

University of Saint Mary



Overland Park Campus

**2007-2008**  
**CATALOG**



# 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](mailto:info@ncacihe.org)  
Web site: [www.ncacihe.org](http://www.ncacihe.org)

Institutional, academic, and career development policies and procedures are covered in the Overland Park Campus Catalog and the Faculty Handbook. Persons wishing to express concerns regarding the University of Saint Mary-Overland Park Campus should contact:

Jill M. Hackett, Ed.D.  
Dean of the Overland Park Campus  
University of Saint Mary  
11413 Pflumm  
Overland Park, KS 66215  
Phone: 913.345.8288  
Fax: 913.345.2802

*See page 9 for additional accreditations.*

# DIRECTORIES

## LEAVENWORTH CAMPUS

4100 South 4th Street  
Leavenworth, KS 66048  
Phone: 913.682.5151  
Fax: 913.758.6140

## Admissions Information

Phone: 800.752.7043  
Phone: 913.758.6118  
Email: [admissions@stmary.edu](mailto:admissions@stmary.edu)

## OVERLAND PARK CAMPUS

11413 Pflumm  
Overland Park, KS 66215  
Phone: 913.345.8288  
Fax: 913.345.2802

Inquiries and admissions information regarding graduate and degree-completion programs will be directed to the director of the program in question.

### Education

Eva Williams 913.319.3009

### Psychology

Dr. Martin Zehr 913.345.8288

### Management and Business

David E. Smith 913.319.3007

### Degree Completion Programs

Patricia Howard 913.319.3002

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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 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** takes its distinctive quality from a tradition of commitment to baccalaureate and graduate education which illuminates and enlarges the mind and spirit and informs professional and moral actions; commitment to the Gospel and the person of Jesus Christ; and 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.

**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.

**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 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 itself 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.

# OVERLAND PARK CAMPUS

The University of Saint Mary reserves the right to make policy changes as necessary and is not responsible for any printing errors or omissions in this publication. The editorial closing date for this catalog is August 1, 2007. The University reserves the right to change degree requirements, staff and faculty, and course offerings thereafter, with appropriate notice as needed to currently enrolled students.

# 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 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, Information Technology, and International Business and Technology
- \* Master of Business Administration degree

## 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.

## DRUG-FREE WORKPLACE

The University of Saint Mary voluntarily complies with the Federal Drug-Free Workplace Act of 1988, which mandates that any institution or agency receiving grants from any federal agency must maintain a drug-free workplace.

## 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.

## LIBRARY

De Paul Library, located on the main campus, was completed in 1981. It now houses approximately 120,000 volumes and a collection of periodicals dating from the mid-19th century. Special collections are 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 Department of Education and Mabee Auditorium are located on the ground floor.

University of Saint Mary students with a current identification card have library privileges at the Miller-Nichols Library at the University of Missouri-Kansas City.

## BOOKSTORE

University of Saint Mary students at the Overland Park Campus order their textbooks directly from MBS Direct (Missouri Book Store). MBS Direct is easy, fast and convenient for course material purchases. Textbooks and other materials can be ordered by Internet, mail, fax, or by calling toll free. They are shipped within 24 hours, according to the student's instructions. Payment is accepted via credit card, check card, approved student financial aid voucher, money order, or personal check. The toll free phone number for approved financial aid vouchers is 1-800-325-3252. To purchase online, visit their website at [www.mbsdirect.net](http://www.mbsdirect.net) or go to the University of Saint Mary website, [www.stmary.edu](http://www.stmary.edu) and click on About USM, then go to Bookstore and then to Order Textbooks Online.

# HISTORY

They came by boat up the Missouri River in 1858 from Nashville, Tennessee, the first Sisters of Charity. They came to serve the needs of a frontier people in Kansas. They landed at Leavenworth, the oldest town in Kansas and within days began teaching boys and girls.

In 1859, the Sisters opened the first boarding school for girls in downtown Leavenworth. It was soon filled to capacity with young women from Kansas, Missouri, and the territories later admitted to the United States as the states of Colorado, New Mexico, Wyoming, and Utah.

By 1870, the boarding school, called St. Mary's Academy, moved to its permanent home on a hilltop south of Leavenworth. The academy flourished, and in 1923, a junior college, Saint Mary College, was established; it soon became a four-year college that conferred its first bachelor's degrees in 1932. The academy remained open until 1950. While the college admitted men to many of its programs during 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. The college changed its name to University of Saint Mary in July, 2003. The university currently offers master's degrees in business administration, psychology, and education.

# DEGREE COMPLETION

## UNDERGRADUATE 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.

### ADMISSIONS PROCESS FOR NON-TRADITIONAL AGE TRANSFER STUDENTS (OVER 21 YEARS OF AGE)

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. A cumulative grade point average of 2.0 (or higher for some programs) for all college course work is required for admissions.

### APPLICATION PROCEDURES

To be considered for admission, transfer students need to submit the following materials to the Overland Park Campus of the University of Saint Mary.

1. A completed application for admission and a non-refundable application fee of \$25.
2. Official transcripts from all colleges previously attended. Official transcripts should be mailed directly from the Registrar's Office of the college(s) previously attended to the University of Saint Mary, Overland Park Campus.

### TRANSFER GUIDELINES

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

1. Official transcripts of all previous college course work are required for a final evaluation (unofficial transcripts can be used for an unofficial evaluation).
2. Courses must be completed at accredited post-secondary institutions.
3. 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.
4. Courses must be compatible with the University of Saint Mary curriculum detailed in the current Degree Completion 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.
5. 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 INTERNATIONAL STUDENTS

International students interested in attending the University of Saint Mary are encouraged to begin the admissions 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 at the Overland Park Campus.

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 and fees.
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 I-20. Once accepted, international students pay a tuition deposit and receive the Form I-20 for the student to utilize to obtain a student visa from officials in 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 submit a completed application for admission and a non-refundable application fee of \$10. Transcripts of previous academic work are not required until the 15 hour, 5 course limit is reached.

## 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 cumulative grade point average of at least 2.0 for college course work taken since leaving Saint Mary. (Some programs may require a higher GPA.)

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 section in 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 section of this catalog.

## ADMISSIONS DECISIONS

Admissions decisions are made on a "rolling" basis, with acceptance letters sent weekly. Upon receiving all required materials, applications are reviewed and the student is notified of his or her status by mail. Students who meet the stated admission requirements receive a regular acceptance. Applicants who do not meet all stated admission standards may receive a conditional or probationary acceptance.

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

Director of Admissions  
University of Saint Mary  
Overland Park Campus  
11413 Pflumm  
Overland Park, KS 66215  
Phone: 913-345-8288  
Fax: 913-345-2802  
Email: [Center@stmary.edu](mailto:Center@stmary.edu)

# FINANCIAL AID INFORMATION

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 needs as determined by the processing of a Free Application for Federal Student Aid (FAFSA). The FAFSA form can be completed online by going to [www.FAFSA.ED.GOV](http://www.FAFSA.ED.GOV). The code number for the University of Saint Mary can be obtained by calling Admissions at the Overland Park Campus.

## 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 reports 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 local, state, and federal funds.

## TYPES OF FINANCIAL AID AVAILABLE TO STUDENTS AT THE OVERLAND PARK CAMPUS

### 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 student pays the interest on it while he/she is in school. Students are under full obligation to begin to repay either loan six months after graduation or when they drop below the required course load.

### 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. A direct application is required. Authorized maximum awards for 2007-2008 are \$4,310.

## 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 financial aid 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 Financial Aid Office. 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 physician. The dean of the Overland Park Campus, the student's academic advisor or program director, and the director of financial aid will review the appeal.

# 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.

## BASIC FEES FOR THE COLLEGE YEAR 2007 - 2008

EVENING/WEEKEND STUDENT TUITION	\$325	per credit hour
ON-LINE TUITION (UNDERGRAD)	\$340	per credit hour
ON-LINE TUITION (GRADUATE)	\$430	per credit hour
GRADUATE/MASTERS PROGRAM TUITION	\$420	per credit hour

## INITIAL CHARGES AND PAYMENT SCHEDULE

An initial matriculation fee of \$25 is required for all new applications for admissions. This payment is not refundable.

## OTHER FEES 2006-2007

Application Fee, all new applicants, non-refundable	\$ 25
Deferred Tuition Payment Plan (private Company)	
Annual	\$ 60
Semester	\$ 45
Credit for Experiential Learning (per credit hour)	\$100
CLEP, PEP Processing fee (per course)	\$100
Student teaching fee, secondary	\$125
Student teaching fee, elementary	\$125
Reading Practicum fee	\$ 50
Secondary Practicum fee	\$ 50
Graduation Fee	\$ 80
Transcript fee	\$ 5
Each change of enrollment after the drop/add period	\$ 5

## REFUND POLICY

1. The University of Saint Mary will refund tuition in compliance with federal guidelines. The amount of tuition refund will be determined based on the official withdrawal date. 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 be after the midpoint of the semester based on the student's last date of attendance at an academically-related activity after the midpoint of the semester. Withdrawal date will be determined according to the records in the Registrar's Office. The institutional refund policy is as follows:

Withdrawal up to and through the first night of class	100%
Withdrawal after second night of class before third	90%

Withdrawal after third but before 25% of class	50%
Withdrawal after 25% before 50%	25%
Withdrawal from 50% to end of class	no refund

Refund Policy for eight-week classes:

Withdrawal prior to or through the first night of class	100%
Withdrawal up to and through second night of class	90%
Withdrawal up to and through third night of class	50%
Withdrawal up to and through fourth night of class	25%
Withdrawal after the fourth night of class will have no tuition refunded.	

To obtain refunds, a student must present an official notice of withdrawal bearing the date and signature of the academic advisor, or site coordinator to the Business Office. Checks will only be issued for student accounts with a credit balance.

### FEDERAL (TITLE IV AID) REFUND POLICY

Federal regulations require the use of the Return of Title IV funds Policy to be used for all students receiving any type of federal aid when calculating the aid a student can retain after withdrawing. This policy relates to Federal Pell and SEOG Grants, as well as Federal Perkins, Stafford and PLUS loans. At Saint Mary the same policy will be used for state and institutional sources.

These regulations govern the return of aid disbursed for a student who completely withdraws from a term. During the first 60% of the period/semester, a student "earns" aid in direct proportion to the length of time he remains enrolled. A student who remains enrolled beyond the 60% point earns all aid for that period.

# CAREER DEVELOPMENT

## CAREER DEVELOPMENT

The goal of Career Development is to provide assistance and guidance with career and life planning. Students are assisted in deciding career direction, gaining information about careers, and developing essential qualifications. Students are also provided with information regarding job search skills and placement information.

The Career Development Office offers the following:

- Career counseling;
- Computerized career guidance exploration process;
- Vocational assessment;
- Career resource and video library.

# ACADEMIC SERVICES AND SPECIAL PROGRAMS

## ACADEMIC RESOURCE CENTER

The main goal of the learning center is to aid students of all abilities to become more effective learners. The learning center provides tutoring and other services to help students improve performance in writing and other critical academic areas. All students are welcome to contact the Academic Resource Center and utilize the services provided.

## PRIOR LEARNING CREDIT

The University of Saint Mary grants credit for prior learning experience validated through examination and life experience assessment. To be eligible for prior learning credit, a student must be a currently enrolled degree-seeking student. Information regarding limitations of and procedures for receiving prior learning credit is available in the Registrar's Office.

### CREDIT BY EXAMINATION

Credit by Examination may be earned through Subject and General Examination of the College level examination Program (CLEP), International Baccalaureate program, DANTES, departmental exam, and other approved examinations, provided the subject area is consistent with the University of Saint Mary curriculum.

- Advanced Placement: scores of 3, 4, or 5 in subject areas.
- International Baccalaureate - Higher Level Exams: scores of 5 or greater.
- CLEP: acceptable scores vary depending on exam (consult Registrar's Office).

### CREDIT FOR LIFE EXPERIENCE

Experiential learning is learning judged to be of college-level which an individual has acquired through a given non-college experience. Such experiences may include military service, work experience, non-credit courses and training programs. The University of Saint Mary validates such learning through standard assessment guides, such as the American Council of Education (ACE) Guides and the life experience portfolio. Credit may be awarded in subject areas consistent with the Saint Mary curriculum.

### LIFE EXPERIENCE PORTFOLIO

USM offers an Experiential Learning Assessment (ELA) program for learning not covered by the ACE Guides. Students complete a one-credit hour course in portfolio preparation, GE 325 Life Experience Seminar, and petition evaluation of that learning by completing a Life Experience Portfolio. The committee on Life Experience evaluates the portfolio based on the Experiential Learning Portfolio Rubric. If credit is awarded, a fee of \$100 per credit is assessed for credit listed on the University of Saint Mary transcript. Interested students must meet specific qualifications to participate. For further information contact Anita Kolb, Director, Academic Resource Center on the Leavenworth Campus; or Patricia Howard, Site Coordinator for the Overland Park Campus.

# 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:

0 - 29 credits	Freshman
30 - 59 credits	Sophomore
60 - 89 credits	Junior
90 or more	Senior

## 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 3.0 for approval to be granted.

## 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.

## 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 or the front desk at the Overland Park Campus, complete the form, secure their advisor's signature and return the form to the Registrar's Office or the front desk of the Overland Park Campus.

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, 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.

## 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.

## 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

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 at the front desk of the Overland Park Campus.

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.

## APPLICATION FOR DEGREE

Students must file an application for degree at least one semester prior to the 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 (September 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 in a timely manner. Faculty may take appropriate action, including adjusting a student's grade, based on punctuality.

Regarding absences, in an eight-week class, two absences are considered excessive and may result in grade adjustments, recommended withdrawal from the course, or failure. Each instructor applies the attendance policy for each course taught and communicates it clearly to the students at the beginning of each term. The responsibility for work missed because of absence, regardless of the reason, rests with the student.

In compliance with federal requirements, faculty must keep a record of each student's class attendance using the University's learning management system.

## 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 selfgain 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. All students are required to sign an academic honor statement.

## 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 attached to the final grade sheet.

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 an extension of incomplete grades.

## PASS FAIL GRADE

All internships, practicum, 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.

## GRADE REPORTS

Grades are accessible on eSpire to all students once they are submitted to the Registrar's Office and have been entered into the computer system. Final grades reports are mailed to a student's home address only upon request. 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, a copy of which is available in the Registrar's Office. The student must initiate the grade appeal process within the first two weeks of the following full semester (ordinarily mid-January or early September). The grade appeal process must be completed within three months of initiation.

## PROBATION

All degree-seeking students who fail to achieve the required semester GPA of 2.0 in any semester, or who do not maintain a cumulative GPA of 2.0, 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 GPA to the required level within two consecutive semesters, or who fail to achieve a semester GPA of 2.0 for two consecutive semesters, will be considered by the academic vice president for dismissal for scholastic deficiencies.

## 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 21<sup>ST</sup> CENTURY APPLIED LIBERAL ARTS AREAS OF INVESTIGATION

**University of Saint Mary students will engage the following areas of investigation:**

- A. the human imagination, expression in literature and the arts, and other artifacts of cultures,
- B. 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,
- C. the values, histories, and interactions of social and political systems across global cultures, with emphasis on American democracy,
- D. spirituality, faith, and the wholeness of the human person, understanding interconnections of mind, heart, and hand,
- E. 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:

1. demonstrate ability to use written and oral communication in a variety of settings, to a range of individuals and within groups and teams, using various models,
2. demonstrate ability to formulate questions that reveal an intelligent curiosity about texts or concepts and to analyze questions with imagination and creativity,
3. demonstrate ability to apply both qualitative and quantitative analysis in a variety of disciplines and situations,
4. demonstrate ability to use, evaluate and interpret complex information, solve complex problems, and understand complex systems,
5. demonstrate intellectual and emotional flexibility and adaptability to understand and shape lives within a culture of change,
6. demonstrate ability to evaluate information from disparate sources, to transform information into meaningful knowledge,
7. demonstrate ability to connect theory and practice,
8. demonstrate intellectual honesty, responsibility and accountability in learning and life.

# UNDERGRADUATE ACADEMIC PROGRAMS

## BACHELOR OF SCIENCE

The University of Saint Mary, Overland Park Campus offers the Bachelor of Science Degree with the following majors:

- Applied Psychology
- Business Administration
- Child Development Education
- Elementary Education
- Interdisciplinary Studies

# DEGREE REQUIREMENTS

## 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 (course numbered 300 or above at most four-year 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 2.0 overall and 2.0 in all upper-level major course work.
- Settlement of all accounts with the University.
- Participation in program evaluation activities as required.

## GENERAL EDUCATION REQUIREMENTS

### BACHELOR'S DEGREE-COMPLETION PROGRAM

#### Idea Seminars (2 courses @ 6 hours each)

\_\_\_\_\_ #1 \_\_\_\_\_ (Writing competency; C or above or retake)

\_\_\_\_\_ #2 \_\_\_\_\_ (Writing competency; C or above or retake)

#### 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, Photography)

\_\_\_\_\_ Philosophy

#### Social Science / Economics (6 hours - 2 courses)

\_\_\_\_\_ Anthropology

\_\_\_\_\_ Economics

\_\_\_\_\_ Political Science

\_\_\_\_\_ Psychology

\_\_\_\_\_ Sociology

#### 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 185 or above)

\_\_\_\_\_ Senior Integrative Experience

# 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 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.

PY	150	Introduction to Psychology
APY	250	Introduction to Human Services
PY	290	Psychology of Childhood and Adolescence <b>or</b>
PYSO	355	Aging: Issues and Perspectives
APY	325	Introduction to Addictions
PYPY	352	Professional Ethics
PYSO	460	Social Psychology
PY	535	Abnormal Psychology
APY	551	Methods and Practice II: Group Process <b>or</b>
APY	552	Methods and Practice III: Family Systems

## APPROVED ELECTIVES (SIX HOURS FROM THESE)

PYSO	240	Marriage and Family
PY	310	Personal Growth and Development
PYSO	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	Courts, Probation, and Parole
CR	475	Race Relations
PY	540	Personality and Historical Systems of Psychology
CR	490	Penology
APY	525	Addictions: Interventions and Relapse Prevention
APY	591	Field Practicum I
APY	592	Field Practicum II

## APPLIED PSYCHOLOGY COURSES

- APY 250      INTRODUCTION TO HUMAN SERVICES  
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*
- APY 325      INTRODUCTION TO ADDICTIONS  
Course covers all areas of addictions and accompanying disorders in the individual, the family, and society. An introduction to the physical, psychological, sociological, and spiritual aspects of addictions.  
*Three hours*
- APY 352      PROFESSIONAL ETHICS  
An exploration of the philosophies of professional ethics which can be operative in helping professions. Approached developmentally, with the use of case studies, the course provides students with the opportunity to see/solve situations from various points of view as well as to clarify their own philosophy of life and the ethics that flow from that philosophy.  
*Three hours*

- APY 525      ADDICTIONS: INTERVENTIONS AND RELAPSE PREVENTIONS  
 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*
- 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.  
*Three hours*
- 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*
- APY 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*
- APY 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*

# BUSINESS ADMINISTRATION

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

54 hours, including the General Business Core (30 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
ECMGT	220	Principles of Applied Microeconomics
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	430	Business Policy and Ethics *
MGT	431	Production and Operations Management
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

MGT	320	Principles of Leadership
MGT	334	Business Entrepreneurship and E-business
MGT	335	International Business
MGT	420	Organizational Behavior & Human Resource Management
PY	465	Industrial and Organizational Psychology

## BUSINESS AND TECHNOLOGY MAJOR

The Business and Technology major, a 2 Plus Two degree, is intended for students who have already completed the technology and introductory business aspects during their first two years of college as determined by the chair of the Business Department. Students complete most of their upper-level business courses at the University of Saint Mary. This major is available primarily through the Overland Park Campus.

Prerequisites for admission to the major: completion of requisite technology courses as determined by the department. Students should check with the department for listing of applicable technology courses.

### Major in Business and Technology

30 hours including the following and requisite technology courses as noted above.

AC	251	Principles of Accounting I
AC	252	Principles of Accounting II
ECMGT	220	Principles of Applied Microeconomics
EC	233	Principles of Macroeconomics
FIN	362	Principles of Finance
MGT	231	Principles of Management
MGT	332	Legal and Ethical Aspects of Business
MGT	430	Business Policy and Ethics*
MGT	431	Production and Operations Management
MKT	231	Principles of Marketing

\* Senior Integrative Experience

## 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.

Prerequisites: MGT 231 and ECMGT 220.

*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*

- ECMGT 220 PRINCIPLES OF APPLIED MICROECONOMICS  
The course develops in students the capacity to analyze the economic environment in which firms make decisions, as well as to apply economic reasoning to organizations' internal decision making. In doing so, this class bridges the gap between economic theory and practice. Topics presented include the market focus of supply, demand and pricing and their impact on the firm's revenues, cost structure and position in the market. Strongly recommended for freshmen interested in Business and Accounting.  
*Three hours*
- EC 233 PRINCIPLES OF MACROECONOMICS  
Income accounting, the determinants of national income and employment; the role of money and analysis of money and fiscal policy; the causes of economic growth. Open to freshmen.  
*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: EC 232/233 and AC 241/242.  
*Three hours*
- MGT 231 PRINCIPLES OF MANAGEMENT  
Study of the objectives and functions of an organization. Emphasis is on the management functions of planning, organizing, motivating, and controlling.  
*Three hours*
- MGT 320 PRINCIPLES OF LEADERSHIP  
This course examines the student's knowledge of his or her own primary leadership style, power bases and key principles that will help them further develop their own leadership skills. Through readings, case studies, group discussions, films, and videos, the course will help the student to identify and analyze the characteristics of effective leadership and compare those characteristics with current and historical leaders.  
*Three hours*
- MGT 332 LEGAL AND ETHICAL ASPECTS OF BUSINESS  
An overview of legal institutions, markets, and sources, and the ethical issues that face the modern business. Specific treatment of areas of law of greatest concern to business. Review of ethical cases in business and the institutions that monitor ethical behavior.  
*Three hours*

MGT 335 INTERNATIONAL BUSINESS

Focus on the unique and additional knowledge required for effective management when the firm operates in more than one country.

*Three hours*

MGT 420 ORGANIZATIONAL BEHAVIOR AND HUMAN RESOURCE MANAGEMENT

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 style. Resource management topics include recruitment, training, wage and salary administration, benefits, termination, and labor relations.

*Three hours*

MGT 430 BUSINESS POLICY AND ETHICS

Focus on strategy emulation and policy administration. The capstone course in the business administration curriculum incorporating learning outcomes from prior required courses. Ethics is a focus in all decision situations. Requires a paper relating the entire student experience to his/her business education. Fulfills Senior Integrative Experience requirement for majors in Business Administration. Prerequisites: Senior standing or advisor's permission.

*Three hours*

MGT 431 PRODUCTION AND OPERATION 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: Senior standing or advisor's permission.

*Three hours*

MKT 231 PRINCIPLES OF MARKETING

Basic marketing course defining marketing and its place in society; the marketing concept; and the components of the marketing mix: product, price, place, and promotion.

*Three hours*

# CHILD DEVELOPMENT EDUCATION

The Bachelor of Science in Child Development Education is a program designed to prepare graduates for service in preschools, childcare centers and related areas. Competencies pertaining to child development, teaching and program development with this major build a foundation for those seeking a career in the field of early child care 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.A. in Early Childhood Education from Johnson County Community College (2002-2003 catalog), A.A.S. in Early Childhood Education from Donnelly College (2002-2003 catalog), A.A.S. in Child Care Education from Kansas City Kansas Community College (2002-2003 catalog), and A.A.S. in Child Growth and Development from Penn Valley Community College (2002-2003 catalog). Transferring programs will be reviewed every two years to ensure program continuity. Students transferring from earlier catalog years, or similar programs, will be evaluated on a case-by-case basis.

## MAJOR REQUIREMENTS

PY	290	Psychology of Childhood and Adolescence
ED	406	Social & Cultural Foundations of Education
ED	407	Seminar I: What's School Life?
ED	428	Psychological Foundations of Education
ED	430	Educating Exceptional Children and Youth
TCHED	500	Special Topics in Education
CDE	403	Advanced Curriculum Design in Early Childhood Education
CDE	415	Interaction Techniques in Early Childhood Education
CDE	420	Advanced Professional Practicum/Seminar in Early Childhood Education*
CDE	500	Special Topics: Emerging Literacy in ECED
CDE	501	Issues in Early Childhood Education Administration
APY	552	Family Systems

\*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 knowledge 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 through
  - 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 developmentally appropriate practice and healthy learning environments.

## CHILD DEVELOPMENT EDUCATIONAL 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*
- ED 406      SOCIAL AND CULTURAL FOUNDATIONS OF EDUCATION  
 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: WHAT'S SCHOOL LIFE?  
 A sociological study of school culture and organizational patterns. Focus on school norms and roles played by administration, teachers, and students. Observation techniques: 25 hours of observation in various school sites required. Taken concurrently with ED 406.  
*One hour*
- ED 428      PSYCHOLOGICAL FOUNDATION OF EDUCATION  
 Examination and application of theories of learning and human development through adolescence with implication for teaching and learning environments addressing individual and diverse needs, testing and measurement instruments, and assessment strategies. Prerequisite: PY 290 prior or concurrent.  
*Three hours*

- ED 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 of 5 hours required. Prerequisites: ED 406, ED 407, ED 428 prior or concurrent.  
*Three hours*
- CDE 403      ADVANCED CURRICULUM DESIGN IN EARLY CHILDHOOD EDUCATION  
 Examines the interrelationships of theories of learning and curricula design to develop coherent early childhood education programs. Building on social and cultural foundations, students analyze the principles of learning and apply them to curriculum.  
*Three hours*
- CDE 415      INTERACTION TECHNIQUES IN EARLY CHILDHOOD EDUCATION  
 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.  
*Three hours*
- CDE 420      ADVANCED PROFESSIONAL PRACTICUM/ SEMINAR IN EARLY CHILDHOOD EDUCATION (SIE)  
 Examination of programs for young children, including philosophical and theoretical foundations. Implementation and evaluation of program models including related contemporary issues and research. Includes field experience.  
*Three hours*
- CDE 500      EMERGING LITERACY IN EC EDUCATION  
 Based on the assumption that literacy begins long before a child's exposure to formal institution, this course offers a blend of theory and application while enhancing the student's understanding of emergent literacy. It explores the development and assessment of language and writing, the role in designing learning activities and providing a literacy rich environment. This course is based upon three themes: a constructivism perspective on learning, respect for diversity and instruction-based assessment.  
*Three hours*

CDE 501 ISSUES IN EARLY CHILDHOOD EDUCATION  
ADMINISTRATION

This course focuses on contemporary issues and topics of interest to directors and administrators in early childhood settings. The topics of interest 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*

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*

# 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 accomplishments 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 the 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 assessment, 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 University 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 offering for the evening/weekend off-campus programs are scheduled as needed to accommodate the adult student programs. Therefore, evening students who take education courses through the Overland Park Campus should confer each semester with appropriate site personnel concerning course offerings there.

## MAJOR IN ELEMENTARY EDUCATION

### PROFESSIONAL EDUCATION: FOUNDATION 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	Reading Practicum (supervised)

### FINAL SEMESTER

ED 590	Seminar III: Professional Collaboration
ED 594	Classroom Management and Student Motivation
ED 595	Student Teaching Elementary

### **Writing Competency in Field**

A passing score on the writing portion of the Pre-Professional Skills Test (PPST)  
Satisfies the writing competency in field requirement for elementary education majors.

### REQUIRED SUPPORTING COURSES

- \* PY 290 Psychology of Childhood and Adolescence
- \* A biology and a physical science course (at least one of these courses must have a lab)
- \* At least two history courses including U.S. history

### **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.

### **Endorsement 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

ED 406	Social and Cultural Foundations of Education
ED 407	Seminar I: What's School Life?
ED 428	Psychological Foundations of Education
ED 430	Educating Exceptional Children and Youth
ED 499	Philosophical and Historical Perspectives on Curriculum
ED 576	Teaching Reading in the Content Areas (Practicum)
ED 589	Secondary Method: Curriculum, Instruction, and Assessment (Practicum)

### FINAL SEMESTER

ED 590	Seminar III: Professional Collaboration
ED 594	Classroom Management and Student Motivation
ED 596	Student Teaching Secondary

## REQUIRED SUPPORTING COURSES

PY 290 Psychology of Childhood and Adolescence

### 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 Semester 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 of 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 from program coordinator or advisor.

- The PPST should be taken prior to enrollment in education courses, but the PPST must be taken no later than the first semester of enrollment. Passing scores on the PPST are required for enrollment in all education courses except ED 406, ED 407, ED 428, and ED 430. 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 requirements.
- Academic performance, ability to work with others, and demonstrated awareness and representation of the University of Saint Mary philosophy and objectives are strong consideration 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 15 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 student teaching placement. Further information concerning student teaching may be obtained from the department.

## TITLE II REPORT

In compliance with the federal guidelines of the Title II, Higher Education Act, the education department has submitted a report to the Kansas State Department of Education regarding the teacher education program at the University of Saint Mary. The current report, available upon request, contains information for the 2005-2006 cohort of teacher candidates. Results of the report are also available on the Education Department web site.

## EDUCATION CURRICULUM

### 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 observation of interviews may be required.

*Three hours as needed*

### ED 406 SOCIAL AND CULTURAL FOUNDATION OF EDUCATION

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 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 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 two schools required. Prerequisites: PPST, ED 406, ED 407, and ED 428. Taken concurrently with ED 412.

*One hour spring 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 measurements, 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 spring semester*
- ED 460      AESTHETIC EXPERIENCES IN ELEMENTARY SCHOOL  
 Theoretical and practical inquiry into aesthetics in the school K-6, including the integration of art, music, and physical education/movement in cultural and individual expression. Prerequisites: PPST, ED 411, and ED 412 prior or concurrent enrollment.  
*Three hours summer 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 foundation 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 METHODS  
This course incorporates current methodologies and materials for teaching a total language arts program (reading, writing, speaking, and listening) and assessing student progress. 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  
Theory and related teaching strategies in using reading to learn in content areas; especially for students seeking secondary certification and as an additional reading course for students seeking elementary certification. Field practicum of 25 hours required for secondary education students. Prerequisites: PPST, ED 406, ED 407, and ED 428.  
*Three hours spring semester*
- ED 579      READING PRACTICUM  
Thirty hours of supervised teaching of reading in schools. 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. Thirty hours of aiding and supervised practicum will result in a presentation based on the use of assessment data to inform instruction. 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. Fulfills the Senior Integrative Experience requirement.  
*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 Placement School. 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 Placement School. Prerequisites: completion of professional, general, and major education course work and formal admittance into student teaching.  
*Eight hours either semester*

# INTERDISCIPLINARY STUDIES

The major in interdisciplinary studies is designed for students whose career goals and personal interests are served by a course of study, including study in the professional area, that 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 a 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

Paralegal Program of Johnson County Community College

Education

### Liberal Arts Concentration

Art

Biology

Chemistry

English

French

History

Mathematics

Philosophy

Psychology

Political Science

Sociology

Spanish

Theatre

Theology

Concentration courses cannot be used to satisfy general education requirements.

A list of specific courses for the concentration may be obtained from the site director or from the director of the interdisciplinary studies program.

# GRADUATE PROGRAMS

## 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.

### 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 dean 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

Formal admission to USM graduate study is granted by the dean. 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 dean). At the end of this period, the advisor and graduate coordinator will notify the Dean that the student should be either granted Regular Status or denied admission to the program. Should a Probationary Status student withdraw from a class prior to being granted Regular Status without the written consent of the dean, then he or she shall be denied admission to the program. The vice president and dean 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 dean 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 dean.

## 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 dean. 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 12 semester hours for the specific certificate program unless written exception is granted by the dean. Upon submission of the required application materials, the student may be considered for admission to Regular Status.

## INTERNATIONAL STUDENTS

The University of Saint Mary welcomes students from other countries. In addition to the general admission requirements, demonstration of competence in the use of the English language is required. International students from non-English speaking countries take and submit the results of the Test of English as a Foreign Language (TOEFL). A score of 550 or higher is required (a score of 213 or higher is required for computer based test). Information concerning this examination is available from the Educational Testing Service, Princeton, NJ 08540, USA. The Office of the Registrar assists students with visa requirements, and each student who needs this assistance is responsible for initiating contact with the registrar at the Leavenworth campus.

## 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.

# ACADEMIC POLICIES

## 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 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 five to eight 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 coordinator 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 dean. 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 dean at the time of first admission to the University.

- An official transcript must be received by the graduate director 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 dean 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 D for graduate level courses.

A student will be automatically dismissed from the graduate program when a grade of “F” is earned in any graduate course. A student may appeal this dismissal. 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.

Students may not apply more than six (6) credit hours of “C” grades toward graduate degree requirements. Upon receiving a grade of “C” in a graduate course, the student will be sent a warning letter that receiving more than six hours of “C” will result in dismissal from the program.

“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 coordinator and dean. 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 dean to continue enrolling in classes.

## REPEATED COURSES

Students enrolled in graduate degree programs who earn a grade of at least a C are limited to repeating no more than two courses applicable to the graduate degree. Students may repeat a course only once to improve their grade point average to satisfy degree requirements. Students earning a grade of C or better may repeat a course once to improve the grade point average to satisfy degree requirements. The second grade received 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 they are earning a passing grade) or a “WF” (if they are 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. Instructors notify the appropriate graduate director 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.

## 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 dean). 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 apply in writing to the dean. The student must initiate the grade appeal process within the first two weeks of the next full semester (excluding the Summer term). This is ordinarily in mid-January for grades assigned in the Fall terms and in early September for grades assigned in the Spring and Summer terms.) The grade appeal process must be completed within three months after it has been initiated; unless, for reasons beyond the student's control, the Dean 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 that there may be a legitimate issue about which to file a grievance is to apply in writing to the dean for advice and direction. The deadline for appeals and grievances regarding course grades is listed above. In other situations, notification to the dean 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 dean 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 dean may establish an ad hoc committee to hear the grievance. Membership on the committee must be approved by all parties. 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 president of the University. The president's 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 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 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-embedded procedures to diagnose and measure each student's knowledge, skills, and performance.

## EXITING ASSESSMENT

Prior to graduating, all students complete a final summary paper or portfolio. The purpose of this culminating experience is to help assess the student's mastering of professional knowledge and skills pertinent to the degree program and career goals. Specific requirements vary across programs. In certain programs, students make an oral presentation as part of this final project.

The preparation and completion of summary papers are subject to the following guidelines. It is the student's responsibility to comply with the timetable and inform the program director of progress and completion to assure timely graduation.

## CONTINUOUS ENROLLMENT

Students enrolled in graduate programs are expected to maintain continuous enrollment until all degree requirements are completed. 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 dean 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

In accordance with policies of the University of Saint Mary Graduate Council, the following guidelines for completion of the summary paper or portfolio will be applicable to graduate students admitted after Jan. 1, 1998.

- 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 within two semesters following the last course work, a continuation form must be completed and approved by the Graduate Council.
- If the student needs to take a leave of absence from working on the paper, a leave of absence form must be completed and approved by the Graduate Council.
- Summer sessions are not included in the above guidelines. Students are not required to work on the summary paper during the summer. No leave of absence form is required for summer. If a student chooses to work on and/or complete the paper during a summer session after completion of course work, the student will enroll and pay for one semester hour of credit. The student must have written approval from and have made arrangements with the mentor by May 1 to complete the work in the summer, and the student must notify the appropriate graduate director of those arrangements.

The registrar must be notified of these actions.

In specific programs where a student completes 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 that they are making satisfactory degree progress to avoid possible problems shortly before their intended graduation.

# FINANCIAL AID INFORMATION

## FINANCIAL AID

Financial aid programs available to graduate students include the Federal Stafford Loan and the Federal Supplemental Loan for Students (SLS). Financial aid information should be requested directly from the University of Saint Mary Financial Aid Office located at the Overland Park Campus.

## TUITION PAYMENT INFORMATION

Students enrolled in University of Saint Mary Graduate Programs are expected to pay each semester's tuition in one of the following ways:

- Tuition paid in full by the first day of semester.
- Tuition paid by pre-arranged payment plan (three or four payments), arranged at the time of enrollment.
- Student loans applied as received. If the loan does not cover the entire balance, the balance must be paid by the 30th day after the first class.
- Employer Tuition Deferral - Employer reimbursed deferral of tuition allows the student to delay tuition payment until 45 calendar days after the official closing date of the term. There is a \$45 fee per term. Contact the Financial Aid office at the Overland Park Campus.

## GRADUATE TUITION AND FEES

### Tuition for Master's level courses

\$420 per credit hour	MA (Psychology Program)
\$420 per credit hour	MA (Counseling Psychology Program)
\$420 per credit hour	MBA
\$430 per credit hour	MBA (Online courses)
\$295 per credit hour	MAT
\$290 per credit hour	MA (Education Program)
\$305 per credit hour	MA (Education online courses)
\$250 per credit hour	SPED (Adaptive Special Education Program)

### Fees for Master's level students

- \$25 Application Fee - Degree-Seeking
- \$25 Application Fee - Non Degree-Seeking
- \$80 Graduation Fee

The University reserves the right to make modifications in the tuition and fees with appropriate notification.

## REFUND POLICY

Students withdrawing from a course or from the University may request tuition refunds according to the following schedule in compliance with federal guidelines.

Withdrawal prior to or through the first night of class	100%
Withdrawal prior to or through the second night of class	90%
Withdrawal prior to or through the third night of class	50%
Withdrawal prior to or through the fourth night of class	25%

Withdrawal after the fourth night of class will have no tuition refunded.

To obtain a refund, a student must present to the Registrar's Office an official withdrawal form bearing the date and signature of the program director or designee.

## DEGREE PROGRAMS AND CURRICULA

The University of Saint Mary offers the following graduate degrees.

MASTER OF ARTS (MA) in:

- Education
- Adaptive Special Education
- Psychology
- Counseling Psychology

MASTER OF ARTS IN TEACHING (MAT)

- Emphasis in Curriculum and Instruction

MASTER OF BUSINESS ADMINISTRATION (MBA) with concentrations in:

- Finance
- Human Resource Management
- General Management
- Health Care Management

# 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; demonstrate knowledge of diverse learners, including all forms of exceptionality; and create instructional opportunities that meet the needs of all learners,
2. critically reflect on ethical and moral implications of actions as they relate to all learners,
3. apply their knowledge of curriculum content and design to support learners' construction of knowledge,
4. implement appropriate instructional models, strategies, and technologies to enhance the learning of all students,
5. utilize measurements and evaluation accurately and systematically to monitor and promote learning,
6. apply quality principles of leadership, including skills of effective communication, collaboration and motivation to shape change and improve the learning community, and

7. 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. No candidate may transfer course credits to substitute for ED 720 Curriculum Design and Assessment or ED 733 Diagnostic Procedures and Instructional Approaches. 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 graduate director.

## MASTER OF ARTS PROGRAM 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. No transfers accepted.

*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. No transfers accepted.  
*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) 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). 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 in Education 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 at the level of their current teaching license. 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.

## 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 two special education tests are required:
  - 20353 Education of Exceptional Students: Core Content Knowledge and
  - 10542 Education of Exceptional Students: Mild to Moderate Disabilities.

## 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 <b>or</b>
SPED	703	Adaptive Instructional Methods and Strategies Grades 6-12
SPED	704	Adaptive Instructional Strategies and Methods Field Practicum
SPED	706	Collaborations with Parents and Agencies
SPED	708	Assessments of Students with Adaptive Learning Needs
SPED	710	Communication/Collaboration within the School Setting
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
SPED	722	Communication Disorders

**A candidate who is employed to teach in a special education classroom may qualify for a provisional teaching license at the same level of licensure after completing the following 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) **or**
- SPED 703 Adaptive Instructional Methods and Strategies (Grade 6-12)
- SPED 704 Adaptive Instructional Strategies and Methods Field Practicum

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 INSTRUCTIONAL STRATEGIES AND METHODS 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 706 COLLABORATIONS WITH PARENTS AND AGENCIES  
This course instructs the teacher in effective communication and collaboration skills in working with parents and agencies. Proven strategies in problem solving and conflict resolution will be covered. 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 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 NEGOTIATION 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*

SPED 722 COMMUNICATION DISORDERS

This course prepares teachers to address the common communication problems of students with special needs. Course topics include strategies to accommodate the special needs of students with speech and language disorders including English language learners.

*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.

This program has been designed in partnership with Pearson Achievement Solutions. The MAT curriculum includes professionally developed videotapes and interactive communication by e-mail. Each three-credit course includes text(s) and videotapes. The MAT Program Guide provides directions for each course and includes previewing, viewing, and post-viewing readings, activities, and application for practical classroom use. 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, professional portfolio, and technology. 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 Portfolio.

## 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.  
One of the letters of recommendation must be from a school administrator or immediate supervisor.
- Documentation of teaching status.  
A candidate seeking admission into the MAT program must be a teacher under contract.
- 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, C&I 727 Professional Portfolios Processes for Reflection provides participants the opportunity to produce the summary portfolio. This portfolio is developed with guidance from the instructor for that course and is assessed and evaluated by that instructor and second reader. Other graduation requirements are the same as the MA program in education.

## CURRICULUM

The Master of Arts in Teaching program, requiring thirty graduate credit hours, consists of ten required courses (30 credit hours). All courses are three credit hours unless otherwise specified.

### REQUIRED CORE COURSES (30 CREDIT HOURS)

- C&I 720 Managing the Classroom Environment for Effective Instruction
- C&I 721 Active Learning Constructing Knowledge
- C&I 723 Action Research Collaborative Processes for School Improvement
- C&I 725 Problem-based Learning in the Multiple-Intelligences Classroom
- C&I 726 Using Technology to Enhance Student Learning
- C&I 727 Professional Portfolios Processes for Reflection
- C&I 728 Creating Brain Compatible Classrooms
- C&I 730 Exploring Models of Teaching and Foundations of Education
- C&I 733 Balanced Assessment and Issues in Evaluation
- C&I 735 Issues in Education Inclusion

### MASTER OF ARTS IN TEACHING (MAT) COURSES

#### C&I 720 MANAGING THE CLASSROOM ENVIRONMENT FOR EFFECTIVE INSTRUCTION

This course is a thorough examination of management factors that promote student learning. Participants study and apply principles for creating caring and cooperative classrooms while using rich environments, organizational techniques, knowledge of interventions and conflict resolutions.

*Three credit hours*

#### C&I 721 ACTIVE LEARNING CONSTRUCTING KNOWLEDGE

This course will develop knowledge of instructional concepts and interactive strategies that engage students in a classroom situation. Lesson design and teaching technique theories are examined and applied to increase achievement and meet the academic and affective needs of students. Concepts of multiple-intelligences, cooperative learning, and other teaching models are integrated into this course.

*Three credit hours*

- C&I 723    ACTION RESEARCH COLLABORATIVE PROCESSES FOR SCHOOL IMPROVEMENT  
The role of teacher as researcher is explored in light of current educational research. The phases of action research are introduced with an emphasis on the cooperative aspects of the process. This course prepares participants for future problem-based and action research formats for the Master of Arts in Teaching (MAT) program.  
*Three credit hours*
- C&I 725    PROBLEM-BASED LEARNING IN THE MULTIPLE-INTELLIGENCES CLASSROOM  
Participants will analyze curriculum models that bring real world problems into the classroom. The theory of multiple-intelligences is integrated through six models problem-based learning, case studies, thematic learning, project based learning, service learning, and performance learning. Participants will apply these models to promote students' critical and creative problem solving skills.  
*Three credit hours*
- C&I 726    USING TECHNOLOGY TO ENHANCE STUDENT LEARNING  
Participants will conduct an examination of technology and the classroom. The use of a variety of technologies to enhance student learning will be investigated in light of possibilities and challenges presented to educators. The principles of good teaching will be related to current and future technology in schools. Participants will use technology in their classrooms and reflect on its relationship to academic goals.  
*Three credit hours*
- C&I 727    PROFESSIONAL PORTFOLIOS PROCESSES FOR REFLECTION  
Portfolios provide a framework for teachers to demonstrate their professional growth. This course allows participants to look back over the courses in the MAT program and examine how their knowledge, beliefs, and values have changed. The portfolio allows them to demonstrate and articulate the premises that inform their current actions.  
*Three credit hours*
- C&I 728    CREATING BRAIN COMPATIBLE CLASSROOMS  
Participants will examine the meaning and educational implications of research on how the brain learns. This investigation leads to analysis of specific principles of teaching and learning. Participants will consider the implications of the research on the learning environments of their own classrooms.  
*Three credit hours*

- C&I 730    EXPLORING MODELS OF TEACHING AND FOUNDATIONS OF EDUCATION  
Participants will examine theoretical education foundations and instructional models and recognize these as rich resources. Building on social and cultural foundations, participants analyze teaching principles and apply them to current classroom settings.  
*Three credit hours*
- C&I 733    BALANCED ASSESSMENT AND ISSUES IN EVALUATION  
This course integrates a repertoire of traditional tests with portfolios, performance based evaluations, and other authentic assessments providing participants with opportunities to analyze a variety of assessment methods. Participants will design a unit portfolio, manage the long-term portfolio, and implement electronic portfolios and conduct portfolio conferences. Other application includes logs and journals, implementation of metacognitive strategies, development of graphic organizers, and planning culminating events and celebrations.  
*Three credit hours*
- C&I 735    ISSUES IN EDUCATION INCLUSION  
The role of special education and the inclusive classroom is examined. The best practices for all students are considered in three parts the collaborative process, the affective realm, and modification across the curriculum. Put in a social and historical perspective, the inclusive classroom is brought to a practical point so all students experience a rich and involving learning experience.  
*Three 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). Applicants are also required to submit three professional references. (Forms are provided by the University)

### 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

Coursework in the Master of Arts in Psychology has an applied focus in that the classes overlap with the Master of Arts in Counseling Psychology.

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 either a Professional Counselor or 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). Applicants are also required to submit three professional references. (Forms are provided by the University).

## CURRICULUM (48 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 733	Developmental & Cognitive Assessment (3) <b>or</b>
PY 734	Personality Assessment (3)
PY 741	Issues in Ethics and Professional Development (3)
PY 744	Career Development and Counseling (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 (6)

Elective (3 hours) usually PY 745 or an additional assessment course.

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

Courses for Students Pursuing the LPC in Kansas (60 credits)  
Students pursuing licensure as professional counselors in Kansas need to complete the required courses for the degree and additional classes. It is recommended that all practicum credits 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) <b>or</b>
PY 734	Personality Assessment (3)
PY 741	Issues in Ethics and Professional Development (3)
PY 744	Career Development and Counseling (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)

Electives (6 hours) Usually PY 745 and PY 733

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
PY 746	Psychopharmacology for Psychotherapists (3)
PY 748	Multicultural Counseling (3)
PY 749	Helping Relationship Skills (3)
PY 750	Counseling Theories (3)
PY 751	Group Process (3)
PY 761	Practicum (15)

## Course Scheduling

Required courses for the Master of Arts in Counseling Psychology and for licensure in Kansas as a LMLP or LPC 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 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 proposal.

*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 fee 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 coordinator.  
*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 instruments. Issues related to diagnosis and treatment planning are addressed and cultural and ethical issues relevant to assessment are topics also explored. Lab fee may apply. In order to enroll, students must be pursuing the MA in Counseling Psychology or they must have the approval of the psychology coordinator. 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 738      **PHYSIOLOGICAL PSYCHOLOGY**  
 Examines the body systems as they are related to human behavior. Attention is given to the various systems and psychological processes. Current research is reviewed.  
*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 adjustment in the workplace are topics explored.  
*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 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 U.S., and this knowledge is applied to the development of 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 optimal level. The integration of various theoretical approaches and the application of theory to practice is a focus. In addition, outcome research as it applies to clinical practice is addressed.  
*Three credit hours*

- PY 751      GROUP 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 assessment 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 and Accounting offers a thirty-six credit hour degree, the Master of Business Administration (MBA). The degree is designed to integrate personal and professional experience and instruction within the structure of graduate work. The program rests on the premise that professional development occurs within the context of the analysis of professional practice and rigorous, scholarly study. As an outcome of the program, students are better prepared for management and leadership positions. The MBA program focuses on general management, strategic and executive problems.

## PROGRAM OUTCOMES

The degree has four specific learning objectives:

1. to provide strong foundation knowledge in all the functional areas of business and strategic thought,
2. to develop skills and abilities to recognize critical strategic and organizational problems whose resolution is significant to the organization,
3. to enable students to make effective executive decisions that resolve strategic problems, incorporate a firm-wide perspective, respond effectively to critical factors in the competitive and market environment, and lead to or enhance the strategic advantage(s) of the organization,
4. to enable students to evaluate and balance decisions characterized by competing demands or requirements emanating from the organization, stakeholder, societal and/or ethical contexts.

## 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 721	Organizational Management
MGT 725	Marketing Management
MGT 726	Finance for Managers
MGT 727	Global Management
MGT 734	Accounting for Managers
MGT 735	Operations Management
MGT 736	Human Resources Management
MGT 737	Economics for Managers
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 four areas of concentration: Finance, Human Resource Management, Health Care Management, and General Management.

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
- MGT 764 Managerial Accounting
- MGT 772 Competitive Decision-Making and Simulations
- Any Finance Course
- Any Human Resource Management Course
- Any Health Care Management Course

The **Finance Concentration** consists of the following three courses:

- MGT 768 Financial and Capital Issues
- MGT 769 Financial Decisions
- MGT 760 Advanced Financial Topics

The **Human Resource Concentration** consists of three 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
- MGT 798 Special Topics in Human Resources

The **Health Care Management Concentration** consists of the following three online courses:

- NUMGT 417/717 Business Skills for Health Care Managers
- NUMGT 418/718 Legal and Ethical Issues in Health Care
- NUMGT 419/719 Topics in Health Care Management

## 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 734)
- Finance Primer (must be taken before MGT 726)
- Managerial Economics Primer (must be taken before MGT 737)

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 30 months. Courses are taught on a year round basis, generally on an 8-week basis. Summer term courses, elective courses, intersession courses, and other selected courses may use alternative delivery methods. Students can work with their advisor to develop a schedule that will allow for earlier program completion.

## 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 721 ORGANIZATIONAL MANAGEMENT

Explores the role of the manager in organizational settings.

In-depth 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, and (3) interpersonal dynamics as they arise and affect the behavior of people in the work place. The course extensively utilizes case studies of people in actual work situations to help students develop diagnostic and effective tools for exercising leadership and management responsibilities.

*3 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.  
*3 credit hours*
- MGT 725 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.  
*3 credit hours*
- MGT 726 FINANCE FOR MANAGERS  
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.  
*3 credit hours*
- MGT 727 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.  
*3 credit hours*
- 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.  
*3 credit hours-elective*

MGT 734 ACCOUNTING FOR MANAGERS

Introduces accounting and its application to modern business. Focuses on the manager as a knowledgeable user of accounting information and the preparation of accounting reports and their intelligent use. Financial accounting topics include the principal financial statements, the elements and accounting principles underlying the statements, and the use of financial accounting information to evaluate and make business decisions.

*3 credit hours*

MGT 735 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.

*3 credit hours*

MGT 736 HUMAN RESOURCE MANAGEMENT

Explores management roles in recruitment, development, training, compensation, societal and individual goal setting, and the integration of these factors into the operation of the organization. Methods and techniques for accepting and directing societal changes as they affect the management of human resources are presented.

*3 credit hours*

MGT 737 ECONOMICS FOR MANAGERS

Examines the internal organization of the firm and the external environment in which businesses and organizations operate. Topics covered include dynamic price competition, market structure, industrial organization, competitive strategy, and economics of scale and scope. Cases will examine how economic principles apply to the actual business world.

*3 credit hours*

### 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.

*3 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 assess themselves as leaders and to identify traits necessary to improve their skills. Leadership will be analyzed and reflected through problems, observation, readings, case analysis and examples from culture.

*3 credit hours*

### MGT 751 PROJECT MANAGEMENT

Project management is the process and skills 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.

*3 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.

*3 credit hours*

MGT 753 CONFLICT MANAGEMENT AND NEGOTIATION

This course is designed to explore the way that power is used in conflict situations. Students will explore ways to make conflict a creative rather than a negative experience. Methods of conflict resolution will be practiced through simulation of role playing, case analysis and resolution and assignments. This experience will give the students an insight into human behavior. It will allow the student to gain experience and confidence in negotiation, managing workplace conflict, 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.

*3 credit hours*

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 736.

*3 credit hours*

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.

*3 credit hours*

MGT 760 ADVANCED FINANCIAL TOPICS

This course offers the opportunity to focus on other financial issues facing managers in an increasingly savvy marketplace. The course combines discussion, extensive reading and lecture with several projects suited to demonstrate mastery of the topics included in the course. Prerequisite MGT 768.

*3 credit hours*

## MGT 764 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 MGT 734.

*3 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 726.

*3 credit hours*

## 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 768.

*3 credit hours*

## MGT 772 COMPETITIVE DECISION-MAKING AND SIMULATIONS

This course will develop the process of identifying and choosing alternative action in a manner appropriate to the demands of the situation. It will allow the student the opportunity to embrace risk and uncertainty as a competitive advantage with the goal of manifesting business strengths. Participation will encourage commitment and recognize the effect of good or bad decisions. The student will identify barriers to effective problem-solving and determine the underlying causes. Competitive decision making will be measured through the use of computer simulations and criteria will be identified and analyzed. The students will be in direct competition by managing a company within a specific industry through the use of computer gaming.

*3 credit hours*

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.

*3 credit hours*

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.

*3 credit hours*

MGT 798 SPECIAL TOPICS

A didactic course which addresses a current topic.

NUMGT 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.

*3 credit hours*

NUMGT 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.

*3 credit hours*

NUMGT 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.

*3 credit hours*

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