ACCREDITATION

The University of Saint Mary is accredited by:
Higher Learning Commission of
North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
Phone: 800.621.7400
Fax: 312.263.6462
Email: info@ncacihe.org
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:

Vice President for Academic Affairs
University of Saint Mary
4100 South 4th Street
Leavenworth, KS 66048
Phone: 913.758.6115
Fax: 913.758.6297

See page 6 for additional accreditations.

DIRECTORIES

LEAVENWORTH CAMPUS
4100 South Fourth Street
Leavenworth, KS 66048
Phone: 913.682.5151
Fax: 913.758.6140
Web site: www.stmary.edu

OVERLAND PARK CAMPUS
11413 Pflumm Road
Overland Park, KS 66215
Phone: 913.345.8288
Fax: 913.345.2802
Web site: www.stmary.edu

Admissions Information
Phone: 800.752.7043
Phone: 913.758.6118
Email: admissions@stmary.edu

"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."
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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 illumines 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, Saint Mary's 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, the Higher Learning Commission of the North Central Association of Colleges and Schools, the International Assembly for Collegiate Business Education, and the National Council for the Accreditation of Teacher Education.

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 nursing program at the University of Saint Mary is accredited by the Commission on Collegiate Nursing Education (CCNE). The nursing program gained initial accreditation in April 2008 for the maximum period of 5 years. Students may obtain Information related to this accreditation by contacting:

CCNE
One Dupont Circle, NW, Suite 530
Washington, DC 20036
Phone: (202) 887-6791 Fax: (202) 887-8476

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 Catholic Library Association, 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, age, national or ethnic origin or ancestry, disability, veteran status, sexual orientation or citizenship status 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.
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. They landed at Leavenworth, the oldest town in Kansas, and within days, they 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 1932, Saint Mary College was a full, four-year school and conferred its first bachelor’s degrees. 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 four Kansas City-area locations. Saint Mary changed its name to the University of Saint Mary on July 1, 2003. The university currently offers 26 undergraduate programs, three online programs, and six graduate degrees in business, education, and psychology.
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 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 administrative and faculty offices and sisters’ residences. It also houses the English, philosophy, and theology programs.

**Mead Hall** was built west of Saint Mary Hall in 1893-1894. Named for the second president of Saint Mary College, Mother Mary Olive Mead, Mead Hall houses administrative offices; the Walnut Room, a favorite assembly room; the Lady Chapel; the faculty/staff lounge; the music studios on the third floor in Cecilian Hall; and is home to the University of Saint Mary nursing 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, a sculptured reredos and rose window create a magnificent altar area, and stained glass windows richly decorate the chapel walls. The peaceful beauty of the chapel makes it 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. A large auditorium used for theatre productions and concerts is located in Xavier. Music practice rooms; the theatre, history, and political science programs; and classrooms are located on the upper floors of Xavier Hall. The art program, studios, and a 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 and houses the student life offices, student center, swimming pool, and the offices of the department of behavioral sciences. Berchmans assembly rooms are often used for meetings and conferences.

Miege, Maria, and Saint Joseph Halls were built in the ‘60s. **Miege** was dedicated in 1962. The ground floor of Miege houses the information systems & technology program as well as information services—the department that manages the student netbook program. 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, photo studio and darkroom, 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, 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. Special collections include the Craig Collection of Sacred Scripture, the Shakespeare Collection, the Bernard H. Hall Abraham Lincoln Collection, and the History of the Catholic Church in Kansas. De Paul Library subscribes to multiple online database services that provide access to thousands of current and retrospective resources; desktop workstations are available for patron use. 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 USM Trustee Emeritus Charles Berkel. The new hall, which features all of the accoutrements of the most modern dorms, can house 100 students. Residents have private bathrooms and kitchenettes in their suites.

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. On the front campus are two spring-fed ponds, an oak kiln for barbecues and picnics, a Victorian Era gazebo, a sandlot volleyball court, and baseball and soccer fields. The front campus is landscaped by an environmental architect who combines manicured lawns and gardens 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 the state of Kansas. There are many city parks and a variety of recreational options.

Just 30 minutes away is greater Kansas City, offering some of the area’s best restaurants, entertainment, cultural opportunities, and shops. Kansas City International Airport is just 35 minutes away.
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 sixteen high school units with a minimum 2.5 grade point average
3. A composite score of 18 on the ACT test or 850 on the SAT test.

Students who do not meet this criterion will be reviewed individually by the Director of 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, G.P.A., class rank, community/school service, and recommendations.

Applicants from non-accredited high schools may be accepted conditionally. Full freshman standing will be dependent on subsequent University of Saint Mary G.P.A. 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).
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.

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 mailed directly from the Registrar's Office of the college(s) previously attended to the Admissions Office at the University of Saint Mary.
3. An official high school transcript is needed for students who have earned fewer than 24 college credits and is used for course placement purposes only.

TRANSFER GUIDELINES
Courses completed at other colleges or universities are evaluated for transfer according to the following general transfer guidelines:

- Official transcripts of all previous college course work are required for a final evaluation (unofficial transcripts can be used for an unofficial evaluation).
- Courses must be completed at accredited post-secondary institutions.
- Credit is given only for courses in which the grade earned is "C" or above.
  Exception: Students from accredited 2-year institutions who have earned an Associate's degree will be given full credit for all courses within the degree provided they meet other transfer guidelines listed here.
- Courses must be compatible with the University of Saint Mary curriculum detailed in the current Undergraduate Catalog. (Exception: for students with an Associate's degree, up to 18 semester hours of technical credit may be applied toward the university's 128 hour degree requirement.)
- Up to 64 semester hours of junior or community college credit and up to 90 hours of senior 4-year college credit may be applied toward the university's 128 degree hours.
ADMISSIONS PROCESS FOR OLDER, NON-TRADITIONAL AGE FRESHMEN AND TRANSFER STUDENTS
(OVER 23 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 five years or more may be considered for admission based upon the candidate’s maturity, motivation, goals, and academic priorities.

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 $25.
2. Official transcripts (translated into English) of academic credits from all secondary schools and colleges attended.
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 500 or computer score 173).
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. 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.

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. G.E.D. 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 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 Saint Mary students who have interrupted their enrollment at 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 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 Saint Mary.

Returning students must complete an application for admission; however, the application fee is not required. Applicants are required to submit official transcripts from all colleges attended since their last attendance at 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 Director of Admissions reviews applications and sends the student notification of his or her status. Students who meet the stated admission requirements receive a *regular acceptance*. Applicants who do not meet all stated admission standards may receive a *probationary acceptance*.

Any requests for materials, etc. should be directed to
Director 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
FINANCING AN EDUCATION

Saint Mary seeks to bring the university's educational opportunities within reach of all qualified students regardless of family financial circumstances. Nearly eighty percent of Saint Mary'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). Saint Mary must assume that students and their families will make every effort to contribute to the fullest extent possible from their incomes. When family resources cannot meet a year's expenses, the college will do its best to provide the additional financial support necessary. The FAFSA form should be completed online at www.fafsa.gov.

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

FINANCIAL AID APPLICATION

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

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

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

TYPES OF FINANCIAL AID AVAILABLE TO STUDENTS

SCHOLARSHIPS AND GRANTS

SAINT MARY 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 Saint Mary. The university will then send the specific procedure for application.

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

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

KANSAS COMPREHENSIVE GRANTS AND STATE SCHOLARSHIPS
Kansas Comprehensive Grants are available for full-time undergraduate Kansas students. The approximate maximum award in 2010 is $3,000. The exact value is based on financial need and availability of funds; priority is given to those who apply 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. The loan ceiling for undergraduates is $27,500 with annual loan limits being $5,500 for undergraduates. 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 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.

PLUS LOANS
A Federal PLUS loan is a fixed interest rate loan to help parents pay for their dependent student's post-secondary education.
STUDENT EMPLOYMENT
Saint Mary offers part-time employment to help offset educational, living, and social expenses. Positions are available in areas such as the gym, offices, laboratories, library, cafeteria, reception desks, and switchboard. Assignments are based on the student's total financial package. Few students find it desirable to work more than eight to ten hours a week. 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. Authorized maximum award for 2010-2011 is $5,550.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS
These federal grants are available for students who have high financial need. Amounts usually range from $200 to $800.

ACADEMIC COMPETITIVENESS GRANTS
These grants are for first or second-year full-time undergraduate Pell recipients who have completed a rigorous secondary school program after Jan. 1, 2006. The maximum award for eligible first-year undergraduates is $750; the maximum award for eligible second-year undergraduates is $1,300.

NATIONAL SMART GRANT
This grant program is for full-time undergraduate Pell recipients who are enrolled in the third or fourth academic year of undergraduate study; are pursuing a major in physical, life, or computer sciences, mathematics, technology, engineering or a critical foreign language; and have at least a 3.0 grade point average at the end of the second award year.

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 the University of Saint Mary, 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**
The University of Saint Mary has a limited number of Graduate Assistantships available each year. Available positions for the following academic year will be determined by March of the current year. Information may be obtained from the Academic Vice President's Office, Saint Mary Hall 207.
UNIVERSITY EXPENSES

The University of Saint Mary is a private institution. The tuition a student pays covers approximately forty-nine percent of the cost of a Saint Mary education. Private gifts meet the difference between the actual cost and the tuition charges. Parents who are able to contribute to the university's educational mission are encouraged to do so by participating in the annual giving program.

INITIAL CHARGES AND PAYMENT SCHEDULE
An initial application fee of $25 is required for all new applicants for admission. This payment is not refundable. An advance non-refundable tuition deposit of $200 is required of all full-time students offered admission and is credited to the first semester’s tuition. Resident students also pay a $100 room reservation deposit. The room reservation deposit is non-refundable and is credited to the first semester's tuition.

All charges assessed by Saint Mary (tuition, room, board, and applicable fees) are due and payable before completion of registration and before admittance to class. The initial payment covering the first five months of the academic year is due at the beginning of the fall semester; the payment for spring is due at the beginning of the spring semester. See TUITION AND FEES PAYMENT POLICIES.
## TUITION & FEES PER SEMESTER

All tuition and fees are due and payable at registration

### Undergraduate Tuition & Fees

**Tuition**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time 12-18 hours per semester</td>
<td>$9,750</td>
</tr>
<tr>
<td>Overload hours more than 18 per semester</td>
<td>$375 per credit hour</td>
</tr>
<tr>
<td>Part Time Day</td>
<td></td>
</tr>
<tr>
<td>7-11 hours per semester</td>
<td>$645</td>
</tr>
<tr>
<td>1-6 hours per semester</td>
<td>$375</td>
</tr>
<tr>
<td>Evening &amp; Weekend</td>
<td>$375</td>
</tr>
<tr>
<td>On-line</td>
<td>$330</td>
</tr>
</tbody>
</table>

**Fees**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance tuition deposit for new full-time students</td>
<td>$200</td>
</tr>
<tr>
<td>Leavenworth campus student activity fee</td>
<td></td>
</tr>
<tr>
<td>Full-time 12 or more hours per semester</td>
<td>$25</td>
</tr>
<tr>
<td>7-11 hours per semester</td>
<td>$20</td>
</tr>
<tr>
<td>1-6 hours per semester</td>
<td>$10</td>
</tr>
<tr>
<td>Leavenworth campus general fee</td>
<td></td>
</tr>
<tr>
<td>Full-time 12 or more hours per semester</td>
<td>$205</td>
</tr>
<tr>
<td>7-11 hours per semester</td>
<td>$140</td>
</tr>
<tr>
<td>1-6 hours per semester</td>
<td>$80</td>
</tr>
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</table>

### Residents

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance housing deposit, non-refundable</td>
<td>$100</td>
</tr>
<tr>
<td>Accident insurance</td>
<td>$90</td>
</tr>
<tr>
<td>Room, Berkel Hall semi-private</td>
<td>$1,900</td>
</tr>
<tr>
<td>Room, Berkel Hall private</td>
<td>$2,050</td>
</tr>
<tr>
<td>Room, Maria Hall double occupancy</td>
<td>$1,400</td>
</tr>
<tr>
<td>Room, Maria Hall single occupancy</td>
<td>$2,100</td>
</tr>
<tr>
<td>Board, 20 Meal plan (required for Freshman)</td>
<td>$1,775</td>
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<tr>
<td>Board, 14 Meal plan</td>
<td>$1,425</td>
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</table>

### Nursing

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing</td>
<td>$125</td>
</tr>
<tr>
<td>Lab</td>
<td>$75</td>
</tr>
<tr>
<td>Syllabus/assessment</td>
<td>$75</td>
</tr>
<tr>
<td>Liability</td>
<td>$50</td>
</tr>
<tr>
<td>Nursing activity</td>
<td>$80</td>
</tr>
<tr>
<td>Online service</td>
<td>$30</td>
</tr>
<tr>
<td>Athletic insurance</td>
<td>$220</td>
</tr>
<tr>
<td>Experiential learning</td>
<td>$150</td>
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<tr>
<td>Departmental exam processing</td>
<td>$100</td>
</tr>
<tr>
<td>CLEP, PEP processing</td>
<td>$100</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>AR 111</td>
<td>Drawing I</td>
</tr>
<tr>
<td>AR 113</td>
<td>Basic Design</td>
</tr>
<tr>
<td>AR 135</td>
<td>Ceramics I</td>
</tr>
<tr>
<td>AR 151</td>
<td>Drawing I</td>
</tr>
<tr>
<td>AR 153</td>
<td>Basic Design</td>
</tr>
<tr>
<td>AR 155</td>
<td>Photography I</td>
</tr>
<tr>
<td>AR 157</td>
<td>Printmaking</td>
</tr>
<tr>
<td>AR 175</td>
<td>Digital Photography</td>
</tr>
<tr>
<td>AR 195</td>
<td>Art, Symmetry, Shape and Space</td>
</tr>
<tr>
<td>AR 200</td>
<td>Special Topics</td>
</tr>
<tr>
<td>AR 235</td>
<td>Ceramics I</td>
</tr>
<tr>
<td>AR 240</td>
<td>Painting I</td>
</tr>
<tr>
<td>AR 251</td>
<td>Drawing II</td>
</tr>
<tr>
<td>AR 255</td>
<td>Photography I</td>
</tr>
<tr>
<td>AR 257</td>
<td>Printmaking</td>
</tr>
<tr>
<td>AR 275</td>
<td>Digital Photography</td>
</tr>
<tr>
<td>AR 300</td>
<td>Special Topics</td>
</tr>
<tr>
<td>AR 311</td>
<td>Drawing II</td>
</tr>
<tr>
<td>AR 335</td>
<td>Ceramics II</td>
</tr>
<tr>
<td>AR 340</td>
<td>Painting II</td>
</tr>
<tr>
<td>AR 351</td>
<td>Life Drawing</td>
</tr>
<tr>
<td>AR 355</td>
<td>Photography II</td>
</tr>
<tr>
<td>AR 366</td>
<td>Computer Graphics</td>
</tr>
<tr>
<td>AR 372</td>
<td>Digital Page Layout</td>
</tr>
<tr>
<td>AR 377</td>
<td>Typography</td>
</tr>
<tr>
<td>AR 383</td>
<td>Graphic Design</td>
</tr>
<tr>
<td>AR 440</td>
<td>Painting III</td>
</tr>
<tr>
<td>AR 595</td>
<td>Portfolio Preparation</td>
</tr>
<tr>
<td>AR 598</td>
<td>Advanced Studio</td>
</tr>
<tr>
<td>BI 109</td>
<td>Biology for Today</td>
</tr>
<tr>
<td>BI 115</td>
<td>Ecology</td>
</tr>
<tr>
<td>BI 212</td>
<td>Diversity of Plants and Animals</td>
</tr>
<tr>
<td>BI 220</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>BI 242</td>
<td>Basic Ornithology</td>
</tr>
<tr>
<td>BI 258</td>
<td>Human Anatomy and Physiology I</td>
</tr>
<tr>
<td>BI 259</td>
<td>Human Anatomy and Physiology II</td>
</tr>
<tr>
<td>BI 265</td>
<td>Basic Microbiology</td>
</tr>
<tr>
<td>BI 312</td>
<td>Biotechnology</td>
</tr>
<tr>
<td>BI 425</td>
<td>Genetics</td>
</tr>
<tr>
<td>BI 445</td>
<td>Developmental Biology</td>
</tr>
<tr>
<td>BI 599</td>
<td>Research Problems</td>
</tr>
<tr>
<td>BICH 462</td>
<td>Biochemistry Laboratory</td>
</tr>
<tr>
<td>CH 113</td>
<td>Allied Health Chemistry</td>
</tr>
<tr>
<td>CH 121</td>
<td>General Chemistry I</td>
</tr>
</tbody>
</table>

**Course Fees**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 122</td>
<td>General Chemistry II</td>
<td>$40</td>
</tr>
<tr>
<td>CH 330</td>
<td>Organic 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 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>ED 411</td>
<td>Seminar II: Curriculum, Instruction and Assessment in Diverse Settings</td>
<td>$50</td>
</tr>
<tr>
<td>ED 576</td>
<td>Teaching Reading in the Content Areas (Practicum)</td>
<td>$50</td>
</tr>
<tr>
<td>ED 579</td>
<td>Reading Practicum</td>
<td>$50</td>
</tr>
<tr>
<td>ED 589</td>
<td>Secondary Methods: Curriculum, Instruction and Assessment (Practicum)</td>
<td>$50</td>
</tr>
<tr>
<td>ED 595</td>
<td>Student Teaching-Elementary</td>
<td>$180</td>
</tr>
<tr>
<td>ED 596</td>
<td>Student Teaching-Secondary</td>
<td>$180</td>
</tr>
<tr>
<td>FAAR 360</td>
<td>East/West: Influences in Modern Art</td>
<td>$30</td>
</tr>
<tr>
<td>MU 151</td>
<td>Private Music</td>
<td>$100</td>
</tr>
<tr>
<td>NS 105</td>
<td>Physical Science</td>
<td>$40</td>
</tr>
<tr>
<td>NS 108</td>
<td>Laboratory Topics</td>
<td>$35</td>
</tr>
<tr>
<td>NU 406</td>
<td>Nursing Therapeutic Interventions</td>
<td>$150</td>
</tr>
<tr>
<td>PE 132</td>
<td>Bowling</td>
<td>$50</td>
</tr>
<tr>
<td>PHY 215</td>
<td>Physics I</td>
<td>$35</td>
</tr>
<tr>
<td>PHY 216</td>
<td>Physics II</td>
<td>$35</td>
</tr>
</tbody>
</table>

**High School Tuition**

$75 per credit hour

**Graduate Tuition & Fees**

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters of Business Administration</td>
<td>$480 per credit hour</td>
</tr>
<tr>
<td>Masters of Arts – Psychology</td>
<td>$480 per credit hour</td>
</tr>
<tr>
<td>Masters of Arts – Counseling Psychology</td>
<td>$480 per credit hour</td>
</tr>
<tr>
<td>Masters of Arts – Education</td>
<td>$390 per credit hour</td>
</tr>
<tr>
<td>Masters of Arts – Adaptive Special Education</td>
<td>$300 per credit hour</td>
</tr>
<tr>
<td>Masters of Arts – Teaching</td>
<td>$420 per credit hour</td>
</tr>
<tr>
<td>On-line service fee</td>
<td>$30 per credit hour</td>
</tr>
</tbody>
</table>

**Senior citizens (age 62 at enrollment)**

$150 per credit hour

**Cooperating teachers practicum**

No charge

**Teacher education workshops**

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree-seeking</td>
<td>$355 per credit hour</td>
</tr>
<tr>
<td>Recertification, Overland Park Campus</td>
<td>$100 per credit hour</td>
</tr>
<tr>
<td>Recertification, Offsite</td>
<td>$50 per credit hour</td>
</tr>
</tbody>
</table>

**Other Fees**

Application fee, all new applicants (2) $25
<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition installment payment plan (2)</td>
<td>$50 per term</td>
<td></td>
</tr>
<tr>
<td>Employer deferred payment plan (2)</td>
<td>$50 per term</td>
<td></td>
</tr>
<tr>
<td>Late registration (2)</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>Graduation</td>
<td>$100</td>
<td></td>
</tr>
<tr>
<td>Transcript, current student</td>
<td>$1 each</td>
<td></td>
</tr>
<tr>
<td>Transcript, former student</td>
<td>$5 each</td>
<td></td>
</tr>
<tr>
<td>Change in enrollment after the official drop/add period</td>
<td>$5 each</td>
<td></td>
</tr>
<tr>
<td>Insufficient funds returned payment</td>
<td>$25 each</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>
</tbody>
</table>

(1) The full-time rate will be charged for 12 or more hours, where six or more are during the day.
(2) Fees are non-refundable
(3) See Refund Policy.
(4) Students who practice teaching outside of the local area will be assessed additional charges.
(5) Private and group lessons in other than listed instruments are arranged with approved musicians who set their own fees.
TUITION AND FEES PAYMENT POLICIES
***PLEASE READ CAREFULLY***

1. Tuition and fees posted to a student’s account are the liability and responsibility of the student regardless of who is actually making payment.

2. Accounts receivable balances from prior terms must be paid or financial arrangements made before the student may register for the current term.

3. Every student must complete financial arrangements at or before registration in one or more of the following ways:
   a. Pay tuition and fees in cash or by check, MasterCard, Visa, American Express, or Discover.
   b. Apply and be accepted for the university’s payment plan. A $50 fee and the first payment are due at enrollment in the plan each term. The payment plan requires consent to automatically deduct payments from a bank account or automatically charge a credit card.

   15-16 week terms - 4 Payments
   8 week terms - 2 Payments

   1st payment and enrollment fee due at enrollment in the plan
   2nd payment due by 15th of 1st month after term starts
   3rd payment due by 15th of 2nd month after term starts
   4th payment due by 15th of 3rd month after term starts

   Installments will be automatically withdrawn from your bank account or charged to your credit card. A $50 late fee will apply for all late payments.

   c. Complete all requirements and be approved for financial aid. Balances greater than approved financial aid are due at registration. Financial aid includes:
      i. University of Saint Mary scholarships
      ii. Federal or State grants
      iii. Federal Stafford, Perkins, or Plus loans
      iv. Alternative loans.

   d. Present a letter of authorization for billing a third party. Documentation must include billing address, the student’s name, the academic year and term or name of class(es) approved for billing, and how much the third party will pay.

4. Students whose employer reimburses them are personally responsible for payment at registration unless the student is approved for Employer Reimbursement Deferment by the Business Office. Students will be responsible for payment by the end of the term. To enrollment in the Employer
Reimbursement Deferment program requires:

a. An Employer Reimbursement Deferment agreement must be signed by the student and approved by the university before the deferment of payment arrangement becomes valid.
b. Documentation from the student’s employer stating the term or class(es) and the amount approved must accompany the signed agreement.
c. A non-refundable fee of $50 per term will be charged to the applicant at the time of application for this payment method.
d. All tuition and fees in excess of the employer documented amount are due at registration.
e. Valid credit card information will be required and will be charged if payment is not received by the end of the class.
f. A $50 late fee will apply if payment is not received before the grace period has expired.

5. Students awarded Federal Work Study must secure employment through the university program coordinator, work as assigned, and submit time sheets when due. Net pay will automatically be applied against any outstanding student balance. The student must present federally required identification and sign a payroll deduction form at registration. Tuition and fees in excess of approved Federal Work Study are due at registration.

6. Students may be administratively withdrawn for non-payment.

7. Should payment not be made when due or in the event of payment default after withdrawal, the student is responsible for interest, late charges and collection costs, including reasonable attorney fees, if applicable.

8. All moneys extended to the student in the form of tuition, fees, fines, books, room, and board shall be considered an educational loan and may not be excused by bankruptcy as defined by bankruptcy laws.
Refund Policy

1. Tuition will be refunded in compliance with federal guidelines. The amount of tuition refund will be based on the official withdrawal date, not attendance. The official withdrawal date is the date the student initiates the formal withdrawal notice. If the student does not formally withdraw, the withdrawal date will be the midpoint of the semester. The withdrawal date may determined to be after the midpoint of the semester if the student has attended an academically-related activity after the midpoint of the semester. The withdrawal date will be determined according to the 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.

*Eight-Week Courses*
Withdrawal prior to the semester start date and through 6 calendar days 100%
Withdrawal 7 through 13 calendar days 90%
Withdrawal 14 through 20 calendar days 50%
Withdrawal 21 through 27 calendar days 25%

*15 and 16 Week Courses*
Withdrawal prior to the semester start date and through 6 calendar days 100%
Withdrawal 7 through 13 calendar days 90%
Withdrawal 14 through 27 calendar days 50%
Withdrawal 28 through 55 calendar days 25%

*Evening & Weekend Workshops*
Withdrawal up to 5 days prior to the workshop 100%

2. Rooms are rented for the semester. The Dean of Student Life will decide if circumstances of breaking the rental contract warrant a refund.
3. Refund of board will be computed from the beginning of the second week after withdrawal.
4. Advance room deposits are not refunded.
5. Advance tuition deposits are not refunded.
6. Course and other fees are not refunded.

**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, ACG, SMART, and SEOG Grants, as well as Federal Perkins, Stafford and 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 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 60% point earns all aid for that period.
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 (INTRO) and Spring Orientation, as well as during spring or summer pre-registration opportunities. 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:

- A.S.C.D. (Education)
- Campus Activities Board
- Community Band
- Campus Ministry Team
- Concert Chorale
- Delta Epsilon Sigma (Honor Society)
- Intramural Sports and Recreation
- Pep Band
- Peer Mentors
- Phi Alpha Theta (History Honor Society)
- S.A.M. (Science and Mathematics)
- S.I.F.E. (Students in Free Enterprise)
- Student Government Assn. (S.G.A.)
- Theatre

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, and softball.

CAMPUS MINISTRY
Students at Saint Mary are encouraged to develop their spiritual lives in an atmosphere of respect and freedom. Campus Ministry 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.

CAREER DEVELOPMENT
The goal of Career Development is to provide assistance and guidance with career and life planning. Career development is offered to students from their first year to after graduation. Students are assisted in deciding career direction, gaining information about careers, and developing essential qualifications. Students also are afforded opportunities regarding job search skills and placement information.

The Career Development Office offers the following:

- career counseling: individual and group career planning to identify career related interests, skills, and values;
- computerized career guidance exploration process;
- vocational assessment;
- career resource library;
- employment: on-and-off-campus employment;
- workshops: resume writing, interview skills, and job search strategies;
- special programs: interview days, career fairs, and various career information days.

COMMUTER LIFE
Commuting students comprise a large and integral part of the student body and their needs are represented through the 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 Dean of Students.

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 and the University of Saint Mary Health Services. 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.

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. Students, faculty, staff, Sisters of Charity and anyone else permitted to use Ryan Sports Center are required to sign a waiver of liability form. Waiver of liability forms may be obtained 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 and strong tradition of residential community living. All full-time dependent freshmen, sophomores, and juniors must live in the residence halls. 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; non-dependent students; single parents; or those who will be age 22 or over by September 1. All requests for exceptions to this housing policy must be made in writing to the Dean of Students.
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, and discount movie nights at local theaters. 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.
PRIVACY AND DISCLOSURE OF STUDENT RECORDS

The University of Saint Mary complies fully with the Family Educational Rights and Privacy Act of 1974. The Family Educational Rights and Privacy Act (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.

The Family Educational Rights and Privacy Act (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, Miege Hall 37
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. The Service-Learning Office provides support to students enrolled in these classes.

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.
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.

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.

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
- Business and Technology
- Child Development Education
- Elementary Education
- Interdisciplinary Studies
- 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.
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
Degree-seeking students are classified as follows:

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

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.

REGISTRATION
A registration period is scheduled immediately before the opening of classes each term. Times and places are published in the official Schedule of Classes. Students enrolling after the scheduled registration period are subject to a late registration fee.

Returning students are encouraged to pre-register for the following semester at the end of the spring and fall terms.

CHANGES OF ENROLLMENT
Program changes (adding and dropping courses) must be approved by the student's advisor and are official only when the appropriate drop-add forms are completed and returned to the Registrar's Office. 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.
DROPPING COURSES
To withdraw from a course, 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 advisor's signature and return the form to the Registrar's Office.* Drop forms must have the last date of attendance indicated and initialed by the instructor. Failure to attend class does not constitute official withdrawal. Students who cease attendance but do not officially withdraw 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.

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.

"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.

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 second semester of 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 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. September 30 is the deadline if planning to graduate the following spring or summer. February 15 is the deadline if planning to graduate the following fall term. 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.
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). 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. A fee is charged for each examination taken outside of the scheduled exam period. Changes of examination times must be approved by the academic vice president and are granted only for serious reasons.

GRADE REPORTS
Grades are accessible on e-Spire to all students once they are submitted to the Registrar's Office and have been entered into the computer system. 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 required 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 the 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.

WITHDRAWAL FROM THE UNIVERSITY
A Leavenworth campus student who officially withdraws from the university terminates enrollment when she/he completes and files a Withdrawal Form with the Director of Admissions. Other students file a Withdrawal Form with the appropriate office (Overland Park Campus or online coordinator). 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.

ADMINISTRATIVE DROP OR WITHDRAWAL DUE TO EXCESSIVE CLASS ABSENCES
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 and participation requirements in a course, (consistently over a two-three week period), the academic vice president reserves the right to administratively drop a student from a course or to administratively withdraw a student from the university for excessive class absences. Instructors notify the appropriate vice president of excessive absences. Students given notice of USM's intent to 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.

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 college 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." A fee of $5 per transcript is assessed.
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 use effective written and oral communication in a variety of settings, to a range of individuals and within groups and teams, using various modes;
- demonstrate ability to formulate questions that reveal an intelligent curiosity about texts or concepts and to analyze questions with imagination and creativity;
- demonstrate ability to apply both qualitative and quantitative analysis in a variety of disciplines and situations;
- demonstrate ability to use, evaluate and interpret complex information, solve complex problems, and understand complex systems;
- demonstrate intellectual and emotional flexibility and adaptability to understand and shape lives within a culture of change;
- demonstrate ability to evaluate information from disparate sources, to transform information into meaningful knowledge;
- demonstrate ability to connect theory and practice;
- demonstrate intellectual honesty, responsibility and accountability in learning and life.

†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.

GE 114  FIRST YEAR EXPERIENCE I
This course introduces students to skills and critical thinking needed for success in university study; the history and mission of the Sisters of Charity of Leavenworth; and the traditions of a Catholic, baccalaureate applied liberal arts education. Students who fail the course will take EN 310.

Fall Semester

GE 115  FIRST YEAR EXPERIENCE II
This course introduces students to a variety of disciplines through examining representative people and/or their influence from the renaissance through the 20th century. These men and women play significant roles in shaping western civilization, its social, cultural, and political values. Students who fail the course will take an additional humanities course, approved in conjunction with their academic adviser and the academic dean.

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

<table>
<thead>
<tr>
<th>Major</th>
<th>Liberal Studies</th>
<th>Theatre</th>
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</thead>
<tbody>
<tr>
<td>Art</td>
<td>Liberal Studies</td>
<td>Theatre</td>
</tr>
<tr>
<td>Criminology</td>
<td>Mathematics</td>
<td>Theology</td>
</tr>
<tr>
<td>English</td>
<td>Pastoral Ministry</td>
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<tr>
<td>Global Studies</td>
<td>Political Science</td>
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<tr>
<td>History</td>
<td>Psychology</td>
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BACHELOR OF SCIENCE

<table>
<thead>
<tr>
<th>Major</th>
<th>Medical Laboratory Science</th>
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<tbody>
<tr>
<td>Accounting</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>Applied Psychology</td>
<td>Healthcare Informatics</td>
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<tr>
<td>Biology</td>
<td>Information Technology</td>
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<tr>
<td>Biomedical Sciences</td>
<td>Interdisciplinary Studies</td>
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<tr>
<td>Business Administration</td>
<td>Sports Management</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Child Development Education</td>
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</table>

BACHELOR OF SCIENCE IN NURSING

<table>
<thead>
<tr>
<th>Major</th>
<th>Liberal Studies</th>
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<tbody>
<tr>
<td>Nursing</td>
<td>Liberal Studies</td>
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ASSOCIATE OF ARTS

<table>
<thead>
<tr>
<th>Major</th>
<th>Liberal Studies</th>
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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, Marketing and Advertising Management, Healthcare, and Management

See Graduate Catalog section for information on the graduate programs.

ROTC
Students from the University of Saint Mary may participate in both Army ROTC and Air Force ROTC programs at the University of Kansas through a "cross-town" agreement. For more information, students should contact the Registrar's Office.
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
- 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)
_____ cultural studies course (3 hours) *
______ physical wellness (3 hours)
* Idea Seminars, and Cultural Studies courses may apply to the Areas of Investigation listed above.
+ 2010-11 transfer sophomores and adult freshmen (age 23 or over) should consult with the Registrar's Office for alternative requirement.
> 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.
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
- 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 2010-11 as traditional age freshmen or transfers with one semester 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)
_____ 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 cultural studies course (3 hours) *
_____ a lifetime physical wellness course (3 hours)
_____ a foreign language: college-level Elementary I, II (or equivalent)
of the same language. **

**The foreign language requirement applies only to majors in Art, English, Global Studies@, History, Theatre, Theology, 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.

* Idea Seminars, and Cultural Studies courses may apply to the Areas of Investigation listed above.

> 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.
GENERAL EDUCATION REQUIREMENTS FOR TRANSFER STUDENTS SEEKING A BACHELOR'S DEGREE (Excluding transfer nursing program students)
USM Campus Program

Students who enter USM in 2010-11 as adult freshmen (age 23 & over) and transfer students with two or more semesters of college work:

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

Areas of Investigation:
_____ 2 theology courses (6 hours)
_____ 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 cultural studies course (3 hours) #
_____ a lifetime physical wellness course (3 hours)
_____ a foreign language: college-level Elementary I, II (or equivalent)
of the same language.**

**The foreign language requirement applies only to majors in Art, English, Global Studies@, History, Theatre, Theology, 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.

* Students who enter USM with 46-75 transferable hours need only 3 Idea Seminars.

% Students who enter USM with over 75 transferable hours need only 2 Idea Seminars.

# Idea Seminars and Cultural Studies courses may apply to the Areas of Investigation listed 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 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
_____ Humanities (See list below under Humanities)

Communications (3 hours)
_____ Communications

Humanities (6 hours-2 courses)
_____ 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 TO BSN PROGRAM

Communication (3 hours – 1 course)
_____ Communications

Humanities (9 hours – 3 courses - 2 different disciplines)
_____ 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 370 Language & Literature (3)

>Writing Competency Requirement EN 370 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)
_____ > #1____________________
_____ > #2____________________

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)

Senior Applied Learning Experience

> 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
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
CS  Cultural Studies
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) and Cultural Studies courses (CS); 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.
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</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY 150</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>APY 250</td>
<td>Introduction to Human Services</td>
</tr>
<tr>
<td>PY 290</td>
<td>Psychology of Childhood and Adolescence or APYCR 325 Introduction to Addictions</td>
</tr>
<tr>
<td>PY 355</td>
<td>Aging: Issues and Perspectives</td>
</tr>
<tr>
<td>APYCR 325</td>
<td>Introduction to Addictions</td>
</tr>
<tr>
<td>PYAPY 352</td>
<td>Professional Ethics</td>
</tr>
<tr>
<td>PY 460</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>PY 535</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>APY 551</td>
<td>Methods and Practice II: Group Process or APY 552 Methods and Practice III: Family Systems</td>
</tr>
</tbody>
</table>
APPROVED ELECTIVES (SIX HOURS FROM THESE)

PY 240  Marriage and Family
PY 310  Personal Growth and Development
PY 320  Human Sexuality
CR 375  Contemporary Social Issues
CR 380  Juvenile Delinquency
PY 410  Health Psychology
CR 450  Criminology
PY 465  Industrial and Organizational Psychology
CR 470  Police, Courts, Probation, and Parole
CR 475  Race Relations
PY 475  Personality Theories
PY 550  History and Systems of Psychology
CR 490  Penology
APY 525  Addictions: Interventions and Relapse Prevention
APY 591  Field Practicum I
APY 592  Field Practicum II

MINOR IN APPLIED PSYCHOLOGY
15 semester hours are required:

PY 150  Introduction to Psychology
APY 250  Introduction to Human Services
APYCR 325  Introduction to Addictions
PYAPY 352  Professional Ethics
PY 535  Abnormal Psychology

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 300Series 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 ADDICATIONS (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)
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 522  ADDICTIONS: PREVENTION IN THE WORKPLACE
Concepts of educating the employee and the workplace to addictions prevention models; methods of strategic intervention and referral; and the employee assistance model. Prerequisite: APY 325.
Three hours as needed (OPC offering only)

APY 525  ADDICTIONS: INTERVENTIONS AND RELAPSE PREVENTION
Applications of the twelve core issues in addictions, as well as assessment, referral, and individual and family interventions. Historical and current models of relapse prevention are covered. Prerequisite: APY 325.
Three hours as needed (OPC offering only)

APY 551  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 552  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>Code</th>
<th>Course</th>
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<tbody>
<tr>
<td>AR</td>
<td>151 Drawing I</td>
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<tr>
<td>AR</td>
<td>153 Basic Design</td>
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<tr>
<td>AR</td>
<td>235 Ceramics I</td>
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<tr>
<td>AR</td>
<td>240 Painting I</td>
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<tr>
<td>AR</td>
<td>251 Drawing II</td>
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<tr>
<td>AR</td>
<td>257 Printmaking</td>
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<tr>
<td>AR</td>
<td>305 Portfolio Seminar</td>
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<tr>
<td>AR</td>
<td>366 Computer Graphics</td>
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<tr>
<td>AR</td>
<td>400 Art Career Internship</td>
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<tr>
<td>AR</td>
<td>425 Survey of Art History I</td>
</tr>
<tr>
<td>AR</td>
<td>426 Survey of Art History II</td>
</tr>
<tr>
<td>AR</td>
<td>599 Senior Exhibit</td>
</tr>
</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
IT 361 Web Programming
IT 370 Advanced Multimedia
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 598 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 355 Aging: Issues and Perspectives
PY 474 Personality Theories
PY 535 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 Information Technology = Digital Design
Art and English/Communications = Advertising/Visual Communication
Art and Theatre = Set Design

MINOR IN ART
A total of 18 hours.
- AR 151 Drawing I
- AR 153 Basic Design
- AR 425 Survey of Art History I
- AR 426 Survey of Art History I
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 425 & AR 426
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 spring even
AR 240  **PAINTING I (S-L)**  
Fundamental painting skills through traditional mediums, techniques and imagery will be explored. This will include the study of color theory and composition using either oil or acrylic. Prerequisite: AR 111/151 and/or AR 113/153.  
*Three hours fall 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  
*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 175/275  **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 and/or AR 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 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 235 or faculty approval.

  Three hours fall odd and spring even years

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 fall 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 151

  Three hours fall even years

AR 355  PHOTOGRAPHY II (H)
The advanced study of black and white film photography and an introduction to color techniques. Developing an individual expressive style will be encouraged.

  Prerequisite: AR 255

  Three hours fall even years
FAAR 360  EAST/WEST: INFLUENCES IN MODERN ART (FA/IS/CS)
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.

Three hours spring semester

AR 366  COMPUTER GRAPHICS
An introduction to the use of Adobe Photoshop and Illustrator as an art and design tool. An emphasis will be placed on using design principles. Prerequisite: AR 151 and AR 153 or faculty approval.

Three hours fall 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 366

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 366

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 366

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 425  SURVEY OF ART HISTORY I (FA/CS)
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 426  SURVEY OF ART HISTORY II (FA/CS)
A survey of western art from the Renaissance to Postmodernism. Open to sophomores.

*Three hours spring odd years*

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 fall semester*

AR 598  ADVANCED STUDIO (H)
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.

*One-six hours fall and spring semester*

AR 599  SENIOR EXHIBIT
Reflection and analysis of accomplishment which leads to the mounting of a senior exhibit. Students will also produce all didactic materials associated with the exhibit. Art majors only.

*One hour fall and spring semester*
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:

- BI 115 Ecology
- BI 212 Diversity of Plants and Animals
- BI 220 Cell Biology
- BI 425 Genetics
- BI 445 Developmental Biology or
- BICH 461 Biochemistry Lecture
- BI 595 Biology Seminar
- BI 596 Biology Seminar in Ecology and Evolution
- NS 597 Science and Society Seminar

12 hours of chemistry
8 hours of physics to include college Physics I, II
Mathematics through MA 221 is recommended.

MINOR IN BIOLOGY
18 hours including plant, animal, and cell biology.
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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BI 259</td>
<td>Human A &amp; P II or one course in human physiology</td>
</tr>
<tr>
<td>PY 320</td>
<td>Human Sexuality or one course in human sexuality</td>
</tr>
<tr>
<td>NS 588</td>
<td>Practical Applications of Teaching Science</td>
</tr>
</tbody>
</table>

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.

BIOLOGY COURSES

**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 19. An additional science lecture course must be taken to fulfill graduation requirements for a laboratory science. Two hours fall or spring semester

**BI 109 BIOLOGY FOR TODAY WITH LAB (NS, IS)**
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, IS)**
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. Prerequisite: Math ACT score of 19.
Three hours fall semester

BI 130  INTRODUCTORY PLANT BIOLOGY (NS, S-L)
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. A service learning component of the course allows
students to design and plant a Monarch Waystation. 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: Archaea, Bacteria, Protists, 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.
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 as needed

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 semester

NSMA 290 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 credit, pass/fail, spring semester odd years
**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. No prerequisite is required.

*Three hours spring semester odd years*

**BI 310 HUMAN EVOLUTION (NS/IS)**
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. No prerequisite is required.

*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. No prerequisite is required.

*Three hours fall semester odd years*
BI 312  BIOTECHNOLOGY (NS/S-L)
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. A service learning component of the course allows students to explore the impact of education in enabling us to make rational conclusions about the promise or pitfalls of biotechnology. Lecture and laboratory. Laboratory sessions complement the lectures and include methods of DNA recombinant technology and applications of biotechnology. No prerequisite is required.

Three hours spring semester even 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

BINU 370  PRINCIPLES OF NUTRITION
Fundamental concepts of human nutrition including, nutrient function, digestion, absorption, transportation, and metabolism. Examines the role diet plays in disease prevention and management. Additional topics include: nutrition throughout the life-cycle, food safety, public policy, and current trends. Lecture course. Prerequisites: one college level chemistry course or RN Licensure.

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 odd years
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 spring semester even years

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 spring semester even years

BINU 450 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: CH 113, BI 258, BI 259, and BI 265.

Three credit hours

BINU 454 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. Prerequisites: CH 113, BI 258, BI 259, and BI 265. For on-line and Overland Park section, must be enrolled in RN-BSN program.

Three credit hours

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 odd years
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.
   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 at grade of C or above.
   One hour fall 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/WCF)
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
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 (KCUMB), students entering the University of Saint Mary with a minimum ACT score of 26 follow a three year course of study at USM (a minimum of 98 hours). During the fall of their sophomore year, students are selected for our KCUMB 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 five-day medical preparatory course at KCUMB in the summer between their sophomore and junior year. The MCAT is not required for admission to the College of Medicine through the Partners Program. Upon successful completion of the KCUMB 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:

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<tr>
<th>Code</th>
<th>Course</th>
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<tbody>
<tr>
<td>CH</td>
<td>121    General Chemistry I</td>
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<tr>
<td>CH</td>
<td>122    General Chemistry II</td>
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<tr>
<td>CH</td>
<td>330    Organic Chemistry I</td>
</tr>
<tr>
<td>CH</td>
<td>331    Organic Chemistry II</td>
</tr>
<tr>
<td>BICH</td>
<td>461    Biochemistry Lecture</td>
</tr>
<tr>
<td>BI</td>
<td>220    Cell Biology</td>
</tr>
<tr>
<td>BI</td>
<td>258    Human Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>BI</td>
<td>259    Human Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>BI</td>
<td>265    Basic Microbiology</td>
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<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>PHY</td>
<td>215    Physics I</td>
</tr>
<tr>
<td>PHY</td>
<td>216    Physics II</td>
</tr>
<tr>
<td>MA</td>
<td>230    Introductory Statistics (Biostatistics)</td>
</tr>
</tbody>
</table>

The student must complete all general education requirements for the Bachelor's degree.
BUSINESS, ACCOUNTING AND SPORTS MANAGEMENT

The Business and Accounting programs seek to
- 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;
- develop the basic understanding, knowledge, skills, and attributes needed by managers and/or professionals in a business, economic, and political environment;
- provide business and accounting students with the business background and accounting competence to pursue general management, financial, and/or accounting specialist opportunities;
- assist students through the development of business and accounting career-oriented skills most appropriate to demonstrated aptitudes;
- provide business and accounting education in a total college environment, respectful of the importance of general education essential in a rapidly changing society and world;
- encourage the growth of comprehensive Christian ethics as integrated in all business and management activities; and
- encourage critical thinking skills as the students develop their study and communication skills in the areas of ethics, change, and leadership.

Students majoring in Accounting or 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, Overland Park, and Wyandotte county campuses. The Marketing Concentration is offered only at the Leavenworth campus.

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:

- AC251 Principles of Accounting
- MGT231 Principles of Management
- MKT231 Principles of Marketing
- SM250 Introduction to Sports Management.

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

**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
- IT 320 Advanced Management Information Systems
- MGT 231 Principles of Management
- MGT 332 Legal and Ethical Aspects of Business
- MGT 335 International Business
- MGT 490 Production and Operations Management
- MGT 550 Business Policy and Ethics
- MKT 231 Principles of Marketing

**ADDITIONAL NON-CORE HOURS**

- IT 120 Management Information Systems
- MA 210 College Algebra or equivalent
- MA 230 Introductory Statistics

**CONCENTRATIONS (CHOOSE ONE)**

**MARKETING CONCENTRATION**

- MGT 334 Entrepreneurship and Small Business Management
- MKT 350 Advertising
- MKT 325 Consumer Behavior
- MKT 475 Marketing Research
- MKT 530 Strategic Marketing

**GENERAL MANAGEMENT CONCENTRATION**

- EC 410 International Political Economy
- MGT 320 Principles of Leadership
- MGT 334 Entrepreneurship and Small Business Management
- MGT 410 Human Resources Management
- MGT 420 Organizational Behavior

An internship is highly recommended for both the marketing and general management concentrations.

**OTHER HIGHLY RECOMMENDED COURSES FOR BUSINESS MAJORS**

- MGT 410 Human Resource Management
- COM 425 Public Relations
- MGT 420 Organizational Behavior (Recommended for business students that are non General Management majors—not including Sports Management majors)
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

ACCOUNTING MAJOR
63 hours, including the General Business Core (36 hours), additional non-core courses (9 hours), and completion of Concentration (18 hours). The Accounting Degree is offered only at the Leavenworth Campus. Students may also complete a marketing concentration under this major (see description under the Business Administration Major section).

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
IT 320 Advanced Management Information Systems
MGT 231 Principles of Management
MGT 332 Legal and Ethical Aspects of Business
MGT 335 International Business
MGT 490 Production and Operations Management
MGT 550 Business Policy and Ethics
MKT 231 Principles of Marketing

ADDITIONAL NON-CORE HOURS
IT 120 Management Information Systems
MA 210 College Algebra or equivalent
MA 230 Introductory Statistics

UPPER-LEVEL ACCOUNTING COURSES
AC 345 Taxation
AC 346 Cost Accounting
AC 351 Intermediate Accounting
AC 352 Principles of Managerial Accounting
AC 445 Auditing
ITAC 462 Accounting and Information Systems

SPORTS MANAGEMENT MAJOR
The Sports Management major seeks to
- provide content knowledge in sports management, sports management planning, and implementation methods and strategies;
- provide students with professional development tools and nurture professional maturation;
- increase awareness and knowledge of diverse cultures as they impact sports
management programming and the sports environment;
• develop leadership management skills;
• improve students' ability to communicate and collaborate in the sports business setting
• fostering personnel, clientele, community, donor, and business to business relationships in a variety of sports business settings;
• increase expertise in assessment and critical thinking methods to promote ethical decision making and professional problem solving skills in a sports environment.

Also included in the Sports Management goals are those goals in the Business and Information Technology academic programs that specifically relate to the business courses a student majoring in Sports Management is required to take.

**SPORTS MANAGEMENT MAJOR**
40 hours, including the Sports Management courses (22 hours) and the required business courses (18 hours). 9 hours of support courses are also recommended. Students may also complete a marketing concentration under this major (see description under the Business Administration Major section).

**REQUIRED SPORTS MANAGEMENT COURSES**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>SM</td>
<td>250 Introduction to Sports Management</td>
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<tr>
<td>SM</td>
<td>251 Sports Facilities, Planning and Management</td>
</tr>
<tr>
<td>SM</td>
<td>291 Field Experience in Sports Management*</td>
</tr>
<tr>
<td>SM</td>
<td>340 Legal Aspects and Liability of Sports</td>
</tr>
<tr>
<td>SM</td>
<td>342 Sports Marketing and Fundraising</td>
</tr>
<tr>
<td>SM</td>
<td>550 Ethics, Issues, &amp; Problems in Sports</td>
</tr>
<tr>
<td>SMPE</td>
<td>485 Organization and Administration of Sports</td>
</tr>
<tr>
<td>SM</td>
<td>499 Internship in Sports Management*</td>
</tr>
</tbody>
</table>

**REQUIRED BUSINESS COURSES**

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<tr>
<th>Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>AC</td>
<td>251 Principles of Accounting I</td>
</tr>
<tr>
<td>AC</td>
<td>252 Principles of Accounting II</td>
</tr>
<tr>
<td>EC</td>
<td>232 Principles of Microeconomics or</td>
</tr>
<tr>
<td>EC</td>
<td>233 Principles of Macroeconomics</td>
</tr>
<tr>
<td>MGT</td>
<td>231 Principles of Management</td>
</tr>
<tr>
<td>MKT</td>
<td>231 Principles of Marketing</td>
</tr>
<tr>
<td>MGT</td>
<td>332 Legal and Ethical Aspects of Business</td>
</tr>
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</table>

**RECOMMENDED SUPPORT COURSES/SKILLS**

<table>
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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>COM</td>
<td>120 Public Speaking</td>
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<tr>
<td>IT</td>
<td>120 Management Information Systems</td>
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<tr>
<td>SCAPY</td>
<td>345 Psychology of Sports</td>
</tr>
<tr>
<td>MGT</td>
<td>320 Principles of Leadership</td>
</tr>
</tbody>
</table>

*Students may take up to 3 hours in Field Experience in Sports Management and up to 6 hours in Internship in Sports Management.
ACCOUNTING COURSES

AC 251 PRINCIPLES OF ACCOUNTING I
The study of accounting as a means of communicating financial
information about the activities of a sole proprietorship. Emphasis is
placed on identifying, and the systematic recording, of relevant
information; the concepts and principles underlying the measurement of
income and financial position, the preparation and use of the Balance
Sheet and the Statement of Income.
Three hours fall & spring semester

AC 252 PRINCIPLES OF ACCOUNTING II
Continuation of AC 251. The course studies the Accounting Concepts
and Principles as applied to Partnerships and Corporations, the
principles and techniques governing long-term liabilities 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 hours fall and spring semester

AC 345 TAXATION
Theory, history, and objectives of federal income taxation. Principles and
concepts of current tax laws as they pertain to business; investing
transactions. Prerequisites: AC 251/252.
Three hours spring semester even years

AC 346 COST ACCOUNTING
Study of cost determination and inventory valuation in manufacturing
firms’ concerns and the processing, analysis and interpretation of cost
data for use by management in the planning and control of operations.
Prerequisite: AC 251/252.
Three hours spring semester

AC 351 INTERMEDIATE ACCOUNTING
A study of industry-specific Generally Accepted Accounting Principles
and Financial Statements, as well as more advanced accounting issues,
such as accounting for post-employment employee benefits, and for
mergers and acquisitions. Prerequisite: AC 251 and 252.
Three hours fall semester

AC 352 PRINCIPLES OF MANAGERIAL ACCOUNTING
The study of accounting information as a tool for decision making.
Includes information available within the accounting system but not
reflected in the traditional financial statements, as well as non-financial
information that is relevant to decision making. The course also studies
formats and information appropriate for decision making not used by
Financial Accounting. Prerequisites: AC 251 and 252.
Three hours fall semester even years
AC 400  SPECIAL TOPICS IN ACCOUNTING  
Course will focus on specific topics such as governmental accounting, accountability, advanced accounting, or other topics of student interest. Prerequisites: AC 251/252 and consent of instructor.  
*Three hours as needed*

AC 445  AUDITING  
The essential processes of auditing, including specific procedures and techniques in the public and private sectors. Technical standards of these sectors receive attention with an emphasis on ethics and financial auditing. Prerequisite: ITAC462.  
*Three hours spring semester*

AC 446  ADVANCED ACCOUNTING  
Accounting methods and procedures related to branches, business combinations, foreign exchange, and governmental and nonprofit accounting. Prerequisite: AC 351 and 352.  
*Three hours as needed*

ITAC 462  ACCOUNTING AND INFORMATION SYSTEMS (IS/WCF)  
Development and design of accounting systems. Emphasis on procedures necessary to meet generally accepted auditing standards; methods and techniques to evaluate internal controls of an accounting system. Prepares the student to understand how Accounting Information Systems play a crucial role in the corporate environment. Students are introduced to the global considerations for the analysis and design of Accounting Information Systems.  
*Three hours fall semester*

AC 499  INTERNSHIP  
Supervised practical experience in a selected organization, agency, or business related to accounting. Developed by faculty member, organization and student. Prerequisites: senior standing, 2.5 GPA, and with Department Chair approval. Prerequisites: AC 251, AC 252, EC 231 or 232, FIN 362, IT 320, MGT 231, MGT 332, MKT 231.  
*Three-to-six hours as needed*

**ECONOMICS COURSES**

EC 232  PRINCIPLES OF MICROECONOMICS (SS)  
The functioning of the market economy in relation to such topics as demand, supply and prices; the revenue and cost structure of the firm in view of its market structure; the gains from trade; and discussion of current economic problems. Open to all freshmen. Prerequisite: Must have an Algebra Compass score (or equivalent) of at least 41.  
*Three 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. Open to all freshmen. Prerequisite: Must have an Algebra Compass score (or equivalent) of at least 41.
Three hours spring semester

EC 410  INTERNATIONAL POLITICAL ECONOMY (SS)
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

FINANCE COURSES

FIN 362  PRINCIPLES OF FINANCE
An introduction to the management of the finance function. Topics include financial forecasting, financial planning and control, working capital management, capital budgeting, and long-term financial decisions. Prerequisites: EC232 , EC 233, AC 251 and AC252.
Three hours fall semester

FIN 400  SPECIAL TOPICS IN FINANCE

MANAGEMENT COURSES

MGT 231  PRINCIPLES OF MANAGEMENT (SL)
Open to non business majors. The course provides an overview of the history of management and its key scientific researchers, as well as 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, terms and concepts. Prerequisite: None.
Three 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 own primary leadership style; power bases and key principles that will assist them further develop and effectively apply their own leadership skills. Through readings, case studies, group discussions, individual projects, etc., this course helps the student identify and analyze the characteristics of effective leadership and the differences between leadership and management. Prerequisite: None
Three 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, properties; and how businesses and corporations are formed. Prerequisite: None
Three 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. One semester of active participation in the USM SIFE team is a requirement for this course. Prerequisites: AC251, MGT231 and MKT 231
Three hours fall semester

MGT 335 INTERNATIONAL BUSINESS (IS/CS)
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. Prerequisites: MGT 231, MKT 231, AC 251 and AC252.
Three hours fall semester

MGT 410 HUMAN RESOURCE MANAGEMENT
This course is a comprehensive view of personnel and operating functions. Students analyze the personnel functions of recruitment, development, training, compensation, 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. Prerequisites: MGT 231, MGT 320, MKT 231.
Three hours fall semester
MGT 420  ORGANIZATIONAL BEHAVIOR
Study of human behavior in the organizational setting. Includes conflict resolution, persuasion, power relationships, managerial roles and interventions, and self-evaluation of student leadership and managerial styles. Prerequisites: MGT 231, MGT 320, MKT 231

Three hours spring 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, MGT 320, AC 251, AC252, EC 232, MA 210, and MA 230

Three hours spring semester

MGT 499  INTERNSHIP
Supervised practical experience in a selected organization, agency, or business related to management. Developed by faculty member, organization and student. Prerequisites: senior standing, 2.5 GPA, and with Department Chair approval. Prerequisites: AC 251, AC 252, EC 231 or 232, FIN 362, IT 320, MKT 231, MGT 231, MGT 332, MGT 410

Three-to-six hours as needed

MGT 550  BUSINESS POLICY AND ETHICS (SIE/IS)
This course is designed for the Senior Student who has or will be able to complete all required courses for graduation in the Spring Semester that this course is being taken. This course focuses on strategic planning and policy administration. As the Capstone and Senior Integrated Experience (SIE) course in the business administration curriculum, this course requires that the student integrates and applies learning outcomes from their prior required business, marketing, finance and/or accounting courses using various methods. These methods may include case studies, live and computerized simulation exercises, individual and group projects, as well as oral and written activities. Prerequisites: senior standing as a major in Management, Marketing, or Accounting and have completed the following: AC 251, AC 252, EC 232, EC 233, FIN 362, IT 320, MGT 231, MKT 231, MGT 332, MGT 335, MGT 410, MGT 420 (except marketing majors), MGT 490, and IT 320.

Three 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 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
teaching 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 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 hours spring (or as needed)

MKT 400  SPECIAL TOPICS IN MARKETING
Three hours 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, MGT 231, MKT 231, MKT 325, and
Junior Standing.

Three hours spring

MKT 499  INTERNSHIP
Supervised practical experience in a selected organization, agency, or
business related to management. Developed by faculty member,
organization and student. Prerequisites: senior standing, 2.5 GPA, and
with Department Chair approval. Prerequisites: AC 251, AC 252, EC
231 or 232, FIN 362, IT 320, MGT 231, MGT 332, MKT 231

Three-to-six 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 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 hours spring semester

SPORTS MANAGEMENT COURSES

SM 250  INTRODUCTION TO SPORTS MANAGEMENT
Examination of historical, philosophical, cultural, and psychosocial foundations involved in managing sports organizations. Includes overview of sports industry and exploration of career opportunities in sports agencies, businesses, and in schools.
Three hours fall and spring semesters

SM 251  SPORTS FACILITIES, PLANNING, AND MANAGEMENT
An in-depth study of sports 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 hours spring semester

SM 291  FIELD EXPERIENCE IN SPORTS MANAGEMENT
Supervised shadowing/observation experience in a selected sports organization, agency, business, or school. Developed by faculty member, site director, and student. Prerequisite: SM 250 and department chair approval.
One-three hours as needed

SM 340  LEGAL ASPECTS AND LIABILITY IN SPORTS (IS)
Overview of federal legislation as it relates to sports 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 hours fall semester

SM 342  SPORTS MARKETING AND FUNDRAISING
The study of concepts and specialized strategies used to market sports and fund raise within sports organizations. Special emphasis is placed on public relations. Prerequisite: SM 250 or MKT 231.
Three hours spring semester
SM 550 ETHICS, ISSUES, AND PROBLEMS IN SPORTS (SIE) (SL)
Study in ethical theory, personal and professional ethics, and applied sports management ethics. Special emphasis on reasoning and decision making regarding issues and problems in sports business. Course fulfills Senior Integrative Experience requirement. Prerequisite: senior standing in the Sports Management Major.

Three hours spring semester

SMSCA 485 ORGANIZATION AND ADMINISTRATION OF ATHLETICS AND SPORTS
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 hours fall semester

SM 499 INTERNSHIP IN SPORTS MANAGEMENT
Supervised practical experience in selected sports organization, agency, business or school. Developed by faculty member, sports organization/site director, and student. Prerequisites: senior standing, 2.0 GPA, and department chair approval. Prerequisite: SM 250, SM 291, and two of the following courses: SM 251, SM 340, SM 342.

Three-six hours as needed
BUSINESS ADMINISTRATION (OPC)

The Business Administration program seeks to
- 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,
- develop the basic understanding, knowledge, skills, and attributes needed by managers and/or professionals in a business, economic and political environment,
- provide business students with the background to pursue general management, and financial specialist opportunities,
- assist students through the development of business career-oriented skill most appropriate to demonstrated aptitudes,
- provide business education in a total college environment, respectful of the importance of general education essential in a rapidly changing society and world,
- encourage the growth of comprehensive Christian ethics as integrated in all business and management activities, and
- encourage critical thinking skills as the students develop their study and communication skills in the areas of ethics, change, and leadership.

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, Overland Park, and Wyandotte County 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
IT  320  Advanced Management Information Systems
MGT  231  Principles of Management
MGT  332  Legal and Ethical Aspects of Business
MGT  335  International Business
MGT  490  Production and Operations Management
MGT  550  Business Policy and Ethics*
MKT  231  Principles of Marketing

*Senior Integrative Experience

Additional Non-Core Hours
IT  120  Management Information Systems
MA  210  College Algebra or equivalent
MA  230  Introduction to Statistics
GENERAL MANAGEMENT CONCENTRATION

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<th>Code</th>
<th>Course Number</th>
<th>Course Title</th>
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<tr>
<td>EC</td>
<td>410</td>
<td>International Political Economy</td>
</tr>
<tr>
<td>MGT</td>
<td>320</td>
<td>Principles of Leadership</td>
</tr>
<tr>
<td>MGT</td>
<td>334</td>
<td>Entrepreneurship and Small Business Mgt.</td>
</tr>
<tr>
<td>MGT</td>
<td>410</td>
<td>Human Resources Management</td>
</tr>
<tr>
<td>MGT</td>
<td>420</td>
<td>Organizational Behavior</td>
</tr>
</tbody>
</table>

**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.

**BUSINESS ADMINISTRATION COURSES**

**AC 251 PRINCIPLES OF ACCOUNTING I**

The study of accounting as a means of communicating financial information about the activities of a sole proprietorship. Emphasis is placed on identifying, and the systematic recording, of relevant information; the concepts and principles underlying the measurement of income and financial position, the preparation and use of the Balance Sheet and the Statement of Income.

_Three hours_

**AC 252 PRINCIPLES OF ACCOUNTING II**

Continuation of AC 251. The course studies the Accounting Concepts and Principles as applied to Partnerships and Corporations, the principles and techniques governing long-term liabilities 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 hours_
EC232  PRINCIPLES OF MICROECONOMICS (SS)
The functioning of the market economy in relation to such topics as demand, supply and prices; the revenue and cost structure of the firm in view of its market structure; the gains from trade; and discussion of current economic problems. Open to all freshmen. Prerequisite: Must have an Algebra Compass score (or equivalent) of at least 41.
Three hours fall

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. Open to all freshmen. Prerequisite: Must have an Algebra Compass score (or equivalent) of at least 41.
Three hours

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

FIN 362  PRINCIPLES OF FINANCE
An introduction to the management of the finance function. Topics include financial forecasting, financial planning and control, working capital management, capital budgeting, and long-term financial decisions. Prerequisites: EC232, EC 233, AC 251 and AC252.
Three hours

MANAGEMENT COURSES

MGT 231  PRINCIPLES OF MANAGEMENT (SL)
Open to non business majors. The course provides an overview of the history of management and its key scientific researchers, as well as 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, terms and concepts. Prerequisite: None.
Three hours
MGT 320  LEADERSHIP  
This course is open to non-business majors and examines the student's knowledge of his or her own primary leadership style: power bases and key principles that will assist them further develop and effectively apply their own leadership skills. Through readings, case studies, group discussions, individual projects, etc., this course helps the student identify and analyze the characteristics of effective leadership and the differences between leadership and management. Prerequisite: None.  
*Three hours*

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, properties; and how businesses and corporations are formed. Prerequisite: None.  
*Three hours*

MGT 334  ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT  
This course examines the problems, opportunities, and methods of starting a new business or running a small business. The course examines the special needs of entrepreneurs regarding forecasting, planning, venture capital, trade finance, marketing, staffing, budgeting, cost control, and operations. It also examines the use and application of the Internet and electronic business tools. One semester of active participation in the USM SIFE team is a requirement for this course (Not applicable to degree completion students) Prerequisites: AC251, MGT231 and MKT 231.  
*Three hours*

MGT 335  INTERNATIONAL BUSINESS (IS/CS)  
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. Prerequisites: MGT 231, MKT 231, AC 251, AC252, and IT 320.  
*Three hours*
MGT 410  HUMAN RESOURCE MANAGEMENT
This course is a comprehensive view of personnel and operating functions. Students analyze the personnel functions of recruitment, development, training, compensation, 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. Prerequisites: MGT 231, MGT 320, MKT 231.

Three hours

MGT 420  ORGANIZATIONAL BEHAVIOR
Study of human behavior in the organizational setting. Includes conflict resolution, persuasion, power relationships, managerial roles and interventions, and self-evaluation of student leadership and managerial styles. Prerequisites: MGT 231, MGT 320, MKT 231

Three hours

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, MGT 320, AC 251, AC 252, EC 232, MA 210, and MA 230.

Three hours

MGT 550  BUSINESS POLICY AND ETHICS (SIE/IS)
This course is designed for the Senior Student who has or will be able to complete all required courses for graduation in the Spring Semester that this course is being taken. This course focuses on strategic planning and policy administration. As the Capstone and Senior Integrated Experience (SIE) course in the business administration curriculum, this course requires that the student integrates and applies learning outcomes from their prior required business, marketing, finance and/or accounting courses using various methods. These methods may include case studies, live and computerized simulation exercises, individual and group projects, as well as oral and written activities. Prerequisites: senior standing as a major in Management, Marketing, or Accounting and have completed the following: AC 251, AC 252, EC 232, EC 233, FIN 362, IT 320, MGT 231, MKT 231, MGT 332, MGT 335, MGT 410, MGT 420 (except marketing majors), MGT 490, and IT 320.

Three hours
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, 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 121 General Chemistry I
CH 122 General Chemistry II
CH 330 Organic Chemistry I
CH 331 Organic Chemistry II
CH 354 Analytical Chemistry
CH 420 Inorganic Chemistry
CH 464 Physical Chemistry I

REQUIRED SUPPORTING COURSES

CH 594 Chemistry Seminar
NS 597 Science and Society Seminar
PHY 215 Physics I
PHY 216 Physics II
MA 221 Calculus and Analytical Geometry I
MA 222 Calculus and Analytical Geometry II

MAJOR IN CHEMISTRY

35 hours in chemistry including the Chemistry Core (27 hours), 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

93
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) 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

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.
Four hours fall semester

CH 121 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 115 or math ACT score of 25 on the algebra portion of the exam. Lecture three hours per week and laboratory one day a week for three hours.
Four hours fall semester

CH 122 GENERAL CHEMISTRY II (NS)
The first 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: CH121 or consent of instructor. Lecture three hours per week and laboratory one day a week for three hours.
Four hours spring semester
**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. This class is necessary for education majors to meet educational science standards. Concurrent enrollment in NS 108 is recommended. 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.

*Three hours each semester*

**NS 108  LABORATORY TOPICS**
See NS 108 under Biology.

*Two hours fall or spring semester*

**NSMA 290  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 (IS)**
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*
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 C or better in CH 121 and CH 122 or consent of instructor. Lecture three hours per week and laboratory one day a week for three hours.
Four hours fall semester

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 122 and 330, or consent of instructor. Lecture three hours per week and laboratory one day a week for four hours.
Four hours spring semester

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. Lecture and laboratory. Prerequisites: Grade of C or better in CH 121 and CH 122 and math proficiency through MA 211 or consent of instructor.
Four hours fall odd years

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 121 and CH 122 or consent of instructor.
Three hours as needed

INSTRUMENTAL ANALYSIS
Designed for students to have hands-on experience with instruments found in professional laboratories. Emphasis on analytical principles as well as correct operation and care of the equipment. Lecture and laboratory. Prerequisite: CH 354 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 odd years

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. Weekly laboratory. Lecture and weekly problem solving recitation. Prerequisites: CH 121, CH 122, PHY 215, PHY 216, MA 222.
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. Weekly laboratory. Lecture and weekly problem solving recitation. Prerequisites: CH 121, CH 122, PHY 215, PHY 216, MA 222.
Four hours spring odd years

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
CH 595  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

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 210 and a score of 26 on the trigonometry portion of the COMPASS exam.
  Four-five 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
CHIL 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>Code</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 406</td>
<td>Social &amp; Cultural Foundations of Education</td>
</tr>
<tr>
<td>ED 407</td>
<td>Seminar I: What's School Life?</td>
</tr>
<tr>
<td>ED 428</td>
<td>Psychological Foundations of Education</td>
</tr>
<tr>
<td>ED 430</td>
<td>Educating Exceptional Children and Youth</td>
</tr>
<tr>
<td>TCHED 500's</td>
<td>Special Topics in Educ. - 2 workshops required</td>
</tr>
<tr>
<td>CDE 403</td>
<td>Advanced Curriculum Design in Early Childhood Education</td>
</tr>
<tr>
<td>CDE 415</td>
<td>Interaction Techniques in Early Childhood Educ.</td>
</tr>
<tr>
<td>CDE 420</td>
<td>Advanced Professional Practicum/Seminar in Early Childhood Education*</td>
</tr>
<tr>
<td>CDE 500</td>
<td>Special Topics: Emerging Literacy in ECED</td>
</tr>
<tr>
<td>CDE 501</td>
<td>Issues in Early Childhood Educ. Administration</td>
</tr>
<tr>
<td>APY 552</td>
<td>Family Systems</td>
</tr>
</tbody>
</table>

*Senior Integrated Experience fulfilled in this course.

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 406 SOCIAL AND CULTURAL FOUNDATIONS OF EDUCATION (CS)
An examination of education as an institution with special attention to
race, class, gender, and cross-cultural issues; focus on the nature of
democratic education. Taken concurrently with ED 407.
   Three hours

ED 407 SEMINAR I: WHAT'S SCHOOL LIFE?
A sociological study of school culture and organizational patterns. Focus
on school norms and roles played by administrators, teachers, and
students. Observation techniques: 25 hours of observation in various
school sites required. Taken concurrently with ED 406.
   One hour
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 428</td>
<td>PSYCHOLOGICAL FOUNDATIONS OF EDUCATION</td>
<td>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.</td>
<td></td>
<td>Three</td>
</tr>
<tr>
<td>ED 430</td>
<td>EDUCATING EXCEPTIONAL CHILDREN AND YOUTH</td>
<td>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 406, ED 407, ED 428 prior or concurrent.</td>
<td></td>
<td>Three</td>
</tr>
<tr>
<td>CDE 403</td>
<td>ADVANCED CURRICULUM DESIGN IN EARLY CHILDHOOD EDUCATION</td>
<td>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.</td>
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</tr>
<tr>
<td>CDE 415</td>
<td>INTERACTION TECHNIQUES IN EARLY CHILDHOOD EDUCATION</td>
<td>A developmental approach to the acquisition of interaction techniques conducive to healthy emotional, cognitive and social growth in the child from birth to five years.</td>
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<td>Three</td>
</tr>
<tr>
<td>CDE 420</td>
<td>ADVANCED PROFESSIONAL PRACTICUM/SEMINAR IN EARLY CHILDHOOD EDUCATION (SIE)</td>
<td>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.</td>
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<td>Three</td>
</tr>
<tr>
<td>CDE 500</td>
<td>EMERGING LITERACY IN EC EDUCATION</td>
<td>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.</td>
<td></td>
<td>Three</td>
</tr>
</tbody>
</table>
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

TCHED 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 552  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
COMMUNICATIONS CONCENTRATION

The Communications Concentration is a career track designed to prepare students for the job search and entry into the professional world, specifically but not limited to the English, art, and business majors. Students in any liberal arts major may begin work in Communications at any time and may develop, with an advisor in the program, an emphasis that allows for pre-professional exploration. The Concentration consists of a common core and one area of emphasis chosen from those below.

COMMON CORE

AR 153  Basic Design
COM 120  Public Speaking
COM 330  Writing for the Media or
COM 320  School Publications: Reporting
COM 328  Communications Theory and Mass Media
EN    A literature course

Word processing and desktop publishing by alternative routes

AREAS OF EMPHASIS (SELECT ONE)

GRAPHIC DESIGN

AR 355  Photography II (Prerequisite: AR 255)
AR 366  Computer Graphics
AR 383  Graphic Design
AR 400  Graphic Design Internship, with portfolio

MEDIA WRITING AND EDITING

COM 322/323 School Publications: Editing OR
COM 332  Editing
COM 425  Public Relations
COM 451  Media Ethics and Law
COM 591  Internship/Mentorship, with portfolio for job search

PUBLIC RELATIONS/PROMOTION

COM 425  Public Relations
COM 451  Media Ethics and Law
COM 591  Internship/Mentorship, with portfolio for job search
MKT 331  Principles of Marketing

COMMUNICATIONS COURSES

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.

As needed
COM 320/321  SCHOOL PUBLICATIONS: REPORTING I, II
Gathering and writing news for *The Taper*, learning on-the-job, by
assignment. Lectures, individual critiques, staff discussion and planning.
Emphasis on professionalism in meeting deadlines and working with
others.

*One-three hours each semester*

COM 322/323  SCHOOL PUBLICATIONS: EDITING I, II
Application of journalistic principles to editing the college newspaper or
literary magazine. Editorial writing and special interest articles.
Responsibility for staff direction, page design, and final preparation of
photo-ready layout. Desktop publishing experience. Course may be
repeated for credit.

*One-three hours each semester*

COM 328  COMMUNICATIONS THEORY AND MASS MEDIA
Study of applications of mass communications theories. Origins of media
delivery systems; mass media’s impact on American society; critical tools
and ethical principles for evaluating media messages.

*Three hours fall semester*

COM 330  WRITING FOR THE MEDIA
Developing ability to gather material, develop ideas and express them in
written forms appropriate to particular audiences. Emphasis on critical
thinking and clear direct writing.

*Three hours spring semester*

COM 332  EDITING
Instruction and practice in editing copy, producing newsletters and
scripts, and verifying facts.

*Three hours spring semester*

COM 425  PUBLIC RELATIONS
Learning the nature and objectives of public relations and how to write
for target publics.

*Three hours spring semester*

COM 440  PERSUASIVE AND ARGUMENTATIVE COMMUNICATION
Instruction and practice in analysis, investigation, briefing, ordering of
arguments and evidence, refutation and delivery, persuasive speeches
and debates on selected subjects. Recommended for prospective
business persons and educators.

*Three hours as needed*

COM 451  MEDIA ETHICS AND LAW
Introduction to ethical principles of communication and their application
to mass news media, print and broadcast; impact of the latter on
American society. Use of case studies. Pertinent legal precedents in the
mass news media.

*Three hours fall semester*
COM 590  SPECIAL TOPICS
Independent study with mentor. Student pursues topic of choice in depth, e.g., freedom of the press; effect of violence in the media; design, layout, and desktop publishing.
One-three hours as needed

COM 591  INTERNSHIP/MENTORSHIP
Fieldwork designed by student and professional supervisor. Contractual arrangement in Communications program, usually in junior or senior year. Portfolio usually prepared to assist job search.
One-three hours as needed
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 so much more. As an applied discipline, criminology is a unique combination of sociology, psychology, law, 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, forensics, and law enforcement at the local, state, and federal levels.

MAJOR IN CRIMINOLOGY
24 semester hours in the criminology core plus one of three concentrations; behavioral science, criminology administration, or applied criminal science.

CRIMINOLOGY CORE (24 HOURS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>SO 110</td>
<td>Introduction to Sociology (3 credit hours)</td>
</tr>
<tr>
<td>CR 280</td>
<td>Introduction to Criminal Law (3 credit hours)</td>
</tr>
<tr>
<td>PS 132</td>
<td>Debating American National, State, and Local Government (3 credit hours)</td>
</tr>
<tr>
<td>CR 450</td>
<td>Criminology (3 credit hours)</td>
</tr>
<tr>
<td>PYCR 585</td>
<td>Research Methods: Design (3 credit hours) OR</td>
</tr>
<tr>
<td>PYCR 586</td>
<td>Research Methods: Statistical Analysis (3 cr. hours)</td>
</tr>
<tr>
<td>PYCR 590</td>
<td>Behavioral Science Seminar (3 credit hours)</td>
</tr>
</tbody>
</table>

Select six (6) hours from the following:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>CR 350</td>
<td>Victimology (3 credit hours)</td>
</tr>
<tr>
<td>CR 380</td>
<td>Juvenile Delinquency (3 credit hours)</td>
</tr>
<tr>
<td>CR 470</td>
<td>Police, Courts, Probation, and Parole (3 credit hours)</td>
</tr>
<tr>
<td>CR 490</td>
<td>Penology (3 credit hours)</td>
</tr>
</tbody>
</table>

The Department recommends a practicum experience and a foreign language (Spanish).
BEHAVIORAL SCIENCE CONCENTRATION (15 HOURS)
PY 150 Introduction to Psychology
SO 160 Social Problems
PYAPY 352 Professional Ethics
PY 535 Abnormal Psychology
APYCR 325 Introduction to Addictions

CRIMINOLOGY ADMINISTRATION CONCENTRATION (15 HOURS)
IT 120 Management Information Systems
MGT 231 Principles of Management
MGT 320 Principles of Leadership
MGT 332 Legal and Ethical Aspects of Business
PY 460 Social Psychology

APPLIED CRIMINAL SCIENCE CONCENTRATION (19 HOURS)
CH 121 General Chemistry I
CH 122 General Chemistry II
CH 354 Analytical Chemistry
CH 455 Instrumental Analysis
BI 312 Biotechnology
The Department also recommends MA 230 Introductory Statistics for this concentration.

MINOR IN CRIMINOLOGY
(18 SEMESTER HOURS IN CRIMINOLOGY)
SO 110 Introduction to Sociology
CR 280 Introduction to Criminal Law
PS 132 Debating American National, State, and Local Government
CR 450 Criminology

Select nine (9) credits from the following:
CR 350 Victimology
CR 380 Juvenile Delinquency
CR 470 Police, Courts, Probation, and Parole
CR 490 Penology

CRIMINOLOGY COURSES
SO 110 INTRODUCTION TO SOCIOLOGY (BS)
Basic concepts, including 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

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 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 spring semester

CR 380  JUVENILE DELINQUENCY (BS)
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. Prerequisite: SO 110.
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 470  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 490  PENOLOGY (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
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

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. 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
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.

PROGRAM OUTCOMES

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

1. Growth in the ability to consistently apply 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 406 Social and Cultural Foundations of Education
ED 428 Psychological Foundations of Education
ED 430 Educating Exceptional Children and Youth
ED 499 Philosophical and Historical Perspectives on Curriculum

PROFESSIONAL EDUCATION: CURRICULUM CORE
ED 412 Teaching Social Studies in Diverse Settings
ED 460 Aesthetic Experiences in Elementary School
ED 466 Teaching Mathematics in Elementary School
ED 467 Teaching Science and Health in Elementary School
ED 573 Integrated Reading and Language Arts Methods

FIELD CORE EXPERIENCE
ED 407 Seminar I: What's School Life?
ED 411 Seminar II: Curriculum, Instruction and Assessment in Diverse Settings
ED 579 Supervised Reading Instruction

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

REQUIRED SUPPORTING COURSES
PY290 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
AREA OF CONCENTRATION
The department recommends an area of concentration consisting of 15 hours in one of the arts and sciences. 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 can be obtained in these same areas. 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 406</td>
<td>Social and Cultural Foundations of Education</td>
</tr>
<tr>
<td>ED 407</td>
<td>Seminar I: What's School Life?</td>
</tr>
<tr>
<td>ED 428</td>
<td>Psychological Foundations of Education</td>
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<tr>
<td>ED 430</td>
<td>Educating Exceptional Children and Youth</td>
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<tr>
<td>ED 499</td>
<td>Philosophical and Historical Perspectives on Curriculum</td>
</tr>
<tr>
<td>ED 576</td>
<td>Teaching Reading in the Content Areas (Practicum)</td>
</tr>
<tr>
<td>ED 589</td>
<td>Secondary Methods: Curriculum, Instruction and Assessment (Practicum)</td>
</tr>
</tbody>
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FINAL SEMESTER
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ED 590</td>
<td>Seminar III: Professional Collaborations</td>
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<tr>
<td>ED 594</td>
<td>Classroom Management and Student Motivation</td>
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<tr>
<td>ED 596</td>
<td>Student Teaching Secondary</td>
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REQUIRED SUPPORTING COURSE
<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PY 290</td>
<td>Psychology of Childhood and Adolescence</td>
</tr>
</tbody>
</table>

ENROLLMENT IN EDUCATION COURSES
Enrollment in education courses requires junior status and a cumulative GPA of 2.50.
ADMISSION TO THE TEACHER EDUCATION PROGRAM

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. A cumulative GPA of 2.75 and passing scores on the Pre-Professional Skills Test (PPST) are required for admission into the program and student teaching. Enrollment in education courses does not necessarily guarantee acceptance into the program. Admission packets are available in the department office.

- The PPST is required prior to enrollment in education courses. If an exception is allowed, teacher candidates must take the PPST in September of their first semester of education coursework. Passing scores on the PPST are required for enrollment in all education courses except ED 406, ED 407, ED 428, ED 430 and ED 460. Students who have scored within five points of all requisite PPST scores may apply through the department chair for a waiver for one semester only to enroll in ED 411, ED 412, ED 576 and ED 499, based on specific criteria stated in the Teacher Education Program Catalog Supplement, including PPST scores, GPA, and previous classroom performance. Waiver requests are considered by a faculty committee comprising education faculty and staff. Students are allowed no more than three semesters after first enrolling in education courses to meet the PPST 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 1 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 may be obtained from the department.
EDUCATION CURRICULUM

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

ED 406  SOCIAL AND CULTURAL FOUNDATIONS OF EDUCATION (CS/IS)
An examination of education as an institution with special attention to
race, class, gender, and cross-cultural issues; focus on the nature of
democratic education. Taken concurrently with ED 407.
Three hours fall semester

ED 407  SEMINAR WHAT'S SCHOOL LIFE?
A sociological study of school culture and organizational patterns. Focus
on school norms and roles of administrators, teachers, and students.
Observation techniques: 25 hours of observation in various school sites
required. Taken concurrently with ED 406.
One hour fall semester

ED 411  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. Twenty-five hours of aiding, lesson design and
implementation in school settings required. Prerequisites: PPST, ED
406, ED 407, AND ED 428. Taken concurrently with ED 412.
One hour fall semester

ED 412  TEACHING SOCIAL STUDIES 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.
Prerequisites: PPST, ED 406, ED 407, and ED 428. Taken concurrently
with ED 411.
Three hours spring semester

ED 428  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 fall semester

ED 430  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.
Prerequisites: ED 406, ED 407; and ED 428 prior or concurrent.
Three hours fall semester
ED 460  AESTHETIC EXPERIENCES IN ELEMENTARY SCHOOL
Theoretical and practical inquiry into aesthetics in the schools K-6, including the integration of art, music, and physical education/ movement in cultural and individual expression. Prerequisites: PPST, ED 406, ED 407, and ED 428.

Three hours spring semester

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. Prerequisites: PPST, ED 411, ED 412, general education in math.

Three hours fall semester

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: PPST, ED 411, ED 412, general education in physical and biological sciences.

Three hours fall semester

ED 499  PHILOSOPHICAL AND HISTORICAL PERSPECTIVES ON CURRICULUM
Draws on philosophical and historical foundations of education to inquire into the world of curriculum in the reproduction of knowledge and culture in the United States and other societies. Prerequisites: PPST, ED 406, ED 407, and ED 428.

Three hours spring semester

ED 573  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. Prerequisites: PPST, ED 411, ED 412, and formal admittance to the Teacher Education Program.

Four hours fall semester
ED 576  **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 through the use of research-based strategies. Using a variety of texts, both print and non-print, teacher candidates design and implement appropriate and effective instructional strategies 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: PPST, ED 406, ED 407, and ED 428.

*Three hours spring semester*

ED 579  **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 573. Prerequisites: PPST, ED 411, ED 412, and formal admittance into the Teacher Education Program.

*One hour fall semester*

ED 589  **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: PPST, ED 406, ED 407, ED 428, ED 576, and formal admittance into the Teacher Education Program.

*Three hours fall semester*

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.

*One hour, concurrent with ED 594 and ED 595 or ED 596*

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 either semester

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 either semester
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 though 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
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EN 245/345</td>
<td>British Literature I</td>
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<tr>
<td>EN 246/346</td>
<td>British Literature II</td>
</tr>
<tr>
<td>EN 251/351</td>
<td>American Literature I: Creating Culture/s</td>
</tr>
<tr>
<td>EN 252/352</td>
<td>American Literature II: Finding Voice/s</td>
</tr>
<tr>
<td>EN 330</td>
<td>Writers Workshop I</td>
</tr>
<tr>
<td>EN 362</td>
<td>Classical Mythology</td>
</tr>
<tr>
<td>EN 390</td>
<td>Structures of Modern English Grammar</td>
</tr>
<tr>
<td>EN 597</td>
<td>Seminar for English Majors: Literary Criticism</td>
</tr>
</tbody>
</table>
ONE COURSE IN EACH OF THE FOLLOWING AREAS:
- Special Topics of British/American Literature (EN 484)
- Seminal Literary Figures (EN 540, EN 543 or EN 590)
- Study of Form (EN 375 or EN 475)
- World Literature (EN 365 or EN 590)

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 subscore (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 semester

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.
Three hours spring semester

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 AND II (LIT/CS/IS/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.
Three hours fall even, spring odd years

EN 251/351  AMERICAN LITERATURE I: CREATING CULTURE'S (LIT/CS/IS/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.
Three hours fall odd years

EN 252/352  AMERICAN LITERATURE II: FINDING VOICE/S (LIT/CS/IS/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.
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.
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/CS/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/CS/IS/H)
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.
Three hours fall odd years, spring even years
GLOBAL STUDIES

The program in Global Studies is designed 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.
- learn and function in a global, diverse society.
- be prepared for graduate school and work in organizations involved in international issues.
- integrate the academic study of globalization with real world experiences.
- use internships to help students develop a hands on understanding of how international issues affect government, nonprofit, and for profit organizations.
- observe how immigration is affecting and changing local communities.
- study how and why globalization is affecting local and regional communities in the United States.
- understand and appreciate contemporary world events.
- explore the ethical dimensions of the increasingly global world.

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; [that nurture] knowledge, responsibility, and world vision; work that strives to 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, literature, and philosophy are strongly recommended.
REQUIRED CORE COURSES:
- EC 233 Principles of Macroeconomics
- HIPS 250 Colloquium in Human Communities: Introduction to International Affairs
- MGT 335 International Business
- ECPS 335 International Political Economy
- PS 381 Comparative Political Systems
- HI 436 U.S. Diplomatic History (Foreign Policy)
- PYCR 585 Research Methods: Design or
- PYCR 586 Research Methods: Statistical Analysis
- PS 580 Theories of International Affairs
- GS 591 Internship

ELECTIVES: Three courses will be selected from the following lists: At least one course from the following three:
- SPA 336 Hispanic Civilization and Culture
- EN 365 World Literature
- TH 375 World Religions

At least one course from the following four:
- HI 342 History of Asia
- HI 430 History of Latin America
- HIPS 450 Contemporary International Issues
- HI 550 Eurasia: From the Russian World to the Middle East

The third elective may be selected from one of the above two groups, or from the following list:
- BI 305 Environmental Problems
- SS 155 Principles of Human Geography
- SO 250 Cultural Anthropology

MINOR IN GLOBAL STUDIES
18 hours, including one elective class from the following list:
- HIPS 250 Colloquium in Human Communities: Introduction to International Affairs
- ECPS 335 International Political Economy
- MGT 335 International Business
- HI 436 History of United States Foreign Relations
- PS 381 Comparative Political Systems
GLOBAL STUDIES COURSES

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. No prerequisite is required.

Three hours as needed

SS 155  PRINCIPLES OF HUMAN GEOGRAPHY (CS/IS/SS)
An introduction to the regions of the world. Observation of the physical, cultural, and political realities which shape the world in which we live. A requirement for teachers of history at the secondary level.

Three hours fall even years

EC 233  PRINCIPLES OF MACROECONOMICS (SS)
Income accounting, the determinants of national income and employment; the role of money and analysis of monetary and fiscal policy; the causes of economic growth. Open to freshmen.

Three hours spring semester

HIPS 250  COLLOQUIUM IN HUMAN COMMUNITIES: INTRO TO INTERNATIONAL AFFAIRS (IS/SS/CS/HI-WORLD)
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. Not open to freshmen.

Three hours fall semester
SO 250  CULTURAL ANTHROPOLOGY (BS/CS)
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 odd years

MGT 335  INTERNATIONAL BUSINESS
Focuses on the unique and additional knowledge required for effective management when the firm operates in more than one country.
Three hours 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 344  HISTORY OF ASIA (HI WORLD)
A general survey of Asian history with emphasis on the development of India, China and Japan in the 20th century.
Three hours as needed

EN 365  WORLD LITERATURE (LIT/CS)
A study of selected texts reflecting one or more of the world's cultures. May emphasize a theme, for example, The Hero, Images of Women, Literatures of the Southern Worlds. Course can be repeated for credit, with different theme.
Three hours fall odd years

TH 375  WORLD RELIGIONS (TH/CS)
The course introduces the basic teachings and spiritualities of Hinduism, Buddhism, Judaism, and Islam. The religions will be approached both historically and theologically, seeking to determine where they converge and differ from Christianity on such central issues as death, meaning of life, and the nature of the ultimate Mystery. The course will also examine traditional and contemporary Catholic and Protestant approaches to the major religions of the world. Ultimately, the course aims to foster a greater understanding of what is essential to Christian faith and practice as well as a greater appreciation of the spiritual paths of others. Prerequisite: a course in theology.
Three hours as needed

PS 381  DIFFERENT WORLDS: COMPARATIVE POLITICAL SYSTEMS (SS/H)
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.
Three hours fall odd years
EC 410  INTERNATIONAL POLITICAL ECONOMY (SS)
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 (CS/HI-WORLD)
A study of the major events in the establishment of independence by Latin American states and the establishment of Hispanic culture in the Western Hemisphere; 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 even years

HI 436  HISTORY OF UNITED STATES FOREIGN RELATIONS (HI-US/H)
A study of United States foreign policy, international involvement, and participation in foreign wars from the end of the Revolution to the present. Prerequisite: HI 234 or consent of the instructor.
Three hours fall odd years

HIPS 450  CONTEMPORARY INTERNATIONAL ISSUES (HI-WORLD/CS/SS/H)
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: HIPS 250 or instructor consent.
Three hours spring even years

HIPS 550  EURASIA: FROM THE RUSSIAN WORLD TO THE MIDDLE EAST (CS/HI-WORLD)
An in-depth survey of Russian history from the earliest times through the breakup of the Soviet system, with emphasis on Russian traditions, systems, national psyche, and historical patterns and their possible meanings for today. Additional analysis of the relationships between the former Soviet Union and the Middle Eastern nations.
Three hours fall odd years

PS 580  THEORIES OF INTERNATIONAL AFFAIRS (CS/H/WCF)
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.
Three hours spring 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.
*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. Prerequisite: PY 150 or SO 110 and six additional hours in the major.
*Three hours spring semester*

GS 591  GLOBAL STUDIES INTERNSHIP
To be determined in consultation with the instructor.
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.

**MAJOR IN HISTORY**

30 semester hours in history, at least 15 hours of which must be upper-level credit, and which must include HI 569 Historical Method. Two semesters of a foreign language are required for history majors not seeking secondary education certification and licensure. Electives in political science, economics, sociology, geography, literature, and philosophy are strongly recommended. All majors are strongly encouraged to complete a semester-long internship, consider a semester study abroad program, and participate in Phi Alpha Theta history honor society activities. Honors projects in local history are strongly encouraged.

**MINOR IN HISTORY**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 233</td>
<td>United States History to 1877</td>
</tr>
<tr>
<td>HI 234</td>
<td>United States History 1877 to 1991</td>
</tr>
<tr>
<td>HI 155</td>
<td>World Civilizations I to 1789</td>
</tr>
<tr>
<td>HI 156</td>
<td>World Civilizations II Since 1789</td>
</tr>
<tr>
<td>HI 455</td>
<td>History of Kansas and the American West</td>
</tr>
<tr>
<td>HI 569</td>
<td>Historical Method</td>
</tr>
<tr>
<td>SS 155</td>
<td>Principles of Human Geography</td>
</tr>
<tr>
<td>PS 132</td>
<td>American National, State, and Local Governments</td>
</tr>
<tr>
<td>EC 233</td>
<td>Macro-Economics</td>
</tr>
<tr>
<td>SO 110</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>TH 375</td>
<td>World Religions</td>
</tr>
</tbody>
</table>

These courses have assignments, course outcomes, and assessments that align directly with Kansas State Department of Education standards in History and Government. 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
* Please Note - 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), they are not allowed to take history courses above the 234 level.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HI 116</td>
<td>WESTERN CIVILIZATION I</td>
</tr>
<tr>
<td>HI 117</td>
<td>WESTERN CIVILIZATION II</td>
</tr>
</tbody>
</table>

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.

HI 117 WESTERN CIVILIZATION II
Covers material that includes social, economic, and cultural developments in Europe from 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.
HI 155  WORLD CIVILIZATIONS I: TO 1789  
A survey of the rise of civilization from the ancient Middle East, through Egypt, China, classical Greece and Rome, the rise of Islam, and the development of the West in the Middle Ages. There is an emphasis on the heritage of the modern world, especially western civilization. This is a required course for secondary education history majors.  
*Three hours fall semester even years*

HI 156  WORLD CIVILIZATIONS II: SINCE 1789  
A survey from the Renaissance/Reformation era through the Cold War, including interaction with various non-western cultures. Overall themes emphasize analysis and comparative understanding of evolving patterns of individualism and democracy in Western Europe and the United States. This is a required course for secondary education history majors.  
*Three hours spring semester odd years*

HI 233  UNITED STATES HISTORY I: THE COLONIAL PERIOD TO 1877  
A survey of the significant features in the development of the United States from Colonial Period to the end of the Reconstruction. This is a required course for secondary education history majors.  
*Three hours fall semester odd years*

HI 234  UNITED STATES HISTORY II: 1877-1991  
A survey of United States history from the end of the Reconstruction Era to the end of the Cold War. This is a required course for secondary education history majors.  
*Three hours spring semester even years*

HIPS 250  COLLOQUIUM IN HUMAN COMMUNITIES: INTRO TO INTERNATIONAL AFFAIRS (IS/SS/CS)  
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. Not open to freshmen.  
*Three hours fall semester*

HI 310  WORLD IN CLASSICAL TIMES  
A study of two important periods of classical civilization: Greece from the Golden Age to Alexander the Great, and Rome from the Late Republic through the Caesars. Emphasis is placed on the cultural heritage from these two periods. Prerequisite: HI 116 or instructor consent.  
*Three hours as needed*
HI 344  HISTORY OF ASIA
A general survey of Asian history with emphasis on the development of India, China, Japan, and Southeast Asia in the Twentieth Century.

Three hours as needed

HI 395  SPECIAL TOPICS IN HISTORY
Offered in response to student interest in areas not regularly included in the history curriculum; for example: the Civil War, Environmental History, French Revolution, African-American History, Women in American History, Vietnam and the Great Society, the Middle East and Islam, Sports History, History of Science and Technology, etc. Prerequisite of HI 155, HI 156, HI 233, or HI 234 (with a grade of C or better), or consent of instructor is required. These do count toward the history general education requirement and some courses do count as an idea seminar.

Three hours as needed

HI 430  HISTORY OF LATIN AMERICA (CS)
A study of major events in Latin America from the Colonial Period to the present, including establishment of Hispanic culture in the Western Hemisphere, as affected by political, social, economic, cultural, and religious developments.

Three hours spring even years

HI 436  HISTORY OF UNITED STATES FOREIGN RELATIONS
A study of United States foreign policy, international involvement, and participation in foreign wars from the end of the Revolution to the present. Prerequisite: HI 233 or HI 234 or consent of the instructor.

Three hours fall odd years

HI 455  HISTORY OF KANSAS AND THE AMERICAN WEST (S-L)
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.

Three hours spring odd years

HI 470  AMERICAN CENTURY: HISTORY OF THE UNITED STATES DURING THE 20TH CENTURY (IS)
A study of the development of the United States as a superpower in the 20th century, including World War I, Roaring Twenties, the Great Depression, World War II, the Cold War, Civil Rights Movement, Vietnam, the 1960s, Watergate, and the technology explosion, among other topics. Prerequisite: HI 234 or instructor consent.

Three hours fall even years
HI 535  THE AMERICAN PRESIDENCY
A study of the institution of the presidency, its power, limitations, personalities, and problems. Emphasis on the assessment of individual presidential leadership in history. Prerequisite: HI 233, HI 234, or instructor consent.

Three hours spring even years

HIPS 550  EURASIA: FROM THE RUSSIAN WORLD TO THE MIDDLE EAST (CS)
An in-depth survey of Russian history from the earliest times through the breakup of the Soviet system, with emphasis on Russian traditions, systems, national psyche, and historical patterns and their possible meanings for today. Additional analysis of the relationships between the former Soviet Union and the Middle Eastern nations.

Three hours fall odd years

HI 569  HISTORICAL METHOD
A senior seminar designed to familiarize students with the changes in the field of history and to train them in current methods of research and the preparation and presentation of a documented paper. Prerequisite: 12 hours in history. This course is open to junior and seniors only and is required of all history majors.

Three hours fall semester

HI 593  READINGS IN HISTORY
A directed reading course designed to allow upper-level students to pursue independent study in history. With the instructor, the student selects seminal materials in a specific period of history. Open only to students who have completed at least 12 hours in history, including at least one background course in the selected area. Required reading: no less than 500 pages per credit hour.

One-three hours as needed

SOCIAL SCIENCE COURSES

SO 250  CULTURAL ANTHROPOLOGY (CS)
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 odd years

SS 155  PRINCIPLES OF HUMAN GEOGRAPHY (IS/CS)
An introduction to the regions of the world. Observation of the physical, cultural, and political realities which shape the world in which we live. A requirement for teachers of history at the secondary level.

Three hours fall even years
INFORMATION TECHNOLOGY AND HEALTHCARE INFORMATICS

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 during the investigation, design, development, implementation and maintenance (Life Cycle) of Information Technology projects.
2. Demonstrate ability to apply both qualitative and quantitative analysis to represent and solve problems using the industry standard Six-Step problem solving process.
3. Demonstrate ability to use, evaluate and interpret complex information, solve complex problems, and understand complex systems in a technology rich environment.
4. Demonstrate intellectual and emotional flexibility and adaptability to understand and manage change in the fast paced technology industry.
5. Demonstrate ability to evaluate information from disparate sources, to transform information into meaningful knowledge.
6. Demonstrate ability to connect theory and practice.
7. Demonstrate intellectual honesty, responsibility and accountability to learning and life.

DEPARTMENTAL GOALS
1. Provide an understanding and appreciation of the ways in which information technology affects 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 for handling information technology issues and requirements;
4. provide business, accounting, and information technology education in a total college environment, respectful of the importance of general education essential in a rapidly changing society and world;
5. encourage the growth of comprehensive Christian ethics as integrated in all information technology activities; and
6. encourage critical thinking skills as the student develops study and communication skills in the areas of ethics, change, and leadership.
INFORMATION TECHNOLOGY MAJOR

39 hours, including the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 120</td>
<td>Management Information Systems or Fundamentals of Technology (LC)</td>
</tr>
<tr>
<td>IT 150</td>
<td>Introduction to Programming and Networking</td>
</tr>
<tr>
<td>IT 320</td>
<td>Advanced Management Information Systems (IS)</td>
</tr>
<tr>
<td>IT 361</td>
<td>Web Programming</td>
</tr>
<tr>
<td>IT 450</td>
<td>Software Development and Design</td>
</tr>
<tr>
<td>ITAC 462</td>
<td>Accounting and Information Systems (IS)</td>
</tr>
<tr>
<td>IT 560</td>
<td>Relational Database Design and Development</td>
</tr>
<tr>
<td>IT 591</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>IT</td>
<td>IT Program Electives (six hours)</td>
</tr>
</tbody>
</table>

Other required courses:

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 251</td>
<td>Principles of Accounting I</td>
</tr>
<tr>
<td>MGT 231</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>EC 233</td>
<td>Principles of Macroeconomics or</td>
</tr>
<tr>
<td>EC 232</td>
<td>Principles of Microeconomics</td>
</tr>
</tbody>
</table>

MINOR 15 hours.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 320</td>
<td>Advanced Management Information Systems</td>
</tr>
<tr>
<td>IT 450</td>
<td>Software Development and Design</td>
</tr>
<tr>
<td>IT 361</td>
<td>Web Programming</td>
</tr>
<tr>
<td>IT</td>
<td>Electives (6 hours)</td>
</tr>
</tbody>
</table>

HEALTHCARE INFORMATICS MAJOR

36 hours, including the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 120</td>
<td>Introduction to Management Information Systems</td>
</tr>
<tr>
<td>HCI 250</td>
<td>Healthcare Technologies</td>
</tr>
<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>ITAC 462</td>
<td>Accounting Information Systems</td>
</tr>
<tr>
<td>IT 560</td>
<td>Relational Database Design and Development</td>
</tr>
<tr>
<td>IT 590</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>IT or HCI</td>
<td>Electives (12 hours)</td>
</tr>
</tbody>
</table>

OTHER CORE AND GENERAL EDUCATION COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 113</td>
<td>Allied Health Chemistry</td>
</tr>
<tr>
<td>MA 230</td>
<td>Introductory Statistics</td>
</tr>
<tr>
<td>MGT 231</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>EC 232</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>PH 442</td>
<td>Bio Ethics (Online)</td>
</tr>
</tbody>
</table>
INFORMATION TECHNOLOGY COURSES

**IT 100-119 APPLICATION SOFTWARE**

**IT 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

**IT 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

**IT 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 Fall Semester

**IT 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

**IT 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

**IT 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

**IT 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
IT 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

IT 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 Fall Semester

IT 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 Spring Semester

IT 120  MANAGEMENT INFORMATION SYSTEMS
Learn basic computer concepts with an emphasis on both the personal computer and enterprise computing. Topics include hardware, application and system software, the Internet and World Wide Web, communications, e-commerce, societal issues, database management, systems analysis and design, information systems, career opportunities, and computer trends.
Three hours each semester

IT 125  FUNDAMENTALS OF INFORMATION TECHNOLOGY (LC)
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

IT 150  INTRODUCTION TO PROGRAMMING AND NETWORKING
An introduction to the broad concepts of problem solving, algorithms, and programming and computer networking in general, through lectures, independent study and practical exercises. The students participate in practical application exercises and individual presentations in programming and building a computer network.
Three hours Spring Semester
**IT 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*

**IT 254**

**BEGINNING VISUAL BASIC.NET**
Introductory programming course using the Microsoft .Net technology. Topics include Object Oriented design and development, graphical user interfaces, input and output operations, arithmetic operations, data types, conditional branching, looping structures, functions, parameter passing, file processing, arrays, data structures, database programming and general programming techniques.

*Three hours as needed*

**IT 310**

**TECHNOLOGY IN THE MODERN WORLD (IS/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*

**IT 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 used to enhance the learning process. Prerequisite: IT 120.

*Three hours Spring Semester*
IT 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

IT 354 ADVANCED VISUAL BASIC.NET
Advanced programming course using the Microsoft.Net technology. The course builds on IT 254 Beginning Visual Basic.Net and uses advanced topics including Object Oriented design and development, graphical user interfaces, input and output operations, data types, conditional branching, looping structures, functions, parameter passing, file processing, arrays, data structures, database programming, and general programming techniques.

Three hours as needed

IT 361 WEB PROGRAMMING
The design and development techniques for the programming of web pages. Web programming for internet and intranet development is taught using a variety of programming platforms from Notepad to development suites. Students learn the scope of web development and the process for designing and developing web sites.

Three hours Fall Semester

IT 365 JAVA PROGRAMMING
Object-oriented principles and techniques are presented using Java on personal computers. Topics include class declarations and definitions, header files, basic input and output, atomic data types and operations, decision constructs, looping constructs, arrays, structured data types, functions and parameter passing. Students learn to develop Java solutions as stand alone programs and applet for Internet use.

Three hours as needed

IT 366 BEGINNING VISUAL C++.NET
Object-oriented principles and techniques are presented using Visual C++ on personal computers. Topics include class declarations and definitions, header files, basic input and output, atomic data types and operations, decision constructs, looping constructs, arrays, structured data types, functions and parameter passing.

Three hours as needed

IT 367 ADVANCED VISUAL C++.NET
Continued study of Visual C++ programming, building on the skill sets developed in IT 366. Topics include pointers, references, inheritance, strings, streams, file handling, software engineering principles, data abstraction, database handling, and analysis of algorithms. Prerequisite: IT 366.

Three hours as needed
IT 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: IT 170.

Three hours as needed

IT 368 C#.NET
Provides a practical introduction to programming in C# utilizing the services provided by .NET. The course emphasizes how the C# language implements Object-Oriented concepts. You will learn how to build interactive Windows applications with C#, including how to manipulate databases using ADO.NET and how to use C# to develop ASP.NET applications. With this knowledge you will be able to build interactive web sites (Web Forms) as well as Web Services. Students should have prior programming experience. There is a weekly lab in conjunction required with this course.

Three hours as needed

IT 420 SCRIPTING TECHNIQUES
The design and development of scripts for use in the Internet, Intranet, LAN/WAN and programming development. Various scripting languages are used to facilitate the application development phase. Techniques are developed as skill sets for cross platform implementation.

Three hours as needed

IT 440 ADVANCED WEB SITE TECHNIQUES
Advanced studies in current technologies and methodologies in web design and development for Internet and Intranet development. Emphasis is on skill development and implementation of industry standard practices and techniques. Course application exercises are centered on a customer-based project built on a multi-tiered platform.

Three hours as needed

IT 450 SOFTWARE DEVELOPMENT AND DESIGN
An introduction to the concepts, techniques and tools of analyzing and designing business and organizational software using the Software Development Life Cycle and Computer Assisted Software Engineering tools. Topics include analysis, concepts of interviewing, information gathering, feasibility studies, and design concepts of input, output, databases, prototyping on-line inputs and outputs, and implementation.

Three hours Fall Semester
ITAC 462  ACCOUNTING AND INFORMATION SYSTEMS (IS/WCF)
Development and design of accounting systems. Emphasis on procedures necessary to meet generally accepted auditing standards; methods and techniques to evaluate internal controls of an accounting system. Prepares the student to understand how Accounting Information Systems play a crucial role in the corporate environment. Students are introduced to the global considerations for the analysis and design of Accounting Information Systems.

Three hours Fall Semester

IT 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 as needed

IT 475  INFORMATION SECURITY
This course involves the study of computer forensics. It explores current methods to detect and prevent the exploitation of information systems. Students will use a variety of tools to detect vulnerabilities in their systems and to detect intrusion from outside sources. This course involves in-depth systematic problem solving for technology and prepares the student to design and develop systems that will help protect sensitive information.

Three hours as needed

IT 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

IT 531  WINDOWS SERVER ADMINISTRATION
Advanced studies in the MS Windows operating system intricacies for LAN/WAN design and development. This course emphasizes the process for implementation and maintenance of the MS Windows network and prepares the student for industry certification tests.
Prerequisite: IT 471.

Three hours as needed
IT 534  LINUX ADMINISTRATION
Advanced studies in Linux operating system intricacies for LAN/WAN design and development. This course emphasizes the process for implementation and maintenance of the Linux network using operating system variations to prepare the student for those commonly found in corporate operations. Prerequisite: IT 471.

Three hours as needed

IT 560  RELATIONAL DATABASE DESIGN AND DEVELOPMENT
A study of database design and development techniques. Topics include data modeling, entity-relationship modeling, relational models, database normalization techniques, and practical application techniques.

Three hours Spring Semester

IT 591  SENIOR SEMINAR (SIE/WCF)
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 Spring Semester

ITI 595  INFORMATION TECHNOLOGY 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.

One to Six hours as needed

HEALTHCARE INFORMATICS COURSES

HCI 200  HEALTHCARE 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 as needed

HCI 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
**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 as needed*

**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 as needed*

**HC 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.

*Three hours as needed*

**HCI 420 HEALTHCARE CODING**
The study of the process to receive reimbursement for services provided. Coding of medical activities is one of the most crucial financial processes in healthcare. Students will study the process, actions and implementation of systems to ensure the medical/insurance interaction is effective and timely. (NOTE: This is an area that has certification available.)

*Three hours as needed*

**HCI 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.

*Three hours as needed*
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.
Three hours as needed

HCI 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.
Three hours as needed

HCI 510  SPECIAL TOPICS IN HEALTHCARE
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
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, that 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>
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</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Music</td>
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<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
- 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 211/212 SPANISH III AND IV (FL/212 CS)
The first course is 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. The second course continues the development of conversation and writing skills, including those useful for career enhancement. Cultural and literary readings are also emphasized. Spanish IV applies toward the Cultural Studies requirement.

Three hours each semester

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 as needed
SPA 336  **HISPANIC CIVILIZATION AND CULTURE (CS)**  
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.  
*Three hours as needed*

SPA 448/449  **SURVEY OF SPANISH AND SPANISH AMERICAN LITERATURE I AND II (FL)**  
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.  
*Three hours as needed*

SPA 598  **INDEPENDENT STUDY**  
Selection, with mentor, of topic such as Spanish and Spanish-American Drama, or a contemporary author.  
*One-three hours as needed*
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**

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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.
- explore mathematical concepts from numerical, graphical, and analytical points of view; give exact or approximate solutions as appropriate.
- develop quantitative literacy by collecting, organizing and interpreting data, and create models for drawing trustworthy conclusions based on that data.
- develop an awareness of the role of mathematics in our culture through an introduction to its history, nature, and philosophy.
- develop an ability to recognize and construct consistent and logical proofs of mathematical concepts.
MAJOR IN MATHEMATICS
33 credit hours of mathematics as listed below, plus appropriate Senior Integrative Experience.

MA 221 Calculus and Analytic Geometry I
MA 222 Calculus and Analytic Geometry II
MA 323 Calculus and Analytic Geometry III
MA 364 Linear Algebra
MA 371 Mathematical Modeling
MA 372 Mathematical Reasoning
MA 380 Historical Foundations of Mathematics
MA 437 Probability and Statistics
MA 455 Modern Geometries
MA 463 Abstract Algebra
MA 597 Senior Seminar

Students must also choose one of the following options:

Option 1: PHY 215 and PHY 216 Physics I and II
Option 2: CH 121 and CH 122 General Chemistry I and II
Option 3: AC 251 and AC 252 Principles of Accounting I and II
Option 4: ECMGT 220 and EC 233 Principles of Applied Micro and Macroeconomics
Option 5: IT 254 and IT 354 Beginning and Advanced Visual Basic.Net

MINOR IN MATHEMATICS
15 hours, including MA 221 and at least two upper-level courses. No courses below MA 210 may be included in the 15 hours.

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 at least a 2.0 GPA in upper-level coursework and pass a departmental exam to be eligible for student teaching.

MATHEMATICS COURSES
Placement in mathematics courses is determined by the student's ACT or SAT math sub-score. Students 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.
MA 006  INTRODUCTORY ALGEBRA
The Real Number System, first-degree equations and inequalities, polynomials, factoring, rational expressions, graphs, slope, linear systems of equations, and rational expressions, volume, congruent and similar triangles, applications. Does not count toward mathematics general education requirement or 128 hours needed to graduate. Required for students who have a score of 18 or below on the ACT math exam.

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.

Three hours each semester

MA 190  INTRODUCTION TO QUANTITATIVE REASONING (MA)
This course will investigate quantitative methods from consumer math, algebra, and statistics with an emphasis on applications from business and finance. Students will: demonstrate proficiency in using the real number system; create, use, and interpret graphs; collect, organize, display, and use data; create, solve, and apply linear, quadratic, and exponential functions and equations. 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.

Three hours spring semester even years

MA 210  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; systems of equations; sequences and series. 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. Graphing calculator or software required. 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.

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 210 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.

*Three hours spring semester, odd years*

MA 221  CALCULUS AND ANALYTIC GEOMETRY I (MA)
The first of a three semester sequence in analytic geometry and calculus. Topics presented geometrically, numerically, and algebraically. Definitions and procedures evolve from the investigation of practical problems. The two basic concepts of calculus-the derivative and the definite integral-will be studied, with more emphasis this semester on the derivative. Graphing calculator or software required. Prerequisite: A grade of C or better in MA 210 and MA 211, or a minimum score of 27 on the ACT math exam, or a minimum score of 46 on the College Algebra portion and of 26 on the Trigonometry portion of COMPASS.

*Four hours fall semester*

MA 222  CALCULUS AND ANALYTIC GEOMETRY II (MA)
Continuation of analytic geometry and techniques of integral calculus. Topics will be presented geometrically, numerically, and algebraically. Formal definitions and procedures evolve from the investigation of practical problems. Emphasis will be on integral calculus and its applications, improper integrals, approximations, Taylor series, polar coordinates, and an introduction to differential equations. Graphing calculator or software required. Prerequisite: A grade of C or better in MA 221.

*Four hours spring semester*

MA 230  INTRODUCTORY STATISTICS (MA)
Measures of central tendency, measures of dispersion, probability, binomial and normal distribution, hypothesis testing, 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.

*Three hours each semester*

MA 323  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 222.

*Four hours fall semester even years*
MA 364  **LINEAR ALGEBRA (H)**
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 222.  
*Three hours fall semester odd 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 222.  
*Three hours spring semester odd years*

MA 372  **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, relations and functions, and graph theory. The course provides the necessary analytical tools for advanced mathematics courses. Prerequisite: A grade of C or better in MA 222.  
*Three hours spring semester odd years*

MA 380  **HISTORICAL FOUNDATIONS OF MATHEMATICS (IS/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; contributions of women historically and currently. Students will research a famous problem of their choice. Problems will be studied that are related to each period of development. Prerequisite: A grade of C or better in MA 222.  
*Three hours spring semester even years*

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 323.  
*Three hours spring semester even years*
MA 455  MODERN GEOMETRIES (WCF/H)
Theory and applications of modern geometry, the role of axiomatics in
developing a mathematical system, various methods of proof, including
Euclidean and non-Euclidean geometries, transformational geometries,
symmetry, projective geometry, and finite geometries. Prerequisite: MA
323 and MA 372.

Three hours spring semester odd years

MA 463  ABSTRACT ALGEBRA (INCF/H)
Introduction to abstract algebra covering elementary theoretical and
computational aspects of groups, rings and fields. Computations and
concepts will be studied for each topic, followed by study theory and
proofs. Prerequisite: MA 323 and MA 372.

Three hours fall semester even years

MA 595  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 597  SENIOR SEMINAR (SIE)
Senior Integrative Experience for mathematics majors who are not in
Secondary Education. Reflections on principles of ethics; investigations
into the role of mathematics in society; explorations of current research
topics; community project; and development of a career portfolio.
Prerequisite: Senior mathematics major.

Two hours fall semester as needed

NSMA 290  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
MEDICAL LABORATORY SCIENCE

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

FOUR-YEAR PROGRAM
Three years of study at the University of Saint Mary (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.

FIVE-YEAR PROGRAM
A four-year course of study leading to a Bachelor of Science degree in Biology or Chemistry. The student then enters into 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, and upon the successful completion of the registry examination is certified as a Registered Medical Laboratory Scientist.

Currently USM is affiliated with the Clinical Program at North Kansas City Hospital; students in the four-year program apply to the Clinical Program during their junior 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 for either a four-year or five-year program are advised to consult their advisor for course selection as additional pre-requisite courses may be required.

REQUIRED COURSES FOR FOUR-YEAR AND FIVE-YEAR PROGRAMS

CH 121 General Chemistry I  
CH 122 General Chemistry II  
CH 330 Organic Chemistry I  
BI 212 Diversity of Plants and Animals  
BI 220 Cell Biology  

one course in physiology OR  
the two semester sequence BI 258/259 Human Anatomy and Physiology I, II  
BI 265 Basic Microbiology  
BI 312 Biotechnology  
BI 445 Genetics  
BI 451 Immunology  
BICH 461 Biochemistry Lecture  
MA 230 Introductory Statistics  
COM 120 Public Speaking

The student must complete all general education requirements for the Bachelor's degree.
ADDITIONAL COURSE REQUIREMENTS FOR THE FIVE-YEAR PROGRAM
The student must fulfill the course requirements for the Bachelor of Science degree in either Biology or Chemistry.

FOUR-YEAR PROGRAM - B.S. DEGREE IN MEDICAL LABORATORY SCIENCE
The minimum of thirty credits granted for the fourth year will be taken from the following for students accepted for internship in the Kansas City area Programs of Medical Laboratory Science. Clinical programs may vary somewhat from this pattern; however, a minimum of 30 semester hours of credit will be awarded upon successful completion of the internship.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>Medical Chemistry</td>
<td>6-10</td>
</tr>
<tr>
<td>Medical Microbiology</td>
<td>6-8</td>
</tr>
<tr>
<td>Medical Immunology</td>
<td>6-10</td>
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<tr>
<td>(including Serology and Immunohematology)</td>
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<tr>
<td>Medical Hematology</td>
<td>4-6</td>
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<tr>
<td>Topics in Medical Laboratory Science</td>
<td>2-6</td>
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<tr>
<td>Minimum Total</td>
<td>30</td>
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</tbody>
</table>

MEDICAL LABORATORY SCIENCE COURSES

MLS 590  MEDICAL CHEMISTRY
A study of routine and special medical chemistry procedures and their significance in clinical medicine.

MLS 591  MEDICAL MICROBIOLOGY
Includes combined theory and practice covering a) morphological, cultural, serological characteristics of the pathogenic bacteria, parasites and fungi, and b) techniques required for processing specimens and for identifying organisms encountered in clinical material.

MLS 592  MEDICAL IMMUNOLOGY
Theory and laboratory procedures covering the basic and advanced principles of immunohematology and serology.

MLS 593  MEDICAL HEMATOLOGY
Theory and practice involved in the diagnosis of hematologic diseases by laboratory methods.

MLS 599  TOPICS IN MEDICAL LABORATORY SCIENCE
Includes basic principles and practices of the medical laboratory, techniques, and special projects.
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 teaching, performance and musical leadership

MUSIC PROGRAM LEARNING OUTCOMES

Students will be able to
- perform in their musical medium with technical skill and musicianship; and
- understand, analyze and evaluate a musical work or performance.

MUSIC CONCENTRATION IN 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, VOICE, INSTRUMENT)

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

PIANO EMPHASIS

MU 105 Music Appreciation or MU 421 Music History with Program Director's Approval
MU 110 Fundamentals of Music Theory
MU 120 Diatonic Theory and Form
MU 131 Concert Chorale or MU 135 Instrumental Ensemble (2 semesters)
MU 501 Piano Pedagogy
MU 599 Applied Minor Recital or Lecture-Recital

Applied Piano: Minimum of 4 semesters and completion of the 452 Level and successful completion of piano proficiency exam.

Electives
VOCAL 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 599 Applied Minor Recital or Lecture-Recital
Applied Piano 2 semesters or successful completion of piano proficiency
               exam
Applied Voice Minimum of 4 semesters and/or completion of the 452 Level
Electives

INSTRUMENTAL 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 136 Band or MU 135 Instrumental Ensemble (4 semesters)
MU 599 Applied Minor Recital or Lecture-Recital
Applied Piano 2 semesters or successful completion of piano proficiency exam
Applied Instrument Minimum of 4 semesters and/or completion of the 452 Level
Electives

MINOR IN MUSIC
18 hours required of the following courses:
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
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/CS)
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 Odd Years

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)
A course for music minors which includes an 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 as needed

MU 213  CHROMATIC THEORY AND FORM (FA)
Continuation of Diatonic Theory and Form. Borrowed and augmented sixth chords, diminished seventh chords, chromatic harmony, modulation. Form and analysis of 18th and 19th century forms. Prerequisite: MU 120 and consent of the instructor.
Three hours as needed

MU 214  TWENTIETH CENTURY TECHNIQUES AND FORM (FA)
Continuation of Chromatic Theory and Form. Analysis of late 19th and 20th century styles and forms with keyboard application. Incorporates set theory and serial techniques. Prerequisite: MU 213 and consent of the instructor.
Three hours 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 301  SPECIAL TOPICS
One to three hours as needed
<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Description</th>
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<tbody>
<tr>
<td>MU 310</td>
<td>FOREIGN LANGUAGES FOR SINGING</td>
<td>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.</td>
</tr>
<tr>
<td>MUTHR 330</td>
<td>THE BROADWAY MUSICAL (FA)</td>
<td>Historical/stylistic development of the American Broadway Musical from eighteenth century origins to the present. Attendance at selected on and off-campus musical theatre presentations is required. Three hours Spring Even Years</td>
</tr>
<tr>
<td>MU 420</td>
<td>MUSIC HISTORY AND LITERATURE I (FA/CS/WCF)</td>
<td>The art of music from the Greeks through the Middle Ages, Renaissance and Baroque eras. Important styles, trends, works and composers. Prerequisite: Consent of instructor. Three hours as needed in Fall semester</td>
</tr>
<tr>
<td>MU 421</td>
<td>MUSIC HISTORY AND LITERATURE II (FA/CS/WCF)</td>
<td>The art of music from the end of the Baroque era through the Classical era, the Romantic era and the 20th century to the present. Important styles, trends, works and composers. Prerequisite: Consent of instructor. Three hours as needed in Spring semester</td>
</tr>
<tr>
<td>MU 440</td>
<td>FORM AND ANALYSIS (FA)</td>
<td>Study and analysis of representative examples of musical forms and genres from the Middle Ages to the Present Day. Three hours as needed.</td>
</tr>
<tr>
<td>MU 585</td>
<td>CONDUCTING</td>
<td>Methods of organizing and rehearsing vocal and instrumental ensembles. Baton technique, score reading. Out-of-class observations and conducting practicum with University ensembles. Two hours as needed in Fall semester</td>
</tr>
<tr>
<td>MU 598</td>
<td>INDEPENDENT STUDY (H)</td>
<td>Prerequisite: Approval of Program Director One-three hours as needed.</td>
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</table>

**ENSEMBLES**

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<tr>
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<th>Description</th>
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</thead>
<tbody>
<tr>
<td>MU 131</td>
<td>CONCERT CHORALE/HANDBELLS</td>
<td>Instruction in choral singing with emphasis on the preparation of major works for performance. Handbells primarily in fall semester. Open enrollment. Check university calendar for required performance dates. One hour each semester</td>
</tr>
</tbody>
</table>
MU 135  INSTRUMENTAL ENSEMBLE
String, Woodwind, Brass, Chamber Music, Handbells. 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, brass, and/or 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 date. Enrollment by instructor consent.  
One hour spring semester as needed

APPLIED MUSIC
Applied study of piano, voice and other instruments is available by audition and the consent of the instructor and music program director. Performance in student recitals at the discretion of the instructor. Semester jury examination required for private applied lessons for academic credit.

PIANO

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

MU 151, 152, 251, 252  PRIVATE PIANO
Lower-level piano study.  
One hour each semester

MU 451, 452, 551, 552  PRIVATE PIANO (H)
Upper-level piano study.  
One-two hours each semester

MU 501  PIANO PEDAGOGY
Methods and materials for piano teaching.  
One hour as needed

MU 599  APPLIED MINOR RECITAL/LECTURE RECITAL
One/two hours in senior year
VOICE

MU 151, 152, 251, 252  PRIVATE VOICE
Lower-level voice study.
One hour each semester

MU 451, 452, 551, 552  PRIVATE VOICE(H)
Upper-level voice study.
One-two hours each semester

MU 599  APPLIED MINOR RECITAL/LECTURE RECITAL
One/two hours in senior year

OTHER INSTRUMENTS

MU 151, 152, 251, 252  PRIVATE INSTRUMENT
Lower-level study.
One hour each semester

MU 451, 452, 551, 552  PRIVATE INSTRUMENT (H)
Upper-level study.
One-two hours each semester

MU 599  APPLIED MINOR RECITAL/LECTURE RECITAL
One/two hours in senior year
BACHELOR OF SCIENCE IN NURSING PROGRAM

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. 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 course work 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 that do not currently have a license as a Registered Nurse (RN). For students with a license as a RN who desire degree completion please see the degree completion 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, and foster community. 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 critical thinking 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.
- 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.*


ADMISSION REQUIREMENTS
General admission 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. Admission decisions are competitive and are based on an overall ranking of the applicant in each of the following areas:

a. Admission to University of Saint Mary.
b. Indications of academic success:
c. Minimum GPA of 2.5 on all previous college work.
d. Minimum "C" grade in each course required for the major.
e. Completion of 56 credit hours including prerequisites prior to beginning the Nursing major
f. Personal statement of goals.
g. Two letters of reference.
h. Personal qualifications, potential for professional competency, state of health, and necessary functional abilities.
i. Achievement of designated benchmark on program-specified externally prepared entrance exam.

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 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.
- Students in the on-campus nursing program have 3 years from the time of admission to the nursing major to complete the entire nursing curriculum.
- Students that fail to complete the nursing curriculum in this 3-year period or are dismissed from the nursing program must request re-admission to the major and are subject to complete the entire nursing curriculum that is current at the time of re-admission to the major.
- A minimum grade of "C" must be earned in all nursing courses in order to progress in the nursing curriculum. Students will be allowed to repeat or withdraw from one course one time. Failure to meet these progression requirements will result in dismissal from the program.

ADDITIONAL REQUIREMENTS FOR NURSING STUDENTS
Nursing education takes place in both the college classroom and the clinical setting. Students will need to meet additional requirements and expenses including, but not limited to: health examinations, immunizations, uniforms, transportation to clinical agencies, liability insurance, background checks, fees for licensure, and externally prepared examinations while enrolled in the junior and senior clinical nursing courses.
BS DEGREE MAJOR IN NURSING

REQUIRED NURSING COURSES
- NU 401 Introduction to Professional Nursing (3 credit hours)
- NU 406 Nursing Therapeutic Interventions (3 credit hours)
- NU 410 Research in Nursing (3 credit hours)
- NU 420 Health Assessment (3 credit hours)
- BINU 450 Pharmacology (3 credit hours)
- BINU 454 Pathophysiology (3 credit hours)
- NU 460 Adult Health I (4 credit hours)
- NU 462 Adult Health II (4 credit hours)
- NU 510 Mental Health (4 credit hours)
- NU 514 Pediatric Health Care (4 credit hours)
- NU 516 Women’s Health and Maternity (4 credit hours)
- NU 520 End of Life Care (3 credit hours)
- NU 525 Community Health Care (4 credit hours)
- NU 530 Care of the Complex Ill (4 credit hours)
- NU 540 Leadership Roles in Nursing (4 credit hours)
- NU 550 Senior Clinical Practicum (2 credit hours)
- NU 590 Senior Integrative Seminar (3 credit hours)

Total 58 credit hours

REQUIRED SUPPORTING COURSES
- SO 110 Introduction to Sociology (3 credit hours)
- PY 150 Introduction to Psychology (3 credit hours)
- BI 109 Biology for Today (3 credit hours)
- CH 113 Chemistry for Allied Health w/Lab (4 credit hours)
- MA 115 Intermediate Algebra (3 credit hours)
- MA 230 Introductory Statistics (3 credit hours)
- PY 290 Psychology of Childhood and Adolescence (3 credit hours)
- BI 258/259 Human Anatomy and Physiology I, II w/Lab (10 credit hours)
- BI 265 Basic Microbiology w/Lab (4 credit hours)
- PY 355 Aging: Issues and Perspectives (3 credit hours)
- THNU 390 Mission in Healthcare (3 credit hours)

Total 39 credit hours

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 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 credit hours fall semester
NU 401 INTRODUCTION TO PROFESSIONAL NURSING
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 406 NURSING THERAPEUTIC INTERVENTIONS
Emphasis on the basic concepts and psychomotor skills needed to provide therapeutic interventions to clients with health alterations across the lifespan. Academic skills laboratory and clinical experiences are included. Prerequisite: Admission to the major.

*Three credit hours fall semester*

NU 410 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 401.

*Three credit hours spring semester*

NU 420 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 major.

*Three credit hours fall semester*

BINU 450 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: CH 113, BI 258, BI 259, and BI 265.

*Three credit hours spring semester*

BINU 454 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. Prerequisites: CH 113, BI 258, BI 259, and BI 265.

*Three credit hours fall semester*
NU 460/462  ADULT HEALTH I AND ADULT HEALTH II
Focuses on the problem solving process for providing nursing care to adults across the lifespan experiencing health care needs across the illness continuum. The clinical component focuses on the professional role in providing patient care and evaluating outcomes in collaboration with other health team with other health team members. Prerequisites for both NU 460/462: NU 401, NU 406, NU 420. Co-requisites: BINU 450, BINU 454. Prerequisite for NU 462: successful completion of NU 460.  
Eight credit hours spring semester

NU 510  MENTAL HEALTH
Focuses on providing care to individuals and families who are experiencing psychosocial challenges. 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 junior level nursing coursework.  
Four credit hours spring semester

NU 514  PEDIATRIC HEALTH CARE
Focuses on developmentally appropriate health promotion and nursing care for children and their families experiencing acute and chronic pediatric problems. This course has a didactic and clinical component. Prerequisites: All junior level nursing coursework.  
Four credit hours fall semester

NU 516  WOMEN'S HEALTH AND MATERNITY
Emphasis is on 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 junior level nursing coursework.  
Four credit hours fall semester

NU 520  END OF LIFE CARE
Examines the principles of palliative care and end of life care. Included are approaches to meeting physical, psychological, and spiritual needs of the patient and family. Prerequisite: Admission to the major, NU 401.  
Three credit hours fall semester

NU 525  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.  
Four credit hours spring semester
NU 530  
**CARE OF THE COMPLEX ILL**
Emphasis is on the patient and family experiencing severe disruptions in health. 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. This course has a didactic and clinical component. Prerequisites: All junior level nursing coursework.

*Four credit hours fall 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.

*Four credit hours spring semester*

NU 550  
**SENIOR CLINICAL PRACTICUM**
Provides students with a concentrated experience in collaborative nursing care management with a preceptor. Focus is on refinement of skills in clinical judgment and nursing interventions along with enhanced socialization to the professional role. Prerequisites: All junior level nursing coursework.

*Two credit hours spring semester*

NU 590  
**SENIOR INTEGRATIVE SEMINAR (IS)**
Focuses on integration of the behaviors essential for the transition from student to professional nurse. Prerequisites: All junior level nursing coursework.

*Three credit hours fall semester*
BACHELOR OF SCIENCE IN NURSING DEGREE COMPLETION PROGRAM (ONLINE & OPC) 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. The program is offered in two delivery modes, both on-line and as an evening program at the Overland Park Campus. Unless otherwise noted, all requirements, policies, and information are applicable to students in either delivery option.

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, and foster community. 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 @ One Dupont Circle, NW, Suite 530, Washington, DC 20036 Phone: (202) 887-6791 Fax: (202) 887-8476.

GRADUATES OF NURSING PROGRAM WILL:

- Use critical thinking 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.
- 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.*


ADMISSION REQUIREMENTS
Conditional Acceptance: Applicants will be conditionally accepted when the following conditions are met:
1. Completion of the admission application.
2. Payment of $25 application fee (non-refundable).
3. Verification of unrestricted RN license in the United States (verification by completed by the University)
4. Completion of Supplemental Application Form
**Official Acceptance:** Applicants will be admitted officially to the RN-BSN program if the following conditions are met:

1. Completion of admission application
2. Payment of $25 application fee
3. Cumulative GPA of 2.5
4. Completion of Supplemental Application Form
5. Verification of unrestricted RN license in United States
7. Receipt of employment verification form.
8. Receipt of all official transcripts of all college work.
9. 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.

Students accepted conditionally to the RN to Bachelor of Science in Nursing program will have 45 calendar days to complete the requirements to become fully accepted. The 45 day deadline will be calculated from the date of conditional acceptance regardless if the student has registered for their first term of courses or not. Students who do not complete the requirements for full acceptance on/before the 45th day will be placed on registration hold until they’ve completed the requirements for full acceptance.

**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. 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.
3. Students who are taking nursing courses may be allowed to repeat a course one time. Students will be dismissed after failing the same nursing course twice. A student who earns a “D” or “F” in a second nursing course will be dismissed from the program.
4. First-time students will take 1 course (Nursing as a Profession) during their first term of enrollment.
5. Students must maintain a current unrestricted license as a RN in the United States for admission and continued enrollment.

**BACHELOR OF SCIENCE IN NURSING DEGREE**

Students will complete the requirements for general education for the University's bachelor degrees. In addition, RN-BSN nursing students complete 29 hours of professional nursing course work, 15 hours of nursing support courses and earn 30 hours from nursing escrow which acknowledges prior nursing coursework completed. The minimum total hours required for graduation is 128 cr. Students may need additional course hours (electives) to meet the 128 credit hours.
REQUIRED GENERAL EDUCATION
The following course requirements are specific to students in the RN-BSN program
(6 credits minimum)
   PH 442   Bioethics (or Ethics course from a Philosophy department--3cr)
   EN 370   Language and Literature (must be completed at USM-3cr).
Any additional general education courses to meet the university general education requirements

REQUIRED NURSING SUPPORT COURSES
15 hours minimum
   • Intermediate Algebra or higher 3cr.
   • Intro to Sociology OR Cultural Anthropology 3cr.
   • Biology for Today 3cr.
   • Statistics 3cr.
   • Aging: Issues and Perspectives 3cr.

NURSING ESCROW
30 hours
Credit for the following courses (30 credit hours) will be granted upon verification of RN license. Students may be required to show valid RN work experience depending on graduation date from nursing degree/program.
   • Pharmacology 3 cr.
   • Nursing Therapeutic. Interventions 3 cr.
   • Adult Health I and II 8 cr.
   • Psychosocial Health – 4 cr.
   • Women’s Health and Maternity – 4 cr.
   • Care of the Complex III – 4 cr.
   • Pediatric Health Care 4 cr.
   • Lab Science requirement (requirement met)

REQUIRED NURSING COURSES:
Total 29 cr.
   • Mission in Healthcare: A theological perspective 3cr
   • Nursing as a Profession 3cr
   • Pathophysiology 3cr
   • Health Assessment 3cr
   • End of Life Care 3cr
   • Research in Nursing 3cr
   • Community Health Nursing 4 cr.
   • Leadership in Nursing 4 cr.
   • Senior Integrative Seminar 3cr
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. For the on-line and Overland Park sections, students need to be enrolled in the RN to BSN program or obtain the permission of the chair of Theology or Nursing.

Three hours

NU 402 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 for professional nursing practice. The student will explore concepts related to: professional values, nursing knowledge, and roles of the professional nurse. Prerequisite: RN license. Students must successfully complete this course prior to progressing in the RN-BSN curriculum.

Three hours

NU 410 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 for on-line and Overland Park sections: RN license and NU 402. Recommended: completion of statistics prior to this course.

Three hours

NU 420 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 for on-line and Overland Park sections: RN license and NU 402

Three hours

BINU 454 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 for on-line and Overland Park Sections: RN license and NU 402

Three hours
NU 520  END OF LIFE CARE
Examines the principles of palliative care at the end of life with an emphasis on pain management. Included are approaches to meeting physical, psychological, and spiritual needs of the patient. Prerequisite for on-line and Overland Park sections: RN license and NU 402
Three hours

NU 525  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 for on-line and Overland Park Sections: Current RN license, all required nursing support courses, THNU 390, NU 402, NU 410, NU 420, NU 454, NU 520.
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 for on-line and Overland Park sections: Current RN license, all required nursing support courses, THNU 390, NU 402, NU 410, NU 420, NU 454, NU 520.
Four hours

NU 590  SENIOR INTEGRATIVE SEMINAR (IS)
Focuses on integration of the behaviors essential for the transition from student to professional nurse. Pre-requisites for online and Overland Park Sections: Current RN license, all required nursing support courses, THNU 390, NU 402, NU 410, NU 420, NU 454, NU 520.
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 330 and PH 340. Recommended sequence is as
follows:

PH 110 Logic
PH 330 Historical Introduction to Philosophy
PH 340 Ethics
Two philosophy electives

PHILOSOPHY COURSES

PH 110 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 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? 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
PH 270  **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 280  **TOPICS IN PHILOSOPHY (PH)**  
An introduction to philosophy through a discussion of selected topics in philosophy.  
*Three hours as needed*

PH 330  **HISTORICAL INTRODUCTION TO PHILOSOPHY (PH)**  
An introduction to the problems of philosophy through a survey of the history of European philosophy.  
*Three hours fall semester odd 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*

PH 350  **PHILOSOPHY OF RELIGION (PH/IS)**  
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 360  **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*

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 377  **EASTERN PHILOSOPHY (PH)**  
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 420  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 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 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 in politics.

MAJOR IN POLITICAL SCIENCE

30 hours in History/Political Science, including the following. 15 must be upper-level hours in Political Science.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PS 132</td>
<td>Debating American Government: National, State, and Local</td>
</tr>
<tr>
<td>HIPS 250</td>
<td>Colloquium in Human Communities: Introduction to International Affairs</td>
</tr>
<tr>
<td>PHPS 371</td>
<td>Political Thought I</td>
</tr>
<tr>
<td>PHPS 372</td>
<td>Political Thought II</td>
</tr>
<tr>
<td>PS 381</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:

<table>
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<tr>
<td>PHPS 371</td>
<td>Political Thought I OR</td>
</tr>
<tr>
<td>PHPS 372</td>
<td>Political Thought II</td>
</tr>
</tbody>
</table>
POLITICAL SCIENCE COURSES

PS 132  DEBATING AMERICAN NATIONAL, STATE, AND LOCAL GOVERNMENT (SS)
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

PS 220  INTRODUCTION TO POLITICAL SCIENCE (LC/SS)
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 both semesters

HIPS 250  COLLOQUIUM IN HUMAN COMMUNITIES: INTRODUCTION TO INTERNATIONAL AFFAIRS (IS/SS/CS/HI-World)
See HIPS 250 under History.

PS 330  SEX AND POLITICS (IS/SS)
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.
Three hours spring even years

HI 344  HISTORY OF ASIA (HI-WORLD)
See HI 344 under History.

PS 343  UNDUE INFLUENCE: PARTIES, MEDIA AND INTEREST GROUPS (SS/WCF)
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 odd years

PS 365  INSIDE THE MACHINE: FEDERAL INSTITUTIONS (SS/WCF)
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
PHPS 371  POLITICAL THOUGHT I (PH/SS)
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 odd years

PHPS 372  POLITICAL THOUGHT II (PH/SS)
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 even years

PS 381  DIFFERENT WORLDS: COMPARATIVE POLITICAL SYSTEMS (SS)
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.

Three hours fall odd years

EC 410  INTERNATIONAL POLITICAL ECONOMY (SS)
See EC 410 under Global Studies

HI 430  HISTORY OF LATIN AMERICA (HI-WORLD/CS)
See HI 430 under History.

HI 436  HISTORY OF UNITED STATES FOREIGN RELATIONS (HI-US)
See HI 436 under History.

HIPS 450  CONTEMPORARY INTERNATIONAL ISSUES (CS/SS)
See HIPS 450 under Global Studies.

PS 455  WHY DO THEY DO THAT? POLITICAL BEHAVIOR (SS)
An introduction to the social and psychological processes involved in the political arena. The course will investigate public opinion, participation, and voting, as well as more general interpretations of political behavior and psychology.

Three hours spring odd years

PS 462  CIVIL RIGHTS AND CIVIL LIBERTIES (SS/WCF/H)
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.

Three hours spring odd years

HI 535  THE AMERICAN PRESIDENCY (HI-US)
See HI 535 under History.
PS 530  CONTEMPORARY CONTROVERSIES (SS/WCF/H)
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.

*Three hours fall even years*

HIPS 550  EURASIA: FROM THE RUSSIAN WORLD TO THE MIDDLE EAST (HI-WORLD/CS/H)
See HIPS 550 under History.

PS 580  THEORIES OF INTERNATIONAL AFFAIRS (SS/WCF/H)
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 odd years*

PS 585  POLITICAL SCIENCE INTERNSHIP
To be determined in consultation with instructor.

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 spring semesters*

PS 595  SPECIAL TOPICS IN POLITICAL SCIENCE
Intensive study of a major political idea, such as race, equality, liberty, democracy, rights, and justice. Prerequisite: instructor consent.

*One to three hours as needed*
PSYCHOLOGY

Psychology can be defined as the scientific study of mind and behavior. Aren't we all curious about people and the way they think and behave?

Through an integrated curriculum of traditional psychology courses (abnormal psychology, social psychology, psychology of childhood and adolescence) and applied courses and experiences (practicum, professional ethics, research methods) students acquire a well-rounded education in psychology. 

The Psychology program seeks to prepare graduates who demonstrate

- an understanding of the field of psychology through presenting ideas, raising relevant questions, and engaging in meaningful discussion of concepts;
- the ability to apply psychological concepts, solve problems using a variety of psychological methods, and connect psychological theory and practice; and
- the ability to apply psychological concepts and understanding to oneself, 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:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PY 150</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>PY 290</td>
<td>Psychology of Childhood and Adolescence or</td>
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<tr>
<td>PY 355</td>
<td>Aging: Issues and Perspectives</td>
</tr>
<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 535</td>
<td>Abnormal Psychology</td>
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<tr>
<td>PY 475</td>
<td>Personality Theories or</td>
</tr>
<tr>
<td>PY 550</td>
<td>History and Systems of Psychology</td>
</tr>
<tr>
<td>PYCR 585</td>
<td>Research Methods: Design</td>
</tr>
<tr>
<td>PYCR 586</td>
<td>Research Methods: Statistical Analysis</td>
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<tr>
<td>PYCR 590</td>
<td>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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PY 150</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>PY 290</td>
<td>Psychology of Childhood and Adolescence or PY 355</td>
</tr>
<tr>
<td>PY 460</td>
<td>Social Psychology or PY 535</td>
</tr>
</tbody>
</table>

PSYCHOLOGY COURSES

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 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 spring 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 310 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 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
**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*

**PY 355**  
**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 410**  
**HEALTH PSYCHOLOGY (BS/IS)**  
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 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

PY 535  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

PY 550  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

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. 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 16 hours of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>SCA 181</td>
<td>First Aid/CPR</td>
</tr>
<tr>
<td>SCA 280</td>
<td>Care and Prevention of Athletic Injuries</td>
</tr>
<tr>
<td>SMSCA 485</td>
<td>Organization and Administration of Athletics and Sports</td>
</tr>
<tr>
<td>SCAPY 345</td>
<td>Psychology of Sports</td>
</tr>
</tbody>
</table>

SELECT TWO METHODS COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>SCA 291-1</td>
<td>Methods of Coaching: Basketball</td>
</tr>
<tr>
<td>SCA 291-2</td>
<td>Methods of Coaching: Softball/Baseball</td>
</tr>
<tr>
<td>SCA 291-3</td>
<td>Methods of Coaching: Soccer</td>
</tr>
<tr>
<td>SCA 291-4</td>
<td>Methods of Coaching: Football</td>
</tr>
<tr>
<td>SCA 291-5</td>
<td>Methods of Coaching: Volleyball</td>
</tr>
<tr>
<td>SCA 291-6</td>
<td>Methods of Coaching: Golf, Tennis</td>
</tr>
<tr>
<td>SCA 291-7</td>
<td>Methods of Coaching: Teaching Sports Activities</td>
</tr>
</tbody>
</table>

SELECT TWO SPORTS/FITNESS COURSES

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>SCA 139</td>
<td>Weight Training/Physical Conditioning</td>
</tr>
<tr>
<td>SCA 246</td>
<td>Varsity Sports (Basketball, volleyball, softball, soccer, football, baseball)</td>
</tr>
<tr>
<td>SCA 145</td>
<td>Sports (varies)</td>
</tr>
<tr>
<td>SCA 146</td>
<td>Fitness (varies)</td>
</tr>
<tr>
<td>SCA 147</td>
<td>Walk/Jog</td>
</tr>
</tbody>
</table>

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  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

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
SPORT COACHING AND 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 246 Varsity Sports is open to students participating in varsity athletics at the University of Saint Mary, provided all participation requirements are met.
SCA 246-1 Varsity Football
SCA 246-2 Varsity Soccer
SCA 246-3 Varsity Volleyball
SCA 246-5 Varsity Men's Basketball
SCA 246-6 Varsity Softball
SCA 246-7 Varsity Baseball
SCA 246-9 Varsity Women's Basketball

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
THRSC 100 Ballet I (1)
THRSC 101 Ballet II (1) Prerequisite: Ballet I
THRSC 118 Jazz Tap I (1)
THRSC 218 Jazz Tap II (1) Prerequisite: Jazz Tap I
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_
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</th>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>FATHR</td>
<td>360</td>
<td>Your Life In Art</td>
</tr>
<tr>
<td>THR</td>
<td>130</td>
<td>Technical Theatre Workshop</td>
</tr>
<tr>
<td>THR</td>
<td>250</td>
<td>Acting</td>
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<tr>
<td>THR</td>
<td>320</td>
<td>Mime</td>
</tr>
<tr>
<td>THR</td>
<td>340</td>
<td>Readers Theatre</td>
</tr>
<tr>
<td>THR</td>
<td>350</td>
<td>Production (4 credits)</td>
</tr>
<tr>
<td>THR</td>
<td>418</td>
<td>Theory and Criticism</td>
</tr>
<tr>
<td>THR</td>
<td>419</td>
<td>Theatre History</td>
</tr>
<tr>
<td>THR</td>
<td>460</td>
<td>Fundamentals of Directing</td>
</tr>
<tr>
<td>THR</td>
<td>531</td>
<td>Scene Design</td>
</tr>
<tr>
<td>THR</td>
<td>533</td>
<td>Theatre Management</td>
</tr>
<tr>
<td>THR</td>
<td>596</td>
<td>Theatre Seminar</td>
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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  151  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  342  Acrylic/Watercolor 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. 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

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

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/S-L)**
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 and consent of the instructor.

*One-Three hours each spring*

**THR 410 PLAYWRITING (FA/H)**
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 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.
Three hours fall even years

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
<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credit Hours</th>
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| 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     | INDEPENDENT STUDY (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
30 hours of theology, including the following:
- TH 250 Old Testament
- TH 260 New Testament
- TH 320 Images of Jesus
- TH 322 Theology of the Sacraments
- TH 325 Perspectives on Church
- TH 328 Christian Ethics
- TH 375 World Religions
- TH 425 Mystery of God
- minimum of 9 hours of philosophy including PH 420
- minimum of 9 hours of history, 6 of which must be ancient or European history
- a foreign language (Elementary I, II college-level of the same language)
- 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.

MINOR IN THEOLOGY
18 hours (6 3-hour courses) - at least 9 upper level hours
- One Scripture (TH 110, TH 260)
- One Moral Theology (TH 230, TH 235, TH 328, TH 340)
- Two Systematics (TH 242, 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
- TH 325 Perspectives on Church
- TH 328 Christian Ethics
- TH 375 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

Elective courses may be suggested in psychology, management, and liturgy as these apply to the student's needs and interest.
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

CERTIFICATE 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

THEOLOGY COURSES

TH 110  INTRODUCTION TO THE 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 fall semester, spring semester odd years
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 spring semester

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 spring semester

TH 230  THEOLOGY OF SEXUALITY AND MARRIAGE (TH/IS)
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 fall semester

TH 235  CHRISTIAN SOCIAL TEACHING (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 is it 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 fall semester even years
TH 250  OLD TESTAMENT (TH/IS)
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 fall semester

TH 260  NEW TESTAMENT (TH/IS)
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 spring semester

TH280  PASTORAL THEOLOGY
This course will explore the meaning and purpose of theology as, “faith seeking understanding.” Students will not only learn about the primary teachings of Christianity as expressed in the Bible, the historical tradition and doctrines, but will be expected to learn how to reflect upon and interpret their meaning and relevance using the critical tools of theology. The final focus of the course will be to explore the ways in which Christian theology can be applied to various lay ministries in order to render a better and more comprehensive understanding of their meaning and purpose.

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 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 fall semester

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 fall semester every even years

TH 325  PERSPECTIVES ON CHURCH (TH/IS)
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 spring semester odd years

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 spring semester even years
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 WORLD RELIGIONS (TH/CS/IS)
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. Prerequisite: one course in theology.
Three hours fall semester

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 fall semester

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.
Three hours as needed
PASTORAL MINISTRY COURSES

PM 300  
**TOPICS IN MINISTRY**  
Topics or experiences in Ministry that are not covered by existing courses.  
*One-three hours as needed*

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.  
*Three hours as needed*

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 590  
**PASTORAL MINISTRY REFLECTION**  
This course, which is taken in conjunction with PM 591 Pastoral Ministry Practicum, develops the process of theological reflection and provides students an opportunity to gain insights from their practicum and 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. Prerequisite: formal admission to the pastoral ministry program or permission of instructor.  
*One-three hours spring semester*

PM 591  
**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-CHEIROPRACTIC 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.

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.

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 will begin a Doctor of Physical Therapy degree program in the Fall of 2011. 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.
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 for the attainment of legal competence. These include skills in writing, speaking, reasoning, and critical analysis, and a critical understanding of the human institutions and values with which the law deals.

The development of these fundamental capacities is not peculiar to any one subject matter area or major. Rather, they are developed through the rigorous pursuit of whatever course of study best serves these purposes. A strong liberal arts foundation in any major is a good preparation for law school. Saint Mary graduates have completed law school and successfully pursued careers in law with such diverse undergraduate majors as history, English, political science, sociology, and business.

Students interested in law school or a career in law should consult the Pre-Law Advisor early in their program at the University of Saint Mary. The pre-law advisor is located in the Department of History, Political Science and Global Studies and can 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.

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.

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.

CERTIFICATE STATUS
The student is seeking a certificate in a particular area and not a graduate degree and has been admitted after completing and signing an application for the certificate program. The student is: (1) ineligible for financial aid, and (2) is limited to enrolling for a maximum of 15 semester hours for the specific certificate program unless written exception is granted by the vice president for academic affairs. 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, upon request, report dates of attendance to the registrar. Instructors also report to the program coordinator 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.

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
Ordinarily a maximum of six semester credit hours in Education and Psychology are accepted, a maximum of twelve credit hours in the Counseling Psychology Program, and nine semester credit hours in Business, earned at the graduate level prior to admission to the University of Saint Mary, may be accepted in transfer toward a graduate degree at the University with the written approval of the department chair. The Master of Arts in Teaching distance education program does not accept any transfer of credits.

The following regulations and criteria must be met, and any exceptions require the written approval of the department chair at the time of first admission to the University.

- An official transcript must be received by the graduate coordinator of the degree program.
- The credits must be from an institution accredited by a regional accrediting association.
- The credits are clearly designated as graduate credits earned within a graduate degree program. The credits may not have been used as part of an undergraduate degree program.
The credits must have been earned within eight years before acceptance to the graduate degree program at the University of Saint Mary.

Prior written approval of the vice president and department chair is required if the student wishes to enroll in a graduate course at another institution for transfer to a degree program while a student at the University of Saint Mary.

Only credits with a grade of “B” or higher may be transferred.

**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 coordinator, 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.

WITHDRAWAL POLICY
Students may withdraw 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 withdraw 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 withdraw 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 withdraw by the end of the week which includes the middle of the term of the course will receive a "W."
- Students who withdraw 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 coordinator of the degree program.

ADMINISTRATIVE DROP OR WITHDRAWAL DUE TO EXCESSIVE CLASS ABSENCES
Normally, students are expected to take responsibility for dropping a class or withdrawing from the University. However, when students are not meeting attendance and participation requirements in a course consistently over a two-three week period, the academic vice president reserves the right to administratively drop a student from a course or to administratively withdraw a student from the University for excessive class absences. Students given notice of USM’s intent to 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.
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 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 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 coordinator 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 coordinator 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.

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, 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 development,
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 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.

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 and the Exceptional Learner
- ED 727 School Law
- ED 728 Instructional Technology
- ED 732 Political and Ethical Structures in Education
- ED 733 Diagnostic Procedures and Instructional Approaches
- ED 736 Reading Instruction and Curriculum K-12
- ED 737 Leadership and Change in Education
- ED 799 Seminar: Summary Portfolio (one credit hour)
Candidates may transfer in up to six credit hours. Candidates who do not bring prior coursework in foundations of education are required to take ED 734 Adult Education: Theory and Practice rather than ED 736 Reading Instruction and Curriculum K-12. During the program, candidates will be expected to complete field experiences in an educational setting that are documented in the summary portfolio.
EXITING 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 726  EDUCATION OF THE EXCEPTIONAL LEARNER
This course examines categories of exceptionalities within the sociological and instructional aspects of classroom life. Special emphasis is placed on identification/diagnosis, student and teacher attitudes, and management problems resulting from physical and psychological challenges. Demographic variables including gender, ethnicity, and class are examined in relation to interactions and performance.

Three credit hours
ED 727  **SCHOOL LAW**
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  **ADULT EDUCATION: THEORY AND PRACTICE**
This course introduces the candidate to the history and philosophy of the adult educational movement in the United States, presents the characteristics of adult learners, and views the many opportunities for and application of adult learning experiences in today's society. This course is required for all candidates who have not completed teacher preparation (certification/licensure) programs.

Three credit hours

ED 736  **READING INSTRUCTION AND CURRICULUM K-12**
A study of process oriented reading programs, grades K-12. Special consideration will be given to identifying and defining the major areas of the reading curriculum as well as developmentally appropriate instruction. Attention will be given to the appropriate use of diagnostic information and materials to enhance pupils' reading abilities.

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 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, 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 PROGRAM IN
ADAPTIVE SPECIAL EDUCATION

The Master of Arts (MA) degree with a concentration in special education is a thirty-three (33) credit hour program. As a member of the Midwest Associated Colleges Consortium (MACC), the University of Saint Mary offers this special education program in partnership with Baker University and MidAmerican Nazarene University. The program is designed to prepare teachers for a teaching endorsement in the area of adaptive special education. Thus the program prepares teachers who can effectively instruct children and youth who have learning problems and needs in the mild through moderate ranges at the K-6, 5-8, or 6-12 grade levels. (Please note: New applications are not being accepted into the current Special Education Program at this time.)

SPECIAL EDUCATION PROGRAM GOALS AND OUTCOMES

The goals of the program are to prepare teachers who are culturally responsive and

1. committed to the education of all children, maintaining high expectations for educational achievement and quality of life for individuals with exceptional learning needs,
2. 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. skilled in developing safe, positive and supportive learning environments and in implementing effective learning and assessment strategies,
4. committed to collaboration 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 Adaptive Special Education Program will demonstrate the following outcomes:

1. an understanding of philosophical, historical, and legal foundations of education and special education,
2. an understanding of learners, diversity and providing support for students’ cognitive, physical, social, emotional and career development,
3. assessment, diagnosis, and evaluation knowledge and skills,
4. knowledge and skill in planning and implementing effective instruction based upon knowledge of the subject matter, student, community, and curriculum goals,
5. promotion of learning by providing planned orderly, supportive environments that encourage participation of individuals with adaptive learning needs,
6. knowledge and skill in managing behavior, facilitating problem-solving, developing social skills and promoting self-advocacy of students with adaptive learning needs,
7. effective communication and collaboration skills and knowledge related to individuals with adaptive learning needs, and
8. professionalism and ethical knowledge and skills related to students with adaptive 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 Licensure.
• Exceptional child course at the undergraduate level.

EXITING ASSESSMENT
• Candidates must successfully complete an action research project during the final practicum (SPED 716).
• Candidates submit a program portfolio during the final semester of coursework.
• For Kansas Licensure a special education test is required:

CURRICULUM
The Master of Arts in Education program in adaptive special education is a thirty-three credit program consisting of eleven required courses.

SPED 700  Introduction and Characteristics of Students with Adaptive Learning Needs
SPED 702  Adaptive Instructional Methods and Strategies K-6 and/or grades 5-8
SPED 703  Adaptive Instructional Methods and Strategies Grades 6-12
SPED 704  Adaptive Special Education Field Practicum
SPED 705  Educating Students with Social and Behavioral Needs
SPED 707  Methods: Reading/Language Arts (for candidates seeking licensure at level K-6 or 5-8 OR K-6 & 6-12)
SPED 708  Assessments of Students with Adaptive Learning Needs
SPED 710  Communication/Collaboration within the School Setting
SPED 711  Methods: Transitioning to Adulthood (for candidates seeking licensure at level 6-12 OR K-6 and 6-12)
SPED 712  Creating Optimal Learning Environments for Students with Adaptive Learning Needs
SPED 714  Inquiry, Data Collection, and Research
SPED 716  Advanced Practicum
SPED 720  Negotiation and Conflict Resolution

Total required hours for licensure at levels K-6 or 5-8 or 6-12 = 33 hours
Total required hours for licensure at both K-6 and 5-8 = 33 hours
Total required hours for licensure at both K-6 and 6-12 = 36 hours

Six hours of equivalent transfer credit from an accredited college or university which has an approved special education program will be accepted.
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 inter-relatedness of education and special education.

Three credit hours

SPED 702  ADAPTIVE 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 classroom. Prerequisite SPED 700.

Three credit hours

SPED 703  ADAPTIVE 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 classroom. Prerequisite SPED 700.

Three credit hours

SPED 704  ADAPTIVE SPECIAL EDUCATION FIELD PRACTICUM
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 or SPED 703.

Three credit hours

SPED 705  EDUCATING STUDENTS WITH SOCIAL AND BEHAVIORAL NEEDS
This course instructs the teacher in understanding the characteristics of adaptive learners with significant behavioral needs and in assessing and developing effective strategies to address those needs.

Three credit hours

SPED 707  METHODS: READING/LANGUAGE ARTS (FOR CANDIDATES SEEKING LICENSURE AT K-6 OR 5-8 OR K-6 & 6-12)
This course prepares the teacher to screen, assess, and identify the needs of adaptive learners in the areas of reading and language arts and to then effectively link the information gathered to intervention strategies and methods. Prerequisite SPED 700.

Three credit hours
SPED 708  ASSESSMENTS OF STUDENTS WITH ADAPTIVE LEARNING NEEDS
This course prepares the teacher to screen, assess and identify the
needs of adaptive learners and then effectively link the information
gathered to intervention strategies and methods. Prerequisite SPED 700.

Three credit hours

SPED 710  COMMUNICATION/COLLABORATION WITHIN THE SCHOOL
SETTING
The course prepares the teacher to develop and refine communication
and collaborative skills and knowledge to work effectively with students,
paraeducators, administrators, teachers, volunteers, and other school
personnel to foster a supportive learning environment. Prerequisite
SPED 700.

Three credit hours

SPED 711  METHODS: TRANSITIONING TO ADULTHOOD (FOR CANDIDATES
SEEKING LICENSURE AT LEVELS 6-12 OR K-6 & 6-12)
This course prepares the teacher to assess the skills, interests, and
preferences of students as they plan for their future, to help adaptive
learners understand their needs, and to know how to articulate those
needs in public school settings and beyond. Prerequisite SPED 700

Three credit hours

SPED 712  CREATING OPTIMAL LEARNING ENVIRONMENTS FOR STUDENTS
WITH ADAPTIVE 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.

Three credit hours

SPED 714  INQUIRY, DATA COLLECTION, AND RESEARCH
This course assists the teacher in developing knowledge of data
collection and research techniques that will enable her to design a
research project that addresses a specific educational practice in a
classroom setting with students with adaptive learning needs. This plan
will be implemented in SPED 716. Prerequisites SPED 700, SPED 702
or 703, SPED 704, SPED 706, SPED 708, SPED 710, SPED 712.

Three credit hours

SPED 716  ADVANCED PRACTICUM
This advanced field-based practicum focuses on the teacher as a
facilitator of effective instruction, 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.

Three credit hours
SPED 720  
**NEGO**TIA**T**ION AND CONFLICT RESOLUTION  
This course examines the processes of negotiation and conflict resolution and prepares the teacher to develop problem-solving strategies with parents, educators, and other community professionals. A variety of effective strategies and techniques will be presented through simulation, role-playing, readings, lectures, and discussions.  
*Three credit hours*
MASTER OF ARTS IN TEACHING (MAT)

A thirty credit Master of Arts in Teaching (MAT) program with an emphasis in Curriculum and Instruction is offered to practicing teachers. The program is designed 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 MAT program is developed 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-12 students learning and the learning environment,
2. demonstrate knowledge of diverse learners, including all forms of exceptionality, and create instructional opportunities that meet the needs of all learners,
3. critically reflect on ethical and moral implications of actions as they relate to all learners,
4. apply their knowledge of curriculum content and design to support learners' construction of knowledge,
5. implement appropriate instructional models, strategies, and technologies to enhance the learning of all students,
6. utilize measurements and evaluation accurately and systematically to monitor and promote learning,
7. apply quality principles of leadership, including skills of effective communication, collaboration and motivation to shape change and improve the learning community, and
8. demonstrate the ability to be reflective practitioners by identifying a problem, examining research, advocating solutions, implementing a plan, and measuring and evaluating outcomes.

The curriculum is developed around 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 development,
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 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 may be requested for clarification.

These requirements must be met within the first sixty (60) days of the term.

EXITING REQUIREMENTS FOR THE MAT PROGRAM
The final course, MAT 726 Technology in Reflective Teacher Leadership, provides candidates the opportunity to produce the summary Professional Website to display artifacts from program that demonstrate their accomplishments. This Website is developed with guidance from the instructor for that course and is assessed and evaluated by that instructor and second reader.
CURRICULUM
The Master of Arts in Teaching (MAT) program, requiring thirty graduate credit hours, consists of five required courses (30 credit hours). Each of the five courses is a six credit hour course unless otherwise specified.

REQUIRED CORE COURSES (30 CREDIT HOURS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MAT 723</td>
<td>Action Research in Effective Classroom Environments</td>
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<td>MAT 733</td>
<td>Research Based Teaching Strategies and Assessment</td>
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<tr>
<td>MAT 735</td>
<td>Meeting the Needs of Diverse Students</td>
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<tr>
<td>MAT 728</td>
<td>Engaging Learners with Brain Compatible Teaching</td>
</tr>
<tr>
<td>MAT 726</td>
<td>Technology in Reflective Teacher Leadership</td>
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MASTER OF ARTS IN TEACHING (MAT) COURSES

MAT 723 ACTION RESEARCH IN EFFECTIVE CLASSROOM ENVIRONMENTS
The role of the teacher researcher is explored through the study and use of problem-based action research formats. In this course, participants examine effective classrooms and what teachers can do to create improved learning environments. Through action research, participants will study and apply theories of successful classrooms to their own settings. Issues for investigation include curricular and instructional issues, organization, interventions, interactions, and conflict-resolution methods.

Six credit hours

MAT 726 TECHNOLOGY IN REFLECTIVE TEACHER LEADERSHIP
Candidates will use technology to support classroom instruction as well as develop a reflective examination of their program work. Through this examination, candidates will provide insight on their professional changes, growth and new role as a teacher leader. A comprehensive look at all work done during the program will provide a culminating electronic overview of candidate’s new knowledge, skills, and premises, as well as their impact on the candidate’s learning community.

Six credit hours

MAT 728 ENGAGING LEARNERS WITH BRAIN COMPATIBLE TEACHING
Participants will examine the theories and research on how the function of the brain influences learning. This research will be analyzed in relation to teaching and learning in any classroom. Curriculum and instructional models related to the research will be studied. Action research principles will allow participants to examine the use of these theories and models in their own classrooms.

Six credit hours
MAT 733  **RESEARCH BASED TEACHING STRATEGIES AND ASSESSMENT**
Participants will investigate research-based teaching strategies and appropriate assessment tools while using action research to determine differentiated choices for their students. Candidates will explore strategies and approaches that lead to learner-centered classrooms. While looking at their teaching, participants will consider mandated evaluation processes as well as holistic methods of measuring student learning. There will be an emphasis on the teaching-learning-assessment loop.

*Six 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. Issues of inclusion of students with special needs in the general-education classroom will be addressed. In addition, aspects of meeting the needs of diverse cultures as well as gifted students will be studied. Rooted in theory with a social and historical perspective, the diverse classroom is studied in a practical, inquiry project format.

*Six credit hours*
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,
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,
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,
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 should have a baccalaureate degree with a major in psychology or have completed college courses in: general or introductory psychology; developmental psychology; psychological disorders; one additional psychology course and an introductory statistics course. (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)

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 would need to be approved by the Psychology Department.
CURRICULUM (37 credits)

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 741 Issues in Ethics and Professional Development (3)
PY 744 Career Development and Counseling (3)
PY 750 Counseling Theories (3)
PY 751 Group Process (3)
PY 780 Summary Portfolio (1)

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 and 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,
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,
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,
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,
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 Counseling Psychology should have a baccalaureate degree with a major in psychology or have completed college courses in: general or introductory psychology; developmental psychology; psychological disorders; one additional psychology course and an introductory statistics course. (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)

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.

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 Psychology Department.
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)

PY 749 and PY 761 must be taken at the University of Saint Mary and may not be transferred in from another school.

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)

PY 749 and PY 761 must be taken at the University of Saint Mary and may not be transferred in from another school.
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

PY 720  HISTORICAL FOUNDATIONS OF PSYCHOLOGY
Studies the founding and development of the discipline and profession of psychology through the exploration of philosophical and physiological roots and the contributions of major exemplars. Attention is paid to the importance of the scientific method and the influence of social and cultural factors in the progression of the discipline over time. The diversification of the field into counseling and clinical psychology as well as other specialty areas is also addressed.

Three credit hours

PY 721  ADVANCED SOCIAL PSYCHOLOGY
Investigates scientific explanations of human interaction and behavior. The following topics are addressed: attitudes, persuasion, group influence, prejudice, aggression, attraction, altruism and others. Recommended: Previous coursework in research methods.

Three credit hours

PY 723  ADVANCED PSYCHOPATHOLOGY
Studies the range and variety of psychopathological disorders with reference to DSM IV. The etiology, symptoms, treatment, diagnosis and prognosis of major disorders are addressed.

Three credit hours

PY 724  LIFE SPAN DEVELOPMENT
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.

Three credit hours
PY 730  METHODS OF RESEARCH AND ASSESSMENT
Examines principles and approaches to research design in the behavioral sciences. Models and methods of hypothesis testing, research analysis, and assessment are reviewed. Students develop the skills to evaluate empirical research and design a research project.

Three credit hours

PY 731  STATISTICAL 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 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 director. Prior completion of PY 723 is recommended and it is also recommended that PY 749 be taken prior to this course or concurrently.

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. PY 750 should be taken prior to or concurrently.

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. 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, primarily emphasizing ethnic groups within the multicultural counseling competencies.

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.

Three credit hours

PY 750  COUNSELING THEORIES
Explores theories and approaches (such as psychodynamic, behavioral, humanistic, cognitive and systems) 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. (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 Dean. (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

The Department of Business, Accounting & Sports 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.

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.

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
- MGT 701 Organizational Management
- MGT 704 Marketing Management
- MGT 708 Human Resource Management
- MGT 709 Managerial Economics
- MGT 711 Managerial Accounting
- MGT 712 Managerial Finance
- MGT 713 Operations Management
- MGT 714 Global Management
- MGT 795 Business Policy and Ethics

CONCENTRATIONS
A Concentration is achieved by taking nine elective credit hours (three classes within a specific area). The program offers areas of concentration: Finance Management, General Management, Health Care Management, Human Resource Management, Marketing and Advertising Management.

The Finance Concentration requires you to choose (3) of the following courses:
- MGT 760 Advanced Financial Topics
- MGT 765 Current Financial Trends
- MGT 768 Financial and Capital Issues
- MGT 769 Financial Decisions
- MGT 784 Money and Banking
The **General Management Concentration** consists of any three electives in the program:

- MGT 731 Management Information Systems
- MGT 738 Advanced Marketing Concepts
- MGT 750 Leadership
- MGT 751 Project Management
- MGT 752 Small Business Management
- Any Finance Course
- Any Human Resource Management Course
- Any Health Care Management Course
- Any Marketing and Advertising Course

The **Health Care Management Concentration** consists of the following (3) online courses:

- 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:

- MGT 747 The Advertising Industry in the 21st Century
- MGT 748 Buyer Behavior and Marketing Research
- MGT 749 Advanced Marketing Strategy and Planning

**PROGRAM PREREQUISITES**
For students not having an academic business background, there are up to three on-line prerequisite courses required:

- Financial Accounting Primer (must be taken before MGT 711)
- Finance Primer (must be taken before MGT 712)
- Managerial Economics Primer (must be taken before MGT 709)

Primer courses are available through Thompson South-Western Publishing at [www.mbaprimer.com](http://www.mbaprimer.com). These primers are offered online and can be completed on a self-paced basis. Students must submit proof of completing each primer to the program director prior to enrolling in the core class to which the prerequisite applied.

**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, Business Policy 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. The assessment is generally done in conjunction with MGT 795, Business Policy 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 affect 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: Completion of on-line primer if required.

*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: Completion of on-line primer if required.

*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: Completion of on-line primer if required, and MGT 711 Managerial Accounting.

*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.

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

MGT 724  LEGAL AND ETHICAL ENVIRONMENTS IN BUSINESS
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.

Three credit hours-elective

MGT 731  MANAGEMENT INFORMATION SYSTEMS
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.

Three credit hours-elective
MGT 738  ADVANCED MARKETING CONCEPTS
Provides an understanding of the role of marketing, including the planning processes and analytical tools and techniques used. Emphasizes the analytical and decision-making processes involved in formulating, implementing, and controlling a marketing program for a given product or market entry. Course includes such topics as customer, competitor, and environmental analysis, segmentation and target marketing, competitive positioning, and program implementation and control. Prerequisite: MGT 704 Marketing Management

Three credit hours-elective

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 752  SMALL BUSINESS MANAGEMENT
Upon successful completion, the student should be able to demonstrate an understanding of various management and entrepreneurial techniques vital to the small business operation. The student should be able to apply certain decision-making and problem solving skills toward the goal attainment of owning and operating a small business venture. The start-up and the continuous operation will be explored.

Three credit hours-elective

MGT 753  CONFLICT MANAGEMENT AND NEGOTIATION
This course is designed to explore the way that power is used in conflict situations. Students will explore ways to make conflict a creative rather than a negative experience. Methods of conflict resolution will be practiced through simulation of role playing, case analysis and resolution and assignments. This experience will give the students an insight into human behavior. It will allow the student to gain experience and confidence in negotiation, managing workplace conflict, leading group decision making and facilitating processes with teams and individuals. Conflict will be discussed, dissected, and analyzed in the micro (person to person) and macro (larger system) to develop a competency through knowledge, skill and attitude.

Three credit hours-elective
MGT 757  TRAINING AND DEVELOPMENT
This course is intended to provide a comprehensive review of concepts and techniques as they relate to Training and Development functions in an organization. Concepts include Needs Assessment, Learning Theories and Program Design, Training Methods and Evaluation, E-Learning, and Employee Development. Prerequisite MGT 708 Human Resource Management.

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 762  WORK STYLES AND GENERATIONS IN THE WORKPLACE
There are three parts to this class, all with an emphasis on developing better leadership, interpersonal skills, and human relations skills while working with managers, peers, and/or subordinates; 1) Learning about generations in the workplace, 2) Emotional intelligence, and 3) Work/learning styles.

Three credit hours-elective

MGT 765  CURRENT FINANCIAL TRENDS
This course will cover the spectacular 2008 financial meltdown that, according to some, took this nation to the brink of repeating the 1930s Great Depression. An examination of what led up to the financial crisis including discussions about the mortgage industry and changes in financial markets. A review of the policy changes that have been or are likely to be enacted in response to this crisis will be made. Prerequisite: MGT 712 Managerial Finance.

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 784  **MONEY AND BANKING**  
This course will examine the roles of Money, Financial Markets and Banking in the U.S. financial and economic systems. Attention will also be given to the regulatory framework governing commercial banking and the role of central banks in influencing monetary expansion, including monetary tools at their disposal. The course will also include an abbreviated look at the economic crisis facing the United States that began in 2008. Prerequisite: MGT 712 Managerial Finance

*Three credit hours-elective*

MGT 795  **BUSINESS, POLICY AND ETHICS**  
An integrated examination of business management focusing on the application, analysis and synthesis of business and management problems and issues at the executive level. Develops a perspective of the organization as a whole adapting to its internal and external (primarily competitive and market) environments. The course explores the means by which overall direction and strategy of the organization is established and implemented. Explicit examination is given to the responsibilities, skills and perspectives required of executives in the organization. The course also examines ethical and corporate social responsibility issues and the trade-offs that must be assessed and made between these issues and other strategic requirements. Most students will submit the required final assessment during this course. This course is the capstone course of the MBA program and is recommended to be taken at the end of your program.

*Three credit hours*

MGT 798  **SPECIAL TOPICS**  
A didactic course which addresses a current topic.
HCMGT 417/717  BUSINESS SKILLS FOR THE HEALTH CARE MANAGER
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.

Three credit hours-elective

HCMGT 418/718  LEGAL AND ETHICAL ISSUES IN HEALTH CARE
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.

Three credit hours-elective

HCMGT 419/719  TOPICS IN HEALTH CARE MANAGEMENT
Focuses on the professional, socio-cultural, economic, and political forces exerting pressure on the current health care system. Emphasis is placed on current issues in health care such as growing demand, the increased use of technology, the changing role of government, and the shortage of trained professionals in many health care fields.

Three credit hours-elective
ONLINE PROGRAMS

HEALTH CARE MANAGEMENT CERTIFICATE

The Certificate in Health Care Management is designed to assist in developing the skills necessary to be a successful manager and leader in any healthcare occupational field. Subjects covered are: communication & relationship building, leadership and management in health care, business skills for managers and others, legal and ethical issues in health care, topics in health care management.

Graduates of the Certificate will:

CERTIFICATE PROGRAM OUTCOMES - At the end of the certificate program, the graduate will be able to:

1. Use effective communication skills to develop relationships within and beyond the health care organization.
2. Describe effective leadership characteristics and management strategies needed to achieve successful outcomes in the health care system.
3. Demonstrate achievement of business skills in the health care management areas of budgeting, human resources, strategic planning, marketing and information technology.
4. Integrate knowledge of ethical practice and legal responsibilities into the management role in the health care setting.
5. Develop an understanding of the healthcare environment to include delivery models, economics, policy, risk management, and outcome measurement in health care.

ADMISSION REQUIREMENTS

Undergraduate Level

- Completion of the Application for Admission
- Payment of application fee (if required).
- Supplemental Application Form

Graduate Level

- Completion of the Application for Admission form
- Payment of application fee.
- Supplemental Application Form
- Submission of official transcript from the institution where a bachelor’s or master’s degree was earned.

PROGRAM/GRADUATION REQUIREMENTS

Undergraduate:

- Satisfactory completion of the five classes for a total of 16 credit hours.
- Students must achieve at least a grade of “C” in each class to earn the certificate.
Graduate:
- Satisfactory completion of the five classes for a total of 16 credit hours.
- Students must achieve at least a grade of “C” in each class to earn the certificate.

HCMGT 415/715 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

HCMGT 416/716 LEADERSHIP AND MANAGEMENT
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.

Four credit hours

HCMGT 417/717 BUSINESS SKILLS FOR HEALTH CARE
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 resource administration, the use of technology in management, and the role of strategic management in leading organizational growth and development.

Three credit hours

HCMGT 418/718 LEGAL AND ETHICAL ISSUES IN HEALTH CARE
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.

Three credit hours

HCMGT 419/719 TOPICS IN HEALTH CARE MAMAGEMENT
Focuses on the professional, socio-cultural, economic and political forces exerting pressure on the current health care system. Emphasis is placed on current issues in health care such as growing demand, the increased use of technology, the changing role of government, and the shortage of trained professionals in many health care fields.

Three credit hours
GENERAL EDUCATION COURSES OFFERED ONLINE

These 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.

BINU 370  NUTRITION
This course will cover the fundamental concepts of human nutrition including: nutrient function, digestion, absorption, transportation, and metabolism. The role that diet plays in disease prevention and management will be covered. Students will evaluate their personal diets with the aid of the food pyramid plan, food composition tables and a computerized nutrition program. Additional topics include nutrition throughout the life-cycle and nutrition current events.

Three credit hours

EN 370  LANGUAGE AND LITERATURE
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.

Three credit hours

MA 230  STATISTICS
This course will cover the basic topics in elementary statistics, including: descriptive and inferential statistics, measures of central tendency, measures of variation, measures of position, probability, probability distributions, sampling, confidence intervals, hypothesis testing, regression and correlation, and chi-square tests. The course will emphasize applications in Allied Health and Biology. Prerequisite: MA115 Intermediate Algebra or higher.

Three credit hours

PH 442  BIOETHICS
A study of the principles of moral philosophy in relation to issues that arise in the practice of medicine and related fields. Issues will be studied through discussion of cases taken from clinical practice.

Three credit hours

PY 355  ISSUES IN AGING
Students in this course examine basic social processes and problems of aging. Social and psychological issues and issues involved with death and dying are discussed.

Three credit hours
THNU 390  
**MISSION IN HEALTH CARE**
Examine 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. As an Idea Seminar, a University Common Learning Experience with a focus of Global Interdependence, this course will address the theological and mission-based roots impacting issues of diversity, interconnections between cultures and people, and change within the healthcare setting.

*Three credit hours*
Master of Arts in Teaching – Information about the MAT program can be found on page 230 of this catalog.

BACHELOR OF SCIENCE IN NURSING – Degree Completion Program – page 172 in this catalog.
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Natalya Tovmasyan Riegg, **Professor in Political Science and Global Studies**  
B.A., Ph.D., Yerevan State University, Armenia

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