University of Saint Mary

2015-2016 Catalog
ACCREDITATION

The University of Saint Mary is accredited by:
Higher Learning Commission of
North Central Association of Colleges and Schools
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Chicago, IL 60602-2504
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Web site: www.ncacihe.org

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:

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University of Saint Mary
4100 South 4th Street
Leavenworth, KS 66048
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See page 7 for additional accreditations.

DIRECTORIES

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"The university reserves the right of academic prerogative to modify curriculum requirements or policies or any other material in this catalog should it be in the best interest of the University of Saint Mary or the student to do so."
# TABLE OF CONTENTS

Mission and Purpose ........................................................................................................... 5
General Information ............................................................................................................ 7
History ................................................................................................................................ 9
Campus .............................................................................................................................. 10
Admissions ........................................................................................................................ 13
Personal Computing Specifications .................................................................................. 22
Financing an Education ..................................................................................................... 23
Tuition & Fees .................................................................................................................... 27
Student Life and Activities ............................................................................................... 36
Title IX & Academics ........................................................................................................ 40
Student Records, Privacy and Disclosure ....................................................................... 41
Academic Services and Special Programs ...................................................................... 43
Honors ............................................................................................................................... 46
Army ROTC ....................................................................................................................... 49
Academic Policies ............................................................................................................ 53
Academic Life ................................................................................................................... 62
Academic Programs ......................................................................................................... 65
Degree Requirements ....................................................................................................... 66
General Education Requirements ................................................................................... 68
Accounting ......................................................................................................................... 75
Applied Psychology ......................................................................................................... 81
Art ...................................................................................................................................... 84
Bioethics ............................................................................................................................. 91
Biology ............................................................................................................................... 94
Biology: Human Biology ................................................................................................. 104
Biomedical Sciences ........................................................................................................ 105
Business Administration ................................................................................................. 106
Business Administration (OPC) ...................................................................................... 114
Chemistry and Physics .................................................................................................... 120
Child Development Education ...................................................................................... 128
Computer Information Systems ..................................................................................... 134
Criminology ....................................................................................................................... 143
Digital Communication .................................................................................................... 148
Education .......................................................................................................................... 151
English ............................................................................................................................... 162
Global Studies .................................................................................................................. 167
Health Information Management .................................................................................... 174
Healthcare Informatics Minor ........................................................................................ 182
History ............................................................................................................................... 185
Interdisciplinary Studies .................................................................................................. 200
Language and Culture ..................................................................................................... 202
Liberal Studies ................................................................................................................ 204
Mathematics ..................................................................................................................... 206
Medical Laboratory Science ............................................................................................ 217
Music .................................................................................................................................. 218
Nursing – Traditional Track ............................................................................................ 226
Nursing – Accelerated Track ........................................................................................... 234
Nursing Degree Completion Program RN-BSN (Online) ............................................... 242
Philosophy ......................................................................................................................... 248
Political Science ............................................................................................................... 251
Psychology ......................................................................................................................... 258
Sport Coaching and Activities ......................................................................................... 263
Sport Management ........................................................................................................... 267
Theatre ............................................................................................................................... 270
Theology and Pastoral Ministry ....................................................................................... 277
Pre-Health Professional & Pre-Veterinary Medicine Curricula ....................................... 287
Pre-Law Curriculum.................................................................291
Graduate Program Admissions..................................................292
Graduate Program Academic Policies.........................................295
Master of Arts in Education......................................................302
Master of Arts in Elementary Education.................................309
Master of Arts in Special Education..........................................319
Master of Arts in Teaching (MAT) .............................................327
Master of Arts in Psychology....................................................333
Master of Arts in Counseling Psychology.................................336
Master of Business Administration.........................................345
Master of Science in Nursing..................................................362
Online Programs....................................................................372
Doctor of Physical Therapy......................................................373
Governance.............................................................................402
Administrators.......................................................................403
Faculty....................................................................................403
Adjunct Faculty.......................................................................408
Professors Emeritae and Emeriti.............................................409
Administration and Department Directors/Chairs....................411
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 shaped by the educational mission of the Sisters of Charity of Leavenworth.

“In all of our ministries we see Christian education as one of the great acts of charity: serving others at the fullest points of their needs and ministering to their need to know and come to the truth, to be opened to the good and the beautiful, to understand the past, to confront and help shape the future, to be called to justice, to be more fully and completely human and Christian.”

(Constitution of the Sisters of Charity of Leavenworth)
The University of Saint Mary draws its distinctive quality from:

- a tradition of commitment to baccalaureate and graduate education which illuminates and enlarges the mind and spirit and informs professional and moral actions
- a commitment to the Gospel and the person of Jesus Christ
- and a commitment to service

As a university, it takes its evolving shape from timely and thoughtful response to needs. Thus, it serves students of diverse ages, backgrounds, and religions in programs on and off campus.

The University of Saint Mary is informed by a liberal arts tradition.

This statement reflects the longest and most distinguished tradition of American higher education. It represents a philosophy that life-long education is general and broad, rather than narrow and specialized. It is ultimately directed toward the good, the true, the beautiful; it is concerned with thought, understanding, judgment, and creativity. It frees us from ignorance, prejudice, and narrowness, and widens intellectual and spiritual horizons. It opens people to be, to act, to think, to work, to enjoy, and to create as more humane beings.

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 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. The university is committed to the spiritual and moral values of the Judeo-Christian tradition, and in particular to the Gospel of Jesus Christ. In the spirit of the universal meaning of “catholic,” Saint Mary welcomes students of all religious convictions and serves Roman Catholics as well as those of other creeds. Saint Mary holds that knowledge should not be separate from behavior, beliefs, and values; and that an education, which includes religious knowledge, has a profound influence on the development of the person.

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.
GENERAL INFORMATION

ACCREDITATIONS
The University of Saint Mary is accredited by the Kansas State Department of Education and the Higher Learning Commission of the North Central Association of Colleges and Schools.

The University of Saint Mary is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE 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.

The University of Saint Mary has received specialized accreditation for its business and business-related programs through the International Assembly for Collegiate Business Education (IACBE), Olathe, Kansas. The following degree programs are accredited by the IACBE:
- Bachelor of Science degree with majors in Accounting, Business Administration
- Master of Business Administration degree

The Bachelor of Science in Nursing program at the University of Saint Mary is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC, 20036; 202-887-6791. CCNE is a nationally recognized professional accrediting body for collegiate nursing programs.

The baccalaureate programs 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 of Nursing program at the University of Saint Mary is awaiting the decision from the Commission on Collegiate Nursing Education (CCNE) regarding accreditation post-visit conducted in March of 2015. Should accreditation be granted, status will be retroactive to that date.

The Stefani Doctor of Physical Therapy program at the University of Saint Mary is accredited by the Commission on Accreditation in Physical Therapy Education, 1111 North Fairfax Street, Alexandria, VA, 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org.

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.
MEMBERSHIPS
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 Association of College Admissions Counselors, the Council of Independent Colleges, the Kansas Independent College Fund, the Association of Catholic Colleges and Universities, the Servicemembers Opportunity Colleges, the Kansas Association of Collegiate Registrars and Admissions Offices, the American Association of Collegiate Registrars and Admissions Offices, and the National Association of Intercollegiate Athletics.

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 non-academic programs, financial assistance programs, and other programs administered by the university.

STATE AUTHORIZATIONS
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.
HISTORY OF THE UNIVERSITY

Sixteen Sisters of Charity came by boat up the Missouri River in 1858 from Nashville, Tenn. They came to serve the needs of the frontier people of Kansas through education, nursing, and caring for orphans. The sisters landed at Leavenworth, the oldest town in Kansas, and within days were teaching the boys and girls of the area.

A year later, the sisters planted the seed of our university, opening the first boarding school for girls in downtown Leavenworth. Young women from Kansas, Missouri, and the surrounding territories that make up modern-day Colorado, New Mexico, Wyoming, and Utah, flocked to it and the little boarding school quickly filled to its capacity.

By 1870, that school—named St. Mary's Academy—moved to its permanent home on a hilltop crowning a few hundred rolling acres south of Leavenworth. The academy flourished, and in 1923, the sisters established Saint Mary College, a junior college. The growth continued, and in 1930, Saint Mary College was a full, four-year school and conferred its first bachelor's degrees in 1932. The academy remained open until 1950. While the college admitted men to many of its programs during most of its history, it did not become residentially co-educational until 1988. Saint Mary College also offered a master's program in education between 1950 and 1970. It renewed that program in 1993.

Today, that one-time boarding school is now a highly-respected university with classes taught at two Kansas City-area locations as well as online. Saint Mary changed its name to the University of Saint Mary on July 1, 2003. The university currently offers more than 30 undergraduate majors, minors, and concentrations; five online programs; graduate degrees in business, education, nursing, and psychology; and a doctorate in physical therapy.
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, the architecture of the historical building was left untouched: the stained glass, tin ceilings, and wood paneling remain. The hall now holds admissions, student life, campus ministry, campus counseling, development, administrative and faculty offices, sisters’ residences, and the Social Room—a favorite gathering area. It also houses the English, philosophy, pastoral ministry, and theology programs, as well as the Lawrence D. Starr Global Studies Institute.

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 student services (registrar, business office, and financial aid); administrative offices; the Walnut Room, a favorite assembly place; the Lady Chapel; the faculty/staff lounge; marketing office; Spirit Shop; 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.

The arresting Annunciation Chapel, built in 1914-1916, is a splendid example of Italian Renaissance architecture. The chapel is situated between the university buildings and the Sisters of Charity of Leavenworth Mother House. Inside, the sculptured 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 was also completed in 1983. Xavier Theatre, a large auditorium used for theatre productions and concerts is located in Xavier. Music practice rooms; the theatre, history, political science, and global studies programs; and classrooms are located on 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 Carman, first president of Saint Mary, was erected. Berchmans Hall faces the front circle. It has developed into USM’s headquarters for health care education programs, housing the offices, labs, and classrooms for both the Doctor of Physical Therapy and the Nursing programs, and will be the home for future health care programs. It also houses the swimming pool. The public safety office is also located on the ground floor of Berchmans.

Miege, Maria, and Saint Joseph Halls were built in the ’60s. Miege was dedicated in 1962. The ground floor of Miege houses the information technology, health information management, and healthcare informatics programs, as well as the university’s information services. The first floor houses the math and business programs, the Academic Resource Center, and the commuter lounge. 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, a ham radio 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.
**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 Saint Mary social functions and student recreation.

Saint Mary completed construction of **De Paul Library** in 1981. It now houses approximately 120,000 volumes and a collection of periodicals dating from the mid-19th century. De Paul Library subscribes to multiple online database services that provide access to thousands of current and retrospective resources; librarians are available to provide research assistance. Special collections include the Craig Collection of Sacred Scripture, the Shakespeare Collection, and the regionally renowned Bernard H. Hall Abraham Lincoln Collection. The education department and Mabee Auditorium are located on the ground floor.

The college 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 facility primarily used for recreation and athletics, 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 most of the university’s varsity athletics coaches. In 2008, USM opened its **Football/Soccer Complex**. The field has an electronic scoreboard, fully-wired press box, and seats for up to 1,000 fans.

In August 2009, **Berkel Hall**, USM’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 USM supporter and member of the university’s 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 their suites.

In 2015, USM 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 USM’s football, soccer, lacrosse, and track & field programs. Other phase one improvements include dining hall renovations and the development of a new student union.

The red brick buildings on campus are clustered on USM’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 barbecues 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 wild flowers. 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. There are 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.

The Overland Park Campus, which offers evening accelerated undergraduate degree-completion and graduate programs, is located at 11413 Pflumm, adjacent to Saint Thomas Aquinas High School, and is easily accessible by Interstate 435.
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.

ADMISSION OF FIRST-TIME, FULL OR PART-TIME, TRADITIONAL AGE (17-18) DEGREE-SEEKING FRESHMEN

ACADEMIC REQUIREMENTS

1. Graduation from an accredited high school or equivalent levels of achievement such as the GED or home schooling.
2. Completion of 16 high school units with a minimum 2.5 grade point average (GPA)
3. A composite score of 18 on the ACT test or 860 on the SAT test.
   Students who do not meet this criterion will be reviewed individually by the Vice President for Admissions.

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 freshman 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 Office of Admissions:

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) mailed directly 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 Office of Admissions.
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 older, non-traditional age freshmen or for transfer students.

ADMISSIONS PROCESS FOR FIRST-TIME, FULL- OR PART-TIME, TRADITIONAL-AGE DEGREE-SEEKING TRANSFER STUDENTS TRANSFERRING DIRECTLY FROM ANOTHER COLLEGE

ACADEMIC REQUIREMENTS
Transfer students are degree-seeking students who have enrolled in an accredited college or university after graduating from secondary school and have not interrupted their college course work. A cumulative grade point average of 2.0-2.5 (or higher for some programs) for all college course work is required for admission. Admission into the University of Saint Mary does not constitute admission into any particular program (i.e., Nursing) or guarantee athletic eligibility. For more information, contact the Office of Admissions.

APPLICATION PROCEDURES
To be considered for admission, transfer students need to submit the following materials to the Office of Admissions:
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 University of Saint Mary). Official transcripts should be sent directly from the Registrar’s Office of the college(s) previously attended to the Registrar’s Office at the University of Saint Mary.
3. An official high school transcript is needed for students who have earned fewer than 24 college credits may be required for course placement purposes and as a condition of admission.

TRANSFER GUIDELINES
Courses completed at other colleges or universities are evaluated for transfer according to the transfer of credit policies and general guidelines found at the end of this catalog section.
ADMISSIONS PROCESS FOR OLDER, NON-TRADITIONAL AGE FRESHMEN AND TRANSFER STUDENTS (OVER 21 YEARS OF AGE)
These applicants follow the same processes detailed on previous pages.

A student who does not meet the stated academic requirements and whose formal education has been interrupted for three years or more may be considered for admission based upon the candidate's maturity, motivation, goals, and academic priorities. Special consideration for non-traditional status and test exemption can be granted on a case by case basis by the Vice President for Admissions for students based on work history, military or civil service, or other relevant life experience. Admission under this process does not guarantee admission to particular programs, athletic eligibility, or specific financial aid options.

ADMISSIONS PROCESS FOR INTERNATIONAL STUDENTS
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 through an accredited US institution through an approved evaluation agency.
3. An official copy of the TOEFL (Test of English as a Foreign Language) results, sent directly from the Educational Testing Service (minimum written score 550 or iBT score of 80 with reading, listening, and writing scores all at least 20.)
4. 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 tuition, books, fees, room, and board.
5. All international students must be covered by health insurance and insurance must be maintained during their entire terms of enrollment.
6. Students planning to transfer from a college in the United States 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 1-20.

Once accepted, international students pay a tuition deposit and receive the Form 1-20 for the student to utilize to obtain a student visa from officials in his/her 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.

ADMISSIONS PROCESS FOR SPECIAL NON-DEGREE STUDENTS
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 semester hours prior to filing a formal application and sending transcripts.

Prospective special students must submit a completed application for admission and a non-refundable application fee of $25. Transcripts of previous academic work are not required until the 15-hour, 5-course limit is reached.
ADMISSIONS PROCESS FOR HOME-SCHOOLED STUDENTS
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 USM.
3. Official transcript(s) of all college-level work completed.
4. GED Scores. Home-schooled students may be requested to complete the General Education Development test.
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 Director of Athletics to gain a full understanding of the NAIA (National Association of Intercollegiate Athletics) regulations regarding home-schooled student athletic eligibility. Admission to the University of Saint Mary does not guarantee athletic eligibility.

ADMISSIONS PROCESS FOR STUDENTS CURRENTLY ENROLLED IN HIGH SCHOOL
Qualified high school students may be allowed to take approved Saint Mary courses on a space available basis. High school students are limited to 15 semester hours (5 courses) taken at Saint Mary. To be admitted, students need to submit the special High School Student Application and Registration Form, obtainable from the high school guidance counselor. The form must be signed by the student, high school counselor, and parent/guardian.

ADMISSIONS FOR 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 at USM 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 USM.

1. Must sign agreement by June 1 the year they graduate from high school.
2. Must meet with a USM sponsor up to four times during their tenure at a community college. (Once per semester; this is coordinated with an alumni representative from Cristo Rey.)
3. Must meet minimum academic standards for acceptance into USM.
4. Must transfer before earning over 68 credit hours at any other institution or within the two year window, whichever may occur first.
5. Must make satisfactory progress toward a degree meeting minimum academic standards to retain the scholarship according to USM policy.
6. Failure to fulfill these terms nullifies the academic scholarship offer from USM.
ADMISSIONS PROCESS FOR SENIOR CITIZENS
Senior citizens may take credit and non-credit courses on a space available basis. Records of previous academic work are not required, nor is there a 5-course limit for senior citizens.

ADMISSIONS PROCESS FOR RETURNING STUDENTS
Former University of Saint Mary students who have interrupted their enrollment at the University of Saint Mary for a year or more must reapply for admission. Ordinarily they will be eligible for readmission if they were in good standing at the University of Saint Mary at the time of their last attendance and they have a minimum cumulative grade point average of 2.0 for college course work taken since leaving the University of Saint Mary. Students who have not interrupted their enrollment at the University of Saint Mary for a year or more must contact the Registrar’s office to notify USM 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 USM.

ADMISSIONS FOR STUDENTS WITH DOCUMENTED DISABILITIES
USM does not discriminate against any students with disabilities; all admissions decisions are based on academic criteria. However, students who qualify for and desire academic or other disability accommodations should contact the Office of Admissions at the beginning of the application process to ensure that their necessary accommodations can be met by the University of Saint Mary.

ADMISSIONS PROCESS FOR THE TEACHER LICENSURE PROGRAM
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 Teacher Education advisor for specific requirements and procedures applicable to the Teacher Education Program.

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.

Admission to the university does not confer admission to the Teacher Education Program. Application to the Teacher Education Program requires a 2.75 cumulative GPA and passing scores on the PPST. 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 the Teacher Education Program and Declaration of Major sections of this catalog.

GRADUATE STUDENTS
Students seeking admission to the University of Saint Mary graduate programs should consult with a graduate program advisor. Refer to the Graduate Program Admissions section of this catalog.
CAMPUS VISITS
Students and parents are encouraged to visit the campus at any time, Monday through Friday (Saturdays by appointment only). Call the Admissions Office in advance of the visit to make arrangements, which may include a tour and meetings with representatives from Admissions, Financial Aid, academic, 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 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 Office of Admissions.

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 a General Educational Development certificate (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 $100 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
Office of Admissions
University of Saint Mary
4100 South 4th Street
Leavenworth, KS 66048-5082
Toll-free: (800) 752-7043 # 1
Local: (913) 758-6118
FAX: (913) 758-6140
E-mail: admissions@stmary.edu
TRANSFER OF CREDIT GUIDELINES
The University of Saint Mary will accept transfer coursework from other appropriately accredited institutions of post-secondary education and from recognized sources of standardized tests. The 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.

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 Office of the Registrar will contact the appropriate academic program chair for a recommendation.

2. Credits earned from an institution located outside the United States must be evaluated by a foreign transcript evaluation service recognized by the National Association of Credential Evaluation Services (NACES). A list of acceptable services can be found at www.naces.org.

3. Transfer credit will be accepted if the following requirements are met:
   - Official transcripts of all previous post-secondary education and any standard 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 those received on official paper directly from the educational institution 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’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.
   - Courses must be compatible with the University of Saint Mary curriculum detailed in the current Academic Catalog.
     - Exception: Students with an Associates Degree may transfer up to 18 credit hours of technical credit to apply toward the university’s 128-credit hour degree requirement.
   - Under no circumstances may a student transfer more than a total of 49 credits toward an Associate’s degree, or more than a total of 98 credit hours for a Bachelors degree from the University of Saint Mary from any source.
No more than 64 credit hours of junior or community college credit may be applied toward the university’s 128 credit hour Bachelor’s Degree requirements.

- Exception: Students with an Associates degree that required more than 64 hours of required courses to complete may transfer all of the required courses into a USM 128 hour Bachelors degree. Community or junior college credits taken after the awarding of the Associates degree will not transfer.
- Student Athletes may transfer no more than 4 credit hours of sports or activity related credit hours toward the university’s 128 credit hour degree requirements.
- Undergraduate transfer credits will not be accepted for individual programs if courses were completed past any timeframes listed in the individual program sections of this catalog.

4. Graduate level transfer credits are detailed in the Graduate Admissions section of this catalog.

5. 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.

6. No coursework completed at other institutions or standardized test scores will be factored into the calculation of the University of Saint Mary Grade Point Average (GPA).

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:

1. 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 post-secondary institutions and testing agencies.

2. Transfer credit for College Level Examination Program (CLEP), DANTES Subject Standardized Test (DSST), and Advanced Placement (AP) test scores will be awarded according to the American Council on Education (ACE) published guidelines.

3. Transfer credit for International Baccalaureate (IB) will be awarded based on equivalencies recognized by the University of Saint Mary. Please contact the Office of the Registrar for more information.

4. 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 standard tests listed on these documents will be considered official copies.

5. Quarter hours will be converted to semester hours; one quarter hour equals 2/3 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 USM course but not a 4 credit hour course).
6. 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 create content with a keyboard. Some professors may also require you to have a computer to take their class.

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, USM strongly encourages that all new students have a laptop when they begin their studies.

Students are responsible for providing their own laptops, but USM 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 (2013 for PCs or 2011 for Macs). For a full list of other recommended specifications, please see the chart below. For more information, please visit [www.stmary.edu/technology](http://www.stmary.edu/technology) or call the USM Help Desk at 913-758-6188.

<table>
<thead>
<tr>
<th>Technical Area</th>
<th>Minimum</th>
<th>Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processor</td>
<td>i3</td>
<td>i5 or i7</td>
</tr>
<tr>
<td>Memory</td>
<td>4 GB</td>
<td>8 GB</td>
</tr>
<tr>
<td>Hard Disk</td>
<td>300 GB</td>
<td>300 GB +</td>
</tr>
<tr>
<td>Networking</td>
<td>10/100 Network Card</td>
<td>10/100/1000 Network Card</td>
</tr>
<tr>
<td>Wireless</td>
<td>802.11 G/N or MAC Airport Extreme</td>
<td>802.11 G/N or MAC Airport Extreme</td>
</tr>
<tr>
<td>Operating System</td>
<td>Windows 7</td>
<td>Windows 8.1</td>
</tr>
<tr>
<td></td>
<td>MAC OS X Mountain Lion</td>
<td>MAC OS X Mavericks</td>
</tr>
<tr>
<td>Support &amp; Protection</td>
<td>Two year extended warranty plan</td>
<td>Three year extended warranty plan with accidental damage protection</td>
</tr>
<tr>
<td>Software*</td>
<td>Microsoft Office 2013</td>
<td>Microsoft Office 2013</td>
</tr>
<tr>
<td></td>
<td>Microsoft Office for Mac 2011</td>
<td>Microsoft Office for Mac 2011</td>
</tr>
</tbody>
</table>

*The University of Saint Mary will provide students with access to download Microsoft Office products at no charge upon enrollment.
FINANCING AN EDUCATION

The University of Saint Mary (USM) seeks to bring the university's educational opportunities within reach of all qualified students regardless of family financial circumstances. Nearly 98% percent of USM's 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). USM 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 college 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

The FAFSA form 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 Financial Aid Office to determine what other aid options might be available for them.

USM awards financial aid after a student has been admitted to the university. It is helpful if a student makes application to the university early. USM 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 Financial Aid Office will make every effort to meet the needs of each qualified student. USM'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

USM SCHOLARSHIPS

The university 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
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 USM. 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 need.

KANSAS COMPREHENSIVE GRANTS AND STATE SCHOLARSHIPS
Kansas Comprehensive Grants are available for full-time undergraduate Kansas students. The approximate maximum award is $3,000. 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.

LOANS
FEDERAL PERKINS LOAN
The university participates in the Perkins Loan program. Eligibility is based on need. No interest accrues on these loans before graduation or withdrawal from college. Interest thereafter accrues at the rate of five percent per year. The loan can qualify for cancellation under certain conditions as long as the borrower is not in default. Contact the Perkins Loan Officer for the list of cancellation conditions.

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 post-secondary education.
STUDENT EMPLOYMENT
USM 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. Earnings range from $800 to $1,500 for the year.

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.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS
These federal grants are available for students who have high financial need. Amounts usually range from $200 to $500.

FINANCIAL AID SATISFACTORY PROGRESS POLICY
Regulations of the U.S. Department of Education require that colleges establish specific standards of satisfactory progress for students receiving either federal or state financial aid. All students receiving assistance through the Pell Grant, SEOG, ACG, SMART Grant, Kansas Comprehensive Grant, College Work Study, Perkins Loan, or Stafford Loan programs must maintain satisfactory progress as defined by their college in order to remain eligible for these aid programs.

At USM, students receiving aid must maintain satisfactory academic progress according to a scale for minimum progress, available in the Office of the Director of Financial Aid. Progress for part-time students will be measured on a full-time equivalency basis.

A student's progress will be monitored on a per semester basis. If the student has not maintained satisfactory progress, he/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/her financial aid will be suspended and will not be reinstated until satisfactory progress has been made. If extenuating circumstances have prevented a student from maintaining satisfactory progress, the student may submit to the Financial Aid Office 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 doctor that verifies that the problem was sufficient to interfere with satisfactory progress. The academic vice president, the student's academic advisor or program director, and the director of financial aid will review the appeal.

GRADUATE ASSISTANTSHIPS
USM has a limited number of Graduate Assistantships available each year. Available positions will be posted on the USM website employment page, http://www.stmary.edu/About-us/Employment.aspx. Information may be obtained from the Human Resources Office, Mead 200.
Financial Aid & Consumer Information Handbook contains information about USM’s financial aid programs and policies. It also includes consumer information required by the U.S. Department of Education. It is available online at www.stmary.edu/Admissions/Financial-Aid.
**TUITION & FEES**

Student balances must be paid in full or student must be on a payment plan prior to the start of the term. Students who have not made financial arrangements for a term that has already started may be removed from that term. See Payment Policy below and the Administrative Drop or Withdrawal Policy in this catalog for more information.

**APPLICATION FEES** (Not subject to refund)

<table>
<thead>
<tr>
<th>Undergraduate:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee, all new applicants</td>
<td>$25</td>
</tr>
<tr>
<td>Advance tuition deposit, all new full-time students</td>
<td>$100</td>
</tr>
<tr>
<td>Advance tuition deposit, all new nursing and accelerated nursing students</td>
<td>$200</td>
</tr>
<tr>
<td>Transfer student processing fee</td>
<td>$20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee, all new applicants</td>
<td>$25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Doctorate:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee, all new applicants</td>
<td>$35</td>
</tr>
<tr>
<td>Advance tuition deposit, all new full-time students</td>
<td>$200</td>
</tr>
</tbody>
</table>

**TUITION & FEES - ACADEMIC YEAR 2015-2016**
The University reserves the right to change tuition and fee rates whenever necessary.

<table>
<thead>
<tr>
<th>Undergraduate Tuition</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time 12-18 hours per semester</td>
<td>$12,450 per semester</td>
</tr>
<tr>
<td>Full-time rate will be charged for twelve (12) or more hours, where six (6) or more are at the Leavenworth campus.</td>
<td></td>
</tr>
<tr>
<td>Overload hours more than 18 per semester</td>
<td>$485 per credit hour</td>
</tr>
<tr>
<td>Part Time Day</td>
<td></td>
</tr>
<tr>
<td>1-6 hours per semester</td>
<td>$485 per credit hour</td>
</tr>
<tr>
<td>7-11 hours per semester</td>
<td>$805 per credit hour</td>
</tr>
<tr>
<td>Evening, and Weekend on Campus</td>
<td>$485 per credit hour</td>
</tr>
<tr>
<td>Online:</td>
<td></td>
</tr>
<tr>
<td>Health Information Management</td>
<td>$460 per credit hour</td>
</tr>
<tr>
<td>Registered Nursing to Bachelor of Science in Nursing</td>
<td>$475 Per credit hour</td>
</tr>
<tr>
<td>High School Dual Credit</td>
<td>$100 per credit hour</td>
</tr>
<tr>
<td>High School student at Leavenworth campus</td>
<td>$485 per credit hour</td>
</tr>
<tr>
<td>Accelerated Bachelor of Science in Nursing</td>
<td>$560 per credit hour</td>
</tr>
</tbody>
</table>
### Graduate Tuition

<table>
<thead>
<tr>
<th>Program</th>
<th>Fee</th>
<th>Per credit hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters of Business Administration</td>
<td>$595</td>
<td></td>
</tr>
<tr>
<td>Masters of Arts – Psychology</td>
<td>$575</td>
<td></td>
</tr>
<tr>
<td>Masters of Arts – Counseling Psychology</td>
<td>$575</td>
<td></td>
</tr>
<tr>
<td>Masters of Arts – Education</td>
<td>$395</td>
<td></td>
</tr>
<tr>
<td>Masters of Arts – Teaching</td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td>Masters of Science – Nursing</td>
<td>$580</td>
<td></td>
</tr>
</tbody>
</table>

### Doctorate Tuition

<table>
<thead>
<tr>
<th>Program</th>
<th>Fee</th>
<th>Per credit hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate of Physical Therapy</td>
<td>$725</td>
<td></td>
</tr>
</tbody>
</table>

### Teacher education workshops

<table>
<thead>
<tr>
<th>Program</th>
<th>Fee</th>
<th>Per credit hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree-seeking</td>
<td>$485</td>
<td></td>
</tr>
<tr>
<td>Recertification, Overland Park Campus</td>
<td>$110</td>
<td></td>
</tr>
<tr>
<td>Recertification, Offsite</td>
<td>$60</td>
<td></td>
</tr>
<tr>
<td>Play Therapy</td>
<td>$75</td>
<td></td>
</tr>
</tbody>
</table>

### Senior citizens discount (age 62 at enrollment)

<table>
<thead>
<tr>
<th>Discount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
<td></td>
</tr>
</tbody>
</table>

### Fees

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Fee</th>
<th>Per</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leavenworth campus student activity fee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time 12 or more hours per semester</td>
<td>$105</td>
<td>per semester</td>
</tr>
<tr>
<td>1-6 hours per semester</td>
<td>$35</td>
<td>per semester</td>
</tr>
<tr>
<td>7-11 hours per semester</td>
<td>$65</td>
<td>per semester</td>
</tr>
<tr>
<td>Leavenworth campus general fee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time 12 or more hours per semester</td>
<td>$255</td>
<td>per semester</td>
</tr>
<tr>
<td>1-6 hours per semester</td>
<td>$130</td>
<td>per semester</td>
</tr>
<tr>
<td>7-11 hours per semester</td>
<td>$200</td>
<td>per semester</td>
</tr>
<tr>
<td>Parking Fee - Leavenworth Campus</td>
<td>$50</td>
<td>per year</td>
</tr>
<tr>
<td>Late registration</td>
<td>$50</td>
<td>per term</td>
</tr>
<tr>
<td>Please see the Registrar for final registration dates or visit <a href="http://www.stmary.edu/schedules">www.stmary.edu/schedules</a> for published dates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book voucher – Leavenworth Campus</td>
<td>$750</td>
<td>per semester</td>
</tr>
<tr>
<td>Book voucher will automatically be applied to student account of all Full-time, Undergraduate, Leavenworth, Day Degree Seeking Students. Students may opt out.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extension of incomplete grade</td>
<td>$30</td>
<td></td>
</tr>
<tr>
<td>Change of final exam</td>
<td>$30</td>
<td></td>
</tr>
<tr>
<td>Experiential learning</td>
<td>$750</td>
<td>per portfolio</td>
</tr>
<tr>
<td>Departmental exam processing</td>
<td>$100</td>
<td>per credit hour</td>
</tr>
<tr>
<td>Athletic Fee</td>
<td>$400</td>
<td>per academic year</td>
</tr>
<tr>
<td>Service</td>
<td>Fee</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-----------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Supplemental Athletic Insurance Fee*</td>
<td>$200</td>
<td>per academic year</td>
</tr>
<tr>
<td>*For students without athletic injury coverage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Installment payment plan</td>
<td>$50</td>
<td>per term</td>
</tr>
<tr>
<td>Late payment on student account 1% up to</td>
<td>$50</td>
<td>per month</td>
</tr>
<tr>
<td>Returned payment</td>
<td>$45</td>
<td>each</td>
</tr>
<tr>
<td>Graduation fee</td>
<td>$100</td>
<td></td>
</tr>
<tr>
<td>Transcript</td>
<td>$10</td>
<td>each</td>
</tr>
<tr>
<td><strong>Nursing Fees</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>$250</td>
<td>per semester</td>
</tr>
<tr>
<td>Lab</td>
<td>$80</td>
<td>per semester</td>
</tr>
<tr>
<td>Online testing/syllabus</td>
<td>$100</td>
<td>per semester</td>
</tr>
<tr>
<td>Liability</td>
<td>$55</td>
<td>per semester</td>
</tr>
<tr>
<td>Nursing activity</td>
<td>$85</td>
<td>per semester</td>
</tr>
<tr>
<td>NU 306 – Fundamentals of Nursing Practice</td>
<td>$150</td>
<td>per course</td>
</tr>
<tr>
<td>Accelerated Nursing Program fees are built into the tuition rate, no additional fees apply</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Fees</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR 111 Drawing I</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>AR 113 Basic Design</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>AR 135 Ceramics I</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>AR 151 Drawing I</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>AR 153 Basic Design</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>AR 155 Photography I</td>
<td>$90</td>
<td></td>
</tr>
<tr>
<td>AR 157 Printmaking</td>
<td>$75</td>
<td></td>
</tr>
<tr>
<td>AR 175 Digital Photography</td>
<td>$75</td>
<td></td>
</tr>
<tr>
<td>AR 200 Special Topics</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>AR 235 Ceramics I</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>AR 240 Painting I</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>AR 251 Drawing II</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>AR 255 Photography I</td>
<td>$90</td>
<td></td>
</tr>
<tr>
<td>AR 257 Printmaking</td>
<td>$75</td>
<td></td>
</tr>
<tr>
<td>AR 275 Digital Photography</td>
<td>$75</td>
<td></td>
</tr>
<tr>
<td>AR 300 Special Topics</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>AR 305 Portfolio Seminar</td>
<td>$60</td>
<td></td>
</tr>
<tr>
<td>AR 335 Ceramics II</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>AR 340 Painting II</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>AR 351 Life Drawing</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>AR 355 Photography II</td>
<td>$90</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Fee</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>AR 366</td>
<td>Computer Graphics</td>
<td>$75</td>
</tr>
<tr>
<td>AR 372</td>
<td>Digital Page Layout</td>
<td>$60</td>
</tr>
<tr>
<td>AR 377</td>
<td>Typography</td>
<td>$60</td>
</tr>
<tr>
<td>AR 383</td>
<td>Graphic Design</td>
<td>$50</td>
</tr>
<tr>
<td>AR 440</td>
<td>Painting III</td>
<td>$50</td>
</tr>
<tr>
<td>AR 595</td>
<td>Portfolio Preparation</td>
<td>$50</td>
</tr>
<tr>
<td>AR 498</td>
<td>Advanced Studio</td>
<td>$50</td>
</tr>
<tr>
<td>BI 108</td>
<td>Forensic Biology</td>
<td>$45</td>
</tr>
<tr>
<td>BI 109</td>
<td>Biology for Today</td>
<td>$45</td>
</tr>
<tr>
<td>BI 115</td>
<td>Ecology</td>
<td>$45</td>
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<tr>
<td>BI 212</td>
<td>Diversity of Plants and Animals</td>
<td>$45</td>
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<tr>
<td>BI 220</td>
<td>Cell Biology</td>
<td>$45</td>
</tr>
<tr>
<td>BI 242</td>
<td>Basic Ornithology</td>
<td>$45</td>
</tr>
<tr>
<td>BI 256</td>
<td>Human Anatomy</td>
<td>$45</td>
</tr>
<tr>
<td>BI 258</td>
<td>Human Anatomy and Physiology I</td>
<td>$45</td>
</tr>
<tr>
<td>BI 259</td>
<td>Human Anatomy and Physiology II</td>
<td>$45</td>
</tr>
<tr>
<td>BI 265</td>
<td>Basic Microbiology</td>
<td>$45</td>
</tr>
<tr>
<td>BI 312</td>
<td>Biotechnology</td>
<td>$45</td>
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<tr>
<td>BI 358</td>
<td>Human Physiology</td>
<td>$45</td>
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<tr>
<td>BI 425</td>
<td>Genetics</td>
<td>$45</td>
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<tr>
<td>BI 445</td>
<td>Developmental Biology</td>
<td>$45</td>
</tr>
<tr>
<td>BI 599</td>
<td>Research Problems</td>
<td>$45</td>
</tr>
<tr>
<td>BICH 462</td>
<td>Biochemistry Laboratory</td>
<td>$45</td>
</tr>
<tr>
<td>CH 113</td>
<td>Allied Health Chemistry</td>
<td>$45</td>
</tr>
<tr>
<td>CH 118</td>
<td>Science of Cooking</td>
<td>$45</td>
</tr>
<tr>
<td>CH 220</td>
<td>General Chemistry I</td>
<td>$45</td>
</tr>
<tr>
<td>CH 221</td>
<td>General Chemistry II</td>
<td>$45</td>
</tr>
<tr>
<td>CH 330</td>
<td>Organic Chemistry I</td>
<td>$45</td>
</tr>
<tr>
<td>CH 331</td>
<td>Organic Chemistry II</td>
<td>$45</td>
</tr>
<tr>
<td>CH 354</td>
<td>Analytical Chemistry</td>
<td>$45</td>
</tr>
<tr>
<td>CH 455</td>
<td>Instrumental Analysis</td>
<td>$45</td>
</tr>
<tr>
<td>CH 464</td>
<td>Physical Chemistry I</td>
<td>$40</td>
</tr>
<tr>
<td>CH 466</td>
<td>Physical Chemistry II</td>
<td>$40</td>
</tr>
<tr>
<td>CH 598</td>
<td>Research Problems in Chemistry I</td>
<td>$45</td>
</tr>
<tr>
<td>CH 599</td>
<td>Research Problems in Chemistry II</td>
<td>$45</td>
</tr>
<tr>
<td>DPT 610</td>
<td>Concepts in Physical Therapy</td>
<td>$160</td>
</tr>
<tr>
<td>ED 250</td>
<td>Teaching as a Profession</td>
<td>$100</td>
</tr>
<tr>
<td>ED 301</td>
<td>Foundations in Education: Social, Cultural, Philosophical and Historical Perspectives</td>
<td>$100</td>
</tr>
<tr>
<td>ED 311</td>
<td>Seminar II: Curriculum, Instruction and Assessment in</td>
<td>$100</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Fee</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>ED 376</td>
<td>Teaching Reading in the Content Areas (Practicum)</td>
<td>$100</td>
</tr>
<tr>
<td>ED 479</td>
<td>Supervised Reading Instruction</td>
<td>$150</td>
</tr>
<tr>
<td>ED 489</td>
<td>Secondary Methods: Curriculum, Instruction and Assessment (Practicum)</td>
<td>$150</td>
</tr>
<tr>
<td>ED 595</td>
<td>Student Teaching-Elementary(1)</td>
<td>$200</td>
</tr>
<tr>
<td>ED 596</td>
<td>Student Teaching-Secondary(1)</td>
<td>$200</td>
</tr>
<tr>
<td>ED 723</td>
<td>Research in Education</td>
<td>$100</td>
</tr>
<tr>
<td>ED 745</td>
<td>Practicum 1</td>
<td>$50</td>
</tr>
<tr>
<td>ED 755</td>
<td>Reading Practicum</td>
<td>$100</td>
</tr>
<tr>
<td>ED 765</td>
<td>Advanced Practicum</td>
<td>$150</td>
</tr>
<tr>
<td>ED 767</td>
<td>Student Teaching</td>
<td>$200</td>
</tr>
<tr>
<td>FAAR 360</td>
<td>East/West: Influences in Modern Art</td>
<td>$30</td>
</tr>
<tr>
<td>HIM 230</td>
<td>Principles of Diseases II</td>
<td>$50</td>
</tr>
<tr>
<td>HIM 300</td>
<td>Principles of HIM</td>
<td>$50</td>
</tr>
<tr>
<td>HIM 270</td>
<td>Classification Systems I</td>
<td>$50</td>
</tr>
<tr>
<td>HIM 280</td>
<td>Classification Systems II</td>
<td>$50</td>
</tr>
<tr>
<td>MAT 723</td>
<td>Action Research in Effective Classroom Environments</td>
<td>$100</td>
</tr>
<tr>
<td>MU Private</td>
<td>Private Music</td>
<td>$130</td>
</tr>
<tr>
<td>NS 105</td>
<td>Physical Science</td>
<td>$45</td>
</tr>
<tr>
<td>NS 107</td>
<td>How Things Work: Intro to Physical Science</td>
<td>$45</td>
</tr>
<tr>
<td>NS 108</td>
<td>Laboratory Topics</td>
<td>$45</td>
</tr>
<tr>
<td>NS 110</td>
<td>Earth and Space Science</td>
<td>$45</td>
</tr>
<tr>
<td>NU 306</td>
<td>Nursing Therapeutic Interventions</td>
<td>$150</td>
</tr>
<tr>
<td>PHY 215</td>
<td>Physics I</td>
<td>$45</td>
</tr>
<tr>
<td>PHY 216</td>
<td>Physics II</td>
<td>$45</td>
</tr>
<tr>
<td>PY 744</td>
<td>Career Counseling and Development</td>
<td>$45</td>
</tr>
<tr>
<td>SCA 132</td>
<td>Bowling</td>
<td>$50</td>
</tr>
<tr>
<td>SCA 181</td>
<td>First Aid/CPR</td>
<td>$30</td>
</tr>
<tr>
<td>SM 251</td>
<td>Sports Facilities</td>
<td>$15</td>
</tr>
<tr>
<td>SPED 700</td>
<td>Introduction and Characteristics of Students with Adaptive Learning Needs</td>
<td>$100</td>
</tr>
<tr>
<td>SPED 704</td>
<td>Adaptive Instructional Strategies and Methods Field Practicum</td>
<td>$100</td>
</tr>
</tbody>
</table>

1 Students who practice teaching outside of the local area will be assessed additional charges.

Private and group music lessons not taught by USM faculty are arranged with approved musicians who set their own fees.
Housing and Meal Plans:

<table>
<thead>
<tr>
<th>Residence Halls</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Damage Deposit</td>
<td>$200 per resident</td>
<td></td>
</tr>
<tr>
<td>Berkel Hall double (2 to a 2-person room)</td>
<td>$2,210 per semester</td>
<td></td>
</tr>
<tr>
<td>Berkel Hall single (1 in a 2-person room)</td>
<td>$3,090 per semester</td>
<td></td>
</tr>
<tr>
<td>Berkel Hall (4 person suite)</td>
<td>$2,375 per semester</td>
<td></td>
</tr>
<tr>
<td>Maria Hall double occupancy</td>
<td>$1,770 per semester</td>
<td></td>
</tr>
<tr>
<td>Maria Hall single occupancy</td>
<td>$2,710 per semester</td>
<td></td>
</tr>
<tr>
<td>Accident Insurance, non athlete</td>
<td>$130 per academic year</td>
<td></td>
</tr>
<tr>
<td>Laundry Fee</td>
<td>$25 per semester</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meal Plan</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20 Meal plan (required for Freshman)</td>
<td>$2,105 per semester</td>
<td></td>
</tr>
<tr>
<td>14 Meal plan</td>
<td>$1,870 per semester</td>
<td></td>
</tr>
<tr>
<td>Non Residents may also purchase meals individually or purchase meal plans each semester.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TEXTBOOKS & 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. Unless otherwise noted, texts are to be ordered online at [http://bookstore.mbsdirect.net/univofsaintmary.htm](http://bookstore.mbsdirect.net/univofsaintmary.htm) or by phone at 1-800-325-3252.

Leavenworth Degree Seeking students will automatically be 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.

PAYMENT POLICY

Student balances must be paid in full or student must be enrolled in a payment plan no later than the start of the term. Students who have not made financial arrangements may be dismissed. See the Administrative Drop or Withdrawal Policy in this catalog for more information.

It is the student’s responsibility to check their balance on eSpire/My Account Info and make payment arrangements in one or more of the following ways:

1. Pay tuition and fees in full by cash, check, MasterCard, Visa, American Express, or Discover.

2. Enroll in a University Payment Plan via eSpire/My Account Info. Payments will be automatically withdrawn from your bank account or charged to your credit card. Payments are due as follows:

<table>
<thead>
<tr>
<th>8-week Term Payment Plan</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$50 Enrollment Fee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Payment due at time of enrollment in the plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Payment due on the 15th of the month after the term starts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-week Term Payment Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$50 Enrollment Fee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The number of installments depends on the month of enrollment. Plans may be available with as few as 4 installments to as many as 7 installments, depending on the semester. The 1st installment is due at enrollment in the plan. Remaining installments are due on the 15th of the following months.

3. Complete all requirements and be approved for Financial Aid. Balances greater than approved financial aid must be paid in full, with any financial aid applied to your account, no later than the start of the term: Financial Aid for classes taken in the second 8 week 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, Perkins, or Plus loans
   - Alternative loans.

4. Present letter of authorization from a third party payer who will pay directly to the university. 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 the university. All tuition and fees in excess of the documented amount payable by the third party must be paid in full no later than the start of the term. Third party documentation must include:

   - Student’s name
   - 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 arrangements must be made no later than the start date of the 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 remaining after applying the work study award no later than 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.

Failure to satisfy the 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.
- Dismissal may occur from the course(s) and/or 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 Perkins, 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 Information Handbook contains information about USM’s financial aid programs and policies. It also includes consumer information required by the U.S. Department of Education. It is available online at [www.stmary.edu/Admissions/Financial-Aid](http://www.stmary.edu/Admissions/Financial-Aid).

**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.

<table>
<thead>
<tr>
<th>Course Completion</th>
<th>Refund Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 10%</td>
<td>100%</td>
</tr>
<tr>
<td>10.01 - 25%</td>
<td>50%</td>
</tr>
<tr>
<td>25.01 - 100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

1. Rooms are rented for the semester. Student circumstances will be considered to determine if a refund is warranted upon breaking the rental contract.
2. Refund of board will be computed from the beginning of the second week after withdrawal.
3. Advance tuition deposits are not refunded.
4. General and Student Government fees are not refunded.
5. Tuition is refunded in full for workshops that have been dropped prior to the start of the workshop at the initiation of the student (in person, by phone or by email). There are no refunds for withdrawals initiated past the workshop dates or for not attending.
6. See Military Withdrawal Policy.

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

**MARYLAND**

According to 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 requires an institution’s refund policy for Maryland students shall 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% complete. USM 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:

<table>
<thead>
<tr>
<th>Course Completion</th>
<th>Refund Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10%</td>
<td>100%</td>
</tr>
<tr>
<td>10% up to but not including 20%</td>
<td>80%</td>
</tr>
<tr>
<td>20% up to but not including 30%</td>
<td>60%</td>
</tr>
<tr>
<td>30% up to but not including 40%</td>
<td>40%</td>
</tr>
<tr>
<td>40% up to but not including 60%</td>
<td>20%</td>
</tr>
<tr>
<td>More than 60%</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

WISCONSIN

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

<table>
<thead>
<tr>
<th>Course Completion</th>
<th>Refund Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 10%</td>
<td>100%</td>
</tr>
<tr>
<td>11 - 20%</td>
<td>80%</td>
</tr>
<tr>
<td>21 - 30%</td>
<td>70%</td>
</tr>
<tr>
<td>31 - 40%</td>
<td>60%</td>
</tr>
<tr>
<td>41 - 50%</td>
<td>50%</td>
</tr>
<tr>
<td>51 - 60%</td>
<td>40%</td>
</tr>
<tr>
<td>61% +</td>
<td>No Refund</td>
</tr>
</tbody>
</table>
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.

Orientation. New students are formally introduced to the campus during Fall Orientation and Spring Orientation, as well as during spring or summer SOAR 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 organization may consult with the Student Life Office for more information. Current campus organizations and activities include:

- Assoc of Student Physical Therapy
- A.S.C.D. (Education)
- Campus Activities Board
- Community Band
- Concert Chorale
- Creative Forces
- Delta Epsilon Sigma (Honor Society)
- English Club
- HealthCare Careers Club
- Health Information Management
- Hunger Awareness Team
- Intramural Sports and Recreation
- Residence Hall Association
- Resident Assistants
- Rotaract
- ROTC
- S.A.M. (Science and Mathematics)
- Spanish Club
- Student Government Association
- Student Nurses Association
- Theology Club

The Student Government Association (SGA) is the chief voice and organizational body for students. Under its leadership, students communicate with the university about their needs. Because the university and SGA are committed to the mission of service, SGA, through Tower Power, raises funds and awareness about an area not-for-profit agency. In recent years, SGA has raised funds for the Alliance Against Family Violence, St. Vincent Clinic, and CASA (Court Appointed Special Advocates in Leavenworth County).

ATHLETICS
The University of Saint Mary is a member of the National Association of Intercollegiate Athletics, and competes as a member of the Kansas Collegiate Athletic Conference. Currently the Intercollegiate Athletic Program sponsors football, volleyball, men's and women's soccer, men's and women's basketball, baseball, softball, cross-country, men's and women's lacrosse, track and field, dance team and cheerleading.
CAMPUS MINISTRY
Students at 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 Student Senate and Student Government Association. 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 Life staff. Student Life is a valuable resource for information.

COUNSELING SERVICES
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. In addition to the counselor on staff, referrals are occasionally made to the community mental health center or psychologists in private practice.

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.

The counselor also offers support groups and special programs for students who share common problems; learning skills counseling; chemical abuse prevention counseling (for anyone concerned about personal or another's alcohol or drug use or abuse); and much more.
HEALTH REQUIREMENTS
All full-time residential students, athletes, nursing students and international students are required to maintain current health and accident 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 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 Office of Student Life.

As per State of Kansas House Bill No. 2396 and its substitute by the Committee on Health and Human Services (3-10), all students new to the university who reside in student housing must be vaccinated for meningitis. Additionally, the immunization portion of the USM medical record requires the following: two (2) measles, mumps, and rubella (MMR) vaccines (persons born before 1957 are considered immune), tetanus/diphtheria vaccine (within 10 years), and 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 influenza. 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 libraries, no dormitory, 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.

LOCAL POINTS OF INTEREST
Leavenworth is the oldest town in Kansas. It features small town flair and comfort with easy access to Kansas City and the international airport. The area is home to museums, arts centers, a community center, Fort Leavenworth, coffee shops, a downtown antique district, restaurants, movie theaters, recreational parks, and a taste of American history. Students may attend local churches and become involved in area community service agencies. Many students find off-campus employment easy to obtain.
RECREATION
There are many opportunities at the University of Saint Mary for recreational and fitness pursuits. 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 Saint Mary when they are not being utilized for academic or athletic purposes. Among Saint Mary's facilities are a swimming pool, 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 Athletic Director. USM students are also provided with a membership to the Genesis Health Club.

The McGilley Field House and Ryan Sports Center are available for general activities for students, faculty, staff and Sisters of Charity when academic and athletic activities are not scheduled or otherwise restricted. Students are allowed access to Ryan Sports Center once their student identification card has been coded in the Student Life Office. Hours and regulations for McGilley Field House and Ryan Sports Center are posted in each facility.

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; 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 picnics, dances, movies, and special interest programming on topics such as writing resumes, nutrition, and diet information. Residents are encouraged to participate actively 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 Student Government Association. On occasion they also plan special trips to professional sporting events, area cultural events, and other points of interest.

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 event. Immediate family members of full-time students may request tickets at the group rate for theatre productions.

The office supports leadership development workshops and programs with campus offices, academic departments, and the student life staff. Special programs allow students to gain knowledge about student organization leadership, managing finances and budgets, collaborating with fellow students from diverse backgrounds, and many other topics.

TITLE IX & ACADEMICS
In the 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, you can access the full Title IX policy [www.stmary.edu/Student-Handbook/Title-IX-Policy.aspx], the full Title IX Grievance Procedure [www.stmary.edu/Student-Handbook/Title-IX-Grievance-Complaint-Procedures.aspx], and email TitleIX@stmary.edu.
STUDENT RECORDS, PRIVACY, AND DISCLOSURE

The permanent student record is maintained by the University of Saint Mary Registrar. Official transcripts received by the University of Saint Mary are kept in the student permanent record and never destroyed. Other forms (add/drop, waivers, etc.) are scanned into the permanent record upon receipt. All forms pertaining to the student record can be reproduced when needed from scanned images of the original documents and combined with stored or scanned official transcripts.

The University of Saint Mary (USM) 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.

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, 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 may ask the University of Saint Mary to amend a record that they believe is inaccurate or misleading. They should write the University of Saint Mary official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University of Saint Mary decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s 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 or 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 or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or 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 Avenue, SW
   Washington, DC 20202-8520

   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 Office of the Registrar 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.
ACADEMIC SERVICES AND SPECIAL PROGRAMS

ACADEMIC ADVISING
Upon admission to the university, the University of Saint Mary student is assigned a faculty
advisor. 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.

The USM student is responsible for making and keeping advising appointments and for
following through as necessary on his/her program of study. Academic advisors post office
hours and are available to students for advising during those times, or by appointment.

Faculty members in major programs become academic advisors for juniors and seniors,
and, if a student designates a major earlier and if faculty advising loads permit, for
sophomores and freshmen.

SERVICE-LEARNING
Service-Learning engages students in an active learning process combining service to the
community with academic coursework. 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.

OFFICE OF STUDENT SUCCESS
The Office of Student Success is 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. By scheduling an appointment with a Student Success Coordinator, USM
students can receive free, individualized help for choosing a major, goal setting, getting
involved, making financial decisions, and managing their time. In addition, Success
Coordinators 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 USM.

The Office of Student Success is also committed to assisting students at all stages of the
career planning process. Students can receive assistance with major selection, career
exploration, internship support, resume writing, interview preparation, job search
strategies, and networking skill development. Student Success also promotes off campus
job opportunities via College Central Network, maintains a resource library, and supports
students in preparation for taking graduate school entrance exams and navigating the
application/selection process. Student Success frequently partners with First Year
Experience (FYE) and capstone courses to directly assist students at the beginning and
completion of their undergraduate experience. Additionally, Student Success sponsors
career fairs and coordinates mock interview opportunities for students.
Employment Services – While the University of Saint Mary assists students with internships and off campus job opportunities, it does not guarantee employment. Any student referrals to prospective employers are not based on direct contact with the employer regarding current job openings.

ACADEMIC RESOURCE CENTER, Miege Hall 101
The main goal of the Academic Resource Center is to aid students of all abilities with becoming more effective learners. The Academic Resource Center does this by helping students to improve their performance in the critical academic areas of reading, writing, and learning skills. In addition, the Academic Resource Center provides tutors to students for a wide-range of academic fields.

The Center also hosts seminars on "student survival skills" which include time management, stress management, note-taking skills, test-preparation skills, math seminars, reading seminars, and study-skills seminars. These small seminars are designed to introduce students to the wide range of abilities they will need to develop in order to succeed in college life. In addition to these seminars, students are invited to meet with Academic Resource Center staff to further discuss any of these subjects in detail. The Center also provides students with computer and internet access, proctors exams, and offers a comfortable, distraction-free environment for studying.

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 department 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 academic vice president 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.

SERVICEMEMBERS OPPORTUNITY COLLEGE
The University of Saint Mary has been designated as an institutional member of Servicemembers Opportunity College (SOC), a group of over 1500 colleges and universities providing voluntary post-secondary education to members of the military. As SOC member, the university recognizes the unique nature of the military commitment and seeks to ease the transfer of relevant course credits, provides flexible scheduling, and credits learning from appropriate military training and experience.
EVENING/WEEKEND DEGREE PROGRAM
The evening/weekend undergraduate program offers students the opportunity to complete a bachelor's degree within the evening/weekend structure. It is designed especially to help adult learners fit a satisfactory class schedule into a calendar heavy with family and career commitments. Students planning to complete their degrees within the evening/weekend structure ordinarily have already completed their first two years of college. The University of Saint Mary offers baccalaureate degree programs in the evening/weekend format through the Overland Park Campus based in Johnson County in greater Kansas City. The following undergraduate majors are offered through the OP Campus:
   - Applied Psychology, Business Administration, Child Development Education,
   - Elementary Education, Interdisciplinary Studies, and Liberal Studies.

Major and general education courses are offered at different sites on a rotating schedule. Students in the evening/weekend program who need specific courses in a particular semester may choose to take those courses at any of the evening/weekend sites or at the Leavenworth campus in the day program.
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.

Starting with the 2012-13 school year, incoming freshmen with an ACT score of 25 or better, a cumulative GPA of 3.7 or better, and two letters of recommendation from educators* are invited to participate in a more intensive and rewarding version of our Honors Program. These freshmen take a 1-credit honors seminar each year and a 3-credit honors seminar in their junior or senior year, as well as fulfill the requirements for Honors-in-Course/Honors-in-Field, in order to achieve Departmental Honors and All-University Honors. They must also maintain a 3.7 cumulative GPA, with a 3.5 GPA in their major, while attending functions and events both on and off campus. For more information, please contact the Honors Director.

*In some cases a waiver of parts of the entrance requirements may be made at the discretion of the Honors Program Director.

HONORS COURSES

Students interested in pursuing honors work should confer with their advisors, program directors, or the members of the Honors Council. Qualified students are invited to consider Honors Seminar and Honors-in-Course or Honors-in-Field.

GE 350 HONORS SEMINAR (1 Credit)
Honors Seminar engages students and faculty in conversation focusing on a given theme. Students research related topics for presentation to the class.

HONORS-IN-COURSE OR HONORS-IN-FIELD
Honors-in-Course or Honors-in-Field offers eligible students, by invitation of an instructor or mentor, opportunity for investigation of a subject in depth. Presentation before an audience concludes the project.

Participation in honors course work is required for Departmental Honors and All-University Honors at graduation.

DEAN'S LIST
The Dean's List includes those full-time degree seeking students who have attained a grade point average of 3.50 or above in any one semester.

HONORS AT GRADUATION

DEPARTMENTAL HONORS
Requires completion of two honors-in-course or honors-in-field in the 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 Honors Seminar; a 3.70 cumulative GPA; and recommendation of the Honors Council. Should it not be possible for the student to take the 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 will be deemed a suitable substitute for participation in the Honors Seminar.

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 Honors Seminar. As above, should it not be possible for the student to take the Honors Seminar, then an appeal for exemption from the Honors Seminar may be made through the Academic Dean. For students in category (a), participation in an honors-in-course or honors-in-field outside of one of the majors will 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 fifth honors-in-field or honors-in-course is required or whether an exemption for that fifth honors be granted.

GRADUATION WITH DISTINCTION
*Cum laude.* Graduation with a 3.50 cumulative GPA.
*Magna cum laude.* Graduation with a 3.70 cumulative GPA.
*Summa cum laude.* 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.

NATIONAL HONOR SOCIETIES

WHO’S WHO AMONG STUDENTS
A scholastic and service society requiring a 3.20 cumulative GPA and recognition by faculty and peers as outstanding in leadership, service, and campus or community involvement. Juniors or seniors with 24 earned hours from the University of Saint Mary are eligible for selection. The quota for selection is determined yearly by the national Who’s Who organization.

DELTA EPSILON SIGMA
A national scholastic honor society for graduates of Catholic colleges and universities who have been elected by the local chapter as outstanding in scholarship and service. Juniors and seniors who rank in the top 20% of their class, have the requisite GPA (3.70 cumulative for juniors and 3.50 cumulative for graduating seniors), and have completed at least 24 hours at the University of Saint Mary are eligible for selection.
**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 grade point average are eligible for selection in junior or senior year.
ARMY ROTC PROGRAM

US Army Reserve Officers Training Corps (ROTC) courses may be taken by qualified students of the University of Saint Mary (USM) 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. Validation of the Basic Course is made by the successful completion of either Army Basic Training or the ROTC summer Leader’s Training Course. It is highly recommended that students early and begin to build bonds within the Army team. Upon successful completion of the Basic Course, students must complete the four (4) semester Advanced Course consisting of ARMY 301; ARMY 302; ARMY 401, and ARMY 402. Each course is three (3) credit hours. Additionally, students must successfully complete the Leader Development and Assessment Course, a five (5) 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.

ROTC SCHOLARSHIP AND FINANCIAL AID

Cadets that have committed by contractual agreement to military service, will receive a monthly stipend for the 10 academic months in the amounts of $300 per month for Freshmen, $350 per month for Sophomores, $450 per month for Juniors, and $500 per month for seniors.

Additionally, ROTC sponsors merit based scholarships for those cadets demonstrating high moral conduct, exceptional potential as a leader, stellar academic performance, and proven physical fitness. As an organization, ROTC encourages, develops, and rewards leaders with sound mind, body, character, self-discipline, and demonstrated performance. Minimum standards for scholarship consideration are a cumulative GPA of 2.5 and an ACT score of 19. ROTC scholarships can be awarded as a four (4) year (High School only), a three (3) year, or a two (2) year scholarship. Students are encouraged to join the ROTC program to be assisted in achieving a scholarship and/or a rewarding military career. Scholarships cover full tuition, authorized fees, and an allowance for books up to $1,200 per year. Scholarship cadets also receive a living expense stipend and up to four (4) years of benefits at USM estimated to be worth over $95,000. For more detailed information, prospective ROTC students/cadets are encouraged to contact MAJ William Chuber at (785)-864-1113. START STRONG!
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.

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. Continued emphasis is placed on recruitment and retention of cadets.
Cadre role models and the building of stronger relationships among the cadets
through common experience and practical interaction are critical aspects of the
ARMY 102 experience.

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).

ARMY 202: FOUNDATIONS OF TACTICAL LEADERSHIP

ARMY 202 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.
ARMY 202 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.
The ROTC Advanced Course is comprised of four (4) courses (ARMY 301; ARMY 302; ARMY 401, and ARMY 402) plus the Leader Development and Assessment Course (LDAC). 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 the Leader's Training Course (LTC) in order to prepare for the Advanced Course. Contact MAJ William Chuber at (785)-864-1113 for guidance for LTC.

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 the performance of cadet responsibilities early in the ARMY 301 term and at LDAC, and topics designed to facilitate entry into active 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 LDAC.

**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 LDAC. 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.

**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.
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.

ARMY 402 COURSE: 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.

LDAC: LEADER DEVELOPMENT AND ASSESSMENT COURSE (SUMMER TRAINING)
LDAC/Warrior Forge is the crucible of the Army ROTC Program. As such, Cadet Command must provide the best professional training and evaluation possible for all cadets. The primary focus at LDAC is to evaluate each cadet’s officer potential in a collective environment. The secondary purpose of LDAC is to validate specific skills taught on campus and to impart selective individual and collective common skills. LDAC represents the only opportunity for this command to assemble cadets from disparate schools into an environment with common operational conditions.
ACADEMIC POLICIES

CALENDAR AND CREDITS
The academic year is divided into two semesters of approximately 16 weeks each and a summer session. Semester-length as well as accelerated shorter courses are offered during these terms. Credit earned is in semester hours.

CLASSIFICATION OF STUDENTS
The University of Saint Mary determines the classification of students per the following table:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 29 credits</td>
<td>Freshmen</td>
</tr>
<tr>
<td>30 - 59 credits</td>
<td>Sophomores</td>
</tr>
<tr>
<td>60 - 89 credits</td>
<td>Juniors</td>
</tr>
<tr>
<td>90 or more</td>
<td>Seniors</td>
</tr>
</tbody>
</table>

Transfer students seeking advanced standing must present all official transcripts of prior education and training from appropriately accredited post-secondary educational institutions. The transfer of credit will be determined by the policies and procedures contained in the undergraduate and graduate sections of this catalog.

COURSE LOAD
The normal student course load per semester is 15-16 semester hours. The minimum for full-time students in fall and spring term is 12 hours; the maximum is 18 hours. To carry more than the maximum load, students must obtain approval from the Academic Vice President. 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, GE 350 Honors Seminar, and NSMA 290 Science and Math Undergraduate Research Forum.

ADVISING
The University of Saint Mary is proud of its advising system which connects freshman with First Year Experience faculty as well as departmental advisors who work closely with students through their senior year. However, the final responsibility for knowing and following the University’s academic policies including graduation requirements rests with the student.

REGISTRATION
A registration period is scheduled before the opening of classes each term. 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 Office of the Registrar. Students who wish to drop from a course must also complete the necessary Change of Enrollment form which becomes official when the form is completed and submitted to the Office of the Registrar by the student. Students wishing to drop the last (or only) course in an academic term must complete the Voluntary Withdraw process. The deadline for dropping and adding courses is published in the official Schedule of Classes.

ADDING COURSES
16-week courses
Students may add courses during the first week of class with advisor's approval.

Accelerated courses (8-week, summer, weekend) Students may not add a course after the course has begun.

VOLUNTARY COURSE DROP POLICY
Students may drop an 8-week course during the first week with no record of their having been enrolled in the course but may not do so after the first week. Students may drop from a 16-week course during the first two weeks with no record of their having been enrolled in the course but may not do so after the second week. In no case may a student drop from a course during the last week of class. Failure to attend class does not constitute an official drop or withdrawal.

For students who drop a course after the deadlines indicated above, a notation will be made by the Registrar of their official transcript as follows:

- Students who drop by the end of week four (4) for eight (8) week terms and week eight (8) for sixteen (16) week terms will receive a "W."
- Students who drop thereafter and before the last week of classes will receive a "WP" if earning a passing grade or a "WF" if not earning a passing grade. Credit hours receiving a "WF" are calculated into the student's GPA.
- The course drop becomes official only after the student files a completed Drop Form with the Registrar.

It is the student's responsibility to initiate the process. Students obtain a Drop Form from the Office of the Registrar, complete the form, obtain the advisor's signature, and return the form to the Office of the Registrar.* The official change of enrollment date is the date the student initiates the official drop process. Drop forms must have the last date of attendance indicated and initialed by the instructor. Failure to attend class does not constitute an official course drop. Students who cease attendance but do not officially drop from a course by the final drop date, published each semester and available in the Office of the Registrar, will receive a grade of "F." It is the student's responsibility to make sure the Drop Form is filed in the Registrar's Office by the due date.

*Athletes are required to get two signatures from designated representatives of the athletic department.
REPEATED COURSES
A student who repeats a course will receive the grade and grade points he/she earned in the most recent course as part of his/her cumulative grade point average.

CREDIT FOR MILITARY EXPERIENCE
Credit for experience in the armed forces of the United States may be allowed active duty, reserve, or veterans in accordance with the recommendation of the American Council on Education (ACE). Active duty, reserve, or veterans wishing such credit should submit official documents.

COLLEGE LEVEL EXAMINATION PROGRAM
The College Level Examination Program (CLEP) provides students an opportunity to demonstrate college-level proficiency on the basis of standardized examinations designed to reflect course curricula. The University of Saint Mary follows the recommendations of the Commission on Educational Credit and Credentials of the American Council on Education regarding scores for awarding credit. Contact the Registrar’s Office for information on acceptability of CLEP. CLEP scores listed on official military transcripts such as the Joint Service Transcript (JST), Coast Guard Institute (CGI) transcript, or Community College of the Air Force (CCAF) transcript will be considered official.

"TESTING OUT" BY EXAMINATION
Some departments allow “testing out” of certain university courses. Based upon proficiency demonstrated by examinations, the department may exempt a student from a course and permit the student to enroll in a more advanced course. A student wishing to test out of a course should consult the chair of the department in which the course is offered. There is a fee for Testing Out of a course.

INTERNATIONAL BACCALAUREATE (IB)
The University of Saint Mary accepts International Baccalaureate (IB) exam scores to demonstrate proficiency in equivalent USM courses. Please contact the Office of the Registrar for more information.

CATALOG REQUIREMENTS: PROGRESS TOWARD DEGREE
Students must satisfy all academic requirements of the catalog under which they initially enroll. Students have six years from their initial enrollment to complete these requirements. Students taking longer than six years 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-enroll. The six-year rule will apply from the point of re-entry.

The Academic Vice President, in consultation with the student's academic advisor and the Registrar, will consider appeals.
DECLARATION OF MAJOR
Students make formal application for acceptance into a major program ordinarily during their sophomore year. Transfer juniors and seniors, with the exception of Elementary Education majors, make formal application for a major within their first 15-18 hours at the University of Saint Mary. Elementary Education students and students seeking secondary certification make formal application to the Teacher Education program after they have completed a semester at Saint Mary. Forms for Declaration of Major and Change of Major are available in the Registrar's Office.

A student's declaration of major is filed in the Registrar's Office and must be approved by the prospective major department or program faculty. 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 the 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 of that major.

Students who complete two majors in different degree areas (e.g., B.S., B.A.) must indicate from which area the degree will be conferred.

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.

APPLICATION FOR DEGREE
Students must file an application for degree at least one semester prior to their intended graduation date. November 29, 2013 is the deadline if planning to graduate Fall 2013, Spring 2014 or summer 2014. Graduation applications are available at www.stmary.edu/graduation. After the application is filed, the Registrar will verify degree requirements still needed for graduation and notify the students' advisors of any potential problems. Failure to meet the 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 term in which the student completes all degree and major requirements and the Registrar's Office receives official verification of same. To allow for special circumstances, students have up to one month after that date to complete any missing work. The University of Saint Mary awards degrees at the end of fall, spring, and summer terms. Commencement ceremonies, held at the end of spring term, honor students who have or will have completed all degree and major requirements during that academic year (August through July).
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.

Each instructor sets the attendance policy for each course taught and communicates it clearly to the student at the beginning of the semester. Such attendance policy recognizes the validity of required university-sponsored activities. The responsibility for work missed because of absence, regardless of the reason, rests upon the student. Excessive absences may result in grade adjustments, recommended withdrawal from the course, or failure. For Graduate Students, two (2) absences are considered excessive.

Instructors should report to the program director student absences in excess of one week or equivalent, unless the student has made arrangements with the instructor to complete all work missed. This allows for early intervention should the student need assistance.

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

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. Christian tradition and professional excellence demand that truth be valued in all of our interactions. Justice requires that we possess the skills and learning that we profess to have. Academic honesty prohibits any form of cheating whether in or out of classroom; the presenting of purchased or stolen papers, computer programs, reports, etc., as one's original work; failure to acknowledge the source of quotations, unique ideas, figures, tables, charts, and diagrams when these are used in papers, reports, or formal presentation; and falsification of information.

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. 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 dishonesty. Individual faculty may define further academic honesty expectations in course syllabi appropriate to their academic discipline.
GRADING SYSTEM

MEANING OF GRADES

A Superior
“A” 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
“B” 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
“C” indicates work of 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 Minimum Passing
"D" indicates that the student has deficiencies in showing mastery of the course content, but the overall quality is at least passing.

F Failure

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 grade point average (GPA). A student's cumulative grade point average (GPA) is computed by dividing the total grade points earned by the total semester hours attempted. Each semester 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 grade point average.
- Grades of P, W, and WP are not computed in the grade point average.
- 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 Contract for Incomplete Grade form must be completed by the instructor and student and sent to the Registrar’s Office.

Failure to complete the course work within one month after the close of a semester will result in a grade of "F." At the request of the instructor and for serious reasons, the time may be extended. A Request for Extension form must be completed by the instructor and student, approved by the Academic Vice President, and returned to the Registrar before the original deadline lapses. A fee is charged for extension of Incomplete.

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 grade point average calculation. An "F" is included in the grade point average calculation.

AUDIT
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.

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. If the change of examination time is declined, the student may make appeal to the Provost.

GRADE REPORTS
Grades are accessible on e-Spire to all students. Final grade reports are mailed to a student’s home address only upon request. Mid-semester grades are submitted for all freshmen; for upperclassmen who are receiving "D" or "F" grades; and for students who are on academic probation. Students may ask to review their transcripts in the Registrar’s Office.

GRADE APPEAL PROCESS
The final grade in an undergraduate course is ordinarily the sole judgment of the instructor. In the event that a student disagrees with the final grade assigned in a course, the student should follow the student-initiated academic grievance procedure for grade appeal, a copy of which is available in the Office of the Registrar. The student must initiate the grade appeal process within the first two weeks of the following full semester (ordinarily mid-January for grades received in fall terms, early September for grades received in spring and summer terms). The grade appeal process must be completed within three months of initiation unless, for serious reasons, the Academic Vice President grants an extension. Such extension must be in writing, and a copy filed with the Registrar.
PROBATION
All degree-seeking students who fail to achieve the required semester grade point average of 2.00 in any semester, or who do not maintain a cumulative grade point average of 2.00, will be on academic probation for the following semester. Students placed on probation are strongly encouraged to develop an individualized education plan with the help of their academic advisor and/or the director of the Academic Resource Center. Degree-seeking students who fail to improve their cumulative grade point average to the required level within two consecutive semesters, or who fail to achieve a semester grade point average of 2.00 for two consecutive semesters, will be considered by the Academic Vice President for dismissal for scholastic deficiencies.

VOLUNTARY WITHDRAWAL FROM THE UNIVERSITY
A student may voluntarily withdraw from the university by completing a request form and filing that with the appropriate university official. Leavenworth campus students must file with the Office of Student Success. Overland Park campus students must file with the Campus Director. Online students must file with the Online Coordinator. The date of university withdrawal is the date the student filed the request. Students receive a "W," "WP," or "WF" as determined by the dates that the Registrar’s Office publishes in the semester class schedule regarding academic drop or withdrawal.

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 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 orders 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 withdraw (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 vice president for academic affairs.

If the student chooses to withdraw from only a portion of his/her classes and receives Incompletes in the remaining classes; s/he 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 class does not constitute official withdrawal.
ADMINISTRATIVE DROP OR WITHDRAWAL POLICY

Normally, students are expected to take responsibility for dropping a class or withdrawing from the university as noted above. However, when students are not meeting attendance, participation, or payment obligations for an academic term, the Academic Vice President reserves the right to administratively drop a student from a course or to administratively withdraw a student from the university. Instructors notify the appropriate vice president of excessive absences. Students given notice of USM's intent to drop or withdraw them are allowed 48 hours to respond. Students receive a "W", "WP", or "WF", as determined by the dates that the Registrar's Office publishes in the semester class schedule regarding academic drop or withdrawal.

LEAVE OF ABSENCE POLICY

A Leave of Absence (LOA) may be requested by students, or administratively initiated by the university, when students are subject to military obligations, long-term personal or family health concerns, or other extenuating circumstances that prevent continuous enrollment for an extended period of time. For up to one year, 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 and academic requirements without formal readmission. 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. 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 requested an LOA due to military obligations will be subject to the Withdrawal of Reserve or National Guard Students for Active Duty Policy found in the Student Handbook. 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 Academic Vice President for consideration. Forms are available in the Office of Student Success. Approved LOAs will be received and documented by the Office of the Registrar.

DISMISSAL

If, in the judgment of the administration, a student's academic standing 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.

TRANSCRIPTS

Students who have satisfied all obligations to the university are entitled to a transcript. Due to the confidential nature of student records, transcripts are released only with written permission of the student. Telephone 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.
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.

USM Learning Goals for the 21st Century Applied Liberal Arts Areas of Investigation
University of Saint Mary students will engage the following areas of investigation:

- 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 behavioral sciences, information systems and technology;
- the values, histories, and interactions of social and political systems across global cultures, with emphasis on American democracy;
- spirituality, faith, and the wholeness of the human person, understanding interconnections of mind, heart, and hand;
- ethical and moral dimensions of decisions and actions.

University of Saint Mary Learning Outcomes Integrated through the Areas of Investigation
University of Saint Mary graduates will:

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

+Adapted to USM from "Learning Goals for the 21st Century, AACU, Greater Expectations Initiative
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, and natural sciences. Students also fulfill Cultural Literacy and Lifetime Physical Wellness requirements.

COMMON LEARNING EXPERIENCES

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

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<th>Course</th>
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| 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 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.  
*Fall Semester*                                                                                                                    |
| GE 115   | FIRST YEAR EXPERIENCE II (S-L)  
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 Justice and Excellence), and on how to make the most of an undergraduate education to prepare for a career and 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  
*Spring Semester*                                                                                                                   |
| 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.  
*Fall Semester*                                                                                                                   |
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 building communication skills, especially public speaking and problem solving.

Spring Semester

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 coursework, and with writing practice and enhancement opportunities available through Idea Seminars. For further information, contact the Registrar’s Office and academic advisors.
ACADEMIC PROGRAMS

DEGREES AND MAJORS
The University of Saint Mary offers the Associate of Arts, Bachelor of Arts, and Bachelor of Science degrees with the following majors:

BACHELOR OF ARTS
Art
Criminology
Digital Communications
English
Global Studies

History
Liberal Studies
Mathematics
Music
Pastoral Ministry

Political Science
Psychology
Theatre
Theology

BACHELOR OF SCIENCE
Accounting
Applied Psychology
Biology
Biomedical Sciences
Business Administration
Chemistry
Child Development Education

Computer Information Systems
Elementary Education
Health Information Management
Medical Laboratory Science
Interdisciplinary Studies
Sport Management

BACHELOR OF SCIENCE IN NURSING
Nursing

ASSOCIATE OF ARTS
Liberal Studies

MASTER'S DEGREES
The University of Saint Mary offers the following Master’s degrees:
Master of Arts with a concentration in Education; Master of Arts with a concentration in Special Education; Master of Arts with a concentration in Psychology; Master of Arts in Counseling Psychology; Master of Arts in Teaching with emphasis in Curriculum and Instruction; Master of Business Administration with concentrations in Finance, Human Resources, Enterprise Risk Management, Marketing and Advertising Management, Healthcare, and Management; and Master of Science in Nursing. See Graduate Catalog section for information on the graduate programs.

DOCTORATE DEGREE
The University of Saint Mary offers the Doctor of Physical Therapy (DPT) degree as an entry-level program.
DEGREE REQUIREMENTS

ASSOCIATE OF ARTS DEGREE (A.A.)
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 area of concentration as well as general education requirements.

DEGREE REQUIREMENTS FOR THE A.A. DEGREE
- 64 semester hours (only 4 semester hours of physical education or sports activity will be counted toward the required 64 hours)
- A minimum grade point average of 2.00
- At least 15 semester hours from Saint Mary
- 12 of the last 15 hours in residency
- Completion of an approved area of concentration
- Completion of general education requirements for the Associate Degree described below
- Settlement of all accounts with the university

CONCENTRATION AREAS FOR THE A.A. DEGREE (12-18 HOURS)
Students may select from the areas of concentration listed under the Interdisciplinary Studies Major.

GENERAL EDUCATION REQUIREMENTS FOR THE A.A. DEGREE (c. 33 hours)
- English Composition I, II (6 hours) >+
- an Idea Seminar (3 hours) *
A course in at least 8 of these Areas of Investigation:
- theology (3 hours)
- philosophy (3 hours)
- history (3 hours)
- literature (3 hours)
- fine arts (3 hours)
- sociology or psychology (3 hours)
- political science, economics, or geography (3 hours)
- mathematics, USM's MA 190 or above (3 hours)
  (Prerequisite: USM's MA 115 or approved equivalent)
- a natural science course with lab (3-4 hours)
- physical wellness (3 hours)

> English Composition I is a writing competency course. All students must receive a grade of "C" or above in the course, or re-take the course.
* Idea Seminars may apply to the Areas of Investigation listed above.
+ 2011-12 transfer sophomores and adult freshmen (age 23 or over) should consult with the Registrar's Office for alternative requirement.
BACHELOR OF ARTS AND BACHELOR OF SCIENCE

DEGREE REQUIREMENTS FOR THE BACHELOR'S DEGREE
- 128 semester hours, including 64 semester hours from an accredited baccalaureate institution (only 4 semester hours of physical education or sports activity will be counted toward the required 128 hours)
- At least 30 semester hours from the University of Saint Mary; 24 of the last 30 must be from 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 grade point average 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

SECOND BACHELOR'S DEGREE
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 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*
- A minimum cumulative grade point average of 2.00 and 2.00 in all upper-level major course work
- Settlement of all accounts with the university
- Participation in program evaluation activities as required

*not applicable to USM second bachelor's degrees
GENERAL EDUCATION REQUIREMENTS

GENERAL EDUCATION REQUIREMENTS FOR BACHELOR'S DEGREES
USM Campus Program

Students who enter USM in 2011-12 as traditional age freshmen or transfers with less than 12 transferrable credit hours of college work

_____ First Year Experience I, II (6 hours)
_____ English Composition I, II (6 hours) >
_____ four Idea Seminars (3 hours each) *

Areas of Investigation:

_____ 2 theology courses (6 hours – 3 hours lower division; 3 hours upper division)
_____ a philosophy course (3 hours)
_____ a history course (3 hours)
_____ a literature course (3 hours)
_____ a fine arts course (3 hours)
_____ a behavioral science course (3 hours)
   (criminology, psychology, or USM's sociology courses)
_____ a social science course (3 hours)
   (political science, economics, or geography)
_____ a mathematics course, USM's MA 190 or above (3 hours)
   (Prerequisite: USM's MA 115 or approved equivalent)
_____ a natural science course, with lab (3-4 hours)
_____ a lifetime physical wellness course (3 hours)
_____ a foreign language: college-level Elementary I, II (or equivalent)
   of the same language. **

> English Composition I is a writing competency course. All students must receive a grade of "C" or above in the course, or re-take the course.

* Idea Seminars may apply to the Areas of Investigation listed above.

**The foreign language requirement applies only to majors in Art, English, Global Studies@, History, Music, Pastoral Ministry and Theatre excluding students preparing for secondary education who complete the Saint Mary teacher education program, including student teaching, prior to graduation.

@ Additional foreign language courses are required for Global Studies majors.
GENERAL EDUCATION REQUIREMENTS FOR TRANSFER STUDENTS SEEKING A BACHELOR'S DEGREE (Excluding transfer nursing program students)
USM Campus Program

Students who enter USM in 2012-13 or afterwards as adult freshmen (age 21 & over) and transfer students with two or more semesters consisting of at least 24 transferrable semester credit hours of college work:

_____ EN 310 Transfer Core (3 hours) >
_____ a speech course (3 hours)
_____ three Idea Seminars (3 hours each) * % #

Areas of Investigation:
_____ 2 theology courses (6 hours – 3 hours lower division; 3 hours upper division)
_____ a philosophy course (3 hours)
_____ a history course (3 hours)
_____ a literature course (3 hours)
_____ a fine arts course (3 hours)
_____ a behavioral science course (3 hours)
   (criminology, psychology, or USM's sociology courses)
_____ a social science course (3 hours)
   (political science, economics, or geography)
_____ a mathematics course, USM's MA 190 or above (3 hours)
   (prerequisite: USM's MA 115 or approved equivalent)
_____ a natural science course, with lab (3-4 hours)
_____ a lifetime physical wellness course (3 hours)
_____ a foreign language: college-level Elementary I, II (or equivalent)
   of the same language.**

> EN 310 is a writing competency course. All students must receive a grade of "C" or above in the course, or re-take the course.

* Students who enter USM with 60-89 transferable hours need only 2 Idea Seminars.

% Students who enter USM with over 89 transferable hours need only 1 Idea Seminar.

# Idea Seminars may apply to the Areas of Investigation listed above.

**The foreign language requirement applies only to majors in Art, English, Global Studies@, History, Music, Pastoral Ministry and Theatre excluding students preparing for secondary education who complete the Saint Mary teacher education program, including student teaching, prior to graduation.

@ Additional foreign language courses are required for Global Studies majors.
GENERAL EDUCATION REQUIREMENTS FOR ON-CAMPUS TRANSFER-NURSING PROGRAM STUDENTS SEEKING A BACHELOR'S DEGREE
USM Campus Program

General Education Core (12 hours)
_____ Mission in Healthcare
_____ EN 310 Transfer Core >
_____ Philosophy

Communications (3 hours)
_____ Communications

Humanities (9 hours-3 courses from at least two area)
_____ Literature/Theatre
_____ Foreign Language
_____ History
_____ Humanities: (Art, Humanities, Music, Religion)
_____ Philosophy

Social Science/Economics (6 hours-2 courses)
(Must include courses from at least two of the five areas)
_____ Anthropology
_____ Economics
_____ Political Science
_____ Psychology
_____ Sociology/Criminology

Science/Mathematics (9 hours)
(Must include one course from a lab science and one from mathematics)
_____ Life Science (Biology)
_____ Physical Science: (Astronomy, Chemistry, Geology, Physics)
_____ Math (equiv. of USM's MA 190 or above)

> EN 310 is a writing competency course. All students must receive a grade of "C" or above in the course, or re-take the course.
GENERAL EDUCATION REQUIREMENTS FOR THE ONLINE – RN-BSN & BS-HIM PROGRAM

Communication (3 hours – 1 course)
   _____ Communications

Humanities (9 hours)
   _____ Art
   _____ Music
   _____ Theatre
   _____ Foreign Language
   _____ History
   _____ Literature
   _____ Humanities
   _____ Religion
   _____ Philosophy

Social Science/Economics (6 hours – 2 courses)
(No more than one course from each of the five areas)
   _____ Anthropology
   _____ Economics
   _____ Political Science
   _____ Psychology
   _____ Sociology

Science/Mathematics (9 hours)
(Must include one course from a lab science & one from math.)
   _____ Life Science (Biology)
   _____ Physical Science (Astronomy, Chemistry, Geology, Physics)
   _____ Math (USM MA 190 or its equivalent or above)

Required General Education (9 hours)
   _____ Mission in Healthcare (3) #
   _____ Bioethics (or Ethics) (3)
   _____ EN 310 Transfer Core – Liberal Learning (3) > #

> EN 310 is a writing competency course. All students must receive a grade of “C” or above in the course, or re-take the course.

# Must be taken at University of Saint Mary
GENERAL EDUCATION REQUIREMENTS
BACHELOR'S DEGREE COMPLETION PROGRAM
USM Overland Park Campus

Idea Seminars (2 courses @ 6 hours each)
____ GE 331 The Human Condition: Seminar I >
____ GE 332 The Human Condition: Seminar II >

Communication (9 hours)
____ English Composition I (3 hours)
____ English Composition II (3 hours)
____ Communication (3 hours)

Humanities (6 hours-2 courses)
(Must include courses from at least two of the five areas)
____ Literature/Theatre
____ Foreign Language
____ History
____ Humanities: (Art, Humanities, Music, Religion)
____ Philosophy

Social Science/Economics (6 hours-2 courses)
(Must include courses from at least two of the five areas)
____ Anthropology
____ Economics
____ Political Science
____ Psychology
____ Sociology/Criminology

Science/Mathematics (9 hours)
(Must include one course from a lab science and one from mathematics)
____ Life Science (Biology)
____ Physical Science: (Astronomy, Chemistry, Geology, Physics)
____ Math (equiv. of USM's MA 190 or above)

> Idea Seminar I and II are writing competency classes. All students must receive a grade of "C" or above in the two course offerings.
KEY TO GENERAL EDUCATION REQUIREMENTS AND 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 USM Associates or Bachelors degree.

Series 100 – These Lower Level courses have little or no prerequisite requirement(s), and generally 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 course level prerequisites.

Series 300 – These Upper level courses are of an advanced nature, have 100-200 level 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 level 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 level prerequisites.

In the pages that follow, courses that satisfy general education areas of investigation requirements are designated by these codes:

- BS: Behavioral science (sociology, psychology, criminology)
- COMP: English composition
- CORE: English transfer core
- FA: Fine arts elective
- FL: Foreign language
- H: Honors
- HI: History
- IS: Idea Seminar
- LIT: Literature elective
- LPW: Lifetime physical wellness
- MA: Mathematics
- NS: Natural Science
- PE: Physical education activity
- PH: Philosophy
- SIE: Senior Integrative Experience
- S-L: Service learning
- SPE: Speech course
- SS: Social science (political science, economics, geography)
- TH: Theology
- WCF: Writing competency in field
If a course could 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 (IS); these may apply toward any of the Areas of Investigation.

Courses offered for 1-2 credits do not satisfy a general education requirement. Special Topics courses are not designated as satisfying a general education requirement until the topic and number of credits are determined.

Courses marked with the symbol require students to own, or have reliable access to, a personal computing system that meets, or exceeds, the minimum technical specifications published in this catalog. Students who do not own, or have reliable access to, such a system by the end of the first week of class may be administratively dropped from the course subject to the Administrative Course Drop policy.
ACCOUNTING

MISSION
The Business, Accounting & Sport Management Department of the University of Saint Mary serves traditional and non-traditional undergraduate and part-time graduate students with diverse educational needs. The department seeks to develop graduates that are competent, ethical, socially responsible, and globally aware.

Bachelor of Science degree, with a major in accounting.

The Accounting Program seeks to:
1. Provide an understanding and appreciation of the ways in which economic forces affect society as a whole through the operations of business, non-profit organizations, and government.
2. Provide business and accounting education in a total college environment, respectful of the importance of general education essentials in a rapidly changing society and world.
3. Encourage the growth of comprehensive ethics as integrated in all business and management activities.
4. Encourage critical thinking skills and communication skills.

PROGRAM OUTCOMES
Graduates of the Accounting Program will demonstrate:
1. A basic understanding of the knowledge, skills, and attributes needed by managers and/or professionals in a business, economic, and political environment.
2. Competence in business and accounting necessary to pursue general management, financial and/or accounting specialist opportunities.
3. Business and accounting career-oriented skills most appropriate to their selected concentration and/or major(s).
4. Critical thinking and communication skills in the areas of ethics, change and leadership.

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 data and demonstrate the ability to communicate such data effectively, as well as the ability to provide knowledgeable recommendations.
2. Demonstrate the ability to recognize circumstances providing for increased exposure to fraud and define preventative internal control measures.
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 hours of coursework, which must include the General Business Core courses (36 hours), additional non-core courses (9 hours), and completion of the Accounting Concentration courses (24 hours). The Bachelor of Science (B.S.) Accounting Degree is offered only at the Leavenworth, Kansas Campus. Students may also complete a management or marketing concentration under this major (see requirements under the Business Administration Majors section of this catalog).

Students majoring in Accounting are highly encouraged to take additional courses in writing, speech, and mathematics.

Grade Policy for Principles Classes
To assist the Business, Accounting and Sport Management Department (BASMD) in ensuring that students are prepared for advanced classes, all new students entering the University beginning in the 2010/2011 academic year who wish to be BASMD majors must make a grade of “C” in all 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 students are completing these courses, they may be admitted as "provisional" BASMD majors and will be considered for full admittance if they meet all entry requirements of their major/s. If a student does 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. If a C level grade is not achieved, the student may not become a Business, Accounting or Sport Management Major.

Students may concurrently enroll in BASMD principles classes if they are repeating a principles level class. All Bachelor Science (B.S.) Accounting Majors must complete the GENERAL BUSINESS CORE courses, the ADDITIONAL NON-CORE courses, and the UPPER-LEVEL ACCOUNTING courses, as follows:

GENERAL BUSINESS CORE
AC 251 Principles of Accounting I
AC 252 Principles of Accounting II
EC 232 Principles of Microeconomics
EC 233 Principles of Macroeconomics
FIN 362 Principles of Finance
CIS 320 Advanced Management Information Systems
MGT 231 Principles of Management
MGT 332 Legal and Ethical Aspects of Business
MGT 485 International Business
MGT 490 Production and Operations Management
MGT 550 Strategic Management and Ethics
MKT 231 Principles of Marketing
ADDITIONAL NON-CORE HOURS
  CIS 220  Management Information Systems
  MA 160  College Algebra or equivalent
  MA 230  Introductory Statistics

UPPER-LEVEL ACCOUNTING COURSES
  AC 345  Taxation
  AC 351  Intermediate Accounting
  AC 352  Managerial Accounting
  AC 375  Communications for Accounting and Financial Reporting
  AC 445  Auditing
  AC 446  Advanced Accounting
  AC 499  Accounting Internship (3 credit hours)
  CISAC 362  Accounting and Information Systems

PROFESSIONAL ACCOUNTANCY
Students completing the Bachelor of Science (B.S.) degree in Accounting may continue their studies in the University’s Master of Business Administration (MBA) program and earn the additional coursework required to sit for the CPA (Certified Public Accountant) 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 semester hours of college coursework, of which 30 credit hours must be in Accounting Theory and Practice. An undergraduate degree at the University of St Mary requires 128 hours. The additional required hours to sit for the Exam may be earned in a 5th year of study by applying and being admitted to the University’s MBA program. Students may then continue their program and earn a Master of Business Administration (MBA) degree (Concentration in Accounting) in a 6th year of study, or less, depending on their available time to take courses and the prerequisite courses completed.

ADDITIONAL HIGHLY RECOMMENDED COURSES FOR ACCOUNTING MAJORS
  CIS 100  Advanced Microsoft Word, PowerPoint, and Excel

Courses marked with the ☑ symbol require students to own, or have reliable access to, a personal computing system that meets, or exceeds, the minimum technical specifications published in this catalog. Students who do not own, or have reliable access to, such a system by the end of the first week of class may be administratively dropped from the course subject to the Administrative Course Drop policy.
ACCOUNTING COURSES

AC 251  PRINCIPLES OF ACCOUNTING I
The study of accounting as a means of communicating financial information primarily about the activities of a sole proprietorship. Emphasis is placed on identifying and the systematic recording of relevant accounting and related financial information. The concepts and principles underlying the measurement of income and financial position are studied and practiced, along with the preparation and use of the Balance Sheet and Statement of Income.

Three credit hours fall and spring semesters

AC 252  PRINCIPLES OF ACCOUNTING II
Continuation of AC 251. The study of Accounting Concepts and Principles as applied to partnerships and corporations, the reporting of assets, liabilities, and shareholders’ equity, and the preparation and use of the Statement of Cash Flows. The course also introduces basic concepts of managerial accounting and cost accounting. Prerequisite: AC 251.

Three credit hours fall and spring semesters

AC 345  TAXATION
The study of principles, regulations and techniques used in managing, reporting, and complying with federal income taxation regulations for individuals, partnerships, and various types of corporations. Prerequisites: AC 251 and 252.

Three credit hours spring semester even years

AC 346  COST ACCOUNTING
The study of cost behavior, cost controls, cost valuations, and the use of cost data and techniques for management decision making. Prerequisite: AC 251 and 252.

Three credit hours spring semester

AC 351  INTERMEDIATE ACCOUNTING
The study and application of Generally Accepted Accounting Principles for use in the maintenance of accounting data and the preparation of Financial Statements. Advanced accounting procedures, such as accounting for mergers and acquisitions, reporting of comprehensive income, and accounting for income taxes are also studied and practiced. Prerequisite: AC 251 and 252.

Three credit hours fall semester
AC 352  MANAGERIAL ACCOUNTING
The study of accounting information and analytical tools and techniques used for decision making. For example, breakeven analysis, cost-volume-profit relationships, leverage, pricing, flexible budgeting, lease vs. purchase analysis, and activity based costing are studied and practiced throughout the course. Prerequisites: AC 251 and 252.

Three credit hours fall semester

AC 375  COMMUNICATIONS FOR ACCOUNTING AND FINANCIAL REPORTING
This course includes study and practice in effective written, presentation, and verbal communications skills, as required in the management and reporting of accounting and financial information. Key topics include the preparation and writing of executive summaries/reports, general business communications, audit reports, shareholder communications, business plans, and effective financial presentation techniques.

Three credit hours fall semester (beginning fall 2016)

AC 400  SPECIAL TOPICS IN ACCOUNTING
The study of specific topics such as governmental accounting, accountability, revenue recognition, currencies and exchange rates, intercompany transactions, international accounting, regulatory reporting and compliance, and other topics of current interest and concern. Prerequisites: AC 251 and 252 and consent of instructor.

Three credit hours as needed

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 and regulatory reporting are also studied, along with the organizations responsible for audit compliance and financial reporting. Prerequisite: CISAC 362.

Three credit hours spring semester

AC 446  ADVANCED ACCOUNTING
The study of accounting methods and procedures related to decentralized operations, business combinations, consolidated reporting, foreign exchange, joint ventures, transfer pricing, and governmental and nonprofit accounting. Prerequisite: AC 351.

Three credit hours fall semester
AC 499  
**INTERNSHIP IN ACCOUNTING**  
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 student. Prerequisites: Junior/Senior standing, declared Accounting Major, 2.0 GPA, Department Chair approval, and completion of AC 251, AC 252, EC 231 or 232, FIN 362, CIS 320, MGT 231, MGT 332.  
*Three credit hours (beginning fall 2016)*

CISAC 362  
**ACCOUNTING AND INFORMATION SYSTEMS**  
Development and design of accounting systems are the focus of study in this course. Emphasis is on procedures necessary to meet generally accepted accounting and auditing standards; along with methods and techniques used in the evaluation of internal controls over accounting systems and procedures. Students are also introduced to global considerations and requirements for the analysis and design of Accounting Information Systems. Prerequisite: AC 251 and AC 252.  
*Three credit hours fall semester*

**FINANCE COURSES**

FIN 362  
**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. Prerequisites: AC 251, AC 252 and MA 210.  
*Three credit hours fall semester*

FIN 400  
**SPECIAL TOPICS IN FINANCE**  
The study of specific topics such as financial and related regulatory compliance and reporting, specialized investments, financial markets and institutions, global financial management and reporting, debt and equity management through public and private offerings, and other topics of current interest and concern. Prerequisites: AC 251 and 252 and consent of instructor.  
*Three credit hours as needed*
APPLIED PSYCHOLOGY

The Applied Psychology program provides an applied behavioral science degree designed primarily for evening/weekend, nontraditional students. The Applied Psychology major prepares students as generalists for positions in a variety of public and private agencies, programs, institutions, and businesses. Applied Psychology students will learn the theories, techniques, skills, and ethics involved in the helping professions. Careers in the helping professions are varied and represent one of the fastest growing career tracks in the United States today. Applied Psychology majors may also elect to continue on to graduate studies, generally a requirement for the professional fields of psychology. The Applied Psychology program is offered only through the University of Saint Mary Overland Park Campus.

The major in Applied Psychology offers students a theoretically and experientially based education. The program seeks to prepare graduates who demonstrate

- an understanding of the field of psychology, of 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, be open to the impact of such application, and assess the quality of personal performance in academic and professional roles.

MAJOR IN APPLIED PSYCHOLOGY

30 semester hours in Applied Psychology, including 24 hours of core courses and 6 hours from the approved electives list. All Applied Psychology majors must complete the Senior Integrative Experience essay during their senior year.

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PY 150</td>
<td>Introduction to Psychology</td>
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<td>PY 250</td>
<td>Introduction to Human Services</td>
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<tr>
<td>PY 290</td>
<td>Psychology of Childhood and Adolescence or</td>
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<tr>
<td>PY 255</td>
<td>Aging: Issues and Perspectives</td>
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<tr>
<td>APYCR 325</td>
<td>Introduction to Addictions</td>
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<tr>
<td>PYAPY 352</td>
<td>Professional Ethics</td>
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<tr>
<td>PY 460</td>
<td>Social Psychology</td>
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<tr>
<td>PY 335</td>
<td>Abnormal Psychology</td>
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<tr>
<td>APY 451</td>
<td>Methods and Practice II: Group Process or</td>
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<tr>
<td>APY 452</td>
<td>Methods and Practice III: Family Systems</td>
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### APPROVED ELECTIVES (SIX HOURS FROM THESE)

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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>PY</td>
<td>Personal Growth and Development</td>
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<td>PY</td>
<td>Marriage and Family</td>
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<tr>
<td>CR</td>
<td>Police, Courts, Probation, and Parole</td>
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<tr>
<td>PY</td>
<td>Human Sexuality</td>
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<tr>
<td>CR</td>
<td>Victimology</td>
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<td>CR</td>
<td>Juvenile Delinquency</td>
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<tr>
<td>PY</td>
<td>Health Psychology</td>
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<tr>
<td>CR</td>
<td>Criminology</td>
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<tr>
<td>PY</td>
<td>History and Systems of Psychology</td>
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<td>PY</td>
<td>Industrial and Organizational Psychology</td>
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<td>PY</td>
<td>Personality Theories</td>
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<tr>
<td>CR</td>
<td>Corrections</td>
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<tr>
<td>APY</td>
<td>Field Practicum I</td>
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<tr>
<td>APY</td>
<td>Field Practicum II</td>
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</table>

### MINOR IN APPLIED PSYCHOLOGY

15 semester hours are required:

<table>
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<tr>
<td>PY</td>
<td>Abnormal Psychology</td>
</tr>
</tbody>
</table>

### APPLIED PSYCHOLOGY COURSES

**APY 250  INTRODUCTION TO HUMAN SERVICES (BS)**

An examination of the history and development of the helping professions, 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.

*Three hours as needed (OPC offering only)*

**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.

*One hour as needed (OPC offering only)*

**APYCR 325  INTRODUCTION TO ADDICTIONS (BS)**

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.

*Three hours (OPC as needed; Leavenworth spring even years)*
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: SO 110.

Three hours (OPC as needed; Leavenworth spring semester)

PYAPY 352  PROFESSIONAL ETHICS (BS)
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.

Three hours (OPC as needed; Leavenworth spring semester)

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.

Three hours as needed (OPC offering only)

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.

Three hours as needed (OPC offering only)

PYCR 591  FIELD PRACTICUM I
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 clients, case management, and agency interactions. Prerequisite: consent of instructor.

Variable credit each semester

PYCR 592  FIELD 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.

Variable credit each semester
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:

- 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;
- communicate an understanding of the success/failure of artwork by utilizing a critical analysis process;
- articulate an understanding of the historical/cultural context of artworks and to apply this understanding to one's own art production.

MAJOR IN ART

A total of 52 semester hours, including 34 hours of the art core curriculum and 18 hours of art electives grouped to form a concentration.

THE CORE CURRICULUM

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>AR 151</td>
<td>Drawing I</td>
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<tr>
<td>AR 153</td>
<td>Basic Design</td>
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<tr>
<td>AR 235</td>
<td>Ceramics I</td>
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<tr>
<td>AR 240</td>
<td>Painting I</td>
</tr>
<tr>
<td>AR 251</td>
<td>Drawing II</td>
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<tr>
<td>AR 257</td>
<td>Printmaking</td>
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<tr>
<td>AR 266</td>
<td>Computer Graphics</td>
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<tr>
<td>AR 305</td>
<td>Portfolio Seminar</td>
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<tr>
<td>AR 326</td>
<td>Survey of Art History I</td>
</tr>
<tr>
<td>AR 327</td>
<td>Survey of Art History II</td>
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<tr>
<td>AR 400</td>
<td>Art Career Internship</td>
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<tr>
<td>AR 599</td>
<td>Senior Exhibit</td>
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</tbody>
</table>

The core curriculum provides

- freshman level foundation courses: Drawing I, Design I, and Drawing II;
- a solid foundation in the fine arts: Painting, Printmaking, and Ceramics;
- 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
- a culminating exhibit opportunity: Senior Exhibit
CONCENTRATIONS
Each concentration includes 18 hours of art electives, 12 of which must be upper-level.

GRAPHIC DESIGN
Required courses:
AR 275 Digital Photography
AR 372 Digital Page Layout
AR 377 Typography
AR 383 Graphic Design
MKT 231 Principles of Marketing
MKT 350 Principles of Advertising
Highly recommended courses:
AR 255 Photography I
AR 355 Photography II
CIS 150 Introductory Programming
CIS 361 Web Application Building
COM 328 Communications Theory and Mass Media
COM 425 Public Relations
Or Communications Concentration

STUDIO ART
Possible concentrations include: Painting, Drawing, Ceramics and Photography
Required courses:
AR 275 Digital Photography
AR 351 Life Drawing
Recommended courses:
AR 255 Photography I
AR 300 Special Topics
AR 335 Ceramics II
AR 340 Painting II
AR 355 Photography II
AR 440 Painting III
AR 498 Advanced Studio

UNDERGRADUATE ART THERAPY PREPARATION
FOR PURSUING A MASTERS DEGREE
Studio Art Concentration plus 24 hours in Psychology
PY 150 Intro to Psychology
PY 290 Psychology of Childhood and Adolescence
PY 255 Aging: Issues and Perspectives
PY 475 Personality Theories
PY 335 Abnormal Psychology
PYCR 585 Research Methods: Design
PYCR 586 Research Methods: Statistical Analysis
PY Elective
DOUBLE MAJOR OPPORTUNITIES
Other careers open up when coupling the art major with other areas of study.

Art and Computer Information Systems = Digital Design
Art and English/Communications = Advertising/Visual Communication
Art and Theatre = Set Design

MINOR IN ART
A total of 18 hours.

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</tr>
<tr>
<td>AR 326</td>
<td>Survey of Art History II</td>
</tr>
</tbody>
</table>

and Studio electives (two three credit hour courses).

ART CONCENTRATION IN INTERDISCIPLINARY STUDIES DEGREE OR LIBERAL STUDIES DEGREE
As one of the three areas of concentration: 12 (6 upper level) or 15 (9 upper level) hours.

As one of the two areas of concentration: 18 (9 upper level) or 21 (9 upper level) hours.

Required Coherent Plan:
- 6 hours of Studio Foundation: AR 151 & AR 153
- 6 hours of Art History: AR 325 & AR 326
- Studio electives (three credit hour courses only)

ART COURSES

AR 111/151  DRAWING I (FA)
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 are necessary.
Three hours fall semester

AR 113/153  BASIC DESIGN (FA)
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.
Three hours spring semester

AR 135/235  CERAMICS I (FA)
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, underglazing and glazing). No previous art classes are necessary.
Three hours fall odd and every spring semester
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 111/151 and/or AR 113/153.  
*Three hours spring semester*

AR 251  **DRAWING II**  
A continued 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 111/151  
*Three hours spring semester*

AR 155/255  **PHOTOGRAPHY I (FA)**  
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-instamatic film camera. No previous art classes are necessary.  
*Three hours fall odd years*

AR 157/257  **PRINTMAKING (FA)**  
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.  
*Three hours spring even years*

AR 266  **COMPUTER GRAPHICS (FA)**  
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. Prerequisite: faculty approval or AR 111/151 or AR 113/153.  
*Three hours fall semester*

AR 275  **DIGITAL PHOTOGRAPHY (FA)**  
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.  
*Three hours spring even years*

AR 200/300  **SPECIAL TOPICS (FA, if three hours)**  
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. Recommended: AR 111/151 and/or AR 113/153 or faculty approval for three credit hour courses. 
*One-three hours as needed*
AR 300W  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.

One hour as needed

AR 305  PORTFOLIO SEMINAR (WCF)
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. For art majors only. To be taken in the fall of the junior year after the art major has been declared.

Three hours fall semester

AR 326  SURVEY OF ART HISTORY I (FA)
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.

Three hours fall even years

AR 327  SURVEY OF ART HISTORY II (FA)
A survey of western art from the Renaissance to Postmodernism. Open to sophomores.

Three hours spring odd years

AR 335  CERAMICS II (H)
Advanced study of hand building ceramic techniques. Students will also experiment with different types of clay, glazing and firing techniques. Prerequisite: AR 135/235 or faculty approval.

Three hours fall odd and every spring semester

AR 340  PAINTING II (H)
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. Prerequisite: AR 240

Three hours spring semester

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 111/151

Three hours fall even years
AR 355  **PHOTOGRAPHY II (H)**
The advanced study of black and white film photography and antique processes. Developing an individual expressive style will be encouraged. Prerequisite: AR 155/255.

*Three hours fall even years*

FAAR 360  **EAST/WEST: INFLUENCES IN MODERN ART (FA/IS)**
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 the unique styles of eastern and western art as well as the artistic influences which occurred in Modern art. Study of Japanese culture and aesthetics will also be included. Open to sophomores.

*Three hours spring semester*

AR 372  **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.

*Three hours fall odd years*

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.

*Three hours spring even years*

AR 383  **GRAPHIC DESIGN**
Advanced study of design as it is applied to various types of graphic design. Prerequisite: AR 266.

*Three hours spring odd years*

AR 400  **ART CAREER INTERNSHIP**
An internship designed by the student, a faculty mentor, 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. Art majors only.

*One-three hours fall and spring semester*

AR 440  **PAINTING III (H)**
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. Prerequisite: AR 240, 340.

*Three hours spring semester*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisite</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>AR 498</td>
<td>ADVANCED STUDIO (H)</td>
<td>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. Prerequisite: faculty approval.</td>
<td>One-six hours fall and spring semester</td>
<td>One-six hours</td>
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<tr>
<td>AR 599</td>
<td>SENIOR EXHIBIT</td>
<td>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. Art majors only.</td>
<td>One hour fall and spring semester</td>
<td>One hour</td>
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</tbody>
</table>
BIOETHICS

The program 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 semester hours, including the following selection of courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BI 109</td>
<td>Biology for Today/Cell Biology/(IS) Principles of Nutrition</td>
</tr>
<tr>
<td>PH 100</td>
<td>Introduction to Philosophy/ (IS) Human Nature</td>
</tr>
<tr>
<td>TH 100</td>
<td>World Religions</td>
</tr>
<tr>
<td>HIM 200</td>
<td>(IS) Introduction to Healthcare</td>
</tr>
<tr>
<td>PH 340</td>
<td>Ethics</td>
</tr>
<tr>
<td>PH 542</td>
<td>Bioethics</td>
</tr>
</tbody>
</table>

BIOETHICS COURSES

**BI 109**  
**BIOLOGY FOR TODAY WITH LAB (NS)**
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.

*Three hours fall, spring, and summer semesters*

**BI 220**  
**CELL BIOLOGY (NS)**
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. Prerequisite: one year of college chemistry.

*Four hours fall semester.*
BI 370 PRINCIPLES OF NUTRITION (NS/IS)
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. Prerequisites: Comp I and II (or EN 310) at a grade of C or above is required.

Three hours fall semester even years

PH 100 INTRODUCTION TO PHILOSOPHY (PH)
A survey of the problems and history of philosophy. This course is recommended for students who have not previously taken a philosophy course.

Three hours fall semester even years

PH 210 PHILOSOPHY OF HUMAN NATURE (PH/IS)
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.

Three hours spring semester

PH 340 ETHICS (PH)
A study of the principles of moral philosophy and a discussion of the relation of these principles to contemporary moral and social issues.

Three hours fall semester

TH 100 WORLD RELIGIONS (TH)
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.

Three hours fall semester
HIM 200  INTRODUCTION TO HEALTH CARE (HIM/IS)
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.
Three hours fall semester

PH 542*  BIOETHICS (PH)
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. [The 542 designation is for students enrolling in the Bioethics minor. This course is an expansion on PH442, which adds an independent research project as a final component to the minor.]
Three hours as needed
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.

MAJOR IN BIOLOGY
30 hours in Biology including:

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>BI 115</td>
<td>Ecology</td>
</tr>
<tr>
<td>BI 212</td>
<td>Diversity of Plants and Animals</td>
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<tr>
<td>BI 220</td>
<td>Cell Biology</td>
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<td>BI 425</td>
<td>Genetics</td>
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<tr>
<td>BI 445</td>
<td>Developmental Biology OR</td>
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<tr>
<td>BICH 461</td>
<td>Biochemistry Lecture</td>
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<tr>
<td>BI 595</td>
<td>Biology Seminar</td>
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<tr>
<td>BI 596</td>
<td>Biology Seminar in Ecology and Evolution</td>
</tr>
<tr>
<td>NS 597</td>
<td>Science and Society Seminar</td>
</tr>
</tbody>
</table>

12 hours of chemistry for majors
8 hours of physics to include college Physics I, II
MA 230 Introductory Statistics

Of the 30 hours in Biology, 10 hours of coursework must be completed at USM and must include BI 595, BI 596 and NS 597.
MINOR IN BIOLOGY
18 hours including plant, animal, and cell biology.

Of the 18 hours in Biology, 3 hours of coursework must be completed at USM.

Biology courses older than 10 years old will generally not be accepted towards a Biology major or minor.

TEACHER LICENSURE
Students who plan to become biology teachers should consult the Teacher Education Advisor for biology early in their program. Teacher licensure requires specific major and/or supporting courses not required of all biology majors. Those requirements are listed below.

- BI 258 & BI 259 Human Anatomy & Physiology I & II OR one course in human physiology (BI 358)
- BI 265 Basic Microbiology
- NS 588 Practical Applications of Teaching Science

Additionally, PY 320 Human Sexuality or one course in human sexuality is STRONGLY RECOMMENDED.

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

BIOLOGY COURSES

**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.  
*One hour, pass/fail, every semester*

**NS 108**  
**LABORATORY TOPICS**  
A laboratory course for non-majors that introduces scientific method through investigations of both biological and physical phenomena. Prerequisite: Math ACT score of 20 OR MA 006 at a grade of C or above, achieved in the 3 years prior to the intended start of the course. COMPASS testing is available if three years has elapsed. An additional science lecture course must be taken to fulfill graduation requirements for a laboratory science.  
*Two hours fall or spring semesters*
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 three times. Prerequisite: Instructor approval.
One hour, pass/fail, spring semester

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.
Four hours fall semester

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, translation, the control of gene expression, mitosis and meiosis. Populations, communities and ecosystems will be studied. Lecture and Lab. Prerequisite – BI 106 at a grade of C or above.
Four hours spring semester

BI 108  FORENSIC BIOLOGY (NS)
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. The course is suitable for non-majors; no pre-requisites are required.
Three hours fall semester, even years

BI 109  BIOLOGY FOR TODAY WITH LAB (NS)
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.
Three hours fall, spring and summer semesters
BI 110 BIOLOGY FOR TODAY (NS)
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, course is therefore 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.

Three hours fall, spring and summer semesters - ONLINE

BI 115 ECOLOGY (NS, S-L)
The 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 laboratory. 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. Prerequisite: Math ACT score of 20 OR MA 006 at a grade of C or above, achieved in the 3 years prior to the intended start of the course. COMPASS testing is available if three years has elapsed.

Three hours fall and spring semesters

BI 130 INTRODUCTORY PLANT BIOLOGY (NS)
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 laboratory. Laboratory sessions complement lecture topics. No prerequisite is required.

Three hours as needed

BI 212 DIVERSITY OF PLANTS AND ANIMALS
The course, intended for science majors, will survey organisms in the six kingdoms: Archaeabacteria, 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 laboratory. Laboratory sessions complement the lectures with examination of organisms from the six kingdoms including the dissection of animals. Prerequisite: One college level Biology or Chemistry Laboratory course OR Instructor consent.

Three hours spring semester
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. Prerequisite: one year of college chemistry.
Four hours fall semester

BI 242  BASIC ORNITHOLOGY (NS)
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 laboratory including field observations and dissection. No prerequisite is required.
Three hours spring semester, odd years

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.
Four hours fall semester

BI 258/259  HUMAN ANATOMY AND PHYSIOLOGY I, II
Human Anatomy and Physiology is a two 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 first semester include: cell transport, tissues, integumentary system, skeletal system, muscular system, and nervous system. The second semester content includes: the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. The cat and other nonhuman specimens are used in dissection. Laboratory and lectures. Prerequisite: one college level chemistry course; may be taken concurrently with BI 258 with permission of the Instructor only. A grade of C or above in BI 258 is required for BI 259.
Five hours fall semester and five hours spring semester
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. Laboratory and lecture. Prerequisite: one college level chemistry course.
Four hours fall and spring semesters

BI 305  ENVIRONMENTAL PROBLEMS (NS/IS/S-L)
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 be also taken, but it need not be taken concurrently. Pre-requisites: Comp I and II (or the equivalent), both at a grade of C or above is required OR Instructor consent.
Three hours spring semester, even years

BI 310  HUMAN EVOLUTION (NS)
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, eugenics are included. Lecture course. To fulfill graduation requirement for a laboratory science, NS 108 must also be taken, but it need not be taken concurrently. Pre-requisites: Comp I and II (or the equivalent), both at a grade of C or above is required OR Instructor consent.
Three hours as needed
BI 311  EVOLUTION (NS/IS)
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 requirement for a laboratory science, NS 108 must also be taken, but it need not be taken concurrently. Pre-requisites: Comp I and II (or the equivalent), both at a grade of C or above is required OR Instructor consent.
Three hours fall semester, odd years

BI 312  BIOTECHNOLOGY (NS/IS)
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 laboratory. Laboratory sessions complement the lectures and include methods of DNA recombinant technology and applications of biotechnology. Pre-requisites: Comp I and II (or the equivalent), both at a grade of C or above is required OR Instructor consent.
Three hours spring semester, odd years

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. Prerequisites: BI 265.
One-three hours as needed

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. Prerequisites are BI 256 Human Anatomy at a grade of C or above AND one semester of college-level chemistry at a grade of C or above. BI 258 Human Anatomy & Physiology I alone is not a suitable pre-requisite 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.
Five credits spring semester
BI 370  PRINCIPLES OF NUTRITION (NS, IS)
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. Pre-requisites: Comp I and II (or the equivalent), both at a grade of C or above is required OR Instructor consent.

Three hours fall semester, even years

BI 425  GENETICS (WCF)
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 division course work and to acquire a basic understanding of the principles governing gene expression. Lecture and laboratory. Prerequisite: BI 220 Cell Biology at grade of C or above.

Four hours spring semester

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 laboratory. 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 Cell Biology at grade of C or above.

Four hours fall semester

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 Cell Biology at grade of C or above.

Three hours fall semester, odd years
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. Prerequisites: BI 220 Cell Biology and CH 330 Organic Chemistry I both at grade of C or above.

Three hours spring semester

BICH 462  BIOCHEMISTRY LABORATORY
Applications of biochemical techniques to the analysis of cellular components. Group experiments and individual projects. Must be concurrently enrolled in BICH 461.

One hour as needed

NS 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: Instructor approval.

One-three hours as needed

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 coursework in their Biology Practicum. Pre-requisites: junior or senior biology, biomedical sciences or medical laboratory science major. Students should consult with the biology program faculty for specific pre-requisite courses and eligibility requirements as these will vary depending on the intended practicum placement. Instructor consent is required.

One-three hours as needed

BI 595  BIOLOGY SEMINAR
Students discuss topics from classical literature or current developments in biology. Open to junior-senior majors with a prerequisite of BI 220 Cell Biology and MA 230 Introductory Statistics both at grade of C or above.

One hour spring semester

BI 596  BIOLOGY SEMINAR IN ECOLOGY AND EVOLUTION
Students discuss evolution and ecology topics from current literature. Open to junior-senior majors with prerequisites of BI 115 Ecology and BI 220 Cell Biology both at grade of C or above.

One hour spring semester
NS 597  SCIENCE AND SOCIETY SEMINAR (SIE)
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. Fulfills the requirement for a Senior Integrative Experience. Prerequisites: senior standing or consent of instructor.

  Two hours fall semester

BI 599  RESEARCH PROBLEMS (H)
Independent research work under the direction of a member of the Department leading to written, verbal and visual communication of the research to peers and Department Faculty. Prerequisite: consent of instructor.

  One-three hours as needed
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 at USM (a minimum of 98 hours). At the beginning of their junior year, students apply to CU-KC, with a successful application allowing them admission into Cleveland University-Kansas City 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 USM.

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.

REQUIRED COURSES:

- CH 220 General Chemistry I
- CH 221 General Chemistry II
- CH 330 Organic Chemistry I
- BICH 461 Biochemistry Lecture
- BI 220 Cell Biology
- BI 258 Human Anatomy & Physiology I OR BI 256 Human Anatomy
- BI 259 Human Anatomy & Physiology II OR BI 358 Human Physiology
- BI 265 Basic Microbiology
- BI 595 Biology Seminar
- NS 597 Science & Society Seminar
- PHY 215 Physics I
- PHY 216 Physics II
- MA 230 Introductory Statistics
- PY 290 Childhood & Adolescent Psychology
- PY 255 Aging: Issues and Perspectives

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

Through our innovative partnership with Kansas City University of Medicine and Biosciences (KCU), students entering the University of Saint Mary with a minimum ACT score of 28 follow a three year course of study at USM (a minimum of 98 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 USM.

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.

REQUIRED COURSES:

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>CH 220</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CH 221</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>CH 330</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CH 331</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>BICH 461</td>
<td>Biochemistry Lecture</td>
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<tr>
<td>BI 220</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>BI 258</td>
<td>Human Anatomy &amp; Physiology I OR BI 256 Human Anatomy</td>
</tr>
<tr>
<td>BI 259</td>
<td>Human Anatomy &amp; Physiology II OR BI 358 Human Physiology</td>
</tr>
<tr>
<td>BI 265</td>
<td>Basic Microbiology</td>
</tr>
<tr>
<td>BI 425</td>
<td>Genetics</td>
</tr>
<tr>
<td>BI 451</td>
<td>Immunology</td>
</tr>
<tr>
<td>PHY 215</td>
<td>Physics I</td>
</tr>
<tr>
<td>PHY 216</td>
<td>Physics II</td>
</tr>
<tr>
<td>MA 230</td>
<td>Introductory Statistics</td>
</tr>
</tbody>
</table>

The student must complete all general education requirements for the Bachelor’s degree.
BUSINESS ADMINISTRATION

MISSION
The Business, Accounting & Sport Management Department of the University of Saint Mary serves traditional and non-traditional undergraduate and part-time graduate students with diverse educational needs. The department seeks to develop graduates that are competent, ethical, socially responsible, and globally aware.

Bachelor of Science degree, with a major in business administration and concentrations in either marketing or management.

The Business Administration Program seeks to
1. Provide an understanding and appreciation of the ways in which economic forces affect society as a whole through the operations of business, non-profit organizations, and government.
2. Provide business and accounting education in a total college environment, respectful of the importance of general education essentials in a rapidly changing society and world.
3. Encourage the growth of comprehensive ethics and understanding of corporate social responsibility as integrated in all business and management activities.
4. Encourage critical thinking skills and communication skills.

PROGRAM OUTCOMES
Graduates of the Business Administration Program will demonstrate:
1. A basic understanding of the knowledge, skills, and attributes needed by managers and/or professionals in a business, economic, and political environment.
2. Business and accounting career-oriented skills most appropriate to their selected concentration and/or major(s).
3. Critical thinking and communication skills in the areas of ethics, change and leadership.

CONCENTRATION SPECIFIC OUTCOMES IN BUSINESS ADMINISTRATION: In addition, students will demonstrate competencies specific to their chosen concentration or major:

Management Concentration:
1. Demonstrate the ability to analyze Business Organizations in terms of Organizational Development and traditional and contemporary Human Resources roles within the legal and regulatory environment and identify actions needed to obtain and sustain a competitive advantage.
2. Demonstrate the ability to integrate the Management and Strategic processes to use major analytical tools to analyze case studies, complete computerized simulations and to formulate, implement and evaluate problems, policies, and procedures and to develop plans from a strategic executive level of management.
Marketing Concentration:
1. Demonstrate knowledge and understanding of how to execute a basic S.W.O.T. analysis and conduct basic secondary research including demographic and psychographic techniques that define the target customer.
2. Demonstrate the ability to conduct a basic segmentation process that helps define who the customer is for a specific product or service and results in in the creation of strategy-based marketing plan using the 4Ps in a marketing mix designed especially for the product or service.

Students majoring in Business Administration are highly encouraged to take additional courses in writing, speech, and mathematics.

BUSINESS ADMINISTRATION MAJOR
60 hours, including the General Business Core (36 hours), additional non-core courses (9 hours), and completion of Concentration (15 hours). The General Business Core and General Management Concentration are offered at the Leavenworth and Overland Park campuses. The Marketing Concentration is offered only at the Leavenworth campus.

Grade Policy for Principles Classes
To assist the Business, Accounting and Sport Management Department (BASMD) in ensuring that students are prepared for advanced classes, all new students entering the University beginning in the 2010/2011 academic year who wish to be BASMD majors must make a grade of “C” in all 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" BASMD majors and will be considered for full admittance if they meet all entry requirements of their major/s. If a student does not achieve at least a C in their initial completion of any of the above classes, they must repeat this class and earn at least a C. If this is not achieved, the student may not become a Business, Accounting or Sport Management Major.

Students may concurrently enroll in BASMD principles classes if they are repeating a principles level class.
### GENERAL BUSINESS CORE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AC 251</td>
<td>Principles of Accounting I</td>
</tr>
<tr>
<td>AC 252</td>
<td>Principles of Accounting II</td>
</tr>
<tr>
<td>CIS 320</td>
<td>Advanced Management Information Systems</td>
</tr>
<tr>
<td>EC 232</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>EC 233</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>FIN 362</td>
<td>Principles of Finance</td>
</tr>
<tr>
<td>MGT 231</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>MGT 332</td>
<td>Legal and Ethical Aspects of Business</td>
</tr>
<tr>
<td>MGT 485</td>
<td>International Business</td>
</tr>
<tr>
<td>MGT 490</td>
<td>Production and Operations Management</td>
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<tr>
<td>MGT 550</td>
<td>Strategic Management and Ethics</td>
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<tr>
<td>MKT 231</td>
<td>Principles of Marketing</td>
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</tbody>
</table>

### ADDITIONAL NON-CORE HOURS

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CIS 220</td>
<td>Management Information Systems</td>
</tr>
<tr>
<td>MA 160</td>
<td>College Algebra or equivalent</td>
</tr>
<tr>
<td>MA 230</td>
<td>Introductory Statistics</td>
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</tbody>
</table>

### CONCENTRATIONS (CHOOSE ONE)

#### MARKETING CONCENTRATION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MGT 334</td>
<td>Entrepreneurship and Small Business Management</td>
</tr>
<tr>
<td>MKT 350</td>
<td>Principles of Advertising</td>
</tr>
<tr>
<td>MKT 325</td>
<td>Consumer Behavior</td>
</tr>
<tr>
<td>MKT 475</td>
<td>Marketing Research</td>
</tr>
<tr>
<td>MKT 530</td>
<td>Strategic Marketing</td>
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</tbody>
</table>

#### GENERAL MANAGEMENT CONCENTRATION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EC 485</td>
<td>International Political Economy</td>
</tr>
<tr>
<td>MGT 320</td>
<td>Principles of Leadership</td>
</tr>
<tr>
<td>MGT 334</td>
<td>Entrepreneurship and Small Business Management</td>
</tr>
<tr>
<td>MGT 410</td>
<td>Human Resources Management</td>
</tr>
<tr>
<td>MGT 420</td>
<td>Organizational Behavior</td>
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An internship is highly recommended for both the marketing and general management concentrations.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MKT 499</td>
<td>Internship in Marketing</td>
</tr>
<tr>
<td>MGT 499</td>
<td>Internship in Management</td>
</tr>
</tbody>
</table>

### OTHER HIGHLY RECOMMENDED COURSES FOR BUSINESS MAJORS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MGT 320</td>
<td>Principles of Leadership (Recommended for non-General Management Concentration Students)</td>
</tr>
<tr>
<td>MGT 410</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>COM 425</td>
<td>Public Relations</td>
</tr>
<tr>
<td>MGT 420</td>
<td>Organizational Behavior (Also recommended for business students that are non-General Management majors—not including Sport Management majors)</td>
</tr>
</tbody>
</table>
MINOR IN GENERAL BUSINESS
18 hours, including the following:

AC 251 Principles of Accounting I
EC 232 Principles of Microeconomics OR
EC 233 Principles of Macroeconomics
MGT 231 Principles of Management
MGT 332 Legal and Ethical Aspects of Business
MKT 231 Principles of Marketing
MGT 420 Organizational Behavior

Courses marked with the symbol require students to own, or have reliable access to, a personal computing system that meets, or exceeds, the minimum technical specifications published in this catalog. Students who do not own, or have reliable access to, such a system by the end of the first week of class may be administratively dropped from the course subject to the Administrative Course Drop policy.

ECONOMICS COURSES

EC 232 PRINCIPLES OF MICROECONOMICS (SS)  
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. Prerequisite: None.
Three credit hours fall semester

EC 233 PRINCIPLES OF MACROECONOMICS (SS)  
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. Prerequisite: None.
Three credit hours spring semester

EC 410 INTERNATIONAL POLITICAL ECONOMY (SS)  
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. The purpose of this course is to provide students with a more comprehensive understanding of the global environment, which may result in more effective solutions to global challenges. Prerequisite: EC 232 and EC 233
Three credit hours spring semester
MANAGEMENT COURSES

MGT 231  PRINCIPLES OF MANAGEMENT
Open to non-business majors and high school seniors. The course provides an overview of the history and evolution of management, identifies and discusses its key management innovators and researchers, and provides an introduction to the general terms and concepts in the field of management. Specifically, the course focuses on objectives and functions of an organization, the functions of the management process - planning, organizing, motivating, staffing, and controlling, the three levels of management, along with introducing the student to the strategic management process and its various analytical tools and concepts. Students are also introduced to the processes and steps in making and critiquing arguments. Prerequisite: None.
Three credit hours fall and spring semesters

MGT 320  LEADERSHIP
This course is open to non-business majors and examines the student’s knowledge of his or her primary leadership style; power bases and key principles that will assist them to further develop and effectively apply their own leadership skills. Through individual and group projects, readings, case studies, group discussions, and making and critiquing arguments, this course also helps the student identify and analyze the characteristics of effective leadership and the differences between leadership and management. Prerequisite: None
Three credit hours fall and spring semesters

MGT 332  LEGAL AND ETHICAL ASPECTS OF BUSINESS
This course is open to non-business majors and 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; and how businesses and corporations are formed. Through the review and analysis of real world court cases, students will be able to continue to develop their skills in making and critiquing arguments. Prerequisite: None
Three credit hours spring semester

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, budgeting, cost control, and operations. It also examines the use and application of the Internet and electronic business tools. Prerequisites: AC251, MGT231 and MKT 231
Three credit hours fall semester
MGT 410  HUMAN RESOURCE MANAGEMENT
This course provides a comprehensive overview of the management of personnel, their roles and functions 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 and add to a company’s profits in domestic and global environments. Through the review and analysis of real world court cases, students will be able to continue to develop their skills in making and critiquing arguments.
Prerequisites: MGT 231, MGT 320.
*Three credit hours fall semester*

MGT 420  ORGANIZATIONAL BEHAVIOR
Study of human behavior at the individual and group organizational levels. Included are topics dealing with conflict and negotiation resolution, leadership, persuasion, power relationships, managerial roles and interventions. Finally, through the review and analysis of real world human resource issues and court cases, students will be able to continue to develop their skills in making and critiquing arguments.
Prerequisites: MGT 231, MGT 320.
*Three credit hours spring semester*

MGT 485  INTERNATIONAL BUSINESS (IS)
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, 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. Prerequisites: EC 232, EC 233, MGT 231, MKT 231, AC 251, CIS 220 and COMP I and II, or the equivalent or consent of the instructor.
*Three credit hours fall semester*

MGT 490  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. Prerequisites: MGT 231, CIS 320, AC 251, AC 252, EC 232, MA 210, and MA 230
*Three credit hours fall semester*
MGT 499  INTERNSHIP IN MANAGEMENT
Supervised practical experience related to management for students classified as a junior or senior in selected organizations, agencies, or businesses. Overall experience and written component to be developed collectively by the faculty member, the organization and student. A student may earn three (3) to six (6) credit hours. Prerequisites: junior/senior standing, and be declared a Business Management major pursuing a general management concentration, and complete AC 251, MGT 231, MKT 231, MGT 332, EC 232 or EC 233, with at least a 2.0 GPA, and with Department Chair approval. 

Three to six credit hours as needed

MGT 550  STRATEGIC MANAGEMENT AND ETHICS (SIE/IS)
This course focuses on the strategic management process, planning, business policies, executive level governance, and ethical decision making. These requirements are achieved using case studies, individual and group projects, oral and written assignments, as well as computerize and/or live simulations. This course is the Senior Integrated Experience capstone course for Business and Accounting majors, where students are expected to demonstrate and apply knowledge of concepts from their prior business courses. Also, this course is an Idea Seminar, which seeks to build a general understanding of global interdependence, change, interconnectedness and diversity. NOTE: This course is not designed or intended to be an Independent Study. Prerequisites: Have completed or will complete during the spring semester in which this course is taken, all respective business core courses, concentration, major and elective courses for management, marketing, and accounting. Transfer credit for this course will not be accepted. Comp 1 and Comp II (or EN310 for transfer students) must have been completed with at least a C or the equivalent, or permission of the instructor. 

Three credit hours spring semester

MARKETING COURSES

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. Prerequisites: None. 

Three credit hours fall & spring semesters

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 purchase decision. Prerequisite: MKT 231. 

Three credit hours fall semester
MKT 350  **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 and MKT 325

*Three credit hours spring semester (or as needed)*

MKT 475  **MARKETING RESEARCH**
Application of scientific research techniques and statistical analysis of information (data) relative to sound marketing management decision-making. Prerequisites: AC 251, MA 230, MGT 231, MKT 231, MKT 325, and Junior Standing.

*Three credit hours fall semester*

MKT 499  **INTERNSHIP IN MARKETING**
Supervised practical experience in a selected organization, agency, or business related to management. Developed by faculty member, organization and student. Prerequisites: senior standing, 2.0 GPA, and with Department Chair approval. AC 251, EC 231 or 232, MGT 231, MGT 332, MKT 231.

*Three to six credit hours as needed*

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. Prerequisites: MKT 231, MKT 325, MKT 350.

*Three credit hours as needed*

MKT 530  **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 4Ps 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. Prerequisites: AC 251, MGT 231, MKT 231, MKT 325, MKT 350, and Junior Standing.

*Three credit hours spring semester*
BUSINESS ADMINISTRATION
Overland Park Campus

Mission
The Business, Accounting & Sport Management Department of the University of Saint Mary serves traditional and non-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.

Bachelor of Science degree, with a major in business administration and a concentration in management.

The Business Administration Program seeks to
1. Provide an understanding and appreciation of the ways in which economic forces affect society as a whole through the operations of business, non-profit organizations and government.
2. Provide business and accounting education in a total college environment, respectful of the importance of general education essentials in a rapidly changing society and world.
3. Encourage the growth of comprehensive ethics as integrated in all business and management activities.
4. Encourage critical thinking skills and communication skills.

PROGRAM OUTCOMES
Graduates of the Business and Accounting programs will demonstrate:
1. A basic understanding of the knowledge, skills, and attributes needed by managers and/or professionals in a business, economic, and political environment.
2. Business and accounting career-oriented skills most appropriate to demonstrated aptitudes.
3. Critical thinking and communication skills in the areas of ethics, change and leadership.

CONCENTRATION SPECIFIC OUTCOMES IN BUSINESS ADMINISTRATION:
In addition, students will demonstrate competencies in the management concentration major as follows:

1. Demonstrate the ability to analyze Business Organizations in terms of Organizational Development and traditional and contemporary Human Resources roles within the legal and regulatory environment and identify actions needed to obtain and sustain a competitive advantage (Management Concentration).
2. Demonstrate the ability to integrate the Management and Strategic processes to use major analytical tools to analyze case studies, complete computerize simulations and to formulate, implement and evaluate problems, policies, procedures and to develop plans from a strategic executive level of management (Management Concentration).
BUSINESS ADMINISTRATION MAJORS
60 hours, including the General Business Core (36 hours), additional non-core courses (9 hours), and completion of Concentration (15 hours). The General Business Core and General Management Concentration are offered at the Leavenworth and Overland Park campuses.

General Business Core
AC 251 Principles of Accounting I
AC 252 Principles of Accounting II
EC 232 Principles of Microeconomics
EC 233 Principles of Macroeconomics
FIN 362 Principles of Finance
CIS 320 Advanced Management Information Systems
MGT 231 Principles of Management
MGT 332 Legal and Ethical Aspects of Business
MGT 485 International Business
MGT 490 Production and Operations Management
MGT 550 Strategic Management and Ethics*
MKT 231 Principles of Marketing

*Senior Integrative Experience

Additional Non-Core Hours
CIS 220 Management Information Systems
MA 160 College Algebra or equivalent
MA 230 Introduction to Statistics

GENERAL MANAGEMENT CONCENTRATION
EC 485 International Political Economy
MGT 320 Principles of Leadership
MGT 334 Entrepreneurship and Small Business Mgt.
MGT 410 Human Resources Management
MGT 420 Organizational Behavior

Grade Policy for Principles Classes
To assist the Business, Accounting and Sports Management Department (BASMD) in ensuring that students are prepared for advanced classes, all new students entering the University beginning in the 2010/2011 academic year who wish to be BASMD majors must make a grade of “C” in all the following principles classes:

• AC 251 Principles of Accounting
• MGT 231 Principles of Management
• MKT 231 Principles of Marketing

During the time that students are completing these courses, they may be admitted as “provisional” BASMD majors and will be considered for full admittance if they meet all entry requirements of their major/s. If a student does not achieve at least a C in their initial completion of any of the above classes, they must repeat this class and earn at least a C. If this is not achieved, the student may not become a business, accounting or sports management major.
ECONOMICS COURSES

EC 485 INTERNATIONAL POLITICAL ECONOMY (SS)
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. The purpose of this course is to provide students with a more comprehensive understanding of the global environment, which may result in more effective solutions to global challenges. Prerequisite: EC 232 and EC 233

Three credit hours spring semester

FINANCE COURSES

FIN 362 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. Prerequisites: AC 251, AC 252 and MA 210.

Three credit hours fall semester

MANAGEMENT COURSES

MGT 231 PRINCIPLES OF MANAGEMENT
Open to non-business majors and high school seniors. The course provides an overview of the history and evolution of management, identifies and discusses its key management innovators and researchers, and provides an introduction to the general terms and concepts in the field of management. Specifically, the course focuses on objectives and functions of an organization, the functions of the management process—planning, organizing, motivating, staffing, and controlling, the three levels of management, along with introducing the student to the strategic management process and its various analytical tools and concepts. Students are also introduced to the processes and steps in making and critiquing arguments. Prerequisite: None.

Three credit hours fall and spring semesters

MGT 320 LEADERSHIP
This course is open to non-business majors and examines the student's knowledge of his or her primary leadership style; power bases and key principles that will assist them to further develop and effectively apply their own leadership skills. Through individual and group projects, readings, case studies, group discussions, and making and critiquing arguments, this course also helps the student identify and analyze the characteristics of effective leadership and the differences between leadership and management. Prerequisite: None.

Three credit hours fall and spring semesters
MGT 332  LEGAL AND ETHICAL ASPECTS OF BUSINESS
This course is open to non-business majors and 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; and how businesses and corporations are formed. Through the review and analysis of real world court cases, students will be able to continue to develop their skills in making and critiquing arguments. Prerequisite: None

Three credit hours spring semester

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, budgeting, cost control, and operations. It also examines the use and application of the Internet and electronic business tools. Prerequisites: AC251, MGT231 and MKT 231

Three credit hours fall semester

MGT 410  HUMAN RESOURCE MANAGEMENT
This course provides a comprehensive overview of the management of personnel, their roles and functions 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 and add to a company’s profits in domestic and global environments. Through the review and analysis of real world court cases, students will be able to continue to develop their skills in making and critiquing arguments. Prerequisites: MGT 231, MGT 320.

Three credit hours fall semester

MGT 420  ORGANIZATIONAL BEHAVIOR
Study of human behavior at the individual and group organizational levels. Included are topics dealing with conflict and negotiation resolution, leadership, persuasion, power relationships, managerial roles and interventions. Finally, through the review and analysis of real world human resource issues and court cases, students will be able to continue to develop their skills in making and critiquing arguments. Prerequisites: MGT 231, MGT 320.

Three credit hours spring semester
MGT 485  INTERNATIONAL BUSINESS (IS)
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, 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. Prerequisites: EC 232, EC 233, MGT 231, MKT 231 AC 251, CIS 220 and COMP I and II, or the equivalent or consent of the instructor.

Three credit hours fall semester

MGT 490  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. Prerequisites: MGT 231, CIS320, AC 251, AC252, EC 232, MA 160, and MA 230

Three credit hours fall semester

MGT 499  INTERNSHIP IN MANAGEMENT
Supervised practical experience related to management for students classified as a junior or senior in selected organizations, agencies, or businesses. Overall experience and written component to be developed collectively by the faculty member, the organization and student. A student may earn three (3) to six (6) credit hours. Prerequisites: junior/senior standing, and be declared a Business Management major pursuing a general management concentration, and complete AC 251, MGT 231, MKT 231, MGT 332, EC 232 or EC 233, with at least a 2.0 GPA, and with Department Chair approval.

Three to six credit hours as needed
MGT 550  STRATEGIC MANAGEMENT AND ETHICS (SIE/IS)
This course focuses on the strategic management process, planning, business policies, executive level governance, and ethical decision making. These requirements are achieved using case studies, individual and group projects, oral and written assignments, as well as computerize and/or live simulations. This course is the Senior Integrated Experience capstone course for Business and Accounting majors, where students are expected to demonstrate and apply knowledge of concepts from their prior business courses. Also, this course is an Idea Seminar, which seeks to build a general understanding of global interdependence, change, interconnectedness and diversity. **NOTE:** This course is not designed or intended to be an Independent Study. Prerequisites: Have completed or will complete during the spring semester in which this course is taken, all respective business core courses, concentration, major and elective courses for management, marketing, and accounting. Transfer credit for this course will not be accepted. Comp 1 and Comp II (or EN310 for transfer students) must have been completed with at least a C or the equivalent, or permission of the instructor.

*Three credit hours spring semester*
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.

CHEMISTRY CORE
CH 220  General Chemistry I
CH 221  General Chemistry II
CH 330  Organic Chemistry I
CH 331  Organic Chemistry II
CH 354  Analytical Chemistry
CH 365  Inorganic Chemistry
CH 464  Physical Chemistry I

REQUIRED SUPPORTING COURSES
CH 594  Chemistry Seminar
NS 597  Science and Society Seminar
MA 243  Calculus and Analytical Geometry I
MA 244  Calculus and Analytical Geometry II
PHY 215/216 Physics I and II OR
PHY 315/316 Engineering Physics I and II
MAJOR IN CHEMISTRY
35 hours in chemistry including the Chemistry Core (27 hours), Required Supporting Courses, and an additional 8 hours, from the following:
CH 455 Instrumental Analysis
CH 465 Physical Chemistry II
BICH 461 Biochemistry Lecture
BICH 462 Biochemistry Laboratory

If BICH 462 Biochemistry Laboratory is not offered, students may substitute CH 598/599 Research Problems in Chemistry I/II for the additional credit hour needed.

MINOR IN CHEMISTRY
18 hours in chemistry, including courses in general, organic, and one course choosing from analytical chemistry, instrumental analysis, inorganic chemistry, or physical chemistry.

TEACHER LICENSURE
Students completing the secondary education program in chemistry are required to complete 30-32 hours in Chemistry, including all requirements in the Chemistry Core (27 hours), NS 597 Science and Society Seminar (2 hours), and NS 588 Practical Applications in Teaching Science (1-3 hours). 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 Secondary Education section of this catalog for further information.

CHEMISTRY COURSES

NS 105 PHYSICAL SCIENCE (NS)
An introductory science designed for non-science majors. The scientific method and basic concepts of astronomy, chemistry, earth science, and physics will be covered. This course will focus on the fundamental facts and principles of each of these four areas. Lecture and activities. May be offered with lab. This class is necessary for education majors to meet educational science standards. Concurrent enrollment in NS 108 is recommended if course is not offered with lab. Prerequisite: Math ACT score of 19 on the general algebra portion of the exam, MA 115 or equivalent. To fulfill graduation requirement for a laboratory science, NS 108 is required if course is offered without lab.

Four hours as needed

NS 108 LABORATORY TOPICS
See NS 108 under Biology.

Two hours fall or spring semester
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 science 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 three times. Prerequisite: Instructor approval.
One credit, pass/fail, spring semester, odd years

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.
Three hours as needed

CH 113  ALLIED HEALTH CHEMISTRY
An introductory chemistry course designed for nursing students. The basic concepts from inorganic, organic, and biochemistry will be covered. Prerequisite: Math ACT score of 23 on the general algebra portion of the exam, MA 115, or equivalent. Lecture and laboratory.
Four hours each semester

CH 220  GENERAL CHEMISTRY I (NS)
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. Prerequisite: MA 160 or math ACT score of 25 on the algebra portion of the exam; however MA 160 may be taken concurrently with CH 220. Lecture three hours per week and laboratory one day a week for three hours.
Four hours fall semester
CH 221  GENERAL CHEMISTRY II (NS)
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. Prerequisite: MA 160 and Grade of C or better in CH 220 or consent of instructor. Lecture three hours per week and laboratory one day a week for three hours.

Four hours spring semester

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. Prerequisite: Grade of C or better in CH 220 and CH 221 or consent of instructor. Lecture three hours per week and laboratory one day a week for three hours.

Four hours fall semester

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 syntheses in the laboratory part of this course. Prerequisite: Grade of C or better in CH 221 and CH 330, or consent of instructor. Lecture three hours per week and laboratory one day a week for three hours.

Four hours spring semester

CH 354  ANALYTICAL CHEMISTRY (NS/WCF)
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 laboratory. Prerequisites: Grade of C or better in CH 220 and CH 221 and math proficiency through MA 211 or consent of instructor.

Four hours fall odd years
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: Grade of C or better in CH 220 and CH 221 or consent of instructor. CH 330 is recommended, but not required.

*Three hours spring even years*

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: Grade of C or better in CH 354 or consent of the instructor.

*Four hours spring even years*

BICH 461  
**BIOCHEMISTRY LECTURE**
An introductory lecture course into biochemistry. Subjects studied include the structure of amino acids, sugars, 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 are also studied along with DNA replication, translation and transcription. Prerequisites: CH 330 Organic Chemistry I and BI 220 Cell Biology both at grade of C or above.

*Three hours spring semester*

BICH 462  
**BIOCHEMISTRY LABORATORY**
Applications of biochemical techniques to the analysis of cellular components. Group experiments and individual projects. Must be concurrently enrolled in BICH 461.

*One hour as needed*

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. 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 laboratory. Prerequisites: CH 220, CH 221, PHY 215, PHY 216, MA 243, all at grade of C or better, or consent of instructor.

*Four hours fall even years*
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 bonding, 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 laboratory. Prerequisites: CH 220, CH 221, PHY
215, PHY 216, MA 243, MA 244, CH 464, all at grade of C or better, or
consent of instructor.
Four hours spring odd years

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.
Two hours as needed

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 / CH 455 is recommended but not required.
One-three hours as needed

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.
One hour as needed

NS 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.
One-three hours as needed
NS 597  SCIENCE AND SOCIETY SEMINAR (SIE)
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. Fulfills the requirement for a Senior Integrative Experience. Prerequisites: senior standing or consent of instructor.

Two hours fall semester

CH 598/599  RESEARCH PROBLEMS IN CHEMISTRY I, II (H)
Advanced, independent research problem(s) chosen according to interest and previous training in analytical, biochemistry, organic or inorganic chemistry. Open to any science majors.

One-three hours each semester

PHYSICS COURSES

PHY 215  PHYSICS I (NS)
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, laboratory, and weekly problem solving recitation. Prerequisite: MA 160, and either MA 211 or a score of 26 on the trigonometry portion of the COMPASS exam, or consent of instructor.

Four hours fall semester

PHY 216  PHYSICS II (NS)
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, laboratory, and weekly problem solving recitation. Prerequisite: a grade of C or better in PHY 215.

Four hours spring semester

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 laws 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 laboratory.

Prerequisite: MA 243 at a grade of C or better

Four hours spring odd years
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, electromagnetic waves. Classical and quantum waves, interference, and modern physics. Lecture and weekly laboratory. Prerequisites: MA 243 and PHY 315, both at a grade of C or better

Four hours fall odd years
CHILD DEVELOPMENT EDUCATION

The Bachelor of Science in Child Development Education is a program designed to prepare graduates for service in preschools, childcare centers and related areas. Competencies pertaining to child development, teaching, and program development within this major build a foundation for those seeking a career in the field of early childcare and education. Additionally, liberal studies within the general education requirements of the Bachelor of Science degree give breadth to the overall educational experience. This major applies only to students transferring to the University of Saint Mary after successfully completing the A.S. in Early Childhood Education from Johnson County Community College, A.A.S. in Early Childhood Education from Donnelly College, A.A.S. in Child Care Education from Kansas City Kansas Community College, and A.A.S. in Child Growth and Development from Penn Valley Community College. Transferring programs are routinely reviewed to ensure program continuity. Students transferring from earlier catalog years, or similar programs, will be evaluated on a case-by-case basis.

MAJOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PY 290</td>
<td>Psychology of Child and Adolescence</td>
</tr>
<tr>
<td>ED 301</td>
<td>Foundations of Education: Social, Cultural, Philosophical and Historical Perspectives</td>
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<tr>
<td>ED 324</td>
<td>Psychological Foundations of Education</td>
</tr>
<tr>
<td>ED 326</td>
<td>Educating Exceptional Children and Youth</td>
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<tr>
<td>EDWRK 500's</td>
<td>Special Topics in Educ. - 2 workshops required</td>
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<tr>
<td>CDE 403</td>
<td>Advanced Curriculum Design in Early Childhood Education</td>
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<tr>
<td>CDE 406</td>
<td>Play Therapy in the Classroom</td>
</tr>
<tr>
<td>CDE 407</td>
<td>Theraplay in the Classroom</td>
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<tr>
<td>CDE 408</td>
<td>Kinder Therapy</td>
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<tr>
<td>CDE 420</td>
<td>Advanced Professional Practicum/Seminar in Early Childhood Education*</td>
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<tr>
<td>CDE 500</td>
<td>Special Topics: Emerging Literacy in ECED</td>
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<tr>
<td>CDE 501</td>
<td>Issues in Early Childhood Educ. Administration</td>
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<tr>
<td>APY 452</td>
<td>Family Systems</td>
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In addition to completion of hours within the major, students must complete all other requirements of the University of Saint Mary Overland Park Campus/Bachelor of Science degree. The Bachelor of Science in Child Development Education does not lead to a Kansas teaching license in early childhood.
CHILD DEVELOPMENT EDUCATION OUTCOMES

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

1. Growth in the ability to consistently apply and use reflection 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. Understanding and respect for families as the primary decision-maker for children through
   a. knowledge of family systems theory,
   b. understanding parenting as a developmental process,
   c. demonstration of the collaborative process of communication with parents and caregivers,
   d. advocacy on behalf of young children and their families to improve quality of programs and services.

3. Knowledge of subject matter and pedagogical content through
   a. understanding the early childhood profession, its historical, philosophical, cultural, political, and social foundations and how these influence current practice,
   b. application of theories of child development in cognitive, motor, socio-emotional, communication, adaptive, and aesthetic development in learning situations,
   c. demonstration of respect for culturally and linguistically diverse children and families as applied to learning situations,
   d. classroom development and implementation which develops the whole child (cognitive, motor, social-emotional, communication, and aesthetic),
   e. creation of a learning environment that promotes successful emergent and developing literacy skills including literature appropriate to the age and stage of the child.

4. Knowledge of a variety of informal and formal assessment strategies in collaboration with other professional and family members to plan and individualize curriculum and instruction to meet the needs of all students
   a. use of informal and formal assessment strategies,
   b. identification and use of culturally sensitive assessment,
   c. demonstration of the ability to observe, record, and assess young children’s development and learning.
5. Knowledge of establishing and maintaining a healthy learning environment through
   a. demonstration of the understanding of the influence of the physical
      setting, schedule, routines, and transitions on children and how to use
      these experiences to promote children's development and learning,
   b. demonstration of basic health, nutrition, and safety management
      practices for young children,
   c. demonstration of the knowledge needed for creating and
      implementing a responsive learning environment that encourages
      social interaction, action engagement in learning and self-motivation
      for all young children,
   d. creation of an environment that allows concrete, hands-on activities
      with appropriate materials in a context that is meaningful to young
      children's experiences and development,
   e. development and implementation of a variety of individual and group
      learning experiences that are developmentally appropriate; including
      play, environmental routines, family-mediated activities, projects,
      cooperative learning, inquiry experiences and systematic instruction,
   f. the use of technology to support development appropriate practice
      and healthy environments.

CHILD DEVELOPMENT EDUCATION COURSES

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.
   Three hours as needed

ED 301  FOUNDATIONS OF EDUCATION: SOCIAL, CULTURAL,
PHILOSOPHICAL, AND HISTORICAL PERSPECTIVES (CS/IS)
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 K-
12 school settings 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,
personal ponderings, experiences, and discussions.
   Four hours
ED 324  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. Prerequisite:
PY 290 prior or concurrent.
Three hours

ED 326  EDUCATING 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 required.
Prerequisites: ED 301 and ED 324
Three hours

CDE 403  ADVANCED CURRICULUM DESIGN IN EARLY CHILDHOOD
EDUCATION
Examines the interrelationships of theories of learning and curricula
design to develop coherent early childhood education programs. Building
on social and cultural foundations, students analyze the principles of
learning and apply them to curriculum.
Three hours

CDE 406  PLAY THERAPY IN THE CLASSROOM
Overviews general principles of developmentally and sensory
appropriate play methods and their application into the early childhood
and elementary age classroom. Educators have the opportunity to create
a classroom that supports the mental, emotional and social health of
their students. By using play therapy theory and methods creatively
intertwined with education methods, educators of early childhood and
elementary age classes can create a more successful environment for
their students. Participants will review basic theory of development
(mental, emotional, cognitive and social), basic sensory learning
channels coupled with current research on brain functions/methods and
basic play theory. Multi-modal learning approach will include lecture,
video presentations, power point and hands on learning experiences for
making the classroom more healthy for students and teachers.
One hour
CDE 407 THERAPLAY IN THE CLASSROOM
Overviews general principles of Theraplay methods and their application into the early childhood and elementary age classroom. Educators have the opportunity to create a classroom that supports the mental, emotional and social health of their students. By using Theraplay tenets of nurturing, structuring, challenging and engaging concepts intertwined with education methods, educators of early childhood and elementary age classes can create a more successful environment for their students. Participants will review basic theory of Theraplay (mental, emotional, cognitive and social), learn how to set up Theraplay group activities and plan group and learn activities. Multi-modal learning approach will include lecture, video, presentations, power point and hands on learning experiences for making the classroom more healthy for students and teacher.
One hour

CDE 408 KINDER THERAPY
Overviews general principles of Kinder Therapy methods and their application into the early childhood and elementary age classroom. Educators have the opportunity to create a classroom that supports the mental, emotional and social health of their students. By using Kinder Therapy methods intertwined with educational methods, educators of early childhood and elementary age classes can create a more successful environment for their students. Participants will review basic theory of Kinder Therapy (mental, emotional, cognitive and social), learn how to set up Kinder Therapy group activities and plan group and learn activities. Multi-modal learning approach will include lecture, video presentation, power point and hands on learning experiences for making the classroom healthier for students and teachers.
One hour

CDE 420 ADVANCED PROFESSIONAL PRACTICUM/SEMINAR IN EARLY CHILDHOOD EDUCATION (SIE)
Examination of programs for young children, including philosophical and theoretical foundations. Implementation and evaluation of program models including related contemporary issues and research. Includes field experience.
Three hours

CDE 500 EMERGING LITERACY IN EC EDUCATION
Based on the assumption that literacy begins long before a child's exposure to formal instruction, this course offers a blend of theory and application while enhancing the students understanding of emergent literacy. It explores the development and assessment of language and writing, the role in designing learning activities and providing a literacy-rich environment. This course is based upon three themes: a constructivism perspective on learning, respect for diversity and instruction based assessment.
Three hours
CDE 501  ISSUES IN EARLY CHILDHOOD EDUCATION ADMINISTRATION
This course will focus on contemporary issues and topics of interest to
directors and administrators in early childhood settings. The topics include:
program quality improvement standards, program assessment, facility
design, communication with families, child guidance, ethical issues,
advocacy, and current theories and ongoing research.
  Three hours as needed

EDWRK 500's  SPECIAL TOPICS IN EDUCATION
This series of (1) hour workshops is designed to improve classroom
teaching through the examination of topics such as classroom
management, character education, and effective meetings with parents.
  Two (1) hour courses

APY 452  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.
  Three hours as needed
COMPUTER INFORMATION SYSTEMS

DEPARTMENTAL LEARNING OUTCOMES
Integrated in the program are detailed outcomes specific to technology developed to enhance the USM learning outcomes:

1. Demonstrate ability of effective written and oral communication
2. Demonstrate ability to apply both qualitative and quantitative analysis
3. Demonstrate ability to use, evaluate and interpret complex information
4. Demonstrate intellectual and emotional flexibility to manage change

PROGRAM GOALS
1. Provide an understanding and appreciation of the ways in which information systems affect society as a whole in conjunction with business, education, non-profit organizations, and government;
2. Develop the basic understandings, knowledge, skills, and attributes needed by managers and/or professionals in a technology related environment;
3. Provide students the skill sets needed to leverage information systems issues and requirements;
4. Develop critical thinking and communication skills

The Department of Computer Information Systems seeks to
1) provide an understanding and appreciation of the ways in which information systems affect society as a whole in conjunction with business, education, non-profit organizations, and government;
2) develop the basic understandings, knowledge, skills, and attributes needed by managers and/or professionals in a technology related environment;
3) provide students with the business background and competencies to pursue information systems related opportunities;
4) provide students the skill sets needed for solving problems and creating solutions with information systems;
5) assist students in the development of computer information systems (CIS) career oriented skills;
6) provide business, accounting, and CIS education in a total college environment, respectful of the importance of general education in a rapidly changing society and world;
7) encourage the growth of comprehensive Christian ethics as integrated in all CIS activities, and
8) encourage critical thinking skills as the student develops his/her study and communication skills in the areas of ethics, change, and leadership.

To accomplish the above goals, the CIS program has a comprehensive series of courses as part of the major and also offers two minors to University of Saint Mary students. The first minor is in Computer Information Systems and is designed for USM students who are majoring in a different discipline. The second minor is in Healthcare Informatics and is for all students at USM, including CIS majors.
COMPUTER INFORMATION SYSTEMS MAJOR

33 hours of the following:

CIS 150 Introduction to Programming and Networking
CIS 220 Management Information Systems
CIS 254 Data Structures
CIS 320 Advanced Management Information Systems (IS)
CIS 354 Algorithms
CIS 360 Relational Database Design and Development
CIS 361 Web Programming
CIS 450 Software Development and Design
CIS 595 Internship
CIS, HCI or HIM xxx Electives (6 hours)

Other required courses:

AC 251 Principles of Accounting I
CISAC 362 Accounting and Information Systems
MGT 231 Principles of Management
EC 233 Principles of Macroeconomics or
EC 232 Principles of Microeconomics

The Computer Information Systems 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 Computer Information Systems program.

COMPUTER INFORMATION SYSTEMS MINOR

15 hours, including the following:

CIS 150 Introduction to Programming
CIS 220 Management of Information Systems
CIS 320 Advanced Management Information Systems (IS)
CIS 360 Relational Database Design and Development
CIS 361 Web Programming
HEALTHCARE INFORMATICS MINOR

Healthcare Informatics is the profession that combines knowledge in computer science, information science, and medical science to provide the tools for the purpose of documenting and improving patient care. Healthcare informatics professionals are an integral part in the development and implementation of the Electronic Health Record. Students learn to manage resources, sensitive data, and devices, to optimize materials for the healthcare industry.

15 hours, including the following:

- HIM 250 Medical Terminology
- HCI 320 Informatics for Healthcare Professionals
- HCI 350 Technology and Decision Making (IS)
- HCI 410 Healthcare Information Systems
- HCI 440 Healthcare Security

Courses marked with the ✂ symbol require students to own, or have reliable access to, a personal computing system that meets, or exceeds, the minimum technical specifications published in this catalog. Students who do not own, or have reliable access to, such a system by the end of the first week of class may be administratively dropped from the course subject to the Administrative Course Drop policy.

COMPUTER INFORMATION SYSTEMS COURSES

CIS 100-119 APPLICATION SOFTWARE ✂

CIS 102 WORD PROCESSING (MICROSOFT WORD) ✂
A general introduction to word processing with the most current version of Microsoft Word. The course covers basic word processing techniques, the use of built-in functional wizards, text formatting, and combining tools for professional looking documents.
One hour fall semester

CIS 103 SPREADSHEETS (MICROSOFT EXCEL) ✂
A general introduction to spreadsheets with Microsoft Excel. The course covers basic spreadsheet techniques, the use of built-in functional wizards, formatting, formulas for computation and combining tools for professional looking documents.
One hour fall semester

CIS 104 IMAGE MANIPULATION (GIMP) ✂
A general introduction to manipulation of digital images. This course covers basic skills for using software to modify and refine digital images through the use of practical exercises.
One hour spring semester
CIS 105  PRESENTATION SOFTWARE (MICROSOFT POWERPOINT)  
A general introduction to Microsoft PowerPoint. The course covers basic skills for designing and developing presentations through the use of wizards, graphics, sound and layout for effective presentations.  
One hour spring semester

CIS 106  DATABASES (MICROSOFT ACCESS)  
A general introduction to Microsoft Access. The course covers database design techniques, the use of tables, forms, and combining tools and applications to optimize the system.  
One hour fall semester

CIS 109  WEB STUDIO (WEB EXPRESSIONS)  
A basic introduction to the use of web page studios in the design and development of web sites. This course teaches the basics for the overall design and development of basic web sites. Students will use a software suite to produce web sites through class projects.  
One hour as needed

CIS 112  DESKTOP PUBLISHING (MICROSOFT PUBLISHER)  
A general introduction to the use of desktop publishing software for the design and development of flyers, cards, newsletters, etc.  
One hour spring semester

CIS 113  OPERATING SYSTEMS (MICROSOFT WINDOWS)  
A general introduction to the most current Microsoft Windows operating environment available. The course covers system management techniques, the use of applications, file handling, and combining tools and applications to optimize the system.  
One hour as needed

CIS 114  INTERNET RESEARCH  
A general introduction to the Internet with Microsoft Internet Explorer. The course covers basic search techniques, the use of various search engines, query formatting, and combining tools for professional results. Students obtain a basic understanding of how to use the Internet to enhance their information gathering skills. Students are encouraged to explore the various search engines to increase their skill set.  
One hour as needed

CIS 115  WEB PAGE DESIGN  
A general introduction to web page design. The course covers system management techniques, the use of applications, file handling, and combining tools and applications to optimize the system. Students obtain a basic understanding of how to design and develop web pages to enhance their computer skills. Students are encouraged to explore the built-in applications to increase their skill set.  
One hour as needed
CIS 125  **FUNDAMENTALS OF COMPUTER INFORMATION SYSTEMS**

An introduction to basic computer concepts of information systems, the Microsoft Office Suite and desktop computers in general, through lectures, independent study and practical exercises. The students participate in practical application exercises and individual presentations.

*Three hours as needed*

CIS 150  **INTRODUCTION TO PROGRAMMING**

An introduction to visual programming. Students work with HTML, CSS and Jquery to construct meaningful web pages. Concepts such as formatting and error checking are covered. Students work to build a web-based portfolio of class projects.

*Three hours spring semester*

CIS 170  **INTRODUCTION TO 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 hours as needed*

CIS 220  **MANAGEMENT INFORMATION SYSTEMS**

An introduction to MIS concepts 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.

*Three hours fall semester*

CIS 254  **DATA STRUCTURES**

This course covers the fundamental data structures of programming. Students learn to use Boolean, integer, string, list, dictionary and class datatypes. This course covers to basics of object oriented programming as students use libraries, iteration, functions and recursion.

*Three hours fall semester*
CIS 310 TECHNOLOGY IN THE MODERN WORLD (H) 
This Idea Seminar takes an in-depth look at how technology has impacted a diverse group of disciplines based on social, ethnical, economical and spiritual influences. Students will select a topic in the discipline of their choice and explore the global impacts and differences technology has caused. Through a series of presentations, research, problem solving, and logic exercises, they will develop a matrix explaining the interconnectedness of today’s society as impacted by technology. Through this course, students will expand their knowledge of our global society; how the World Wide Web, instant messaging, email, cell phones, satellite communications, and TV have combined to meld our knowledge base, while considering differences throughout our global community.
Three hours as needed

CIS 320 ADVANCED MANAGEMENT INFORMATION SYSTEMS (IS/H)
An examination of the strategic importance of information systems in business, describing how information systems enable business to gain a competitive advantage, and anticipating the role of emerging technologies on business processes in a global marketplace. The emphasis is on how managers use different MIS methodologies in a variety of situations. Functional business areas such as Accounting and Financial Information Systems, Operational Marketing Information Systems, Operational Production Systems, and Operational Human Resources Information Systems are discussed. Prerequisite: CIS 120 or Instructor Approval
Three hours fall semester

CIS 330 TECHNOLOGY TRANSFER CORE
A course specifically designed to assess transfer students by reviewing topics and processes taught in the USM IT program. Also it ensures they have the same level and types of technology skills needed to successfully complete our technology degree. Students work with a variety of the current skill sets required in technology.
Three hours as needed
CIS 354  **ALGORITHMS IN PROGRAMMING**
Algorithms are specific steps used in solving computational problems. In this course students study fundamental algorithms for solving a variety of problems, including sorting, searching and graph algorithms. Students focus on general design and analysis techniques that underlie these algorithms. The course will examine divide-and-conquer, dynamic programming, greediness, and probabilistic approaches. Algorithms are judged not only by how well they solve a problem, but also by how effectively they use both time and space. Students will learn techniques for analyzing time and space complexity of algorithms and will use these to compare different algorithms. The course will show problems can be organized into a hierarchy that measures their inherent difficulty by the efficiency of the best possible algorithm for solving them. Prerequisite: CIS 354 or Instructor Approval

*Three hours spring semester*

CIS 360  **DATABASE PROGRAMMING**
A study of database design and development techniques. Topics include data relational model, creating, reading, updating and deleting tables in a database. Students will learn how to query, insert, join, constrain, trigger and view in a programmatic way.

*Three hours spring semester*

CIS 361  **WEB PROGRAMMING**
Modern web applications combine several backend languages to add functionality to HTML and CSS structured pages. This course instructs students on the backend, server side languages. Included languages are JavaScript, PHP and Ruby. Prerequisite: CIS 150 or Instructor Approval

*Three hours spring semester*

CIS 370  **ADVANCED MULTIMEDIA**
An advanced 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. Prerequisite: CIS 170.

*Three hours as needed*

CIS 450  **SOFTWARE DEVELOPMENT AND DESIGN**
An introduction to the concepts, techniques and tools of creating business and organizational software using integrated development environments, version control, and publishing technologies. Topics include analysis, information gathering and prototyping. Students employ database and web programming to produce a useful application. Prerequisites: CIS 360 and CIS 361 or Instructor Approval

*Three hours fall semester*
CISAC 362  ACCOUNTING AND INFORMATION SYSTEMS (WCF)
This course focuses on using and creating accounting systems. Emphasis on technology and techniques necessary to meet generally accepted auditing standards. Prepares the student to understand how Accounting Information Systems play a crucial role in the corporate environment. Students are introduced to the analysis and design of Accounting Information Systems.

Three hours spring semester

CIS 471  NETWORKING FUNDAMENTALS
An introduction and practical application of network design and administration with major operating systems. Students learn to setup and implement design topologies to administer networking skills in a variety of networking systems such as UNIX, Linux, Novell, and NT.
Prerequisite: IT 120.

Three hours spring semester

CIS 492  SPECIAL TOPICS IN ADVANCED IT (H)
Students work one-on-one with the instructor to research a specialized area. A paper is then developed and presented on the theory, implementation practices, and standards encountered. Each topic must be approved by the instructor for successful completion. Prerequisite: Instructor’s permission.

Three to six hours as needed

CIS 591  SENIOR SEMINAR
As the capstone course in the Information Technology, the course requires that the student incorporates and applies learning outcomes from their prior required Information Technology courses in the completion of this course. In addition to analyzing case studies, the course uses Capstone Simulation exercises to further enhance the student’s understanding of course concepts. The student must complete a major written paper and orally present this paper before their peers and selected faculty. Prerequisite: All IT requirements and instructor's permission.

Three hours as needed

CIS 595  COMPUTER INFORMATION SYSTEMS INTERNSHIP (SIE/WCF)
This course provides students an opportunity to use their programming and management skills in a real world environment. Students work on a paper and a project in line with their community partner. Students are evaluated by faculty based on input from supervisors at internship locations. Prerequisite: All IT requirements and instructor's permission.

Three hours spring semester
HEALTHCARE INFORMATICS COURSES

HCI 320  INFORMATICS FOR HEALTHCARE PROFESSIONALS  
This course centers on the science of data collection and information processing. Students study the structure, behavior, flow, and interactions of natural and artificial systems for storing, processing and communicating information. Through the development of conceptual and theoretical foundations, students learn to use computers, organization structure, and individual workers to convert data to information in the health care environment.  
Three hours fall semester

HCI 350  TECHNOLOGY AND DECISION MAKING  
The process of identifying system needs, preparing proposals, developing presentations and decision papers, and the application of decision making methods. Students work with industry standards to identify and develop system objects, processes and data flow for use in proposal preparation. Proposals are coupled with decision making techniques for presentation to management staff in the decision making process. The course uses a variety of communications techniques common in the industry.  
Three hours spring semester

HCI 410  HEALTHCARE INFORMATION SYSTEMS  
This course focuses specifically on the accounting information systems for healthcare. Key components are data integrity, image and record transfer, reporting systems, resource management, personnel systems, inventory and logistics management systems and financial accounting systems. The focus is on the recognition and use of systems in the management process. Prerequisites: IT 120 & IT 560  
Three hours fall semester

HCI 440  HEALTHCARE SECURITY  
The implementation of security for information systems is comprised of: incident response, disaster recovery, network defense and countermeasures, forensics, firewalls, and referential integrity. Students use case studies to recognize intrusion patterns and countermeasures. Additionally, students design and develop plans to assist in the protection of sensitive materials. Prerequisites: HCI 410  
Three hours spring semester
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 USM, 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 criminology concepts, solve problems using a variety of criminology methods, and connect criminology theory and practice; and
- the ability to apply criminology concepts and understanding to oneself, the impact of such application, and assess the quality of personal performance in academic and professional roles.

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

MAJOR IN CRIMINOLOGY
39 semester hours in criminology, including 18 hours of upper-level credit, and the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>SO 110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>CR 381</td>
<td>Introduction to Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CR 352</td>
<td>Ethics in Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CR 450</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>PYCR 585</td>
<td>Research Methods: Design</td>
<td>3</td>
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<tr>
<td>PYCR 586</td>
<td>Research Methods: Statistical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PYCR 590</td>
<td>Behavioral Science Seminar</td>
<td>3</td>
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APPROVED ELECTIVES (21 HOURS)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>APYCR 325</td>
<td>Introduction to Addictions</td>
</tr>
<tr>
<td>CR 270</td>
<td>Police, Courts, Probation, and Parole</td>
</tr>
<tr>
<td>CR 300</td>
<td>Special Topics in Criminology</td>
</tr>
<tr>
<td>CR 330</td>
<td>Homeland Security and Emergency Preparedness</td>
</tr>
<tr>
<td>CR 350</td>
<td>Victimology</td>
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<tr>
<td>CR 380</td>
<td>Juvenile Delinquency</td>
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<tr>
<td>CR 490</td>
<td>Corrections</td>
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<tr>
<td>CR 500</td>
<td>Advanced Studies in Criminology</td>
</tr>
<tr>
<td>GS 250</td>
<td>Cultural Anthropology</td>
</tr>
<tr>
<td>HIPS 462</td>
<td>The Supreme Court: Civil Rights and Civil Liberties</td>
</tr>
<tr>
<td>PY 150</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>PY 335</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PY 460</td>
<td>Social Psychology</td>
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</tbody>
</table>
MINOR IN CRIMINOLOGY
18 semester hours in criminology, including 9 hours of upper-level credit, and the following:

SO 110 Introduction to Sociology (3 credit hours)
CR 280 Introduction to Criminal Law (3 credit hours)
CR 352 Ethics in Criminology (3 credit hours)
CR 450 Criminology (3 credit hours)

CRIMINOLOGY/SOCIOLOGY COURSES

APYCR 325 INTRODUCTION TO ADDICTIONS (BS)
See APYCR 325 under Psychology

SO 110 INTRODUCTION TO SOCIOLOGY (BS)
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.

Three hours each semester

SO 160 SOCIAL PROBLEMS (BS)
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.

Three hours fall semester

SO 210 DEVIANCE AND SOCIAL ORDER
Introduction to the theory and philosophy of the sociological concept of deviance. Criminal and non-criminal forms of deviance will be studied using a variety of theoretical approaches.

Three hours as needed

SO 300 SPECIAL TOPICS IN SOCIOLOGY
Studies of selected sociological concepts and topics. As topics change, this course may be repeated for credit.

Three hours as needed.
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 the instructor.

*Three hours as needed*

CR 270  POLICE, COURTS, PROBATION AND PAROLE (BS)
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.

*Three hours fall semester odd years*

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.

*Three hours fall semester*

CR 300  SPECIAL TOPICS IN CRIMINOLOGY
Studies of selected criminological concepts and topics. As topics change, this course may be repeated for credit.

*Three hours as needed.*

CR 352  ETHICS IN CRIMINOLOGY
The course makes students aware of ethical issues in policing, courts, corrections, and policy-making. 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.

*Three hours spring semester*

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. Prerequisite: SO110

*Three hours fall semester*

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: SO 110.

*Three hours as needed*
CR 380  JUVENILE DELINQUENCY (BS/IS)
Definitions of juvenile delinquency, the nature and scope of the delinquency problem, types of delinquent behavior, theories of delinquency causation, the juvenile justice system, traditional and alternative treatment programs. As an Idea Seminar, the course examines how our global interdependence affects how society reacts to these issues through interconnectedness, diversity, and change. Students must have completed EN 111 Comp I and EN 112 Comp II with a grade of "C" or higher, or have consent of the instructor.
Three hours spring semester

CR 450  CRIMINOLOGY (WCF)
The development of criminal law and definitions of crime, measurement of the incidence and types of crime, theoretical explanations of crime, the criminal justice system and treatment programs, issues and trends in criminal justice. Prerequisite: Instructor permission.
Three hours spring semester

CR 490  CORRECTIONS (BS)
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. Prerequisite: SO 110.
Three hours fall semester even years

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.
Three hours as needed.

GS 250  CULTURAL ANTHROPOLOGY
See GS250 under Global Studies

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.
Three hours fall semester

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. Prerequisites: PY 150 or SO 110 and six (6) additional hours in the major.
Three hours fall semester
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. Prerequisites: PY 150 or SO 110 and six
additional hours in the major.

Three hours spring semester

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 the
instructor.

Three hours spring semester

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.

Variable credit each semester

PYCR 592  PRACTICUM II
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 more diverse population
of clients, and expanding site-based learning. Prerequisite: consent of
instructor.

Variable credit each semester
DIGITAL COMMUNICATION MAJOR

The Digital Communication Major is a career track designed to prepare students for the job search and entry into the professional world. With an advisor in the program, students may develop a focus that allows for preparation for the use of Communication in specific fields, including English, art, and business. The major consists of a common core and electives tailored to the student’s professional interests and plans.

COMMON CORE: (Total 21-24 Credits)
COM 120     Public Speaking
COM 328     The World in your Hand: Communication Theory and Global Media (IS)
COM 330     Byline to Online: Writing for Digital Media
COM 375     To Tweet or not to Tweet: Social Media in Professional Communication
COM 425     Public Relations in Action
COM 450     Digital Humanities
COM 452     Free Speech, Hate Speech, No Speech: The First Amendment
COM 591     Internship (1-3 credits)

ELECTIVES: (Total 12 Credits) NOTE: Some courses have prerequisites, not noted here. Please check departmental prerequisites.
AR 153     Basic Design
AR 355     Photography
AR 366     Computer Graphics
AR 383     Graphic Design
CIS 170     Multi Media
CIS 361     Web Programming
MKT 231     Principles of Marketing
SM 342     Sport Marketing and Fundraising
SPA 320     Spanish Conversation for the Professions
COM 590     Independent Study (1-3 credits)

MINOR in Digital Communication:
COM 120     Public Speaking
COM 328     The World in your Hand: Communication Theory and Global Media (IS)
COM 330     Byline to Online: Writing for Digital Media
COM 375     To Tweet or not to Tweet: Social Media in Professional Communication
COM 425     Public Relations in Action

DIGITAL COMMUNICATION COURSE DESCRIPTIONS:

COM 120 PUBLIC SPEAKING (SPE)
Fundamentals of public speaking, focusing on organization, delivery, and audience response. A basic approach in communication to both formal and informal audiences.
Every semester
COM 328  THE WORLD IN YOUR HAND: COMMUNICATION THEORY AND GLOBAL MEDIA (IS)
The study of theories of communication as they apply to the global media. This course focuses on the rapid change taking place in media formats, the role of the media in democracies as well as in other kinds of governments, the influence of the media on our lives, and the role of the media in an ever-shrinking global society. IS course prerequisite: C or higher in Comp I and Comp II, or equivalent, or instructor consent.
Three hours fall odd years

COM 330  BYLINE TO ONLINE: WRITING FOR THE DIGITAL MEDIA
Course Description: In this course students will develop the ability to gather material, develop ideas, and express them in written forms appropriate to particular audiences. The emphasis will be on critical thinking and clear, direct writing. Course will include both written and online journalism.
Three hours spring even years

COM 375  TO TWEET OR NOT TO TWEET: SOCIAL MEDIA IN PROFESSIONAL COMMUNICATION
Identifying and employing effective communications techniques via popular social media channels. Focus on marketing, promotion, PR, and crisis communications utilizing social media. The societal impacts of the rise of social media will also be explored.
Three hours fall even years

COM 450  DIGITAL HUMANITIES
This course will critically study texts that are created and used in a digital environment, examining both practical application (how to use and create interactive texts) and theoretical implications (how does changing the medium affect production, reception, and interaction with the text?) and attendant creative and political issues. We will look at reading, research, printing and publishing, privacy, connection, bias, and reliability as we consider the shift from "old" to "new" forms of message transmission.
Three hours fall odd years

COM 425  PUBLIC RELATIONS IN ACTION
In this course, students will investigate the nature and objectives of public relations, learning how to write for varying public targets and participating in a public relations course project from its inception to completion, with a focus on the use of digital media.
Three hours spring odd years

COM 451  FREE SPEECH, HATE SPEECH, NO SPEECH: THE FIRST AMENDMENT, LAW AND ETHICS
An examination of First Amendment law as it applies to the media, and an exploration of the ethical implications of these First Amendment-media issues.
Three hours fall even years
COM 590  INDEPENDENT STUDY
Independent study with mentor. Student pursues topic of choice in depth.
One to three hours as needed

COM 591  INTERNSHIP
Fieldwork designed by student and professional supervisor. Contractual arrangement in Communication program, usually in junior or senior year. Portfolio prepared to assist job search. Departmental approval required.
One to three hours as needed

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.
Three hours as needed
EDUCATION

The Teacher Education Program is dedicated to liberal 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.

USM 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 liberal professional preparation for teaching, manifested through its critical 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/Quality 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 coursework, 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. 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 Critical dispositions 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 critical dispositions 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 critical dispositions 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 critical dispositions 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 department 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 site should confer each semester with appropriate site personnel concerning course offerings there.

MAJOR IN ELEMENTARY EDUCATION

PROFESSIONAL EDUCATION: FOUNDATIONS CORE
ED 250 Teaching as a Profession
ED 301 Foundations of Education: Foundations of Education: Social, Cultural, Philosophical & Historical Perspectives
ED 324 Psychological Foundations of Education
ED 326 Educating Exceptional Children and Youth
ED 420 Methods of Teaching Diverse Learners

PROFESSIONAL EDUCATION: CURRICULUM CORE
ED 315 Classroom Assessment and Instructional Approaches
ED 463 Integrating the Arts into Social Studies Instruction
ED 466 Teaching Mathematics in the Elementary School
ED 467 Teaching Science and Health in Elementary School
ED 471 Integrated Reading and Language Arts Methods

FIELD CORE EXPERIENCE
ED 301 Foundations of Education—Field Experience
ED 479 Seminar I: Supervised Reading Instruction (Practicum)
ED 411 Seminar II: Curriculum, Instruction and Assessment in Diverse Settings

FINAL SEMESTER
ED 590 Seminar III: Professional Collaborations
ED 594 Classroom Management and Student Motivation
ED 595 Student Teaching Elementary

REQUIRED SUPPORTING COURSES
PY 290 Psychology of Childhood and Adolescence
A biology and a physical science course (at least one of these courses must have a lab)
At least two 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 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/political science, 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 specialty department chairs.

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.)

EDUCATION COURSES REQUIRED FOR SECONDARY PROGRAM

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ED 250</td>
<td>Teaching as a Profession</td>
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<tr>
<td>ED 301</td>
<td>Foundations of Education: Social, Cultural, Philosophical, &amp; Historical Perspectives</td>
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<tr>
<td>ED 324</td>
<td>Psychological Foundations of Education</td>
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<tr>
<td>ED 420</td>
<td>Methods for Teaching Diverse Learners</td>
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<tr>
<td>ED 376</td>
<td>Teaching Reading in the Content Areas (Practicum)</td>
</tr>
<tr>
<td>ED 489</td>
<td>Secondary Methods: Curriculum, Instruction, and Assessment (Practicum)</td>
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FINAL SEMESTER

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<tr>
<td>ED 590</td>
<td>Seminar III: Professional Collaborations</td>
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<td>Classroom Management and Student Motivation</td>
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<td>Student Teaching Secondary</td>
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ENROLLMENT IN EDUCATION COURSES
Enrollment in education courses requires junior status (except for ED 250 which is recommended in the sophomore year) and a cumulative GPA of 2.50. Candidates must achieve at least a grade of C in the education courses previously listed.
ADMISSION TO THE TEACHER EDUCATION PROGRAM

Four-year students formally apply to the Teacher Education Program (TEP) by September 15 of their junior year. Junior level transfer students apply after one semester at the University of Saint Mary. A cumulative GPA of 2.75 and passing scores on the CBASE 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.

- The College Basic Academic Subjects Examination (CBASE) 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 by October of their first semester of education coursework. Passing scores on the CBASE (or equivalent exam) are required for enrollment in all education courses except ED 250, ED 301, ED 324 and ED 326. Students who have scored within five points of may apply through the department 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 Teacher Education Program 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 Teacher Education Program from the education department or site coordinator.

ADMISSION TO STUDENT TEACHING

Students formally apply for admission to student teaching by September 15 if student teaching the following spring semester, and by January 30 if student teaching in the following fall 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 department.

EXIT CRITERIA

To successfully complete the Teacher Education Program and be eligible for licensure, all required coursework, 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.
EDUCATION CURRICULUM

PY 290  PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE
See PY 290 under Psychology.

ED 250  TEACHING AS A PROFESSION
This course is designed to introduce prospective USM 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. Candidates will take the CBASE while enrolled in this course. 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.

One hour (recommended sophomore year)

ED 301  FOUNDATIONS OF EDUCATION: SOCIAL, CULTURAL, PHILOSOPHICAL, & HISTORICAL PERSPECTIVES (CS/IS)
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. This course is an idea seminar. Idea Seminars are designated courses across a variety of disciplines, each giving intentional emphasis to concepts and common themes related to global interdependence, interconnectedness, diversity and change. Writing is emphasized in Idea Seminars. The field experience of 25 hours of observations in K-12 school settings 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, personal ponderings, experiences, and discussions.

Three hours

ED 324  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, lesson planning technology integration, professional learning and assessment strategies. Prerequisites: PY 290 and ED 250 prior or concurrent.

Three hours
ED 315  CLASSROOM ASSESSMENT AND INSTRUCTIONAL APPROACHES
Examines the interrelationships 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 hours

ED 326  EDUCATING 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 required in assigned
practicum classroom. Prerequisites: ED 250, ED 301 and ED 324 prior
or concurrent.
Three hours

ED 376  TEACHING READING IN THE CONTENT AREAS
This course emphasizes the reading, writing speaking, listening, thinking,
and viewing processes and their interconnections 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 required. Prerequisites:
CBASE/PPST, ED 250, ED 301, and ED 324.
Three 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: CBASE/PPST, ED
301, and ED 324. Taken concurrently with ED 411
Three hours
ED 311  SEMINAR II: 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: CBASE/PPST, ED 301, and ED 324. Taken concurrently with ED 466 and 467.

ED 466  TEACHING MATHEMATICS IN ELEMENTARY SCHOOL
Candidates examine instructional methods for effectively teaching developmental math concepts and skills to students in K-6 classrooms. They design appropriate assessment procedures to evaluate the students' understanding and application of main concepts. Field experience required in assigned practicum classroom. Prerequisites: CBASE/PPST, ED 315, general education in math.

ED 467  TEACHING SCIENCE AND HEALTH IN ELEMENTARY SCHOOL
Candidates explore major concepts in science and health curricula and incorporate scientific processes in their design of appropriate learning experiences and assessment in K-6 classrooms. Prerequisites: CBASE/PPST, ED 324, ED 326 and ED 315 general, education in physical and biological sciences.

ED 420  METHODS FOR TEACHING DIVERSE LEARNERS (IS)
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 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. Prerequisites: CBASE/PPST, ED 250, ED 301, ED 324, and ED 326

Three hours
ED 471 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. Incorporation of 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 is part of the course. A balanced approach to instruction promotes the integration of children's literature throughout the curriculum to enhance skills and reading enjoyment. Prerequisites: CBASE/PPST, ED 250, ED 301, ED 324 and formal admittance to the Teacher Education Program.
Three hours

ED 479 SEMINAR II: SUPERVISED READING INSTRUCTION
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 471. Prerequisites: CBASE/PPST, ED 250, ED 301, ED 324 and formal admittance into the Teacher Education Program.
One 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. Prerequisites: CBASE/PPST, ED 250, ED 301, ED 324, ED 376, and formal admittance into the Teacher Education Program.
Three 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 the Kansas Performance Teaching Portfolio during enrollment in this seminar.
One hour, concurrent with ED 594 and ED 595 or ED 596
ED 591  ADVANCED PRACTICUM
This course provides advanced practicum experience for education students in the classroom setting. In order to enroll in this practicum, department chair permission is required.

*Variable credit between 1-8 hours determined by department chair.*

ED 594  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.

*Three hours, concurrent with ED 590 and ED 595 or ED 596*

ED 595  STUDENT TEACHING-ELEMENTARY
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.

*Eight hours concurrent with ED 590 and ED 594*

ED 596  STUDENT TEACHING-SECONDARY
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.

*Eight hours concurrent with ED 590 and ED 594*
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 the 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 literary theories and traditions.

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

• understand and use the English language precisely and accurately;
• communicate clearly in writing and speaking about literature;
• read closely by observation and inference;
• interpret literal and figurative meanings through textual analysis;
• relate insights from literature to personal experiences and all human experience;
• 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
EN 245/345 British Literature I
EN 246/346 British Literature II
EN 251/351 American Literature I: Creating Culture/s
EN 252/352 American Literature II: Finding Voice/s
EN 330 Writers Workshop I
EN 362 Classical Mythology
EN 365 World Literature
EN 440 Chaucer
EN 443 Shakespeare
EN 490 Structures of Modern English Grammar
EN 597 Seminar for English Majors: Literary Criticism

ONE COURSE IN EACH OF THE FOLLOWING AREAS:
Special Topics of British/American Literature (EN 484)
Study of Form (EN 375) or The Novel (EN 475)

MINOR IN ENGLISH
15 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 who plan to become English teachers should consult the teacher education advisor for English early in their program. Teacher licensure requires specific major and/or supporting courses not required of all English majors. Students must apply for admission to the Teacher Education program at the end of their sophomore year. See the secondary education section of this catalog for further information.

ENGLISH COURSES

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 for 128 hours toward graduation. Students who earn below a C must repeat the course.

Three hours fall

EN 111  ENGLISH COMPOSITION I (COMP)
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 below a C must repeat the course.

Three hours fall; as needed spring
EN 112  **ENGLISH COMPOSITION II (COMP)**
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 below a C must repeat the course. Prerequisite: C or higher in Comp I.

*Three hours spring; as needed fall*

EN 170/370  **THEMES IN LITERATURE (LIT)**
An introductory 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.

*Three hours as needed*

EN 245/345  **BRITISH LITERATURE I (LIT/IS/H)**
246/346  **BRITISH LITERATURE II (LIT/H)**
Close study of selected works against the background of evolving English-Irish culture. Texts range from translated Old English poems to literature of the modern period. IS course prerequisite: C or higher in Comp I and Comp II, or equivalent, or instructor consent.

*Three hours fall even, spring odd years*

EN 251/351  **AMERICAN LITERATURE I: CREATING CULTURE/S (LIT/IS/H)**
(LIT/H)
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. IS course prerequisite: C or higher in Comp I and Comp II, or equivalent, or instructor consent.

*Three hours fall odd years*

EN 252/352  **AMERICAN LITERATURE II: FINDING VOICE/S (LIT/IS/H)**
(LIT/H)
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 Voices" 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. IS course prerequisite: C or higher in Comp I and Comp II, or equivalent, or instructor consent.

*Three hours spring even years*

EN 310  **TRANSFER CORE: LIBERAL LEARNING (CORE)**
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. Students who earn below a C must repeat the course. Prerequisite: EN 111.

*Three hours fall and spring*
EN 330/331  WRITERS WORKSHOP I AND II (H)
Practice in creative writing—poetry and short story. Participants share papers for peer review and receive individual critique from instructor.

Three hours spring

EN 362  CLASSICAL MYTHOLOGY (LIT/H)
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.

Three hours fall even years

EN 365  WORLD LITERATURE (LIT/H/IS)
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, Utopian Literature. Course can be repeated for credit, with different theme or focus.

IS course prerequisite: C or higher in Comp I and Comp II, or equivalent, or instructor consent.

Three hours fall odd years, spring even years

EN 375  FORMS OF LITERATURE (LIT/H)
A study of a particular genre of literature-sometimes in relation to another art form. For example, Short Fiction, Poetry, The Essay, The Epic, Literature and Film. Course can be repeated for credit with different form.

Three hours spring odd years

EN 440  CHAUCER AND HIS AGE (LIT/H/1/WCF)
A study of representative works of Geoffrey Chaucer, especially The Canterbury Tales, and Troilus and Criseyde.

Three hours fall even years

EN 443  SHAKESPEARE (LIT/H/WCF)
A study of major histories, comedies, and tragedies with intensive reading of selected plays.

Three hours spring even years

EN 475  THE NOVEL (LIT/H)
A study of the development of the novel through representative works which could include classic to contemporary, western and non-western.

Three hours fall odd years

EN 484  SPECIAL TOPICS IN BRITISH/AMERICAN LITERATURE (LIT/H)
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, minority literature where appropriate. Topics include Southern American, Literature, Rakes and Villains, Bondage and Freedom, American Women Writers, Female Literature, War Literature. Course can be repeated for credit, with different topic.

Three hours spring semester
EN 490  STRUCTURES OF MODERN ENGLISH GRAMMAR (H)
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.
  Three hours fall even years

EN 590  READING LISTS FOR ENGLISH MAJORS (LIT)
Independent study under the direction of a mentor.
  Three hours as needed

EN 591  INTERNSHIP AND MENTORSHIP
Professionally directed work in career field. Limited number of hours;
academic credit by contract with department.
  One-three hours as needed

EN 597  SEMINAR FOR ENGLISH MAJORS: LITERARY CRITICISM
(SIE/H/WCF)
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.
  Three hours fall semester
GLOBAL STUDIES

Cultures and societies around the world are changing every day. Global Studies (GS) majors at the University of Saint Mary analyze international relations in order to gain a complete understanding of the world, how to make it better, and how to succeed. GS majors develop essential skills to enter the workforce in a variety of fields, or to make the jump to any number of professional graduate-degree programs nationwide by exploring:

- Contemporary world events
- The impact of global issues such as expanding communication and transportation networks, energy and food resources, global warming, immigration, income disparity, international crime, debt and monetary policy, nuclear proliferation, population growth, the spread of communicable diseases, technological innovation and implementation, terrorism and war
- Ethical and cultural issues that shape the global landscape

The discipline of Global Studies (GS) combines politics, history, geography, foreign languages and cultures, economics, international business, biology, and anthropology all in one. GS students integrate their study of global issues with real-world experiences through related clubs, organizations, and internships. A significant resource for GS majors is the Lawrence D. Starr Global Studies Institute (GSI). The Lawrence D. Starr Global Studies Institute is a professional academic organization dedicated to the idea of promoting international awareness – in the classroom, on the campus, and in the larger community. In keeping with the ecumenical spirit of USM’s founders, the Sisters of Charity of Leavenworth, the Institute is equally motivated by the idea of championing the causes of community, respect, justice, and excellence. GSI is committed to the promotion of attitudes, policies, and practices that foster freedom, peace, justice, inclusion, service, and human rights. The Lawrence D. Starr Global Studies Institute believes in the essential dignity of the individual and of the various cultures that constitute our global community. GSI supports mutual understanding, respect, ethical behavior, and charitable attitudes among the diverse members of the global community, and is dedicated to studying the history, trends, problems, implications, and potential of the integrating global society.

In keeping with the GSI mission, the Lawrence D. Starr Global Studies Institute hopes to create an international dimension in every academic aspect of the university, enabling students to better understand the wider world and helping them to take greater responsibility in the broader human community. GSI also strives through a variety of events and activities to challenge and inspire all those who come within the institute’s radius of influence. For USM students, GSI endeavors to offer a variety of experiences pertaining to the international environment: study-abroad opportunities, international-travel experiences, foreign-language training, globally focused internships, contests, lectures, presentations, conferences, and other related programs that better inform and connect University of Saint Mary students with the wider global community. See gsi.stmary.edu for additional information.
The program in Global Studies at the University of Saint Mary is designed to empower students to:

- understand and appreciate contemporary and historical world events, patterns, and trends.
- learn about, and contribute to, a diverse and multi-cultural global society.
- study how and why globalization is affecting local and regional communities in the United States.
- explore the ethical dimensions of the increasingly global world.
- demonstrate an ability to use, evaluate, and interpret multifaceted information, understand complex international systems, and solve difficult problems.
- demonstrate an ability to evaluate information from disparate sources, to transform information into theoretical constructs, policy suggestions, and action plans.
- demonstrate an ability to communicate effectively on global issues in a variety of settings, to a range of individuals, and within groups and teams, using various formats.
- demonstrate an ability to connect theory and action.
- use internships to help students develop a hands-on understanding of how international issues affect government, not-for-profit, and for-profit organizations.
- be prepared for graduate school or a career focused on global issues.
- integrate the academic study of globalization with real-world experiences.

Activities and assignments in Global Studies will align to University of Saint Mary learning outcomes and Department of History, Political Science, and Global Studies learning outcomes that require students to:

1. Demonstrate the ability to investigate and assess information to develop knowledge.
2. Demonstrate the 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 the ability to use English language conventions accurately to construct coherent written and oral arguments.

As a part of the Department of History, Political Science, and Global Studies, the Global Studies program is particularly mission-driven in its focus to, "free us from ignorance, prejudice, and narrowness, and widen intellectual and spiritual horizons; nurture knowledge, responsibility, and world vision; better individual human lives as well as large human systems."

All majors are required to complete a semester-long internship and complete two years (four semesters) of a foreign language. Students are also strongly encouraged to complete a study-abroad program.

**MAJOR IN GLOBAL STUDIES**

36 hours, including 27 hours in core courses. At least 24 hours of upper-level credit are required. Electives in history, political science, economics, sociology, geography, cultural anthropology, literature, and philosophy are strongly recommended.
REQUIRED CORE COURSES:
EC 233  Principles of Macroeconomics
EC 410  International Political Economy
GSPS 250  Colloquium in Human Communities: Introduction to International Affairs
HIPS 436  History of United States Foreign Relations I: To 1914, OR
HIPS 437  History of United States Foreign Relations II: Since 1914
MGT 335  International Business
PS 381  Comparative Political Systems
PYCR 585  Research Methods: Design OR
PYCR 586  Research Methods: Statistical Analysis
PS 480  Theories of International Affairs
HIGSPS 591  Internship

ELECTIVES:
Take three of the following eight courses:
EN 365  World Literature
SPA 336  Hispanic Civilization and Culture
TH 375  Comparative World Religions
HI 343  Tradewinds: Africa and the Middle East in a Global Context
HI 430  History of Latin America
HIPS 450  Contemporary International Issues
BI 305  Environmental Problems
GS 250  Cultural Anthropology

MINOR IN GLOBAL STUDIES
18 hours, including one elective class from the following list:
GSPS 250  Colloquium in Human Communities: Introduction to International Affairs
HIPS 436  History of United States Foreign Relations I: To 1914, OR
HIPS 437  History of United States Foreign Relations II: Since 1914
MGT 485  International Business
PS 281  Comparative Political Systems

GLOBAL STUDIES COURSES
BI 305  ENVIRONMENTAL PROBLEMS (IS/S-L)
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 be also taken, but it need not be taken concurrently. Prerequisites: English Comp I and Comp II, both at grades C or above, or consent of instructor.
Three hours spring semester odd years
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. Open to all freshmen. Prerequisites: Must have an ACT math sub-score of 23, an SAT math score of 540, or an Algebra Compass score (or equivalent) of 45.
Three hours every spring semester

GSPS 250  COLLOQUIUM IN HUMAN COMMUNITIES: INTRO TO INTERNATIONAL AFFAIRS (IS)
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 understanding 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. Prerequisites: English Comp I and Comp II, both at grades C or above, or consent of instructor.
Three hours every fall semester

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 method.
Three hours fall semester even years

MGT 335  INTERNATIONAL BUSINESS
This course focuses on the unique and additional knowledge required for effective management and leadership when businesses and organizations operate in more than one country. Students may also be required to complete a group project and present a formal oral presentation, use live and computerized simulation training and exercises, and conduct in-depth case analysis projects. Prerequisite: MGT 231, MKT 231, AC 251, and AC 252.
Three hours every fall semester
SPA 336  HISPANIC CIVILIZATION AND CULTURE (CS)
An intensive focus on Spanish and Latin American civilization, view from a cultural perspective. Designed for students interested in history, the Spanish language, culture, and advanced literary study. Prerequisite: SPA 325 or consent of instructor.
Three hours as needed

Hi 343  TRADEWINDS: AFRICA AND THE MIDDLE EAST IN A GLOBAL CONTEXT
This course will consider the connections between Africa and the Middle East, examining the economic and cultural ties that traveled on a sea of sand from east to west/west to east, and along the waters in the Indian Ocean basin. Exploring the syncretism of Christianity and particularly Islam in Africa, the legend of Mansa Musa, the explorations of Ibn Battuta, and the increasing tensions and pressures of colonialism and imperialism by European countries will serve as historical context to consider modern issues of identity, race, gender, economics, and politics in the Middle East and countries such as Nigeria, Mali, Sudan, and Somalia on the African continent. The emphasis of this course is on the long history of networks and connections between the Levant and Africa so that the complex layers of interactions in the modern world can be better understood and appreciated. Prerequisite: any 100 or 200 level history course or Junior or above level standing or consent of instructor.
Three hours fall semester odd years

EN 365  WORLD LITERATURE
A study of selected texts reflect one or more of the world’s cultures. May emphasize a theme or focus, for example, The Hero, Images of Women, Literatures of Southern Worlds, Literature of Asia, Utopian Literature. Course can be repeated for credit with different theme or focus.
Three hours fall semester odd years, spring even years

TH 375  COMPARATIVE WORLD RELIGIONS
The course introduces the basic teachings and spiritualties 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. Prerequisite: a course in theology.
Three hours as needed
PS 281  DIFFERENT WORLDS: COMPARATIVE POLITICAL SYSTEMS (IS)  
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. Prerequisites: English Comp I and Comp II, both at grades C or above, or consent of instructor.  

*Three hours spring semester even years*

EC 410  INTERNATIONAL POLITICAL ECONOMY  
Examines the historical formation and current functioning of the international economy, emphasizing in particular the United States’ growing involvement in the world economy.  

*Three hours spring semester odd years*

HI 430  HISTORY OF LATIN AMERICA  
A study of 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.  

*Three hours spring semester even years*

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 HI or PS course or Junior or above level standing or consent of instructor.  

*Three hours as needed*

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 HI or PS course or Junior or above level standing or consent of instructor.  

*Three hours as needed*

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 instructor consent.  

*Three hours as needed*
PS 580  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.
One to three hours spring semester odd years

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 additional hours in the major.
Three hours every fall semester

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 additional hours in the major.
Three hours every spring semester

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.
Up to three hours – offered each semester
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 managers 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 records-keeping 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 MISSION:
The Health Information Management program at the University of Saint Mary prepares qualified professionals to provide ethical leadership in the diverse global healthcare environment while promoting excellence in the management of health information.

PROGRAM VISION STATEMENT:
Developing tomorrow’s leaders in the management of health information.

PROGRAM VALUE STATEMENT:
The philosophy of the Health Information and Information Technology department is to nurture students to their fullest ability.

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

DEPARTMENTAL LEARNING OUTCOMES
Integrated in the program are detailed outcomes specific to technology developed to enhance the USM learning outcomes:

1. Demonstrate ability of effective written and oral communication
2. Demonstrate ability to apply both qualitative and quantitative analysis
3. Demonstrate ability to use, evaluate and interpret complex information
4. Demonstrate intellectual and emotional flexibility to manage change

PROGRAM GOALS
1. Provide an understanding and appreciation of the ways in which quality healthcare data impacts patient outcomes;
2. develop the basic understandings, knowledge, skills, and attributes needed by managers and/or professionals in the healthcare environment;
3. provide students the skill sets needed to leverage information and knowledge to produce better patient outcomes;
4. encourage critical thinking and communication skills in a dynamic healthcare environment.
ADMISSION REQUIREMENTS:
- Student must first be accepted to the University of Saint Mary
- Grade Point Average (GPA) of 2.5 on a 4.0 scale
- Student must submit the following to the HIM program:
  - A completed application to the HIM program
  - A Letter of Intent detailing why you want to become a HIM professional
    - If GPA is less than 2.5 then state why you should be considered
  - A resume covering education and work experience

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 grade point average falls below 2.50 will be placed on academic probation.
- Grading Scale:
  - 97-100 = A+
  - 93-96.99 = A
  - 90-92.99 = A-
  - 87-89.99 = B+
  - 83-86.99 = B
  - 80-82.99 = B-
  - 79-79.99 = C+
  - 73-76.99 = C
  - 70-72.99 = C-
  - 67-69.99 = D+
  - 63-66.99 = D
  - 60-62.99 = D-
  - <60 = F
- 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 Anatomy and Physiology prior to entering the program, all required supporting courses must be completed prior to the spring semester of the student’s second 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 RHIA examination from 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 (PC not Apple or Mac) 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.

During their course of study, HIM students will be exposed to confidential patient information. Therefore, the Health Information Management Program requires all HIM students to sign an annual HIM confidentiality statement. Each student will receive a copy of this form to sign and which will be maintained in the HIM Program files.

READMISSION OR NON-CONTINUING STUDENTS
Students who are dismissed from the HIM program due to academic or non-academic conduct or academic performance may not reapply to the program.

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 (i.e. Coding).

OVERVIEW OF THE HIM CURRICULUM SEQUENTIALLY BY SEMESTERS

<table>
<thead>
<tr>
<th>YEAR ONE</th>
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<th>YEAR TWO</th>
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<tbody>
<tr>
<td><strong>FALL</strong></td>
<td><strong>SPRING</strong></td>
<td><strong>FALL</strong></td>
<td><strong>SPRING</strong></td>
</tr>
<tr>
<td>HIM 300 Principles of HIM</td>
<td>HIM 350 Advanced Principles of HIM</td>
<td>Him 430 Healthcare Quality Improvement</td>
<td>Him 450 Healthcare Reimbursement</td>
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<td>HIM 330 Information Governance</td>
<td>HIM 360 Healthcare Administration</td>
<td>Him 440 Professional Practice Experience</td>
<td>Him 455 Coding Administration</td>
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<td>HCI 410 Health Information Systems</td>
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176
HEALTH INFORMATION MANAGEMENT MAJOR

36 hours, including the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HIM 300</td>
<td>Principles of Health Information Management</td>
</tr>
<tr>
<td>HIM 330</td>
<td>Information Governance</td>
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<tr>
<td>HIM 350</td>
<td>Advanced Principles of Health Information Management</td>
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<tr>
<td>HIM 360</td>
<td>Healthcare Administration</td>
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<td>HIM 430</td>
<td>Healthcare Quality Improvement</td>
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<td>HIM 440</td>
<td>Professional Practice Experience</td>
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<td>HIM 450</td>
<td>Healthcare Reimbursement</td>
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<tr>
<td>HIM 455</td>
<td>Coding Administration</td>
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<td>HIM 480</td>
<td>Research in Healthcare</td>
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<td>HIM 501</td>
<td>Healthcare Internship</td>
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<td>HCI 410</td>
<td>Health Information Systems</td>
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<td>HCI 440</td>
<td>Healthcare Security</td>
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OTHER REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BI 258/259</td>
<td>Human Anatomy and Physiology I &amp; II</td>
</tr>
<tr>
<td>HIM 200</td>
<td>Introduction to Healthcare</td>
</tr>
<tr>
<td>HIM 210</td>
<td>Medical Terminology</td>
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<tr>
<td>HIM 220</td>
<td>Principles of Disease I</td>
</tr>
<tr>
<td>HIM 230</td>
<td>Principles of Disease II</td>
</tr>
<tr>
<td>HIM 270</td>
<td>Healthcare Coding Systems</td>
</tr>
<tr>
<td>IT 360</td>
<td>Database Programming</td>
</tr>
<tr>
<td>MA 230</td>
<td>Introductory Statistics</td>
</tr>
</tbody>
</table>

HEALTH INFORMATION MANAGEMENT COURSES

HIM 200 **INTRODUCTION TO HEALTHCARE (IS)**

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.

*Three hours fall semester*

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.

*Three hours spring semester*
HIM 220  PRINCIPLES OF DISEASES I
An introduction to medical science, including the etiology, treatment (including pharmacology), and prognosis of various diseases. Topics considered include diseases related to the autoimmune system, congenital and hereditary, neoplastic, and circulatory disturbances, cardiovascular, and lymphatic. Emphasis is given to the medical information as viewed from the standpoint of a health informatics or information management professional. Prerequisites: BI258/259 or BI256/358, and HIM 210 or Consent of Instructor.

Three hours fall semester

HIM 230  PRINCIPLES OF DISEASES II
This course is a continuation of HIM 220 and includes diseases related to the following: respiratory, breast, female and male reproductive, urinary, liver and biliary, pancreas, gastrointestinal tract, nervous, and musculoskeletal. Emphasis is given to the medical information as viewed from the standpoint of a health informatics or information management professional. Prerequisites: HIM 220.

Three hours spring semester

HIM 270  HEALTHCARE CODING SYSTEMS
This course provides the student with introductory rules and principles for International Classification of Diseases (ICD) coding, both 9 & 10, and emphasizes the importance in accuracy in coding for inpatient and outpatient diagnoses and in-patient procedural coding. Students will develop an understanding of HCPCS coding with an emphasis on CPT coding for non-acute setting. The course will use sample exercises, paper medical records and EHR records to develop skills and accuracy in coding in various healthcare settings. Students will also access two type of encoder products and access risks and benefits of using an encoder over a coding book. The importance of coding references such as AHA Coding Clinic, CPT Assistant, and other are emphasized to assure coding accuracy, consistency, efficiency, and quality. Prerequisites: HIM 230 or Consent of Instructor.

Five hours fall semester

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.

Three hours fall semester

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.

Three hours fall semester
HIM 350 ADVANCED PRINCIPLES OF HIM (WCF)
A continuation of HIM 300 this course provides special emphasis on the legal aspects of healthcare, data management, project management, and knowledge management.

Three hours spring semester

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.

Three hours fall semester

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, in-patient 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. Prerequisites: HIM 370 or Consent of Instructor.

Three hours fall semester

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. Prerequisites: HIM 300 & MA 230 or Consent of Instructor.

Three hours fall semester

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

Three hours fall semester
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. Prerequisites: HIM 300 or Consent of Instructor.
Three hours spring semester

HIM 455  CODING ADMINISTRATION
This course explores the multitude of reasons why accurate coding is vital to many areas such as reimbursement, research, and even public health via epidemiology. Students will study the National Correct Coding Initiative and accurate coding drives both inpatient reimbursement through DRG's and outpatient reimbursement through APC's and Fee-For-Service. Strong emphasis will be given to determination of which codes sets apply to which healthcare settings. Students will also study medical necessity regulations such as NCD's and LCD's, etc. where diagnosis and procedure codes will determine approval or denial of services during preauthorization. Students will study the difference between hard and soft coding and the roles of HIM in both. Risks and benefits of a CAC will also be addressed. Today's “Big Data” environment will be analyzed and how we will address the need for clinical data generated from coding to be analyzed for trends in utilization, population health, morbidity, mortality, outcomes, etc. Prerequisite: HIM 270 or Consent of Instructor.
Three hours fall semester

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.
Three hours spring semester

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.
Three hours spring semester

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.
One to six hours as needed
HCI 410   HEALTHCARE INFORMATION SYSTEMS
This course focuses specifically on the accounting information systems for healthcare. Key components are data integrity, image and record transfer, reporting systems, resource management, personnel systems, inventory and logistics management systems and financial accounting systems. The focus is on the recognition and use of systems in the management process. Prerequisites: HIM 330 or Consent of the Instructor

Three hours fall semester

HCI 440   HEALTHCARE SECURITY (WCF)
The implementation of security for information systems is comprised of: incident response, disaster recovery, network defense and countermeasures, forensics, firewalls, and referential integrity. Students use case studies to recognize intrusion patterns and countermeasures. Additionally, students design and develop plans to assist in the protection of sensitive materials. Prerequisites: HCI 410 or consent of instructor.

Three hours spring semester
HEALTHCARE INFORMATICS MINOR

DEPARTMENTAL LEARNING OUTCOMES
Integrated in the program are detailed outcomes specific to technology developed to enhance the USM learning outcomes:

1. Demonstrate ability of effective written and oral communication
2. Demonstrate ability to apply both qualitative and quantitative analysis
3. Demonstrate ability to use, evaluate and interpret complex information
4. Demonstrate intellectual and emotional flexibility to manage change

PROGRAM GOALS
1. Provide an understanding and appreciation of the ways in which information technology impacts healthcare
2. Develop the basic understandings, knowledge, skills, and attributes needed by managers and/or professionals in a technology rich healthcare environment;
3. Provide students the skill sets needed to leverage information technology issues and requirements;
4. Encourage critical thinking and communication skills.

Healthcare Informatics is the profession that combines knowledge in computer science, information science, and medical science to provide the tools for the purpose of documenting and improving patient care. Healthcare informatics professionals are an integral part in the development and implementation of the Electronic Health Record. Students learn to manage resources, sensitive data, and devices, to optimize materials for the healthcare industry. Graduates move on to work building information technology infrastructure for areas of clinical care, dentistry, pharmacy, public health, research and more.

The Healthcare Informatics 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 Healthcare Informatics program.

HEALTHCARE INFORMATICS MINOR

15 hours, including the following:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HIM 250</td>
<td>Medical Terminology</td>
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<tr>
<td>HCI 320</td>
<td>Informatics for Healthcare Professionals</td>
</tr>
<tr>
<td>HCI 350</td>
<td>Technology and Decision Making</td>
</tr>
<tr>
<td>HCI 410</td>
<td>Healthcare Information Systems</td>
</tr>
<tr>
<td>HCI 440</td>
<td>Healthcare Security</td>
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</tbody>
</table>

Courses marked with the ☐ symbol require students to own, or have reliable access to, a personal computing system that meets, or exceeds, the minimum technical specifications published in this catalog. Students who do not own, or have reliable access to, such a system by the end of the first week of class may be administratively dropped from the course subject to the Administrative Course Drop policy.
HEALTHCARE INFORMATICS COURSES

HCl 250  HEALTHCARE TECHNOLOGIES
The identification and study of various technologies used in healthcare systems. These include, but are not limited to: laboratory equipment, instrumentation, diagnostic equipment, and computer systems.

Three hours as needed

HCl 320  INFORMATICS FOR HEALTHCARE PROFESSIONALS
This course centers on the science of data collection and information processing. Students study the structure, behavior, flow, and interactions of natural and artificial systems for storing, processing and communicating information. Through the development of conceptual and theoretical foundations, students learn to use computers, organization structure, and individual workers to convert data to information in the health care environment.

Three hours as needed

HCl 350  TECHNOLOGY AND DECISION MAKING (IS)
The process of identifying system needs, preparing proposals, developing presentations and decision papers, and the application of decision making methods. Students work with industry standards to identify and develop system objects, processes and data flow for use in proposal preparation. Proposals are coupled with decision making techniques for presentation to management staff in the decision making process. The course uses a variety of communications techniques common in the industry.

Three hours as needed

HCl 410  HEALTHCARE INFORMATION SYSTEMS
This course focuses specifically on the accounting information systems for healthcare. Key components are data integrity, image and record transfer, reporting systems, resource management, personnel systems, inventory and logistics management systems and financial accounting systems. The focus is on the recognition and use of systems in the management process. Prerequisites: IT 120 & IT 560

Three hours as needed

HCl 430  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. Prerequisites: HCl 320 & HIM 300

Three hours as needed
The implementation of security for information systems is comprised of: incident response, disaster recovery, network defense and countermeasures, forensics, firewalls, and referential integrity. Students use case studies to recognize intrusion patterns and countermeasures. Additionally, students design and develop plans to assist in the protection of sensitive materials. Prerequisites: HCI 410

Three hours as needed

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.

One to six hours as needed

The purpose of this course is to facilitate the monitored, individual study of specific areas of healthcare technology and may be individual or a small group. Students develop their own outcomes, methods of assessment and goals. All plans are approved and supervised by faculty.

Three hours as needed
HISTORY

As part of the Department of History, Political Science, and Global Studies, 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:

- develop an appreciation for the histories of different regions, societies, and time periods, as well as for the differences and similarities among those histories;
- understand change and continuity over time, appreciating the importance of historical context;
- use essential analytical and research skills to understand, identify, and evaluate historical developments, movements, and trends;
- know how to interpret and critique primary and secondary sources, being able to construct arguments based on historical evidence;
- understand the varieties of approaches employed by historians, and integrate into the study of history methods employed in related disciplines;
- recognize and understand human societies from different perspectives, in order to develop a mature view of human nature, an informed perspective of themselves, and a connection with the wider world;
- exhibit sensitivities to diverse values in their society as well as in other cultural and religious traditions, and, in turn, establish ethical values of their own;
- use their study of the past to participate knowledgeably and constructively in the affairs of today's world.

HISTORY MAJOR REQUIREMENTS

33 semester hours in history, at least 15 hours of which must be upper-level credit, and which must include six required courses listed below. Two semesters of a foreign 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. A paper of no less than 20 pages based on original argumentation and archival research is expected to complete the capstone seminar course. To complete the 33.0 credit hour degree, students must take an additional 15.0 hours of any history or eligible political science or global studies course numbered 300-level and above.
Six Required Courses for All History Majors (18.0 credit hours)

- HI 133 - United States History I: 1776-1877
- HI 134 - United States History II: 1877-1991
- HI 155 - Themes in World History I: To 1500
- HI 156 - Themes in World History II: From 1500
- HI 201 - Historical Methods
- HI 569 - Capstone Seminar in History (open only to Juniors and Seniors)

HISTORY MINOR REQUIREMENTS

To earn a minor in history, students must complete a total of 18.0 credit hours. At least 6 credit hours, or two courses, must be at the introductory/gateway level. These courses include:

- HI 133 - United States History I: 1776-1877
- HI 134 - United States History II: 1877-1991
- HI 155 - Themes in World History I: To 1500
- HI 156 - Themes in World History II: From 1500

Additionally, the student must complete HI 201: Historical Method for 3.0 credit hours. An additional 9.0 credit hours in any history or eligible political science or global studies course numbered 300 level and above will complete the history minor.

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 345 - The Quagmire: History of the Vietnam War and the American Counterculture
- HI 351 - Military History I: From Homer to Napoleon: Military History and Strategy in the Western World
- HI 352 - Military History II: Theory and Total War in the 20th Century
- HI 355 - The History of Genocide (IS)
- HI 401 – The Great War and Failed Peace
- HI 402 - The History of World War II
- HIPS 357 – Peace Building (IS)

Race and Identity Track

- HI 331 - Conquest and Resistance: The History of Peoples in the American Borderlands (IS)
- HI 339 - Middle Passages: Slavery and the Atlantic World
- HI 340 - The Struggle for Equality: African American History in the 20th Century (IS)
- HI 343 - Tradewinds: Africa and the Middle East in a Global Context
- HI 430 – The History of Latin America
Culture and Gender Track
- HI 205 - Boudicca’s Daughters: Women in World History
- HI 370 - From the Suburbs to Space: American Culture in the Cold War, 1945-1989
- HI 380 - American Sport History
- HI 381 - “Bend it Like Beckham”: Sports, Nationalism, and Empire (IS)
- HIPS 354 - Sexuality and Nationalism (IS)
- PS 330 – Sex and Politics

PHI ALPHA THETA NATIONAL HISTORY HONOR SOCIETY
Phi Alpha Theta (ΦΑΘ) 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. See phialphatheta.org 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. USM students regularly attend American Historical Association and International Studies Association Conferences. See www.historians.org and isanet.org for details.

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 233 – Macro-Economics
- GSHI 210 – Cartographer’s Quest: Maps, Models, and Human Geography
- HI 455 – History of Kansas and the American West
- PS 132 – American National, State, and Local Governments

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 USM 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, Political Science, and Global Studies, 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 Secondary Education section of this catalog or arrange an appointment with the Chair of the Education Department for further information.

**HISTORY COURSES**
Students must earn a grade of C or better 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.

**COURSE DESCRIPTIONS**

**Intro/Gateway Level Courses: Open to all freshmen**

**HI 116**  **WESTERN CIVILIZATION I**
Covers material that includes the civilizations of Ancient Greece and Rome, as well as Europe during the Middle Ages, Renaissance, Reformation, and Enlightenment. It surveys European global exploration and exploitation. Open to all freshmen.

*Three hours as needed*

**HI 117**  **WESTERN CIVILIZATION II**
Covers material that includes social, economic, and cultural developments in Europe from the end of the Eighteenth Century through the Twentieth Century. It surveys changes in religious and scientific thought, colonialism, the French and Industrial Revolutions, the First and Second World Wars, and the Cold War. Open to all freshmen.

*Three hours as needed*

**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.

*Three hours every fall semester*
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.
Three hours every spring semester

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.
Three hours spring semester even years

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.
Three hours fall semester even years

Secondary Level Courses: Sophomore level classes

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.
Three hours spring semester even years.
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.  
*Three hours spring semester odd years*

GSHI 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.  
*Three hours spring semester odd years*

Upper Division Classes – Junior/Senior Level

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 Junior or above level standing or consent of instructor.  
*Three hours as needed (OPC offering only)*

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-Americas, 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 Junior or above level standing or consent of instructor.  
*Three hours as needed (OPC offering only)*
PS 330  SEX AND POLITICS (IS)
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. Prerequisites: English Comp I and Comp II, both at grades C or above, or consent of instructor.
Three hours fall semester even years

HI 331  CONQUEST AND RESISTANCE: THE HISTORY OF PEOPLES IN THE AMERICAN BORDERLANDS (IS)
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. Prerequisite: any 100 or 200 level history course or Junior or above level standing or consent of instructor.
Three hours spring semester even years

HI 339  MIDDLE PASSAGES: SLAVERY AND THE ATLANTIC WORLD
This course will examine the experience, participation, and impact of slavery from Africa across the Atlantic into the New World. The Triangle Trade, experiences of slavery in the Caribbean, Latin America, and South America will be emphasized as well as examination of slavery narratives and the burgeoning Anti-Slavery movements. The course will also consider ties between the history of slavery in the Atlantic world and slavery in the modern age. Prerequisite: any 100 or 200 level history course or Junior or above level standing or consent of instructor.
Three hours spring semester even years

HI 340  THE STRUGGLE FOR EQUALITY: AFRICAN AMERICAN HISTORY IN THE 20TH CENTURY (IS)
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. Pre-requisites: English Comp I and Comp II, both at grades C or above, or consent of instructor.
Three hours fall semester even years
HI 343  TRADEWINDS: AFRICA AND THE MIDDLE EAST IN A GLOBAL CONTEXT
This course will consider the connections between Africa and the Middle East, examining the economic and cultural ties that traveled on a sea of sand from east to west/west to east, and along the waters in the Indian Ocean basin. Exploring the syncretism of Christianity and particularly Islam in Africa, the legend of Mansa Musa, the explorations of Ibn Battuta, and the increasing tensions and pressures of colonialism and imperialism by European countries will serve as historical context to consider modern issues of identity, race, gender, economics, and politics in the Middle East and countries such as Nigeria, Mali, Sudan, and Somalia on the African continent. The emphasis of this course is on the long history of networks and connections between the Levant and Africa so that the complex layers of interactions in the modern world can be better understood and appreciated. Prerequisite: any 100 or 200 level history course or Junior or above level standing or consent of instructor.

Three hours fall semester odd years

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. Prerequisite: any 100 or 200 level history course or Junior or above level standing or consent of instructor.

Three hours as needed

HI 351  MILITARY HISTORY I: FROM HOMER TO NAPOLEON, MILITARY HISTORY AND STRATEGY IN THE WESTERN WORLD
This course covers the major developments in military history from the Classical Age through the 1800s. Emphasis in the course will focus on the shifting nature of military strategy, technology and war, the intersection of economics, politics, and social factors with war. The course will cover numerous topics including: The Iliad and the “heroic soldier” in Ancient Greece to the Phalanx of Ancient Rome, the influence of sea power in history, the Crusades, revolutions in war theory, strategy, and tactics in the Renaissance and the Enlightenment eras, and military theory and tactics in the American Civil War. Prerequisite: any 100 or 200 level history course or Junior or above level standing or consent of instructor.

Three hours as needed
HI 352 MILITARY HISTORY II: THEORY AND TOTAL WAR IN THE 20TH CENTURY
This course covers the major developments in military history of the 20th century. Emphasis in the course will focus on the shifting nature of military strategy, technology and war, the intersection of economics, gender, and race with war, and the factors that justify war. The course will cover numerous topics including: the motivations behind imperialism, race and masculinity as factors within the prosecution of war strategy, military strategies employed in World War I and World War II, the origins, wars, and outcome of the Cold War, just war theory, and global terrorism. Prerequisite: any 100 or 200 level history course or Junior or above level standing or consent of instructor.
Three hours as needed

HIPS 354 SEXUALITY AND NATIONALISM (IS)
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. Prerequisites: English Comp I and Comp II, both at grades C or above, or consent of instructor.
Three hours spring semester odd years

HI 355 THE HISTORY OF GENOCIDE (IS)
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. Prerequisites: English Comp I and Comp II, both at grades C or above, or consent of instructor.
Three hours fall semester odd years
HIPS 357  PEACE BUILDING (IS)
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. Pre-requisites: English
Comp I and Comp II, both at grades C or above, or consent of instructor.
Three hours every spring semester

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 Junior or
above level standing or consent of instructor.
Three hours as needed

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 Junior or above level standing or consent of instructor.
Three hours as needed
**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 Junior or above level standing or consent of instructor.  
*Three hours as needed*

**HI 381**  
**BEND IT LIKE BECKHAM”*: SPORTS, EMPIRE, AND NATIONALISM**  
This course is designed for students interested in sports in a global context. Do you like “Bend it Like Beckham” but are unsure of why playing soccer or cricket are such an issue for the characters in the film? Are you intrigued by the “intrigue” of nationalism in the scoring for women's figure skating or why the World Cup is about national identity rather than soccer? This course will consider these questions and examine how race and gender have intersected with nationalism, empire, and geopolitics in the sporting arena and on the playing field. Prerequisite: any 100 or 200 level history course or Junior or above level standing or consent of instructor.  
*Three hours as needed*

**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 Junior or above level standing or consent of instructor.  
*Three hours as needed*

**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 Junior or above level standing or consent of instructor.  
*Three hours as needed*
HI 402  THE HISTORY OF WORLD WAR II (IS)
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. Prerequisites: English Comp I and Comp II, both at grades C or above, or consent of instructor.
Three hours spring semester odd years

HI 420  ANARCHISTS AND RADICALS: CHALLENGES TO AMERICAN CAPITALISM (IS)
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. Prerequisites: English Comp I and Comp II, both at grades C or above, or consent of instructor.
Three hours fall semester odd years

HI 430  THE HISTORY OF LATIN AMERICA
A study of major events in Latin America from the colonial period to the present, including establishment of Hispanic culture in the Western Hemisphere, the political, social, economic, cultural, and religious developments in Latin America, and the role of Latin American republics in international affairs from the nineteenth century to the present. Prerequisite: any 100 or 200 level history course or Junior or above level standing or consent of instructor.
Three hours spring semester even years

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 HI or PS course or Junior or above level standing or consent of instructor.
Three hours as needed
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 HI or PS course or Junior or above level standing or consent of instructor.

Three hours as needed

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 instructor consent.

Three hours as needed

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 Junior or above level standing or consent of instructor.

Three hours fall semester even years

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 HI or PS course or Junior or above level standing or consent of instructor.

Three hours spring semester odd years

HI 470 AMERICAN CENTURY: HISTORY OF THE UNITED STATES DURING THE 20TH CENTURY (ONLINE COURSE ONLY)
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.

Three hours online in Fall II, Spring II, and Summer II terms
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 Junior or above level standing or consent of instructor.

Three hours as needed (OPC offering only)

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 tri-colored 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.

Three hours as needed (OPC offering only)

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), evangelicism, 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 above level standing or consent of instructor.

Three hours as needed (OPC offering only)
Capstone Course

**HI 569**  
**CAPSTONE SEMINAR IN HISTORY**  
This course is a seminar, 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.  
*Three hours as needed*

**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.  
*Up to three hours – offered each semester*
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 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 INTERDISCIPLINARY STUDIES
39 hours are required for this major and may be achieved in one of two ways.

(1) 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.

(2) TWO AREAS OF CONCENTRATION; ONE MUST BE FROM THE PROFESSIONAL AREA
- one area with a minimum of 18 credits, 9 of which must be upper-level.
- one area with a minimum of 21 credits, 9 of which must be upper-level.

A final integrative project directed by an advisor and approved by the director of the interdisciplinary studies program is required.
APPROVED AREAS OF CONCENTRATION

PROFESSIONAL CONCENTRATION
Applied Psychology  
Business  
Communications  
Education  
Information Technology  
Paralegal Program of Johnson County Community College*  
Sports Management (only if used with Business as a professional concentration)

*In accordance with the University of Saint Mary-Johnson County Community College articulation agreement (May 2001).

LIBERAL ARTS CONCENTRATION

<table>
<thead>
<tr>
<th>Art</th>
<th>Mathematics</th>
<th>Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Music</td>
<td>Spanish</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Philosophy</td>
<td>Theatre</td>
</tr>
<tr>
<td>English</td>
<td>Psychology</td>
<td>Theology</td>
</tr>
<tr>
<td>History</td>
<td>Political Science</td>
<td></td>
</tr>
</tbody>
</table>

Concentration courses cannot be used to satisfy general education requirements.

A list of specific courses for the concentrations may be obtained from the site director or from the director of the interdisciplinary studies program.
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 it 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 hours beyond elementary courses I and II, including advanced grammar and composition, civilization and conversation, and literature.

SPANISH COURSES

SPA 111/112  ELEMENTARY SPANISH I AND II (FL)
The 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. The second course builds upon the skills learned in the first semester, with additional emphasis on conversation and reading comprehension.

Four hours each semester

SPA 211  SPANISH III (FL)
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.

Three hours fall

SPA 212  SPANISH IV (FL)
Continues the development of conversation and writing skills, including those useful for career enhancement. Cultural and literary readings are also emphasized.

Three hours spring

SPA 325  SPANISH CONVERSATION (FL)
Dialogues and discussion for developing facility and ease in expression of ideas and issues. Prerequisite: SPA 211 or equivalent.

Three hours fall even years
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 336</td>
<td>HISPANIC CIVILIZATION AND CULTURE</td>
<td>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. Prerequisite: SPA 325 or consent of instructor.</td>
<td>Three hours spring odd years</td>
<td></td>
</tr>
<tr>
<td>SPA 448</td>
<td>SURVEY OF SPANISH AND SPANISH AMERICAN LITERATURE I (FL)</td>
<td>A study of the development of Spanish and Spanish American literature from the Poema de Mio Cid to the present day. Prerequisite: SPA 212 or consent of instructor.</td>
<td>Three hours fall odd years</td>
<td></td>
</tr>
<tr>
<td>SPA 449</td>
<td>SURVEY OF SPANISH AND SPANISH AMERICAN LITERATURE II (FL)</td>
<td>Continuation of study of the development of Spanish and Spanish American literature from the Poema de Mio Cid to the present day. Prerequisite: SPA 212 or consent of instructor.</td>
<td>Three hours spring even years</td>
<td></td>
</tr>
<tr>
<td>SPA 598</td>
<td>INDEPENDENT STUDY</td>
<td>Selection, with mentor, of topic such as Spanish and Spanish-American Drama, or a contemporary author.</td>
<td>One-three hours as needed</td>
<td></td>
</tr>
</tbody>
</table>
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 studies 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 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 liberal studies major and may be achieved one of two ways.

(1) 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.

(2) 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.

A final integrative project directed by an advisor and approved by the director of the liberal studies program is required.
APPROVED CONCENTRATIONS

<table>
<thead>
<tr>
<th>Art</th>
<th>Mathematics</th>
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<td>Political Science</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Concentration courses cannot be used to satisfy general education requirements.

A list of specific courses for the concentrations may be obtained from the site director or from the director of the liberal studies program.
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:

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

MAJOR IN MATHEMATICS OR APPLIED MATHEMATICS

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 hours of Core Track Mathematics courses. Additionally, Non-Core Mathematics courses and other appropriate courses would be required for each track or degree. The proposed Core and Non-Core Courses are listed below.

Core Track (26 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 243</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MA 244</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MA 272</td>
<td>Math Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>MA 330</td>
<td>Introductory Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MA 345</td>
<td>Calculus III: Multivariable Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MA 346</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MA 364</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MA 597</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>
Non-Core Courses
MA 371 Mathematical Modeling 3
MAHI 380 Historical Foundations of Math 3
MA 437 Probability and Statistics 3
MA 455 Modern Geometry 3
MA 463 Abstract Algebra 3
MA 495 Special Topics 3

Mathematics Degree (38)
Students will choose from either the Pure Mathematics Track or the Education Track.

Pure Mathematics Track (26)
Select four courses from the Non-Core Courses 12
Including MA 463 Abstract Algebra

Education Track (40)
Core Track 26
MAHI 380 Historical Foundations of Math 3
MA 400 Practical Applications of Teaching Math 2
MA 437 Probability and Statistics 3
MA 455 Modern Geometry 3
MA 463 Abstract Algebra 3

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

Pre-Engineering Track (Dual Degree UMKC) (58)
Students pursuing the Pre-Engineering Track may enter into a Dual Degree track with 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.

Core Track 24*
MA 371 Mathematical Modeling 3
CH 220 General Chemistry I 4
CH 221 General Chemistry II 4
PHY 315 Engineering Physics I 4
PHY 316 Engineering Physics II 4
EG 250 Graphics for Engineers 3
EG 300 Statics 3
EG 310 Dynamics 3
EG 315 Thermodynamics 3
EG 320 Strengths of Materials 3
*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)**
(66)
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.

<table>
<thead>
<tr>
<th>Core Track</th>
<th>26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two, 400-Level Mathematics Courses</td>
<td>6</td>
</tr>
<tr>
<td>MA 371 Mathematical Modeling</td>
<td>3</td>
</tr>
<tr>
<td>CH 220 General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CH 221 General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>PHY 315 Engineering Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 316 Engineering Physics II</td>
<td>4</td>
</tr>
<tr>
<td>EG 250 Graphics for Engineers</td>
<td>3</td>
</tr>
<tr>
<td>EG 300 Statics</td>
<td>3</td>
</tr>
<tr>
<td>EG 310 Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>EG 315 Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>EG 320 Strengths of Materials</td>
<td>3</td>
</tr>
</tbody>
</table>

**Pre-Actuary Track**
(47)
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.

<table>
<thead>
<tr>
<th>Core Track</th>
<th>26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two, 400-Level Non-Core Track Courses*</td>
<td>6</td>
</tr>
<tr>
<td>EC 232 Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EC 233 Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>AC 251 Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>AC 252 Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>AC 351 Intermediate Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

*MA 437 Probability and Statistics must be one of the 400-level mathematics courses.*
Operations Research/IT 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.

Core Track
Two, 400-Level Non-Core Track Courses 6
IT 150 Introduction to Programming 3
IT 254 Data Structures 3
IT 354 Algorithms and Programming 3
IT 560 Relational Database Design 3
Choose one of the following
IT 361 Web Programming 3
IT 450 Software Development and Design 3

MINOR IN MATHEMATICS
15 hours, including MA 243 and at least two upper-level courses. No courses below MA 160 may be included in the 15 hours. At least two upper-level courses must be taken at USM.

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 Secondary Education 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 USM.

MATHEMATICS COURSES
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 Compass exam to determine their eligibility in placing in a higher-level course. Minimum Compass scores have been established for course placement.

Courses marked with the symbol require students to own, or have reliable access to, a personal computing system that meets, or exceeds, the minimum technical specifications published in this catalog. Students who do not own, or have reliable access to, such a system by the end of the first week of class may be administratively dropped from the course subject to the Administrative Course Drop policy.
MA 006  INTRODUCTORY ALGEBRA
The real number system, first-degree equations and inequalities, polynomials, factoring, rational expressions, graphs, slope, linear systems of equations, rational expressions applications. Does not count toward mathematics general education requirement or the 128 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 Compass exam to determine placement. Students must have access to online textbook.

Three hours fall semester

MA 115  INTERMEDIATE ALGEBRA
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. Prerequisite: A grade of C or better in MA 006 and/or a score of between 19 and 22 on the ACT math exam, or a Compass score between 29 and 44. The prerequisite must have been completed within the last 3 years, otherwise, students must take the Compass exam to determine placement. Students must have access to online textbook.

Three hours each semester

MA 125  CONSUMER MATH APPLICATIONS (MA)
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. Prerequisite: A grade of C or better in MA 115, or a score between 23 and 26 on the ACT math exam, or a minimum Compass score of 45. The prerequisite must have been completed within the last 3 years, otherwise, students must take the Compass exam to determine placement. Students must also have access to online textbook.

Three hours spring semester even years.
MA 160  
**COLLEGE ALGEBRA (MA)**

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. Prerequisite: A grade of C or better in MA 115, or a score between 23 and 26 on the ACT math exam, or a minimum Compass score of 45. The prerequisite must have been completed within the last 3 years, otherwise, students must take the Compass exam to determine placement. Students must have access to online textbook.

*Three hours each semester*

MA 211  
**TRIGONOMETRY (MA)**

Trigonometric functions and their graphs, circular functions, identities and equations, laws of sines and cosines, applications and right triangle trigonometry. Prerequisite: MA 160 college algebra, or a minimum score of 27 on the ACT math exam, or a minimum score of 46 on the College Algebra portion of COMPASS. The prerequisite must have been completed within the last 3 years, otherwise, students must take the Compass exam to determine placement. Students must have access to online textbook.

*Two hours spring semester, odd years*

MA 230  
**INTRODUCTORY STATISTICS (MA)**

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 tests, confidence intervals, correlation, regression, and Chi-Square test. Prerequisite: Prerequisite: A grade of C or better in MA 115, or a score between 23 and 26 on the ACT math exam, or a minimum Compass score of 45. The prerequisite must have been completed within the last 3 years (10 years for RN-BSN students), otherwise, students must complete MA 115 with a C or better or take the Compass exam to determine placement. Students must have access to online textbook.

*Three hours each semester*
MA 243  CALCULUS AND ANALYTIC GEOMETRY I (MA) 
The first of a three semester sequence in analytic geometry and 
calculus. Topics include: pre-calculus review, limits, continuity, 
derivatives and their applications, indefinite integrals, Fundamental 
Theorem of Calculus, and integration approximation techniques. 
Prerequisite: A grade of C or better in MA 160 and MA 211 or high 
school trigonometry, or a minimum score of 27 on the ACT math exam, 
or appropriate high school pre-calculus courses including high school 
trigonometry. The prerequisite must have been completed within the 
last 3 years, otherwise, students must take the Compass exam to 
determine placement. Students must have access to online textbook
Four hours fall semester

MA 244  CALCULUS AND ANALYTIC GEOMETRY II (MA) 
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, polar 
coordinates, and an introduction to differential equations. Prerequisite: A 
grade of C or better in MA 243 Students must have access to online 
textbook.
Four hours spring semester

MA 272  MATHEMATICAL REASONING (WCF/H) 
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, and relations 
and functions. The course provides the necessary analytical tools for 
advanced mathematics courses. Prerequisite: A grade of C or better in 
MA 244 Calculus II or consent of instructor.
Three hours each semester odd years

MA 330  INTRODUCTORY STATISTICS (MA) 
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 testis, 
confidence intervals, correlation, regression, and Chi-Square test. 
Prerequisite: Prerequisite: A grade of C or better in MA 115, or a score 
between 23 and 26 on the ACT math exam, or a minimum Compass 
score of 45. The prerequisite must have been completed within the last 3 
years (10 years for RN-BSN students), otherwise, students must 
complete MA 115 with a C or better or take the Compass exam to 
determine placement. Students must have access to online textbook.
Three hours each semester
MA 345  CALCULUS III: MULTIVARIABLE (H)
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. Prerequisite: A grade of C or better in MA 244. Students must have access to an online textbook.
Four hours fall semester even years

MA 346  DIFFERENTIAL EQUATIONS (H)
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. Prerequisites: A grade of C or better in MA 345 Calculus III: Multivariable.
Three hours spring term odd years

MA 364  LINEAR ALGEBRA (H)
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. Prerequisite: A grade of C or better in MA 244 and MA 272 or consent of instructor.
Three hours spring semester even years

MA 371  MATHEMATICAL MODELING (WCF/H)
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. Prerequisite: A grade of C or better in MA 244 Calculus II or consent of instructor.
Three hours spring semester odd years
MAHI 380  HISTORICAL FOUNDATIONS OF MATHEMATICS (IS/WCF/H)

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.

Prerequisite: A grade of C or better in MA 125 or higher.

Three hours spring semester even years

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. Prerequisites: Must be Junior or Senior with acceptance into Teacher Education Program.

Two hours offered as needed fall semester

MA 437  PROBABILITY AND STATISTICS (WCF/H)

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.

Prerequisite: MA 345 Calculus III or consent of instructor.

Three hours spring semester even years

MA 455  MODERN GEOMETRIES (H)

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. Prerequisite: MA 272 or consent of instructor.

Three hours as needed

MA 463  ABSTRACT ALGEBRA (WCF/H)

Introduction to abstract algebra covering elementary theoretical and computational aspects of number theory, groups, rings and fields.

Prerequisite: MA 272.

Three hours fall semester even years

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 or consent of instructor.

One-three hours as needed
MA 591  MATHEMATICS 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. Must obtain consent from Mathematics Program Director.
One-three hours as needed

MA 597  SENIOR SEMINAR (SIE)
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. Prerequisite: Senior mathematics major.
Two hours fall semester as needed

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 science 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 three times. Prerequisite: Instructor approval.
One credit, pass/fail, spring semester

PRE-ENGINEERING COURSES

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. Prerequisite: none
Three hours offered spring even years
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. Prerequisites: PHY 315 and MATH 345 (may be taken concurrently)

Three hours offered Fall semester

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)

Three hours offered as needed

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. Prerequisites EG 300

Three hours offered spring semester

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. Prerequisites: PHY 316 and MA 244.

Three hours offered spring semester even years

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

Three hours offered spring semester
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 at USM (a minimum of 98 hours) followed by a twelve-month internship in a school of medical laboratory science / clinical laboratory science / medical technology approved by the 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 USM 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 pre-requisite courses may be required.

REQUIRED COURSES

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
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<tbody>
<tr>
<td>CH</td>
<td>220 General Chemistry I</td>
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<tr>
<td>CH</td>
<td>221 General Chemistry II</td>
</tr>
<tr>
<td>CH</td>
<td>330 Organic Chemistry I</td>
</tr>
<tr>
<td>BI</td>
<td>212 Diversity of Plants and Animals</td>
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<tr>
<td>BI</td>
<td>220 Cell Biology</td>
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</tbody>
</table>

one course in physiology OR
the two semester sequence BI 258/259 Human Anatomy and Physiology I, II OR
BI 256 Human Anatomy & BI 358 Human Physiology

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
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<tbody>
<tr>
<td>BI</td>
<td>265 Basic Microbiology</td>
</tr>
<tr>
<td>BI</td>
<td>312 Biotechnology</td>
</tr>
<tr>
<td>BI</td>
<td>425 Genetics</td>
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<tr>
<td>BI</td>
<td>451 Immunology</td>
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<tr>
<td>BICH</td>
<td>461 Biochemistry Lecture</td>
</tr>
<tr>
<td>MA</td>
<td>160 College Algebra</td>
</tr>
<tr>
<td>MA</td>
<td>230 Introductory Statistics</td>
</tr>
<tr>
<td>COM</td>
<td>120 Public Speaking</td>
</tr>
</tbody>
</table>

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

The program 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 PROGRAM LEARNING OUTCOMES
Students will be able to
- perform in their musical medium with technical skill and musicianship
- understand, analyze and evaluate a musical work or performance

MAJOR IN MUSIC (BA)
49-51 Hours in Music Courses with a minimum of 16 upper-level music hours

MU 110 Fundamentals of Music Theory (3)
MU 120 Diatonic Music Theory and Form (3)
MU 122 Aural Skills I (1)
MU 210 Chromatic Theory and Form (3)
MU 211 Aural Skills II (1)
MU 214 Twentieth & Twenty-First Century Theory and Form (3)
MU 221 Aural Skills III (1)
MU 105 Music Appreciation (3) OR
MUTHR330 Broadway Musical (3) (Prerequisite: Approval of the Music Program Director)

MU 420 Music History and Literature I (3)
MU 421 Music History and Literature II (3)
MU 485 Conducting (3)

Ensembles
MU 131 Concert Chorale (1) (7 semesters for 7 hours total): Voice & Piano emphasis OR
MU 135 Instrumental Ensemble (1) (7 semesters for 7 hours total): String Instrument emphasis OR
MU 136 University-Community Band (1) (7 semesters for 7 hours total): Band Instrument emphasis

Waiver or Two of the Following Class Piano courses and Completion of the Piano Proficiency Exam:
MU 141 Class Piano I (1)
MU 142 Class Piano II (1)
MU 143 Class Piano III (1)
MU 144 Class Piano IV (1)

Private Lesson: Principal Instrument (1) (2 semesters minimum)
Electives: 13-15 Hours
MUSIC CONCENTRATION IN THE INTERDISCIPLINARY STUDIES DEGREE OR
LIBERAL STUDIES DEGREE

As one of three areas of concentration: 12 (6 upper level) or 15 (9 upper level) hours.

As one of two areas of concentration: 18 (9 upper level) or 21 (9 upper level) hours.

Required Coherent Plan:
- 6 Hours in Music Theory: MU 110 & MU 120
- 3 Hours in Music History: MU 420 OR MU 421
- 3 Hours in Applied Music and/or Ensembles
- Electives

APPLIED MUSIC MINOR (PIANO, ORGAN, VOICE, INSTRUMENT)

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

PIANO or ORGAN EMPHASIS

MU 105 Music Appreciation OR MU 421 Music History II with Program
   Director’s Approval
MU 110 Fundamentals of Music Theory
MU 120 Diatonic Theory and Form
MU 131 Concert Chorale (2 semesters)
MU 401 Piano Pedagogy
MU 499 Applied Minor Recital or Lecture-Recital

Applied Piano or Organ: 4 semesters minimum AND completion of the 453 level (piano)
or 457 (organ) level AND successful completion of piano proficiency exam.
Electives

VOICE EMPHASIS

MU 105 Music Appreciation OR MU 421 Music History II with Program
   Director’s Approval
MU 110 Fundamentals of Music Theory
MU 120 Diatonic Theory and Form
MU 131 Concert Chorale (4 semesters)
MU 310 Foreign Languages for Singing
MU 499 Applied Minor Recital OR Lecture-Recital

Applied Piano 2 semesters OR successful completion of piano proficiency exam
   OR successful completion of piano proficiency exam
Applied Voice 4 semesters minimum AND completion of the 455 Level
Electives
INSTRUMENT or FLUTE EMPHASIS
MU 105 Music Appreciation or MU 421 Music History II (with Music Program Director's Approval)
MU 110 Fundamentals of Music Theory
MU 120 Diatonic Theory and Form
MU 136 Band OR MU 135 Instrumental Ensemble (4 semesters)
MU 499 Applied Minor Recital OR Lecture-Recital
Applied Piano 2 semesters OR successful completion of piano proficiency exam
Applied Instrument 4 semesters minimum AND completion of the 459(Instrument), 451(Flute) Level
Electives

MINOR IN MUSIC
18 hours
MU 105 Music Appreciation OR MU 421 Music History II (with Music Program Director's Approval)
MU 110 Fundamentals of Music Theory
MU 120 Diatonic Theory and Form
Applied Piano 2 semesters OR successful completion of piano proficiency exam
Ensemble 2 semesters (Concert Chorale, Band, or Instrumental Ensemble)
Electives

MUSIC COURSES

MU 105 MUSIC APPRECIATION (FA)
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.
Three hours fall semester even years or as needed

MU 110 FUNDAMENTALS OF MUSIC THEORY (FA)
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.
Three hours fall semester

MU 120 DIATONIC THEORY AND FORM (FA)
Introduction to four-part writing in the tonal style and examination of the structure of music from the smallest elements through complex musical organizations. Prerequisite: MU 110 or equivalent.
Three hours spring semester or as needed
MU 122  **AURAL SKILLS I**  
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 covered in MU 120: Diatonic Theory and Form. Dictation of simple melodies, rhythms, and two-part exercises. Concurrent enrollment in MU 120 Diatonic Theory and Form required.  
*One hour spring semester or as needed*

MU 210  **CHROMATIC THEORY AND FORM (FA)**  
Continuation of Diatonic Theory and Form. Borrowed and augmented sixth chords, diminished seventh chords, chromatic harmony, and modulation. Form and analysis of 18th and 19th century forms. Prerequisite: MU 120 and consent of the instructor.  
*Three hours fall semester as needed*

MU 211  **AURAL SKILLS II**  
Sight-singing of melodies employing more difficult melodic and rhythmic patterns than those encountered in Aural Skills I. Content includes chromatic alteration and modulation. Introduction to the alto and tenor clefs and the modes. Ear-training for melodic and rhythmic practices covered in MU 210: Chromatic Theory and Form. Dictation of melodies, rhythms and four-part exercises Concurrent enrollment in MU 210: Chromatic Theory and Form required.  
*One hour fall semester as needed*

MU 214  **TWENTIETH & TWENTY-FIRST CENTURY THEORY AND FORM (FA)**  
Continuation of Chromatic Theory and Form. Analysis of late 19th and 20th and 21st century styles and forms with keyboard application. Incorporates set theory and serial techniques. Prerequisite: MU 210 and consent of the instructor.  
*Three hours spring semester even years or as needed*

MU 220  **BEETHOVEN: HIS LIFE AND MUSIC (FA)**  
A course which places Beethoven’s life in historical, cultural, social, and political contexts. His family background, musical training, appearance and attitude, celebrity as a performer and composer, personal relationships, and hearing loss are studied in relations to how he approached composition and how he changed music and musicians’ roles in society.  
*Three hours as needed*

MU 221  **AURAL SKILLS III**  
*One hour spring semester even years or as needed.*
MU 301  
SPECIAL TOPICS  
One to three hours as needed

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.  
One hour fall semester or as needed

MUTHR 330  
THE BROADWAY MUSICAL (FA/IS)  
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. Prerequisite: Consent of instructor  
Three hours spring semester even years or as needed

MU 420  
MUSIC HISTORY AND LITERATURE I (FA)  
The art of Western music from the Greeks through the Middle Ages, Renaissance and Baroque eras. Important styles, trends, works and composers. Prerequisite: Consent of instructor  
Three hours fall semester as needed

MU 421  
MUSIC HISTORY AND LITERATURE II (FA/WCF)  
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. Prerequisite: Consent of instructor  
Three hours spring semester as needed

MU 440  
FORM AND ANALYSIS (FA)  
Study and analysis of representative examples of musical forms and genres from the Middle Ages to the Present Day. Prerequisite: Consent of instructor  
Three hours spring semester as needed

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: Approval of Music Program Director  
Three hours fall semester odd years or as needed

MU 498  
INDEPENDENT STUDY (H)  
Prerequisite: Approval of Music Program Director  
One-three hours as needed
ENSEMBLES

MU 131 CONCERT CHORALE/HANDBELLS
Instruction in choral singing and hand-bell ringing with emphasis on the preparation of major works for performance. Open enrollment. Check University Calendar for required performance dates.
One hour each semester

MU 135 INSTRUMENTAL ENSEMBLE
String, Woodwind, Brass, Chamber Music ensembles. Enrollment by consent of instructor. Check University Calendar for required performance dates.
One hour each semester

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.
One hour each semester

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.
One hour spring semester as needed

APPLIED MUSIC
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 1X per week in a 50 minute class or as individuals 1X per week in a 30-minute class. Applied Private Lessons in piano, organ, voice, flute and other instruments are 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.

PIANO

MU 141, 142, 143, 144 CLASS PIANO
Fundamentals class for beginners.
One hour each semester

MU 153, 154, 253, 254 PRIVATE PIANO
Lower-level piano study.
One hour each semester

MU 353, 354, 453, 454, 473, 474 PRIVATE PIANO
Upper-level piano study.
One-two hours each semester
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU 401</td>
<td>PIANO PEDAGOGY</td>
<td>Methods and materials for piano teaching.</td>
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<td>One hour as needed</td>
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<tr>
<td>MU 499</td>
<td>APPLIED PIANO MINOR SENIOR RECITAL/LECTURE</td>
<td>One-two hours in senior year</td>
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<td>RECITAL</td>
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<td>ORGAN</td>
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<tr>
<td>MU 157,158, 257, 258</td>
<td>PRIVATE ORGAN</td>
<td>Lower-level organ study</td>
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<td>One hour each semester</td>
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<tr>
<td>MU 357, 358, 457, 458, 477, 478</td>
<td>PRIVATE ORGAN</td>
<td>Upper-level organ study</td>
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<td>One-two hours each semester</td>
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<tr>
<td>MU 499</td>
<td>APPLIED ORGAN MINOR SENIOR RECITAL/LECTURE</td>
<td>One-two hours in senior year</td>
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<td>RECITAL</td>
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<tr>
<td>VOICE</td>
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<tr>
<td>MU 155, 156, 255, 256</td>
<td>PRIVATE VOICE</td>
<td>Lower-level voice study</td>
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<td>One hour each semester</td>
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<tr>
<td>MU 355, 356, 455, 456, 475, 476</td>
<td>PRIVATE VOICE</td>
<td>Upper-level voice study</td>
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<td>One-two hours each semester</td>
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<tr>
<td>MU 499</td>
<td>APPLIED VOICE MINOR SENIOR RECITAL/LECTURE</td>
<td>One-two hours in senior year</td>
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<td>RECITAL</td>
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<tr>
<td>FLUTE</td>
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<tr>
<td>MU 159, 160, 259, 260</td>
<td>PRIVATE FLUTE</td>
<td>Lower-level flute study</td>
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<td>One hour each semester</td>
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<tr>
<td>MU 359, 360, 459, 460, 479, 480</td>
<td>PRIVATE FLUTE</td>
<td>Upper-level flute study</td>
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<td>One-two hours each semester</td>
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<tr>
<td>MU 499</td>
<td>APPLIED FLUTE MINOR SENIOR RECITAL/LECTURE</td>
<td>One-two hours in senior year</td>
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<td></td>
<td>RECITAL</td>
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<tr>
<td>OTHER INSTRUMENTS</td>
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<tr>
<td>MU 151, 152, 251, 252</td>
<td>PRIVATE INSTRUMENT</td>
<td>Lower-level study.</td>
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<td>One hour each semester</td>
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</tbody>
</table>
MU 351, 352 451, 452, 471, 472
PRIVATE INSTRUMENT
Upper-level study.
One-two hours each semester

MU 499
APPLIED INSTRUMENT MINOR SENIOR RECITAL/LECTURE RECITAL
One-two hours in senior year
NURSING

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 during the junior year. A student may enter the pre-licensure pre-nursing program (1) as a qualified high school graduate via direct entry 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—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 institution of higher learning and transferred. Transfer students 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 58 semester hours of professional nursing coursework and 39 semester hours of supporting courses. The minimum total semester hours required for graduation in Nursing is 128 semester hours. Student education includes both classroom and clinical experiences.

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 with a license as an RN who desire degree completion please see the “Degree Completion Program RN to BSN” portion of the catalog.

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

STUDENT LEARNING OUTCOMES
• Use clinical reasoning and decision-making in providing and directing safe nursing care in the areas of physical and mental health assessment, nursing care plan development, intervention implementation and outcome evaluation.
• Demonstrate effective written and oral communication skills and inter-professional collaboration.
• Integrate professional role responsibilities in the areas of provider, designer, manager, coordinator of care, and member of a profession.
• Demonstrate professional value integration of the five C's of caring: commitment, conscience, competence, compassion, confidence.*

Traditional Track

ADMISSION REQUIREMENTS
General admission Academic Requirements for all students are the same as those listed under the Admissions section of the catalog.

Formal admission to the Nursing Program is completed during the spring of the sophomore year, or at the point in a student’s education when all pre-requisites are addressed. Admission decisions for all applicants are competitive and are based on an overall ranking of the applicant in each of the following areas:

- Completed Nursing CAS application
- Indications of academic success:
  a. Minimum GPA of 2.5 on all previous college work
  b. Minimum GPA of 2.5 for science pre-requisites
  c. Minimum "C" grade in each foundational/pre-requisite course required for the major
- Completion of 56 credit hours including all nursing pre-requisites prior to beginning the nursing major
- Personal Statement/Essay
- Two letters of professional or academic reference
- Achievement of designated benchmark on program-specified externally prepared entrance exam (example: TEAS).

Conditional acceptance is based upon successful completion of any outstanding coursework with a grade of “C” or better. Cumulative and science pre-requisite GPA of 2.5 must be maintained.

GRADUATION REQUIREMENTS

- Completion of 128 hours of college level credit as indicated in the university catalog.
- Cumulative GPA of 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 grade point average falls below 2.00 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 = F
• A minimum grade of "C" (77%) must be earned in all nursing courses in order to progress in the nursing curriculum. Students who fail or withdraw from one course may be permitted to repeat that course (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 nursing courses (refer to Nursing Student Handbook and individual course syllabi). Any student scoring less than a 77% test average will receive a grade of “D” or “F” for that course, and on their transcript.

• Students in the traditional track have 3 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 3-year period, or are dismissed from the nursing program, may request re-admission to the nursing program and are subject to complete the entire nursing curriculum that is current at the time of re-admission 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 daily use during 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 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, liability insurance, background checks, fees for licensure, graduation and externally prepared examinations. Clinical hours may be during evenings and weekends.
BACHELOR OF SCIENCE IN NURSING DEGREE (Traditional Track)

REQUIRED NURSING COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>NU 301</td>
<td>Introduction to Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NU 306</td>
<td>Fundamentals of Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU 310</td>
<td>Research in Nursing</td>
<td>3</td>
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<tr>
<td>NU 320</td>
<td>Health Assessment</td>
<td>3</td>
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<tr>
<td>NU 350</td>
<td>Pharmacology</td>
<td>3</td>
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<tr>
<td>NU 354</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NU 360</td>
<td>Adult Health I</td>
<td>6</td>
</tr>
<tr>
<td>NU 365</td>
<td>Mental Health</td>
<td>4</td>
</tr>
<tr>
<td>NU 435</td>
<td>Adult Health II</td>
<td>6</td>
</tr>
<tr>
<td>NU 440</td>
<td>Care of Women, Children and Families I</td>
<td>4</td>
</tr>
<tr>
<td>NU 445</td>
<td>Care of Women, Children and Families II</td>
<td>4</td>
</tr>
<tr>
<td>NU 490</td>
<td>Palliative Care</td>
<td>3</td>
</tr>
<tr>
<td>NU 495</td>
<td>Community Health Care</td>
<td>4</td>
</tr>
<tr>
<td>NU 540</td>
<td>Leadership Roles in Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NU 550</td>
<td>Senior Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NU 590</td>
<td>Senior Integrative Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

Total: 58 credit hours [With THNU 390 = 61 credit hours]

REQUIRED SUPPORTING COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SO 110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY 150</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BI 109</td>
<td>Biology for Today w/Lab (or equivalent with genetics component, completed within last 5 years)</td>
<td>3</td>
</tr>
<tr>
<td>CH 113</td>
<td>Chemistry for Allied Health w/Lab (or equivalent completed within last 5 years)</td>
<td>4</td>
</tr>
<tr>
<td>MA 115</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MA 230</td>
<td>Introductory Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PY 290</td>
<td>Psychology of Childhood and Adolescence (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>BI 258/259</td>
<td>Human Anatomy and Physiology I, II w/Lab (or equivalent, completed within last 5 years)</td>
<td>8-10</td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BI 256/358</td>
<td>Human Anatomy and Human Physiology w/Lab (or equivalent, completed within last 5 years)</td>
<td>8-10</td>
</tr>
<tr>
<td>BI 265</td>
<td>Basic Microbiology w/Lab (or equivalent, completed within last 5 years)</td>
<td>4</td>
</tr>
<tr>
<td>PY 255</td>
<td>Aging: Issues and Perspectives or equivalent</td>
<td>3</td>
</tr>
<tr>
<td>THNU 390</td>
<td>Mission in Healthcare</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 37-39 credit hours
Courses marked with the 📚 symbol require students to own, or have reliable access to, a personal computing system that meets, or exceeds, the minimum technical specifications published in this catalog. Students who do not own or have reliable access to such a system by the end of the first week of class may be administratively dropped from the course subject to the Administrative Course Drop policy.

NURSING COURSES

THNU 390  MISSION IN HEALTHCARE: A THEOLOGICAL PERSPECTIVE (IS/TH) 📚
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.

_Three credit hours fall semester_

NU 301  INTRODUCTION TO PROFESSIONAL NURSING (IS/WC) 📚
Focuses on the historical and societal context of the roles and responsibilities of professional nursing. Introduces critical thinking through nursing problem solving frameworks including the nursing process, functional health problems, and evidence-based practice. Emphasizes the legal, ethical, political, social, and economic context of nursing within the health care system. Prerequisite: Admission to the major.

_Three credit hours fall semester_

NU 306  FUNDAMENTALS OF NURSING PRACTICE 📚
Emphasis on application of the nursing process, foundational concepts and psychomotor skills needed to provide therapeutic interventions to clients with health alterations across the adult lifespan. Academic skills laboratory and clinical experiences are included. Prerequisite: Admission to the major.

_Three credit hours fall semester_

NU 310  RESEARCH IN NURSING 📚
Focuses on research methods needed for systematic investigation and expansion of nursing knowledge. Critical appraisal of research is emphasized with an emphasis on analyzing the integration of research findings into the practice setting. Prerequisite: NU 301.

_Three credit hours spring semester_
NU 320 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 major.

Three credit hours fall semester

NU 350 PHARMACOLOGY
Introduces students to the fundamental principles of pharmacology and drug therapies used as treatment interventions for clients throughout the lifespan. Specific topics will include nursing implications, dosage calculations, adverse drug responses, and drug interactions. Explores drug information resources and complementary alternative therapies.
Prerequisites: Admission to the major. Pre/co-requisite: NU 354.

Three credit hours spring semester

NU 354 PATHOPHYSIOLOGY
Focuses on principles of normal and abnormal physiology applied to health care and nursing practice. Emphasis on cellular, organ, system and holistic function of disease processes. Prerequisite: Admission to the major.

Three credit hours fall semester

NU 365 MENTAL HEALTH
This course focuses on providing care to individuals and families who are experiencing psychosocial challenges. Emphasis on establishing and maintaining therapeutic nurse-client relationship, and promoting the dignity of each individual. Didactic component focuses on holistic care of individual, family and groups with content arranged around the major categories of DSM, incorporating neurobiological theory and pharmacology. The clinical component encompasses a range of mental health services in a variety of environments and emphasizes the use of therapeutic communication skills. Prerequisites: NU 301, NU 306, NU 320; Co-requisites: NU 350, NU 354.

Four credit hours spring semester

NU 360 ADULT HEALTH I
Focuses on providing nursing care to adults, across the lifespan, who are experiencing episodic and chronic health alterations that are: highly prevalent, significantly impact morbidity and quality of life; are preventable and/or create a financial burden on the individual, groups and society. The clinical component focuses on the professional role in providing patient care and evaluating outcomes in collaboration with other health team members. This course has a didactic and clinical component. Prerequisites: NU 301, NU 306, NU 320; Co-requisites: NU 350, NU 354.

Six credit hours spring semester
NU 435  **ADULT HEALTH II**
Builds upon the content, concepts and skills of Adult I. Emphasis is on the individuals and families experiencing severe disruption in health; multiple, complex problems associated with high risk, high prevalence, and high mortality disease processes. Focus is on the critical thinking skills needed to analyze the relationship of multidimensional stresses of the seriously ill patient for the provision of nursing care. The clinical component focuses on the professional role in providing patient care and evaluating outcomes in collaboration with other health team members. This course has a didactic and clinical component. Prerequisite: All junior level nursing coursework.
*Six credit hours spring semester*

NU 440  **CARE OF WOMEN, CHILDREN AND FAMILIES I**
Focuses on health promotion and nursing care for children and their families experiencing acute and chronic pediatric problems, with an emphasis on growth and development. This course has a didactic and clinical component. Prerequisite: All junior level nursing coursework.
*Four credit hours fall semester*

NU 445  **CARE OF WOMEN, CHILDREN AND FAMILIES II**
Emphasis is on health promotion and nursing care of the childbearing family from preconception through postpartum, including genetics and care of the neonate. Exploration of women's health will include issues from menarche to menopause, including reproductive health issues. This course has a didactic and clinical component. Prerequisite: All junior level nursing coursework.
*Four credit hours fall semester*

NU 490  **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. Prerequisites: All junior level nursing coursework; and PY 255 or permission from APC.
*Three credit hours fall and/or spring semester*

NU 495  **COMMUNITY HEALTH CARE (CS)**
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. Prerequisites: All junior level nursing coursework or permission from APC.
*Four credit hours spring semester*
NU 540 LEADERSHIP ROLES IN NURSING
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. Prerequisites: All junior level nursing coursework; and NU 440, NU 445, NU 435 or permission from APC.

Four credit hours spring semester

NU 550 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. Prerequisites: All junior level nursing coursework; and NU 440, NU 445, NU 435.

Three credit hours spring semester

NU 590 SENIOR INTEGRATIVE SEMINAR (WC)
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. Prerequisites: All junior level nursing coursework or permission from APC.

Two credit hours fall and/or spring semester
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 are based on an overall ranking 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 NursingCAS application
- Official transcripts for all college or university courses
- Minimum cumulative GPA of 3.0 on a 4.0 scale for all previous coursework
- Minimum GPA of 3.0 for all science pre-requisites
- Minimum grade of “C” in all pre-requisite courses being transferred to the university
- Resume including description of volunteer activities and any healthcare experiences
- Personal Statement/Essay
- Two letters of professional or academic reference speaking to individual's ability to successfully 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-specifed externally prepared entrance exam (example: TEAS)
- 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 scores: Writing=20, Reading=19, Speaking=20, and Listening=20.
- To be considered for admission, applicants may have no more than 3 pre-requisite science courses “In Progress” at the time of application deadline. Conditional acceptance is based upon successful completion of any outstanding coursework with a grade of “C” or better. Cumulative and science pre-requisite GPA of 3.0 must be maintained.
- Applicants who meet ALL admission requirements at time of application deadline will be given priority consideration.
GRADUATION REQUIREMENTS
- Completion of 128 hours of college level credit as indicated in the university catalog.
- Cumulative GPA of 2.0.
- Other requirements for graduation are the same as the university requirements.

ACADEMIC POLICIES FOR THE ACCELERATED TRACK NURSING MAJOR
- Students whose cumulative grade point average falls below 2.50 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 = F  

- A minimum grade of "C" 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 a course. Any student scoring less than a 77% test average, regardless of overall course scores, will receive a D or an F for that course on their transcript. Students who fail one course may be dismissed from the program.
- Students in the Accelerated Track have 14 months from the time of admission to the nursing major to complete the entire nursing curriculum.
- Students who fail to complete the nursing curriculum in this period, or who are dismissed or withdraw from the nursing program, may apply for re-admission to the Accelerated Track, however admission is competitive and not guaranteed. Students are subject to completing the entire nursing curriculum that is current at the time of re-admission to the program. Students who do not progress in the Accelerated Track may be eligible to apply to the Traditional Track, however admission is competitive and is not guaranteed.
BACHELOR OF SCIENCE IN NURSING DEGREE (Accelerated Track)

REQUIRED NURSING COURSES

NUAT 301 Introduction to Professional Nursing (3 credit hours)
NUAT 306 Fundamentals of Nursing Practice (3 credit hours)
NUAT 310 Research in Nursing (3 credit hours)
NUAT 320 Health Assessment (3 credit hours)
NUAT 350 Pharmacology (3 credit hours)
NUAT 354 Pathophysiology (3 credit hours)
NUAT 360 Adult Health I (6 credit hours)
NUAT 365 Mental Health (4 credit hours)
NUAT 435 Adult Health II (6 credit hours)
NUAT 440 Care of Women, Children and Families I (4 credit hours)
NUAT 445 Care of Women, Children and Families II (4 credit hours)
NUAT 490 Palliative Care (3 credit hours)
NUAT 495 Community Health Care (4 credit hours)
NUAT 540 Leadership Roles in Nursing (4 credit hours)
NUAT 550 Senior Clinical Practicum (3 credit hours)
NUAT 590 Senior Integrative Seminar (2 credit hours)

Nursing Program Core Total 58 credit hours
THNUA 390 Mission in Health Care (Support Course--3 credit hours)

With Support Course Total 61 credit hours

PRE-REQUISITES AND GENERAL EDUCATION REQUIREMENTS

- Chemistry w/Lab – must include biochemistry; prefer survey course-inorganic, organic, and biochemistry (completed within last 5 years) (4 credit hours)
- Human Anatomy and Physiology w/Lab – must include all body systems (completed within last 5 years) (5-6 credit hours)
- Microbiology, lab not required (completed within last 5 years) (3-4 credit hours)
- Biology w/Lab – must include genetics/genomics content (completed within last 5 years) (3 credit hours)
- Public Speaking or a Communications course (3 credit hours)
- Introduction to Sociology OR Introduction to Psychology (3 credit hours)
- Gerontology course/content – e.g. Human Growth & Development/Developmental Psychology/Lifespan Development (3 credit hours)
- College Algebra OR Introductory Statistics (3 credit hours)
- One of the following courses:
  • Human Growth & Development, Abnormal Psychology, Health Psychology, Social Psychology, Psychology of Childhood & Adolescence or Developmental Psychology (3 credit hours) (If Human Growth & Development or equivalent is taken, it will cover both this requirement and the Gerontology requirement.)
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 daily use during 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 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, liability insurance, background checks, fees for licensure, graduation and externally prepared examinations. Clinical hours may be during evenings and weekends.

Courses marked with the symbol require students to own, or have reliable access to, a personal computing system that meets, or exceeds, the minimum technical specifications published in this catalog. Students who do not own, or have reliable access to, such a system by the end of the first week of class may be administratively dropped from the course subject to the Administrative Course Drop policy.

NURSING COURSES

THNUA 390 MISSION IN HEALTHCARE: A THEOLOGICAL PERSPECTIVE (IS/TH)

Examines the meaning and application of faith-based mission in the health care ministry. Looks at the theology that underlies 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. Must be completed prior to graduation.

Three credit hours

NUAT 301 INTRODUCTION TO PROFESSIONAL NURSING (IS/WC)

Focuses on the historical and societal context of the roles and responsibilities of professional nursing. Introduces critical thinking through nursing problem solving frameworks including the nursing process, functional health problems, and evidence-based practice. Emphasizes the legal, ethical, political, social, and economic context of nursing within the health care system. Prerequisite: Admission to the major.

Three credit hours summer semester
**NUAT 306**  
**FUNDAMENTALS OF NURSING PRACTICE**  
Emphasis on application of the nursing process, foundational concepts and psychomotor skills needed to provide therapeutic interventions to clients with health alterations across the adult lifespan. Academic skills laboratory and clinical experiences are included. Prerequisite: Admission to the major.  
*Three credit hours summer semester*

**NUAT 310**  
**RESEARCH IN NURSING**  
Focuses on research methods needed for systematic investigation and expansion of nursing knowledge. Critical appraisal of research is emphasized with an emphasis on analyzing the integration of research findings into the practice setting. Prerequisite: NUAT 301.  
*Three credit hours fall semester*

**NUAT 320**  
**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 major.  
*Three credit hours summer semester*

**NUAT 350**  
**PHARMACOLOGY**  
Introduces students to the fundamental principles of pharmacology and drug therapies used as treatment interventions for clients throughout the lifespan. Specific topics will include nursing implications, dosage calculations, adverse drug responses, and drug interactions. Explores drug information resources and complementary alternative therapies. Prerequisites: Admission to the major; pre/co-requisite NUAT 354.  
*Three credit hours fall semester*

**NUAT 354**  
**PATHOPHYSIOLOGY**  
Focuses on principles of normal and abnormal physiology applied to health care and nursing practice. Emphasis on cellular, organ, system and holistic function of disease processes. Prerequisite: Admission to the major.  
*Three credit hours summer semester*
NUAT 365  MENTAL HEALTH
This course focuses on providing care to individuals and families who are experiencing psychosocial challenges. Emphasis on establishing and maintaining therapeutic nurse-client relationship, and promoting the dignity of each individual. Didactic component focuses on holistic care of individual, family and groups with content arranged around the major categories of DSM. The clinical component encompasses a range of mental health services in a variety of environments and emphasizes the use of therapeutic communication skills. Prerequisites: All previous nursing coursework; Co-requisites: NUAT 350 or NUAT 354.

Four credit hours fall semester

NUAT 360  ADULT HEALTH I
Focuses on providing nursing care to adults, across the lifespan, who are experiencing episodic and chronic health alterations that are: highly prevalent, significantly impact morbidity and quality of life; are preventable and/or create a financial burden on the individual, groups and society. The clinical component focuses on the professional role in providing patient care and evaluating outcomes in collaboration with other health team members. This course has a didactic and clinical component. Prerequisites: All previous nursing coursework; Co-requisites: NUAT 350 or NUAT 354.

Six credit hours fall semester

NUAT 435  ADULT HEALTH II
Builds upon the content, concepts and skills of Adult I. Emphasis is on the individuals and families experiencing severe disruption in health; multiple, complex problems associated with high risk, high prevalence, and high mortality disease processes. Focus is on the critical thinking skills needed to analyze the relationship of multidimensional stresses of the seriously ill patient for the provision of nursing care. The clinical component focuses on the professional role in providing patient care and evaluating outcomes in collaboration with other health team members. This course has a didactic and clinical component. Prerequisite: All previous nursing coursework.

Six credit hours spring semester

NUAT 440  CARE OF WOMEN, CHILDREN AND FAMILIES I
Focuses on health promotion and nursing care for children and their families experiencing acute and chronic pediatric problems, with an emphasis on growth and development. This course has a didactic and clinical component. Prerequisites: All previous nursing coursework or permission from APC.

Four credit hours spring semester
NUAT 445  CARE OF WOMEN, CHILDREN AND FAMILIES II
Emphasis is on health promotion and nursing care of the childbearing family from preconception through postpartum, including genetics and care of the neonate. Exploration of women's health will include issues from menarche to menopause, including reproductive health issues. This course has a didactic and clinical component. Prerequisites: All previous nursing coursework or permission from APC.
Four credit hours spring semester

NUAT 490  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. Prerequisites: All previous nursing coursework; and PY 255 (Issues in Aging or gerontology equivalent) or permission from APC.
Three credit hours spring semester

NUAT 495  COMMUNITY HEALTHCARE
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: All previous nursing coursework.
Four credit hours fall semester

NUAT 540  LEADERSHIP ROLES IN NURSING
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. Prerequisites: All previous nursing coursework or permission from APC.
Four credit hours spring semester

NUAT 550  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: All previous nursing coursework.
Three credit hours spring semester
NUAT 590  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. Prerequisites: All previous nursing coursework or permission from APC.

Two credit hours fall or spring semester
BACHELOR OF SCIENCE IN NURSING
DEGREE COMPLETION PROGRAM
RN TO 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.

NURSING PROGRAM MISSION
Committed to the mission and values of the University, the mission of the nursing program is to educate students to become baccalaureate prepared nurses who value excellence, provide leadership, show caring attitudes in all endeavors, foster community and embrace life-long 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 One Dupont Circle, NW, Suite 530, Washington, DC 20036 Phone: (202) 887-6791 Fax: (202) 887-8476.

GRADUATES OF NURSING PROGRAM WILL:

1. Use clinical reasoning to provide and direct safe nursing care in the areas of physical and mental health assessment, nursing care plan development, intervention implementation and outcome evaluation.
2. Demonstrate effective written and oral communication skills and inter-professional collaboration.
3. Integrate professional role responsibilities in the areas of provider, designer, manager, coordinator of care, and member of a profession.
4. Demonstrate professional value integration of the five C’s of caring: commitment, conscience, competence, compassion, confidence.*

Acceptance: Applicants will be admitted officially to the RN-BSN program if the following conditions are met:

1. Completion of admission application
2. Cumulative GPA of 2.5
3. Completion of Supplemental Application Form
4. Verification of unrestricted RN license in United States
5. Names of two professional/educational references.
6. Receipt of all official transcripts of all college work.
7. Statement of Personal Goals (if not included on supplemental application form)

Minimum of 2.50 cumulative grade point average (GPA) 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.

PROGRAM/GRADUATION REQUIREMENTS

1. Completion of all the University of Saint Mary's liberal studies and general education requirements for the bachelor's degree (128 credit hours).
2. Students who receive an “F” in any course may repeat or withdraw from that course one time. Subsequent failures or withdrawals may result in probation or dismissal from the program.
3. 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 behavior that relates to: attitude, respect, conduct, language, integrity or dishonesty, responsibility, and accountability.
4. Minimum grade of “C” in each nursing course and required nursing support course is required for the nursing major. Grade of “D” is not acceptable and the course must be repeated.
5. Maintain a Professional RN license in the United States for admission and continued enrollment.

Note: USM's RN-BSN students interested in earning their MSN through the University of Saint Mary may have the option to take the graduate course(s):

- NU 607 Advanced Health Assessment and Health Promotion and/or NU 611 Advanced Pathophysiology/Pharmacology in place of NU 320/420 Health Assessment and/or NU 354/454 Pathophysiology.
- Students may also take NU 611 Informatics in Nursing as an elective, while in the RN-BSN program.
- See the MSN program section of the graduate section of the catalog for course descriptions and consult your enrollment advisor. (Approval by the RN-BSN program director is required. Graduate tuition will apply.)
Students will complete the requirements for general education for the University’s bachelor degrees. RN-BSN nursing students complete 29 hours of professional nursing course work (Nursing Core), 15 hours of nursing support courses and earn 30 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 128 credit hours. Students may need additional course hours (electives) to meet the 128 credit hour graduation requirement.

REQUIRED GENERAL EDUCATION

The following course requirements are specific to students in the RN-BSN program (6 credit hour minimum):

- PH 442 Bioethics 3 cr. (or Ethics course from a Philosophy department)
- EN 310 Transfer Core; Liberal Learning 3 cr. (must be completed at USM). 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 previous bachelor’s degree are not required to take EN 310)
- Any additional general education courses to meet the university general education requirements

REQUIRED NURSING SUPPORT COURSES

15 credit hour minimum

- Intermediate Algebra or higher 3cr.
- Intro to Sociology OR Cultural Anthropology 3cr.
- Biology for Today 3cr.(or biology course that includes genetics/genomics)
- Statistics 3cr.
- Aging: Issues and Perspectives 3cr.( or one of the following courses:
  Human Growth & Development, Abnormal Psychology, Health Psychology, Social Psychology, Psychology of Childhood & Adolescence or Developmental Psychology (3 credits)

*Note: Compass test may be taken to determine placement
NURSING ESCROW
*30 credit hours

Credit for the following courses (30 cr. hours) which acknowledges prior nursing coursework completed, will be granted upon verification of official transcripts, proof of valid RN license, and registration into the final course of the program:

- Pharmacology 3 cr.
- Nursing Fundamentals 3 cr.
- Adult Health I and II 12 cr.
- Psychosocial/Mental Health – 4 cr.
- Care of Women, Children and Families I (Peds) – 4 cr.
- Care of Women, Children and Families II (OB) – 4 cr.
- Lab Science requirement (requirement met)

REQUIRED NURSING CORE COURSES:
Total 29 credit hours

- Mission in Healthcare: A Theological Perspective 3cr
- Nursing as a Profession 3cr
- Pathophysiology* 3cr
- Health Assessment* 3cr
- Palliative Care 3cr
- Research in Nursing 3cr
- Community Health Nursing 4 cr.
- Leadership in Nursing 4 cr.
- Senior Integrative Seminar 3cr

Upper Division Transfer: No more than 9 credit hours of upper division nursing coursework (obtained after licensure) will be accepted for transfer into the Nursing Core.

NURSING COURSES

THNU 390  MISSION IN HEALTH CARE: A THEOLOGICAL PERSPECTIVE (TH/IS)
Examines the meaning and application of faith-based mission in the health care ministry. Looks at the theology that underlies 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.

*Three hours*
NU 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 (ie: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. RN License.
Three hours

NU 310  RESEARCH IN NURSING
Focuses on research methods needed for systematic investigation and expansion of nursing knowledge. Critical appraisal of research is emphasized with an emphasis on analyzing the integration of research findings into the practice setting. Prerequisite: Admission to the program. RN License, NU 302/402 and completion of statistics prior to this course or documented permission from RN-BSN Program Director.
Three hours

NU 320  HEALTH ASSESSMENT
Focuses on the application of critical thinking and reasoning in the assessment of health status of individuals. 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. Prerequisite: Admission to the program. RN license. NU 302/402 or documented permission from RN-BSN Program Director.
Three hours

NU 354  PATHOPHYSIOLOGY
Focuses on principles of normal and abnormal physiology applied to health care and nursing practice. Emphasis on cellular, organ, system and holistic function of disease processes. Prerequisite: Admission to the program. RN license. NU 302/402 or documented permission from RN-BSN Program Director.
Three hours

NU 490  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; 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. RN license and NU 302/402.
Three hours
NU 495 COMMUNITY HEALTH NURSING
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 mentored experience. Prerequisites: Admission to the program. RN license, all required nursing support courses, THNU 390, NU 302/402, NU 310/410, NU 320/420, NU 354/454, or documented permission from RN-BSN Program Director.
Four hours

NU 540 LEADERSHIP IN NURSING
Focuses on the concepts and principles of leadership and management. Mentored experiences provide opportunity for students to experience various nursing roles and to practice leadership and management skills. Prerequisites: Admission to the program. RN license, all required nursing support courses, THNU 390, NU 302/402, NU 310/410, NU 320/420, NU 354/454, or documented permission from RN-BSN Program Director.
Four hours

NU 580 SENIOR INTEGRATIVE SEMINAR (IS)
Focuses on integration of the behaviors essential for the transition to the role of the baccalaureate nurse. Prerequisites: Current RN license, all required nursing support courses, THNU 390, NU 302/402, NU 310/410, NU 320/420, NU 354/454, or permission from RN-BSN Program Director.
Three hours
PHILOSOPHY

The program 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 semester hours, including PH 200 and PH 340. Recommended sequence is as follows:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PH 180</td>
<td>Logic</td>
<td>3</td>
</tr>
<tr>
<td>PH 200</td>
<td>Historical Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PH 340</td>
<td>Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Two philosophy electives

PHILOSOPHY COURSES

PH 100  INTRODUCTION TO PHILOSOPHY (PH)
A survey of the problems and history of philosophy. This course is recommended for students who have not previously taken a philosophy course.

Three hours fall semester even years

PH 180  LOGIC (PH)
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.

Three hours fall semester

THPH 150 WHAT IS THE GOOD LIFE? (TH or PH)
This course is a "great books" style inquiry into the question: What is the best way to live? or What is the Good Life? The 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.

Three hours spring semester as needed

PH 200  HISTORICAL INTRODUCTION TO PHILOSOPHY (PH)
An introduction to the problems of philosophy through a survey of the history of European philosophy.

Three hours as needed
PH 210  PHILOSOPHY OF HUMAN NATURE (PH/IS)
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.

Three hours spring semester

PH 224  PHILOSOPHY OF REALITY (PH)
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.

Three hours as needed

PH 240  EASTERN PHILOSOPHY (PH/IS)
An introduction to Hindu, Buddhist, and Chinese philosophy; discussion will focus on human understanding of self, the Absolute, nature, and society.

Three hours spring semester odd years

PH 275  PHILOSOPHY OF WAR (PH/IS)
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.

Three hours fall semester as needed

PH 280  TOPICS IN PHILOSOPHY (PH)
An introduction to philosophy through a discussion of selected topics in philosophy.

Three hours as needed

PH 300  PHILOSOPHY OF RELIGION (PH)
A philosophical examination of religious belief, the arguments for the existence of God, the problem of evil, and the nature of religious language.

Three hours spring semester even years

PH 340  ETHICS (PH)
A study of the principles of moral philosophy and a discussion of the relation of these principles to contemporary moral and social issues.

Three hours fall semester

PHPS 371  POLITICAL THOUGHT I (PH/SS)
See PHPS 371 under Political Science.

PHPS 372  POLITICAL THOUGHT II (PH/SS)
See PHPS 372 under Political Science.
PH 442  BIOETHICS (PH)
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.

*Three hours as needed*

PH 597  PHILOSOPHY SEMINAR (PH)
A study in depth of a particular philosopher or philosophical issue.

*Three hours as needed.*
POLITICAL SCIENCE

The program in Political Science, in the Department of History, Political Science, and Global Studies, seeks to empower students to:

- demonstrate an ability to communicate effectively on political discourse in a variety of settings, to a range of individuals and within groups and teams, using various modes.
- demonstrate an ability to use, evaluate and interpret complex political information, solve complex political problems, and understand complex political systems.
- demonstrate an ability to evaluate information from disparate sources, to transform information into political theory constructs, public policy suggestions and political action plans.
- demonstrate an ability to connect political theory and civic action.
- understand and identify the properties universal to government in all human societies.
- understand the nature and consequences of the major variations in governments among different nations.
- develop comprehension of the importance of politics and government in the contemporary world.
- understand the importance of ideas in shaping politics and government.
- grow in knowledge of the fundamental principles and historical development of government and politics in the United States.
- provide the knowledge that will enable the student as a citizen to participate actively in politics and government.
- comprehend and appreciate 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.
- be prepared for professional careers.

MAJOR IN POLITICAL SCIENCE

30 hours in History/Political Science, including the following. 15 must be upper-level hours in Political Science. 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.

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PS 132</td>
<td>Debating American Government: National, State, and Local</td>
</tr>
<tr>
<td>GSPS 250</td>
<td>Colloquium in Human Communities: Introduction to International Affairs</td>
</tr>
<tr>
<td>PHPS 171</td>
<td>Political Thought I</td>
</tr>
<tr>
<td>PHPS 272</td>
<td>Political Thought II</td>
</tr>
<tr>
<td>PS 281</td>
<td>Different Worlds: Comparative Political Systems</td>
</tr>
<tr>
<td>PS 590</td>
<td>Senior Seminar (Integrative Experience)</td>
</tr>
</tbody>
</table>
MINOR IN POLITICAL SCIENCE
18 hours of approved political science courses.
Required courses for the Minor:
PS 132 Debating American Government: National, State, and Local
GSPS 250 Colloquium in Human Communities: Introduction to International
       Affairs
PHPS 171 Political Thought I OR
PHPS 272 Political Thought II

POLITICAL SCIENCE COURSES

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.
Three hours spring semester even years

PHPS 171 POLITICAL THOUGHT I
An introduction to ancient and medieval political thought. The course
introduces the student to some of the foundational texts of western
political thought, without which it is difficult to understand the source of
the modern debate about political issues.
Three hours fall semester even years

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.
Three hours every fall semester

GSPS 250 COLLOQUIUM IN HUMAN COMMUNITIES: INTRODUCTION TO
       INTERNATIONAL AFFAIRS (IS)
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 understanding 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. Prerequisites: English Comp I and Comp II, both at grades C or
above, or consent of instructor.
Three hours every fall semester
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 discussed with a focus on students planning careers in bureaucracies.

*Three hours spring semester even years*

PSCR 302  **TERRORISTS, PATRIOTS, AND REVOLUTIONARIES**
This course examines the phenomenon of global terrorism, nationalism, and revolution. The course covers not only theoretical models used to examine the material, but also provides a historical view of each phenomenon. The course focuses on identifying possible political interventions that would place the world community with better results.

*Three hours every fall semester*

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.

*Three hours spring odd years*

PS 281  **DIFFERENT WORLDS: COMPARATIVE POLITICAL SYSTEMS (IS)**
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. Prerequisites: English Comp I and Comp II, both at grades C or above, or consent of instructor.

*Three hours spring semester even years*

PS 330  **SEX AND POLITICS (IS)**
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. Prerequisites: English Comp I and Comp II, both at grades C or above, or consent of instructor.

*Three hours fall semester even years*
HI 343  TRADEWINDS: AFRICA AND THE MIDDLE EAST IN A GLOBAL CONTEXT
This course will consider the connections between Africa and the Middle East, examining the economic and cultural ties that traveled on a sea of sand from east to west/west to east, and along the waters in the Indian Ocean basin. Exploring the syncretism of Christianity and particularly Islam in Africa, the legend of Mansa Musa, the explorations of Ibn Battuta, and the increasing tensions and pressures of colonialism and imperialism by European countries will serve as historical context to consider modern issues of identity, race, gender, economics, and politics in the Middle East and countries such as Nigeria, Mali, Sudan, and Somalia on the African continent. The emphasis of this course is on the long history of networks and connections between the Levant and Africa so that the complex layers of interactions in the modern world can be better understood and appreciated. Prerequisite: any 100 or 200 level history course or Junior or above level standing or consent of instructor.
Three hours fall semester odd years

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.
Three hours fall semester even years

HIPS 354  SEXUALITY AND NATIONALISM (IS)
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. Prerequisites: English Comp I and Comp II, both at grades C or above, or consent of instructor.
Three hours every spring semester
HIPS 357  PEACE BUILDING (IS)
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. Pre-requisites: English Comp I and Comp II, both at grades C or above, or consent of instructor.

Three hours every spring semester

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.

Three hours fall even years

PS 395  SPECIAL TOPICS IN POLITICAL SCIENCE
Intensive study of a major political idea, such as race, equality, liberty, democracy, rights, and justice. Prerequisite: instructor consent.

Three hours as needed

HI 430  HISTORY OF LATIN AMERICA
A study of 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 HI or PS course or Junior or above level standing or consent of instructor.

Three hours spring semester even years

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 above level standing or consent of instructor.

Three hours spring semester odd years
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 HI or PS course or Junior or above level standing or consent of instructor.
Three hours as needed

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 HI or PS course or Junior or above level standing or consent of instructor.
Three hours as needed

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 instructor consent.
Three hours as needed

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 HI or PS course or Junior or above level standing or consent of instructor.
Three hours spring semester odd years

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.
One to three hours spring semester odd years

PS 590  SENIOR SEMINAR IN POLITICAL SCIENCE (SIE)
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.
One hour every spring semesters
GSHIPS 591  POLITICAL SCIENCE INTERNSHIP
To be determined in consultation with the Director of the Political Science 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.

Up to three hours – offered each semester
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, 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 corporations in administration, management, corrections and law enforcement, pure and applied research, and government. Entry into such fields is possible at the bachelor's level. A professional career in psychology usually requires graduate work. In a liberal arts context, psychology is a sound major leading to fulfillment through a fit between talent and tasks.

**MAJOR IN PSYCHOLOGY**
33 semester hours in psychology, including 18 hours of upper-level credit, and the following:

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<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>PY</td>
<td>150 Introduction to Psychology</td>
</tr>
<tr>
<td>PY</td>
<td>255 Aging: Issues and Perspectives or</td>
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<tr>
<td>PY</td>
<td>290 Psychology of Childhood and Adolescence</td>
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<tr>
<td>PYAPY</td>
<td>352 Professional Ethics</td>
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<tr>
<td>PY</td>
<td>435 Abnormal Psychology</td>
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<td>PY</td>
<td>460 Social Psychology</td>
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<td>PY</td>
<td>455 History and Systems of Psychology or</td>
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<td>PY</td>
<td>475 Personality Theories</td>
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<tr>
<td>PYCR</td>
<td>585 Research Methods: Design</td>
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<tr>
<td>PYCR</td>
<td>586 Research Methods: Statistical Analysis</td>
</tr>
<tr>
<td>PYCR</td>
<td>590 Behavioral Science Seminar</td>
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</tbody>
</table>
MINOR IN PSYCHOLOGY
15 hours in psychology, including 9 hours of upper-level credit, and the following:

PY 150 Introduction to Psychology
PY 255 Aging: Issues and Perspectives or
PY 290 Psychology of Childhood and Adolescence
PY 335 Abnormal Psychology or
PY 460 Social Psychology or
PY 475 Personality Theories or
PY 455 History and Systems of Psychology

PSYCHOLOGY COURSES

PY 100 PSYCHOLOGY OF PERSONAL GROWTH AND DEVELOPMENT (BS)
An introduction to and the application of principles of personal growth and development and behavioral change. Projects leading to individual change may be selected by participants and facilitated by the course.
Three hours as needed

PY 150 INTRODUCTION TO PSYCHOLOGY (BS)
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.
Three hours each semester

PY 240 MARRIAGE AND FAMILY (BS)
A study of the relationships, processes, behaviors, functions, and structures involved in marriage and family over the lifespan.
Three hours as needed

PY 255 AGING: ISSUES AND PERSPECTIVES (BS)
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. Prerequisite: PY 150 or SO 110.
Three hours fall semester

PY 290 PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE (BS)
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.
Three hours each semester

PY 300 SPECIAL STUDIES
Individual or group study of topics or issues in psychology. Prerequisite: three hours of psychology.
One-three hours as needed
PY 320  HUMAN SEXUALITY (BS)
An examination of human sexuality with emphasis on scientific findings, social issues, and implications for the individual and society.
Prerequisite: PY 150 or SO 110.

Three hours as needed

PY 335  ABNORMAL PSYCHOLOGY (BS/WCF)
Studies in the historical and contemporary perspectives of psychological disorders and human deviance and approaches to treatment.
Prerequisites: PY 150 and three additional hours of psychology.

Three hours spring semester

SCAPY 345  PSYCHOLOGY OF SPORTS
See SCAPY 345 under Sport Coaching and Activities.

PYAPY 352  PROFESSIONAL ETHICS (BS)
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 which flow from that philosophy.

Three hours spring semester

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.

Three hours fall odd years

PY 410  HEALTH PSYCHOLOGY (BS)
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. Prerequisite: PY 150.

Three hours as needed
PY 455  HISTORY AND SYSTEMS OF PSYCHOLOGY (IS)
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. Prerequisites: PY150 and three additional hours in psychology.
Three hours fall semester even years

PY 460  SOCIAL PSYCHOLOGY (BS)
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. Prerequisite: PY 150 or SO 110.
Three hours fall semester

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.
Three hours as needed

PY 475  PERSONALITY THEORIES (IS)
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. Prerequisites: PY150 and three additional hours of psychology.
Three hours fall semester odd years

PY 500  ADVANCED STUDIES
Individual or group studies of topics and issues in psychology. Prerequisite: Six hours in psychology.
One-three hours as needed

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. Prerequisites: PY 150 or SO 110 and six additional hours in the major.
Three hours fall semester
### 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. Prerequisites: PY 150 or SO 110 and six additional hours in the major.

*Three hours spring semester*

### PY 588  DIRECTED RESEARCH
Advanced research in behavioral science. Prerequisites: nine hours in psychology and consent of instructor.

*One-five hours as needed*

### PY 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 college; 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 the instructor.

*Three hours spring semester*

### 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.

*Variable credit each semester*

### PYCR 592  PRACTICUM II
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 a more diverse population of clients and expanding site-based learning. Prerequisite: consent of instructor.

*Variable credit each semester*

### PY 598  DIRECTED READINGS
Advanced study through supervised reading in a selected area of psychology. Prerequisites: nine hours of psychology and consent of instructor.

*One-three hours as needed*
SPORT COACHING AND ACTIVITIES

MINOR IN COACHING
A student must complete 18 hours of the following:

- SCA 181 First Aid/CPR
- SCA 280 Care and Prevention of Athletic Injuries
- SMSCA 485 Organization and Administration of Athletics and Sports
- SCAPY 345 Psychology of Sports
- SCA 310 Techniques of Officiating

SELECT TWO METHODS COURSES
- SCA 291 Methods of Coaching: Basketball
- SCA 292 Methods of Coaching: Softball/Baseball
- SCA 293 Methods of Coaching: Soccer
- SCA 294 Methods of Coaching: Football
- SCA 295 Methods of Coaching: Volleyball
- SCA 296 Methods of Coaching: Golf, Tennis
- SCA 297 Methods of Coaching: Teaching Sports Activities

SELECT TWO SPORTS/FITNESS COURSES
- SCA 139 Weight Training/Physical Conditioning
- SCA 261 thru 271 Varsity Sports (Basketball, volleyball, softball, soccer, football, baseball)
- SCA 145 Sports (varies)
- SCA 146 Fitness (varies)
- SCA 147 Walk/Jog

SPORT COACHING AND ACTIVITIES COURSES

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.

One hour each semester

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.

Two hours spring even years
SCA 250 **LIFETIME WELLNESS (LPW)**
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.

*Three hours each semester*

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.

*Three hours spring semester*

SCA 291, 292, 293, 294, 295, 296, 297 **METHODS OF COACHING**
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.

*Three hours varies each semester*

SCA 300 **SPECIAL TOPICS**
Topics in health, fitness, physical education, leisure, and other related areas of study.

*One-two hours as needed*

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.

*Two hours fall semester*
SCAPY 345  PSYCHOLOGY OF SPORTS (BS)
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.

Three hours as needed

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 128 hours.

VARSITY SPORTS (PE)
1 hour each; options vary by season.
SCA 261 thru SCA 271 Varsity Sports - open to students participating in varsity athletics at the University of Saint Mary, provided all participation requirements are met.

SCA 261 Varsity Football
SCA 262 Varsity Men's Soccer
SCA 263 Varsity Women's Soccer
SCA 264 Varsity Volleyball
SCA 265 Varsity Cross Country
SCA 266 Varsity Men's Basketball
SCA 267 Varsity Women's Basketball
SCA 268 Varsity Softball
SCA 269 Varsity Baseball
SCA 270 Varsity Track and Field
SCA 271 Varsity Cheer & Dance

SPORTS AND FITNESS
1 hour each; choices vary each semester. Bowling, kickboxing and golf require fees. Students currently enrolled in a Varsity Sport or who have previously received credit for a Varsity Sport may not receive credit toward graduation in a physical education activity sports course of the same name.

SCA 130 Aerobics
SCA 131 Aqua Fitness/Conditioning
SCA 132 Bowling
SCA 133 Martial Arts
SCA 134 Golf
SCA 139 Weight Training/Physical Conditioning
SCA 140 Racquetball
SCA 145/245 Sports
SCA 146 Fitness
Recommended for dance team or advanced coordination and balance. (See Theatre course listings for full course descriptions.)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>THRSA 100</td>
<td>Musical Theatre Dance I (1)</td>
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<tr>
<td>THRSA 101</td>
<td>Musical Theatre Dance II (1)</td>
</tr>
<tr>
<td>THRSA 118</td>
<td>Musical Theatre Dance/Choreography I (1)</td>
</tr>
<tr>
<td>THRSA 218</td>
<td>Musical Theatre Dance/Choreography II (1)</td>
</tr>
</tbody>
</table>

**SWIMMING COURSES**  
(American Red Cross Standards for each level are maintained).

**SCA 121  BEGINNING SWIMMING (PE)**  
Basic water safety skill and beginning swimming skills. Crawl, back float, and survival float. Elementary backstroke and treading water. Basic front dive. No minimal swimming skill required.  
*One hour fall semester*

**SCA 122  INTERMEDIATE/ADVANCED SWIMMING (PE)**  
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. Prerequisite: Ability to swim ten yards each of crawl and back crawl.  
*One hour spring semester*

**SCA 124  LIFEGUARDING (PE)**  
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. Prerequisites: 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.  
*One hour fall semester*
SPORT MANAGEMENT

MISSION
The Business, Accounting & Sport Management Department of the University of Saint Mary serves traditional and non-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.

Bachelor of Science degree, with a major in sport management, and emphases in either marketing or management

The Sport Management major seeks to
1. provide content knowledge in sport management, sport management planning, and implementation methods and strategies;
2. provide students with professional development tools and nurture professional maturation;
3. increase awareness and knowledge of diverse cultures as they impact sport management programming and the sport environment;
4. develop leadership management skills;
5. improve students’ ability to communicate and collaborate in the sport business setting
6. fostering personnel, clientele, community, donor, and business to business relationships in a variety of sport business settings;
7. increase expertise in assessment and critical thinking methods to promote ethical decision making and professional problem solving skills in a sport environment.

SPORT MANAGEMENT MAJOR
55-60 hours, including the Sport Management courses (25-30 hours) and the required business courses (21 hours). A 9 hour emphasis in General Management or Marketing is also required.

REQUIRED SPORT MANAGEMENT COURSES

| SM  | 250 | Introduction to Sport Management |
| SM  | 251 | Sport Facilities, Planning and Management |
| SM  | 291 | Field Experience in Sport Management* |
| SM  | 340 | Legal Aspects and Liability of Sport |
| SM  | 342 | Sport Marketing and Fundraising |
| SM  | 550 | Ethics, Issues, & Problems in Sport |
| SMSCA 485 | Organization and Administration of Athletics and Sport |
| SM  | 499 | Internship in Sport Management* |
| SCAPY 345 | Psychology of Sport |

REQUIRED BUSINESS COURSES

| AC  | 251 | Principles of Accounting I |
| AC  | 252 | Principles of Accounting II |
| EC  | 232 | Principles of Microeconomics or |
| EC  | 233 | Principles of Macroeconomics |
| MGT | 231 | Principles of Management |
| MKT | 231 | Principles of Marketing |
| MGT | 332 | Legal and Ethical Aspects of Business |
| CIS | 220 | Management Information Systems |
Choose one of the following required emphases:

**GENERAL MANAGEMENT** or **MARKETING**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MGT 320</td>
<td>Principles of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MGT 410</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 420</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKT 325</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKT350</td>
<td>Principles of Advertising</td>
<td>3</td>
</tr>
<tr>
<td>MKT475</td>
<td>Marketing Research</td>
<td>3</td>
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</tbody>
</table>

Total Credits = 9

**RECOMMENDED SUPPORT COURSES/SKILLS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COM 120</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>CIS 320</td>
<td>Advanced Management Information Systems</td>
</tr>
</tbody>
</table>

*Students are required to take a Field Experience in Sport Management for 1-3 credits and complete an Internship in Sport Management for 3-6 credits.

Courses marked with the symbol require students to own, or have reliable access to, a personal computing system that meets, or exceeds, the minimum technical specifications published in this catalog. Students who do not own, or have reliable access to, such a system by the end of the first week of class may be administratively dropped from the course subject to the Administrative Course Drop policy.

**SPORT MANAGEMENT COURSES**

**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.

*Three credit hours fall and spring semesters*

**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.

*Three credit hours spring semester*

**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. Prerequisite: SM 250 and department chair approval.

*One-three credit hours as needed*

**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.

*Three credit hours fall semester*
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.  
*Three credit hours spring semester*

SCAPY 345  **PSYCHOLOGY OF SPORT (BS)**  
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.  
*Three credit hours as needed.*

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.  
*Three credit hours fall semester*

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. Prerequisites: junior/senior standing, 2.0 GPA, and department chair approval. Prerequisites: SM 250, SM 291, SM 251, SM 340, MGT 231, and MKT 231.  
*Three-six credit hours as needed*

SM 550  **ETHICS, ISSUES, AND PROBLEMS IN SPORT (SIE)**  
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. Prerequisite: senior standing in the Sport Management Major.  
*Three credit hours spring semester*
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 ARE THAT THEATRE GRADUATES WILL:
- demonstrate the ability to link theory and practice based on knowledge of theatre of the past;
- demonstrate the use of the principles of critical evaluation in order to evaluate and effect change within the art and themselves;
- 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;
- 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 hours, including the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>FATHR 360</td>
<td>Your Life In Art</td>
</tr>
<tr>
<td>THR 130</td>
<td>Technical Theatre Workshop</td>
</tr>
<tr>
<td>THR 250</td>
<td>Acting</td>
</tr>
<tr>
<td>THR 320</td>
<td>Mime</td>
</tr>
<tr>
<td>THR 340</td>
<td>Readers Theatre</td>
</tr>
<tr>
<td>THR 350</td>
<td>Production (4 credits)</td>
</tr>
<tr>
<td>THR 418</td>
<td>Theory and Criticism</td>
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<tr>
<td>THR 419</td>
<td>Theatre History</td>
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<tr>
<td>THR 460</td>
<td>Fundamentals of Directing</td>
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<tr>
<td>THR 531</td>
<td>Scene Design</td>
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<tr>
<td>THR 533</td>
<td>Theatre Management</td>
</tr>
<tr>
<td>THR 596</td>
<td>Theatre Seminar</td>
</tr>
</tbody>
</table>
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
THR 355 Advanced Acting (3)
MU 155 Private Voice (3)
MU 105 Music Appreciation (3) or
MUTHR 330 The Broadway Musical (3)
THRSA 100 Musical Theatre Dance I (1)
THRSA 101 Musical Theatre Dance II (1)
THRSA 118 Musical Theatre Dance/Choreography III (1)
THRSA 218 Musical Theatre Dance/Choreography IV (1)

TECHNICAL DESIGN CONCENTRATION
AR 111 Drawing I (3)
AR 153 Basic Design (3)
AR 240 Painting (3)
THR 598 Independent Study Advance Design/Technology (3)

MINOR IN THEATRE
18 hours, to include Reader’s Theatre, Theory and Criticism, and one other 3 hour upper level course of choice.

INTERDISCIPLINARY STUDIES AND LIBERAL STUDIES MAJORS
Two concentration recommended coherent course of study: 18 hours, to include Reader’s Theatre, Theory and Criticism, and one other 3 hour upper level course of choice.

Three concentration recommended coherent course of study: 15 hours, to include Reader’s Theatre, Theory and Criticism, and one other 3 hour upper level course of choice.

TEACHER LICENSURE
Students who plan to become theatre teachers should consult the teacher education advisor for theatre early in their program. Teacher licensure requires specific major and/or supporting courses not required of all theatre majors, e.g., COM 120 Public Speaking, COM 440 Persuasive and Argumentative Communication and THR 595 Speech Tournaments. Students must apply for admission to the teacher education program at the end of their sophomore year. See the Secondary Education section of this catalog for further information.
**THEATRE COURSES**

**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.*

*One hour fall semester odd years*

*All dance classes offered on a 4 semester cycle*

**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 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

*One hour spring semester even years*

*All dance classes offered on a 4 semester cycle*

**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

*One hour fall semester even years*

*All dance classes offered on a 4 semester cycle*

**FATHR 119  INTRO 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.)

*Three hours each semester, online*

**THR 130  TECHNICAL THEATRE (FA)**
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.

*Three hours fall odd years*
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
- One hour spring semester odd years
- All dance classes offered on a 4 semester cycle

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.
- One hour fall odd years

THR 250  **ACTING (FA)**
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.
- Three hours spring semester even years

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. (Prerequisite FATHR 360 or concurrent)
- Two hours fall odd years

THR 320  **MIME (FA)**
A study of non-verbal communication that will concentrate on the principles of the illusionist, clown, wandering minstrel, and juggler. Techniques and methods from classical mime to street mime. Open to all students. Check college calendar for required performance dates.
- Three hours spring odd years

MUTHR 330  **BROADWAY MUSICAL (FA)**
Historical /stylistic development of the American Musical from 18th century origins to the present.
- Three hours spring as needed
THR 340  READERS THEATRE/SCRIPTING (FA)
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.
Three hours spring even years

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.
Zero-one hour each semester

THR 355  ADVANCED ACTING (FA)
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. Prerequisite: THR 250
Three hours spring odd years

FATHR 360  YOUR LIFE IN ART (FA/CS/IS)
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.
Three hours fall semester

THR 380  CHILDREN'S THEATRE (FA)
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.
Prerequisite: THR 250 or consent of the instructor
One-three hours each spring

THR 410  PLAYWRITING (FA/H)
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. Prerequisite: FATHR 360 or consent of instructor
Three hours spring as needed
THR 418  THEORY AND CRITICISM (FA/WCF/H)
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. Prerequisite: FATHR 360
Three hours spring odd years

THR 419  THEATRE HISTORY (FA/CS/WCF/H)
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.
Three hours fall even years

THR 460  FUNDAMENTALS OF DIRECTING (FA/H)
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. Prerequisite: FATHR 360. Check university calendar for required performance dates.
Three hours spring even years

THR 470  COSTUME DESIGN (H)
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. Prerequisites: THR 260 and FATHR 360 or consent of the instructor.
Two hours fall even years

THR 531  SCENE DESIGN (FA/H)
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. Prerequisite: THR 130 or consent of instructor.
Three hours as needed

THR 533  THEATRE MANAGEMENT (H)
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.
Three hours fall odd years

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.
One hour as needed (Off site)
THR 596  THEATRE SEMINAR (SIE/H)
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.

  Two hours as needed

THR 598  SPECIAL TOPICS (H)
Open to junior and senior theatre majors. Area of study determined in consultation with theatre program staff.

  Credit to be arranged
THEOLOGY AND PASTORAL MINISTRY

The theology and pastoral ministry programs 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.
7. Communicate effectively.

GOALS SPECIFIC TO THE PASTORAL MINISTRY PROGRAM:

- Demonstrate knowledge of basic Christian theology in the Roman Catholic tradition or in one's own Christian tradition, and give evidence of a growing commitment to service in the Church.
- 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 ministry and prayer.
MAJOR IN THEOLOGY
35 hours of theology, including the following: *
26 Credits: Core courses
9 Credits of electives (2 must be upper level)

TH 212 History of World Christianity: The Early Church OR
TH 214 History of World Christianity: 16th-20th centuries OR
TH 312 Christian Thought in the Wild and Wacky Middle Ages
TH 250 Old Testament S-L
TH 260 New Testament S-L
TH 230 Theology of Sexuality & Marriage OR
TH 235 Christianity and the Common Good OR
TH 328 Christian Ethics OR
TH 340 Contemporary Moral Issues
TH 320 Images of Jesus
TH 375 Comparing World Religions
TH 425 Mystery of God
PH 350 Philosophy of Religion OR
PH 420 Philosophy of Reality
PM/TH 590 Theological Reflection

- Senior Integrative Experience: Paper, project, or other means for students to reflect on their education and the manner in which that education relates to personal, civic and global responsibilities and their personal faith perspective. PM/TH 590 fulfills this requirement.

MINOR IN THEOLOGY
18 hours (6 3-hour courses) - at least 9 upper level hours
- One Scripture (TH 110, TH 250, TH 260, TH 304)
- One Moral Theology (TH 230, TH 235, TH 328, TH 340)
- Two Systematics (TH 242, TH 275, TH 320, TH 322, TH 325, TH 425)
- Two Electives

MAJOR IN PASTORAL MINISTRY
33-36 hours of theology and pastoral ministry, including the following:
TH 250 Old Testament
TH 260 New Testament
TH 320 Images of Jesus
TH 322 Theology of the Sacraments (WCF)
TH 325 Perspectives on Church
TH 328 Christian Ethics
TH 375 Comparing World Religions
PM 320 Personal and Interpersonal Skills in Ministry
PM 450 Pastoral Applications in Ministry
PM 590 Pastoral Ministry Reflection
PM 591 Pastoral Ministry Practicum

An applied Christian ethics course: TH 230, TH 235, or TH 340

* Theology courses from 100-299 are lower; courses 300 and above are upper level.
Students may take either TH 100 Introduction to World Religions or TH 375 Comparing World Religions 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 MINISTRY**

Five courses, any sequence, in the following areas:

- A course in Bible (TH 110, TH 250, TH 260)
- A course in Doctrine (TH 125, TH 242, TH 320, TH 322, TH 325, TH 425)
- A course in Christian Ethics (TH 230, TH 235, TH 328, TH 340)
- A course in Ministry Skills (PM 320 or PM 450)
- One Elective

*Note. Major courses for Theology and Pastoral Ministry are scheduled according to the Four Year Plans of Theology and Pastoral Ministry. Four Year Plans can be found linked to the Theology and Pastoral Ministry departmental websites.

**THEOLOGY COURSES**

**TH 100**

**INTRODUCTION TO WORLD RELIGIONS**

This course introduces the basic doctrines, organization and spirituality of several world religions. It is the expectation that such exposure will foster appreciation of religious diversity. The religions will be considered culturally, historically and theologically in their relation to other faith traditions. We will consider where they converge and differ from each other, and particularly from Christianity, on issues central to human life and the search for meaning. Ultimately, the course aims to cultivate a greater understanding of what is essential to faith and practice within a religious tradition. Aside from Christianity, this course may treat Hinduism, Buddhism, Islam, Judaism or other religious traditions that figure in our global society.

* Three hours as needed

* Students may take either TH 100 Introduction to World Religions or TH 375 Comparing World Religions to fulfill the general education theology requirement, but not both. Students are free to take the other course as an elective.*
TH 110  INTRODUCTION TO BIBLE (TH)
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.

Three hours as needed

TH 125  INTRODUCTION TO CATHOLICISM (TH)
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.

Three hours as needed

TH 210  KEY FIGURES IN CHRISTIAN HISTORY (TH)
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.

Three hours as needed

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.

Three hours as needed

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 Reformation, the course addresses topics such as church-state relations, key councils, beliefs and practices. It also includes missionary efforts, explorations launched by secular governments, developments in religious images and architecture, and the changing roles of women in the Church.

Three hours as needed
THPH 225  WHAT IS THE GOOD LIFE? (TH OR PH)
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.
  Three hours as needed

TH 230  THEOLOGY OF SEXUALITY AND MARRIAGE (TH)
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.
  Three hours as needed

TH 235  CHRISTIANITY AND THE COMMON GOOD (TH)
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.
  Three hours as needed

TH 242  EXPLORING THE HUMAN EXPERIENCE OF GOD (TH)
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?
  Three hours as needed
TH 250  OLD TESTAMENT (TH/S-L)
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.

*Three hours as needed*

TH 260  NEW TESTAMENT (TH/S-L)
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.

*Three hours as needed*

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.

TH 280  PASTORAL THEOLOGY (TH)
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.

*Three hours as needed*
TH 300  TOPICS IN THEOLOGY (TH)
Particular topics that are not covered in other courses but which arise from contemporary needs and/or student interest.
   One-three hours as needed

TH 304  TOPICS IN SCRIPTURE (TH)
Scripture study with a focus on a particular topic, e.g. Pauline Epistles or Women in the Bible.
   One-three hours as needed

TH 305  TOPICS IN SPIRITUALITY (TH)
Issues or topics in prayer and spirituality.
   One-three hours as needed

TH 312  CHRISTIAN THOUGHT IN THE WILD AND WACKY MIDDLE AGES (TH)
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.
   Three hours as needed

TH 320  IMAGES OF JESUS (TH/WCF)
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. Prerequisite: one course in theology.
   Three hours as needed

TH 322  THEOLOGY OF SACRAMENTS (TH/WCF)
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. Prerequisite: one course in theology.
   Three hours as needed
TH 325  PERSPECTIVES ON CHURCH (TH)
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. Prerequisite: one course in theology.

*Three hours as needed*

TH 328  CHRISTIAN ETHICS (TH)
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. Prerequisite: one course in theology.

*Three hours as needed*

TH 336  THE SEARCH FOR GOD (TH)
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.

*Three hours as needed*

TH 340  CONTEMPORARY MORAL ISSUES (TH)
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. Prerequisite: one course in theology or permission of the instructor

*Three hours as needed*
TH 375  COMPARING WORLD RELIGIONS*
This course explores select theological topics (e.g., faith, divinity, justice, community, self-knowledge, revelation) of several world religions. Primary sources figure prominently in this course. Unlike the introductory course, TH 100, students are invited to engage more deeply with the historical and ethical dimensions that comprise diverse responses to important religious topics. Christianity and no more than two other world religious will be treated. Extended comparative analyses and critical reasoning are expected of each student. Prerequisite: one course in theology.

* Students may take either TH 100 Introduction to World Religions or TH 375 Comparing World Religions to fulfill the general education theology requirement, but not both. Students are free to take the other course as an elective.

THNU 390  MISSION IN HEALTH CARE: A THEOLOGICAL PERSPECTIVE (TH/IS)
Examines the meaning and application of faith-based mission in the healthcare ministry. Looks at the theology that underlies 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.

TH 425  MYSTERY OF GOD (TH)
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. Prerequisite: one course in theology.

PASTORAL MINISTRY COURSES

PM 300  TOPICS IN MINISTRY
Topics or experiences in Ministry that are not covered by existing courses.

PM 320  PERSONAL AND INTERPERSONAL SKILLS IN MINISTRY
Develops the theology of lay ministry and the spiritual growth of the minister. Addresses the basic skills needed to minister, including basic counseling skills, ethical issues in ministry, leadership and group facilitation, planning and administration, team development and participation, problem solving and decision making. Prerequisite: one course in theology.
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.
Three hours as needed

PM/TH 490  THEOLOGICAL REFLECTION
This course, which is taken in conjunction with PM 491 Pastoral Ministry Practicum. This course develops 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 church and world issues in relationship to their ministry. This course, which fulfills the Senior Integrative Experience for pastoral ministry majors, will require 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.
Two hours as needed

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.
One-three hours as needed
PRE-HEALTH PROFESSIONAL & PRE-VETERINARY MEDICINE 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 (Caroline Mackintosh, Ph.D; mackintoshc@stmary.edu) 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.

The following website provides much information on these and other human and animal health careers: http://www.explorehealthcareers.org.

PRE-CIHRPRACTIC 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 coursework.

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 MCAT in 2015 require students to have taken PY 150 Introduction to Psychology, SO 110, Introduction to Sociology and BICH 461 Biochemistry Lecture.

The Medical College Admission Test (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 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 coursework 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 (College Algebra and Calculus I) 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, computer literacy, 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.
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 Dr. Karenbeth Zacharias, the pre-law advisor, early in their program at the University of Saint Mary. Dr. Zacharias is in the Department of History, Political Science, and Global Studies in Xavier Hall. She will provide information and guidance in program planning, career exploration, and preparation for law school.
GRADUATE PROGRAM ADMISSIONS

The University of Saint Mary admits students of either gender, and of any 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.

Applications are to be submitted to the offices as listed in the Directory on page 2 of this catalog.

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 create content with a keyboard. Some professors may also require you to have a computer to take their class.

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, USM strongly encourages that all new students have a laptop when they begin their studies.

Students are responsible for providing their own laptops, but USM 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 (2013 for PCs or 2011 for Macs). For a full list of other recommended specifications, please see the chart below. For more information, please visit www.stmary.edu/technology or call the USM Help Desk at 913-758-6188.

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<th>Technical Area</th>
<th>Minimum</th>
<th>Preferred</th>
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<td>Processor</td>
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*The University of Saint Mary will provide students with access to download Microsoft Office products at no charge upon enrollment.
GENERAL REQUIREMENTS:
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 grade point average (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 an 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 Saint Mary and may not be copied or returned to the student.

DOCTOR OF PHYSICAL THERAPY
General requirements for the Doctor of Physical Therapy (DPT) program are specified at [www.stmary.edu/dpt](http://www.stmary.edu/dpt). Application for the DPT program is through the Physical Therapy Centralized Application Service (PTCAS) at [www.ptcas.org](http://www.ptcas.org). 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](http://www.ptcas.org)).

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 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 vice president for academic affairs reserves the right to waive this provision.

**CONDITIONAL STATUS**
The student is accepted for enrollment, pending completion of the application process. To be accepted for enrollment an applicant must provide a completed application with payment of the application fee and a transcript showing completion of a bachelor’s degree. When the student has provided all of the documentation and/or information (official transcripts of all undergraduate and graduate work, letters of reference, a departmental interview) needed for full evaluation and admission, the program faculty will evaluate the applicant’s file and recommend to the department chair that the student either be granted Regular Status or be denied admittance. 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.

**UNDERGRADUATE 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 towards the Bachelor’s degree.
2. The student has a minimum grade point average of 3.0.
3. The student is recommended for graduate study by their academic advisor.

Undergraduate students enrolling in graduate courses will be enrolled as Special Status students. The graduate courses will apply toward a graduate degree. To be accepted for a graduate degree program, the student will need to complete the normal graduate application process and have the graduate program advisor’s approval.
GRADUATE PROGRAM ACADEMIC POLICIES

ATTENDANCE POLICY
Prompt attendance at academic appointments such as classes, lectures, or conferences, is an essential part of academic work. It is expected that students will keep all academic appointments.

Each instructor sets the attendance policy for each course taught and communicates it clearly to the student at the beginning of the semester. Such an attendance policy recognizes the validity of required college-sponsored activities. The responsibility for work missed because of absence, regardless of the reason, rests upon the student. Excessive absences may result in grade adjustment, recommended withdrawal from the course, or failure. Two absences are considered excessive.

In compliance with federal requirements, faculty must keep a record of each student’s class attendance and report attendance to the Registrar. Instructors also report to the program director student absences in excess of one week or equivalent, unless the student has made arrangements with the instructor to complete all work missed. This allows for early intervention should the student need assistance.

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

CLASS PREPARATION
Graduate courses are offered intensively, meeting for several hours in each session for eight to sixteen weeks. Pre-assignments are distributed before the first class meeting, and students are expected to have completed those assignments so that each class session is fully utilized.

ACADEMIC ADVISING
The student is responsible for maintaining close contact with the program director to assure that all degree requirements are being met and that the student is making proper progress toward degree completion.

TRANSFER OF GRADUATE CREDIT
Student 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 course work 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.
- Coursework was completed with the grade of “B” or better.
- Coursework cannot be more than eight (8) years prior to the date of admission into a USM graduate degree program.
- No transfer credits can be used to satisfy practicum hours.
- No more than six (6) semester credit hours may be applied to graduate programs
in Education and Psychology
- No more than nine (9) semester credit hours may be applied to the graduate program in Counseling Psychology.
  - No transfer credits can be used to satisfy prerequisite hours required by the Counseling Psychology program.
- No more than nine (9) semester credit hours may be applied to graduate programs in Business.
- No transfer credits are accepted into the Master of Arts in Teaching program.

Written permission from the Provost and the academic program 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 Grade Point Average (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.

**GRADING SYSTEM AND POLICIES**
Grades assigned are A through F, I (Incomplete), and NC (No Credit). The University uses a 4.0 grade point scale in which A=4.0, B=3.0, C=2.0, and F=0 grade points. There is a policy of no Ds for graduate level courses.

A student will be automatically dismissed from the graduate program when a grade of “F” or more than two “Cs” are earned in any graduate course. A student may appeal this dismissal, but readmission is at the discretion of the department. 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.

A student with “Regular Status” must maintain at least a cumulative grade point average of B (i.e. 3.0). A student whose cumulative GPA falls below 3.0 will be placed on academic probation. Probationary status must be removed within the next six semester credit hours or the student will be dismissed from the program. Grades below “C” are not applied to any graduate degree.

“Incomplete” (I) grades may be granted in certain courses. The assignments must be completed within 30 days of receiving an "I." The Contract for Incomplete Grade form
must be completed by the instructor and program director, and attached to the final grade sheet. Failure to complete the course work within one month after the close of the semester will result in the “I” automatically becoming a “NC” - No Credit. For serious reasons, this time may be extended. A Request for Extension form must be completed by the instructor and student, and be approved by the program director and department chair. A fee is charged for an extension of an "Incomplete." A student with two or more grades of "I" must obtain the written approval of the department chair to continue enrolling in classes.

REPEATED COURSES
Students enrolled in graduate degree programs wishing to improve their GPA can repeat only two courses and no course can be repeated more than once. The second grade earned in the course will be used to calculate the grade point average, but the previous grade will remain on the transcript.

AUDIT
Students admitted to graduate study as a regular, special, or certificate status student, may enroll in a course for audit. Students enrolling for audit must do so during the registration period. Students pay full fees for auditing a course. 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.

VOLUNTARY WITHDRAWAL POLICY
Students may drop from an eight-week course during the first week with no record of their having been enrolled in the course but may not do so after the first week. Students may drop from a 16-week course during the first two weeks with no record of their having been enrolled in the course but may not do so after the second week. In no case may a student drop from a course during the last week of classes. Failure to attend class does not constitute an official withdrawal.

For students who withdraw from a course after the deadlines indicated above, a notation will be made by the Registrar on their official transcript as follows:

- Students who drop by the end of the week which includes the middle of the term of the course will receive a “W.”
- Students who drop thereafter and before the last week of classes will receive a “WP” if earning a passing grade or a “WF” if not earning a passing grade. A “WF” is calculated into the student’s GPA.
- Withdrawal from the University of Saint Mary becomes official only after a student files a withdrawal form with the Registrar or in person with the graduate director of the degree program.

It is the student’s responsibility to initiate the process. Students obtain a Drop Form from the Registrar’s Office, complete the form, secure their graduate director’s signature, and return the form to the Registrar’s Office.* The official change of enrollment date is the date of the graduate director’s approval. Drop forms must have the last date of attendance indicated and initialed by the instructor. Failure to attend class does not constitute an official course drop. Students who cease attendance but do not officially drop from a course by the final drop date, published each semester and available in the
Registrar’s Office, will receive a grade of “F.” It is the student’s responsibility to make sure the Drop Form is filed in the Registrar’s Office by the due date.

*Athletes are required to get two signatures from designated representatives of the athletic department.

**ADMINISTRATIVE DROP OR WITHDRAWAL POLICY**

Normally, students are expected to take responsibility for dropping a class or withdrawing from the university as noted above. However, when students are not meeting attendance, participation, or met payment obligations for an academic term, the Academic Vice President reserves the right to administratively drop a student from a course or to administratively withdraw a student from the university. Instructors notify the appropriate vice president of excessive absences. Students given notice of USM’s intent to drop or withdraw them are allowed 48 hours to respond. Students receive a "W", "WP", or "WF", as determined by the dates that the Registrar’s Office publishes in the semester class schedule regarding academic drop or withdrawal.

Students who have not attended one or more courses during the first 6 days of an eight week term, or during the first 10 days of a sixteen week term, can be administratively dropped from the course(s). Students who have not paid tuition in full or enrolled into a payment plan during the first 6 days of an eight week term, or during the first 10 days of a sixteen week term, can be administratively dropped from the term.

**MAXIMUM HOURS**

Graduate students are considered Full-Time when enrolled into 6 or more credit hours in an academic term with 3 to 5 hours being considered Half-Time. Students in the graduate psychology programs, however, may not enroll in more than 12 hours during the fall and spring semesters and no more than 6 hours during the summer semester without first obtaining consent from the Psychology Department and the Vice-President of Academic Affairs.

**CHANGE OF GRADE**

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 department chair. Course grades are not changed based on additional work done after the end of the term. The final grade in a course is ordinarily based on the sole judgment of the instructor. If the student disagrees with that grade, the student must first discuss the grade with the instructor and if the student remains dissatisfied then the student is required to put it in writing to the program director to resolve the issue accordingly. The student must initiate the grade appeal process within the first two weeks of the next full term. The grade appeal process must be completed within one month after it has been initiated; unless, for reasons beyond the student’s control, the department chair grants an extension in writing.
GRIEVANCE POLICY
Graduate students have a right to procedural due process in the case of an alleged grievance, e.g., disagreement about a course grade or other perceived issues. A student who believes there may be a legitimate issue about which to file a grievance should first discuss concerns with the faculty member believed to be the source of the grievance. If this is not successful the student should obtain a copy of the Student Initiated Grievance Procedures maintained in the Registrar’s office and request assistance from the department chair in its implementation. The deadline for appeals and grievances regarding course grades is stated above in the Change of Grade section. In other situations, notification to the department chair should be as timely and precise as possible, and certainly no later than the end of the semester following the alleged grievance. Ordinarily the student should attempt to resolve the matter with the individual in question. The department chair will try to assure that appropriate steps have been taken to resolve the issue in a mutually-agreeable way.

If a satisfactory solution is not achieved, the appropriate vice-president may establish an ad hoc committee to hear the grievance. Membership on the committee is described in the Student Initiated Grievance Procedures, maintained in the Registrar’s office. At this stage of discussion information will be gathered and carefully noted, but a hearing by such a committee will not be conducted through attorneys. The committee will render a decision within 15 days, which the student may appeal in writing to the Vice President of Academic Affairs. The student may appeal this decision to the President of the University whose decision will be final.

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. Christian tradition and professional excellence demand that truth, honesty and academic integrity be valued in all of our interactions. 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 dishonesty 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 other 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. 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 dishonesty. Individual faculty may define further academic honesty.
expectations in course syllabi appropriate to their academic disciplines. Students are subject to the Academic policy in the University of Saint Mary catalog. In addition students will be required to review and agree to the student honor code before they will be allowed to enter their classes.

PROGRESS ASSESSMENT
The University of Saint Mary graduate programs are process and outcome oriented. Throughout the student’s program, continual internal performance assessment is used to appraise student mastery of an academic content area and mastery of core program skills or practices related to professional performance. Within each degree specialization there are curriculum-imbedded procedures to diagnose and measure each student’s knowledge, skills and performance.

EXITING ASSESSMENT
Prior to graduating, all students complete a final summary paper or portfolio. The purpose of this culminating experience is to help assess the student’s mastering of professional knowledge and skills pertinent to the degree program and career goals. Specific requirements vary across programs. In certain programs, students make an oral presentation as part of this final project.

The preparation and completion of summary papers are subject to the following guidelines. It is the student’s responsibility to comply with the timetable and inform the program director of progress and completion to assure timely graduation.

CONTINUOUS ENROLLMENT
Students enrolled in graduate programs are expected to maintain continuous enrollment until all degree requirements are completed. The policy for the graduate psychology program requires students to be enrolled every fall and spring semester. A student who does not enroll for two consecutive semesters, excluding summer sessions, must seek readmission to the graduate program. To apply for readmission the student must write to the department chair giving an explanation for not continuing in the program and demonstrating how the student expects to complete the program. A student who is readmitted is subject to the policies and programs in effect at the time of readmission, and must complete all degree requirements, including the summary paper or portfolio, within five years of initial enrollment (seven years for candidates in the counseling psychology program).

GRADUATE SUMMARY PAPERS AND PORTFOLIOS
The following guidelines are established for completion of the summary paper or portfolio in graduate programs:

- If the student does not complete the summary paper during the final semester of coursework, the student will enroll and pay for one semester hour of credit each semester following the completion of coursework.
- If the student has not completed the summary paper or portfolio within two semesters following the last course work, a continuation form must be completed and approved by the Graduate Council.
- If the student needs to take a leave of absence from working on the paper, a leave of absence form must be completed and approved by the Graduate Council.
- Summer sessions are not included in the above guidelines. Students are not required to work on the summary paper during the summer. No leave of absence form is required for summer. If a student chooses to work on and/or complete the paper during a summer session after completion of course work, the student will enroll and pay for one semester hour of credit. The student must have written approval from and have made arrangements with the mentor by May 1 to complete the work in the summer and the student must notify the appropriate graduate director of those arrangements.

The Registrar must be notified of these actions.

In programs requiring a summary portfolio as part of a class, the student may be required to complete the portfolio prior to the completion of the course. In extenuating circumstances, the student may request an incomplete (I) and policies governing incomplete would then be in effect.

GRADUATION REQUIREMENTS
- Completion of all course work and the final summary paper or portfolio within five years of initial enrollment (seven years for candidates in the counseling psychology program).
- Participation in assessment activities.
- Cumulative grade point average of 3.0 or higher.
- Payment of all fees.

Students should confer regularly with their program director to be certain they are making satisfactory degree progress to avoid possible problems shortly before their intended graduation.
MASTER OF ARTS IN EDUCATION

A thirty-one 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 GRADUATE PROGRAM OUTCOMES
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 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
(Aligned with graduate conceptual framework)
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 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 director or department chair.

CURRICULUM
The Master of Arts in education consists of eleven required courses (31 credit hours). All courses are three credit hours unless otherwise specified.
TRADITIONAL MASTER OF ARTS IN EDUCATION Program

CURRICULUM
The Master of Arts in education consists of eleven required courses (31 credit hours). All courses are three credit hours unless otherwise specified.

REQUIRED CORE COURSES (31 CREDIT HOURS)
- ED 720 Curriculum Design and Assessment
- ED 723 Research in Education
- ED 724 Cultural Diversity and Education
- ED 726 Education of the Exceptional Learner
- ED 727 Legal Issues in Education
- ED 728 Instructional Technology
- ED 732 Political and Ethical Structures in Education
- ED 733 Diagnostic Procedures and Instructional Approaches
- ED 734 The Adult Learner
- ED 737 Leadership and Change in Education
- ED 799 Seminar: Summary Portfolio (one credit hour)

MASTER OF ARTS IN EDUCATION WITH CONCENTRATION AREA
Concentrations
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 three concentrations in the Master of Arts in Education program. ESOL, Teacher Leadership or Adult Education.

REQUIRED CORE COURSES (22 CREDIT HOURS)
- ED 720 Curriculum Design and Assessment
- ED 723 Research in Education
- ED 727 Legal Issues in Education
- ED 728 Instructional Technology
- ED 732 Political and Ethical Structures in Education
- ED 733 Diagnostic Procedures and Instructional Approaches
- ED 737 Leadership and Change in Education
- ED 799 Seminar: Summary Portfolio (one credit hour)

CONCENTRATION AREAS
Teacher Leadership concentration requires the following courses:
- ED 743 Meeting the Needs of Diverse Learners
- ED 780 Professional Learning Communities
- ED 781 Peer Coaching, Professional Mentoring and Collaborative Practices

Upon successful completion of the MA in Education with Teacher Leadership concentration, candidates with 5 year teaching experience and a current Kansas Teaching License are eligible for the Teacher Leader added endorsement with a passing score on the Teacher Leader performance assessment.
English Speaker of Other Languages (ESOL) concentration requires the following courses:

- ED 724 Cultural Diversity in Education
- ED 782 English Language Learners (ELL) Methods
- ED 783 Linguistics for Educators

*ESOL concentration coursework does not currently lead to teaching licensure but provides the knowledge and skills to be effective in working with English Language Learners. If a candidate is interested in pursuing ESOL licensure in Kansas, they should discuss options with the program director.*

Adult Education concentration requires the following courses:

- ED 724 Cultural Diversity in Education
- ED 734 The Adult Learner
- ED 781 Peer Coaching, Professional Mentoring and Collaborative Practices

*Adult Education concentration coursework does not lead to teaching licensure but provide the knowledge and skills to excel in working with Adult Learners.*

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.

EXTENDING ASSESSMENT
Candidates will complete and orally present a summary portfolio that demonstrates professional growth during the program. Details of the portfolio are available from the director of the MA in education program.

MASTER OF ARTS IN EDUCATION COURSES

**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.

*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.

*Three credit hours*
ED 724  CULTURAL DIVERSITY AND 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, student, and parent rights; court decisions and legal procedures.  
*Three credit hours*

ED 728  INSTRUCTIONAL TECHNOLOGY  
This course focuses on the social and technological changes in schools and education systems. Candidates research, discuss, and develop projects related to technology in instruction, assessment, personal/professional productivity, and communication.  
*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 PROCEDURES AND INSTRUCTIONAL APPROACHES  
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 743  MEETING THE NEEDS OF DIVERSE LEARNERS
This course is designed to assist teacher leaders in meeting the needs of the diverse learners in their classroom and to assist colleagues with diverse learners in their classrooms. 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 leaders 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.

*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 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 782  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 783  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 784  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. Prerequisite or co-requisite: ED 724, 782, and 783. For candidates seeking licensure or interested in improving their skills in an ESOL classroom setting.

Three 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
MASTER OF ARTS IN ELEMENTARY EDUCATION

The Graduate Elementary Teacher Education Program is dedicated to liberal 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.

A fifty (50) 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 43 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. 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 GRADUATE PROGRAM OUTCOMES
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,
8. and 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
(Aligned with graduate conceptual framework)
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 Elementary 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 department chair.
- Passing Scores on the College Basic Academic Subjects Examination (CBASE) or equivalent entrance exam
- Completion of all general education requirements

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 critical dispositions 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 critical dispositions 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 critical dispositions 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 critical dispositions 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 department 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.

MASTER OF ARTS IN ELEMENTARY EDUCATION

ENDORSEMENTS FROM THE KANSAS STATE DEPARTMENT OF EDUCATION
Elementary Level K-6. For specific information regarding other particular endorsements, consult the education department chair.

ADMISSION TO 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 department.

LICENSURE COURSEWORK
(program director will advise candidates on recommended sequence of coursework)
PROFESSIONAL EDUCATION: FOUNDATIONS CORE

ED 742 Foundations of Education: Social, Cultural, Philosophical and Historical Perspectives
ED 744 Methods for Teaching Diverse Learners
ED 748 Psychological Foundations of Education
ED 754 Classroom Management and Student Motivation

PROFESSIONAL EDUCATION: CURRICULUM CORE

ED 720 Curriculum Design and Assessment
ED 746 Teaching Science and Health in Elementary School
ED 747 Teaching Social Studies and Aesthetics in Diverse Settings
ED 749 Teaching Math Methods in Elementary School
ED 753 Integrated Reading and Language Arts Methods

FIELD CORE EXPERIENCE

ED 745 Practicum I Observation and Aiding
ED 755 Practicum II—Reading Practicum
ED 765 Practicum III- Advanced Practicum

FINAL SEMESTER

ED 766 Teacher as Professional Collaborator
ED 767 Student Teaching: Elementary
ED 799 Seminar: Summary Portfolio

MASTER OF ARTS IN ELEMENTARY EDUCATION CURRICULUM

Courses with an * indicate teacher licensure requirements, candidates must achieve at least a grade of C in these courses and maintain a 3.0 GPA in the program

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.

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.

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.

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 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.

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.

Three credit hours
ED745*  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.
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.
Two 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.
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.
Three credit hours

ED749*  TEACHING MATH METHODS 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.
Two credit hours
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.

Three credit hours

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.

Three credit hours

PRACTICUM II—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.

One credit hour

PRACTICUM III- 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.

One credit hour

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.

One credit hour
ED 767 * 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. This is a full time semester long experience in an elementary school with an assigned mentor teacher taken during last semester of 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. This portfolio is developed with guidance by university faculty and is assessed and evaluated by a first and second reader. The portfolio is completed during the last term enrolled.
One credit hour
MASTER OF ARTS PROGRAM 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. The degree program prepares candidates to meet exceptional learning needs. High Incidence (formerly Adaptive) program prepares teachers to effectively instruct children and youth who have learning needs in high incidence range. The Gifted program prepares teachers to effectively instruct children and youth who have gifted learning needs.

ADMISSION REQUIREMENTS
- A bachelor’s degree from a regionally accredited institution
- An undergraduate grade point average 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 PROGRAM
- Maintain at least a Grade Point Average of 3.0
- Approval for admission to advanced program based on successful completion of coursework and initial practicum (SPED 704).
- Assessment of Candidate Dispositions

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. 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 (*).

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.

**Special Education Core Coursework (24 credit hours)**
- SPED 714 Inquiry, Data Collection, and Action Research (3) *
- SPED 705 Educating Students with Social and Behavioral Needs (3)
- SPED 708 Assessments of Students with Diverse Learning Needs (3) *
- SPED 710 Communication/Collaboration within the School Setting (3)
- SPED 712 Creating Optimal Learning Environments for Students with Diverse Learning Needs (3)*
- SPED 729 Legal Issues and Ethics in Special Education (3)
- SPED 728 Technology Integration for Special Education (3)
- SPED 737 Leadership and Advocacy in Special Education (3)* (Capstone Course)

**Concentration Courses**

**High Incidence/Adaptive (9 hours)**
- SPED 700 Introduction and Characteristics of Students with Adaptive Learning Needs*
- SPED 702 High Incidence Instructional Methods and Strategies K-6 and/or Grades 5-8*
  or
- SPED 703 High Incidence Instructional Methods and Strategies Grades 6-12*
- SPED 707 Methods for Language and Literacy Grades K-6 and/or Grades 5-8*
  or
- SPED 711 Methods – Transitioning to Adulthood Grades 6-12*

**Gifted (9 hours)**
- SPED 701 Introduction and Characteristics of Gifted Learners (3) *
- SPED 709 Instructional Methods, strategies, and Curriculum Design for Gifted Learners (3) *
- SPED 726 Advanced Methods and Curriculum Design for Gifted Learners (3)*
Practicum Courses*
Forty-five 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.

SPED 704 Instructional Strategies and Methods Field Practicum *
SPED 716 Advanced Practicum-Research project *

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 learning 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.

Gifted Education
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.

CURRICULUM
The Master of Arts in Education program in Special Education is a thirty-six credit program consisting of (12) twelve required courses.

MASTER of ARTS IN HIGH INCIDENCE (formerly ADAPTIVE) SPECIAL EDUCATION COURSES

SPED 700 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 701 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 and understanding of the philosophical, historical, and legal foundations of the interrelatedness of education and gifted education.

Three credit hours
SPED 702  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 700.

*Three credit hours*

SPED 703  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 700.

*Three credit hours*

SPED 704  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. Prerequisite or concurrent enrollment in SPED 702, SPED 703 or SPED 709. *Forty-five hours of supervised practicum required.*

*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*
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

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

METHODS – TRANSITIONING TO ADULTHOOD
(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

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

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. **Prerequisite SPED 714. Forty five hours of field practicum required along with seminar meetings with peers in same concentration program.**

*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 hour*

### 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 research, discuss, and develop projects related to technology in instruction, assessment, personal/professional productivity, and communication.

*Three credit hour*

### 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*
MASTER OF ARTS IN TEACHING (MAT)

The program consists of thirty credits Master of Arts in Teaching (MAT) program with an emphasis in Curriculum and Instruction to practicing teachers. The program design is to be a catalyst for positive change in education organizations by improving classroom practices. The MAT program provides professionals seeking advancement and improved skills the opportunity to enhance personal growth and strengthen performance through a distance-learning format.

Throughout the program, university instructors interact with candidates and provide coaching, feedback, and evaluation. Like the campus based MA program in education, the MAT allows for collaborative and integrative investigation of problems in practice. There are three strands interwoven throughout the entire MAT program: action research, meeting the needs of individual learners through research-based practices, and self-reflection for professional growth. The foundation of the MAT program is on the graduate programs' conceptual framework that advocates educators are leaders in shaping change through research and reflective practice. The MAT 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 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 classroom application, 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.

GRADUATE EDUCATION PROGRAM OUTCOMES
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 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.
The curricular principles center on study, analysis, reflection, and application of current education theory and issues. The program facilitates the candidates’ in-depth look at classroom practices, through reflective examination and critique, in order to improve their personal teaching skills. Each candidate demonstrates the fulfillment of the outcomes through coursework, research, and classroom application.

EDUCATION GRADUATE PROGRAM DISPOSITIONS
(Aligned with Graduate Education Conceptual Framework/Model)
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.

MAT candidates will demonstrate fulfillment of the dispositions through self-assessment surveys and documentation in the final Professional Portfolio/Website.

ADMISSION REQUIREMENTS FOR THE MAT PROGRAM
- A bachelor’s degree from a regionally accredited institution.
- An undergraduate grade point average of at least 2.75 on a 4.0 scale.
- Two letters of recommendation. One of the letters of recommendation must be from a school administrator or immediate supervisor.
- Documentation of teaching status or proof of teaching licensure.
- An essay that describes the candidate’s Philosophy of Teaching and Learning.
- An interview request by the university is an option for clarification.

Candidates must meet these requirements within the first sixty (60) days of the term for unconditional admittance into the program. Consideration of candidates not meeting all requirements is on a case-by-case basis for conditional admittance.

EXITING REQUIREMENTS FOR THE MAT PROGRAM
The final course, MAT 731 Reflective Practices, provides candidates the opportunity to produce the summary Electronic Portfolio or Website to display artifacts from program that demonstrate their accomplishments. The development of the final project is with guidance from the instructor for that course with assessment and evaluation by that instructor.
CURRICULUM
The Master of Arts in Teaching (MAT) program, requiring thirty graduate credit hours, consists of seven required course and three concentration courses in the following concentration areas ESL, Teacher Leadership or Learning Technology for a total of 30 credit hours for the MAT degree. 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 three concentrations in the Master of Arts in Teaching program. These concentrations do not currently lead to teaching licensure but provide the knowledge and skills to excel in their concentration area. Candidates seeking eligibility for ESOL endorsement in Kansas should contact program director for additional requirements. Each course is a three credit hour, 8 week long course.

The MAT degree program does not lead to initial teacher licensure and is designed for candidates who currently teach in a classroom setting. Candidates residing outside Kansas should contact their state’s department of education to determine licensure requirements.

REQUIRED CORE COURSES (21 CREDIT HOURS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 723</td>
<td>Action Research in Effective Classroom Environments</td>
</tr>
<tr>
<td>MAT 735</td>
<td>Meeting the Needs of Diverse Students</td>
</tr>
<tr>
<td>MAT 718</td>
<td>21st Century Teaching &amp; Learning Strategies</td>
</tr>
<tr>
<td>MAT 719</td>
<td>Curriculum Design &amp; Differentiation</td>
</tr>
<tr>
<td>MAT 722</td>
<td>Learning Technologies for Educators</td>
</tr>
<tr>
<td>MAT 729</td>
<td>Research Based Assessment</td>
</tr>
<tr>
<td>MAT 731</td>
<td>Reflective Practices</td>
</tr>
</tbody>
</table>

MASTER OF ARTS IN TEACHING (MAT) Concentrations

ESL Concentration-This concentration prepares candidates to better meet the needs of their ELL (English Language Learners) students in their classroom or educational setting. Courses in concentration:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 782</td>
<td>ELL Methods (three credit hours)</td>
</tr>
<tr>
<td>MAT 783</td>
<td>Linguistics for Educators (three credit hours)</td>
</tr>
<tr>
<td>MAT 724</td>
<td>Cultural Diversity in Education (three credit hours)</td>
</tr>
</tbody>
</table>

*if interested in seeking Kansas ESOL endorsement, please contact program director for additional requirements.

Teacher Leadership Concentration This concentration prepares candidates to increase their leadership skills in the school setting:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 732</td>
<td>Teacher as a Leader (three credit hours)</td>
</tr>
<tr>
<td>MAT 780</td>
<td>Professional Learning Communities (three credit hours)</td>
</tr>
<tr>
<td>MAT 781</td>
<td>Professional Collaboration and Peer Coaching (three credit hours)</td>
</tr>
</tbody>
</table>

*if interested in seeking Kansas Teacher Leadership endorsement, please contact program director for additional requirements.
Learning Technologies Concentration  This concentration prepares candidates to infuse Learning Technologies in their classroom, school or district.

MAT 734  Learning & Teaching with Web Tools (three credit hours)
MAT 736  Learning Technologies & Social Media (three credit hours)
MAT 737  Facilitation Digital Learning in the Classroom (three credit hours)

During the program, candidates will be expected to complete field experiences in an educational setting related to action research projects which are documented in the Electronic Portfolio.

EXITING REQUIREMENTS FOR THE MAT PROGRAM
The final course, MAT 731 Reflective Practices (capstone course), provides candidates the opportunity to produce the summary portfolio to display artifacts from program that demonstrate their accomplishments. The development of the portfolio is with guidance from the instructor for that course with assessment and evaluation by that instructor.

MASTER OF ARTS IN TEACHING COURSES

MAT 718  21ST CENTURY TEACHING AND LEARNING STRATEGIES
This course examine the theories and research related to 21st Century skills and Brain Based Learning as well as how the skills are translated to teaching and learning in the classroom setting.
Three credit hours

MAT 719  CURRICULUM DESIGN AND DIFFERENTIATION
This course examines the interrelationships of learning theory, curricula design, and assessment to develop coherent educational programs. Candidates will examine how to differentiate curriculum and instruction to meet the learner needs in their own classroom.
Three credit hours

MAT 722  LEARNING TECHNOLOGIES FOR EDUCATORS
This course provides exploration in a variety of learning technologies available to educators and best practices for infusing these technologies in the classroom setting. Candidates will have the opportunity to select learning technologies presented in class and experiment with their own students using action research.
Three credit hours

MAT 723  ACTION RESEARCH IN EFFECTIVE CLASSROOM ENVIRONMENTS
The exploration of the role of the teacher researcher is through the study and use of problem-based action research formats. Candidates examine action research to create effective classrooms and implement teacher practices to create improved learning environments. Through action research, participants will study and apply theories of successful classrooms to their own settings. This is the initial course in the program.
Three credit hours
MAT 724  CULTURAL DIVERSITY IN EDUCATION
This course analyzes class, race, 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.
Three credit hours

MAT 729  RESEARCH BASED ASSESSMENT
This course provides candidates the opportunity to explore topics researched in previous courses more in-depth while being introduced to a variety data collection tools. Candidates will utilize data to make decisions on their own practices in their classroom.
Three credit hours

MAT 731  REFLECTIVE PRACTICES (Capstone Course)
This capstone course provides candidates the opportunity to reflect on their learning during their previous coursework and how they have grown as a reflective educator examining their practices. Candidates complete an electronic portfolio/professional website to demonstrate their learning throughout the program.
Three credit hours

MAT 732  TEACHER AS A LEADER
This course focuses on teacher leadership with an emphasis on applications to instruction, professional learning, and assessment. Candidates will reflect on their Teacher Leadership skills and ability to facilitate change in their current or future teaching.
Three credit hours

MAT 735  MEETING THE NEEDS OF DIVERSE STUDENTS
This course provides participants with an opportunity to study theory and strategies related to meeting the needs of all students. It will provide participants with an insight into the issues involved in being an English-language learner. Course content includes issues of inclusion of students with special needs in the general-education classroom. Also included are aspects of meeting the needs of diverse cultures as well as gifted students. Examination of the diverse classroom is in a practical, inquiry, project format that is rooted in theory with a social and historical perspective.
Three credit hours

MAT 734  LEARNING AND TEACHING WITH WEB TOOLS
This course explores the variety of web tools available to educators and best practices for using these tools in their instruction. Candidates will select tools to implement in their classroom to improve current practices and increase student engagement.
Three credit hours
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 736</td>
<td>LEARNING TECHNOLOGIES AND SOCIAL MEDIA</td>
<td>This course explores the variety of social media tools available to educators and best practices for using these tools in their instruction. Digital citizenship is a focus of this course as it relates to both the educator and their students.</td>
<td>Three</td>
</tr>
<tr>
<td>MAT 737</td>
<td>FACILITATING DIGITAL LEARNING IN THE CLASSROOM</td>
<td>This course provides strategies and best practices for candidates using digital learning in the classroom. Candidates will also explore how to assist colleagues in implementing digital learning in their classrooms.</td>
<td>Three</td>
</tr>
<tr>
<td>MAT 780</td>
<td>PROFESSIONAL LEARNING COMMUNITIES</td>
<td>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 educational setting.</td>
<td>Three</td>
</tr>
<tr>
<td>MAT 781</td>
<td>PROFESSIONAL COLLABORATION AND PEER COACHING</td>
<td>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.</td>
<td>Three</td>
</tr>
<tr>
<td>MAT 782</td>
<td>ELL METHODS</td>
<td>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.</td>
<td>Three</td>
</tr>
<tr>
<td>MAT 783</td>
<td>LINGUISTICS FOR EDUCATORS</td>
<td>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.</td>
<td>Three</td>
</tr>
</tbody>
</table>
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 shapes the identity of professionals 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 (see Admissions section), 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 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 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 Behavioral Sciences Department Chair.
**CURRICULUM (37 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PY 720</td>
<td>Historical Foundations of Psychology (3)</td>
<td></td>
</tr>
<tr>
<td>PY 721</td>
<td>Advanced Social Psychology (3)</td>
<td></td>
</tr>
<tr>
<td>PY 723</td>
<td>Advanced Psychopathology (3)</td>
<td></td>
</tr>
<tr>
<td>PY 730</td>
<td>Methods of Research and Assessment (3)</td>
<td></td>
</tr>
<tr>
<td>PY 731</td>
<td>Statistical Analyses in Psychology (3)</td>
<td></td>
</tr>
<tr>
<td>PY 741</td>
<td>Issues in Ethics and Professional Development (3)</td>
<td></td>
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<tr>
<td>PY 744</td>
<td>Career Development and Counseling (3)</td>
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<tr>
<td>PY 750</td>
<td>Counseling Theories (3)</td>
<td></td>
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<tr>
<td>PY 751</td>
<td>Group Process (3)</td>
<td></td>
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<tr>
<td>PY 780</td>
<td>Summary Portfolio (1)</td>
<td></td>
</tr>
</tbody>
</table>

**Electives (9 credits)** may include up to 6 credits from another department with coordinator 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.
MASTER OF ARTS IN COUNSELING PSYCHOLOGY

The University of Saint Mary offers a Master of Arts in Counseling Psychology as advanced preparation for students who wish to further their education in the discipline of psychology. A student who completes the Master of Arts in Counseling Psychology may apply to be a Licensed Professional Counselor (LPC) in Missouri. In addition, students may pursue additional coursework if they wish to apply for licensure in Kansas as a Licensed Masters Level Psychologist (LMLP). (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 masters 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 shapes the identity of professionals 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 & 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 (see Admissions section), 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 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:

- Graduates of the USM 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 either program and wish to reapply. Acceptance is not guaranteed. Graduates and reapplying students will be evaluated competitively with new applicants.
- 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 course work 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 Behavioral Sciences Department Chair.

MAXIMUM HOURS
Students in the graduate psychology programs may not enroll in more than 12 hours during the fall and spring semesters and no more than 6 hours during the summer semester without first obtaining consent from the Behavioral Sciences Department Chair and the Vice-President for Academic Affairs.
CURRICULUM-Courses for Students Pursuing the LPC in Missouri (48 credits)
All practicum credits should be finished prior to receiving the Master of Arts degree.

PY 720 Historical Foundations of Psychology (3)
PY 721 Advanced Social Psychology (3)
PY 723 Advanced Psychopathology (3)
PY 730 Methods of Research and Assessment (3)
PY 731 Statistical Analyses in Psychology (3)
PY 733 Developmental & Cognitive Assessment (3)
PY 734 Personality Assessment (3)
PY 741 Issues in Ethics and Professional Development (3)
PY 744 Career Development and Counseling (3)
PY 745 Cognitive Processes (3) or
PY 746 Psychopharmacology for Psychotherapists (3)
PY 748 Multicultural Counseling (3)
PY 749 Helping Relationship Skills (3)
PY 750 Counseling Theories (3)
PY 751 Group Process (3)
PY 761 Practicum (6)

CURRICULUM-Courses for Students Pursuing the LMLP in Kansas (60 credits)
Students pursuing licensure as master's level psychologists in Kansas need to complete the required courses for the degree and additional classes. All practicum credits should be finished prior to receiving the Master of Arts degree.

PY 720 Historical Foundations of Psychology (3)
PY 721 Advanced Social Psychology (3)
PY 723 Advanced Psychopathology (3)
PY 730 Methods of Research and Assessment (3)
PY 731 Statistical Analyses in Psychology (3)
PY 733 Developmental and Cognitive Assessment (3)
PY 734 Personality Assessment (3)
PY 741 Issues in Ethics and Professional Development (3)
PY 744 Career Development and Counseling (3)
PY 745 Cognitive Processes (3)
PY 746 Psychopharmacology for Psychotherapists (3)
PY 748 Multicultural Counseling (3)
PY 749 Helping Relationship Skills (3)
PY 750 Counseling Theories (3)
PY 751 Group Process (3)
PY 761 Practicum (15)

Course Scheduling
Required courses for the Master of Arts in Counseling Psychology and for licensure in Kansas as a LMLP are taught once a year and follow a rotation. Students need to take classes year round (including summers) 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.
Students should communicate directly with 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 outside the University of Saint Mary depending upon their long term career goals.

**GRADUATE PSYCHOLOGY COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>PY 720</td>
<td>HISTORICAL FOUNDATIONS OF PSYCHOLOGY</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Three credit hours</em></td>
</tr>
<tr>
<td>PY 721</td>
<td>ADVANCED SOCIAL PSYCHOLOGY</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Three credit hours</em></td>
</tr>
<tr>
<td>PY 723</td>
<td>ADVANCED PSYCHOPATHOLOGY</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Three credit hours</em></td>
</tr>
<tr>
<td>PY 724</td>
<td>LIFE SPAN DEVELOPMENT</td>
<td>This course is designed to examine major theories of human growth and development throughout the lifespan. Critical incidents of human development and implications for each theory will be discussed.</td>
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<td></td>
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<td><em>Three credit hours</em></td>
</tr>
<tr>
<td>PY 730</td>
<td>METHODS OF RESEARCH AND ASSESSMENT</td>
<td>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. Prior or concurrent enrollment in PY 731 is required.</td>
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<tr>
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<td><em>Three credit hours</em></td>
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</tbody>
</table>
PY 731 STATISTICAL ANALYSES IN PSYCHOLOGY
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. Required: an undergraduate course in statistics
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. In order to enroll, students must be pursuing the MA in Counseling Psychology or they must have the approval of the psychology program director.
Three credit hours

PY 734 PERSONALITY ASSESSMENT
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. Prior completion of PY 750 is required and prior completion or concurrent enrollment in PY 723 is recommended. 
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 PSYCHOTHERAPISTS
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. Prior enrollment in PY 750 is required.

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 optional 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 PROCESS
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
Fieldwork, which involves the supervised implementation of assessments and counseling skills in a placement approved by the department. Graded on a pass/fail basis. Fifty hours of participation is required for each credit hour. Prior to practicum the student must have completed at least 24 credit hours in the graduate psychology program including completion of PY 723, PY 733 and/or 734, 741, PY 749, PY 750, and PY 751. In PY 749 the student must receive a grade of "B" or better. The student must be in the counseling psychology program and in good academic standing. Other courses may be required for particular placements and other screening procedures may apply. Arrangements for the practicum experience must be made well in advance of the semester in which the student wishes to enroll. The practicum does not start until all the paperwork has been submitted and written evidence that the practicum student has purchased professional liability insurance coverage which is in-force. No practicum hours can be earned until then, (Up to fifteen credit hours may be applicable to the degree)

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 Department Chair and Vice President for Academic Affairs. (Up to three credit hours may be applicable to the degree.)

PY 770  SELECTED TOPICS IN PSYCHOLOGY
A didactic course which addresses a current topic in the area of psychology.

Three 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
MASTER OF BUSINESS ADMINISTRATION
Overland Park & Online

The Department of Business, Accounting & Sport Management offers a thirty-six credit hour Master of Business Administration Degree (MBA). 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.

The Business, Accounting & Sport Management Department of the University of Saint Mary serves traditional and non-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 Business, Accounting, and Sport Management programs seek to
1. Provide an understanding and appreciation of the ways in which economic forces affect society as a whole through the operations of business, non-profit organizations, and government.
2. Provide business and accounting education in a total college environment, respectful of the importance of general education essentials in a rapidly changing society and world.
3. Encourage the growth of comprehensive ethics as integrated in all business and management activities.
4. Encourage critical thinking skills and communication skills.

PROGRAM OUTCOMES
Upon completion of the MBA program, graduates will be able to:
1. Identify critical business issues facing an organization.
2. Analyze business issues from a cross-disciplinary perspective and form practical responses to these issues.
3. Assess the impact of global influences on business decisions.
4. Formulate ethical approaches to business decisions and understand how to apply these within a business context.
5. Communicate effectively in both a written and oral manner.

CONCENTRATION SPECIFIC OUTCOMES IN MASTER OF BUSINESS ADMINISTRATION: In addition, students will demonstrate competencies specific to their concentration:

Healthcare Management Concentration:
1. Translate and apply financial, economic, market and performance information and models to improve and optimize organizational performance.
2. Demonstrate knowledge of the healthcare system and environment in which health services are provided.
3. Develop and define a vision, take initiative, provide direction, manage change, and participate in the planning, development and monitoring required to establish and achieve organizational goals.
4. Communicate effectively; manage relationships and influence individuals and groups to take action in the pursuit of organizational goals.
Marketing and Advertising Concentration:
1. Effectively use modern marketing tools to develop product knowledge and position a product in the marketplace.
2. Use market analytics to create and inform marketing strategies and evaluate their effectiveness.
3. Create and integrated, customer-centric marketing plan.
4. Express and defend the rationale and strategy behind the plan.

Finance Concentration:
1. Demonstrate understanding of personal and corporate finance, investments, and financial institutions.
2. Understand international trade implications and global markets as they relate to domestic growth and policy.
3. Examine the effects of governmental policies on various markets and on different economic groups.
4. Develop skills essential to making financial and capital decisions for the firm.
5. Utilize financial business skills in an ethical manner when making decisions affecting the firm.

Human Resource Management Concentration:
1. Survey the principles, theories and practices for organizational change and development and apply analysis, planning and management strategies to facilitate organizational development plans.
2. Understand and apply practical knowledge of key training and development theories.
3. Provided cases of conflict in a plethora of environments, identify the behavior and tools needed for conflict resolution.
4. Understand the relation between ethics and decision-making. Discern ethical issues in conflict resolution and negotiations, in business contexts, and observe the adverse legal consequences that unethical/marginally ethical business practices can have on business.
5. Articulate the differences between federal and state laws, including statutes, regulations and common law, applicable to business operations and the related ethical considerations and pitfalls faced by business managers.

Enterprise Risk Management Concentration:
1. Describe enterprise risk management (ERM) and its potential benefits and describe effective strategies and techniques for implementing ERM.
2. Understand the role of ethics in business decision making, the individual behavioral issues affecting and/or influencing business decisions, and the integration of ethics and compliance into enterprise risk management.
3. Describe the benefits and risks of modeling in the development of a risk management strategy.
4. Demonstrate how to analyze a situation for strategic and operational level risks.
5. Perform a Risk Management Assessment and develop a Risk Management Action Plan.
Leadership and Organizational Health Concentration*:
1. Articulate the benefits of organizational health.
2. Arrive at an organization’s core purpose and make business decisions based on clearly articulated core values.
3. Create strategic communication plans and cascading messages.
4. Design performance support and other human systems that support organizational clarity.
5. Conduct intentional and effective meetings where all members focus on thematic goals and leave with clear and specific agreements.

General Management Concentration:
1. Analyze and demonstrate an understanding of different characteristics of effective leaders and identify situations in which different leadership styles provide the best solution incorporate structural changes to allow the firm to succeed and thrive.
2. Analyze and demonstrate an understanding of different characteristics of effective leaders and identify situations in which different leadership styles provide the best solution incorporate structural changes to allow the firm to succeed and thrive.
3. Effectively integrate (or synthesize) important facts, concepts, principles, and theories in the field of project management when developing solutions to multifaceted project management problems and complex factual situations.
4. Compare and contrast the relevant concepts of entrepreneurship, small business ownership, and entrepreneurship.
5. Conduct intentional and effective meetings where all members focus on thematic goals and leave with clear and specific agreements.

Accounting Concentration *:
1. Demonstrate an understanding and ability to use financial analysis as a tool for the investigation of the overall financial health of an organization, or specific incidence within an organization, such as fraud and/or the violation of regulatory and compliance requirements.
2. Demonstrate ability to recognize, understand, report, and provide guidance for the proper handling of global accounting transactions in accordance with various accounting standards used in conducting global business operations.
3. Demonstrate an understanding and ability to manage legal and ethical issues, as related to accounting activities in a business environment.

* This is a new concentration, which will be reviewed for accreditation by IACBE.
ADMISSION REQUIREMENTS

- Completed application with a $25 application fee
- A bachelor’s degree from a regionally accredited institution and a minimum GPA of 2.75 (on a scale of 4.0). GPA in previous graduate level work, if applicable, will be considered as well. Admission probationary status may be approved by the Chairman of the Business Department
- Official transcripts from all undergraduate work and any graduate coursework. The undergraduate transcript must show the date your degree was conferred and the GPA for all degree-related coursework
- Two letters of recommendation written in the English language. This can be from a supervisor, employer or previous professor.
- Academic Honesty Agreement (can be signed during registration)

PROGRAM PREREQUISITES

For students without an undergraduate background in business, up to four (4) online prerequisite academic leveling courses in economics, accounting, finance, and statistics may be required after the student has been admitted and accepted into the MBA program.

The online leveling courses are self-paced but must be completed 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.

Alternately, the student may elect to take an approved academic assessment test (listed below) in each of the four required areas, or complete an equivalent undergraduate course at the University of Saint Mary or another institution, pending approval by the business department.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>MGT 609</td>
<td>Economics Assessment</td>
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<tr>
<td>MGT 611</td>
<td>Financial Accounting Assessment</td>
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<tr>
<td>MGT 612</td>
<td>Corporate Finance Assessment</td>
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<tr>
<td>MGT 613</td>
<td>Statistics Assessment</td>
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A passing score (70%) on the assessment test, the undergraduate course, or the academic leveling course is required prior to registering in the courses listed below.

<table>
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<tr>
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<tr>
<td>MGT 709</td>
<td>Managerial Economics</td>
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<tr>
<td>MGT 711</td>
<td>Managerial Accounting</td>
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<tr>
<td>MGT 712</td>
<td>Managerial Finance</td>
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<tr>
<td>MGT 713</td>
<td>Operations Management</td>
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If required, the Statistics leveling course (MGT 613 Statistics Assessment) must be completed prior to registering in any core business courses.
If leveling courses are required, the student’s letter of acceptance will specify those courses and the academic terms in which the student is required to complete them. When successfully completed, these zero (0) credit leveling courses will appear on the student’s official transcript, with the grade of “P” (Passed). If the required academic leveling course is not successfully completed, whether failed or unfinished, the student’s official transcript will show the grade of F (Failed), and the student will not be able to register into the companion graduate-level course. Failed academic leveling courses can substantially delay completion of the MBA program. Neither the grade of “P” or “F” for the zero (0) credit hour academic leveling course will affect a student’s cumulative GPA. There is a fee for each course.

If the student chooses to take a formal course, the resulting grade will affect the GPA used for program admission. Upon approval and completion of the course, the student would need to submit his/her transcript to the business department. Completed undergraduate courses will not impact the MBA curriculum with the exception of the removal of one or more primers.

Students will not be able to pursue an accelerated schedule until required primers or undergraduate courses are completed.

**CURRICULUM**
The Master of Business Administration requires a total of 36 hours and consists of 9 required core courses and 3 elective courses. All courses are three credits, unless otherwise specified.

**Core Courses**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>MGT 701</td>
<td>Organizational Management</td>
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<tr>
<td>MGT 704</td>
<td>Marketing Management</td>
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<tr>
<td>MGT 708</td>
<td>Human Resource Management</td>
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<tr>
<td>MGT 709</td>
<td>Managerial Economics</td>
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<tr>
<td>MGT 713</td>
<td>Operations Management</td>
</tr>
<tr>
<td>MGT 714</td>
<td>Global Management</td>
</tr>
<tr>
<td>MGT 795</td>
<td>Strategic Management and Ethics</td>
</tr>
</tbody>
</table>
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, Enterprise Risk Management, Finance Management, General Management, Health Care Management, Human Resource Management, Leadership and Organizational Health, Marketing and Advertising Management.

The Accounting Concentration consists of the following courses:

- MGT 785 Forensic Accounting
- MGT 786 International Accounting
- MGT 724 Legal and Ethical Environments in Business

**Triple Advantage Accountancy Program**
In addition to the above Accounting Concentration courses, students who complete the normal first year MBA courses in Managerial Economics, Managerial Accounting and Managerial Finance, may take the following courses and qualify to sit for the CPA (Certified Public Accountant) Examination -- providing they have accumulated 150 total semester hours of college (Undergraduate or Graduate) coursework, 30 of which must be in Accounting Theory and Practice.

- MGT 787 CPA Exam Review -- Part I
- MGT 788 CPA Exam Review – Part II

After qualifying to sit for the CPA Exam, students may then continue their program of study and earn a Master of Business Administration (MBA) degree, with a Concentration in Accounting.

The Finance Concentration consists of the following courses:

- MGT 760 Advanced Financial Topics
- MGT 768 Financial and Capital Issues
- MGT 769 Financial Decisions

The General Management Concentration requires you to choose any (3) of the electives in the program:

- MGT 731 Management Information Systems
- MGT 750 Leadership
- MGT 751 Project Management

Any Finance Concentration Course
Any Human Resource Management Concentration Course
Any Health Care Management Concentration Course
Any Marketing and Advertising Concentration Course
Any Enterprise Risk Management Concentration Course
The Health Care Management Concentration requires you to choose (3) of the following courses:

- HCMGT 715 Communication & Relationship Building
- HCMGT 716 Leadership and Management
- HCMGT 717 Business Skills for Health Care Managers
- HCMGT 718 Legal and Ethical Issues in Health Care
- HCMGT 719 Topics in Health Care Management

The Human Resource Concentration requires you to choose (3) of the following courses:

- MGT 724 Legal and Ethical Environment of Business
- MGT 753 Conflict Management and Negotiation
- MGT 757 Training and Development
- MGT 762 Work Styles and Generations in the Workplace
- MGT 774 Organizational Change and Development

The Marketing and Advertising Management Concentration consists of the following (3) courses. These courses must be taken in sequence:

- MGT 747 The Advertising Industry in the 21st Century
- MGT 748 Buyer Behavior and Marketing Research
- MGT 749 Advanced Marketing Strategy and Planning

The Enterprise Risk Management Concentration consists of the following (3) courses. These courses must be taken in sequence:

- MGT 776 Enterprise Risk Management: Culture, Management, and Control
- MGT 777 The Role of ERM in Strategic Planning
- MGT 778 Practical Application of Enterprise Risk Management – Student Project

The Leadership and Organizational Health Concentration consists of the following (3) courses. These courses must be taken in sequence:

- MGT 780 Leadership and Organizational Health
- MGT 781 Strategic Leadership and Team Building
- MGT 782 Strategic Communication and Human Performance Support Systems

**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.

**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. The University reserves the right to determine if the courses are substantially equivalent. Credit hours for MGT 795, Strategic Management and Ethics (The Capstone Course) 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.
EXITING ASSESSMENT
A final assessment, as determined by the Department, is required to complete the program. The assessment provides the student with the opportunity to demonstrate the ability to analyze, critique, synthesize and integrate critical ideas, concepts, theory, research, and practical experience. The assessment takes the form of a description, analysis, investigation and/or explanation of an important business/management problem, issue, or case in a specific setting, in conjunction with comprehensive testing. The assessment is generally done in conjunction with MGT 795, Strategic Management and Ethics and must be completed prior to graduation.

GRADUATE BUSINESS COURSES

MGT 701 ORGANIZATIONAL MANAGEMENT
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 work place. Also explores important concepts that help students understand and respond to the influences and forces affecting the behavior of individuals in the work place. 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.

Three credit hours

MGT 704 MARKETING MANAGEMENT
Discusses management of the marketing function, including the application of marketing concepts for identifying, developing, and meeting customer needs. Development of marketing relationships to other corporate functions, such as production, finance, and human resource functions, is stressed.

Three credit hours

MGT 708 HUMAN RESOURCE MANAGEMENT
Focuses on key issues involving Human Resources that every manager is likely to face – staffing, compensation, performance management, and employee voice – and it takes the perspective of the general manager, as opposed to the HR Manager. Special emphasis is placed on how human resource decisions are influenced by forces internal and external to the firm, including business strategy, global competition, technological change, unionization, workforce characteristics and government regulation.

Three credit hours
MGT 709 MANAGERIAL ECONOMICS
Examines the microeconomic principles which describe how consumers and businesses make consumption and production decisions and how the interaction of supply and demand in goods, labor and capital markets determines prices. Business strategies under different market structures are identified and the role of government in correcting market failure is discussed. The macroeconomics environment in which businesses operate is examined, as are the fiscal, monetary and international trade policies of government. Cases will be discussed to show how economic principles can be applied to actual business situations. Prerequisite: If required, passing an approved academic test in Economics (MGT 609) and Statistics (MGT 613) or the completion of an on-line Academic Leveling course in economics and statistics. A student may also choose to complete an equivalent undergraduate course in economics and/or statistics at the University of Saint Mary, or another institution upon approval by the Business Department.

Three credit hours

MGT 711 MANAGERIAL ACCOUNTING
The course is directed toward the users of accounting information and providing them with an understanding of the relevance of accounting information in marketing, production, systems design, engineering, management, and other non-accounting activities. Managerial applications - actual practices that illustrate conceptual concepts - are stressed. Topics covered include an overview of managerial accounting, cost methods and systems used, concepts and methods for managerial decision-making, managerial planning, control, and internal performance evaluation. Non-manufacturing applications are stressed. Special topics, such as fraud, and ethical issues related to a variety of matters are also included. Prerequisite: If required, passing an approved academic test in Accounting (MGT 611) and Statistics (MGT 613) or the completion of an on-line Academic Leveling course in economics and statistics. A student may also choose to complete an equivalent undergraduate course in accounting and/or statistics at the University of Saint Mary, or another institution upon approval by the Business Department.

Three credit hours

MGT 712 MANAGERIAL FINANCE
Focuses on understanding the importance of the finance function to the organization and the role of the manager in the finance function. Topics include the financial environment, goals of the firm, working capital management, the time value of money, valuation of securities, and capital budgeting. Institutions and mechanisms related to the original and continuing short-term and long-term financial needs of the firm are included. Prerequisite: If required, passing an approved academic test in Finance (MGT 612) and Statistics (MGT 613) or the completion of an on-line Academic Leveling course in finance and statistics. A student may also choose to complete an equivalent undergraduate course in finance and/or statistics at the University of Saint Mary, or another institution upon approval by the Business Department.

Three credit hours
MGT 713  OPERATIONS MANAGEMENT
Focuses on the managerial decisions required to effectively manage the production and/or operations components of the firm. Elements of this course examine the planning, coordination and executing of activities that lead to the creation and distribution of goods or services by the firm. The course integrates the concepts from other fields including cost dynamics, task analyses, various quantitative methods and industrial engineering. Specific topics explored are capacity planning, task and work flow analysis, manpower management, quality, scheduling, production planning and control, inventory management and customer service and/or assurance. This course develops and explores the concept of trade off analysis and links it to manufacturing/operations strategy and to corporate strategy. Prerequisite: If required, passing an approved academic test in Statistics (MGT 613) or the completion of an on-line Academic Leveling course in statistics. A student may also choose to complete an equivalent undergraduate course in statistics at the University of Saint Mary, or another institution upon approval by the Business Department.

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. Prerequisite: MGT 704 Marketing Management, MGT 708 Human Resource Management, MGT 709 Managerial Economics, MGT 712 Managerial Finance.

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.

Three credit hours-elective
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HCMGT 716</td>
<td>LEADERSHIP AND MANAGEMENT</td>
<td>Examines key concepts in leadership and management within the health care system. Emphasis is placed on organizing and delivering health care, assessing resources, planning, managing human resources, improving quality and promoting positive change. Types of leadership will be reviewed and students will develop a sense of their own style of leadership.</td>
<td>Three elective</td>
</tr>
<tr>
<td>HCMGT 717</td>
<td>BUSINESS SKILLS FOR THE HEALTH CARE MANAGER</td>
<td>Introduces the student to the key concepts of management including organizing, planning, directing human resources, and controlling systems to obtain desired results. Topics include budgeting, human resources administration, the use of technology in management, the role of strategic management in leading organizational growth and development.</td>
<td>Three elective</td>
</tr>
<tr>
<td>HCMGT 718</td>
<td>LEGAL AND ETHICAL ISSUES IN HEALTH CARE</td>
<td>Introduces the major ethical theories and principles needed to evaluate current legal and ethical issues. Students explore nursing and health care issues such as patient rights, withdrawing life support, promoting client autonomy, business ethics and the legal responsibilities of health care organizations. Students evaluate varied perspectives and develop a reasoned analysis of current topics.</td>
<td>Three elective</td>
</tr>
<tr>
<td>HCMGT 719</td>
<td>TOPICS IN HEALTH CARE MANAGEMENT</td>
<td>Health Care Systems examines the evolution, current condition, and future environment of health care services in the United States. The course explores the various user, provider and resource demand/allocation components of health care as well as the structure and operation of the health care system. The course incorporates the role of emerging government and market forces, including managed care and other influential factors, to develop a comprehensive view of the American health care system.</td>
<td>Three elective</td>
</tr>
<tr>
<td>MGT 724</td>
<td>LEGAL AND ETHICAL ENVIRONMENTS IN BUSINESS</td>
<td>Focuses on issues of concern in light of the law, administration of the law, and ethics. Issues include topics such as grievance and confidentiality, environmental regulation, internal financial controls, human rights, etc. These issues are examined in conjunction with managerial decision-making requirements. Application of theory is through case analysis.</td>
<td>Three elective</td>
</tr>
<tr>
<td>MGT 731</td>
<td>MANAGEMENT INFORMATION SYSTEMS</td>
<td>Assessment of the relations of information processing systems in the organization. Focuses on methods of integrating systems into daily operations for analyzing and representing data in forms useful for decision-making affecting the future of the firm.</td>
<td>Three elective</td>
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</table>
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 Marketing Management.

Three credit hours—elective

MGT 748  BUYER BEHAVIOR AND MARKETING RESEARCH
Understanding why and how a consumer decides to purchase a certain product, and what effect advertising has on the decision, is a key part of the marketing and advertising process. Insight into this process is garnered through the systematic collection of data through targeted marketing research. A comprehensive understanding of the consumer and consumer preferences can only be gained through the application of targeted consumer research. This course will explore both sides of the equation: what makes a consumer buy and how do we determine their buying style, likes and dislikes, and brand preference. Prerequisite: MGT 704 Marketing Management, MGT 747 The Advertising Industry in the 21st Century.

Three credit hours—elective

MGT 749  ADVANCED MARKETING STRATEGY AND PLANNING
The advertising plan is a critical part of the overall marketing plan for most products. Proper utilization of the 4 Ps of the marketing mix in the formulation of strategy will determine the future effectiveness of a campaign. This course deals with how integrated marketing communication, through targeted strategic planning, will help insure success of all of the key elements of an advertising campaign. This course will also cover the use of social media in the advertising process and how critical the message strategy, related to the creative execution, is to the overall success of the marketing and advertising effort. Prerequisite: MGT 704 Marketing Management, MGT 747 The Advertising Industry in the 21st Century, MGT 748 Buyer Behavior and Marketing Research.

Three credit hours—elective

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 access 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.

Three credit hours—elective
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.

*Three credit hours elective*

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. Prerequisite MGT 712 Managerial Finance, MGT 768 Financial and Capital Issues.

*Three credit hours-elective*

MGT 768  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 Managerial Finance

*Three credit hours-elective*

MGT 769  FINANCIAL DECISIONS  
This course focuses on the application of graduate level financial concepts through case studies to solve financial problems. The course will emphasize additional funds needed, future growth, appropriate capital structure, cash flow issues and others. Prerequisite MGT 712 Managerial Finance, MGT 768 Financial and Capital Issues.

*Three credit hours-elective*

MGT 774  ORGANIZATIONAL CHANGE AND DEVELOPMENT  
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. The student will discover the basic roles and styles of the OD practitioner, resistance to organizational change and how to overcome it.

*Three credit hours-elective*
MGT 776 ENTERPRISE RISK MANAGEMENT: CULTURE, MANAGEMENT, AND CONTROL
This course analyzes enterprise risk management (ERM) as a thoroughly integrated, systematic process for dealing with the various risks organizations may encounter. Addresses multiple categories of risk, risk tolerance, risk profiles, the benefits of ERM, its conceptual framework, legal considerations, and strategies for implementation. The goal is to provide a thorough understanding of what ERM is, how it works, and what value it provides.

Three credit hours-elective

MGT 777 THE ROLE OF ERM IN STRATEGIC PLANNING
This course is a second course in a series of three that continues the analysis of enterprise risk management (ERM), its follow on development into a risk management strategy, and integrating this strategy into business planning. This course will concentrate on readings and discussions associated with creating a risk-aware culture, allocating resources based on risk, credit risk management, operational risk management, and financial risk management. The goal is to provide the individual with applicable ideas and concepts to ensure their success in building a comprehensive risk management strategy, while working alongside risk management professionals that drives a strategic advantage within their business sector. Prerequisite MGT 776.

Three credit hours-elective

MGT 778 PRACTICAL APPLICATION OF ENTERPRISE RISK MANAGEMENT – STUDENT PROJECT
This course is a follow on to MGT 776 and 777. It is designed to have the student perform a risk assessment of a given situation and make recommendations on ways to mitigate the risks to an acceptable level. Areas of concerned risk include: financial, reputation, operational, ethical, and physical safety issues. Special emphasis on how to analyze risk at the strategic, project, and operational levels, as well as identifying risk owners, gaps in information, and proposing ethically sound actions that would reduce risk to an acceptable level while still meeting the overall requirements of the problem set. Prerequisite MGT 776, MGT 777

Three credit hours-elective

MGT 785 FORENSIC ACCOUNTING
The objectives of this course are to provide students a basic understanding of Forensic, or Investigative, Accounting and the skills required to effectively perform a financial type 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 Managerial Accounting and MGT 712 Managerial Finance.

Three credit hours summer and as needed
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 accounting procedures in multinational corporations are also studied and practiced. Prerequisites: MGT 711 Managerial Accounting and MGT 712 Managerial Finance
Three credit hours summer and as needed

CPA EXAM REVIEW – PART I
This course is the first of two that provides students a guided review in preparation to sit for the CPA (Certified Public Accountant) Examination. This course covers two (2) of the four (4) parts of the Exam; the remaining two (2) are covered in CPA EXAM REVIEW – PART II – MGT 788. 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. Note: Successful completion of this course does not imply or guarantee students will pass the CPA Exam.
Two credit hours as needed (available all sessions)

CPA EXAM REVIEW – PART II
This course is the second of two that provides students a guided review in preparation to sit for the CPA (Certified Public Accountant) Examination. This course covers the remaining two (2) of the four (4) parts of the Exam. Sample Exams, along with simulations, questions, and numerous practice problems are utilized to prepare students for the exam. Note: Successful completion of this course does not imply or guarantee students will pass the CPA Exam.
Two credit hours as needed (available all sessions)
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. Students will submit the required final assessment and complete the online comprehensive testing during this course. This course is the Capstone course of the MBA program and is expected to be taken at the end of your program.  
*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.  
*Three credit hours*

MGT 781  
**STRATEGIC LEADERSHIP AND TEAM BUILDING**  
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 Leadership and Organizational Health*

*Three credit hours*
MGT 782  STRATEGIC COMMUNICATION AND HUMAN PERFORMANCE SERVICES
Healthy organizations have a strategic communication plan in which a clear single goal focused message is frequently communicated throughout the entire organization. This course focuses on the organizational best practices in developing: a strategic communication plan, interdependence, and 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 that defines a healthy organization. Included in this course is a capstone experience where students will apply all four of the Lencioni frameworks by synthesizing and integrating the concepts and principles in a real-world project. Prerequisite: MGT 780 Leadership and Organizational Health, MGT 781 Strategic Leadership and Team Building

Three credit hours

MGT 798  SPECIAL TOPICS
A didactic course which addresses a current topic.
The Master of Science in Nursing (MSN) Degree program is designed for students who have a Bachelor of Science (BSN) in Nursing 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 is offered online. A nurse educator and a nurse administrator focus are offered.

**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 who are leaders, change agents, and innovators in the areas of administration and education.

**Accreditation**
The Master of Science of Nursing program at the University of Saint Mary is awaiting the decision from the Commission on Collegiate Nursing Education (CCNE) regarding accreditation post-visit conducted in March of 2015. Should accreditation be granted, status will be retroactive to that date.

**Graduates of MSN Program will:**
- integrate comprehensive assessment, theory, evidence, clinical judgment, research, patient values, and inter-professional perspectives in advance nursing practice for diverse populations.
- utilize information and technology to communicate, educate, manage knowledge, mitigate error, and support decision making.
- 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.
- collaborate to design, coordinate, and evaluate patient-centered health care as a leader or member of an inter-professional team.
- contribute to nursing practice to improve health care outcomes by translating evidence into practice.
- Integrate evidence based findings for patient-centered and culturally responsive strategies for clinical prevention and health promotion for diverse populations and environments.
- advocate for policies to improve population health, access to quality care and the profession of nursing.
- provide evidence of professional and personal goal development and activities.
- integrate the 5 C’s of caring - commitment, conscience, competence, compassion, and confidence - in advanced nursing practice.*

Admission Requirements
Admission to the MSN program is competitive and based upon:

1. Bachelor of Science in Nursing degree from a CCNE or NLNAC/ACEN accredited nursing program from a regionally accredited institution of higher learning.
2. Verification of current unrestricted RN licensure in the United States.
3. Undergraduate GPA of 3.0 on a 4.0 scale either cumulatively or for the last 60 credit hours of semester work or Graduate Record Exam (GRE) score.
4. Three (3) letters of reference from individuals who can attest to your 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.
5. Official transcripts for all academic work beyond high school.
6. Application to University of Saint Mary and payment of applicable fees.
7. Academic Honesty Agreement.
8. A 300-500 word statement of your personal and professional goals and your motivation for earning an online MSN.
9. Current resume or curriculum vitae.

Achievement of minimum requirements does not guarantee admission. All application data are considered. Immunizations and conditions likely to be required by practicum agencies:

a. Mantoux/PPD (TB) negative test or negative chest x-ray
b. Tdap vaccination as an adult and current tetanus vaccination
c. MMR two documented doses or documented positive titer
d. Hepatitis B three documented doses and positive titer (this series takes 7-8 months)
e. Varicella two documented doses or documented positive titer
f. Annual influenza vaccination
g. Meet all immunization requirements of clinical/practicum agency
h. American Heart Association Healthcare Provider CPR
i. Professional liability insurance in the amount of at least one (1) million dollars for single incident and three (3) million dollars for aggregate incident.
j. Health insurance
k. Background check dependent upon practicum site requirements
Progression and Graduation

1. Maintain cumulative GPA of 3.0 on 4.0 scale. One course grade of “C” is allowed as long as cumulative GPA does not fall below 3.0. There is a University policy of no Ds for graduate level courses. Probationary status is possible for GPA <3.0, with approval of program director. This must be removed within 6 credit hours or may result in dismissal. A course grade of “F” or a second “C” may result in dismissal from the program. A student may appeal this dismissal, but readmission is at the discretion of the department. The course in which an “F” was received must be retaken and passed with a “B” or better. Students reinstated into the program should take the course in question prior to other coursework, but this may be addressed on a case-by-case basis.

2. Complete program within five (5) years of enrollment. Continuous enrollment is not required. A leave of absence may be requested for extenuating circumstances. An extended lapse in enrollment may necessitate reapplication to the program. If readmitted, student is subject to curriculum and policies current at time of readmission.

3. Fulfill all graduation requirements.

CURRICULUM

The Master of Science in Nursing degree requires a total of 35 credits. There are 6 common core courses for each track (15 credits that includes a 3 hour Capstone experience) and 7 courses (20 credits) in each of the specializations – nurse educator and nurse administrator. Two nurse administrator courses are from the Master of Business Administration curriculum, HCMGT 715 and MGT 701, MGT 750, or HCMGT 719.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>NU 611</td>
<td>Informatics in Nursing (2)</td>
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<tr>
<td>NU 701</td>
<td>Foundations of Advanced Nursing Practice (3)</td>
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<tr>
<td>NU 741</td>
<td>Intro to Statistics (1)</td>
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<tr>
<td>NU 703</td>
<td>Analysis and Utilization of Research (3)</td>
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<tr>
<td>NU 705</td>
<td>Health Care Policy and Ethics (3)</td>
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<td>NU 737</td>
<td>Capstone Synthesis (3)</td>
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NURSE EDUCATOR SPECIALIZATION COURSES

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<tr>
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<tbody>
<tr>
<td>NU 607</td>
<td>Advanced Health Assessment (3)</td>
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<tr>
<td>NU 610</td>
<td>Patho-Pharm for the Nurse Educator (4)</td>
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<tr>
<td>NU 725</td>
<td>Foundations of Learning and Teaching (3)</td>
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<tr>
<td>NU 727</td>
<td>Curriculum Design and Evaluation (3)</td>
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<tr>
<td>NU 731</td>
<td>Teaching with Technology (3)</td>
</tr>
<tr>
<td>NU 733</td>
<td>Nurse Educator Practicum I (2)</td>
</tr>
<tr>
<td>NU 735</td>
<td>Nurse Educator Practicum II (2)</td>
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</tbody>
</table>
NURSE ADMINISTRATOR SPECIALIZATION COURSES

NU 710  Human Resources and Fiscal Management in Nursing (4)
HCMGT 715  Communication and Relationship Building (3)
MGT 701  Organizational Management (3)
OR
MGT 750  Leadership (3)
OR
HCMGT 719  Topics in Healthcare Management (3)
NU 712  Quality and Safety (3)
NU 718  Delivery of Care in the Healthcare Environment (3)
NU 721  Nurse Administrator Practicum I (2)
NU 723  Nurse Administrator Practicum II (2)

ELECTIVE COURSES

NU 739  Capstone Synthesis Cognate (1)
NU 743  Practicum Cognate (1)

TRANSFER CREDITS
Up to 6 graduate credit hours (two courses) may be transferred into the MSN program provided the courses with which the credits are associated are substantially equivalent to University of Saint Mary (USM) graduate courses. The University reserves the right to determine if the courses are substantially equivalent. Requests for transfer credit are subject to the requirements described under the academic policies of the graduate division with this exception - credits must have been earned within five years of enrollment in the MSN program at USM and be approved by MSN Program Director. USM students in the RN-BSN program may have the option of applying up to 9 graduate credit hours from NU 607, NU 611 and/or NU 610 toward the fulfillment of MSN requirements if these courses were taken in lieu of NU 320/420 and NU 354/454 or an elective to fulfill the requirements of the BSN.

GRADUATE NURSING COURSES

REQUIRED COMMON CORE COURSES

NU 611  INFORMATICS IN NURSING
Examines concepts and processes that are driven by the technical world in healthcare today, including the interpretation and understanding and meaningful use of data. Student will explore how data is interpreted, organized, and structured to guide population and health management. Systems thinking and work process flow are translated to direct best practice in various work flow environments.

Two credit hours
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. 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.

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 741 Statistics for Health Care and NU 701 Foundations of Advanced Nursing Practice.

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.

Three credit hours

NU 741  STATISTICS FOR HEALTH CARE
Examines statistical concepts and procedures including statistical approaches to epidemiological data. Explores relationship between statistical methods and research questions. Provides opportunity to work with data and to evaluate results of healthcare related research. Prerequisite: undergraduate statistics course recommended.

One credit hour
NU 737  CAPSTONE SYNTHESIS
Synthesizes knowledge and skills acquired from core and specialty focus courses. Recognizing the potential interplay of legal, economic, political, regulatory, and ethical factors, the student identifies a problem related to his/her specialty focus that is amenable to an evidence-based intervention. Student develops, implements, and evaluates evidence-based intervention with the guidance of a master’s or doctorate prepared RN preceptor. Student will search the literature, create an annotated bibliography, propose a solution, develop and implement a plan, and evaluate outcomes. Student will disseminate the process and outcomes in a scholarly paper and a presentation. Student also compiles a portfolio to substantiate achievement of MSN program and University outcomes. This capstone course is typically taken after all course work is completed.

Three credit hours [1 credit didactic; two credits (120 hours) practicum]

NURSE EDUCATOR SPECIALIZATION COURSES

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. (For current USM RN-BSN students, written approval by the program director is required prior to enrollment.)

Three credit hours [2.5 didactic; 0.5 credits (30 hours) clinical application]

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 patients’ willingness to adhere to drug regimens as well as issues related to prescriptive authority for advanced practice nurses.

Four credit hours
NU 725  FOUNDATIONS OF LEARNING AND TEACHING
Examines pedagogies, adult learning theories, learning styles, legal and ethical issues, and evidence-based practice. Explores role of the educator and student in creating an active learning environment. Differentiates instructional strategies for virtual, face-to-face, clinical, and simulation settings. Examines *The Essentials of Baccalaureate Education for Professional Nursing Practice*. Explores effects of gender, generation, and culture on learning and teaching as well as legal and ethical issues related to nursing education. Typically taken after completion of all Core Courses.

*Three credit hours*

NU 727  CURRICULUM AND EVALUATION

*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 completion of all Core Courses.

*Three credit hours*

NU 733  NURSING PRACTICUM I
Applies advanced knowledge and skills in the nursing educator role in a specialty area such as medical, surgical, mother-baby, pediatrics, community health, or mental health or in an academic setting. Addresses self-assessment, changing role of the nurse educator, professional issues, and educational trends. The student will be in an education setting with a master's or doctoral prepared preceptor. Prerequisites: all common and educator core courses. Prerequisites: Typically taken after completion of all core courses and specialty courses.

*Two credit hours*

NU 735  NURSE EDUCATOR PRACTICUM II
Implements the nurse educator role in a nursing education setting. Opportunity to utilize learning and teaching strategies, assessment and evaluation methods, and technologies to enhance learning with students from diverse backgrounds. The student will be in an education setting with a master's or doctorate prepared RN preceptor. Prerequisites: NU 725 Foundations of Learning and Teaching; NU 727 Curriculum Design and Evaluation

*Two credit hours*
NURSE ADMINISTRATOR SPECIALIZATION COURSES

NU 710  HUMAN AND FISCAL RESOURCE 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 appraisal, and disaster preparedness. Topics include but not limited to recruitment, staffing and scheduling, performance appraisal, customer service, productivity, budgets, quality, and safety.  
Four credit hours

NU 712  QUALITY AND SAFETY  
Addresses the challenge of preparing advance 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.  
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 it pertains to nursing and systems of care.  
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.  
Three credit hours
MGT 701  ORGANIZATIONAL MANAGEMENT
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 work place. 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 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.

Three credit hours

OR

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.

Three credit hours

OR

HCMGT 719  TOPICS IN HEALTH CARE MANAGEMENT
Health Care Systems examines the evolution, current condition, and future environment of health care services in the United States. The course explores the various user, provider and resource demand/allocation components of health care as well as the structure and operation of the health care system. The course incorporates the role of emerging government and market forces, including managed care and other influential factors, to develop a comprehensive view of the American health care system.

Three credit hours

NU 721  NURSE ADMINISTRATOR PRACTICUM I
Implements role components of a nurse administrator in a healthcare organization. Opportunity to apply knowledge, skills, and attitudes of a nurse administrator. Student will be in a health care setting with a master’s or doctorate prepared RN preceptor. Prerequisites: Typically taken after completion of all Core Courses, and other nurse admin specialty courses

Two credit hours
NU 723  NURSE ADMINISTRATOR PRACTICUM II
Continues to implement role components of a nurse administrator in a healthcare organization. Continues to apply knowledge, skills, and attitudes of a nurse administrator. Student will be in a health care setting with a master’s or doctorate prepared RN preceptor. Prerequisites: NU 721 Nurse Administrator Practicum I. NU 723 may be taken concurrently with NU 737 Capstone Synthesis.

Two credit hours

ELECTIVE COURSES

NU 739  CAPSTONE SYNTHESIS COGNATE
Affords student the opportunity to register for one credit to complete NU 737 Capstone Synthesis. Student may enroll in NU 739 a maximum of twice.

One credit hour

NU 743  PRACTICUM COGNATE
Affords student the opportunity to register to complete required and/or additional clinical/practicum hours.

One credit hour
ONLINE PROGRAMS

GENERAL EDUCATION COURSES OFFERED ONLINE
The below listed courses are offered for students admitted to an online program. All other students must get approval from the appropriate administrative program representative and/or academic department. Details about each course are listed in the program information section of the general catalog.

BINU 370  NUTRITION
BI 110     BIOLOGY FOR TODAY
EN 310     TRANSFER CORE – LIBERAL LEARNING
GE 325     LIFE EXPERIENCE SEMINAR
HI 470     THE AMERICAN CENTURY
FATHR 119  INTRODUCTION TO THEATER
MA 115     INTERMEDIATE ALGEBRA
MA 230     STATISTICS
PH 442     BIOETHICS
PY 255     ISSUES IN AGING
SO 110     INTRO TO SOCIOLOGY
TH 100     WORLD RELIGIONS
THNU 390   MISSION IN HEALTHCARE

CURRENT DEGREE PROGRAMS OFFERED ONLINE

Master of Arts in Teaching – Information about the MAT program can be found on page 327 of this catalog.

Master’s in Business Administration – Information about the MBA program can be found on page 345 of this catalog.

Master of Science in Nursing – Information about the MSN program can be found on page 362 of this catalog.

Bachelor of Science in Nursing – Information about the RN-BSN program can be found on page 242 of this catalog.

Bachelor of Science in Health Information Management – Information about the HIM program can be found on page 174 of this catalog.
DOCTOR OF PHYSICAL THERAPY

The University of Saint Mary (USM) 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 DPT. States may have different required qualifications for students, such as a specific acceptable score on the NPTE. Although the DPT program at USM prepares students to take the NPTE, it is the student's responsibility to pass that examination.

PROGRAM GOALS AND OUTCOMES

Program Goal #1: Graduates will be prepared to practice physical therapy as autonomous practitioners at entry level competencies consistent with the Guide to Physical Therapist Practice and the American Physical Therapy Association’s Standards of Practice.
   a. Students demonstrate entry-level knowledge and skill to practice as autonomous practitioners upon completion of the program.
   b. Graduates will be autonomous practitioners who provide physical therapy services for, and education on: prevention, health promotion, fitness and wellness.
   c. Students are prepared to sit for and pass the National Physical Therapy Examination (NPTE).

Program Goal #2: Graduates will demonstrate behaviors consistent with the program's ten core values and those found in Professional Behaviors for the 21st Century.
   a. Graduates demonstrate the program's Core Values while practicing as autonomous physical therapists.
   b. Students/Graduates demonstrate Professional Behaviors for the 21st Century while practicing as autonomous physical therapists.

Program Goal #3: Core Faculty and Graduates will engage in lifelong learning and professional development.
   a. Faculty and Students/Graduates engage in lifelong learning.
   b. Students/Graduates develop and institute a three to five year professional development plan.

Program Goal #4: Graduates will be socially responsible and advocate for their profession and their patients/clients.
   a. Students/Graduates are socially responsible through advocacy for their profession.
   b. Students/Graduates are socially responsible through advocacy on behalf of their patients/clients.

Program Goal #5: Graduates will be able to provide effective healthcare to diverse populations in an ethical, culturally appropriate and compassionate manner.
   a. Students/Graduates demonstrate ethical practice.
   b. Students practice in a culturally appropriate manner.
Program Goal #6: Graduates will demonstrate interpersonal and communication skills enabling them to provide educational and effective information exchange with individuals and communities, as well as function as productive members of professional healthcare teams.
   a. Students/Graduates demonstrate communication skills that are congruent with situational needs.
   b. Graduates function as productive members of professional healthcare teams.

Program Goal #7: Graduates will possess effective analytical, critical thinking, and problem-solving skills which they apply in clinical and professional situations.
   a. Students demonstrate appropriate analytical, critical thinking and problem-solving skills in simulated patient scenarios.
   b. Students/Graduates demonstrate effective analytical, critical thinking and problem solving skills during clinical and professional situations.

Program Goal #8: Graduates demonstrate altruism in clinical and professional interactions.
   a. Graduates will serve others by placing the needs of others above their own needs.

Program Goal #9: The program will have the educational infrastructure and resources needed for teaching, learning, scholarship, clinical practice and service that support the professional development of students, faculty and staff.
   a. The program has adequate financial resources to support the Program in accomplishing its Mission, Goals and Expected Outcomes.
   b. The Program’s infrastructure and resources are adequate to meet student and faculty needs with respect to teaching, learning and Program Administration.
   c. The Program’s infrastructure and resources are adequate to meet scholarship and service needs of students and faculty.

Program Goal #10: Program Faculty will demonstrate excellence in teaching and be actively engaged in scholarship and service.
   a. Program Faculty will demonstrate excellence in teaching.
   b. Program Faculty are actively engaged in scholarly activities which systematically advance the teaching, research and practice of physical therapy.
   c. Program Core Faculty will demonstrate active engagement in service to the program, University and community.

Program Goal #11: The Program will use a comprehensive plan of assessment/evaluation to ensure continuous improvement, including ongoing assessment of it’s: mission, goals, expected outcomes, admission process, curriculum, and policies and procedures.
   a. The mission of the program is written, congruent with the mission of the University of Saint Mary, consistent with contemporary preparation of entry-level autonomous physical therapy practitioners and is supported by the program’s goals and expected outcomes.
   b. The Program’s Admission Process supports the mission, goals and expected student outcomes of the program.
c. The Program’s curriculum is based on the contemporary practice of physical therapy, and is designed to prepare graduates to practice physical therapy as autonomous entry-level practitioners.

d. The Program’s policies and procedures are congruent with those of the Institution and support the Program’s mission, goals and expected outcomes.

**Program Goal #12: The Program will maintain accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE).**

a. The Program conducts ongoing assessment to ensure compliance with all CAPTE accreditation requirements.

b. The Program will maintain accreditation by CAPTE through oversight by the program director.

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**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.

<table>
<thead>
<tr>
<th>PREREQUISITES (Listed as a minimum number of required hours in each discipline)</th>
<th>EXAMPLES OF COURSES THAT WOULD FULFILL THE PREREQUISITES AT USM</th>
<th>COURSES THAT ARE PREFERRED (Other courses, or in some cases, significant experience, might meet the requirement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English: 9 Semester Hours are Required.</td>
<td>EN 111 and EN 112, and EN 251 or 252, or other literature courses; EN 310 (primarily for transfer students)</td>
<td>General writing or composition Creative writing and/or technical writing /One literature course</td>
</tr>
<tr>
<td>Lifetime Wellness: 1-2 Semester Hours are Required, or Demonstrable Knowledge, or Documented Experience.</td>
<td>SCA 250, or demonstrable knowledge, or documented experience</td>
<td>Fundamental information about health, wellness, and fitness</td>
</tr>
<tr>
<td>Public Speaking: 3 Semester Hours are Required.</td>
<td>COM 120</td>
<td>Public speaking</td>
</tr>
<tr>
<td>Human Geography or Sociology or Cultural Anthropology: 3 Semester Hours are Required in one of these Disciplines.</td>
<td>SO 110 or GS 155 or GS 250</td>
<td>Concepts regarding culture, society, or fundamental human characteristics</td>
</tr>
<tr>
<td>Mathematics: 5 Semester Hours are Required and must include one Precalculus Course OR Courses that include Algebra and Trigonometry</td>
<td>Possibilities are: MA 210 and MA 211; or MA 221 and MA 222</td>
<td>College Algebra, Trigonometry, Precalculus, or Calculus</td>
</tr>
<tr>
<td>Course Category</td>
<td>Required Hours</td>
<td>Recommended Courses</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>----------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
<td>MA 230 or PYCR 586</td>
</tr>
<tr>
<td>Traditional Physics</td>
<td>6</td>
<td>PHY 215 and PHY 216</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6</td>
<td>CH 121 and CH 122</td>
</tr>
<tr>
<td>Psychology</td>
<td>6 (9 recommended)</td>
<td>PY 150; PYAPY 352 and APYCR 325. Recommended: PY 535</td>
</tr>
<tr>
<td>General or Cellular Biology</td>
<td>6</td>
<td>BI 212 and BI 220</td>
</tr>
<tr>
<td>Human or Vertebrate Anatomy</td>
<td>4</td>
<td>BI 258 and 259 or BI 256</td>
</tr>
<tr>
<td>Human or Vertebrate Physiology</td>
<td>4</td>
<td>BI 258 and 259 or BI 358</td>
</tr>
<tr>
<td>Business or Marketing or Economics</td>
<td>1</td>
<td>Recommended, but not Required: EC 232 or EC 233 or MGT 231 or MGT 320 or MGT 332 or MKT 231</td>
</tr>
</tbody>
</table>

**Note:** Other courses, combinations of courses, documented experience, or demonstrable expertise may apply to some of the prerequisites. If necessary, consult with the Department Chair of Physical Therapy or with the DPT Director of Admissions.

**CLASS SIZE AND CURRICULUM**
Each class of students is a cohort group, consisting of approximately 40 students each year. Class starts with orientation during the last week in May. The curriculum consists of 117 credits and the program length is 9 semesters, which is equivalent to 3 years.
# Overview of the DPT Curriculum Sequentially by Semesters

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 1</td>
<td>DPT 610 Concepts in Physical Therapy</td>
<td>2</td>
<td>8 Weeks</td>
</tr>
<tr>
<td>Summer 1</td>
<td>DPT 611 Research in Physical Therapy I</td>
<td>2</td>
<td>8 Weeks</td>
</tr>
<tr>
<td>Summer 1</td>
<td>DPT 612 Legal and Ethical Issues in Physical Therapy</td>
<td>2</td>
<td>8 Weeks</td>
</tr>
<tr>
<td>Summer 1</td>
<td>DPT 613 Human Development, and the Life Cycle</td>
<td>2</td>
<td>8 Weeks</td>
</tr>
<tr>
<td>Fall 1</td>
<td>DPT 620 Clinical Human Anatomy</td>
<td>4</td>
<td>16 Weeks</td>
</tr>
<tr>
<td>Fall 1</td>
<td>DPT 621 Surface Anatomy and Examination Techniques</td>
<td>2</td>
<td>16 Weeks</td>
</tr>
<tr>
<td>Fall 1</td>
<td>DPT 622 Human Imaging in PT Practice I</td>
<td>1</td>
<td>16 Weeks</td>
</tr>
<tr>
<td>Fall 1</td>
<td>DPT 623 Physical Agents and Mechanical Modalities</td>
<td>3</td>
<td>16 Weeks</td>
</tr>
<tr>
<td>Fall 1</td>
<td>DPT 624 Acute Care and Therapeutic Exercise</td>
<td>4</td>
<td>16 Weeks</td>
</tr>
<tr>
<td>Fall 1</td>
<td>DPT 625 Biomechanics and Kinesiology</td>
<td>2</td>
<td>16 Weeks</td>
</tr>
<tr>
<td>Spring 1</td>
<td>DPT 630 Medical Physiology</td>
<td>3</td>
<td>16 Weeks</td>
</tr>
<tr>
<td>Spring 1</td>
<td>DPT 631 Clinical Management of the Musculoskeletal System I</td>
<td>5</td>
<td>16 Weeks</td>
</tr>
<tr>
<td>Spring 1</td>
<td>DPT 632 Neuroanatomy-Neuroscience</td>
<td>3</td>
<td>16 Weeks</td>
</tr>
<tr>
<td>Spring 1</td>
<td>DPT 633 Human Imaging in PT Practice II</td>
<td>1</td>
<td>16 Weeks</td>
</tr>
<tr>
<td>Spring 1</td>
<td>DPT 634 Electrotherapeutic Modalities and Clinical Electrophysiology</td>
<td>2</td>
<td>16 Weeks</td>
</tr>
<tr>
<td>Spring 1</td>
<td>DPT 635 Clinical Human Anatomy Laboratory</td>
<td>2</td>
<td>16 Weeks</td>
</tr>
<tr>
<td>Summer 2</td>
<td>DPT 710 Motor Control and Motor Learning</td>
<td>2</td>
<td>8 Weeks</td>
</tr>
<tr>
<td>Summer 2</td>
<td>DPT 711 Clinical Management of the Adult Neurological System</td>
<td>4</td>
<td>8 Weeks</td>
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<tr>
<td>Summer 2</td>
<td>DPT 712 Research in Physical Therapy II</td>
<td>2</td>
<td>8 Weeks</td>
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<tr>
<td>Fall 2</td>
<td>DPT 720 Exercise Physiology and Nutrition</td>
<td>3</td>
<td>8 Weeks</td>
</tr>
<tr>
<td>Fall 2</td>
<td>DPT 721 Differential Diagnosis</td>
<td>2</td>
<td>8 Weeks</td>
</tr>
<tr>
<td>Fall 2</td>
<td>DPT 722 Clinical Management of the Musculoskeletal System II</td>
<td>3</td>
<td>8 Weeks</td>
</tr>
<tr>
<td>Fall 2</td>
<td>DPT 723 Histology, Pathology / Pathophysiology</td>
<td>3</td>
<td>8 Weeks</td>
</tr>
<tr>
<td>Fall 2</td>
<td>DPT 724 Medical Lectures</td>
<td>3</td>
<td>8 Weeks</td>
</tr>
<tr>
<td>Fall 2</td>
<td>DPT 725 Clinical Internship I (Clinical) (2 Weeks = 1 Credit Hour)</td>
<td>4</td>
<td>8 Weeks</td>
</tr>
<tr>
<td>Spring 2</td>
<td>DPT 730 Clinical Internship II (Clinical) (2 Weeks = 1 Credit Hour)</td>
<td>4</td>
<td>8 Weeks</td>
</tr>
<tr>
<td>Spring 2</td>
<td>DPT 731 Clinical Management of the Pediatric and Adolescent Neurological System</td>
<td>3</td>
<td>8 Weeks</td>
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<tr>
<td>Semester</td>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>-----------</td>
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<td>------------------------------------------------------------------------------</td>
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<tr>
<td>Spring 2</td>
<td>DPT 732</td>
<td>Clinical Management of the Cardiopulmonary System</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2</td>
<td>DPT 733</td>
<td>Critical Integration and Analysis of Patient Care I</td>
<td>2</td>
</tr>
<tr>
<td>Spring 2</td>
<td>DPT 734</td>
<td>Medical Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2</td>
<td>DPT 735</td>
<td>Orthotics, Prosthetics, and Assistive Technologies</td>
<td>3</td>
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<tr>
<td>Summer 3</td>
<td>DPT 810</td>
<td>Clinical Internship III (Clinical)</td>
<td>4</td>
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<tr>
<td>Summer 3</td>
<td>DPT 811</td>
<td>Research in Physical Therapy III</td>
<td>1</td>
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<tr>
<td>Fall 3</td>
<td>DPT 820</td>
<td>Community Health and Wellness</td>
<td>2</td>
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<tr>
<td>Fall 3</td>
<td>DPT 821</td>
<td>Critical Integration and Analysis of Patient Care II</td>
<td>2</td>
</tr>
<tr>
<td>Fall 3</td>
<td>DPT 822</td>
<td>Clinical Management of the Integumentary System</td>
<td>2</td>
</tr>
<tr>
<td>Fall 3</td>
<td>DPT 823</td>
<td>The Physical Therapist as Educator</td>
<td>1</td>
</tr>
<tr>
<td>Fall 3</td>
<td>DPT 824</td>
<td>Physical Therapy Management and Administration</td>
<td>3</td>
</tr>
<tr>
<td>Fall 3</td>
<td>DPT 825</td>
<td>Health Care Systems for the Physical Therapist</td>
<td>2</td>
</tr>
<tr>
<td>Fall 3</td>
<td>DPT 826</td>
<td>Healthy Aging and Advanced Topics in Geriatrics</td>
<td>2</td>
</tr>
<tr>
<td>Fall 3</td>
<td>DPT 827</td>
<td>Research in Physical Therapy IV</td>
<td>1</td>
</tr>
<tr>
<td>Spring 3</td>
<td>DPT 831</td>
<td>Special Topics (Complimentary Therapies; Lymphedema Management; Vestibular Rehabilitation; Trigger Point Therapy and Myofascial Release; Aquatic Rehabilitation)</td>
<td>4</td>
</tr>
<tr>
<td>Spring 3</td>
<td>DPT 832</td>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>Spring 3</td>
<td>DPT 833</td>
<td>Oral Defense of Research and Presentations</td>
<td>2</td>
</tr>
<tr>
<td>Spring 3</td>
<td>DPT 834</td>
<td>Comprehensive Examination</td>
<td>1</td>
</tr>
<tr>
<td>Spring 3</td>
<td>DPT 830</td>
<td>Clinical Internship IV (Clinical)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Transfer</td>
<td>CREDITS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASSESSMENTS</td>
<td>Multiple types of assessments are used throughout the curriculum. All aspects of the program are subject to assessment to maintain excellence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ADMISSIONS REQUIREMENTS</td>
<td>There are several admissions requirements in addition to completing the prerequisite courses. For more information go to the Physical Therapist Centralized Application Service (PTCAS), <a href="http://www.ptcas.org/home.aspx">http://www.ptcas.org/home.aspx</a>, and select the University of Saint Mary from the Program Directory. You should also look at our website: <a href="http://www.stmary.edu/dpt">http://www.stmary.edu/dpt</a></td>
<td></td>
</tr>
</tbody>
</table>
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: 703-706-3234; email: accreditation@apta.org; website: http://www.capteonline.org.

FILING A COMPLAINT WITH CAPTE
DPT students or other individuals may file a formal complaint against a physical therapy program with CAPTE if they feel a program is not in compliance with CAPTE Evaluative Criteria or if CAPTE expectations related to academic integrity have been violated. For more information on this process please go to http://www.capteonline.org.

DPT COURSES
DPT 610 CONCEPTS IN PHYSICAL THERAPY
This course provides an overview of physical therapy, the history of the American Physical Therapy Association, and the physical therapist’s professional responsibilities. It also covers the Standards of Practice for Physical Therapy, Guidelines for Physical Therapy Documentation, and Guidelines for Professional Conduct are 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, basic measurement techniques, examination of the body, 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, basic exercise techniques, wheelchair components and basic use, body measurements such as taking a pulse, principles and concepts of infection control, proper draping, and patient and family education. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

Two credit hours summer semester
DPT 611  RESEARCH IN PHYSICAL THERAPY I
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, group discussion, Socratic questioning, group projects, 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. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

Two credit hours summer semester

DPT 612  LEGAL AND ETHICAL ISSUES IN PHYSICAL THERAPY
This course provides an analysis of the physical therapist’s professional responsibilities, professionalism, values, and ethical and other issues that influence the management of patients. Information from the Standards of Practice for Physical Therapy, the Guidelines for Physical Therapy Documentation, and the Guide for Professional Conduct are essential components of this course, along with the core values of the program. This course includes the importance of good communication in health care as well as topics such as patients’ rights, the psychological impact of illness, human sexuality, disability, and social considerations such as gender, race, culture, and ethnicity. This course examines the interactions of the individual with impairments, functional limitations, and disabilities within the community, concerns of the individual beyond physical rehabilitation, and mental health issues in rehabilitation. Vocational rehabilitation; sexuality; 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 including 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. Case studies and discussion are used extensively in this course. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist. Prerequisites: Enrollment in the physical therapy program and successful completion of
HUMAN DEVELOPMENT AND THE LIFE CYCLE
This course combines an overview of medical embryology with human growth and development. Hence, a human’s history is viewed as a sequence of somewhat predictable events from conception until death. The developmental features of this process are discussed and in particular, normal development is compared and contrasted with abnormal development – especially with regard to how these changes affect the management of patients by physical therapists. The changes that occur in the musculoskeletal, neurological, cardiopulmonary, and integumentary systems are stressed, but other systems are covered as well. A variety of teaching and evaluation methods are used. This course describes the major features of embryology, maturation of the fetus, changes that occur during pregnancy, childbirth, the neonatal period, childhood, adolescence, adulthood and aging. The course stresses an integrated approach to understanding all of these periods of life as a cycle of events, each with its unique challenges to the health care professional. 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 Director of Physical Therapy.

CLINICAL HUMAN ANATOMY
This course offers an in-depth coverage of basic, applied, and clinical aspects of gross human anatomy. Students observe, discuss, teach, and learn all body systems in detail. Anatomy 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, computerized laboratory “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 gross anatomy theory. Elements of anatomical radiology are included in the course even though diagnostic imaging is covered in depth in the courses that bear this title. 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. Prerequisites: Enrollment in the physical therapy program and successful completion of
DPT 621 SURFACE ANATOMY AND EXAMINATION TECHNIQUES
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., 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. 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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

Two credit hours fall semester

DPT 622 HUMAN IMAGING IN PT PRACTICE 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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

One credit hour fall semester
DPT 623 PHYSICAL AGENTS AND MECHANICAL MODALITIES  
This course instructs the student on the application of thermal modalities (e.g., diathermy, therapeutic heat and cold, therapeutic ultrasound, low-power lasers, ultraviolet therapy, infrared light) and mechanical modalities (e.g., spinal traction, intermittent compression devices, continuous passive movement devices, therapeutic soft tissue mobilization, and massage) used in the practice of physical therapy. 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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.  

Three credit hours fall semester

DPT 624 ACUTE CARE AND THERAPEUTIC EXERCISE  
This course is designed to provide the student with an introduction and overview of managing patients early in their rehabilitation process and including an introduction of therapeutic exercise, which is a fundamental component of this rehabilitation process. Taking a patient history, doing a physical examination, and performing interventions such as therapeutic exercise and functional mobility and gait training will be performed, 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. Documentation of findings will be incorporated. Additionally, the course introduces terminology used in the Guide to Physical Therapist Practice regarding disease, pathophysiology, impairments, functional limitations, disabilities, handicaps and societal limitations. A variety of tests and measures will be studied and related to the selection of appropriate interventions. Students’ psychomotor skills, their ability to apply and utilize real time data from patients, and interpretation of this data is central to the theme of this course. Students will be expected to recall and apply information from previous courses in a clinically relevant manner to critically analyze problems covering a variety of clinical scenarios. Upon completion of the course, students will be expected to utilize a problem-solving approach to the selection and application of tests and measures and to some types of therapeutic exercise. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.  

Four credit hours fall semester
DPT 625  **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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

*Two credit hours fall semester*

DPT 630  **MEDICAL PHYSIOLOGY**
This course consists of the study of the major functions and regulations of organs and organ systems in health and in altered states. In addition, it includes information about how movement such as therapeutic exercise, aerobic training, walking, or lack of movement, (immobility), effects these organs and organ systems. The systems studied will include musculoskeletal physiology, cardiovascular physiology, respiratory physiology, neurophysiology, renal physiology, endocrine physiology, acid-base physiology, integumentary physiology, and gastrointestinal physiology. The principles of healing, including inflammation and tissue plasticity, repair, and regeneration will be included. Didactic lectures will be supplemented weekly with case study analysis in small groups to demonstrate the clinical relevance of the material. Several additional teaching and evaluation methods will be utilized as appropriate to the material. 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. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

*Three credit hours spring semester*
DPT 631 CLINICAL MANAGEMENT OF THE MUSCULOSKELETAL SYSTEM I
This course emphasizes the management of patients with musculoskeletal dysfunction of the appendicular skeleton. Clinical applications and cases are used to emphasize the process of patient management, i.e., examination, assessment, diagnosis, prognosis, treatment, analysis of functional outcomes, and re-assessment. General and specific examination and treatment techniques are included stressing the integration of knowledge, skills, clinical reasoning and analysis. A wide range of focused interventions are presented including (but not limited to) the use of soft tissue mobilization, myofascial release, and basic joint mobilization. Laboratory session will supplement lecture presentations and discussion. Traditional lectures, independent learning, and small group discussions are also incorporated into this course. Upon completion of the course, the student will be able to safely examine, assess, diagnose, analyze, and treat individuals with common musculoskeletal problems of the appendicular skeleton. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

Five credit hours spring semester

DPT 632 NEUROANATOMY-NEUROSCIENCE
This course is designed to provide the student with information about the structure, organization, and function of the 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. Students will be expected to recall and apply information from previous coursework in a clinically relevant manner. Presentation of course material will take place in both the classroom and in the laboratory settings. 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. Laboratory sessions will include computer imaging of the nervous system in which normal and abnormal images are compared and correlated with specific functional abnormalities. Elements of a basic neurological examination will also be covered. Course content also includes the relationship between damage to the nervous system and dysfunction. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

Three credit hours spring semester
DPT 633  HUMAN IMAGING IN PT PRACTICE 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 in PT Practice I and emphasizes neuroanatomical and neurological problems. 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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.
One credit hour spring semester

DPT 634  ELECTROTHERAPEUTIC MODALITIES & CLINICAL ELECTROPHYSIOLOGY
This course describes electrotherapeutic modalities and clinical electrophysiologic testing. In addition, the underlying scientific principles, and clinical uses and application of electrotherapeutic modalities and 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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.
Two credit hours spring semester
PT 635 CLINICAL HUMAN ANATOMY LABORATORY
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). The contract is attached herewith. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.
Four credit hours spring semester

DPT 710 MOTOR CONTROL AND MOTOR LEARNING
Building on Neuroanatomy – Neuroscience, this course focuses on motor control systems and on the structural and functional correlations among the major motor components of the brain. It also integrates the sensory components that influence motor systems. Neurological lesions are used to facilitate the ability to utilize motor, sensory, and functional associations in a clinical manner. Case studies introduce more complex clinical reasoning. This course also covers: theories, research, and principles of motor control and motor learning, the neural basis for control of posture and movement, cognitive and behavioral requisites for learning, and neuroplasticity. 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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.
Two credit hours summer semester

DPT 711 CLINICAL MANAGEMENT OF THE ADULT NEUROLOGICAL SYSTEM
This course is designed to provide the student with a basic understanding of the pathophysiology related to neuromuscular disorders and in particular, the treatment of people with them. Examples of these disorders are: multiple sclerosis, spinal cord injury, peripheral neuropathy, Guillain-Barre Syndrome, cerebrovascular disease, Parkinson’s Disease, Alzheimer’s Disease, muscular dystrophy, amyotrophic lateral sclerosis, and the neurological implications of aging. 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 didactic lecture 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 practiced to enhance the student’s clinical problem-solving skills and help prepare them to practice safely in the clinical setting. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

_DPT 712_ **RESEARCH IN PHYSICAL THERAPY II**

This course is designed to teach basic concepts of research design and measurement, including an overview of statistical techniques common to clinical research studies. Pedagogical techniques include lectures, problem sets, problem oriented learning experiences, and student presentations. This course will introduce and differentiate various types of clinically relevant research designs, review statistical tests common to these research designs, and consider the theory and design of measurement tools. 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. Finally, students will establish a draft of their own research project and the concept must be approved by a faculty member. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

_Two credit hours summer semester_

_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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

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 affects 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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy. 

**Three credit hours fall semester**

**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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy. 

**Three credit hours fall semester**

**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 affects 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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy. 

**Three credit hours fall semester**
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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

Four credit hours fall semester

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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

Four credit hours spring semester
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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

Three credit hours spring semester

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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

**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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

**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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

Three credit hours spring semester

DPT 735  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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

Two credit hours spring semester

DPT 810  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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

One credit hour summer semester
DPT 811 HEALTH CARE SYSTEMS FOR THE PHYSICAL THERAPIST
This course is designed to introduce the student to the 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 systems trends are discussed. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.
Two credit hours summer semester

DPT 812 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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.
Three credit hours summer semester
DPT 813  **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, 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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

*Two credit hours summer semester*

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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

*Two credit hours fall semester*

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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

Two credit hours fall semester

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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

Two credit hours fall semester

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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

One credit hour fall semester

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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

Three credit hours fall semester

DPT 825 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 skill to manage patients with musculoskeletal and neuromuscular deficits, but will now also be tested on the knowledge and skill to manage pediatric patients, geriatric patients, and 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. Prerequisites:
Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

Four credit hours fall semester

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. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

Four credit hours spring semester

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; vestibular rehabilitation; and trigger point therapy and myofascial release. Highlights include the theory and practice of Tai Chi; mind/body/spirit methods of healing; yoga; acupuncture; herbal therapy; Feldenkrais; Craniosacral therapy; Pilates; and the Alexander Technique. Contemporary aquatic rehabilitation is also covered in this course. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

Four credit hours spring semester
DPT 832  ELECTIVE (1): OBSTETRIC AND GYNECOLOGIC CARE IN PHYSICAL THERAPY
This course examines obstetric and gynecologic care in physical therapy. Generally, the course will cover evaluation, treatment, counseling, and monitoring obstetric (OB) and gynecologic (GYN) patients. Areas to be covered include: anatomical considerations, treatment of gynecologic and urologic dysfunction, breast rehabilitation, pelvic floor training, changes associated with pregnancy (physiological, biomechanical, and emotional), instruction in prenatal education, maternal disorders and diseases, care in high-risk pregnancies, care of associated musculoskeletal disorders, physical therapy during labor, child birth education, and exercise classes for prenatal, post-partum, and post-Cesarean clients. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.
Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.
Two credit hours spring semester

DPT 832  ELECTIVE (2): SPINAL MOBILIZATION
This course takes an eclectic approach to Manual Therapy. It seeks to provide evidence-based Manual Therapy techniques for specific pathologies, particularly of the vertebral column. It also discusses how Manual Therapy is related to peripheral and spinal viscera-somatic mechanisms, and to supraspinal mechanisms. Clinical applications of Manual Therapy are covered in detail from both knowledge-based and skills-based perspectives. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.
Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.
Two credit hours spring semester

DPT 832  ELECTIVE (3): SPORTS MEDICINE
This course examines sports medicine from a health care team approach. Generally, the course will cover medical care and supervision of the athlete, conditioning, special considerations for athletic populations, the environment in which exercise occurs, behavioral and psychological problems, general medical problems in athletes, injury prevention, diagnosis and treatment, and specific sports and sports injuries. During the course, students are expected to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.
Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.
Two credit hours spring semester
DPT 833  **ORAL DEFENSE OF RESEARCH AND PRESENTATIONS**
This course is the culmination of all research courses prior to it and also provides a platform for case study presentations. Students will present their capstone research project as well as a case study as platform presentations. The case study will represent, at least in part, one of their clinical experiences. Case and research studies will be written in a format as described in the online representation of the journal: Physical Therapy, the journal of the American Physical Therapy Association (http://ptjournal.apta.org/misc/ifora_key_instructions.dtl). Their case study and research paper will be defended in a public format in front of a research/case study committee which will include their research and case study advisors along with three additional reviewers, making a total of 5 committee members. The papers’ 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. Prerequisites: enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

*Two credit hours spring semester*

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 independent study sessions and group study sessions where all curricular elements will be covered in ordinal sequence from the basic to the complex. A two-hour interaction discussion session will be held every week with various scheduled appointed members of the faculty where specific physical therapy practice issues and curricular elements will be addressed. Comprehensive examinations will be required during the course. Prerequisites: Enrollment in the physical therapy program and successful completion of all prior coursework therein or permission of the course director and the Director of Physical Therapy.

*One credit hour spring semester*
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A listing of current adjunct faculty members can be found on the University of Saint Mary website.
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   B.S., M.S., Emporia State University

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