added emphasis on preparing the student to provide clinical education to future physical therapy students. Upon completion of this course, the student will be able to utilize educational concepts and theories in the design, implementation, practice, and evaluation of learning experiences used in the education of patients, students, colleagues, and self. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring 1 semester

(2 credit hours)

DPT 784 Research Defense

This course is the final course in the four-semester Research Methods series. It prepares students for presentation of a completed research study using three different formats: (1) an oral presentation, (2) a scientific paper, and (3) a poster. The course describes differences among these three formats, as well as the qualities that contribute to excellence, and the pitfalls to avoid in each type of presentation. Students are expected to apply the knowledge they have gained from other classes regarding presentations, communication, and education.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring 1 semester

Grade: Pass/Fail

(1 credit hour)

DPT 785 Comp Exam Year 2

In this course students will demonstrate a mastery of all content taught throughout the first two years of the DPT program by successfully passing the Comp Exam Year 2. The comp exam is to be scheduled the week of final week for Spring 1 of Year 2. Successful passage of this comp exam is a requirement for continuation in the Stefani Doctor of Physical Therapy program.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring 1 semester

Grade: Pass/Fail

(0 credit hours)

DPT 790 Clinical Experience I

This is the first in a sequence of four clinical rotations where the DPT student will be assigned to an affiliated clinical facility for eight weeks. This clinical rotation intends to build upon the objectives and experiences achieved throughout the curriculum and expand upon appropriate examination, evaluation, intervention, technical, and communicative skills. DPT students will continue to be tested on the knowledge and skill to manage simple and complex patients with all diagnoses in the physical therapy scope of practice. This clinical rotation may be completed at a hospital, medical center, acute care facility, rehab hospital or facility, skilled nursing facility or outpatient clinic.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring 2 semester

Grade: Pass/Fail

(6 credit hours)

DPT 810 Clinical Internship III

This third clinical internship takes place at the end of the fall semester in the third year of studies and lasts for the duration of eight weeks. This clinical internship intends to build up on the objectives and experiences achieved in Clinical Internship I and II, to practice appropriate examination, evaluation, intervention, technical, and communicative skills. Emphasis will continue to be placed on the development of skills in the application of modalities and physical agents, therapeutic exercises programs for various clinical problems, electrotherapeutic and electrodiagnostic procedures, neuroscience and concepts of motor control and motor learning, preliminary documentation, differential diagnosis of general medical conditions, evidence based physical therapy practice and basic physical therapy skills and procedures in the clinical setting. DPT students will continue to be tested on the knowledge and skills to manage patients with cardiopulmonary diagnoses. This clinical internship may be completed at a hospital, medical center, acute care facility, rehab hospital or facility, outpatient clinic, pediatric clinic, skilled nursing facility, nursing home, home health setting, or school system.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Summer semester

Grade: Pass/Fail

(Four credit hours)

DPT 811 Research in Physical Therapy III

This course engages the student to create their research project within the context of a modified problem-based format. The steps to create their research project that will be followed will include: 1) to formulate their research idea while consulting with their research advisor and course director, and 2) to create the elements of their research proposal including the title, investigators, the problem statement or hypothesis, the purpose of the study, the methods to be used, a budget, and a work plan for project completion along an appropriate timeline. Proposals requiring Institutional Review Board (IRB) approval will be submitted to the IRB during this semester. Funding for the project will be established and study participants will be recruited if appropriate. Data collection and analysis will be outlined and implemented as designated by the research study's timeline. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Summer semester

Grade: Pass/Fail

(One credit hour)

DPT 820 Community Health and Wellness

This course examines wellness as it relates to physical therapy. Whereas physical therapists traditionally provide rehabilitative care to patients who have a disease, condition, or injury, increasingly more therapists are spending treatment time devoted to wellness-related care. This course will emphasize three dimensions of wellness: physical, mental, and social wellness in the context of physical therapy. Wellness will also be

approached from our traditional paradigm of rehabilitative care. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist. Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall semester

(Two credit hours)

DPT 821 Critical Integration and Analysis of Patient Care II

This is the second of two courses that use a problem based learning case study approach designed to apply the theory and skills used by physical therapists to assess, evaluate, and resolve patient problems through the process of clinical decision making. Integration of content from all academic course work and clinical experiences is stressed in addition to any content that may be relevant based on the case selection. Screening, examination, identification of clinical problems (problem list) interpretation of findings, diagnosis, prognosis and goal setting, design and implementation of a plan of care that includes selection of appropriate physical therapy intervention and rehabilitation approaches is stressed within the context of patient age, gender, culture, socioeconomic status, and societal roles. Medical and surgical approaches to treatment as well as a review of relevant pathophysiology will also be integrated into the analysis and problem solving strategies for each case. Consideration is also given to the evolving nature of the health care environment as well as the roles of other health care disciplines and support personnel in patient management. This experience also provides the student with opportunities to improve clinical decision making and critical thinking skills using the patient management model; engage in evidence-based practice; collaborate with patients, family members and perhaps other health professionals; begin to develop consultation, education, and administration skills; begin to engage in prevention/wellness; and outcome assessments. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall semester

(Two credit hours)

DPT 822 Clinical Management of the Integumentary System

This course emphasizes the examination, evaluation, diagnosis, prognosis, plan of care, and interventions used to treat wounds including amputation/prosthetic care, which is occasionally required. The course builds on the basic information provided in Histology and Tissue Biology, and is correlated with information provided in Pathology-Pathophysiology and Differential Diagnosis I, Neuroanatomy-Neuroscience, Motor Control/Motor Learning, Physical Agents and Mechanical Modalities, and Electrotherapeutic Modalities and Clinical Electrophysiology. Specific topics that are discussed include (but are not limited to) the prevention of skin disorders, management of burns and other open wounds, and the use of specific modalities to facilitate wound repair. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall semester
(Two credit hours)

DPT 823 The Physical Therapist as Educator

This course focuses on educational theories, principles and methodology relevant to the physical therapist in a variety of physical therapy settings. Students will examine the impact of identity and cultural differences (race, ethnicity, class, gender, disability, etc.) in the process of educating adults. Major teaching and learning theories are discussed emphasizing behaviorism, cognitivism, constructivism, humanism, experiential learning, Gardner's intelligences, and Bloom's taxonomy. The course also provides information on learning theory, teaching and learning styles, planning of learning experiences, clinical teaching tools and strategies, teaching objectives, and effective feedback and performance evaluation, - all within the context of adult education. Teaching formats include lecture, discussion, small group learning experiences, simulations, and case scenarios to encourage experimental learning and group problems. Upon completion of this course, the student will be able to utilize educational concepts and theories in the design, implementation, practice and evaluation of learning experiences used in the education of the community, industry, patients, families, students, colleagues, and self. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall semester
(One credit hour)

DPT 824 Physical Therapy Management and Administration

This course covers theory and practical applications of managing yourself, other people, groups of people, subdivisions of organizations, and businesses. Within this framework, administration is discussed and examined as it pertains to a variety of settings in physical therapy. Health care economics is covered as well as the economics of starting and managing a business in physical therapy. Marketing is discussed from several perspectives. Students study the healthcare system and the role of the Physical Therapist in it. Students also examine various payment systems and their impact on health care delivery. Different personal management styles are explored, as well as human resource management, financial management, and program development. Students will learn about record keeping, liability issues, 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. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall semester
(Three credit hours)

DPT 825 Health Care Systems for the Physical Therapist

This course is designed to introduce the student to this history and evolution of health care in the United States, alternative models of health care systems that may influence the future of health care in the United States, health care finance, and contemporary health policy issues. The topics will also include health care utilization, the quality of health care in the United States, access to health care, and so on. Reimbursement issues and mechanisms, concepts of managed care, the impact of identity differences (race, ethnicity, class, gender, disability and other identity differences) on health care access and quality, and the impact of health policy on rehabilitation professions will be assessed. Government and regulatory system trends are discussed. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall semester

(Two credit hours)

DPT 826 Healthy Aging and Advanced Topics in Geriatrics

This course provides information on current issues that impact health care delivery for the older adult population. Theories of normal aging processes, sociocultural, environmental factors, psychological issues, and systemic changes are discussed in relation to health promotion, prevention and wellness, optimal daily function, and quality of life. Collaboration with other health care providers, the community, and family resources are addressed. Our core values are stressed, especially with regard to the development of an appropriate therapeutic environment for the elderly. The students will be required to formulate plans for treatment of the geriatric physical therapy patient including assessment, education, and application of therapeutic interventions. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall semester

(Two credit hours)

DPT 827 Research in Physical Therapy IV

This course is the final course in the four-semester Research Methods series. It prepares students for presentation of a completed research study using three different formats: 1) an oral presentation, 2) a scientific paper, and 3) a poster. The course describes differences among these three formats, as well as the qualities that contribute to excellence, and the pitfalls to avoid in each type of presentation. Students will also gain experience in writing a formal critique of a manuscript. Students are expected to apply the knowledge they have gained from other classes regarding presentations, communication, and education. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall semester

Grade: Pass/Fail
(One credit hour)

DPT 830 Clinical Internship IV

This fourth and last clinical internship scheduled for the beginning of the spring semester in the third year of doctoral studies will last eight weeks. This clinical internship will be designated as a specialty clinical internship in any area of clinical concentration of interest to the DPT student. This clinical internship may be divided into two four-week phases or clinical rotations, each with a different focus or may be completed as one eight-week rotation. The first clinical rotation of a divided rotation may be an extension of clinical practice in areas of identified need for proficiency for the DPT student, i.e., neurorehabilitation, pediatrics, geriatrics, cardiopulmonary physical therapy, or orthopedics. The second clinical rotation of a divided rotation or the entire 8-weeks of a single rotation may be a specialty rotation, i.e., aquatic rehabilitation, wound care, women's health, sports medicine, vestibular rehabilitation, etc. DPT students may be assigned to a hospital, medical center, acute care facility, rehab hospital or facility, outpatient clinic, sports medicine clinic, pediatric clinic, skilled nursing facility, nursing home, home health setting, or school system.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring semester

Grade: Pass/Fail
(Four credit hours)

DPT 831 Special Topics

This course examines a variety of complimentary and specialized therapies. Some of the topics that are covered include: alternative medicine; lymphedema management; women's health, EMG, animal rehabilitation, myofascial release, personal finance and planning, interview techniques, professional organizations, working with elite athletes, and oncological therapy services. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring semester

(Four credit hours)

DPT 832 Elective

There will be one or more elective courses offered under this course number that will satisfy the elective course requirement for the DPT degree. See your advisor for more detailed information.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring semester

(Two credit hours)

DPT 833 Oral Defense of Research and Presentations

This course is the culmination of all research courses prior to it and also provides an avenue for research project presentations. Students will present their capstone research projects, including regular research, case reports or systematic review studies, as platform presentations at their Oral Defense and poster presentations at the Research Symposium. In addition, research studies will be disseminated in a manuscript format. Their research project will be defended in a “public” format in front of a Research Defense Committee that will include their research advisors along with two additional reviewers, making a total of three committee members in a typical scenario, although a larger number of committee members are permissible. The paper’s quality must be similar to those that are published in *Physical Therapy*. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

Prerequisite: enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring semester

Grade: Pass/Fail

(Two credit hours)

DPT 834 Comprehensive Examinations

The highlight of this course is the passing of the Comprehensive Examinations as a requirement for the Doctor of Physical Therapy degree. In the process of attaining cognitive proficiency that would ascertain successful completion of this requirement, students will be exposed to a review of the DPT curriculum organized by body system in a group study format. Independent study on the part of the student will be required to fully attain cognitive proficiency in preparation for passing the Comprehensive Examination. Two hours of interactive discussion/review sessions will be held every week where specific physical therapy practice issues and curricular elements will be addressed. Comprehensive examinations will be required during the course.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Spring semester

Grade: Pass/Fail

(One credit hour)

DPT 850 Clinical Experience II

This is the second in a sequence of four clinical rotations where the DPT student will be assigned to an affiliated clinical facility for eight weeks. This clinical rotation intends to build upon the objectives and experiences achieved throughout the curriculum and expand upon appropriate examination, evaluation, intervention, technical, and communicative skills. DPT students will continue to be tested on the knowledge and skill to manage simple and complex patients with all diagnoses in the physical therapy scope of practice. This clinical rotation may be completed at a hospital, medical center, acute care facility, rehab hospital or facility, skilled nursing facility or outpatient clinic.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Summer semester

Grade: Pass/Fail
(6 credit hours)

DPT 860 Clinical Experience III

This is the third in a sequence of four clinical rotations where the DPT student will be assigned to an affiliated clinical facility for eight weeks. This clinical rotation intends to build upon the objectives and experiences achieved throughout the curriculum and expand upon appropriate examination, evaluation, intervention, technical, and communicative skills. DPT students will continue to be tested on the knowledge and skill to manage simple and complex patients with all diagnoses in the physical therapy scope of practice. This clinical rotation may be completed at a hospital, medical center, acute care facility, rehab hospital or facility, skilled nursing facility or outpatient clinic.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall 1 semester

Grade: Pass/Fail
(6 credit hours)

DPT 870 Clinical Experience IV

This is the fourth in a sequence of four clinical rotations where the DPT student will be assigned to an affiliated clinical facility for eight weeks. This clinical rotation intends to build upon the objectives and experiences achieved throughout the curriculum and expand upon appropriate examination, evaluation, intervention, technical, and communicative skills. DPT students will continue to be tested on the knowledge and skill to manage simple and complex patients with all diagnoses in the physical therapy scope of practice. This clinical rotation may be completed at a hospital, medical center, acute care facility, rehab hospital or facility, skilled nursing facility or outpatient clinic.

Prerequisite: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Physical Therapy Program Director.

Offered: Fall 2 semester

Grade: Pass/Fail
(6 credit hours)

ED 682 ELL Methods

This course provides methods and strategies specific to addressing the diverse learner needs of ELL students. Practical strategies and lesson planning will be the focus of this course as well as examining special learning needs for these students.

(Three credit hours)

ED 683 Linguistics for Educators

This course provides an overview of linguistics and how languages are formed. This background knowledge will assist educators as they work with students who speak languages other than English. (Three credit hours)

ED 684 ESOL Practicum

The ESOL field-based practicum focuses on the teacher as a facilitator of effective instruction and developer of supportive learning environments for the ESOL learner, demonstrating professional, ethical, collaborative and effective educator communication skills. Candidates will analyze culturally and linguistically diverse classroom contexts related to curriculum, instruction, assessment, determining and practicing best pedagogical methods for the ESOL learner. Required: Forty-five hours of observation, aiding, and teaching in a setting inclusive of ESOL learners. For candidates seeking licensure or interested in improving their skills in an ESOL classroom setting.

Prerequisite or co-requisite: ED 724, ED 682, and ED 683
(Three credit hours)

ED 720 Curriculum Design and Assessment

This course examines the interrelationships of learning theory, curricula design, and assessment to develop coherent educational programs. Building on social and cultural foundations, candidates analyze learning principles and apply them to curriculum and plan alternative assessment of program outcomes.

Teacher licensure requirement: students must achieve at least a “C” grade in the course and maintain a 3.0 in the degree program.

(Three credit hours)

ED 723 Research in Education

Candidates develop essential skills to complete independent research in all courses and for the summary portfolio. Candidates examine quantitative and qualitative research methodologies, analyze research literature, target research problems, and design a research plan that will lead to the collection and analysis of data.

Teacher licensure requirement: students must achieve at least a “C” grade in the course and maintain a 3.0 in the degree program.

(Three credit hours)

ED 724 Cultural Diversity in Education

This course analyzes race, class, and gender issues relating to learning and organizational development. Candidates identify and analyze the social and cultural issues affecting policy and practice of education in a pluralistic society, and monitor instruction and learning in a culturally diverse system. Candidates explore the impact of policy on equal educational opportunity for domestic ethnic and gender groups. Decision-making framework for developing equity cultures in schools and other organizations are applied to program development and its components of staff training, instructional methods, interactional patterns, and assessment.

(Three credit hours)

ED 727 Legal Issues in Education

This course examines the general structure, theory, and background of law as it applies to education in general and to the classroom specifically. Attention is given to constitutional and civil rights issues; teacher, students, and parent rights; courts decisions and legal procedures. The course is designed to help educators become

legally literate by providing them with information about laws that affect them, about the way the legal system works, and about the ways the school system and judicial system can work together.

Teacher licensure requirement: students must achieve at least a “C” grade in the course and maintain a 3.0 in the degree program.

(Three credit hours)

ED 732 Political and Ethical Structures in Education

Candidates draw on social and philosophical foundations of education for a critical study of the distribution of power in educational policy making, understanding the ethical implications of these political structures, understanding the role of business and corporate philanthropies and other public and private interest groups, and understanding the textbook industry and the politics of knowledge. This course also looks at the implications of global education for American education with comparisons and contrasts with other national education systems.

(Three credit hours)

ED 733 Diagnostic and Differentiation Approaches in Varied Classroom Settings

This course focuses on the application of learning in the analysis of instructional strategies and professional development programs. Candidates assess learners, needs and performance levels, design instructional strategies to develop critical thinking, problem solving, and decision-making skills, analyze interpersonal interaction and program components that facilitate learning.

(Three credit hours)

ED 734 The Adult Learner

This course introduces the candidate to characteristics of and presents effective strategies for adult learners, and prepares candidates to provide professional development to adult learners in their own settings.

(Three credit hours)

ED 737 Leadership and Change in Education

This course focuses on the leadership and change literature with an emphasis on applications to instruction, staff development and assessment. Emphasis is placed on leadership and assessment processes that are consistent with constructivist theory.

(Three credit hours)

ED 738 Instructional Technology

This course focuses on the social and technological changes in schools and educational systems. In this course, candidates will examine technology integration in an educational environment. Candidates will research, discuss, and develop projects related to technology in: professional development, instruction, assessment, personal/professional productivity, and communication. A classroom technology competency is required.

(Two credit hours)

ED 741 Creating and Implementing Professional Development for Educators

This course is designed to provide teacher leaders with the necessary skills for identifying areas of needed development among their peers, and to prepare for effective professional development experiences. Particular focus is given to preparing effective presentations, with the goal of supporting peer learning in a meaningful, practical way.

(Three credit hours)

ED 742 Foundations of Education: Social, Cultural, Philosophical, and Historical Perspectives

This educational foundations' course focuses on the social, cultural, philosophical, and historical implications for students, teachers, classrooms, parents, publics, and the school as an institution. It examines the ideological assumptions as well as philosophical and historical underpinnings of American schooling. In addition, the course examines the continuing impact of race, class, gender, and cross-cultural issues, influenced by political and economic struggles within a democratic society.

Teacher licensure requirement: students must achieve at least a "C" grade in the course and maintain a 3.0 in the degree program.

(Three credit hours)

ED 744 Methods for Teaching Diverse Learners

This course is designed to assist teacher candidates in meeting the needs of the diverse learners in today's classroom. Examples of diversity in the classroom include students identified with special education needs, students who are English Language Learners, students from multicultural backgrounds, students who live in poverty, and students with other unique learning needs. Following the Multi-Tiered Systems of Supports (MTSS) model, teacher candidates will examine current research-based strategies with emphasis on data collection, professional collaboration and assessment techniques to determine appropriate interventions that best meet student instructional, social and behavior needs in the classroom setting.

Teacher licensure requirement: students must achieve at least a "C" grade in the course and maintain a 3.0 in the degree program.

(Three credit hours)

ED 745 Practicum I: Observation and Aiding

Candidates complete twenty-five hours of observation in a school setting. Candidates will observe students and teachers in schools and use theories about developing, learning and motivation to describe their experiences. They will also analyze factors relevant to student diversity and other characteristics, as well as elements of school and classroom climate and their potential impact on students.

Taken concurrently with ED 744 and ED 754.

Teacher licensure requirement: students must achieve at least a "C" grade in the course and maintain a 3.0 in the degree program.

(One credit hour)

ED 746 Teaching Science and Health in Elementary School

In this course Teacher Candidates will explore the nature of science the K-6 standards established at the state and national levels. They will examine content and instructional methods for effectively teaching

developmental science and math concepts and skills to students while designing appropriate assessment procedures to evaluate the students' understandings and application of concepts.

Teacher licensure requirement: students must achieve at least a "C" grade in the course and maintain a 3.0 in the degree program.

(Three credit hours)

ED 747 Teaching Social Studies and Aesthetics in Diverse Settings

Analyzing the curricular content and instructional methods of social studies, candidates design appropriate learning experiences and assessments for teaching the social sciences in diverse K-6 classrooms while incorporating theoretical and practical inquiry into aesthetics including the integration of art, music and physical education/movement in cultural and individual expression. Teacher licensure requirement: students must achieve at least a "C" grade in the course and maintain a 3.0 in the degree program.

(Three credit hours)

ED 748 Psychological Foundations of Education

Examination and application of theories of learning and human development through adolescence with implications for teaching and learning environments addressing individual and diverse needs, testing and measurement instruments, and assessment strategies.

Teacher licensure requirement: students must achieve at least a "C" grade in the course and maintain a 3.0 in the degree program.

(Three credit hours)

ED 749 Teaching Math in Elementary School

Teacher Candidates examine instructional methods for effectively teaching developmental math concepts and skills to students in K-6 classrooms based on Kansas College and Career Ready standards and Mathematical Practices. They design appropriate assessment procedures to evaluate the students' understanding and application of main concepts. Field experience required in assigned practicum classroom.

Teacher licensure requirement: students must achieve at least a "C" grade in the course and maintain a 3.0 in the degree program.

(Three credit hours)

ED 753 Integrated Reading and Language Arts Methods

This course incorporates current methodologies and materials for teaching a total language arts program (reading, writing, speaking, and listening) and assessing student progress. Attention is given to research-based instructional strategies that meet the needs of all learners including those with special needs, English Language Learners, and learners with socio-economic challenges. A balanced approach to instruction promotes the integration of children's literature throughout the curriculum to enhance skills and reading enjoyment.

Teacher licensure requirement: students must achieve at least a "C" grade in the course and maintain a 3.0 in the degree program.

(Three credit hours)

ED 754 Classroom Management and Student Motivation

This course provides an intensive study of student behavior, discipline techniques, classroom routines and procedures. Particular focus is given to formulating a discipline plan and strategies for proactive versus reactive discipline techniques.

Teacher licensure requirement: students must achieve at least a “C” grade in the course and maintain a 3.0 in the degree program.

(Three credit hours)

ED 755 Reading Practicum

Candidates complete thirty hours of supervised teaching of reading in an elementary classroom. Incorporating the contextual factors of the classroom within the teaching/learning cycle, candidates design and teach developmentally appropriate units that integrate content, research-based reading strategies, and technology. Candidates establish a positive learning environment and provide instruction to meet the individual needs of students.

Taken concurrently with ED 720 and ED 753.

Teacher licensure requirement: Students must achieve at least a “C” grade in the course and maintain a 3.0 in the degree program.

(One credit hour)

ED 765 Advanced Practicum

Using field experiences, students analyze culturally and economically diverse classroom contexts related to curriculum, instruction, assessment and integration of music, art, health, and movement. Thirty hours of observation, aiding, and teaching in a diverse setting.

Teacher licensure requirement: Students must achieve at least a “C” grade in the course and maintain a 3.0 in the degree program.

(One credit hour)

ED 766 Teacher as Professional Collaborator

Student teaching is an integrated experience which completes the professional teaching sequence. At this point the prospective teacher marshals his or her resources—intellectual, spiritual, cultural, social, and professional—to meet a challenge. The student teaching semester provides content and methods designed to foster student “integration of faith, learning and behavior”. During the student teaching experience, the student teacher evolves from the role of student into that of teacher. Candidates complete the Kansas Performance Teaching Portfolio during enrollment in this seminar.

Teacher licensure requirement: students must achieve at least a “C” grade in the course and maintain a 3.0 in the degree program.

(One credit hour)

ED 769 Student Teaching: Elementary

Student teaching in an integrated experience which completes the professional teaching sequence. At this point the prospective teacher marshals his or her resources—intellectual, spiritual, cultural, social, and professional—to meet a challenge. The student teaching semester provides content and methods designed to

foster student “integration of faith, learning and behavior”. During the student teaching experience, the student teacher evolves from the role of student into that of teacher.

Co-requisite: ED 766

Teacher licensure requirement: students must achieve at least a “C” grade in the course and maintain a 3.0 in the degree program.

(Six credit hours)

ED 776 Reading Across the Content Areas

This course emphasizes the reading, writing speaking, listening, thinking, and viewing processes and their interconnections to facilitate learning in content areas through the use of research-based strategies. Using a variety of texts, both print and non-print, teacher candidates design and implement appropriate and effective instructional strategies within an interdisciplinary unit format to meet the needs of all learners including those with special needs, English Language Learners, and learners with socio-economic challenges.

Teacher licensure requirement: students must achieve at least a “C” grade in the course and maintain a 3.0 in the degree program.

(Three credit hours)

ED 780 Professional Learning Communities

This course outlines how to develop and utilize Professional Learning Communities effectively in schools and other professional settings as well as community contexts. Current research and best practices will be analyzed in relation to the candidate’s current work setting. Shared mission, vision, values and goals will be examined in context of the workplace. Using data to make decision will be emphasized. Candidates will assess and develop a plan of action for implementation of PLCs in their own professional setting.

(Three credit hours)

ED 781 Peer Coaching, Professional Mentoring, and Collaborative Practices

This course is designed to prepare candidates for collaboration, peer coaching and mentoring for colleagues in need of professional learning to improve their current practice. During the course, candidates will explore a variety of professional learning best practices as well as differentiated types of professional learning to address various needs of colleagues. As a result of the learning in this course, candidates will be able to demonstrate the ability to advance the professional skills of colleagues.

(Three credit hours)

ED 789 Secondary Methods with Practicum

Emphasis is on the reflective and intentional decision-making criteria for secondary content areas, with application for curriculum design, modes of instruction, technology, classroom management and assessment. Secondary Methods is designed to integrate theory and practice of the teaching of the content areas in the secondary classroom. Strategies that link theory and practice will be introduced for making decisions about curriculum, instruction, classroom management, technology and assessment so that classrooms become constructivist learning communities. Reflective teaching and use of technology in the classroom will be emphasized. A minimum of 30 hours of aiding and supervised practicum in a secondary content classroom is required.

Teacher licensure requirement: students must achieve at least a “C” grade in the course and maintain a 3.0 in the degree program.

(Three Credit Hours)

ED 796 Student Teaching: Secondary

Student teaching in an integrated experience which completes the professional teaching sequence. At this point the prospective teacher marshals his or her resources – intellectual, spiritual, cultural, social, and professional – to meet a challenge. The student teaching semester provides content and methods designed to foster student “integration of faith, learning and behavior.” During the student teaching experience, the student teacher evolves from the role of student into that of teacher. This is a full time semester long experience in a secondary school with an assigned mentor teacher taken during the last semester of the program.

Teacher licensure requirement: students must achieve at least a “C” grade in the course and maintain a 3.0 in the degree program.

(Eight credit hours)

ED 799 Seminar: Summary Portfolio

The summary portfolio documents the candidate's professional growth, leadership, scholarship, and level of knowledge throughout the Master of Arts program in education. The university faculty evaluates the summary portfolio. Exiting Assessment: Candidates will complete and orally present a summary portfolio that demonstrates professional growth and reflection in relation to the graduate conceptual framework model, KSDE standards, program and course outcomes, dispositions, and the National Board for Professional Teaching Standards (NBPTS 2003) Core Propositions. Candidates who fail to complete a summary portfolio prior to finishing MA course work will be required to be continually registered in ED 799 Seminar: Summary Portfolio to complete the degree process.

(One credit hour)

ED 801 Introduction to Doctoral Studies

The course prepares doctoral studies for success. Students explore possible research interests, formulate research questions and investigate topics such as communities of practice, leadership and innovation, action research, and organization systems. Students will access resources for research, begin to identify research topics, read and share research in educational trends.

(3 credit hours)

ED 805 Characteristics of Innovative Educational Leadership Practices

The course focuses on leadership skills needed in higher education. Learners will examine qualities needed by successful leaders, analyze various leadership theories and their sources, and participate in self-assessment of leadership qualities. Action research will be conducted about leadership skills needed for the emerging higher education environment.

(3 credit hours)

ED 810 Leadership for Diverse Populations

This course analyzes race, class, and gender issues relating to learning and organizational development. Candidates identify and analyze the social and cultural issues affecting policy and practice of education in a pluralistic society, and monitor instruction and learning in a culturally diverse system. Candidates explore the impact of policy on equal educational opportunity for domestic ethnic and gender groups. Decision-making framework for developing equity cultures in schools and other organizations are applied to program development and its components of staff training, instructional methods, interactional patterns, and assessment.

(3 credit hours)

ED 817 Educational Policy, Ethics, and Law

The course focuses on use of legal and moral reasoning in analysis of educational policy issues. Specific topics may vary depending on interests of instructor and students and current controversy, and will include implications of Catholic Social Teaching.

(3 credit hours)

ED 820 Innovative Practices in Instruction and Assessment

The course develops understanding of leadership within the dynamic and systemic nature of organizations with emphasis on the evolution of best practices in curriculum design and instruction. It will focus on current issues and challenges in higher education and explore innovative applications and solutions. Directed field experiences will be part of the class.

Prerequisite: ED 730 or equivalent course

(3 credit hours)

ED 824 Organizational Structures in Education

The course will examine factors such as personnel assessment reflecting student outcomes with a relationship to innovation. Comparisons will be made between the innovation/success relationship in education and the same relationship in business and other areas. Directed field experiences will be part of the class.

(3 credit hours)

ED 828 Collaborative Leadership for Growth

The course focuses on the understanding and use of evidence-based, action research for improvement of instruction and learning in education, on the foundation and growth of professional learning communities, and investigation of current educational issues, leading to collaborative solutions for improvement and growth. Directed field experiences will be part of the class.

(3 credit hours)

ED 830 Advanced Methods of Research and Analysis

The course develops understanding of data collection, analysis, interpretation in studies using quantitative, qualitative, and mixed methods of inquiry, situated in action research, evaluation and data-informed decision making.

Prerequisite: PY 731

(3 credit hours)

ED 834 Leadership and Organizational Behavior for Higher Education

The course develops understanding of the dynamic and systemic nature of organizations, with emphasis on higher education leadership for building organizational capacity and learning, and effective communication strategies. Directed field experiences will be part of the class.

(3 credit hours)

ED 838 Resource Management in Higher Education

This course is designed to provide students with an overview of economics and financing of American higher education. Students will explore financial issues in higher education, access and affordability issues, state and federal funding, price setting, tuition discounting, merit aid sources of revenues and expenditures, cost-cutting measures, collective bargaining, and budgeting models. Directed field experiences will be part of the class.

(3 credit hours)

ED 842 Data-Driven Program Assessment and Evaluation

This course is designed to provide students with an overview of economics and financing of American higher education. Students will explore financial issues in higher education, access and affordability issues, state and federal funding, price setting, tuition discounting, merit aid sources of revenues and expenditures, cost-cutting measures, collective bargaining, and budgeting models. Directed field experiences will be part of the class.

(3 credit hours)

ED 850 Innovative Leadership in a Culture of Change

Focuses on theoretical foundations and history of educational systems. Examines literature and scholarship that builds knowledge of educational theory, the tradition of change in American education, and the challenges and opportunities of innovative leadership for future change.

(3 credit hours)

ED 860 Dissertation

The doctoral dissertation provides the candidate with hands-on, directed experience in primary research methods. It provides a means for the candidate to demonstrate breadth of scholarship, depth of research, and ability to investigate problems independently and efficiently. The dissertation is an extended, coherent, and written work that demonstrates the student's comprehensive knowledge and mastery of methodological, historical, topical, empirical, and theoretical issues relevant to the chosen research subject. The dissertation contains the results of critical research of documentary source materials and field work.

(Variable credit - 1-3 credits)

ED 865 Advising Seminar

These seminars, scheduled at strategic times throughout the program, provide an opportunity for faculty advisors and students to review and discuss progress in the outcomes of the program and projections for future courses and projects. Seminars allow for focused discussions on the concerns and challenges facing students and allows the cohort to celebrate progress.

(0 credit hours)

ED 899 Capstone Project

This project stands for a comprehensive exam. Students provide representative artifacts for each course, as well as a reflection on each piece. The artifacts demonstrate competency in each of the Program Learning Outcomes (PLOs).

(1 credit hour)

EDCEC 600 The Curriculum of Popular Culture: Media Portrayals of Teachers

This continuing education allows for the participant to critically look at the media's portrayal of teachers and schools. Examining media portrayals of teachers and schools, both negative and positive, can not only open a dialogue about teachers' and schools' images, but also encourage us to examine our conscious and unconscious attitudes about the work of educators and educational systems.

(Three credit hours)

EDCEC 601 Teaching Reading with the Social Studies Standards

The use of children's literature plays an important role in social studies instruction at all grade levels. The purpose of this study is to integrate the 10 Themes of Social Studies, English Language Arts, College Career Ready Standards with an exceptional range of children's literature. This continuing education will provide strategies for before, during, and after reading and methods to apply the strategies to all ten Social Studies themes.

(Three credit hours)

EDCEC 602 Teaching outside the Classroom Walls

This continuing education is intended to emphasize the value of having our students getting outside of the classroom walls to enrich what they are learning inside. This study will provide field trip resources available in the Kansas City and surrounding area in all curricular areas, with a special emphasis on Social Studies, Science and visual literacy integrations. Resources and contact information for local field trip opportunities will be provided. Participants will visit local field destinations to experience it for themselves and make classroom connections. Information will be shared with other classroom participants through the class forum.

(Three credit hours)

EDCEC 604 Creating Noteworthy Digital Presentations

This continuing education shows teachers how to move beyond the mediocre to the exceptional. Participants will learn how to craft attention-grabbing, attractive presentations using the profound insights found in the Non-Designer's Design Book. Students will use the techniques found in this delightful visual read to create noteworthy presentations using their platform of choice (Prezi, KeyNote, Google Slides, PowerPoint, or OpenOffice Impress). Participants will discover they do not have to be graphic designers to create the extraordinary with tools they already know.

(Three credit hours)

EDCEC 605 Co-Teaching and Collaboration

Today's classrooms have students with a diverse range of abilities and needs that bring unique challenges to teaching in a standards-based learning environment. Co-teaching brings together two or more certified/licensed professionals who can use their expertise to design rigorous learning experiences tailored to meet the unique needs of all students. For example, general educators may have specific expertise in the areas of curriculum and instruction, classroom management, knowledge of typical students, and instructional pacing. Special educators may have additional expertise in the areas of differentiating instruction, monitoring progress, understanding learning processes, and teaching for mastery. Participants will become familiar with 4 approaches to co-teaching. In addition, scheduling, role clarification, administrative support, lesson planning, and other logistical issues will be explored.

(Two credit hours)

EDCEC 606 Engaging Students of Poverty

This continuing education digs deeper and focuses on the effects of poverty on the mind and learning by examining the 7 engagement factors. Students will walk away with useful strategies to engage students in 5 fields for engagement in the classroom including engagement for energy and focus, engagement for deep understanding, engagement for motivation and effort, engagement for building cognitive capacity and engagement to build a positive classroom climate. This study will benefit all teachers and support staff working students K-12.

(Three credit hours)

EDCEC 607 Accessing Technology to Increase Engagement and Efficiency

As teachers, it can be easy to be overwhelmed by all the options relating to technology. In this continuing education, each week will look at three different areas of technology. Participants will investigate a technology to help organize his/her classroom, a technology that will aid in teacher-led instruction, and a tool students can use to engage them in learning. This study also uses the text *Who Owns the Learning* by Alan November, which will have participants thinking about the role of the teacher and student in the classroom.

(Three credit hours)

EDCEC 608 Educational Technology II: Creating Units for 1:1 Teaching, Learning, and Assessment

This continuing education focuses on the creation of technology-rich units of instruction, learning, and assessment. Using digital tools and resources learned in previous Technology 1:1 workshops or classes, participants will work with popular courseware, digital tools and devices to Substitute, Augment, Modify, and Redefine current lessons. Participants will engage in problem/solution, creation, collaboration, and digital media fluency, as well as examine and critique best tools for instruction, learning, and assessment. Pedagogical shifts will be examined, evaluated, and incorporated into content construction using appropriate digital tools and apps to enhance teaching, student critical thinking, learning, and assessment.

(Variable one to three credit hours)

HCMGT 715 Communication and Relationship Building

Studies communication theory to provide a foundation for understanding how information and ideas are passed from person to person, the role of communication and relationship building in organizational change

and transformation, and the methods of developing and strengthening relationships and trust in a diverse environment. Topics to be covered include conflict resolution therapeutic communication processes and social support for relationships.

Offered: Online

(Three credit hours)

HCMGT 720 Healthcare Informatics and Technologies

The course provides a fundamental understanding of health informatics and the management and use of patient healthcare information. It is a multidisciplinary field that uses health information technology (HIT) to improve healthcare in any combination of higher quality, higher efficiency, and new opportunities. Key topics include: healthcare information systems, HIPAA privacy and security regulations, systems development life cycle, cybersecurity, electronic health records, telemedicine, IT certifications, data information and sharing, social media, and evidence-based practice.

Offered: Online

(Three credit hours)

HCMGT 721 Leadership and Business Operations in Healthcare

This course introduces the students to the key leadership concepts and theories and their effective use in the oversight of a healthcare organization. Students will develop and apply strategies for leadership and management in areas of accounting, finance, marketing, human resources and operations.

Offered: Online and on campus

(Three credit hours)

HCMGT 722 Legal and Ethical Issues in Healthcare

Introduces the major ethical theories and principles needed to evaluate current legal and ethical issues. Students explore healthcare issues such as patient rights, withdrawing life support, promoting client autonomy, business ethics and the legal responsibilities of healthcare organizations. Students evaluate varied perspectives and develop a reasoned analysis of current topics.

Offered: Online and on campus

(Three credit hours)

MGT 701 Organizational Management

This course explores the role of the manager in organizational settings. In-depth focus and examination of social systems and their influence on the motivation of individuals, the effect on work outcomes, emergent leadership and control of behavior in the workplace. Also explores important concepts that help students understand and respond to the influences and forces affecting the behavior of individuals in the workplace. Among the individual topics examined are (1) motivation, (2) self-concept, (3) interpersonal dynamics, (4) conflict and resolution, (5) group dynamics, (6) leadership, and (7) change, as it arises and affects the behavior of people in the workplace. The course extensively utilizes case studies of people and groups in actual work situations to help students develop diagnostic and effective tools for exercising leadership and management.

Offered: Online and on campus

(Three credit hours)

MGT 704 Marketing Management

The objective of this course is to provide students with a fundamental understanding of marketing as it relates to current business practices. The student will be introduced to the basics of marketing as well as modern applications in traditional and digital marketing. The student will learn about the classic “4Ps” of marketing (product, price, promotion, and place) and how to focus them on the customer to meet business objectives. In addition, students will gain insights into the ways that the digital world and social media are impacting marketing. This course gives an overview of the entire marketing process and the integration of the elements and strategies that make up a Marketing Plan. Course content focuses on the major policies and strategies that underlie the activities of marketing institutions and the social, economic, and political implications of such policies. The emphasis will be on applying marketing principles and strategies to real life situations. Weekly preparations will consist of reading the assigned chapters, PowerPoint presentations, discussion forums, and case analysis.

Offered: Online and on campus

(Three credit hours)

MGT 708 Human Resource Management

This is a graduate level course in human resource management. The course is designed to broaden the understanding of managers relative to the role and importance of human resources in organizations and assist them in maximizing the effectiveness of their human capital. Course content will be approached from more of a strategic level with moderate tactical components. Focus areas will include job analysis, staffing, employee and labor relations, performance management, compensation, benefits, diversity, and international human resource challenges. Special emphasis is placed on how human resource decisions are influenced by forces internal and external to the organization including business strategy, global competition, technological changes, unionization, workforce characteristics, culture, and government regulation. A pervasive theme is the blending of theory and practice into a contemporary view of human resource management as a strategic organizational function. Each learner is responsible for their own learning. Critical thinking, problem diagnosis, and problem solving will be integrated into course discussions, writing assignments, and exercises. Learners will be expected to demonstrate intellectual curiosity in the analysis and synthesis of course concepts through course participation and assignments.

Offered: Online and on campus

(Three credit hours)

MGT 709 Managerial Economics

Managerial economics focuses on how economics affects the internal organization of a business and the external environment in which businesses and organizations operate. This is accomplished by examining economic history and theory and applying the lessons to strategic management decisions. Topics covered include: microeconomics with focus on how individual consumers and businesses interact in a market economy; macroeconomics with focus on GDP, monetary and fiscal policies and aggregate behavior and integration of the two in managerial decision making.

Offered: Online and on campus

(Three credit hours)

MGT 710 Legal Environment and Commercial Transactions Law

This course examines the legal environment in which businesses operate and the commercial and related laws that govern their operations. Through classroom lectures, case studies, and simulations, students' study and practice Uniform Commercial Code (UCC) regulations related to the commercial transactions and businesses encounter. In addition, students will study advanced topics in ethics, arbitration, and cybersecurity law. Other specific areas of study include negotiable instruments, employment law, types of business organizations, government regulation of financial reporting, and intellectual property law. Emphasis will be on the application of law to business scenarios and problems. This course provides the essential legal studies needed by students sitting for the CPA Exam.

Offered: Online and on campus

(Three credit hours)

MGT 711 Managerial Accounting

This is an introduction to accounting and its application to modern business. This class will focus on the manager as a knowledgeable user of accounting information, and the preparation of accounting reports and their intelligent use. Financial accounting topics include the principle financial statements, the elements and accounting principles underlying the statements, and the use of financial accounting information to evaluate and make business decisions.

Offered: Online and on campus

(Three credit hours)

MGT 712 Managerial Finance

This is a graduate level course in Financial Management, focusing on the proper financial management of an organization. This includes historical, theoretical and procedural analysis of the finance function of the firm with specific emphasis on how shareholder value is maximized. Particular focus areas include capital structure, dividend policy, working capital management and valuation. This course will focus both on thoroughly analyzing cases, as well as completing assigned exercises and problems designed to develop and ultimately assess student knowledge of core course concepts. The primary objective will be to further develop and strengthen the student's financial management skills required to meet the challenges facing today's complex organizations.

Offered: Online and on campus

(Three credit hours)

MGT 713 Operations Management

This is a graduate level course in Operations Management. Operations management is the management of systems or processes that create goods and/or provide services. The specific critical roles of an operations manager include (but are not limited to): forecasting, product and service design, capacity planning, facility layout, location planning, inventory management, scheduling, and quality management. This involves exploring a variety of key functions supporting the operations manager to include task and work flow analysis, manpower management, quality control procedures within processes selected, supply chain management, and project management. This course will focus on achieving the learning objectives through selected

textbook readings, discussion forums, case analysis, selected chapter problems, and short essay papers. By successfully completing this course, students will further develop their operational management skills needed to meet the challenges facing today's complex business organizations.

Offered: Online and on campus

(Three credit hours)

MGT 714 Global Management

Investigates the problems and managerial skills required to meet organizational needs as firms become engaged in global business activities. Introduces the cultural, social, political, legal, ethical, and economic environments in which international business is conducted and their impact on the firm's structure, organization, and management processes. Strategy of international business, trade, theory, global marketing, global human resource management, and other topics are also discussed. Examines the various aspects of globalization and how America and American business are impacted. Students should appreciate the complexities and challenges facing multinational corporations (MNC) operating in the diverse world environment. The course extensively utilizes case studies of people, companies and countries in actual situations to help students develop diagnostic and effective tools for exercising leadership and management responsibilities.

Prerequisites: MGT 704, MGT 709, and MGT 712

Offered: Online and on campus

(Three credit hours)

MGT 731 Management Information Systems

This course introduces students to the techniques and tools of management information systems. With a clear emphasis on the business and management elements of information technology, the course provides an ideal resource for upper-level business students and MBA students. Coverage is given to the latest information technologies, practices, and trends. The text uses real-world examples and case studies, providing skills and knowledge that are easily transferable to the business world. From overviews of the information age to online business and business intelligence, students will gain a sound balance of the technical and business elements of information technology.

Offered: Online and on campus

(Three credit hours)

MGT 747 The Advertising Industry in the 21st Century

This course will address the complex management challenges involved with the key 21st Century issues in advertising including the new client service model, working with contract services, campaign planning, modern media and media planning, how to develop a "creative brief", working with creative staff, and basic advertising production techniques. This is the basic course for success in the degree concentration.

Prerequisite: MGT 704

Offered: Online and on campus

(Three credit hours)

MGT 748 Buyer Behavior and Marketing Research

Understanding why and how a consumer decides to select a certain product is a key part of the marketing process. Insight into this process is garnered through the systematic collection of data through targeted marketing research. A comprehensive understanding of consumer preferences and brand perception can only be gained through the application of targeted consumer research. This course will explore what makes a consumer buy and how marketers can leverage research to make data-informed decisions that ultimately shape marketing choices.

Prerequisites: MGT 704 and MGT 747

Offered: Online and on campus

(Three credit hours)

MGT 749 Advanced Marketing Strategy and Planning

The Advanced Marketing Strategy and Planning course is a capstone of the marketing concentration program. The course encompasses key elements from each of the previous courses, which are utilized to develop a comprehensive marketing plan. Additionally, this course offers a deeper understanding of marketing components, including, international and ethical implications.

Prerequisites: MGT 704, MGT 747, and MGT 748

Offered: Online and on campus

(Three credit hours)

MGT 750 Leadership

Focuses on the role of leaders in creating the vision necessary to change firm structures motivate people, improve performance and position the company for the challenges of the future. The course will engage participants in identifying both good and poor leadership characteristics with an emphasis on cases, examples and relation to the participant's experience. Participants will be challenged to assess themselves as leaders and to identify traits necessary to improve their skills. Leadership will be analyzed and reflected through problems, observation, readings, case analysis and examples from culture.

Offered: Online and on campus

(Three credit hours)

MGT 751 Project Management

Project management is the process and skill required to manage complex, non-routine, one-time undertakings. Project management is essential to the firm to fuel the process of change. In addition, project management contributes to the strategic goals of the organization by introducing incremental change to meet those goals while allowing the business to continue to serve clients. Important topics will include the process of selecting projects that best support organizational goals, and the technical and managerial processes to complete those goals. Specific skills required include work structuring, budgeting, resource allocation and performance measurement and control. The course will also explore the organizational and behavioral issues involved in managing projects.

Offered: Online and on campus

(Three credit hours)

MGT 752 Small Business Management

Upon successful completion, the student should be able to demonstrate an understanding of various management and entrepreneurial techniques vital to the small business operation. The student should be able to apply certain decision-making and problem solving skills toward the goal attainment of owning and operating a small business venture. The start-up and the continuous operation will be explored.

Offered: On campus

(Three credit hours)

MGT 753 Conflict Management and Negotiation

This course is designed to explore the way that power is used in conflict situations. Students will explore ways to make conflict a creative rather than a negative experience. Methods of conflict resolution will be practiced through simulation of role playing, case analysis and resolution and assignments. This experience will give the students an insight into human behavior. It will allow the student to gain experience and confidence in negotiation, managing workplace conflict, and leading group decision making and facilitating processes with teams and individuals. Conflict will be discussed, dissected, and analyzed in the micro (person to person) and macro (larger system) to develop a competency through knowledge, skill and attitude.

Offered: Online and on campus

(Three credit hours)

MGT 757 Training and Development

This is a Master's level course in Training and Development which helps prepare students to assist their organizations in improving overall effectiveness. The primary focus is organizational development and human resource topics at the tactical level. This class focuses on employee development and training, and the evolution of training methods that would support and meet individual and company goals.

Offered: Online and on campus

(Three credit hours)

MGT 760 Advanced Financial Topics

This course offers the opportunity to focus on other financial issues facing managers in an increasingly savvy marketplace. The course combines discussion, extensive reading and lecture with several projects suited to demonstrate mastery of the topics included in the course.

Prerequisites: MGT 712

Offered: Online and on campus

(Three credit hours)

MGT 768 Financial and Capital Issues

Financial and Capital Issues integrates capital structure and corporate financial decisions with corporate strategy. Broad topics include financial markets and instruments, valuing financial assets, valuing real assets, capital structure, incentives, information and corporate control and risk management. Within these broad topics, subtopics include the allocation of capital for real investment, financing the firm, knowing whether and how to hedge risk, and allocating funds for financial investments.

Prerequisite: MGT 712

Offered: Online and on campus
(Three credit hours)

MGT 769 Financial Decisions

This is a Master's level course in finance and the capstone course for the finance concentration. The course will emphasize the application of financial concepts learned in prior finance courses through the completion of projects and designed to reflect a business environment. The projects will require students to research, analyze, calculate, problem solve and communicate similar to what they will be required to do in a finance position in a company. A key goal of this course is to bridge the gap between academia and the business world by giving students experience applying what they have learned in a method and environment similar to what they expect when they complete their degree and start working in a finance position at a company.

Prerequisites: MGT 712

Offered: Online and on campus
(Three credit hours)

MGT 774 Organizational Change and Development

This is a Master's level course in Organizational Change and Development which helps prepare students to assist their organizations in improving overall effectiveness. The primary focus of this course is organizational development, the management discipline aimed at improving organizational effectiveness. Students will study organizational change including the concept of planning change. In addition, the student will discover the basic roles and styles of the organizational development practitioner, including resistance to change and how to overcome it. This is an elective course in the human resources concentration.

Offered: Online and on campus
(Three credit hours)

MGT 780 Leadership and Organizational Health

In this course, students will learn the foundations of Organizational Health, as defined through open and honest communication, an informed decision making process, and the execution and accountability of business decisions in an organization. The premise of organizational health lies first in an individual's ability to understand themselves and others in the various facets of work life – their individual work preferences, trust, accountability, and commitment – in order to optimize an organization's performance and drive a sustainable competitive advantage. Students will examine the dynamics of healthy and dysfunctional teams, explore individual work behavioral styles and learn how these impact team performance and communication. They will evaluate communication strategies, conflict resolution models, and strategies for building a cohesive and healthy team.

Offered: Online
(Three credit hours)

MGT 781 Strategic Leadership and Team Building

Organizations must have clarity in values, strategies, goals, and roles and responsibilities to be successful. In this course, students will practice applying six critical questions to create clarity. By the end of this course, students will arrive at an organization's core purpose and its core values. They will also develop a business

definition and identify an organization's strategic anchors. After that, students will define an organization's thematic goal, defining objectives, and standard operating objectives. Finally, students will apply the strategies that they learned in the first course to build a healthy and cohesive team, both by 1) cultivating the five behaviors that healthy teams possess and 2) being cognizant of different working styles and preferences. The focus of this course revolves around six critical areas that define and sustain a healthy organization; the organization's purpose; the behaviors that guide the organization's purpose (values); the business definition; how is success measured; a single overarching goal; and ownership of goals. Students will explore strategies and practices that healthy organizations engage to ensure alignment with their values, strategies, and goals, as well as the roles and responsibilities of the leadership team. Students will examine an organization's performance against the six critical areas, creating a 'playbook' that ensures organizational health. Students will also explore best business practices that establishes team cohesion, based individual strengths and various work preferences.

Prerequisite: MGT 780

Offered: Online

(Three credit hours)

MGT 782 Strategic Communication and Human Performance Services

In healthy organizations, leaders communicate a clear, goal-focused message throughout the organization. In this course, students will learn how to develop a strategic communication plan, foster interdependence, and build human capital. Students will examine strategies for healthy organizational communication, assess criteria for effective meetings, and evaluate the components of a human performance support system. Included in this course is a capstone experience where students will apply all four of the Lencioni leadership frameworks by synthesizing and integrating the concepts and principles in a real-world project.

Prerequisites: MGT 780 and MGT 781

Offered: Online

(Three credit hours)

MGT 785 Forensic Accounting

The objectives of this course are to provide students a basic understanding of Forensic (Investigative) Accounting and the skills required to effectively perform a forensic financial audit/investigation. Litigation support, gathering evidence, financial statement analysis, fraud investigations, business valuations, and the assessment of economic damages are the key topics and activities studied and practiced. Professional standards of conduct and responsibilities when performing and reporting the results of financial investigations are also examined.

Prerequisites: MGT 711 and MGT 712

Offered: On campus

(Three credit hours)

MGT 786 International Accounting

Accounting standards for the preparation and reporting of financial information among the major nations of the world are studied in a comparative format. International Financial Reporting Standards (IFRS) and United States Generally Accepted Accounting Principles (GAAP) are examined, along with the ongoing convergence of

these two sets of standards. Skills needed in the analysis and proper accounting for foreign currency transactions and the translation/consolidation of foreign financial statements are studied and practiced. Basic International Taxation and International Transfer Pricing procedures applicable to multinational corporations are also studied and practiced.

Prerequisites: MGT 711 and MGT 712

Offered: On campus

(Three credit hours)

MGT 787 CPA Exam Review Part I

This course is the first of two that provides students a guided review in preparation to sit for the Certified Public Accountant (CPA) Examination. This is a sixteen (16) week course covering two (2) of the four (4) parts of the Exam; the remaining two (2) are covered in MGT 788. Auditing and Attestation (AUD) and Regulation (REG) are covered in this course. The four parts of the Exam are as follows: (1) Auditing and Attestation (AUD); (2) Business Environment and Concepts (BEC); (3) Financial Accounting and Reporting (FAR) and, (4) Regulation (REG). Sample Exams, along with simulations, questions, and numerous practice problems are utilized to prepare students for the exam. Successful completion of this course does not imply or guarantee students will pass the CPA Exam.

Prerequisites: MGT 711 and MGT 712

Offered: Online and on campus as needed

(Two credit hours)

MGT 788 CPA Exam Review Part II

This course is the second of two that provides students a guided review in preparation to sit for the Certified Public Accountant (CPA) Examination. This is a sixteen (16) week course covering the remaining two (2) of the four (4) parts of the Exam. Financial Accounting and Reporting (FAR) and Business Environment and Concepts (BEC) are covered in this course. Sample Exams, along with simulations, questions, and numerous practice problems are utilized to prepare students for the exam. Successful completion of this course does not imply or guarantee students will pass the CPA Exam.

Prerequisites: MGT 711 and MGT 712

Offered: Online and on campus as needed

(Two credit hours)

MGT 789 Data Analytics for Decision-Making – Finance & Accounting

Evidence-based accounting and financial decision-making utilizing data analytics is the focus of this course. Students will study and apply both traditional and big data analytics models to formulate decision alternatives and provide guidance for optimum decision-making. Data security methodologies, including preventive techniques against cyber-attacks, will also be studied.

Offered: On campus

(Three credit hours)

MGT 792 Legal and Ethical Environment of Sport

The course is designed to connect the application of ethical theory and legal concepts to practice through the examination of current issues in sport. Students will explore relevant laws and ethical dilemmas involved in the supervision, management, and the business operation of sport at the interscholastic, intercollegiate, and professional level.

Offered: Hybrid and on campus as needed

(Three credit hours)

MGT 793 Sport Marketing and Sales of the Sport Product

This course is designed to connect the application of marketing principles to practice through an in-depth examination of theory, research, and current issues in the marketing of sports products, sporting events, sport facilities, sport teams, and sport programs. Students will explore the marketing mix as it relates to the consumer decision-making process and develop personal selling skills to effectively reach the consumer.

Offered: Hybrid and on campus as needed

(Three credit hours)

MGT 794 Event Management and Leadership in Sport

The course will be a dual focused class in leadership and event planning. Part of the class will examine the current research and application related to planning, funding and operating sporting events and provide sport managers with the knowledge necessary to implement and operate these events. There will also be an emphasis put on the development of skills associated with becoming an effective leader within the administration of a sports organization and in the organization of sports events and planning.

Offered: Hybrid and on campus as needed

(Three credit hours)

MGT 795 Strategic Management and Ethics

This course is designed to provide an integrated examination of traditional and emerging strategic and ethical business management issues. The course explores the means by which the overall direction and strategy of the organization is constructed, established, implemented and revised. The focus is on analyzing, creating and implementing strategy within the context of the firm's resources and capabilities. The course develops a perspective of the organization as a whole adapting to its internal and external (primarily competitive and market) environments. Explicit examination is given to the responsibilities, skills and perspectives required of senior executives in the organization. The course also examines ethical management and corporate social responsibility issues and their relation to the implementation of strategic management initiatives in the firm.

Prerequisites: MGT 704, MGT 709, MGT 710, MGT 712

Offered: Online and on campus

(Three credit hours)

MGT 799 Graduate Internship

In this course, the student will earn supervised practical experience in selected organizations, agencies, or businesses. Overall experience and written requirements for this internship are developed collectively by the

faculty internship coordinator, the organization, and student. Requires a minimum of 150 site hours in a substantive business position for three credit hours.

Prerequisites: MBA student in good standing, approval of department chair

Offered: Online and on campus

(Three credit hours)

NU 607 Advanced Health Assessment and Health Promotion

Builds upon previous knowledge and skills in health assessment, pharmacology, physiology/pathophysiology, therapeutic communication, and patient teaching. Utilizes physiological, psychological, sociocultural, genetic, and developmental assessment skills across the lifespan. Enhances critical thinking and clinical decision making via case studies. Develops a differential diagnosis based on assessment data. Explores patterns of disease or injury using epidemiological data and addresses analysis and documentation of findings. Utilizes culturally responsive patient teaching to promote health and prevent illness.

Prerequisite (For current USM RN-BSN students): written approval by the program director is required prior to enrollment.

Offered: Online

(Three credit hours: 2.5 didactic, .5 (30 hours) clinical)

NU 610 Advanced Patho-Pharm for the Nurse Educator

Builds upon previous knowledge of physiology, pathophysiology, and pharmacology. Examines basic principles of select categories of disease states and drugs including cellular responses. Provides opportunities to assess, diagnose, manage, and explore pharmacologic agents for common health problems. Analyzes relationship between pharmacologic agents and physiologic/pathologic responses. Explores issues affecting health promotion, patients' willingness to adhere to drug regimens as well as issues related to prescriptive authority for advanced practice nurses.

Offered: Online

(Four credit hours)

NU 611 Informatics in Nursing

Provides an interactive opportunity to examine how nursing informatics is situated within the broader healthcare informatics systems. Emphasis is placed on the tools and concepts used by nurses and nurse leaders who deal with informatics, sharing of information, communication, and decision-making. Knowledge, skills, abilities, and attitudes needed to navigate the advanced practice role of nursing, using evidence from data and tools used to collect, compile, and communicate the implications of the data are explored.

Offered: Online

(Two credit hours)

NU 641 Statistics for Health Care

Examines statistical concepts and procedures including statistical approaches to epidemiological data. Explores relationships between statistical methods and research questions. Provides opportunity to work with data and to evaluate results of healthcare related research. An undergraduate statistics course is recommended.

Offered: Online

(One credit hour)

NU 701 Foundations of Advanced Nursing Practice

Examines nursing as a profession and its role in a complex, dynamic health care environment. Explores advanced nursing practice, theoretical foundations of nursing, current issues of professional nursing, relationships between theory, research, and practice, as well as *Nursing's Social Policy Statement: The Essence of the Profession*, *Code of Ethics for Nurses with Interpretative Statements*, and *Nursing: Scope and Standards of Nursing Practice*. This course also explores the Institute of Medicine (IOM) health professions core competencies: provide patient centered care, work on interdisciplinary teams, employ evidence-based practice, apply quality improvement, and use informatics. Introduces Sister Simone Roach's 5 C's of caring: commitment, conscience, competence, compassion, and confidence. Promotes critical thinking through synthesis of the literature and scholarly writing. This course is recommended to be completed during the student's first term.

Offered: Online

(Three credit hours)

NU 703 Analysis and Utilization of Research

Focuses on critical analysis of nursing and healthcare research and their application to nursing practice, education, and/or administration/leadership. Addresses quantitative, qualitative, outcomes, and intervention-based research. Emphasizes research as the foundation for evidence-based practice via strategies to access data, to synthesize data, and to translate research into practice. Examines ethical issues in design, conduct, and utilization of research. Explores relationship between research and nursing care, healthcare policy, quality, safety, and quality improvement. Assesses literature for a select topic.

Prerequisite: NU 641

Offered: Online

(Three credit hours)

NU 705 Health Care Policy and Ethics

Provides an overview of the health care system in America. Examines the social, historical, economic, and political influences on American health care policy; impact of policy/regulations on accessibility, accountability, and affordability of health care. Explores health care delivery, financing, legal and quality issues; technologies/social media; global impact of healthcare policy; ethical principles and vulnerable populations.

Offered: Online

(Three credit hours)

NU 710 Human Resource and Fiscal Management

Examines human resource management, staffing the organization, and employee relations. Integrates human resource management and business principles including finances. Examines labor relations, employment laws, privacy laws, performance appraisals, and disaster preparedness. Topics include but not limited to recruitment, staffing and scheduling, performance appraisals, customer service, productivity, budgets, quality, and safety.

Offered: Online

(Four credit hours)

NU 712 Quality and Safety

Addresses the challenge of preparing advanced practice nurses to continuously improve the quality and safety of the health care systems in which they work and manage. Essential features of the knowledge, skills, and attitudes needed to continually evaluate patient centered care, teamwork and collaboration, evidence based practice, quality improvement, and informatics are explored.

Offered: Online

(Three credit hours)

NU 718 Delivery of Care in the Healthcare Environment

Current delivery of care systems are examined and evaluated as to their value in the modern healthcare environment. Levels of function and clinical integration are examined to determine the best models to meet the needs of the organization and society. Public implications of healthcare infrastructure are explored as they pertain to nursing and systems of care.

Offered: Online

(Three credit hours)

NU 725 Foundations of Learning and Teaching

Examines pedagogies, adult learning theories, learning styles, learning environments, and evaluation methods in nursing education. Explores roles of the educator and student in creating an active, dynamic learning environment. Differentiates instructional strategies for virtual, face-to-face, clinical, and simulation settings. Explores effects of gender, generation, and culture on learning and teaching. Professional development for the nursing educator is demonstrated. Typically taken after all core courses.

Offered: Online

(Three credit hours)

NU 727 Curriculum Design and Evaluation

Examines curriculum development. Analyzes influence of competencies, accreditation standards, NCLEX-RN test plan, institution and program mission and vision, and learning outcomes on curriculum. Examines strategies to assess learning. Explores legal and ethical issues related to academic performance. Examines *The Essentials of Baccalaureate Education for Professional Nursing Practice* and requirements for program accreditation and educator certification. Typically taken after all core courses.

Offered: Online

(Three credit hours)

NU 731 Teaching with Technology

Examines theories, trends, and research pertaining to the use of technology in nursing education. Analyzes use of technology and simulation to enhance learning. Incorporates technology into learning activities. Typically taken after all core courses.

Offered: Online

(Three credit hours)

NU 745 Nursing Practicum I

Applies advanced knowledge and skills in the advanced nurse practice role in a specialty area such as administration, clinical education, or in an academic setting. Addresses self-assessment, changing role of the advance practice nurse, professional issues, and practice trends. The student will be in a professional practice setting with an expert master's or doctoral prepared preceptor. Students will prepare a project in their specialty area to be assessed, planned, implemented and evaluated during the practicums and capstone synthesis courses. Typically taken after all common and specialty core courses.

Offered: Online

(Two credit hours)

NU 747 Nursing Practicum II

Implements the advanced practice nurse role in an administration, clinical education, or in an academic setting. Opportunity to apply specialty knowledge, skills, and attitudes in a specialty area. The student will be in a professional practice setting with a master's or doctorate prepared preceptor. Students will finalize the project begun in Practicum I.

Prerequisite: NU 745. This course may be taken concurrently with NU 749 with permission of the program director.

Offered: Online

(Two credit hours)

NU 749 Capstone Synthesis

Demonstrates the synthesis of knowledge and skills acquired from core and specialty focus courses in a scholarly project. Recognizing the potential interplay of legal, economic, political, regulatory, and ethical factors, the student will disseminate the previously identified process and outcomes defined in the practicum courses, in a scholarly paper and a peer-reviewed presentation. Student also compiles a portfolio to substantiate achievement of MSN program, practice specialty, and university outcomes. This capstone course is typically taken after all course work is completed.

Prerequisite: NU 745 **AND** NU 747. This course may be taken concurrently with NU 747.

Offered: Online

(Three credit hours: one didactic, two (120 hours) practicum)

NU 750 Capstone Synthesis Cognate

Affords student the opportunity to register for one credit to complete program requirements specified in NU 749 Capstone Synthesis.

Note: Student may enroll in NU 750 a maximum of two times.

Offered: Online

(One credit hour)

NU 751 Practicum Cognate

Affords student the opportunity to register to complete required and/or additional requirements or practicum hours to meet program outcomes.

Offered: Online
(One credit hour)

NUFP 611 Informatics in Nursing

Provides an interactive opportunity to examine how nursing informatics is situated within the broader healthcare informatics systems. Emphasis is placed on the tools and concepts used by nurses and nurse leaders who deal with informatics, sharing of information, communication, and decision-making. Knowledge, skills, abilities, and attitudes needed to navigate the advance practice role of nursing, using evidence from data and tools used to collect, compile, and communicate the implications of the data are explored.

Offered: On campus
(Two credit hours)

NUFP 641 Statistics for Health Care

Examines statistical concepts and procedures including statistical approaches to epidemiological data. Explores relationships between statistical methods and research questions. Provides opportunity to work with data and to evaluate results of healthcare related research.

Offered: On campus
(One credit hour)

NUFP 701 Foundations of Advanced Nursing Practice

Examines nursing as a profession and its role in a complex, dynamic health care environment. Explores advanced nursing practice, theoretical foundations of nursing, current issues of professional nursing, relationships between theory, research, and practice, as well as *Nursing's Social Policy Statement: The Essence of the Profession*, *Code of Ethics for Nurses with Interpretative Statements*, and *Nursing: Scope and Standards of Nursing Practice*. This course also explores the Institute of Medicine (IOM) health professions core competencies: provide patient centered care, work on interdisciplinary teams, employ evidence-based practice, apply quality improvement, and use informatics. Introduces Sister Simone Roach's 5 C's of caring: commitment, conscience, competence, compassion, and confidence. Promotes critical thinking through synthesis of the literature and scholarly writing. This course is recommended to be completed during the student's first term.

Offered: On campus
(Three credit hours)

NUFP 703 Analysis and Utilization of Research

Focuses on critical analysis of nursing and healthcare research and their application to nursing practice, education, and/or administration/leadership. Addresses quantitative, qualitative, outcomes, and intervention-based research. Emphasizes research as the foundation for evidence-based practice via strategies to access data, to synthesize data, and to translate research into practice. Examines ethical issues in design, conduct, and utilization of research. Explores relationship between research and nursing care, healthcare policy, quality, safety, and quality improvement. Assesses literature for a select topic.

Prerequisite: NU 641
Offered: On campus

(Three credit hours)

NUFP 705 Health Care Policy and Ethics

Provides an overview of the health care system in America. Examines the social, historical, economic, and political influences on American health care policy; impact of policy/regulations on accessibility, accountability, and affordability of health care. Explores health care delivery, financing, legal and quality issues; technologies/social media; global impact of healthcare policy; ethical principles and vulnerable populations.

Offered: On campus

(Three credit hours)

NUFP 712/NUFP-C 712 Quality and Safety

Addresses the challenge of preparing advanced practice nurses to continuously improve the quality and safety of the health care systems in which they work and manage. Essential features of the knowledge, skills, and attitudes needed to continually evaluate patient centered care, teamwork and collaboration, evidence based practice, quality improvement, and informatics are explored.

Offered: On campus

(Three credit hours)

NUFP 750 Capstone Synthesis Cognate

Affords student the opportunity to register for one credit to complete program requirements specified in NU 749 Capstone Synthesis.

Note: Student may enroll in NU 750 a maximum of two times.

Offered: On campus

(One credit hour)

NUFP 751 Practicum Cognate

Affords student the opportunity to register to complete required and/or additional requirements or practicum hours to meet program outcomes.

Offered: On campus

(One credit hour)

NUFP 770/NUFP-C 770 Advanced Pathophysiology

Builds upon previous knowledge of physiology and pathophysiology. Analyzes the physiological and pathophysiological responses to injury, including the influences on cell function, host defense responses, preservation of vital functions, and body system responses to stress across the lifespan. Explores effects of genetics/genomics on normal and abnormal functioning.

Prerequisite: Completion of all core course work

Offered: On campus

(Three credit hours)

NUFP 771/NUFP-C 771 Advanced Health Assessment and Diagnostic Reasoning

Builds on previous knowledge and skills in health assessment, therapeutic communication, and patient teaching. Examines the method of diagnostic reasoning as the context for integration of comprehensive assessment data for patients throughout the lifespan. Utilizes physiological, psychological, sociocultural, genetic, and developmental assessment skills across the lifespan. Explores patterns of disease or injury using epidemiological data and addresses analysis and documentation of findings via electronic health records (EHR). Utilizes culturally responsive patient teaching to promote health, prevent illness, and manage disease processes.

Prerequisite: NUFP 611, NUFP 641, NUFP 701, NUFP, 703, NUFP 705, and NUFP 712

Offered: On campus

(Five credit hours: 3 didactic, 2 clinical)

NUFP 772/NUFP-C 772 Pharmacotherapeutics for the APRN Prescriber

Investigates concepts of pharmacotherapeutic decision making in advanced nursing practice with relevance to clinical management of common health conditions specific to all age groups, incorporating a lifespan approach. Examines the pharmacotherapeutics of a variety of drug classes, to include pharmacokinetics, pharmacodynamics, and pharmacogenetics. Examines the pharmacologic management of common disease processes.

Prerequisite: NUFP 770/NUFP-C 770 or concurrent enrollment

Offered: On campus

(Three credit hours)

NUFP 780/NUFP-C 780 Primary Care I – Management of the Adult/Geriatric Population

Provides the FNP student with the knowledge, practical skills, and clinical reasoning to manage the adult and geriatric patient populations. The primary care management of these populations will be emphasized in this course, including both acute and chronic health conditions.

Prerequisite: NUFP 712/NUFP-C 712, NUFP 770/NUFP-C 770, NUFP 771/NUFP-C 771, and NUFP 772/NUFP-C 772 or licensed as an APRN and acceptance into the Post-Masters FNP certification program

Offered: On campus

(Six credit hours: 3 didactic, 3 clinical)

NUFP 782/NUFP-C 782 Primary Care II – Management of Childbearing Families

Provides the FNP student with the knowledge and clinical skills necessary to manage adult patients in a primary care setting, with particular emphasis on family planning, women's health, gender-related care, and the pregnant or lactating patient.

Prerequisite: NUFP 780/NUFP-C 780

Offered: On campus

(Six credit hours: 3 didactic, 3 clinical)

NUFP 784/NUFP-C 784 Primary Care III – Management of Children, Families, and Populations

Provides the FNP student with the knowledge and clinical skills necessary to manage adult and pediatric patients in a primary care setting, with particular emphasis on families, children, and populations.

Prerequisites: NUFP 780/NUFP-C 780, and NUFP 782/NUFP-C 782

Offered: On campus

(Six credit hours: 3 didactic, 3 clinical)

NUFP 786/NUFP-C 786 Clinical Capstone and Practicum for FNP Students

Focuses on clinical competence in primary care settings by building on knowledge and skills gained in previous courses. Students will build confidence as they transition from the role of registered nurse to advanced practice nurse. Classroom activities and case studies enable students to explore the salient nurse practitioner practice issues involved in the delivery of safe, competent, quality and cost effective care of patients in a dynamic healthcare system. Clinical experiences in primary care settings provide students the opportunity to develop, implement, and evaluate management plans for patients with complex health conditions. Students complete a portfolio, and develop a scholarly written project that address a significant gap in clinical practice.

Prerequisite: NU 780, NU 782, and NU 784

Offered: On campus

(Six credit hours: 3 didactic, three clinical)

OTD 610 Introduction to OT

This course introduces the profession of occupational therapy. The history and underlying philosophy of occupational therapy is explored along with an introduction to the role of OT in both traditional and emerging practice settings.

(One credit hour)

OTD 611 Clinical Human Anatomy

This course provides an in-depth study on the structure of the human body, its organs and systems, and basic functions with an emphasis on neuromuscular and skeletal systems. Clinical implication of disease and/or injury will be discussed.

(Six credit hours)

OTD 620 Foundations of OT

This course provides an overview of various foundational skills in occupational therapy practice. Knowledge and skills developed include therapeutic use of self, interviewing skills, working with other professionals, professional reasoning, basic examination and palpation techniques, standard precautions and infection control, transfers, body mechanics, introduction to wheelchair management. An overview of the standards of practice for occupational therapy and an introduction to documentation standards is presented.

(Three credit hours)

OTD 621 Analysis of Occupational Performance

This course focuses on the analysis of performance of daily tasks and occupations. Skilled observation of performance and task analysis will be developed with emphasis on understanding the contribution of performance patterns, performance skills, client factors and contexts that support participation in valued occupations.

(Three credit hours)

OTD 622 Neuroscience

This course provides an in depth understanding of the nervous system including the major components and their integrative functions. Emphasis will be placed on clinical application, relationship of structure to function, disease and damage, and concepts of neuroplasticity.

(Three credit hours)

OTD 623 Human Development and Occupation

This course provides an overview of human development from birth to older adulthood. Physical, cognitive and psychological development across the lifespan is explored through an occupational perspective.

(Three credit hours)

OTD 624 Applied Kinesiology

This course focuses on the study of mechanical, anatomical and physical principles that govern human motion. Emphasis is placed on the application of the factors influencing human movement.

(Three credit hours)

OTD 625 Theories and Models in OT

This course presents prominent theories and models for occupational therapy. Emphasis is placed on the application of theories and models in preparation for professional reasoning and decision-making for practice. Principles of teaching and learning will be covered.

(Three credit hours)

OTD 630 Occupational Therapy in Children and Youth

This course provides an overview of occupational therapy practice in children and youth. Theories and models will provide a framework for the application of evidence-based evaluation and interventions in various practice settings.

(Four credit hours)

OTD 631 Level I Fieldwork I

This course is an integrated fieldwork experience that focuses on direct observation and participation in the occupational therapy process in children and youth. Supervision by clinical instructors provides opportunities to develop professional behaviors and skills.

Grade: Pass/Fail

(Two credit hours)

OTD 632 Professional Reasoning I

This course focuses on professional reasoning for the selection, application, and interpretation of assessments and measures for evaluation. Quantitative statistics and qualitative analysis will be utilized.

(Three credit hours)

OTD 633 Therapeutic Interventions I

This course explores various treatment approaches in occupational therapy and will focus on interventions to optimize occupational performance. Concepts of activity grading, occupations as a means and end, and therapeutic challenge are presented.

(Three credit hours)

OTD 634 Research in OT I

This course provides an introduction to the research process and evidence-based practice. Emphasis is placed on understanding the contribution of research to professional reasoning and decision-making for practice.

(Two credit hours)

OTD 635 Professional Development I

This course focuses on opportunities for reflection and integration of knowledge and skills acquired through the first year of the OTD curriculum. A professional portfolio will be developed along with a professional development plan.

(Three credit hours)

OTD 710 Occupational Therapy in Mental Health

This course provides an overview of occupational therapy practice in mental health. Theories and models will provide a framework for the application of evidence-based occupational therapy process with prevalent mental health conditions. Group theory and process will be emphasized.

(Two credit hours)

OTD 711 Level I Fieldwork II

This course is an integrated fieldwork experience that focuses on direct observation and participation in the occupational therapy process in mental health. Supervision by clinical instructors provides opportunities to develop professional behaviors and skills.

Grade: Pass/Fail

(One credit hour)

OTD 712 Professional Reasoning II

This course focuses on professional reasoning in the design of interventions. Multiple factors contributing to intervention planning and implementation will be considered.

(Two credit hours)

OTD 713 Therapeutic Interventions II

This course explores various interventions and treatment approaches in occupational therapy and will focus on interventions aimed at compensation. Concepts of adaptation and modification are presented along with an introduction to assistive technologies and devices used to enhance occupational performance.

(Two credit hours)

OTD 714 Research in OT II

This course focuses on applying research design and relevant statistical analyses to designing a research project, including obtaining IRB approval. Grant proposals will be developed to support an identified scholarly activity or proposed program.

(One credit hour)

OTD 720 Occupational Therapy in Rehabilitation and Disability

This course provides an overview of occupational therapy practice in physical rehabilitation and disability. Various theories and models will provide a framework for the application of the occupational therapy process with prevalent acute and chronic medical conditions.

(Four credit hours)

OTD 721 Level I Fieldwork III

This course is an integrated fieldwork experience that focuses on direct observation and participation in the occupational therapy process in physical disability and rehabilitation. Supervision by clinical instructors provides opportunities to develop professional behaviors and skills.

Grade: Pass/Fail

(Two credit hours)

OTD 722 Administration and Management in OT

This course presents concepts in administration and management within health care and provides an overview of various business aspects of occupational therapy practice by exploring topics such as health care systems, strategic planning, reimbursement and payment, personnel management, and program evaluation and development.

(Three credit hours)

OTD 723 Therapeutic Interventions III

This course focuses on the selection and application of preparatory methods and tasks used to support participation in daily life. Multiple opportunities to design, fabricate, and apply various upper extremity splints to common conditions is afforded and an introduction to the principles and administration of physical agent modalities is covered.

(Three credit hours)

OTD 724 Research in OT III

This course provides for the opportunity to implement the planned research project through data collection and data analysis.

(Three credit hours)

OTD 725 Professional and Ethical Issues in Health Care

This course provides an overview for professional, legal, and ethical issues in health care. Policies and issues affecting practice in various health care environments will be discussed.

(Three credit hours)

OTD 730 Occupational Therapy in Productive Aging

This course provides an overview of occupational therapy practice in productive aging. Various theories and models will provide a framework for the application of the occupational therapy practice with older adults.

(Four credit hours)

OTD 731 Level I Fieldwork IV

This course is an integrated fieldwork experience that focuses on direct observation and participation in the occupational therapy process for productive aging. Supervision by clinical instructors provides opportunities to develop professional behaviors and skills.

Grade: Pass/Fail

(Two credit hours)

OTD 732 Preparation for Doctoral Capstone

This course focuses on exploring, identifying, developing, and planning specific objectives for the doctoral experiential component. This course provides an in-depth experience to develop advanced skills in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development.

(Three credit hours)

OTD 733 Advanced Topics in OT

This course explores advanced topics and areas of occupational therapy practice.

(Three credit hours)

OTD 734 Research in OT IV

This course focuses on dissemination of scholarly/research findings and will include a written paper, poster presentation, and oral presentation.

(Three credit hours)

OTD 735 Professional Development II

This course provides an overview of details for becoming occupational therapists and explores topics such as preparation for the NBCOT exam, licensure, continuing education, professional development, advocacy, and leadership opportunities. Required knowledge and skills in preparation for Level II Fieldwork will be assessed through a comprehensive exam/professional portfolio presented to the OTD faculty for evaluation.

(Three credit hours)

OTD 810 Level II Fieldwork I

This course is the first full-time, Level II Fieldwork designed to develop entry-level competence and proficiency as an occupational therapist at the assigned site. Supervision by clinical instructors provides opportunities to further develop professional behaviors and skills.

Grade: Pass/Fail

(Eight credit hours)

OTD 820 Level II Fieldwork II

This course is the second full-time, Level II Fieldwork designed to develop entry-level competence and proficiency as an occupational therapist at the assigned site. Supervision by clinical instructors provides opportunities to further develop professional behaviors and skills.

Grade: Pass/Fail

(Six credit hours)

OTD 821 Level II Fieldwork III

This course is the third full-time, Level II Fieldwork designed to develop entry-level competence and proficiency as an occupational therapist at the assigned site. Supervision by clinical instructors provides opportunities to further develop professional behaviors and skills.

Grade: Pass/Fail

(Five credit hours)

OTD 830 Doctoral Capstone Experience

This course is an in-depth, full-time experience in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development.

Grade: Pass/Fail

(Ten credit hours)

OTD 831 OTD Capstone

This course focuses on presentation of and demonstration of advanced knowledge obtained through the doctoral capstone.

(Two credit hours)

PY 720 Historical Foundations of Psychology

Studies the founding and development of the discipline and profession of psychology through the exploration of philosophical and physiological roots and the contributions of major exemplars. Attention is paid to the importance of the scientific method and the influence of social and cultural factors in the progression of the discipline over time. The diversification of the field into counseling and clinical psychology as well as other specialty areas is also addressed.

(Three credit hours)

PY 721 Advanced Social Psychology

Investigates scientific explanations of human development, interaction and behavior. The following topics are addressed: attitudes, persuasion, group influence, prejudice, aggression, attraction, altruism and others.

Recommended: Previous coursework in research methods

(Three credit hours)

PY 723 Advanced Psychopathology

Studies the range and variety of psychopathological disorders with reference to DSM 5. The etiology, symptoms, treatment, diagnosis and prognosis of major disorders are addressed.

(Three credit hours)

PY 724 Life Span Development

Presents a broad understanding of the nature and needs of individuals at all developmental levels, with an emphasis on psychological, sociological, and physiological models. Includes studies in abnormal behavior, personality theory, and learning theory. Covers the stages of the human growth cycle including theories pertaining to various aspects of human development.

(Three credit hours)

PY 730 Methods of Research and Assessment

Examines principles and approaches to research design in the behavioral sciences. Models and methods of hypothesis testing, research analysis, and assessment are reviewed. Students develop the skills to evaluate empirical research and design a research project.

(Three credit hours)

PY 731 Statistical Analysis for Counselors and Therapists

Statistical logic and procedures, properties of statistical analyses, and application to data collected in a psychological context are emphasized. Descriptive and inferential statistical tests constitute the major portion of statistical analyses and reasoning. Also stressed is the interplay between statistical questions and answers and research questions and answers.

Prerequisite: PY 730

(Three credit hours)

PY 733 Developmental and Cognitive Assessment

Developmental and cognitive assessment instruments are surveyed with an emphasis on intellectual assessment. Principles of measurement are reviewed and students administer, score, interpret and write reports communicating results of selected instruments. Diagnostics, diversity and ethical issues surrounding the measurement of intelligence are also addressed. Lab fees may apply. Limited enrollment.

Prerequisite: admission to the MA in Counseling Psychology program **OR** consent of psychology program director

(Three credit hours)

PY 734 Personality Assessment for Counselors and Therapists

Major personality instruments are surveyed with both objective and projective approaches addressed. Test construction and principles of measurement are reviewed and students administer, score, interpret and write reports communicating results of selected instrument. Issues related to diagnosis and treatment planning are addressed and explored. Lab fees may apply. In order to enroll, students must be pursuing the MA in Counseling Psychology or they must have the approval of the psychology program director.

Prerequisite: PY 750 (prior completion of, or concurrent enrollment in, PY 723 is recommended)

(Three credit hours)

PY 735 Addiction and Recovery Services

Provides a comprehensive study of administrative, clinical evaluative, and referral activities used to deliver therapy, connect clients with treatment services and other community resources. Students will have the opportunity to demonstrate their understanding of effective techniques to be used in addiction counseling practice to ensure a client centered continuum of care. Students will have the opportunity to learn and demonstrate how to navigate and coordinate across multiple systems using case management and advocacy skills to assist the client in achieving established treatment and recovery goals. Standards for professional behavior and scope of practice will be discussed as it relates to clinical practice with substance-related disorders clients and their families. The study of client rights, client responsibilities, “duty to protect” and informed consent will be discussed as part of the intake and counseling process.

(Three credit hours)

PY 736 Integrative Treatment of Co-occurring Disorders

Studies the relationship between addiction and co-occurring mental or physical disorders or other conditions commonly encountered by addiction treatment professionals. Evidenced-based models for the screening assessment and collaborative treatment of co-occurring disorders will also be reviewed.

(Three credit hours)

PY 737 Substance Abuse Disorder Assessment and Diagnosis

Provides a comprehensive introduction to assessment and diagnosis of substance abuse disorder. Students will, administer and interpret surveys, psychological tests and addiction assessments as well as abilities and personality instruments taking into account age, gender, disabilities’ and cultural issues. Special attention will be given to reliability, validity and psychometrics related to diagnostic criteria used to establish substance use disorder in the diagnostic, treatment and recovery continuum. Ethical, legal and judgmental issues in psychological assessment in clinical settings will be explored.

Prerequisite: PY 736

(Three credit hours)

PY 741 Issues in Ethics and Professional Development

Reviews ethical guidelines related to the practice of helping relationships with attention to abuse assessment and reporting, privileged communication, client rights, confidentiality, and legal issues. Professional development issues are also explored.

(Three credit hours)

PY 744 Career Development and Counseling

Theories of career development and various approaches to career counseling are studied. The use of career assessment instruments and career exploration resources is also a focus. Principles of career assessment are reviewed and students administer, score, interpret, and write reports communicating results. Lab fees may apply. In addition, issues affecting special populations and effective development are among the topics addressed.

(Three credit hours)

PY 745 Cognitive Processes

Major theoretical approaches in the area of cognitive processing are explored and integrated with research findings. Perception, memory, problem solving and language development are among the topics addressed.

(Three credit hours)

PY 746 Psychopharmacology for Counselors and Therapists

Focuses on the medications typically prescribed in psychiatric medicine. The pharmacology (including mechanisms of action, administration and absorption, as well as side effects, of these drugs is studied.) Issues related to collaboration, referral and the role of the psychotherapist in the treatment of patients taking medication are discussed.

(Three credit hours)

PY 748 Multicultural Counseling

Through a process of cultural self-assessment this course seeks to increase the student's understanding of the impact of cultural variables in individual identity development. Students also develop an understanding of general characteristics which distinguish cultural groups. Primary emphasis within the multicultural competencies is on racial and ethnic group similarities and differences.

(Three credit hours)

PY 749 Helping Relationship Skills

Explores the nature of the helping relationship. Attention is given to the potential impact of helper characteristics on the counseling interaction. The course is didactic and experiential. The following counseling skills are addressed: listening, reflection and clarification, interviewing, effective confrontation, goal setting and implementing basic change strategies. Issues related to working with other professionals to meet client needs are also discussed.

Prerequisite: PY 750

(Three credit hours)

PY 750 Counseling Theories

Explores theories and approaches (such as psychodynamic, behavioral, humanistic, cognitive, and systems theories) that examine how people develop and function at an optimal level. The integration of various theoretical approaches and the application of theory to practice is a focus. In addition, outcome research as it applies to clinical practice is addressed.

(Three credit hours)

PY 751 Group Processes in Counseling and Therapy

Addresses theories of group process. Group types, leadership styles and strategies, stages of group development, member behavior and other factors related to group functioning are explored. The course is didactic and experiential in nature. Ethical issues specific to the group process are also reviewed.

(Three credit hours)

PY 761 Practicum

Course consists of academically supervised professional fieldwork experience and group supervision. Fieldwork involves the supervised implementation and practice of assessment and counseling skills and interventions in a placement approved by the Department. This field experience includes studies in the application and practice of the theories and concepts presented in formal study and is performed under the close supervision of the instructor and on-site supervisor with the use of direct observation and the preparation and review of written case notes. This experience provides the opportunity to participate in clinical activities including diagnosis; assessment; interdisciplinary collaboration and consultation; and interventions with a client population presenting a diverse set of problems and backgrounds. Prior to practicum, the student must have completed at least 24 credit hours in the counseling psychology program including completion of PY 741, PY 749, PY 750, and PY 751. Consent of the practicum coordinator is required. Other courses may be required for particular placements, and other screening procedures may apply. *(Up to fifteen credit hours may be applicable to the degree)*

PY 765 Foundations of School Counseling

Introduces students to the philosophical, historical, and social foundations relevant to contemporary education and counseling practice. Also addressed are professional, ethical, and cultural issues involved in this profession, including preparation standards, professional credentialing practices, and legal and ethical behaviors. It will further equip students with the basic knowledge of counseling theories and methods. It is a foundations course but covers a great deal of material to allow students to become familiar with the comprehensive field of school counseling. The focus is on combining research with theory while moving theory to practice.

(Three credit hours)

PY 766 Issues and Best Practices in School Counseling

Introduces students to comprehensive school counseling models and programs; to use needs assessment data to gauge student and school needs; to create relevant interventions; to generate pre and post surveys to assess the outcome of the work; to report on the process and results of that work; and, to describe best practices while utilizing those data. It is the second in the series of foundations course but covers a great deal of material to allow students to begin to apply the principles of the comprehensive field of school counseling. The focus is on the use of data and research to be the most effective school counselor, motivated to implement a comprehensive school counseling program.

(Three credit hours)

PY 767 School Counseling Program Management

Gives students the opportunity to put what they have learned throughout the program into practice. Students will demonstrate they possess the knowledge and skills to plan, organize, implement, and evaluate a comprehensive, developmental, results-based school counseling program. The focus is on collaboration, effective teaching and leadership, program management, organizing program support for systemic change, and continuous growth and development. The required texts complement each other to provide both a solid

theoretical and philosophical basis for managing a school counseling program, and practical ways to implement theory and philosophy.

(Three credit hours)

PY 768 Independent Study

Advanced individual study of, or experience in, the field of psychology.

Prerequisite: Completion of 12 credit hours in core courses, consent of instructor, and approval of the Division Chair

(Variable one to three credit hours)

PY 769 Counselor Consultation and Collaboration

This course provides knowledge and skill development base needed by counselors for consulting with educators, parents, teachers, and students. Specific attention is given to consultation addressing academic and behavioral interventions within the collaborative processes used in schools. This course also provides a framework for consulting with other mental and physical health providers in the community, prevention and intervention agencies and outreach programs, community cultural supports, and social justice programs. Techniques, issues, and ethical considerations will be discussed. The course addresses effective consultation regarding children and families of diverse backgrounds

(Three credit hours)

PY 770 Selected Topics in Psychology

A didactic course which addresses a current topic in the area of psychology.

(Three credit hours)

PY 771 Practicum in School Counseling

This course involves a supervised clinical experience in an approved school-based placement in which the student is able to integrate professional knowledge and judgment, receive intensive practice to increase effectiveness in counseling skills, methods, conceptual thinking, and treatment planning for individual and small group counseling, and gain experience in consulting. The student must document 100 clock hours in clinical activities including 40 hours of direct individual or small group counseling with students on an approved caseload; participate weekly in two and one-half hours of supervision with the university supervisor (1 hour individual or triadic; 1.5 hour class group). The course includes experiences in individual and small group counseling, consulting with parents, teachers, and other professionals, critiquing audio/video recordings of counseling sessions, preparing clinical formatted case progress notes, writing case conceptualization reports, and continuing development of one's personal theory of counseling.

Prerequisite: Completion of each of the following with a "B-" or higher: PY 724, PY 741, PY 744, PY 748, PY 749, PY750.

(Three credit hours)

PY 772 Internship in School Counseling

Interns will complete a 600 clock hour experience at an approved PK-12 school site or sites that offer opportunities to deliver a school counseling program to all students. The intern will deliver to students

individual and group counseling, instruction in the social-emotional, career, and academic domains, appraisal and advisement, as well as consult and collaborate with parents, teachers and others in meeting the needs of students, as well as other activities that a regularly employed school counselor would be expected to perform in planning, delivering, and assessing a comprehensive school counseling program for the school. In general the successful completion of this experience will enable the prospective school counselor to function as the leader and coordinator of a comprehensive school counseling program, grades PK-12. A minimum of 240 hours of direct student contact will be required. An approved on-site supervisor (licensed school counselor with 2 years or more of experience as a school counselor) will provide weekly individual supervision; group supervision by the university supervisor.

Prerequisite: All other degree course work including practicum must be successfully completed, have an appropriate application for admission to the internship the semester before expected enrollment and permission required.

(One to six credit hours)

PY 780 Summary Portfolio

The summary portfolio serves as the culminating experience for students earning the Master of Arts in Psychology. Students are provided the opportunity to both demonstrate what they have learned and to reflect on how they have changed as a result of participating in the program. The portfolio is pursued during the last semester in the graduate program and it is graded pass/fail.

(One credit hour)

SPED 600 Introduction and Characteristics of Students with Adaptive Learning Needs

This course prepares the teacher with an understanding of students' diverse learning needs and characteristics that support their cognitive, physical, social, emotional, and career development needs. The teacher will develop an understanding of the philosophical, historical, and legal foundations of the interrelatedness of education and special education.

(Three credit hours)

SPED 601 Introduction and Characteristics of Gifted Learners

This course prepares the teacher with an understanding of gifted students' diverse learning needs and characteristics that support their cognitive, physical, social, emotional, and career development needs. The teacher will develop an understanding of the philosophical, historical, and legal foundations of the interrelatedness of education and gifted education.

(Three credit hours)

SPED 602 High Incidence Instructional Methods and Strategies: K-6 and/or 5-8

This course prepares the teacher to plan and implement effective instructional methods and strategies to meet the needs of diverse adaptive learners in the K-6 and/or 5-8 classrooms. Prerequisite: SPED 600

(Three credit hours)

SPED 603 High Incidence Instructional Methods and Strategies: 6-12

This course prepares the teacher to plan and implement effective instructional methods and strategies to meet the needs of diverse adaptive learners in the 6-12 classrooms.

Prerequisite: SPED 600

(Three credit hours)

SPED 604 Instructional Strategies and Methods Field Practicum (High Incidence or Gifted)

The teacher in this field-based practicum demonstrates knowledge and skill in planning and implementing effective instruction, which is built upon standards-based goals for content, students, and community. The teacher promotes a supportive learning environment that encourages student participation. Forty-five hours of supervised practicum required.

Prerequisite or co-requisite: SPED 602, SPED 603 or SPED 709.

(Three credit hours)

SPED 705 Educating Students with Social and Behavioral Needs

This course instructs the teacher in understanding the characteristics of diverse learners with social, emotional and behavioral needs and in assessing and developing effective strategies to address those needs.

Prerequisite: SPED 700 **OR** 701

(Three credit hours)

SPED 707 Methods for Language and Literacy (K-6)

This course prepares the special educator for critical elements of language and literacy; identifies and uses evidence-based interventions to meet the instructional needs specific to reading, writing, math and other content areas; and includes the principles of universal design for learning and the use of technology to support literacy and to make data-based decisions.

(Three credit hours)

SPED 708 Assessments for Students with Diverse Learning Needs

This course prepares the teacher to screen, assess, and identify the needs of diverse learners and then effectively link the information gathered to intervention strategies and methods during the MTSS process.

Prerequisite: SPED 700 **OR** SPED 701

(Three credit hours)

SPED 709 Instructional Methods, Strategies, and Curriculum Design for Gifted Learners

This course prepares the teacher of students who need gifted curriculum and learning opportunities plan and implement effective instructional methods and strategies to meet the needs of diverse gifted learners.

Prerequisite: SPED 701

(Three credit hours)

SPED 710 Communication/Collaboration and Community Building in the School Setting

The course prepares the special educator to develop and refine communication, collaboration and leadership skills to work effectively with para-educators, administrators, teachers, parents, volunteers, and other school personnel to foster a supportive learning environment and advocate for special education students.

Prerequisite: SPED 700

(Three credit hours)

SPED 711 Methods – Transitioning to Adulthood

This course is for students seeking licensure at 6-12 **OR** K-6 **AND** 6-12. This course prepares the special educator to assess the skills, interests, and preferences of students as they plan for their future, to help adaptive learners understand their needs, and to know how to articulate those needs in public school settings and beyond.

Prerequisite: SPED 700

(Three credit hours)

SPED 712 Creating Optimal Learning Environments for Students with Diverse Learning Needs

This course prepares the teacher to develop the knowledge and skills in behavior management to foster positive relations, promote student self-advocacy and student problem-solving to facilitate learning.

Prerequisite: SPED 700 **OR** 701

(Three credit hours)

SPED 714 Inquiry, Data Collection, and Research

This course is designed to assist teachers in developing knowledge of data collection and research techniques that will enable them to design a research project that addresses a specific educational practice in a classroom setting with students with adaptive learning needs or with gifted education learners. Emphasis will be made regarding ethical considerations when working with special education populations. The action research plan will be implemented in SPED 716 practicum.

(Three credit hours)

SPED 716 Advanced Practicum (Adaptive or Gifted)

This advanced field-based practicum focuses on the teacher as a facilitator of effective instruction in their selected concentration area, developer of supportive learning environments, and a promoter of social skills demonstrating professional, ethical, collaborative, and effective communication skills. The research project designed in SPED 714 will be conducted during this practicum. Forty five hours of field practicum required along with seminar meetings with peers in same concentration program. Prerequisite: SPED 714

(Three credit hours)

SPED 726 Advanced Methods and Curriculum Design for Gifted Learners

This course focuses on assisting advanced learners in developing skills to evaluate their own thinking, learning, projects, and performances toward goals for cognitive, affective, social, and emotional development.

Application of problem-solving strategies and critical and creative thinking skills appropriate for learners with needs for advanced and expanded curriculum will also be examined.

Prerequisite: SPED 701 **AND** 709

(Three credit hours)

SPED 728 Technology Integration for Special Education

This course focuses on technology integration that can be used in schools, education systems and specific to meeting the unique needs of special education learners. Candidates will research, discuss, and develop projects related to technology in instruction, assessment, personal/professional productivity, and communication.

(Three credit hours)

SPED 729 Legal Issues and Ethics in Special Education

This course examines the general structure, theory, and background of law as it applies to education in general and to special education specifically. Attention is given to constitutional and civil rights issues; teacher, student, and parent rights; court decisions, ethics and legal procedures.

(Three credit hours)

SPED 737 Leadership and Advocacy in Special Education (Capstone)

This course focuses on the leadership with an emphasis on applications to instruction, professional learning and advocacy for special education. Emphasis is placed on the capstone portfolio for the program.

(Three credit hours)

17. The University of Saint Mary Faculty

Kyle Anthony, *Associate Professor in History*

B.A., M.A., Ph.D., University of Kansas

Jacqlynn Asherman, *Associate Professor in Nursing*

B.S.N., University of Saint Mary; M.S.N., MidAmerica Nazarene University

Julia Bacon, *Instructor of Occupational Therapy*

B.S., University of Kansas; M.S., University of Indianapolis; O.T.D., University of Kansas Medical Center

Tom Bertoncino, *Professor, Director of Exercise Science and Athletic Training, Division Chair of Health Sciences and Natural Sciences and Mathematics*

B.S. Pittsburg State University; M.S., Ph.D., University of Kansas

Michelle Birdashaw, *Assistant Professor of Nursing, Division Chair*

B.S.N., Washburn University; M.S.N.-FNP, D.N.P. University of Kansas

Bryan Bond, *Professor of Physical Therapy*

B.S., University of Waterloo, Waterloo, Ontario; B.S., D.C., National University of Health Sciences, Lombard, Illinois; M.S., University of Kansas; Ph.D., University of Kansas

Roger Bonner, *Associate Professor in Criminology*

B.S., Colorado Technical University; M.S., Ph.D., Capella University

April Boyd-Noronha, *Assistant Professor of Health Information Management*

B.S., University of Central Missouri; M.B.A. Capella University

Daniel Burland, *Associate Professor of Criminology*

B.A., Western Washington University; M.A., Ph.D., University of Chicago; Ph.D., University of Massachusetts-Amherst

Emily Cline, *Instructor of Education*

B.A., Rockhurst University; M.A., Webster University; Ed.D., Baker University

Hannah Colmer, *Assistant Professor of Chemistry*

B.S., Kansas State University; Ph.D. University of Kansas

Barbara Cook, *Instructor of Nursing*

B.S.N., M.S.N., DeVry University

Jamie Dehan, *Associate Professor of Physical Therapy, Program Director for the Doctor of Physical Therapy Program*

B.S., M.P.T., Rockhurst University; D.P.T., University of Kansas Medical Center; Ph.D., Saint Louis University

Kathleen DeKrey, *Instructor in Biology*

B.S., University of South Dakota; M.D., University of South Dakota School of Medicine

Tamara George, *Assistant Professor of Education*

B.A., Doane College; M.S., Emporia State University

Heather Green, *Assistant Professor of Physical Therapy*

B.S., University of Missouri-Kansas City; D.P.T. Rockhurst University

Richard Gunter, *Instructor in Business, Division Chair of the Division of Business and Technology*

B.S.B.A., Central Michigan University; M.B.A., Mid-American Nazarene University; D.B.A., St. Leo University

Sheila Hammonds, *Assistant Professor in Health Information Management and Technology, Director of Healthcare Information Management*

B.S., University of Kansas; M.B.A., Mid-America Nazarene College

Mark Harvey, *Director of Graduate and Undergraduate Business Programs at OPC*

B.A., Washburn University; M.A., University of Missouri, Kansas City; M.A. University of Wales, Swansea; Ph.D. University of Kansas

Jill Hebert Carlson, *Associate Professor of English*

B.A., College of St. Benedict/St. John's University; M.A.; M.A., University of Minnesota Duluth; Ph.D., Western Michigan University

Steven Herndon, *Instructor in Mathematics*

B.S., M.S., Stephen F. Austin State University

Erin Nicole Hess-Escalante, *Assistant Professor of Business*

B.S., Baker University; M.S., Avila University; Ph.D., The University of Texas at San Antonio

Alice Howard, *Instructor of Nursing*

B.S.N., Research College of Nursing

Tina Howard, *Associate Professor of Nursing*

B.S.N., MidAmerica Nazarene University; M.S.N., University of Missouri-Kansas City

Brian W. Hughes, *Professor of Theology*

B.A., Santa Clara University; M.A., Boston College; C.E.B., Institute De Enseñanza, Buenos Aires; Ph.D., Boston College

Katherine Humphrey, *Assistant Professor in Nursing*

B.S., B.S.N., University of Kansas Medical Center; M.S.N., University of Saint Mary

Marla Jones, *Associate Professor of Exercise Science*

B.S., M.S., Arkansas State University; Ph.D., University of Mississippi

Karen Kidder, *Associate Professor of Nursing*

B.S.N., University of Maryland at Baltimore; M.S., University of Texas Health Science Center at San Antonio; D.N.P., Carlow University

Phil Kilmer, *Instructor of Physical Therapy*

B.S., Emporia State University; D.P.T., University of Kansas Medical Center

Christopher Kinslow, *Associate Professor of Physical Therapy*

B.S., University of Missouri-Columbia; D.C., Cleveland Chiropractic College

Rosemary Kolich, SCL, *Professor of English*

B.A., Saint Mary College; M.A., Bread Loaf School of English, Middlebury College; Ph.D., St. Louis University

Gwen Landever, *Associate Professor of Education, Academic Dean*

B.S., M.S., University of Kansas; Ed.D. Baker University

Caroline Mackintosh, *Professor of Biology*

B.Sc., University of Edinburgh; M.Sc., University of Aberdeen; Ph.D., University of Glasgow

Kirsten McGuire, *Instructor of Nursing*

B.S.N., M.S.N., University of Kansas Medical Center

Todd Moore, *Associate Professor of Mathematics*

B.S., M.S., Ph.D., Kansas State University

Susan Nelson, *Associate Professor of Art*

B.F.A., M.F.A., University of Kansas

Lindsey Ness-Hunkin, *Instructor of Nursing*

B.S.N., University of Missouri-Kansas City; M.S.N., Wilmington University

Sofia Paredes, *Associate Professor of Spanish*

B.A., Pontificia Universidad Catolica del Ecuador, Quito, Ecuador; M.A., Universidad Andina Simon Bolivar, Quito, Ecuador; Ph.D., University of California, Davis

Lisa Parrott, *Instructor of Business*

B.A., Denison University; M.S., Chaminade University; Ed.D., Argosy University

Laveda Peterlin, *Assistant Professor of Digital Communications*

B.A., St. Xavier University; M.A., Lindenwood University; Ph.D., University of Kansas

Megan Pilcher, *Assistant Professor of Athletic Training*

B.A., Loras College; M.S., Western Illinois University

Amanda Quantz, *Professor of Theology*

B.A., University of San Diego; M.T.S., Harvard Divinity School; Ph.D., University of St. Michael's College, Toronto

Thomas Radosevich, *Instructor of Biology*

B.S., Marquette University; M.S., Ph.D., Iowa State University

Sonia Rawal, *Assistant Professor of Physical Therapy*

B.S., R.G. Trivedi College of Physical Therapy (India); M.P.T., Maharshi Dayanand University (India); Ph.D., University of Kansas

Cheryl Reding, *Associate Professor, Unit Head of Education, Division Chair of Social and Behavioral Sciences*

B.S., Saint Mary College; M.A., Benedictine College; Ph.D., University of Kansas

Liana Roberts, *Instructor of Nursing*

B.S.N., M.S.N., University of Missouri-Kansas City

Randall P. Scott, *Associate Professor of Political Science*

B.A., University of Northern Iowa; M.S.W., University of Kansas; M.A., Ph.D., University of Missouri - Kansas City

Anand Shetty, *Professor of Physical Therapy*

B.S., University of Mysore (India); B.S., Karnatak University; M.S., University of Mysore (India); Ph.D., University of Northern Colorado

Kelly Siler, *Clinical Instructor in Nursing*

M.S.N., University of Mary

Rick Silvey, *Professor of Mathematics*

B.S., Missouri Western State College; M.S., Ph.D., University of Missouri-Kansas City

Bethany Stanley, *Assistant Professor of Marketing*

B.A., Bennington College; M.A., Northwestern University

Tonya Stagner, *Assistant Professor of Nursing and Post-Licensure Nursing Coordinator*

B.S.N., University of Nevada-Las Vegas; M.S.N., University of North Carolina at Chapel Hill; D.N.P., Walden University

Diane Steele, SCL, *Professor of Theology*

B.A., Saint Mary College; M.A., Ph.D., University of Notre Dame

Melanie Stroda, *Associate Professor in Nursing*

B.S.N., M.S.N., University of Kansas Medical Center

David Strohm, *Associate Professor in Psychology, Director of Graduate and Undergraduate Psychology Programs at OPC*

B.A., Kansas State University; M.A., Chapman University; Ph.D., Kansas State University

Darrel Stufflebeam, *Instructor of Education*

B.A., University of Northern Iowa; M.S., Fort Hays State University; Ed.D., University of Kansas

Sunny (Shuxiang) Sun, *Assistant Professor of Computer Information Systems/Cybersecurity*

B.A., Shandong University, Jinan, China; M.A., M.S., Georgia State University

Danielle Swatzell, *Instructor of Theatre and Theatre Program Coordinator*

B.A., University of Saint Mary; Master of Theatre, Mountainview Academy of Theatre

Justin Trent, *Instructor of Physical Therapy*

B.S., M.P.T., Rockhurst University

Phil Watlington, *Assistant Professor of Accounting*

M.B.A., University of Missouri-Kansas City

Daniel Williams, *Associate Professor of Biology*

B.A., Berry College, Rome, GA; M.S., Georgia College & State University; Ph.D., University of Kansas

MaryAnne Winn, *Associate Professor of Nursing*

B.S., University of Missouri-Columbia; B.S.N., Central Methodist University; M.S.N., University of Missouri-Columbia

Kirsten Workman, *Instructor of Nursing*
B.S.N., M.S.N., University of Texas

Andy Wu, *Assistant Professor of Occupational Therapy*
B.S., M.O.T., Ph.D., University of Kansas

Karenbeth Zacharias, *Assistant Professor of History, Division Chair of Liberal Arts and Humanities*
B.A., J.D., Ph.D., University of Kansas

James Zimmerman, *Associate Professor in Sport Management*
B.S., Fort Hays State University; M.S., United States Sports Academy, Daphne, AL

For a list of Adjunct Faculty, please see the University of Saint Mary website.

PROFESSORS EMERITAE AND EMERITI

Terrance Brungardt, *Professor of Sociology*
B.A., Fort Hays State University; M.A., Ph.D., University of Kansas

Anne Callahan, SCL, *Professor of Music*
B.M., Saint Mary College; M.M., DePaul University

Patricia Carnahan, *Professor of Education*
B.S., M.S., Kansas State University, M.S., Baker University; Ed.D., University of Phoenix

Susan Chase, SCL, *Associate Professor of Biology*
B.S., Saint Mary College; M.S., Catholic University of America; D.A., Idaho State University

Rick Hite, *Associate Professor of Information Systems and Technology*
B.A., Pittsburg State University; B.S., Saint Mary College; M.S., Florida Institute of Technology

Van S. Ibsen, *Associate Professor of Drama and Speech*
B.A., Kearney State College; M.A., Purdue University

Frances Juiliano, SCL, *Associate Professor of Education*
B.S., Saint Mary College; M.A., University of Northern Colorado, Ed.D, University of Kansas

Nancy King, *Professor of Psychology*
B.S., Central Missouri State University; M.S., Ph.D., University of Kansas

William Krusemark, *Professor of Music*
B.M.E., M.M.E., University of Kansas; D.M.A., University of Missouri-Kansas City

Mary Pat Lenahan, SCL, *Professor of Education*

B.A., Saint Mary College; M.A., University of San Francisco; Ph.D., University of Missouri Kansas City

James K. Murphy, *Professor of Political Science*

B.S., Loyola University, Chicago; M.A., Marquette University; Ph.D., University of Missouri Kansas City

Freda Proctor, *Assistant Professor of Music*

B.M., Wichita State University; M.A., Eastern Illinois University

Joy Raser, *Professor of English*

B.A., Point Loma Nazarene College; M.A., Ph.D., University of Kansas

Natalya Tovmasyan Riegg, *Professor of Political Science*

B.A., Ph.D., Yerevan State University, Armenia

Susan Rieke, SCL, *Professor of English*

B.A., Saint Mary College; M.A., Ph.D., University of Iowa

Robert Russell, *Professor of Business*

B.S., M.S., Emporia State University

Robert L. Schimoler, *Professor of Philosophy*

B.A., Ph.D., St. Louis University

Barbara Sellers, SCL, *Professor of Classical Studies*

B.A., University of Kansas; M.A., University of Pennsylvania

George F. Steger, *Professor of History and Global Studies*

B.S., Spring Hill College; M.A., University of Indiana; M.A., Ph.D., University of Kansas

Mary Denise Sternitzke, SCL, *Professor of Mathematics*

B.A., Saint Mary College; M.A., University of Notre Dame

Sandra Van Hoose, *Professor of Educational Foundations*

B.M.E., University of Kansas; M.A., Arizona State University; Ph.D., University of Kansas

Kathleen Wood, SCL, *Associate Professor of Theology*

B.S., Saint Mary College; M.A., Boston College