



2013 – 2015 Catalog & Handbook

Schools of Graduate
and Professional Programs

www.smumn.edu



Saint Mary's University of Minnesota

Graduate and Professional Programs Catalog and Student Handbook

2013-2015

This catalog contains information relating to the Schools of Graduate and Professional Programs which offers undergraduate certificate, bachelor degree completion, master degree, graduate certificate, specialist degree, and doctoral degree programs to adult students.

This catalog is neither a contract nor an offer of a contract. The information it contains was accurate at the time of publication. Saint Mary's University publishes and prints its catalog bi-annually. The PDF of the catalog matches the printed catalog. The electronic version is updated each semester and is the most up-to-date version.

Fees, deadlines, academic requirements, courses, certificate and degree programs, and other matters described in this catalog may change without notice. Not all courses are offered each academic year, and faculty assignments may change.

Students are encouraged to familiarize themselves with Saint Mary's University policies and procedures. Every effort has been made to ensure the accuracy of the information in the printed Schools of Graduate and Professional Programs Catalog and Student Handbook; however, when the printed and online versions differ, the official version is the online edition.

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Mission and Vision



Mission

Enriched by the Lasallian Catholic heritage,
Saint Mary's University of Minnesota
awakens, nurtures and empowers learners
to ethical lives of service and leadership.

Vision

Grounded in its Lasallian Catholic identity, Saint Mary's University of Minnesota is a nationally ranked transformational and innovative university with a global footprint. Saint Mary's graduates gain the advanced knowledge, skills and critical thinking abilities necessary to be lifelong learners, successful workers, good neighbors and ethical citizens that ensure Saint Mary's standing as a well-known top-tier national university preparing tomorrow's leaders.

Approved by the Board of Trustees, October 5, 2012.

Saint Mary's University of Minnesota: A 21st Century University

Saint Mary's University of Minnesota is a dynamic and transformational learning community that provides a person-centered educational experience grounded in excellent teaching and engaged interactive student learning. At the heart of a Saint Mary's education is the development of meaningful relationships that help the individual learner realize and achieve their potential in a trusting and respectful environment. In this way, we prepare graduates with the advanced knowledge, skills, and critical thinking abilities necessary to be lifelong learners, successful workers, good neighbors and ethical citizens.

We are a **comprehensive university** that offers an innovative combination of liberal education and professional preparation such that our graduates prosper in today's knowledge economy and are prepared to meet the challenges of the 21st century. We provide relevant, engaging personal and online learning experiences, and research opportunities supported by a community of educators in order to ignite the potential of each learner. We prepare our graduates richly for the responsibilities and challenges they face as global citizens – citizens whose judgments, decisions and actions will profoundly affect the decency, integrity and sustainability of the human family and our global environment.

We are a **Catholic university** that prepares graduates with a distinctive identity in fidelity to the Church's mission in service of the Good News of the Gospel and with a world vision rooted in the Catholic intellectual tradition: a belief in the presence of the divine in all created reality; an appreciation of and thirst for truth and knowledge; an understanding of the unity of faith and reason; a profound reverence for the self, the other and all of creation; a respect for all human life and protection of the vulnerable; the celebration of community and sacrament; a commitment to the issues of peace, justice, solidarity and human equality; and a desire to serve the common good.

We are a **Lasallian Catholic university** that is a living expression of the vision of John Baptist de La Salle, inspirational 17th-century educational innovator, patron saint of teachers and founder of the De La Salle Christian Brothers: excellent quality education; respect for the dignity of all individuals; inclusive and participatory community; interiority; accessibility; civility; innovation; belief in the presence of a benevolent God; an ecumenical and inter-religious openness; solidarity with the poor; and advocacy for those suffering from injustices. We do this as a proud partner with 1,000 schools, agencies and universities that constitute the worldwide Lasallian educational network.

Understanding the complex and evolving nature of higher education in the 21st century, Saint Mary's University is committed to addressing present-day challenges by striving to remain affordable for the families of our students and through distinctiveness in structure and fluidity in operation. Consequently, we function with a number of strong, innovative and complementary units.

The **residential undergraduate College** unit – nestled in the extraordinarily beautiful natural environment of Winona and comprised of the schools of humanities and sciences, arts, education, business, and of a seminary for clergy formation – integrates a four-year undergraduate education rooted in the liberal arts and complemented by a dynamic residential community experience that allows learners to cultivate and refine their intellectual, spiritual and professional capacities for mature leadership. Our commitment to relevant liberal education encompasses knowledge of human cultures and the natural world; hones the skills of critical thinking, analytic reasoning, creativity

and effective written and oral communication; and prepares graduates for work, life, future scholarship and ethical lives of service.

The **undergraduate bachelor's completion** unit of the Schools of Graduate and Professional Programs – in the greater Twin Cities area of Minnesota – recognizes and honors prior educational and life experience, assures an engaging, affordable and accessible learning delivery model, and opens for students successful pathways for career advancement, career transition and graduate education.

The **master's and doctoral degrees** unit of the Schools of Graduate and Professional Programs – an established leader in flexible and adaptable scheduling and delivery models in each of its schools of business and technology, education, and health and human services – assures accessible and affordable quality private graduate education in the Twin Cities and throughout Minnesota and Wisconsin, provides relevant, rigorous and relational academic experiences for adult learners through an integration of practical, professional and ethical education offered in dynamic and caring environments, and utilizes industry and community partnerships and a primarily part-time cadre of competent faculty practitioners to deliver programs grounded in the principles of collaborative team-building, commitment to innovation, intercultural competence and practical applied opportunities to integrate scholarship in a real-world context.

The **international academic initiatives** unit makes operational – both in Kenya and in Jamaica – the university's commitment to strategic global institutional relationships that respond to the expressed educational needs of underserved Lasallian and Catholic populations around the world.

Together and by association each unit of the university – the undergraduate residential College, the adult-oriented undergraduate bachelor's completion program, the graduate studies programs of the Schools of Graduate and Professional Programs, and the international academic initiatives – strives to meet learners where they are and to provide them with opportunities for growth in knowledge, professional preparation and personal transformation. In these ways, Saint Mary's has provided students various and flexible learning options and has remained nimble enough to adjust methods as needs and desires change.

Consequently, enriched by the Lasallian Catholic heritage, Saint Mary's University of Minnesota proudly awakens, nurtures and empowers learners to ethical lives of service and leadership, strives to transform society one learner at a time, and graduates students who have over the years consistently been successful and risen to levels of leadership in the fields of business, health and human services, government, church, and education.

This is who we are – a transformational and innovative national university with a global footprint. Our 100-year story of success is an extraordinary one, and we remain committed to providing the transformative education needed for our day and time as a modern American university in the Lasallian Catholic tradition.

Learning in the Lasallian Tradition

Learning at Saint Mary's University is active, collaborative, and contextual, and is supported by a Lasallian commitment to serve the needs of individual learners.

The Schools of Graduate and Professional Programs provides relevant and rigorous academic experiences for adult learners through an integration of practical, professional, and ethical education offered in dynamic and caring environments. The academic program of the Schools of Graduate and Professional Programs offers coursework from the undergraduate through the doctoral level. The school supports the individual learning expectations of each student and acknowledges the wealth of experience and prior learning that each adult learner brings to the classroom.

A relevant and rigorous education produces graduates who seek to deepen and expand their discipline knowledge and skills to develop through critical thinking by:

- framing vital questions clearly;
- evaluating relevant information and its sources;
- demonstrating respectful engagement with others' ideas, behaviors, and beliefs;
- assessing the congruence between personal norms and ethical principles;
- applying diverse frames of reference to decisions and actions;
- resolving issues based on evidence weighed against relevant criteria;
- developing a subject, including relevance, logic, grasp of subject, and depth of discussion; and
- communicating with clarity and coherence.

This is the intellectual and emphatic foundation for leading ethical lives of service and leadership.

The College program integrates undergraduate education in the liberal arts with a residential experience to challenge and support students in their intellectual, spiritual, personal, and professional development. The academic program of the College offers courses in general education, including required core and elective courses, and in a disciplinary major of the student's choice. The co-curricular program of the College provides students with opportunities for positive community participation, faith-formation, service, and athletic competition. This educational programming produces graduates who:

- are competent in a major;
- have acquired a breadth of knowledge and exposure to approaches to understanding the human condition;
- have developed skills for life-long learning; and
- possess a Lasallian disposition toward leadership and service.

History

Bishop Patrick R. Heffron, the second bishop of Winona, founded Saint Mary's as a college in 1912 to provide higher education for young men in southern Minnesota's Diocese of Winona and surrounding areas. In its early years, the university operated as an academy and junior college. In 1925, it became a four-year liberal arts college. The descendants of 19th-century settlers in Minnesota and Wisconsin thus received a classical education from a highly educated faculty composed primarily of diocesan clergy. The students of the early decades became religious, professional, and business leaders in their communities.

The Institute of the Brothers of the Christian Schools, an international Catholic teaching order founded in France in 1680 by Saint John Baptist de La Salle, purchased Saint Mary's College from the Diocese of Winona in 1933. Soon thereafter, the university obtained formal accreditation of its bachelor degree programs by the North Central Association of Colleges and Schools. Enrollment increased from 200 to 500 students over the next 15 years, aided by an influx of graduates from De La Salle Christian Brothers' high schools in Minneapolis, Saint Paul, Chicago, Kansas City, and St. Louis.

The Saint Mary's College curriculum, combining the traditional liberal arts and sciences with career-related studies, served the interests of both students and faculty in pursuing an integrated liberal and career education. Major programs included accounting, business administration, preparation of secondary-school teachers, and strong pre-professional majors in natural and social sciences, mathematics, law, medicine, theology, philosophy, and the humanities. All students completed a general education in the liberal arts in addition to their chosen major. These historical components of Saint Mary's College exist in today's curriculum, alongside the career-related applications that have evolved in recent years.

Many Saint Mary's graduates from the 1940s through the 1970s later earned advanced degrees in law, medicine, dentistry, ministry, science, and humanities. In a national study conducted during the 1980s, Saint Mary's University achieved a ranking in the top 15 percent nationally in the proportion of its graduates who later went on to earn a doctoral degree. In the late 1950s and throughout the 1960s, when enrollment reached the 1,000 mark, the college expanded its physical facilities significantly, especially to accommodate housing needs for the high representation of students (85 percent) electing to live on campus.

Between 1968 and 1974, the college experienced one of the greatest periods of change in its history with establishment of an independent Board of Trustees, all but the president being from outside the university. During this time the college administration separated from the district administration of the De La Salle Christian Brothers. In 1969, the institution became coeducational, starting with a very small class of women.

Vigorous growth took place in graduate study offerings with the decision to move core centers for graduate studies to the Minneapolis-Saint Paul metropolitan area and to Rochester, Minnesota. Graduate study offerings were also expanded on the Winona campus during these years.

The academic administration of the university was divided into schools during these years in order to more effectively concentrate on the wide range of offerings being made to an increasingly diverse student body. In addition to these many changes, a new campus was established in

Nairobi, Kenya, offering a bachelor and master degree programs. In 1995, Saint Mary's College was renamed Saint Mary's University of Minnesota.

Saint Mary's University is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. Saint Mary's completed its last comprehensive visit in 2006 and is scheduled for its next comprehensive visit in 2016-17.

Schools of Graduate and Professional Programs

The history of the Schools of Graduate and Professional Programs parallels the dynamic growth experienced by the university as a whole during the 1980s. From 1950 to 1980, the graduate program consisted primarily of summer institute offerings in psychology, education, mathematics, biology, and human development.

From the 1970s to mid-1980s, Saint Mary's College offered graduate programs in Saint Paul with small groups of students at Cretin High School, then at Saint John's Hospital. In 1984, Saint Mary's decided to offer graduate programs in the Twin Cities metropolitan area on a larger basis.

In 1984, the Minneapolis center moved to its current location at 2500 Park Avenue. An affiliation with Abbott-Northwestern Hospital made a full range of support services available including a library facility with state-of-the-art online information retrieval services.

The Schools of Graduate and Professional Programs also offer degree programs on the university's Winona campus. Currently available are master degree programs, and the doctoral degree program in Leadership.

The bachelor degree completion programs were founded in the early to mid-1990s and undergraduate certificate programs have been added since. In keeping with the student-centered vision of Saint John Baptist de La Salle, all of the programs remain clearly focused on meeting the needs of adult students.

The Rochester center, which is administered by the Twin Cities campus, also opened in 1985 and currently is located at the Heintz Center. Currently bachelor completion, master degrees and the doctoral degree programs in Leadership are offered at the center.

During 1997 and 1998, a campus bookstore was added to the Minneapolis campus, along with a meditation chapel. Other improvements included upgrades to telecommunications equipment and computer labs. In addition, campus offices were restructured to improve student services. Also in 1997, Saint Mary's University introduced its doctoral degree program — the Doctor of Education (Ed.D.) in Leadership.

Saint Mary's University of Minnesota rededicated its Minneapolis campus as the Twin Cities campus in November 1998. This change was made to reflect the scope of the university's courses offered throughout the Minneapolis–Saint Paul area and beyond. Graduate education courses and several bachelor degree courses are delivered at locations in the metropolitan area, Minnesota, and Wisconsin.

Since 2000 Saint Mary's University has expanded bachelor and master degree programs in the areas of business and technology and health and human services. The education specialist degree was also added.

In 2003, Saint Mary's University became a partner in higher education with Dakota County Technical College and Inver Hills Community College, with a combined location in Apple Valley. The partnership serves students in the South Metro with opportunities ranging from the associate degree level to post-master levels. Saint Mary's University is currently offering the bachelor degree completion program and master degree programs.

The ever-changing campus in the Twin Cities celebrated its 20-year anniversary in 2004, commemorating two successful decades of serving adult learners in the metropolitan area and beyond. In addition, the name of the school was changed in the spring of 2004 to the School of Graduate and Professional Programs in order to recognize the growth of bachelor degree completion, master degree, certificate, specialist degree, and doctoral degree programs.

In May of 2007, the School of Graduate and Professional Programs changed its name to the Schools of Graduate and Professional Programs (SGPP) and created four schools; the School of Professional Programs, the Graduate School of Education, the Graduate School of Business and Technology, and the Graduate School of Health and Human Services.

The Schools of Graduate and Professional Programs' Council of Regents was established in 2007 to provide advisory expert counsel to the President of Saint Mary's University in matters relating to SGPP. The SGPP Council of Regents, established by the President of Saint Mary's University of Minnesota and endorsed by the Saint Mary's University of Minnesota Board of Trustees, derives its powers solely from the President to whom it reports.

Saint Mary's Institute for Lasallian Studies was founded in fall of 2008 to provide Lasallian formation and accompaniment to members of the regional and international Lasallian family.

As of 2009, the SGPP celebrates its 25th anniversary of providing education centered around the needs of adult learners at its Twin Cities Campus.

The Saint Mary's University Center opened to the public in March 2013. The University Center, formerly known as the Harrington Mansion and Event Center, was acquired in June 2011 to strengthen the university's academic programs and its engagement with corporate and community partners. Providing flexible space that can accommodate meetings and events including corporate gatherings, fundraising galas and weddings, the University Center is a desirable venue for both university events and outside groups.

Locations & Facilities

Saint Mary's University of Minnesota, Schools of Graduate and Professional Programs facilities include those on the Twin Cities campus, Winona campus, Rochester center, Partners in Higher Education - Apple Valley center, and Oakdale center. The university also offers courses at off-campus instructional sites in Minnesota, Wisconsin, Nairobi, Kenya, and Jamaica.

Twin Cities Campus

The Twin Cities campus, established in 1984, is located at 2500 Park Avenue in Minneapolis. The campus administers two undergraduate certificate programs, a bachelor degree completion program with majors, nine graduate certificate programs, 26 master degree programs, one specialist degree program, three doctoral degree programs, and several professional programs, including graduate continuing education. Classes are held primarily on evenings and weekends, and flexible class scheduling allows students to attend school full- or part-time.

Facilities include classrooms, interactive teleconferencing studio classrooms, the library, writing center, computer facilities, bookstore, and meeting space. Administrative offices include those of university administration, program staff, admission, the campus registrar, student services, and staff.

The 2500 and 2450 Park Avenue buildings of the campus are named for Roman Catholic saints who represent Saint Mary's University. The original facility at 2500 Park is named La Salle Hall after Saint John Baptist de La Salle, the founder of the De La Salle Christian Brothers and the patron saint of teachers. The 2450 Park building is named Martin de Porres Hall after the Dominican Brother who is known as the patron saint of interracial harmony. Mother Teresa Hall at 2440 Park is named after Agnes Gonxha Bojaxhiu, now known to the world as Mother Teresa. Mother Teresa founded hundreds of clinics, schools, orphanages, homeless shelters and other projects around the world and is a 1979 Nobel Peace Prize recipient. The 2304 Park Avenue building, named Park Avenue North, was purchased by the university in the fall of 2006 from the Memorial Blood Center. The university renovated the building to accommodate the growing need for space.

Saint Mary's latest expansion is the Saint Mary's University Center, which includes the historic mansion, carriage house, modern events center, and 100 parking spaces, encompassing 1.66 acres at 2540 Park Avenue. The mansion and carriage house consist of 30,000 square feet, and the event center has 54,000 square feet. The purchase significantly increases the size of Saint Mary's campus footprint on Park Avenue.

Winona Campus

Saint Mary's University of Minnesota Winona campus is the main campus and offers both graduate and professional programs and a residential, liberal arts, 4-year undergraduate curriculum at its scenic 350-acre campus. Master degree, doctoral, certificate programs, and continuing education are offered. The undergraduate College offers majors divided among the School of Humanities and Sciences, the School of Business, the School of the Arts, and the School of Education.

Rochester Center

The Saint Mary's University Rochester center was established in 1985 and offers an array of programs, based on need and interest, to students in and around Rochester, Minn. Located in the Heintz Center of the University Center, it is home to state-of-the-art classrooms, computer facilities and meeting space.

Partners in Higher Education, Apple Valley Center

Partners in Higher Education began in 2003 at the Apple Valley Center, in response to the growing higher education needs in the South Metro area. Housed in the former Apple Valley City Hall building, the partnership is the result of a public-private agreement among Dakota County Technical College, Saint Mary's University, and Inver Hills Community College. The Partnership is dedicated to being a significant educational resource for residents, businesses, and industries in the area.

Oakdale Center

The Oakdale Center was opened in July 2010 to expand Saint Mary's presence in the East Metro. The center is located at 7200 Hudson Boulevard N, Suite 200 at the intersection of I-94 and I-694.

Greater Minnesota and Wisconsin

Saint Mary's University Schools of Graduate and Professional Programs creates learning communities when and where they are needed.

For the latest information in course delivery sites throughout Minnesota and Wisconsin, please contact the Twin Cities campus toll-free at (866) 437-2788.

Nairobi, Kenya

The university operates two institutes in Nairobi, Kenya: Christ the Teacher Institute for Education of Saint Mary's University; and the Maryknoll Institute of African Studies of Saint Mary's University.

- Christ the Teacher Institute for Education (CTIE) provides coursework in teacher education leading to a three-year Diploma in Education, a Bachelor of Education degree, and the Master of Education in Educational Leadership and Administration. CTIE offers courses during a three-semester academic year that runs year-round. Approximately 175 students attend CTIE annually. For more information, see College Catalog or browse the Institute's website: www.tangaza.org/ctie
- The Maryknoll Institute of African Studies (MIAS), is located in Nairobi, Kenya, and offers intensive, participatory experiences for those wishing to systematically understand and articulate African cultural knowledge. The Institute offers a Master of Arts (M.A.) in African Studies, and a Master of African Studies (M.A.S.). Courses are offered

both on a 12-week semester basis, and on a three-week immersion basis of two blocks from the last week of May through mid-July. Concurrent with their classroom work, students do an hour of supervised field research for every hour of class. The research is facilitated by trained assistants who work with students on a one-to-one basis in the field. The research is correlated with the material of the courses being taught. Approximately 100 students are served by MIAS annually. For more information, see program information in this catalog or browse the Institute's websites: www.mias.edu and www.africancultures.org

Jamaica

Saint Mary's University in collaboration with the Catholic College of Mandeville, offers a Master of Education in Teaching and Learning program in Mandeville, Jamaica. This program is also offered in the U.S. The program is designed for practicing classroom teachers who want to earn a master's degree as part of a professional learning community. Approximately 75 students are served annually in Jamaica-based learning communities.

Admission Policies

Saint Mary's University of Minnesota Student Profile - School of Graduate and Professional Programs

The students attending the Schools of Graduate and Professional Programs are as diverse as the programs offered. The vast majority of students are working adults who are balancing the demands of career, family, and civic responsibilities. While the gender ratio and age vary within each program, overall, 68% percent of the students are female and 32% percent are male. The median age is 33 years with an age range of 19 to 73 years.

Accreditation and Certification

Saint Mary's University is accredited by The Higher Learning Commission and is a member of The North Central Association of Colleges and Schools.

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411(312) 263-0456
www.ncahlc.org

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

The university is approved for veterans training under the relevant public laws.

The College has the following accreditations/certifications/approvals:

Saint Mary's University of Minnesota has received specialized accreditation for its Bachelor of Arts business and business-related programs through the International Assembly for Collegiate Business Education (IACBE); P.O. Box 3960, Olathe, Kansas 66063; 913-631-3009.

The College's nuclear medicine technology program is accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology, 2000 W. Danforth Rd., Ste 130 #203, Edmond, OK 73003; 405-285-0546; Fax 405-285-0579.

The peace officer education program at the university is certified by the Minnesota Board of Peace Officer Standards and Training (POST Board), 1600 University Avenue, Suite 200, Saint Paul, Minnesota 55104-3825; 651-643-3060.

The School of Education is approved as a teacher certification program by the Minnesota Board of Education, Minnesota Department of Education, 1500 Highway 36 West Roseville, MN 55113; 651-582-8200.

The university is an accredited institutional member of the National Association of Schools of Music; 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190; 703-437-0700.

The Schools of Graduate and Professional Programs (SGPP) has the following accreditations/certifications/approvals:

Commission on Accreditation of Allied Health Education Programs, (Undergraduate Certificate in Surgical Technology)

Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT), 112 S. Alfred Street, Alexandria, VA 22314, (703) 838-9808 (Master of Arts in Marriage and Family Therapy, Graduate Certificate in Marriage and Family Therapy)

Council on Accreditation of Nurse Anesthesia Educational Programs. The Council is recognized by the United States Department of Education and the Council for Higher Education Accreditation. (Master of Science in Nurse Anesthesia)

Project Management Institute Global Accreditation Center for Project Management (GAC) (Master of Science in Project Management)

Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791 (The Baccalaureate Degree Program in Nursing)

Degrees/Awards offered by the University

Undergraduate Certificate
Three-Year Diploma (Nairobi)
B.A. Bachelor of Arts
B.Ed. Bachelor of Education (Nairobi)
B.S. Bachelor of Science
Graduate Certificate
M.A. Master of Arts
M.A.S. Master of African Studies (Nairobi)
M.B.A. Master of Business Administration
M.Ed. Master of Education
M.S. Master of Science
Ed.S. Education Specialist
D.B.A. Doctor of Business Administration
Ed.D. Doctor of Education
Psy.D. Doctor of Psychology

Nondiscrimination Policy

Saint Mary's University of Minnesota adheres to the principle that all persons have equal opportunity and access to admissions, employment, facilities, and all programs and activities of the University regardless of race, color, creed, religion, national origin, gender, sexual orientation, disability, age, marital status, or status with regard to public assistance. The following has been designated to handle inquiries regarding the university's nondiscrimination policies:

Equal Employment Opportunity Officer
Saint Mary's University of Minnesota
700 Terrace Heights #30
Winona MN 55987
(507) 457-1587

The Equal Employment Opportunity Officer may refer discrimination inquiries or complaints to other offices or individuals as appropriate.

Admission Contacts

For programs administered by the Twin Cities campus, which includes those available at the Rochester, Apple Valley, and Oakdale centers, prospective applicants should direct all requests for information to:

Office of Admission

Saint Mary's University of Minnesota
2500 Park Avenue
Minneapolis, MN 55404-4403
Phone: (612) 728-5100
Toll-free: (866) 437-2788
Fax: (612) 728-5121
E-mail: tc-admission@smumn.edu

Graduate Professional Development Initiatives for Educators (GPDE/PDI)

GPDE Program Office
700 Terrace Heights #74
Winona, MN 55987-1399
(877) 218-4755
<http://gpde.smumn.edu>

Undergraduate Certificate Programs Admission Requirements

Applicants may apply for admission to undergraduate certificate programs at any time during the year and, if accepted, begin the program during any one of the six 8-week terms. Requirements vary by program. See program page for specific requirements and process. Applicants must demonstrate the language proficiency necessary for successful completion of undergraduate coursework.

Bachelor of Science Degree Completion Programs Admission Requirements

Applicants may apply for admission to undergraduate degree programs at any time during the year and, if accepted, begin the program during any one of the three semesters. Applicants must demonstrate the language proficiency necessary for successful undergraduate coursework. Applicants must provide evidence of at least 30 transferable semester credits* upon acceptance including completion of one basic English composition course**. Applicants must complete an interview with a program administrator as part of the admissions process.

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel and their immediate family)

2. All official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 semester credits with a basic English composition course. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services, or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.)

*These credits may be made up of:

- Industry Training and Military Separation Paper carrying American Council on Education (ACE) credit recommendations or,
- Past College Level Examination Program (CLEP) or Dantes Subject Standardized Tests (DSST) exam credits or,
- International credits evaluated by a source accepted by Saint Mary's University or,
- Any credits transferable from a regionally accredited or non-regionally accredited institution.

For more on transferable credits, please see section on Transfer Credits.

**The English composition course requirement helps the student prepare for college level coursework. The applicant may be provisionally admitted if he or she cannot prove competency in this area, in which case the CLEP English Composition exam with essay or a similar university course must be taken within the first semester of study at Saint Mary's University of Minnesota.

See policy on Awarding a Second Bachelors degree. See individual programs for additional application requirements.

Master Degree Programs Admission Requirements

Applicants may apply for admission to master degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must complete an interview with a program administrator as part of the admission process.

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel and their immediate family) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services, or Educational

Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.)

3. A personal statement which includes:
 - a. brief description of the applicant's background, training, and experience and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program and,
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability.
5. A current résumé listing educational background and work experience.

See individual programs for additional application requirements.

Graduate Certificate Programs Admission Requirements

For program-specific admission and application requirements, see program listing.

Specialist Degree and Doctoral Degree Programs Admission Requirements

Applicants may apply for admission to specialist degree and doctoral degree programs at any time during the year. A master degree from a regionally accredited institution, for which applicant maintained at least a 3.0 grade point average on a 4.0 scale, is required for admission. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must complete and interview with a program administrator as part of the admission process.

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel and their immediate family) and,
2. An official transcript issued to Saint Mary's University from the institution granting the applicant's completed master degree. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting institution. Transcripts from countries other than the U.S. must be evaluated by a Saint Mary's University of Minnesota accepted evaluation source, such as World Education Services, or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. University standards.) and,
3. All applicants must submit a personal statement which includes:
 - a. brief description of the applicant's background, training, and experience and,

- b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to this program and,
- c. description of the areas which the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
- d. personal information the applicant wishes to share.

4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability.
5. A current résumé listing educational background and work experience.

See individual programs for additional application requirements.

Application Criteria for Students with International Transcripts

Students with transcripts from universities located outside of the United States, the United Kingdom, Ireland, New Zealand, Australia and Canada (except for the Quebec Province) are required to take and pass English proficiency testing. Saint Mary's University of Minnesota accepts the Test of English as a Foreign Language (TOEFL) with a minimum score of 79, the International English Language Testing System (IELTS) with a minimum score of 6.5 or the Michigan Language Assessment Battery (MELAB) with a minimum score of 80%.

Additionally, students that have completed 30 undergraduate or 12 graduate credits from an accredited U.S. institution or the equivalent of these credits from institution in the United Kingdom, Ireland, New Zealand, Australia and Canada (except for the Quebec Province) will be exempt from English Language proficiency test.

For those who do not successfully pass the English Proficiency test as outlined above but score higher than 69 in TOEFL, 5.5 in IELTS or 70% in the MELAB are eligible to take the courses ELA400 and ELA401 offered on the Twin Cities and Winona (De La Salle Language Institute) Campuses. Passing these courses with a B or higher will waive any additional testing requirements within one year.

Deferred Admission and Reapplication

Students are expected to begin their coursework the semester for which they applied. Students may delay beginning their work by providing written notice to the admissions office. If students do not enroll in courses within one year of admission, they will be withdrawn and will be required to reapply. Application material is kept on file for one year; after that, applicants must reapply.

Readmission

Students who have been withdrawn and wish to resume their studies must reapply and be readmitted. If readmitted, students must meet degree requirements effective at the time of readmission. Credits earned five or more years before readmission will be individually evaluated for transfer. Students seeking readmission must resubmit an application to initiate the readmission process. The program director will determine the materials needed to complete the application process.

Immunizations

Minnesota law (M.S. 135A.14) requires all students born after 1956 and enrolled in a public or private post-secondary school in Minnesota to be properly immunized against diphtheria, tetanus, measles, mumps, whooping cough, and rubella. There are allowances for disease, medical, and conscientious exemptions. A form is provided for students to complete. The form is then made available for review by the Minnesota Department of Health and the local community health board. This form confirming proper immunization must be submitted within 45 days of attending class. Absent submission of the form, the student may not remain enrolled.

Medical Clearances/ Background Checks for Students in Health Care Programs

Students in health care programs who are involved in patient care are required to submit further proof of immunity to certain communicable diseases. A physician's statement stating that the student is physically able to function as a student in the field of study may also be required. Students in programs who are involved in caring for vulnerable persons are required to submit to state criminal background checks. Please see program student handbooks for specific information.

Admission Status

Saint Mary's University of Minnesota admits students throughout the year with the exception of the M.S. Nurse Anesthesia and the Doctor of Psychology programs. To guarantee completion of the admission process, applicants are urged to apply at least one to two months before they plan to attend classes.

At the time of admission, students are assigned an admission status.

Regular Admission

Regular admission status is assigned to all students who have completed the application process and meet all standards required by the individual program.

Conditional Admission Requirements

Students may be admitted conditionally if they do not meet all the academic requirements of their academic program. Students who are

conditionally admitted must meet all requirements for regular admission within the first semester of their conditional admission.

Students missing prerequisites may have additional time to complete the requirements, upon approval of the program director. Financial aid is available for students admitted conditionally.

Conditional status students must:

1. Earn a grade of A or B in each graduate course completed by the end of the next semester (minimum of five credits completed) after admission (in course-based programs) and,
2. Successfully complete the first contract (in contract-based programs) and/or
3. Complete requirements as specified by the program director and/or
4. Participate in specially designed communications and/or skill-building activities.

Special Admission

Students who are non-degree seeking, but wish to enroll for academic credit in courses within a degree program, are admitted as special status students. Special status students are admitted to courses on a space-available basis and must meet all course prerequisites. The Saint Mary's University of Minnesota online programs do not accept students with a special admission status.

An applicant will be considered for admission as a special status student when these materials are received (some programs may have additional requirements):

1. Completed application form and,
2. Nonrefundable application fee and,
3. An official transcript of undergraduate or last degree earned. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting institution.)

An applicant will not be admitted as a special status student prior to the receipt of an official transcript.

If a non-degree seeking student is seeking regular admission status into the program, he or she should submit a program change form requesting regular admission and submit the additional materials needed for regular admission to that program. Credits earned and grades received as a special status student may apply toward the degree with approval of the program director.

Pre-Admit Admission

Applicants who wish to be admitted prior to completion of their degree from another institution may be admitted with pre-admit status. An in-progress transcript must be submitted upon application. Once completed, a transcript posting a degree must be submitted for the pre-admit status to be changed. Students with pre-admit status are not eligible to register for classes.

Affiliate Admission

Affiliate admission status is assigned to non-degree seeking applicants who are enrolled in credit-bearing continuing education courses.

International Student Services

Saint Mary's University of Minnesota Schools of Graduate and Professional Programs welcomes the diversity international students add to the university community.

I-20 Forms

Upon admission, the student must notify the international student adviser located in SMU Central of his or her intent to request a Form I-20.

The university will issue a Form I-20 to an international student only after the following conditions have been met:

1. The student has been formally admitted to the university and,
2. The student submits a completed application for Form I-20 along with a photocopy of his or her passport and,
3. The student submits proof of financial responsibility and other supporting documents as requested by the university. (Financial responsibility will be proven by the student's submission of official documentation of cash resources in an amount equal to or greater than the cost of tuition, fees and books for one academic year and the cost of living for one academic year as determined by the Designated Schools official. The documentation from the student must demonstrate the student has sufficient financial resources to live in the United States and attend the university without the benefit of additional funds.) and,
4. A tuition deposit of \$1,000 is required before the release of a student's Form I-20 however, if the student is denied a visa, the tuition deposit may be refunded.

If the student needs to apply to the U.S. Embassy in his or her home country for a visa, the student may prepay tuition. If the student elects to prepay tuition, a check should be sent to the international student adviser at the university so that the prepayment can be reflected on the student's Form I-20. If the student does not receive a visa, he or she will be reimbursed the tuition payment.

The university will mail the Form I-20 via regular mail unless the student covers the cost of an express delivery system, so students who reside outside the U.S. must complete the Form I-20 issuance process no later than four months prior to the semester in which they plan to attend the university. Upon receipt of the Form I-20, the student must submit the Form I-20 to a U.S. Embassy or consulate to apply for an F-1 Student Visa.

All international students must maintain adequate health insurance while attending Saint Mary's. Saint Mary's offers students the option of obtaining health insurance through Student Assurance Services, Inc., and is underwritten by Nationwide Insurance Company. For more information, please contact Student Assurance Services, P.O. Box 196, Stillwater, MN 55028-0196, (651)209-5991, Toll-free: (866)293-6473.

Transfer

To affect a transfer of schools, the F-1 student must complete the steps after admission:

1. Inform the school he or she is currently attending of his or her intent to transfer. Request the release of the Form I-20 record in the Student and Exchange Visitor Information System (SEVIS), and return a completed transfer recommendation form to the international student's adviser.
2. Submit a completed application for Form I-20 along with a photocopy of his or her passport and,
3. Submit proof of financial responsibility and other supporting documents as requested by the university. (Financial responsibility will be proven by the student's submission of official documentation of cash resources in an amount equal to or greater than the cost of tuition, fees and books for one academic year and the cost of living for one academic year as determined by the Designated Schools official. The documentation from the student must demonstrate the student has sufficient financial resources to live in the United States and attend the university without the benefit of additional funds.) and,
4. Submit a required, tuition deposit of \$1,000 (when the university receives the tuition deposit, student's Form I-20 is released).

International Student Housing

Twin Cities Campus

The Twin Cities campus is a nonresidential campus. There is no on-campus housing available to students. The Twin Cities campus has limited on-campus employment available.

Winona Campus

Saint Mary's University does offer limited housing and a variety of meal plan options for graduate students enrolled on the Winona campus. Residence halls offer single rooms only. The university does not have family housing available. Space is limited and rooms are assigned on a first come basis.

Transfer Credits

Credit from Non-Regionally Accredited Institutions

Saint Mary's University of Minnesota's Schools of Graduate and Professional Programs (SGPP) may accept degrees and courses from non-regionally accredited institutions that are approved by an internal review process. In order to be considered, non-regionally accredited institutions must have specialty accreditation for the programs under consideration. These degrees may be accepted for admission or courses may be transferred into selected programs. This policy does not represent an overall acceptance of credits or degrees from non-regionally accredited institutions.

Conversions and Rounding

All transfer credit awards are made in semester credits. If a student submits a transcript for evaluation which uses a quarter credit system (or any system which is not a semester credit system), all credit values are converted to semester credits.

Semester credit values are rounded to the nearest hundredth. In situations where fractional credit values are being used to fulfill specific requirements, these values must be within one-half credit of the total requirement amount to fulfill the requirement.

Duplicate Credit

If a student receives transfer credit, he or she may not receive credit for a course which duplicates this learning. The program director will judge the similarity of learning in the two courses.

Certain courses may be taken more than once without duplicating learning. These courses include, but are not limited to:

- Practical music courses (e.g. violin, college choir, etc.) or,
- Writing and composition courses (including CM309) or,
- Practical and other applied/experiential courses (e.g., residency or internship courses).

Credits applied toward one requirement may not be applied toward another requirement.

Substitution for Program Requirements

A course substitution is a course that takes the place of the required course provided the substitution meets the content of the course requirement.

Students must fulfill all requirements in their programs at or through Saint Mary's University of Minnesota. If a student has received transfer credit for a course which duplicates learning in a required course in his or her program, the program director will recommend another course so that the student will earn the total number of required credits in the program.

Waivers of Program Prerequisites

Waivers do not result in the awarding of academic credit. Waivers of prerequisites only apply when a student meets the course content requirements from another institution or at another degree level. Waivers are only applicable to program prerequisites.

All requests to substitute or waive program requirements must be submitted to the program director within the student's first semester for approval.

Undergraduate Programs

Transfer credit is awarded from regionally accredited institutions, business and industry training, non-regionally accredited vocational or technical colleges or institutes, military education, and standardized examinations.

Credit from Regionally Accredited Institutions

Undergraduate students must earn a total of 122 semester credits, of which at least 62 must be from regionally accredited colleges and universities. These 62 credits may include credits earned from Saint Mary's University of Minnesota.

Credits from regionally accredited institutions are acceptable for transfer into the undergraduate program. Each course is evaluated and transferred separately. The following restrictions apply:

- No credit will transfer for courses in which a grade of D or lower was earned. (The grade of D earned from Saint Mary's University of Minnesota is accepted).
- A maximum of 2.0 semester credits will be awarded for physical education activity courses.
- No credit will transfer for courses which are pre-freshman level or remedial (these courses are usually numbered under 100).
- A maximum of 100 credits will be transcribed.

Credit for Business and Industry Training

Transfer credits for business and industry training courses are made via recommendations of the American Council on Education (ACE). These credits may be used for general electives. Credits from business and industry training do not apply toward the 62 regionally accredited college/university credits required for graduation.

Credit from Vocational or Technical Colleges or Institutes

If a vocational or technical college is regionally accredited, the credits are transferred on a course-by-course basis and count toward the minimum of 62 credits students must earn from regionally accredited institutions. If the institution is not regionally accredited, a maximum of 38 credits may be transferred into Saint Mary's University bachelor completion programs. The transfer award is determined by the number of hours in the program in which the student earned a grade resulting in credit, according to the following formula:

- 2,000 or more hours = 38 credits
- Less than 2,000 hours - pro-rated based on the formula
2,000 hours = 38 credits (number of hours X .019 credits)

Military Credits

Credits for military education are awarded via recommendations of the American Council on Education (ACE). These credits may be used for general electives. To receive an evaluation of courses taken through the Army, Navy, Marines, or Coast Guard, a student must request that the official transcript be mailed to Saint Mary's University. Please see the Minnesota Veterans Licensure Certification website. These credits do not apply toward the 62 credits required from a regionally accredited institution.

To receive an evaluation of courses taken through the Air Force, students must request a transcript from the Community College of the Air Force. Military credits from the Community College of the Air Force do apply toward the 62 credits required from a regionally accredited institution.

Standardized Examinations

Students may receive up to 60 credits for successful completion of standardized college-level examinations taken through the CLEP and DSST programs. Credit awards for specific examinations are made via recommendations of ACE and the College Board. Examination credits may be used to fulfill general education competency areas, or to meet general elective requirements. CLEP and DSST examination credits do not apply toward the 62 accredited college/university credits required for graduation. Previously completed CLEP and DSST examination credits may be transferred when students enter the university's undergraduate program. Examinations may also be taken concurrently with undergraduate coursework. Credits cannot be awarded if the test subject area duplicates previously earned credit or major core content.

College Level Examination Program (CLEP)

Students may earn semester credits through the CLEP. The CLEP general examinations measure college-level knowledge in the basic areas of the liberal arts and the subject examinations measure knowledge in specific content areas. CLEP tests are given in computer-based format, and scores are reported upon completion of the test. A test administration fee is payable to CLEP at the time of testing. If a test is not passed, a waiting period of six months is required before re-testing in the same subject. Examination information, including study guides and practice tests, are available online at the CLEP website.

Dantes Subject Standardized Tests (DSST)

Students may earn semester credits through the DSST examination program, formerly DAN TES (Defense Activity for Non-Traditional Educational Support). The DSST exams are similar to the CLEP exams, but cover additional subject areas. DSST tests are paper exams, and scores are reported three to five weeks after the test is completed. A test administration fee is payable to DSST at the time of testing. Non-students pay a testing fee to Saint Mary's University of Minnesota in addition to the DSST fee at the time of testing. If the test is not passed, a six month waiting period is required before re-testing in the same subject. Examination information, including a list of test subject areas, fact sheets, and practice tests, are available online at the DSST website.

Master Degree Programs

A maximum of six semester credits earned prior to matriculation at the university may be accepted in transfer upon the recommendation of the program director and with the approval of the dean as fulfilling program requirements or as electives. To be considered for transfer, credits must meet the following criteria in addition to the criteria listed under the type of program:

1. Credits must be listed on an official transcript. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university.)
2. Credits must have been earned at a regionally accredited institution or evaluated as such for foreign credentials.
3. Credits must be clearly designated as graduate credits.
4. Credits may not have been used as part of a conferred undergraduate or graduate degree.
5. Grade earned must be a Pass or 'B-' or higher.
6. Credits must be applicable in content to the Saint Mary's University of Minnesota program. The recommendation on appropriateness will be made by the program director and approved by the dean.
7. For most programs, credits must have been earned within 10 years preceding matriculation at Saint Mary's University. See program handbook for additional transfer credit policies.
8. Syllabi and/or course descriptions may be required.

Students must seek the transfer of credit during the first semester of graduate study at the university. Transfer credits will appear on the transcript.

Graduate Certificate Program

Educational Administration

A maximum of six post-master semester credits earned prior to matriculation at Saint Mary's University of Minnesota may be accepted in transfer upon the recommendation of the program director and with the approval of the dean as fulfilling program requirements or as electives. Independent study courses are not eligible for transfer into the program.

See program handbook for additional transfer credit policies.

Specialist Degree Programs

A maximum of 21 graduate level semester credits earned prior to matriculation at Saint Mary's University of Minnesota may be accepted in transfer upon the recommendation of the program director and with the approval of the dean as fulfilling program requirements or as electives. Independent study courses are not eligible for transfer into the program.

Doctoral Degree Programs

A maximum of 12 graduate level semester credits earned prior to matriculation at Saint Mary's University of Minnesota may be accepted in transfer upon the recommendation of the program director and with the approval of the dean as fulfilling program requirements or as electives. Independent study courses are not eligible for transfer into the doctoral program. No transfer credit will be allowed for dissertation credits.

Academic Policies

Grading

Instructors assign letter grades based on student performance. The grade in a course represents the extent to which the student learning objectives have been demonstrated by the student. Factors other than those in the student learning objectives and/or about which instruction has not been provided as part of the course may not be considered in the calculation of the grade, unless these are provided in a prerequisite course or are required for admission to the program. Academic and professional performance issues that are not in the student learning objectives may be communicated to the students through measures other than the course grade.

Grades will be posted within 14 calendar days of the last scheduled class session. Grades for doctoral courses will be posted within 30 calendar days of the last scheduled class session.

Grade Values and Points

Saint Mary's University of Minnesota uses a grade point system to evaluate the overall quality of coursework. The number of grade points earned in a given course is the number of credits for that course multiplied by the quality point corresponding to the grade recorded in that course, as shown below.

Undergraduate Programs Grading Scale

The grades of A, AB, B, BC, C, CD, D, F, NC, and X are all used in the calculation of the undergraduate grade point average. All undergraduate courses (except PLA credits) are graded on the following scale. Only grades of D and above are acceptable for credit.

Grade	Achievement Level	Quality Points
A	95-100% of points	4
AB	90-94% of points	3.5
B	85-89% of points	3
BC	80-84% of points	2.5
C	75-79% of points	2
CD	70-74% of points	1.5
D	60-69% of points	1
F	Fewer than 60% of points	0
I/grade	Incomplete/current grade	0
P	Pass (A, AB, B, BC, C)	N/A
NC	No Credit (CD, D, F)	0
AU	Audit	N/A
W	Withdrawal (prior to mid-term of course)	N/A
IP	Course in Progress	N/A
X	Unauthorized withdrawal which computes as F in GPA	0

Graduate Programs Grading Scale

The grades of A, B, C, NC and X are all used in the calculation of the graduate grade point average.

Grade	Achievement Level	Quality Points
A	90-100% of points	4
B	80-89% of points	3
C	70-79% of points	2
NC	Fewer than 70% of points No Credit	0
I/grade	Incomplete/current grade	0
P	Pass (A, B)	N/A
W	Withdrawal (prior to mid-term of course)	0
AU	Audit	N/A
IP	Course in Progress	N/A
X	Unauthorized withdrawal which computes as NC in GPA	0

I/Grade

The grade of "I" (Incomplete) may or may not be given by the instructor at the student's request when the required work is not completed. The student must submit a written request to the instructor prior to the final class session. In addition, the student must contact the instructor to ascertain what work remains to be done.

The instructor must report on the official grade roster the grade "I" followed by the grade that the student will receive if the coursework is not completed within 60 calendar days of the last day of the class (e.g. I/NC or I/C or I/B). Submission of the grade of "I" without the corresponding letter grade will be treated as an I/NC.

If the required work is completed in the specified time, the instructor will report a single final grade to the registrar. That grade will replace the I/grade, the incomplete will be removed, and the grade point average will be recomputed accordingly. Otherwise, the provisional grade which was assigned along with the "I" will become a permanent part of the transcript.

A request for an extension beyond 60 calendar days must be submitted, in writing, to the program director. The program director, after conferring with the instructor, may or may not grant the extension. If an extension is approved, a new deadline must be established. Students receiving incompletes in prerequisite courses will be administratively withdrawn from the subsequent course if the incomplete is not resolved at least one week prior to the start of the course.

IP Grade

The IP grade is reserved for courses that are designated to run across semesters where the student is required to complete a defined number of hours such as a practicum or internship. This grade is assigned at the end of the first semester and prior to completion of work. An IP grade should not extend beyond one year.

Change of Grade

Changes of grade cannot be made on the basis of work done after the final grade has been submitted. If instructors discover errors in grades they have reported, an amended grade report must be filed with the registrar. The same process is followed when incompletes are resolved. Any change of grade should be filed shortly after the student's submission of completed work and grading. A student who grieves a grade must do so within 15 calendar days of the posting of the final grade.

Grade Grievance Procedure

A process has been developed to address a concern that a student may have regarding a course grade. The student's appeal must be based on grounds other than his or her subjective disagreement with the instructor's evaluation of his or her work.

The student must discuss the matter with the course instructor within 15 calendar days of the grade being posted on the student's academic record. The instructor may request that the student provide a written explanation that justifies the need for a change of grade.

If the student feels that a satisfactory resolution is not achieved, the student must discuss the matter with his or her program director within 15 calendar days after meeting with the instructor. The student must provide written justification of the need for a change of grade plus copies of all supporting documents to the program director. The program director will attempt to resolve the issue between the student and course instructor. The program director informs the student of the outcome in writing, within 15 calendar days of meeting with the student.

If the student feels that a satisfactory resolution has not been achieved, the student must forward a written statement describing the grievance, a copy of the written decision by the program director and all supporting documents to the School Dean or designee within 15 calendar days of receiving the program director's decision. The School Dean or designee attempts to resolve the issue. The School Dean informs the student of the outcome in writing, within 15 calendar days of receiving the written grievance and supporting documents from the student.

The Academic Dean represents the final level of appeal. If the student feels that a satisfactory resolution has not been achieved, the student must forward a written statement describing the grievance, a copy of the written decision by the program director and school dean and all supporting documents to the Academic Dean within 15 calendar days of receiving the school dean's decision. If the Academic Dean rules in favor of the student and the faculty member is not in agreement, the Academic Dean may not change the grade other than to assign a grade of P (Pass) or W (Withdrawal).

Change of Grade Due to Withdrawal from Program

When students withdraw from the university, grades of IP will be changed to W (Withdrawal); grades of I/grade will be changed to the grade given by the instructor in the event that the work is not finished (see I/grade policy).

Class Attendance

Students are expected to attend all classes. Students should not register for a course for which they will be absent. This includes time when the student will be late for class or time when the student will leave early.

While the university recognizes the diverse responsibilities of adult learners, we recognize that unexpected and unavoidable absences may occur. The student must contact the instructor prior to the absence, if possible, or before the next class meeting to receive make-up work to compensate for the learning experiences missed. The instructors may assign make-up work and evaluate its completion. Failure to contact the instructor and complete make-up assignments may impact the student's final course grade as indicated in the course syllabus.

Repeating Courses

Students may repeat a course multiple times, but credit may be earned only once for a course. Additionally, all grades from repeated courses appear on the student's transcript, with the highest grade used to compute the cumulative grade point average.

Student status and financial aid eligibility may be affected if a course is repeated more than once after credit is earned. For questions regarding this issue, please contact the office of financial aid.

Independent Study

Independent study is a learning activity that occurs outside of the formal classroom setting and includes a contract between faculty and students for instructional direction and oversight. To be eligible for independent study, a student must be in good academic standing. Credit is awarded based on one semester credit for 45 clock hours of approved work. Independent study follows an established course syllabus which reflects courses faculty may teach in a formal classroom setting.

Requests to learn through independent study must be submitted to the program director. The request includes completion of a proposal form with a draft syllabus. The program director seeks the approval of the school dean and, if approved, identifies a faculty member to facilitate the study.

Continuing Education Credit

Saint Mary's University does not routinely apply for official continuing education provider status from all professional associations. Students who wish to receive continuing education credit from a particular association must consult with that association for guidance prior to enrolling for a course.

Audit

Audit status is reserved for Saint Mary's University of Minnesota alumni or currently enrolled degree seeking Saint Mary's students. Audit status must be selected upon initial registration in the course and prerequisite requirements for audited courses must be completed. Audit students pay one-half the regular course tuition. Audit courses may not be converted to credit. Audits are allowed on a space-available basis with priority given to full credit registrations and upon the approval of the program staff. Audit is not available for continuing education offerings.

Prerequisites

Students must have passed all prerequisites prior to beginning subsequent courses. Any exceptions granted must be made in writing from the program director before registration will be processed. Programs may require a minimum grade of "B" for a prerequisite course. For program policy see the program handbook.

Change/Add of Program

Students in good standing may elect to change their course of study, including adding another degree or major, before they complete their current program. The request to change course of study must be made in writing to the current program director. To be admitted to the new program, the student must satisfy all admission requirements of that program. For change of admission status, see admission status policy.

Double Degrees

A double degree is awarded when students combine study toward the Master of Arts, Master of Science, Master of Education, or Master of Business Administration in two different disciplines simultaneously. Double degrees are only available at the master's level and are not available at the bachelor's and doctoral levels. The double degree will be granted upon the successful completion of:

1. all required core courses for both programs. When courses are the same or similar in content, one course will be required as approved by the program director and school dean.
2. the required number of elective credits for one program. Students may take elective courses from both programs to fulfill this requirement. Students seeking a technical degree or a specialization within a program must take all elective courses from that program.
3. the summative activity, such as the capstone course, from both programs.

Students must notify their program director if seeking a double degree prior to completing the initial degree requirements. Students must be admitted into each program including meeting all prerequisites for the program. Double degrees involving the Master of Arts in Human Development are contracted on an individual basis.

Double Majors

A double major is awarded when students complete required coursework within a single degree, such as Master of Arts or Master of Science degrees. Double majors are available at the bachelor's and master's levels. The double major will be granted upon the successful completion of:

1. all required core courses for both programs. When courses are the same or similar in content, one course will be required as approved by the program director and school dean.
2. the required number of elective credits for one program. Students may take elective courses from both programs to fulfill this requirement. Students seeking a technical degree or a specialization within a program must take all elective courses from that program.
3. a summative activity, such as the capstone course, for one program that reflects the learning in both disciplines.
4. six credits in the Communications Core (Bachelor's degree).
5. a minimum of 54 credits completed at SMU (Bachelor's degree).
6. all general education and credit requirements (Bachelor's degree).

Double majors involving the Master of Arts in Human Development are contracted on an individual basis.

Field Study

Saint Mary's University of Minnesota offers the opportunity for students in certain programs to register for courses that meet in one or more foreign countries or at sites within the U.S. The field study is available to increase skills in practice and awareness of globalization as it applies to specific disciplines.

These courses are elective or required depending on the program. Each program has its own requirements and checklist for registration, and all registration is subject to program director approval. All field study courses are based upon syllabi which have met all academic requirements.

Field study fees, travel expenses and other program specific costs shall be determined on a program-to-program basis depending on itinerary and objectives of the field study. Registrations will be reviewed by the program director upon receipt of a deposit that is applied toward fees. If approval to register is granted, the deposit becomes nonrefundable, and students must complete the program checklist. Students will be billed for the balance of the course fee separately, and will be responsible for tuition according to the program in which they are enrolled.

Students must be aware of the following:

- Participation in field studies involves risks not found in study on campus. Students participating in either domestic or in international field studies must obtain, read, and sign the Saint Mary's University of Minnesota Assumption of Risk and Release from Liability form and return it to their program director.

- Students are responsible for fees in addition to tuition as determined by the individual program offering the course.
- Students are responsible for transportation arrangements and costs such as airfare to and from the field study unless otherwise specified by program.
- In the case of an international field study, students are responsible for obtaining all necessary travel documentation, including a valid passport and required visas, to enter all countries included in the field study. Proper visas and documents to re-enter the U.S. are the responsibility of the student.
- Only registered students are allowed to participate in the field study. No other individuals may accompany registered students.
- Students are responsible for contacting their program director for additional requirements and for receiving individual program checklists.

Intellectual Property

Copyright is a form of protection provided by the laws of the United States (title 17, U. S. Code) to the authors of "original works of authorship," including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of copyright the exclusive right to do and to authorize others to do the following:

- To reproduce the work in copies or phonorecords;
- To prepare derivative works based upon the work;
- To distribute copies or phonorecords of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending;
- To perform the work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works;
- To display the work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work; and
- In the case of sound recordings, to perform the work publicly by means of a digital audio transmission.

Information from Copyright Basics, Circular 1,
<http://www.copyright.gov/circs/circ1.html>.

All undergraduate and graduate student work is protected under intellectual property law. Students own all rights to their papers, responses to assignments and tests, and final program papers and materials, whether in written or electronic form. The university retains no ownership in a student's work created as part of a university course.

Students with exemplary work may be asked to provide consent to the university for use of their work in a program library. The university may use student work only when written consent is provided by the student and all identifiable student information is removed from the work.

Writing Style

Students should consult their program policies for the program-specific writing style to be adhered to for all classes within the program. A program-specific writing style must be a recognized published editorial style. If not otherwise noted, the use of the American Psychological Association (APA) style is required.

Program Time Limits

Undergraduate and Graduate

All degree requirements must be completed within five years (15 consecutive semesters) with the exception of the Nurse Anesthesia program. The five year period begins with the first semester of coursework. Students who cannot meet this requirement may request extensions in writing from their program director. This request is due by the last day of the semester when the five year period ends. Extension requests must show a willingness to complete the remainder of the degree requirements on a contractual basis with specific tasks and deadlines.

Students who transfer from one program to another within the Schools of Graduate and Professional Programs will have five years to complete their degree, beginning with the first semester of the new program. All requirements in this policy apply in the event of a program transfer.

Students entering the undergraduate programs with fewer than 60 transferable credits may exceed the five year limit by submitting a timeline for completion of their degree. The plan must be submitted to their adviser and approved by their program director and dean.

Doctoral Programs

For students participating in the Ed.D. program, the total time to complete the degree may not exceed eight years.

For students participating in the Psychology Doctorate program, students must complete all required coursework (except for the dissertation) prior to beginning internship. The total time to complete the degree may not exceed seven years.

For students participating in the Doctor of Business program, the total time to complete the degree may not exceed seven years.

Academic Probation

Undergraduate students must maintain a minimum cumulative grade point average (GPA) of 2.0 within their current program. Undergraduate students whose cumulative GPA is below 2.0 are placed on academic probation.

Graduate students must maintain a minimum cumulative grade point average (GPA) of 3.0 within their current program. Graduate students whose cumulative GPA is below a 3.0 are placed on academic probation.

To be removed from academic probation, students must raise their cumulative GPA to 2.0 (undergraduate) or 3.0 (graduate) or above

after the completion of six additional credits in the next semester within their current program. Students taking fewer than six credits will be removed from academic probation when they raise their cumulative GPA to 2.0 (undergraduate) or 3.0 (graduate) or above with the first six credits completed in next semester(s). Failure to do so will result in academic dismissal.

Undergraduate or graduate students who have demonstrated academic deficiencies in academic performance or demonstrated deficiencies related to campus-wide outcomes that jeopardize the successful completion of their program will be placed on academic probation. To be removed from probation they must successfully follow the provisions of an academic plan formulated by the student's program director in conjunction with the dean and with input from faculty to address the deficiencies. Failure to complete any provision of the plan may result in academic dismissal.

Appeal for Academic Reinstatement

A student dismissed for academic reasons may appeal once, in writing, for academic reinstatement. The procedure is:

1. A committee composed of the student's program director, the school dean who dismissed the student, and one other dean convenes to review the student's written appeal.
2. The committee, chaired by the other dean, either:
 - a. requests additional information or,
 - b. recommends or does not recommend reinstatement based on review of the appeal.
3. A recommendation for reinstatement shall include:
 - a. specific provisions for making up the academic deficit (e.g. retaking a course) and,
 - b. a date for reinstatement (e.g. immediately or the following semester).
4. The school dean of the schools of graduate and professional programs makes the final decision regarding reinstatement and communicates the decision in writing to the student.
5. The program director monitors the progress of any reinstated student and reports to the school dean whether the student has satisfied the stipulated provisions for reinstatement.
6. The school dean writes to the student that all provisions for reinstatement have been met, or that provisions have not been satisfied. If not, the student is dismissed.
7. The decision of the school dean may be appealed to the academic dean of the Schools of Graduate and Professional Programs of Saint Mary's University of Minnesota.

Withdrawal from the University

Voluntary Withdrawal

Students who wish to voluntarily withdraw from Saint Mary's University of Minnesota must do so in writing to the program director.

Administrative Withdrawal

Since all degree requirements must be completed within the degree completion time limit, students who exceed this limit will be administratively withdrawn unless an extension is granted. Students who have not registered for three consecutive semesters will be administratively withdrawn.

Students who have been administratively withdrawn from a course as a result of an unauthorized withdrawal and not enrolled in at least one credit during the same term will be administratively withdrawn from the university.

Students who have been administratively withdrawn must reapply and be accepted before resuming their studies.

Degree Conferral and Graduation

Prior to graduation, candidates must meet all financial obligations to Saint Mary's University of Minnesota including the graduation fee. The Registrar's Office will hold transcripts and diplomas for students with outstanding balances; holds will remain until all financial obligations are met.

Candidates must complete all academic requirements prior to program graduation deadlines.

Undergraduate and graduate certificate programs with 27 credits or more are eligible to participate in commencement and will be charged the graduation fee.

Certificates offered with less than 27 credits will not be eligible to participate in commencement and will not be charged the graduation fee.

Twin Cities Campus

Programs within the Schools of Graduate and Professional Programs that are based on the Twin Cities campus commence in Minneapolis. Degrees are conferred three times during the year in June, October and January. Candidates for graduation must submit the Application for Graduation form to Student Services and pay the required graduation fee.

Commencement exercises are held three times a year for students whose programs are administered by the Twin Cities campus. Students must have completed all requirements for graduation to participate in Commencement exercises.

Students are eligible to participate in the next Commencement ceremony following their actual degree completion. Students may not participate in Commencement before they have completed their degree requirements. Students may delay attendance at Commencement.

Winona Campus

Programs within the Schools of Graduate and Professional Programs that are based on the Winona campus commence in Winona. Degrees are conferred in May.

Students are eligible to participate if they demonstrate to their program director a plan for completion of all degree requirements by the end of the summer semester.

Diploma Reprint

Saint Mary's University will reprint a diploma, at the request of the student, to replace a lost, stolen or damaged diploma or to provide a diploma with the student's current name due to a change in legal name.

Reprints are provided at the student's cost and will be printed in the university's current diploma format (including overall design and signatures).

Requests for a reprint of a diploma must be accompanied by the following:

- a completed SMU Diploma Reprint Request
- when requesting a reprint due to change in legal name, legal documentation indicating current legal name (ie - copy of current driver's license, copy of marriage certificate, copy of divorce decree)
- payment of \$40 per diploma

Awarding a Second Bachelors Degree

Students who have been awarded the bachelor's degree from a regionally-accredited college or university, may be awarded a second bachelor's degree from Saint Mary's University. The student must apply and be accepted into the program of study. The degree requirements include completing:

- at least 36 credits in residency;
- all required prerequisite coursework, as determined by the published curriculum; and
- all required coursework for a major that is in a distinctly different field from the initial degree.

Students must demonstrate competency the ten general education areas. The student must have at least a 2.0 grade point average to graduate. Graduation is processed according to the policy on Degree Conferral and Graduation.

Registration and Tuition

Registration Instructions

Students may not attend classes for which they have not registered. Students will not receive credit for attending and completing a course in which they are not registered. Students may be placed on the waiting list for a course that is full. Please consult the program staff for the program-specific procedure for progressing through wait lists.

Registration requests may be submitted online using WebTools. Online Registration Instructions:

1. Log in to WebTools.
2. Click on: Course Registration.
3. View the online registration tutorial and policy.
4. Register for classes, add/drop a course, and make any needed changes to class schedule.
5. If problems arise with WebTools access, please contact the Helpdesk by e-mail at tchelpdesk@smumn.edu or by phone, toll-free: (800) 372-8176 ext. 7800.
6. For all other course registration problems, contact SMU Central.

Priority Registration Guidelines

In cases where more students register for a course than space allows, first priority is given to students for whom the course meets a degree requirement. Among these students, priority is assigned as follows:

1. Students with the fewest number of credits left to complete.
2. Students with the greatest number of credits in progress (courses being taken currently but not yet completed).
3. The date the registration request is received.

Students for whom the course is an elective are then given priority based on the guidelines above. Contact program staff for program-specific procedures.

Changes in Registration

Changes in registration include adding or withdrawing from a course. All changes in registration must be made in writing or online. Students are subject to the late registration fee for courses added after the designated registration change period. Tuition refunds for courses withdrawn are subject to the course withdrawal policy.

Changes in registration may be done online through WebTools, up until the start time of the course.

Course Drop/Withdrawal Policy

Students must formally drop or withdraw from a course for which they have registered, but do not plan to attend or complete.

Students who drop a course online using WebTools, up to the beginning of a course, will not be charged a drop fee and the course will be removed from the transcript.

Students receiving financial aid, including loans and grants, will receive the grade of W for all course drop/withdrawal that occur after financial aid has been disbursed, including prior to the start of the course and during the first 50% of the course. Withdrawals requested after 50% of the scheduled course will result in a grade of NC.

Written requests to drop or withdraw from a course must be sent to: dropclass@smumn.edu.

Written requests received prior to the beginning of a course or once a course has begun will be charged a \$30.00 drop fee per request and liability for payment will be incurred.

Tuition Refund

Tuition refunds for online and written requests are based on the following schedule:

Regular Course

- Before the second class meeting: 100%
- After the second class meeting, but before the third: 75%
- After the third class meeting, but before the fourth: 50%
- After the fourth class meeting: None

Blended Delivery and Independent Study Courses

Tuition refund for a blended or independent study course is calculated based on the amount of elapsed course time as measured from the start date of the course until the end date of the course.

- Up to 20% of the amount of elapsed course time: 100%
- 21-35% of the amount of elapsed course time: 75%
- 36-50% of the amount of elapsed course time: 50%
- After 51% of the amount of elapsed course time: None

Online Programs

Tuition refund for an online course is calculated based on the start date of the course and the week. Typical online courses are eight weeks in length and for course withdrawal a week is defined as Monday through Monday. A drop fee of \$30.00 is charged during and beyond the second week of class.

- During the first week of the class: 100%
- During the second week of the class: 75%
- During the third week of the class: 50%
- During the fourth week of the class: None

Withdrawals requested during the first 50% of the course will result in the grade of W on the student's transcript. Withdrawals requested after 50% of the scheduled course has been completed will result in a grade of NC (No Credit) on the student's transcript.

Two or Three Session Courses

A student who misses the first class of a two or three session course must withdraw from the course. To obtain a full refund for a two or three session course, students must drop the course prior to the beginning of the course. Withdrawal after the first session and prior to the start of the second session will result in a 50 % tuition refund and the grade of NC (no credit) on the student's official transcript.

Administrative Withdrawal from a Course

Failure to follow course withdrawal procedures will result in administrative withdrawal. A student will be administratively withdrawn after the third consecutive class for nonattendance. A student administratively withdrawn after missing the first three course meetings will result in a 50% tuition refund and the grade of X (unauthorized withdrawal), which negatively impacts the GPA, on the student's transcript.

Students enrolled in fully online programs will be administratively withdrawn after seven days of inactivity. The tuition refund is based on the last date of attendance and will result in an X grade.

Concurrent and Continuous Enrollment

In some cases, students who are initially admitted to a Saint Mary's program or in the process of seeking their degree/award in a Saint Mary's program, have a semester or longer in which they are not registered for any Saint Mary's courses. Students who are not registered for courses at Saint Mary's, but who are enrolled at another institution (i.e., to complete prerequisites or electives that will be transferred to Saint Mary's) or engaged in academic activities other than coursework (i.e., independent learning review, final paper or exam preparation), must enroll in a zero credit course, either BR100 or GR100, in order to continue their active student status within their given program. Inactivity for three consecutive semesters will result in administrative withdrawal from the university.

Undergraduate students enroll in BR100 and graduate students enroll in GR100; both courses are referred to as continuous registration courses. There is no cost for registration in BR100 or GR100 for the majority of programs, however, selected graduate programs require continuous enrollment courses that do incur a charge.

Students may enroll in BR100 or GR100 for up to five semesters. Registration for BR100 and GR100 must be made in writing to the student's respective program director and evidence of enrollment at another institution or participation in academic activities other than coursework must be presented.

Students who do not register for two or more consecutive semesters due to reasons such as health issues or military service are not eligible for BR100 or GR100, but may request a leave of absence from the university. Please see Leave of Absence Policy.

Leave of Absence Policy

Students may request a leave of absence from the university if they do not plan to enroll for courses for more than one semester. Examples of why a student might request leave of absence may include the

following: military leave, medical emergency, family emergency or work related situation such as a change in professional duties.

A request for a leave of absence must be made in writing to the student's respective program director prior to the planned leave. Students requesting a leave of absence must be in good academic standing and must be on track to complete their program within the program time limit. Extensions to an already approved leave of absence may be requested following the same process used for the original request. Students who are not registered in three consecutive semesters and who are not on an approved leave of absence will be administratively withdrawn from the university.

Course Incompletion Due to Call to Active Military Duty

Students called to active military duty, for a period of 30 or more consecutive days, before completing their courses have three options. They must indicate their choice in writing to the Associate Vice President of Enrollment Management and Student Services or designee, before departure.

1. If the student is close to completion of the course, he or she may make arrangements with the program director to complete the course or request a grade of Incomplete (I). The student then completes the remaining required work when they return. There are no academic or financial penalties associated with a grade of "I". If the student does not complete the work within 90 days of his or her return, the grade of "I" will be changed to W (Withdraw) and the student will need to re-register and retake the course.
2. The student may request withdrawal from the course. There are no academic or financial penalties associated with withdrawal from a course under these circumstances. No drop fee will be charged and the student will receive a full tuition refund. The course will be removed from the transcript.
3. The student may remain in the course and complete the course for full credit. Class sessions missed due to performing active military service will not negatively impact the student's grade or standing in the course. The student is not automatically excluded from completing assignments while performing active military service.

Course Incompletion Due to Service Connected Disability

Students who have service-connected disabilities as certified by the United States Department of Veterans Affairs and whose service-connected medical conditions or medical treatment requirements reasonably prevent the students attendance at or progress in part or all of the students studies at any given time has three options. Students will be asked to provide written verification of the existence of the medical condition or medical treatment.

1. If the student is close to completion of the course, he or she may make arrangements with the program director to complete the course or request a grade of Incomplete (I). The student then completes the remaining required work when they have completed medical treatment or made sufficient medical recovery. There are no academic or financial penalties associated with a grade of "I". If the student does not complete the work within 90 days of his or her return, the grade of "I" will

be changed to W (Withdraw) and the student will need to re-register and retake the course.

2. The student may request withdrawal from the course. There are no academic or financial penalties associated with withdrawal from a course under these circumstances. No drop fee will be charged and the student will receive a full tuition refund. Any tuition refunds will be subject to the state or federal financial aid program requirements.
3. The student may remain in the course and complete the course for full credit. Class sessions missed due to medical treatment or medical condition will not negatively impact the student's grade or standing in the course. The student is not automatically excluded from completing assignments while receiving medical treatment or recovering from the medical condition.

Refund of Room, Board and Fees for Call to Active Duty or Service-Connected Disability

Students who have been called to active military service or has service-connected disabilities, or has certified medical conditions or medical treatment requirements which reasonably prevent the student's attendance at or progress in part or all of the student's studies at any given time may receive a full refund of amounts paid for room, board, and fees. The refund amounts will be attributable to the time period during which the student was servicing in active military service or receiving medical treatment or dealing with the person's medical condition and did not use the facilities or services for which the amounts were paid. Any refund of room, board, and fees is subject to the requirements of the state or federal financial aid program regulations. Students will be asked to provide written verification of the order to active service or of the existence of the medical condition or medical treatment before any refund can be processed.

Course Credit and Scheduling Policies

Regular Course Time Standards:

- A class hour is a 50-minute period.
- One traditional graduate credit requires a minimum of 15 contact hours. In addition, it is suggested that students invest a minimum of two hours per contact hour in outside study.
- Courses in the bachelor of science degree completion program with reduced class hours require a minimum of 11 contact hours. In addition, it is suggested that students invest three hours per contact hour in outside study.
- Courses for the Undergraduate Certificate in Surgical Technology require a minimum of 15 contact hours per credit.
- Courses in the doctoral degree programs with reduced class hours require a minimum of 13 contact hours. In addition, it is suggested that students invest three hours per contact hour in outside study.
- Dissertation courses require a minimum of 120 hours per credit.
- Lab courses require a minimum of 30 contact hours per credit.

- Practicum/Field Experience requires a minimum of 60 hours per credit.
- Class meeting dates are to be held as published unless a change is authorized by the program director.
- Instructors determine an appropriate break schedule.
- Canceled classes will be rescheduled.

Undergraduate certificate:

Contact hours per credit: 15

Outside study by student per credit: 30

B.S. degree completion:

Contact hours per credit: 11

Outside study by student per credit: 33

Master and Ed.S. degrees:

Contact hours per credit: 15

Outside study by student per credit: 30

Doctoral degrees:

Contact hours per credit: 13

Outside study by student per credit: 39

Blended Delivery Course Time Standards

Blended courses combine face-to-face meetings and substantial online instruction.

The number of face-to-face meetings differs based on the program delivery model, but the total amount of time invested by the student is equivalent to traditional courses.

Undergraduate certificate:

Total time in hours per credit invested by the student in class meetings, online instruction, and outside study: 45

B.S. degree completion:

Total time in hours per credit invested by the student in class meetings, online instruction, and outside study: 44

Master and Ed.S. degrees:

Total time in hours per credit invested by the student in class meetings, online instruction, and outside study: 45

Doctoral degrees:

Total time in hours per credit invested by the student in class meetings, online instruction, and outside study: 52

See program requirements for lab, practicum and field experience.

Full-Time/Half-Time Status

The full/half-time policy of the Registrar's Office of Saint Mary's University of Minnesota is as follows:

Undergraduate:

Full-time = 12+ credits per semester
3/4 time = 9-11 credits per semester
Half-time = 6-8 credits per semester

Graduate:

Full-time = 6 credits per semester
3/4 time = 4-5 credits per semester
Half-time = 3 credits per semester

Addiction Studies:

ADS 590 = 440 hours = half-time
ADS 591 = 440 hours = half-time

Counseling and Psychological Services Practicum only:

Half-time:
PY690 = 300 hours
PY691 = 300 hours
PY710 = 350 hours
PY711 = 350 hours
PY708 = 2 credits

Less than half-time:
PY694 = 100 hours

Learning Contract only:

Full-time = 1.5 credits per month of contract
Half-time = .75 credit per month of contract

Nurse Anesthesia Clinical Practicum only:

NA770 = 2 credits = full-time
NA771 = 2 credits = full-time
NA772 = 2 credits = full-time
NA773 = 3 credits = full-time
NA774 = 3 credits = full-time

Nurse Anesthesia, Minneapolis School Clinical Practicum only:

NA670 = 3 credits = full-time
NA671 = 240 hours = half-time
NA672 = 240 hours = half-time
NA673 = 480 hours = full-time
NA674 = 480 hours = full-time
NA678 = 480 hours = full-time
NA679 = 240 hours = full-time

Marriage and Family Therapy Practicum only:

MFT670 = 2 credits = half-time status
MFT671 = 2 credits = half-time status
MFT672 = 2 credits = half-time status
MFT673 = 2 credits = half-time status

Play Therapy Practicum:

PLT670/671 = half-time

Doctorate of Business Administration:

Full-time = 6+ credits per semester or 2 credits of dissertation work
3/4 time = 4-5 credits of coursework
Half-time = 3 credits of coursework or 1 credit of dissertation work or DBA860 Comprehensive Exam (1 cr.)

Doctorate of Education:

Full-time = 6+ credits per semester or 2 credits of dissertation work
3/4 time = 4-5 credits of coursework
Half-time = 3 credits of coursework or 1 credit of dissertation work or EDD899 Comprehensive Examination (1 cr.)

Doctorate of Psychology:

Full-time status (satisfied by one of the following)
Registration for 6 credits of coursework
Registration for full-time internship (PYD990, PYD991, PYD992)
Registration for two different half-time activities listed below

Half-time status (satisfied by any one of the following)
Registration for 3 credits of coursework
Registration for Practicum (PYD840, PYD841, PYD842, or PYD843)
Registration for 1 credit of dissertation (PYD995, PYD996, or PYD997)
Registration for half-time internship

Tuition and Fees

The tuition and fee schedule is available on the university website at (www.smumn.edu/sgpptuition).

Students are required to pay the current tuition rate for all classes taken toward their degree. The tuition is based on the tuition rate of the program through which the course is offered.

Saint Mary's University of Minnesota reserves the right to revise tuition payment policies at any time. Should this occur, students will be notified prior to the effective date of the changes.

Method of Payment

Billing statements are e-mailed after the 21st of each month to the student's Saint Mary's University e-mail account. Students are responsible for checking their e-mail account regularly to access their tuition account statement. Students may also access their account information online through WebTools. Payment for classes is due on the 15th of the following month after the class begins.

Students in online programs will receive a billing statement on the 1st day of class, and the 8th day of class. Payment for classes is due by the 8th day of class. Failure to pay will result in withdrawal from the class.

Tuition bills may be paid by loan funds directly applied to a student's account, personal check, money order, or ACH (Automatic Clearing House) or credit card online. Saint Mary's University uses CashNet to process online payments. CashNet is a PCI Security Standard compliant website. CashNet is accessible through WebTools or the link on the electronic eBill.

A non-refundable fee of 2.75% of the total amount charged on the credit card will be applied to the transaction. No fee will be charged for ACH transactions.

A finance charge of 1 % per month (12 % per annum) will be added to all balances past due. Should it become necessary to forward an account for collection, the student will be responsible for all additional fees.

To avoid service charges, students may pay the same day tuition is due online through CashNet. Students with a hold on your account, paying online will remove the hold and you will be allowed to register.

Registration for classes at Saint Mary's University of Minnesota indicates acceptance of this tuition payment policy.

Employer Reimbursement

Students whose employers reimburse their tuition costs need to file a tuition reimbursement form and their company's policy with the office of SMU Central on the Twin Cities campus. Students are required to submit a tuition reimbursement form once per academic year. Students who have a company reimbursement form and policy on file with SMU Central will have 30 days after the end of the semester to pay their bill. Students waiting for reimbursement will not be required to pay service charges until 30 days after the end of the semester.

A student choosing to also use financial aid must notify the Office of Financial Aid regarding this outside funding source. Financial aid is

applied to the student's account balance and will not be refunded if the student is waiting on other funding.

Military Personnel and Veterans Benefits

SMU Central processes Montgomery G.I. Bill, Federal Tuition Assistance, Minnesota State Tuition Reimbursement, and the Minnesota G.I. Bill Scholarship. Students enrolled at Saint Mary's University who are eligible for Department of Veterans Administration benefits should contact SMU Central regarding application of these benefits for their program.

Students who have benefit forms on file with SMU Central will have 30 days after the end of the semester to pay their bill. Students waiting for benefits will not be required to pay service charges until 30 days after the end of the semester.

A student choosing to also use financial aid must notify the Office of Financial Aid regarding this outside funding source. Financial aid is applied to the student's account balance and will not be refunded if the student is waiting on other funding.

Financial Aid and Scholarships

Degree-seeking students who are enrolled at least half-time may be eligible for financial aid. Students wishing to use financial aid must complete a Free Application for Federal Student Aid (FAFSA) as soon as possible. Additional information can be found online at Tuition & Financial Aid.

Student financial aid award packages will include the Federal Direct Loan products if eligible. Upon successful completion of the application and guarantee process, loan proceeds will be credited directly to the student's tuition account. If a credit occurs on the tuition account as a result of the student loan, a refund of that credit will occur within 10 business days.

Undergraduate students may be eligible for the Federal Pell Grant and/or the Minnesota State Grant. Grants will be applied to the student's tuition account at the midpoint of the semester. If a credit occurs on the tuition account as a result of the grant, a refund of that credit will occur within 10 business days.

Students receiving outside scholarships must contact the Office of Financial Aid immediately upon notification of the scholarship award. Outside scholarships will be credited to the student's tuition account after the student has completed all procedures requested by the outside agency and the University has received the funds.

Saint Mary's offers a limited number of scholarships annually. Information regarding those scholarships will be announced in the SMU Central Update. Additional information can be found online at (www.smumn.edu/sgpptuition).

Students whose financial aid award package does not cover the University determined cost of education should contact the Office of Financial Aid to receive information on alternative loan options.

Financial Aid Refund Policy

Federal law requires institutions and/or the student to return the portion of the financial aid that is considered UNEARNED. This policy applies only when, during the term, a student withdraws from ALL classes AND the percentage of the term completed is equal to or less than

60%. Course load reductions that leave a student with at least one remaining class are not affected by this policy. The following example illustrates how the new policy works:

1. Calculate the percentage of the term completed (# days completed/ # days in semester X 100). If greater than 60%, then no return of financial aid is required. If less than or equal to 60%, then proceed to step #2.
2. Determine the percentage of financial aid EARNED by multiplying the total amount of financial aid received for the term by the percentage in step #1. The student is permitted to keep this amount in his/her student account.
3. Determine the amount of UNEARNED financial aid that must be returned to financial aid programs accounts by subtracting the amount of EARNED financial aid (determined in step # 2) from the total amount of financial aid received for the term.
4. There are specific calculations that determine how much of the UNEARNED financial aid must be returned to the federal program(s) by the institution and how much must be returned by the student.
5. There is a prescribed order in which funds must be returned to the programs: (1) federal loans, (2) federal grants, and (3) other federal aid.

It is possible, depending on the date of withdrawal, to have no refund of tuition and fees, although part of the financial aid may be required to be returned. For example, if a student withdraws from the university after the end of ALL refund periods, it is possible that the student may owe the full amount of billed costs. Even if the student does not finish the term, he/she may still be charged for these fees.

Furthermore, if the withdrawal occurs after the end of ALL refund periods but on or before 60% of the term is completed, the student may be required to repay all or part of the financial aid as determined in steps #1–5 above. If the student is required to repay all or part of the financial aid, he/she will be notified of the amount required to be repaid. In addition, future registration at Saint Mary's University and requests for academic transcripts may be denied until repayment is complete. To initiate the refund process, obtain a withdrawal form from the Student Success Center. After completing the form and getting the required signatures, the registrar's office will withdraw the student and the business office will calculate any refund of fees. The financial aid office will perform the appropriate calculations to determine the amounts (if any) of the financial aid that must be returned to the program accounts.

Satisfactory Academic Progress

Financial aid eligibility is based on satisfactory academic progress (SAP) standards that Saint Mary's University of Minnesota is required by the U.S. Department of Education to establish, publish, and apply. The Financial Aid Office measures academic performance and enforces SAP standards to ensure that financial aid recipients progress toward completion of their degree. Students who fail to meet these standards become ineligible to receive financial aid until compliant with all of the requirements detailed in this policy.

To demonstrate Satisfactory Academic Progress, a student's academic performance must meet two main SAP components. The first is a qualitative component, represented by grade point average (GPA). The second is a quantitative component measured by credit completion (the ratio between attempted and completed credits) and the maximum timeframe to complete the degree or certificate program.

The complete policy is available on-line at <http://www.smumn.edu/sgpstuition>

Tuition Refund Due to Course Withdrawal

Failure to notify the University of your intent to withdraw from a course will result in an unauthorized withdrawal from the course. See course drop/withdrawal policy for tuition refund schedule.

Business Office

All tuition payments should be sent to the Business Office:

Business Office
Saint Mary's University of Minnesota
700 Terrace Heights #8
Winona, MN 55987
Phone: (507) 457-1444
Toll-free: (877) 304-4273

To express concerns contact:

SMU Central
Saint Mary's University of Minnesota
2500 Park Avenue
Minneapolis, MN 55404-4403
Toll-free: (866) 437-2788
E-mail: smucentral@smumn.edu

Insufficient Funds Checks

A service charge of \$20.00 will be assessed against the student's account for each check returned for insufficient funds.

Delinquent Account Policy

The University reserves the right to modify the terms and conditions of this policy prior to registration for any semester by sending a written notice to students at their last known billing address. Students are responsible for providing the business office with an accurate and current billing address, telephone numbers, and e-mail address.

Students with balances on their accounts on the billing date of any month will receive a statement with the amount owed designated as the new balance. Payments are due on or before the 15th day of the following month after the course begins. Payments, credits, or charges received or made after the billing date will be reflected on the next monthly statement.

If the new balance shown on the monthly statement is paid before the 15th of the following month, no finance charge will accrue. If full payment is not made by the 15th, a finance charge will be imposed on the adjusted balance of the account. The university will use a monthly periodic rate which corresponds to an annual percentage rate of 12 % to compute the finance charge. The university calculates the finance charge by applying the periodic rate to the adjusted balance of the student's account. The adjusted balance is calculated by taking the balance owed at the end of the previous billing cycle and subtracting any unpaid finance charges and payments or credits received during the present billing cycle. The student may pay the balance in full at any time.

Accounts are delinquent when the payment terms on a student's account have not been met. When an account becomes past due, a past due notice will be generated on the student's billing statement.

The university has the right to take steps to collect the balance owed including, but not limited to, prohibiting the student from registering for classes; withholding course credits, official academic transcripts, and diplomas; remanding the student's account to a collection agency; and taking legal action to collect the amount due. The university is authorized to release financial information to those concerned with collecting the balance owed. The student is responsible for paying all costs incurred by the university in association with collecting monies owed. This may include collection agency fees, attorney fees, and court costs.

Clearance for Registration

Before a student's registration can be processed, all outstanding financial accounts with Saint Mary's University must be paid in full (unless a Tuition Reimbursement Policy is on file with the Business Office). All registrations are cleared through the Business Office. If a student has an account balance and needs immediate clearance for registration, payment may be made online through Web Tools to settle the account. Student registration for the next session/term/course will be removed without notification if the student has an account balance from the previous semester.

Student's Billing Rights

If a student believes a bill is incorrect or if a student needs more information about a bill, the student should contact the Business Office:

Business Office
Saint Mary's University of Minnesota
700 Terrace Heights #8
Winona, MN 55987
Phone: (507) 457-1444
Toll-free: (877) 304-4273

The student must contact the university in writing within 60 days of the charges in question. In the letter, the student must provide the following information:

- Student name and account number.
- Dollar amount of suspected error.
- Description of the error or an explanation of why the student believes there is an error. If the student needs more information, describe the item about which the student is unsure.

The university will acknowledge the student's letter within 30 days, unless it has corrected the error by then. Within 90 days, the university will either correct the error or provide explanation as to why it believes the bill to be correct.

After the university receives the student's letter, it may not attempt to collect the amount in question or report the student as delinquent. However, the university may continue to bill the student for the amount in question, including finance charges. The student is not obligated to pay the parts of the bill in question, but is responsible for the remainder of the balance, if any.

If the university finds an error was made, the student will not have to pay the amount or any finance charge which may have accrued on the amount in question. If the university finds no mistake, the student is then immediately responsible for the amount, and may be responsible for any finance charges accrued. In either case, the university will send out a new statement which reflects the amount the student owes.

If the university's explanation does not satisfy the student, the student must inform the university within 10 days that he or she still refuses to pay the bill in question. The university will then tell any party to whom it reports the student's nonpayment that the student has a question about the bill. The university will further tell the student the name of anyone to whom it reports nonpayment information. The university is further obligated to report to all parties when the matter has been resolved.

If the university fails to follow the above rules, it cannot collect the first \$50 of the questioned amount, even if the bill was correct.

Transcript Requests

Transcripts and diplomas will not be issued to any student with an outstanding account balance.

Requests for transcripts must be submitted in writing to the Office of the Registrar. Requests should include full name, student identification number, reason for the request, and where the transcript is to be sent. The request must be signed by the student.

Request Transcript Forms

Send request to:

Transcript Request
Saint Mary's University of Minnesota
Twin Cities Campus
2500 Park Avenue
Minneapolis, MN 55404-4403

Or;

Office of the Registrar – Transcripts
Saint Mary's University of Minnesota
700 Terrace Heights #37
Winona, MN 55987-1399
FAX: (507) 457-6698

Confidentiality of Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. They are:

- A student has the right to inspect and review the student's education records within 45 days of the day the university receives a request for access. The records that are viewable include only the documents that were created at SMU. The student should submit to the registrar, dean, head of the academic department, or other appropriate official a written request that identifies the record(s) he/she wishes to inspect. The registrar will arrange for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official will advise the

student of the correct official to whom the request should be addressed.

- A student has the right to request that the university amend his/her records that the student believes are inaccurate or misleading. The student must request the amendment in writing, clearly identifying the part of the record he/she wants changed, and specify why it is inaccurate or misleading. If the university decides to not amend the record as requested by the student, the university must notify the student of the decision and advise the student of his/her rights to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when the student is notified of the right to a hearing. Any request for grade changes must follow the procedure as outlined elsewhere in this catalog.
- The student has the right to consent to the disclosure of personally identifiable information contained in his/her records, except where FERPA authorizes disclosure without consent. School officials with a legitimate educational interest may have access without the student's consent. A school official is a person employed by the university in an administrative, professional, supervisory, academic, research, or support staff position; a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the board of trustees; or a student serving on an official committee (such as a disciplinary committee) or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility to the university. Upon request, the university may disclose education records without consent to officials of another school in which the student seeks to enroll or is already enrolled.
- The university designates the following information as directory information, which may be released without student consent and is not subject to the above regulations: student name; state of residence; gender; major field of study; classification as a first year student, sophomore, junior, senior dates of attendance; graduation and degree(s) earned; the most recent educational institution attended, participation in officially recognized activities and sports; weight and height of members of athletic teams; honors and awards received; photographic, video, or electronic images of students taken and maintained by the university.
- A student may prevent the release of any or all of the categories of Directory Information outlined above by notifying the registrar, in writing, of the categories of information the student does not want disclosed. Notification must occur within ten (10) calendar days of the first scheduled day of classes for the fall, spring, or summer terms. The university will honor all written requests for nondisclosure for one (1) academic year; therefore, students must request nondisclosure annually.
- A student may file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605.

In order for a parent or guardian to receive information about their student's progress, the student must complete the online Consent to Disclose.

University Conduct

Academic Dishonesty

Students at Saint Mary's University of Minnesota are expected to maintain the highest standards of academic honesty. Academic dishonesty, in any form, will not be tolerated and may subject the student to disciplinary sanctions, up to and including dismissal.

Academic dishonesty comes in a variety of forms. The most common forms include, but are not limited to, plagiarism, fabrication, cheating and academic misconduct.

Plagiarism is the inclusion of someone else's words, ideas, or data as one's own. When a student submits work that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific citations, as well as quotation marks if verbatim statements are included. By placing their names on submitted work, students certify the originality of all work not otherwise identified by appropriate acknowledgments.

Student work submitted to fulfill course requirements is subject to analysis by a third party that will check for plagiarism. Submitted work will be encoded so as not to identify the student.

Fabrication is the intentional use of invented information or the falsification of research or other findings with the intent to deceive. Examples include, but are not limited to, the citation of information not taken from the source indicated; submission of falsified, invented or fictitious data in a lab report; submitting work prepared by another. Cheating is an act or attempted act of deception by which students seek to misrepresent that they have mastered information. Examples include, but are not limited to, copying from another student's test, allowing another student to copy from a test paper, taking a test for someone else, collaborating during a test with another student by giving or receiving information. Unless assigned by the instructor, work done collaboratively constitutes cheating.

Other examples of academic misconduct include, but are not limited to, the intentional violation of university policies by tampering with grades, by taking part in obtaining or distributing any part of an un-administered test, or by using or distributing copyrighted material without appropriate permission. It includes accessing academic files without appropriate permission and duplicating copyrighted computer software.

Resources for Determining Plagiarism

If a faculty member has a reasonable suspicion that the work submitted by a student is not original work, the work may be submitted to a third party (person or electronic database) for pattern matching and verification. The program director authorizes this review and facilitates the submission. If a person or electronic database is used, the student must submit the work electronically, and the work is encoded to preserve the student's privacy.

Consequences of Academic Dishonesty

All members of the university community are responsible for upholding the academic integrity of the institution. Suspicion of academic dishonesty must be reported to the program director. The program director initiates and documents an investigation in conjunction with a dean. The program director will meet with the individual to provide a fair opportunity for response to the allegation. After doing so, the program director may consult with others. If the program director has reason to believe academic dishonesty has occurred, he or she recommends a sanction to the dean. The dean will render judgment and impose sanctions. The individual may appeal the judgment or sanction by initiating the grievance procedure.

Student Behavior

As members of a Lasallian community of scholars, students are expected to adhere to the highest levels of ethics and professionalism in all interactions with other members of the university community. In cases where a student's behavior is not professional or is disrespectful toward others within the university community, the student may be subject to disciplinary action. Complaints about unethical, unprofessional, or disrespectful behavior must be made, in writing, to the program director. The program director will notify the dean of the allegation.

To determine if disciplinary action is appropriate, a disciplinary hearing will be held by an appointed committee. The committee will be chaired by the program director of the program in which the student is enrolled. Other members of the committee will be: a representative from the university community chosen by the student, and administrators or staff selected by the dean. The dean may attend the hearing as an interested party, but is not a member of the committee.

At the hearing, the student may address the allegations and respond to questions from committee members. The committee may hear from other appropriate individuals. At the conclusion of the hearing, the committee will discuss the allegations, determine if the allegations are accurate and then determine if disciplinary action should be recommended to the dean.

The dean will review the committee's recommendation and make decisions regarding disciplinary action, up to and including dismissal. The dean will notify the student. Students may appeal to the vice president.

Saint Mary's University of Minnesota reserves the right to take disciplinary action against a student for his or her behavior independent of a written complaint and independent of this procedure.

Copyright Law

It is a violation of federal law to reproduce copyrighted materials without appropriate permission. Copyrighted materials include, but are not limited to, theses, dissertations, and other student work. Saint Mary's University of Minnesota considers a violation of copyright law academic misconduct. The university requires permission to copy all print material duplicated for classroom use and will purchase all proprietary computer software or site licenses. The use of copied software on any university equipment is prohibited. Students may contact the library for further information and for a copy of the Copyright Act (Title 17 United States Code).

Research Review Board (RRB) and Collection of Data from Human Participants

The Research Review Board (RRB) for the Schools of Graduate and Professional Programs at Saint Mary's University of Minnesota is responsible for the review of all research involving human participants conducted at or sponsored by the Schools of Graduate and Professional Programs. Research may be conducted by students, faculty, staff, or outside entities. This policy includes but is not limited to data collection for class assignments, capstone projects, master's integrative papers or theses, and dissertations. Additional approvals may be required for research which involves the cooperation of external institutions or agencies.

The RRB seeks to assure that research with human participants is conducted in accordance with legal requirements and ethical principles of respect for persons, beneficence and justice. These principles require the balancing of risks to participants against the scientific knowledge to be gained and the potential benefits to participants and society. This policy is not meant to prevent access to information or opinions within the scope of critical inquiry and scholarship. All applicants for RRB review and all faculty members supervising research submitted for RRB review must complete the Collaborative Institute Training Initiative (CITI) research ethics course.

All research projects must be reviewed and approved by the RRB prior to the collection of any data from human participants for research purposes. Complete instructions for the preparation of an RRB application may be accessed on line at Blackboard. After initial review of a submitted research proposal, the RRB will determine whether the research project is 1) exempt from RRB review, 2) subject to expedited RRB review, or 3) subject to full RRB review.

Electronic Communication Policy

Saint Mary's University recognizes that individuals occasionally have a situation in which they need to be accessible to their employers and/or families during scheduled class time. In addition, some individuals' employment or personal responsibilities require that they be accessible at all times. Cellular telephones and personal paging devices are the primary method used to ensure this communication linkage.

However, the persistent use of such devices can be disruptive to the classroom environment. Therefore, individuals who have this kind of communication need should notify their instructor. They should reduce and/or eliminate audible signals and respond to nonemergency calls during classroom breaks and take all calls outside of the classroom.

Students at off-campus locations should follow the policies of the location which may prohibit use of cell phones.

Staff are encouraged to discuss the use of such devices as part of faculty orientation. Faculty are encouraged to discuss the use of such devices as part of the course overview.

Good Name Policy

Members of the university community recognize that freedom means the acknowledgement of responsibility to the subjects used in classroom discussions. Students and faculty are responsible for protecting the good name of any organization under discussion. They

should communicate no information that either implicitly or explicitly impugns the good name of an organization, person, place, or thing being discussed or studied.

Conflict of Interest

Saint Mary's University of Minnesota seeks to avoid conflicts of interest in teaching and advising. A conflict of interest occurs when a student or employee of the university is engaged in both a teaching or advising relationship and a familial, cohabitational, supervisory, financial, professional, or personal relationship with another student or employee of the university. Examples of conflicts of interest include, but are not limited to, the following:

- Use of class lists to solicit business for purposes other than university business.
- Duality of relationships within coursework, advisement, and/or professional organizations.
- Any present or past relationship that causes discomfort for either party to the relationship.

Any student or employee of the university will immediately notify the program director or a university administrator if a conflict of interest has developed in a teaching or advising relationship. The program director or university administrator will take action as appropriate.

Grievance Procedure

In order to encourage attention to individual concerns, the Schools of Graduate and Professional Programs has developed this grievance procedure. The university believes that concerns ought to be handled at the lowest possible level of organizational structure. Grievants who wish to address concerns will observe the following procedures:

1. The grievant should discuss the matter with the student, faculty, or staff member concerned. If the concern relates to sexual harassment by the student, faculty, or staff member concerned, the grievant may refer the matter immediately to the program director.
2. If a satisfactory resolution is not achieved, the grievant will discuss the matter with his or her program director. The program director will attempt to resolve the issue between the student, faculty, or staff member.
3. If a satisfactory resolution is not achieved, a dean will attempt to resolve the issue.
4. If a satisfactory resolution is still not achieved, the dean will forward a written statement describing the grievance to the vice president.
5. Upon receiving the dean's statement, the vice president will review the grievance, make a decision, and impose sanctions, if necessary, within a reasonable time. Sanctions may include any action up to and including expulsion, termination, and legal action.
6. If either party is not satisfied with the vice president's decision that party must, within 15 days, submit to the vice president a written request to establish an ad hoc committee of individuals from the university community. The student may select a peer advocate to serve as a member of the committee. The committee will determine its own procedures to hear the case. The case will be heard within a reasonable time. The committee then has a reasonable time to complete its deliberations. A majority vote of the committee is needed to make a recommendation on the grievance.

7. The committee shall notify all parties of its recommendation.
8. The vice president will confirm or modify the recommendation, and notify the parties involved and the student of the decision.
9. This decision may be appealed in writing to the president of Saint Mary's University of Minnesota for further consideration.
10. The parties shall be notified of the president's decision within a reasonable time.

The grievance procedure must be initiated within four months of the event causing the grievance.

Discrimination, Sexual Harassment, and Sexual Assault Policy

Institutional Goal

Saint Mary's University of Minnesota is committed to creating a university-wide environment free of discrimination, sexual harassment, and sexual assault by educating all members of the university community on such issues and by establishing procedures for addressing allegations of such behavior.

Policy Statement

Saint Mary's University of Minnesota prohibits and will not tolerate discriminatory practices, sexual harassment or sexual assault of any member of this university community on any university-owned property and pledges to seek out and eradicate all forms of discrimination in its activities and programs. Saint Mary's University of Minnesota supports federal and state laws that prohibit discrimination against any person because of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, status with regard to public assistance, or disability. Sexual harassment is a type of discrimination. Title VII of the Civil Rights Act prohibits sexual harassment of employees. Title IX of the Education Amendments of 1972 prohibits sexual harassment of students. The Minnesota Human Rights Act prohibits sexual harassment of both students and employees. The president of this university is ultimately responsible for the education of the members of this university community and resolution of complaints regarding discrimination, sexual harassment and sexual assault; as such, the president will be kept informed of all complaints made pursuant to this policy.

Discrimination

Discrimination is the segregation or separation of individuals based on race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, status with regard to public assistance, or disability. Discriminatory practices include any instances of differential treatment that interfere with an individual's full participation in this university community. Examples: discouraging classroom participation, preventing students from seeking help outside class, causing students to drop or avoid certain classes, reducing the development of the individual collegial relationships crucial for future professional development, dampening career aspirations, undermining self-confidence, assigning tasks/responsibilities without regard to experience, qualification's and/or job description, providing training opportunities annually, or evaluating job performance based on arbitrary standards.

Sexual Harassment

Sexual harassment is the exercise of power by one individual over another using conduct of a sexual nature to achieve superiority. It is unwelcome and, typically, repeated behavior by which an individual subjects another individual to unwanted sexual attention, implicitly or explicitly coerces or attempts to coerce an individual into a romantic or sexual relationship, punishes or threatens to punish an individual for refusing to comply with requests for sexual favors, or engages in conduct that interferes with work or academic performance or creates an intimidating, hostile, or offensive working or academic environment. Examples: non verbal: suggestive or insulting sounds, leering, whistling, or obscene gestures; verbal: sexual innuendo, suggestive comments, insults, humor and jokes about sex or gender-specific traits, sexual propositions, or threats; physical: touching, pinching, brushing the body, or sexual assault.

Sexual Assault

Sexual assault is forced sexual activity without the expressed consent of both parties. Sexual assault is an illegal, reprehensible act of physical aggression and coercion, not an expression of sexual intimacy. The use of alcohol or drugs may impair the ability to consent to sexual activity. Examples: stranger rape, acquaintance or date rape, sadism, same-sex assault, child molestation, or incest.

Education

The university believes that education can be proactive in eliminating incidents of discrimination, sexual harassment, or sexual assault and offers programs and training for residence hall staff, security staff, new students, residential students, and employees on these issues.

Dissemination of Information

The Director of the Affirmative Action Office will annually distribute copies of this policy to all current members of the university community.

Procedures

Any member of the university community who believes that she or he has been discriminated against, sexually harassed or sexually assaulted may request assistance as follows:

- For Winona campus students – the vice president for student development (14 Toner Center, Ext. 1781), the dean of students (14 Toner Center, Ext. 1403), or their hall director.
- For Winona campus employees – their supervisor or vice president.
- For Twin Cities campus students and employees – a dean, their program director, their supervisor, or the vice president for the SGPP.
- For all students and employees - Ann E. Merchlewitz, the Director of the Affirmative Action Office (170 Heffron Hall, Ext. 1503).

Winona campus students may ask the vice president for student development or the dean of students to be shielded from unwanted contact with the person against whom the complaint is being brought. Twin Cities campus students may ask a dean or vice president to be

shielded from unwanted contacts with the person against whom the complaint is being brought. Employees may request shielding from unwanted contact by contacting their supervisor or Ann E. Merchlewitz. To shield the complainant, the university may assign the complainant to different housing, assign the person against whom the complaint is brought to different housing, adjust class schedules, impose restraining orders, alter work assignments, etc.

Informal Complaint Procedure

Any member of the university community who believes that he or she has been discriminated against, sexually harassed or sexually assaulted by another member of the university community may file an informal complaint with the Director of the Affirmative Action Office ("the Director"). The Director or a designee will investigate the complaint and determine whether grounds for maintaining an informal complaint exist. If such grounds exist, the complainant and the Director will agree to adopt one of the following courses of action:

- The Director will attempt an informal resolution of the complaint directly and privately with the person complained against, maintaining the anonymity of the complainant if he or she so wishes.
- The Director and the complainant will seek an informal resolution of the complaint by meeting together with the person against whom the complaint is brought.
- The Director will appoint someone from the university community who will resolve the complaint informally. That person will meet with both parties, separately (maintaining the anonymity of the complainant if he or she so wishes) or together.
- The Director will investigate the complaint. Said investigation will include notifying the person against whom the complaint is brought about the complaint and offering said person the opportunity to respond to the complaint. The Director will then decide whether discrimination, sexual harassment, or sexual assault occurred and will then make recommendations for sanctions to the vice president for student development or a dean, in the case of students, or to the appropriate supervisor, in the case of employees.

Each party to the complaint may be assisted in all stages of the informal procedure by an advocate, of his or her choice, from the university community.

An informal complaint that is not resolved to the satisfaction of the complainant may be filed as a formal complaint.

Formal Complaint Procedure

Any member of the university community who believes that he or she has been discriminated against, sexually harassed or sexually assaulted by another member of the university community may file a formal complaint with the Director of the Affirmative Action Office ("the Director"). The complaint must be made in writing. Complaint forms are available in the Affirmative Action Office. The Director will appoint an ad hoc committee to hear the complaint. The committee will be gender balanced and will have one representative from each of the following groups: (1) the student body; (2) the faculty; (3) student services; (4) maintenance and clerical; and (5) administration. The Director will serve as a non-voting ex officio member. The ad hoc committee will notify the person against whom the complaint is brought of the complaint. It will then hold a hearing to gather information.

The committee has sole discretion to determine the processes and procedures for said hearing. Either party to the complaint may have an advocate from the university community, i.e., a faculty member, a staff member, or a student, at the hearing who will act as a support person for the individual. The complainant may participate in the proceedings and have input into the sanctions. The complainant's past sexual history will not be discussed during the proceedings.

The ad hoc committee will make a finding of whether or not discrimination, sexual harassment, or sexual assault occurred and will make recommendations to the vice president for student development or a dean, in the case of students, or to the appropriate supervisor, in the case of employee, for appropriate sanctions. Student sanctions may encompass any action up to and including expulsion; employee sanctions may encompass any action up to and including termination. Appeals are directed to the president of the university. A copy of the findings and sanctions, where applicable, will be given in a timely manner to both parties and a copy will be retained in the Affirmative Action Office.

No retaliatory actions may be taken against a complainant, the person against whom a complaint is brought, an advocate, a witness or a member of the ad hoc committee.

Persons who have witnessed an incident, who have been approached to assist a possible victim, or who have concerns about their own behavior, may contact the Director for guidance and advice.

The university reserves the right to take appropriate disciplinary action against persons who file false reports of discrimination, sexual harassment, or sexual assault pursuant to this policy.

The university must investigate and take appropriate disciplinary action on all instances of discrimination, sexual harassment, or sexual assault of which it has knowledge. The Director of the Affirmative Action Office is charged with the responsibility for such investigations.

All methods of resolving discrimination, sexual harassment or sexual assault complaints are intended to protect the rights of all parties involved and to redress injuries or grievances suffered by any member of the university community. They are not intended to usurp or replace the processes of law to which any person is entitled.

In the case of sexual assaults, the victim should immediately contact campus safety/security for assistance. The sexual assault should then be reported to the vice president for student development, the dean of students, or a dean, as appropriate/ campus safety/security staff will promptly and completely, if so directed by law enforcement personnel, obtain, secure and maintain evidence of the assault. The victim should try to preserve evidence of the assault. The university will assist a complainant with filing a report or filing charges with law enforcement personnel by scheduling a meeting for the complainant with an investigator from the appropriate police department and providing other assistance as appropriate. Requests for such assistance should be directed to Ann E. Merchlewitz, the Director of the Affirmative Action Office.

Romantic and Sexual Relationships Policy

Long-established standards of professional ethics discourage personal relationships of a romantic or sexual nature between persons who are in a supervisor-subordinate relationship on campus, especially between faculty or staff personnel and students. No non-academic or

personal ties should be allowed to interfere with the academic integrity of the teacher-student relationship or the general integrity of the supervisor-subordinate working relationship at Saint Mary's University of Minnesota. With respect to sexual relationships, in particular, what might appear to be consensual, even to the parties involved, may, in fact, not be so due to the inherent differential in authority.

On this basis, the university prohibits any faculty or staff member of the university from engaging in romantic or sexual conduct, or a romantic or sexual relationship with any undergraduate student currently enrolled at the university.

Furthermore, the university prohibits any faculty or staff member of the university from engaging in romantic or sexual conduct, or a romantic or sexual relationship with any graduate student whom the faculty or staff member educates, counsels, supervises or evaluates in any way.

Likewise, the university prohibits any faculty or staff member from engaging in romantic or sexual conduct, or a romantic or sexual relationship with any faculty or staff member whom that person supervises or evaluates in any way.

Exceptions to any of these prohibitions will be considered by the EEO Officer on a limited, case-by-case basis. If a faculty or staff member has questions about the application or effect of this policy to an existing or potential relationship, it is the faculty or staff member's duty to consult with his or her supervisor and/or the EEO Officer.

If charges of sexual harassment are made, the existence of a romantic or sexual relationship in any of the contexts stated above shall not be a defense in any proceeding unless an exception to the prohibitions herein has been made as outlined above. In addition, the university will not defend a faculty or staff member against sexual harassment charges based upon the existence of a romantic or sexual relationship unless an exception to the prohibitions herein has been made as outlined above. Individuals who violate this policy are subject to disciplinary action up to and including termination.

Options

You may choose to use one of the university's internal procedures:

- Winona campus students may report to their hall director, to the dean of students, 14 Toner Center, Ext. 1403, or to the vice president for student development, 14 Toner Center, Ext. 1781, for resolution through the university's disciplinary process.
- Twin Cities campus students may report to their program director or dean for resolution through the grievance procedure.
- Employees may report to an appropriate supervisor for resolution through employee handbook procedures.
- Students or employees may file a complaint pursuant to this policy by contacting Ann E. Merchlewitz, Director of Affirmative Action, 170 Heffron, (507) 457-1503.

A student or employee may use only one internal procedure (student disciplinary, student grievance, employee handbook or the Discrimination/Sexual Harassment/Sexual Assault formal procedure)

You may choose one of several off-campus options:

- For sexual assault, Winona campus students or employees may contact the Winona Law Enforcement Center to make a

report or file criminal charges: non-emergency: (507) 454-6100, TDD/voice: (507) 452-2382, Emergency: 911.

- For sexual assault, Twin Cities campus students or employees may contact the appropriate law enforcement agency to make a report or file criminal charges. In Minneapolis, contact should be made with the Minneapolis City Police Department: non-emergency: (612) 673-2853, TDD/voice: (612) 673-3383, Emergency: 911.
- Students or employees may contact the crisis hotline for a referral to local mental health agencies: First Call for Help at 211.
- Winona campus students or employees may contact the Women's Resource Center for information, referrals, and advocates for victims of battering (Battered Women Task Force) and sexual assault (Sexual Assault Crisis Center) 77 East Fifth Street, Winona, MN 55987, (507) 452-4440.
- Twin Cities campus students or employees may contact the following agencies for information, referrals, and advocates for victims of sexual assault:

Minnesota Coalition Against Sexual Assault (612) 872-7734

Sexual Violence Center (612) 871-5100 (business), (612) 871-5111 (crisis line)

Hennepin County Medical Center Sexual Assault Resource Service (612) 347-5832 (office) (612) 347-3161 (crisis line)

Rape and Sexual Abuse Center (612) 374-9077 (office)(612) 825-4357 (24 hour help line)

Sexual Offense Services of Ramsey County (651) 643-3022 (business)(651) 643-3006 (crisis line)

Sexual Assault Services - Washington County (651) 777-5222 (office)(651) 777-1117 (crisis line)

- For employment or educational issues, Winona campus students or employees may file a complaint with the Winona Human Rights Commission which negotiates a confidential and informal settlement: City Hall, Winona, MN 55987, (507) 457-8200.
- For employment and educational issues, Twin Cities campus students or employees may file a complaint with the Minneapolis Department of Civil Rights: 350 South Fifth Street, Room 350, City Hall, Minneapolis, MN 55415, (612) 673-3012.
- For employment or educational issues, students or employees may file a complaint with the Equal Employment Opportunity Commission: EEOC, 330 South 2nd Ave, Minneapolis, MN 55401, (612) 335-4040.
- For employment or educational issues, students or employees may contact the Minnesota Human Rights Commission: 500 Bremer Tower, 7th Place and Minnesota Street, Saint Paul MN 55101, (612) 296-5663, (800) 657-3704, TDD: (612) 296-1283.
- Students or employees may contact an attorney to file a civil suit to recover damages from the offender.

The university's internal procedures and external procedures are not mutually exclusive. Students or employees may use an internal procedure at the same time as one or more of the external procedures.

You May Obtain a Restraining Order

An Order for Protection (OFP) is a civil restraining order designed to prevent further acts of domestic abuse (an actual assault or fear of an assault) between people who live together, have lived together, are married, are related by blood, are involved in a significant romantic or sexual relationship, or have a child in common. In Winona County, the petition for an OFP may be obtained from the Court Administrator's Office on the fourth floor of the Winona County Courthouse. Contact the Women's Resource Center for assistance in filling out the form and filing it with the court. In Hennepin County, contact the Domestic Abuse Service Center, (612) 348-5073, for assistance in filling out the form and filing it with the court.

Harassment Order

A Harassment Order is a civil restraining order designed to prevent harassing behavior. Harassing behavior is defined as repeated, intrusive, or unwanted acts, including words or gestures, that adversely affect the safety, security, or privacy of another regardless of the relationship between the two people. The steps to receive a Harassment Order mirror the steps to obtain an OFP. In Winona County, contact the Women's Resource Center for assistance in obtaining a Harassment Order. In Hennepin County, contact the Domestic Abuse Service Center, (612) 348-7959, for assistance in obtaining a Harassment Order.

In the Case of Sexual Assault, You May File an Anonymous Report with the Police or Press Criminal Charges

You may file an anonymous report with the appropriate police department. An anonymous report is simply a record of the sexual assault; no investigation is done and no contact is made with the offender. Your name should not be revealed when filing this report. The value of filing a report, but not pressing charges, is the creation of a record on the offender in the event the behavior continues.

If you choose to press charges, you should contact the appropriate police department as soon as possible after the sexual assault. (In the case of a sexual assault, it is vitally important that all evidence of the assault be preserved; for example, do not wash clothing or take a shower.) The authorities there will immediately commence an investigation into the circumstances surrounding the sexual assault. The matter will be referred to the County Attorney's Office for a determination on whether criminal charges should be filed. A statute of limitations exists for the criminal prosecution of most sexual assaults. Realistically, however, if too much of a delay occurs between the sexual assault and the report to the law enforcement authorities, information from the witnesses may be difficult to obtain and evidence may be destroyed.

Minnesota Victims Rights

Rights Guaranteed Every Crime Victim and Witness in Court Proceedings

The right to be notified of:

- plea bargain agreements
- changes in court schedules
- date, time and place of sentencing

- release of offender from prison or institution victim's rights
- final disposition of the criminal case
- transfer of the offender
- escape and apprehension of the offender

The right to participate in prosecution:

- to inform court of impact of crime at pre-trial sentencing
- to have input into referring the offender into a pre-trial diversion program
- to object to plea bargaining
- to bring supportive person to pre-trial hearing
- to attend sentencing
- to give written objections to sentence
- to request that the prosecutor demand a speedy trial

The right to protection from:

- tampering with a witness
- release of public data
- insecure waiting areas during court
- employers when called to testify in court
- unknown sexually transmitted diseases by requiring that the convicted sex offender be tested

The victim may assert these rights by contacting the County Attorney's Office.

Office of Crime Victims Ombudsman: 1-800-247-0390

The CVO offers assistance to crime victims and witnesses who feel that their rights have been violated, or who feel that they have been treated unfairly by the criminal justice system or by victim assistance programs.

The CVO is an impartial investigator and liaison who serves as a source of assistance and information for victims and can refer victims to appropriate programs for crime victim's assistance.

If Sexually Assaulted, You Should Get Care at a Hospital Emergency Room

Why should a victim of sexual assault get emergency care?

- to treat physical injuries
- to get emotional support
- to gather evidence

What tests are done in emergency rooms? You can expect some or all of these:

- Fingernail scrapings
- Woods Lamp exam to detect seminal fluid
- Wet preparation (slides made) as sperm may be alive within six hours
- Pubic hair exam; hair has 17 characteristics and will be compared to a sample from the suspect
- Sperm typing; may be able to determine assailant's blood type

- Mouth exam for injuries and seminal fluid if oral sex was performed
- Toxicology testing for alcohol and drugs (if the victim was forced to take alcohol or drugs it makes the case stronger)
- VDRL: venereal disease (syphilis) - ascertain not presently infected - victim needs a test within 30-45 days to see if disease caught from assailant
- Urine test for pregnancy (test for a pregnancy previous to the assault)
- Photos of any injuries
- Acid phosphates (up to 36 hours); in seminal fluid; proof of ejaculation

The evidentiary exam, by Minnesota law, is free and paid for by the county in which it is obtained if the sexual assault is reported to the law enforcement officials.

Further:

- Five days later: test for gonorrhea
- Thirty to thirty-five days later: test for syphilis (caught from assailant)
- Ten to fourteen days later: pregnancy test (pregnancy from assailant)
- HIV testing

Compensation for medical expenses and lost wages can be regained under the Minnesota Crime Victims Reparations Act.

Off-Campus Emergency Resources

Community Memorial Hospital, Winona
 Non-emergency: (507) 454-3650
 Emergency: (507) 457-4328
 Women's Resource Center: (507) 452-4440

Winona City Police Department
 Law Enforcement Center
 Non-emergency: (507) 454-6100TDD/voice: (507) 452-2383
 Emergency: 911

Hennepin County Medical Center
 Sexual Assault Resource Service
 (612) 347-5832 (office)
 (612) 347-3161 (crisis line)

Minneapolis City Police Department
 Non-emergency: (612) 673-2853
 TDD/voice: (612) 673-3383
 Emergency: 911

Olmsted Medical Center
 Non-emergency: (507) 529-6600
 Emergency: 911

Saint Mary's Hospital, Mayo Clinic
 Non-emergency: (507) 255-5123
 Emergency: 911

Rochester Police Department
 Non-emergency: (507) 285-8300
 Emergency: 911

On-Campus Resources

Twin Cities Campus

Brother Robert Smith, Ph.D., F.S.C.
 Vice President for the Schools of Graduate and Professional Programs
 237 Park Avenue North
 (866) 437-2788 Ext. 201

Linka Holey
 Associate Vice President and Academic Dean
 168 LaSalle Hall
 (866) 437-2788 Ext. 112

Gena Bilden
 Associate Vice President of Enrollment Management and Student Services
 166 LaSalle Hall
 (866) 437-2788 Ext. 145

Winona Campus

Ann E. Merchlewitz
 Affirmative Action Office
 170 Heffron Hall
 (507) 457-1503

Tim Gossen
 Dean of Students
 14 Toner Center
 (800) 635-5987 Ext. 1403

Chris Kendall
 Vice President for Student Development
 14 Toner Center
 (800) 635-5987 Ext. 1781

Campus Safety
 Info Desk/Toner Center
 (800) 635-5987 Ext. 0

Jay Johnson Wellness Center
 Counseling Center, 9 Toner Center
 (800) 635-5987 Ext. 1773

If you or someone you know has been sexually assaulted, telephone Campus Safety (Ext. 0) through the university switchboard. Contact the Winona Law Enforcement Center by telephoning 9-911 or ask a staff member to call for you.

Workplace Violence Policy

Preamble

Saint Mary's University of Minnesota is committed to providing faculty, staff, and students with an environment that is safe, secure, and free from threats, harassment, intimidation, and violence. Employees play a major role in the university's efforts by complying with this policy, contributing to a respectful atmosphere, treating all threats seriously, and reporting incidents immediately.

The university will treat all reports of threatening behavior or violence seriously and will investigate them. The university reserves the right to search any area in order to investigate reports of workplace violence.

Prohibited Conduct and Behavior

Saint Mary's University of Minnesota will not tolerate any workplace violence, whether carried out by employees, students, visitors, former employees, or other individuals. The university expressly prohibits violence, threats, harassment, intimidation, and other disruptive behavior on its property. Violence or disruptive behavior can include physical acts of violence, gestures, intimidating presence, oral or written statements, harassing telephone calls, stalking, expressions that communicate a direct or indirect threat of physical harm, and weapons possession.

The university will investigate all reports of such incidents and will initiate appropriate action, which may include immediate removal from university property, suspension, termination and/or referral for criminal prosecution. All employees are required to cooperate in any investigations the university conducts in response to reports or acts of workplace violence. This policy applies to all work locations including, but not limited to offices, work sites, classrooms, residence halls, vehicles, and field locations.

Reporting Incidents

All employees are responsible for reporting workplace violence and can do so without the fear of reprisal or criticism. Members of the university community should report incidents or violent, threatening, harassing, intimidating or other disruptive behavior as outlined below:

Any act of violence or threat of violence, or any emergency situation:

- Winona Campus Safety (Ext. 1703)
- Twin Cities Campus Security (Ext. 159)

Verbal abuse, perceived intimidation, or harassment, or any non-emergency situation:

- Report incident to immediate supervisor or the vice president for the area.

All other situations or not sure — call:

- Winona Campus Safety (800) 635-5987 (Ext. 1703)
- Twin Cities Campus Security (866) 497-8788 (Ext. 159)

The university will treat all reports with integrity and discretion.

Weapons Policy

Saint Mary's University of Minnesota prohibits the possession of firearms, fireworks, knives, air- or gas-operated weapons, stun guns, bows or arrows, or weapons of any kind (including martial arts weapons) on the Twin Cities campus and any sites operated by the Schools of Graduate and Professional Programs.

The possession or use of a weapon on the Twin Cities campus or any university site may lead to dismissal. Licensed peace officers may carry their firearms while on the Twin Cities campus.

Suspected weapons possession should be reported to Campus Security.

Drug and Alcohol Policy

Saint Mary's University of Minnesota supports the principles of a society working toward the amelioration of problems related to illicit drugs, alcohol abuse and addiction, and prescription drug abuse and addiction.

The university prohibits student and employees from unlawfully manufacturing, distributing, possessing or using alcohol or illicit drugs on its property, in the workplace, or as part of any university activities. An employee criminally convicted of unlawfully manufacturing, distributing, possessing or using alcohol or illicit drugs in the workplace or on university property must report that conviction to his/her vice president within five days of the conviction. Within 10 days of receiving notice that an employee has been so criminally convicted, the university will notify any granting federal agency. A student criminally convicted of unlawfully manufacturing, distributing, possessing or using alcohol or illicit drugs on the university's property or as part of a university activity must report that conviction to the Vice President for Student Development on the Winona campus or the Academic Dean on the Twin Cities campus, as applicable, within five days of the conviction. Employees of the university shall not furnish underage students of the university with alcohol. Employees of the university shall not furnish any students of the university with illicit drugs.

Any employee found in violation of this policy may be immediately suspended, placed on probation or immediately terminated from employment. Any disciplinary action will follow the process outlined in the university's employee handbooks. Any student found in violation of this policy may be suspended, placed on disciplinary probation, or expelled from the university. Any disciplinary action will follow the processes outlined for student discipline.

The university does seek to be supportive of employees who experience personal difficulties with drug or alcohol abuse. The university will attempt to help any employee who seeks assistance with a drug and/or alcohol problem without jeopardy to employment. In the event of placement in residential treatment, the university will hold the employee's position until residential treatment has been completed. Following treatment, the university will attempt to be as flexible as possible in accommodating the employee's needs for aftercare. In the event of outpatient treatment, the university will allow an employee to adjust temporarily his/her work schedule to accommodate outpatient treatment needs, if appropriate.

The university fundamentally recognizes the importance of every employee and student. When a problem arises as a result of drug or alcohol use, the university will make every effort to balance the employee's or student's concerns with the concerns of the university community and applicable legal parameters. If the university believes that the rights and needs of others are being violated as a result of an employee's or student's drug or alcohol problems, or if available assistance has been rejected, termination of employment or expulsion from the university may result.

Consistent with the educational nature of the institution, the university will make available to its students and employees, information, and referrals related to the prevention of and intervention for alcohol and drug problems.

The university recognizes the right of persons to use alcohol within the limitations of state law and local ordinances. However, the use of alcohol on university premises, other than residence halls, by faculty, students or staff members is limited to specific university-sponsored events with the prior approval of the appropriate vice president.

Behavior, suspected of being attributable to or influenced by alcohol or controlled substances, that disrupts or interferes, in any way, with the atmosphere conducive to teaching and learning should be reported to the person immediately in charge of the situation. If the offending behavior is that of a student, the faculty member should be notified. The faculty member should then seek assistance from a university administrator. If the offending behavior is that of a faculty member, the appropriate dean, a program director, or another university administrator should be notified. If the offending behavior is that of a staff member, the individual's supervisor should be notified.

Actions taken by university administration for such behavior may include, but are not limited to:

1. Removal of the individual from the immediate teaching, learning or work setting.
2. Dismissal of the affected class if a faculty member is involved.
3. Discussion of the behavior with the individual by appropriate university administrators and recommendation of remedial measures.
4. Follow-up measures by the university, including ongoing monitoring, as determined on a case-by-case basis.

Health Risks Associated with Alcohol and Other Drugs

Information about the health risks associated with drug and alcohol use and abuse can be accessed at: <http://www.nida.nih.gov>

Legal Sanctions

Information about Minnesota controlled substance crimes and penalties can be found at: <http://www.revisor.leg.state.mn.us/stats/152/>

Policy on the Appropriate Use of Technology Resources

Saint Mary's University of Minnesota recognizes that technology resources can be a means for intellectual, social, cultural growth, but said resources can also be a means for harassment and destructiveness. As a Catholic institution, the university has an obligation to encourage civility and respect in the use of technology resources. Consequently, members of the university community – students, faculty, and staff – are expected to exercise responsibility, operate technology resources ethically, respect the rights and privacy of others, and operate within the bounds of the law and of university policy and standards when using university technology resources.

The use of technology resources at the university is a privilege.

The university reserves the right to restrict the use of its technology resources and limit access to the same when faced with violations of federal or state laws or university policies or standards. The university reserves the right to inspect software, files, and materials stored on or transmitted by university technology resources. The university reserves the right to remove or limit access to material posted on or transmitted by its technology resources.

Technology resources include the university's computing facilities, its electronic mail system, its voice mail system, and Internet access.

Responsibilities of Each Technology Resources User

I. Appropriate Use of Technology Resources

- A. Each user must use technology resources for the purposes for which they are intended. The university maintains technology resources for the purposes of conducting and fostering the instructional, educational, and research activities of the university as well as furthering the business interests of the university. Users will not use technology resources for commercial purposes or unauthorized financial gain. Users will not use technology resources for political purposes.
- B. Each user must use appropriate language when using technology resources. Appropriate language is language that reflects the academic and institutional values of the university. Users will not send harassing, intimidating and/or threatening messages through electronic mail, voice mail or other means.
- C. Each user must use technology resources consistent with local, state, and federal laws. Users must comply with federal copyright law in their use of technology resources. Users who repeatedly infringe on the copyrights of others may have their access to technology resources terminated. Unless authorized by the software developer, users may not reproduce computer software or its related documentation. Users will only use computer software in accordance with license agreements, whether the software is licensed to the university or to them.
- D. Each user must use technology resources consistent with the limited availability of said resources. Academic use will be the first priority for computing facilities. Users will not initiate or encourage the promulgation of chain letters, unauthorized automated or mass postings, or other types of unauthorized large scale distributions. Users will not use technology resources in a way that is wasteful of any resource, including processor, memory, disk storage, or input/output resources.
- E. Each user must respect the physical security of technology resources. Users will not create or release computer viruses or engage in other destructive or potentially destructive programming activities. Users will not disrupt the timeshare functions or network traffic by recklessly or intentionally overloading the system or otherwise deny or restrict the access of others. Users will not modify, alter or otherwise tamper with systems hardware or software unless explicitly authorized to do so. Users will not tamper with terminals, microcomputers, printers or any other associated university-owned equipment. Removal of computer equipment, disks, ribbons, paper, or documentation from a computing facility, without authorization, constitutes theft. Users will be prosecuted accordingly.
- F. Users of the university's technology resources assume full responsibility for their experiences. The university cannot and will not protect users against the existence or receipt of material that may be offensive to them except in cases of violation of the law or of university policy or standards, and then only when technically feasible. Individuals using technology resources are warned that they may willingly or unwillingly receive or discover material that they find offensive.
- G. By using the university technology resources, user agrees to identify, defend (with counsel acceptable to the university)

and hold harmless the university, its trustees, officers and employees against any and all claims for injury to person or damage to property (including claims of employees of user) associated with the user's use of the university's technology resources.

- H. The university requires that users of technology resources demonstrate respect for others, respect for the university, and respect for the values of a Catholic Lasallian university when using technology resources.

II. Account and System Security

- A. Users of the university's technology resources are responsible for any activity that takes place through their account. Accordingly, each user should:
 1. Choose a secure password
 2. Not disclose that password to others
 3. Not share his/her account with anyone, without exception
 4. Always log out of his/her account
- B. Users of the university's technology resources are responsible for maintaining a secure system environment. Accordingly, each user must:
 1. Immediately report security concerns to technology staff, an appropriate supervisor or an appropriate administrator
 2. Not modify or attempt to modify any technology resources equipment or software
 3. Not crash or attempt to crash technology resources systems
 4. Not circumvent or attempt to circumvent system security measures or restrictions
 5. Not access or attempt to access any unauthorized accounts, either internally or externally
- C. The university reserves the right to monitor the use of all the technology resources it provides or that are used within its jurisdiction or in its name. The university respects the privacy of users; however, users are advised that in an institutional setting, no absolute guarantee of privacy exists.
- D. Technology staff will investigate the inappropriate use of technology resources and will take appropriate action for account and system violations whenever said staff is notified of or observes such inappropriate use.
- E. The university will cooperate with local, state, and federal authorities investigating violations of local, state, or federal law involving technology resources of the university.

Recourse for Violations by Users

III. Investigations

- A. Alleged violations of this policy by students on the Winona campus will be investigated by the Office of the Vice President for Student Development or the Office of the Vice President for the College and the Schools of Graduate and Professional Programs, whichever office is most appropriate. Alleged violations of this policy by students on the Twin Cities campus and all other university campuses or delivery sites will be investigated by the dean of the academic area. The technology resources staff will assist in investigations, as appropriate.
- B. Inappropriate use of technology resources by students in the College on the Winona campus will be handled using the

same disciplinary judicial process as is used for violations of the Student Handbook. Inappropriate use of technology resources by students of the Twin Cities campus and all other university campuses or delivery sites will be handled using the Grievance Procedure from the most recent Twin Cities Campus Catalog and Student Handbook. The use of technology resources may be suspended during an investigation if technology resources staff reasonably believes that the inappropriate use of technology resources has occurred.

- C. Alleged violations of this policy by employees will be investigated by the employee's supervisor. The supervisor will be assisted in the investigation, as appropriate, by the technology resources staff.
- D. Inappropriate use of technology resources by employees will be handled using the disciplinary process outlined in the Employee Handbook, the Faculty Handbook, or the Schools of Graduate Studies and Schools of Professional Programs Handbook, as appropriate.

IV. Consequences

- A. If a student violates this policy, he or she may face sanctions up to and including expulsion from the university. A student may lose computing privileges as a sanction for violation of this policy.
- B. If an employee violates this policy, he or she may face sanctions up to and including termination from employment at the university.
- C. The use of technology resources to commit an act of academic dishonesty may subject a student to separate sanctions for academic dishonesty and for violation of this policy.
- D. Students and employees may face civil and criminal consequences, independent of action by the university, if their inappropriate use of technology resources violates local, state, or federal law.

Academic Services

Twin Cities Campus Library

Twin Cities Campus Library supports the mission and curriculum of the Saint Mary's University of Minnesota Schools of Graduate and Professional Programs by providing efficient access to information resources, managing the library collection to maximize use, and instructing students in the selection of information to support program outcomes.

Library Resources

Students, faculty, and staff have access to a wealth of free information through the Twin Cities Campus Library, both on- and off-campus. Millions of academic journals, eBooks, and streaming videos are accessible from the Twin Cities Campus Library website using a Saint Mary's University of Minnesota username and password. As Twin Cities Campus Library users, students, faculty, and staff may use SuperSearch to discover over 145 million items in a single search. SuperSearch includes all Twin Cities Campus Library books, dissertations, DVDs, assessment tests, eBooks, streaming videos and most article databases.

Books, dissertations, journals, assessment tests, and videos may be borrowed from the Twin Cities Campus Library using a valid Saint Mary's University of Minnesota I.D. card. Current Saint Mary's University of Minnesota faculty and students who do not attend classes at the Twin Cities Campus may request that print materials be mailed to their home address. Saint Mary's University of Minnesota students, faculty, and staff also have access to many other print collections for free through interlibrary loan, including the Fitzgerald Library on the Winona campus, the MnSCU/PALS local library consortium, and the OCLC national library organization. Current Saint Mary's University of Minnesota students, faculty, and staff may also visit any MnSCU/PALS library and borrow materials with their Saint Mary's University of Minnesota I.D. card.

Additional on-campus resources include quiet study areas, laptop-friendly seating, VHS and DVD viewing stations, headphones, and computers loaded with statistical, word processing, and presentation software.

Research Assistance

Students, faculty, and staff may request assistance from a librarian via instant message, email, phone, text, and face-to-face. Librarians are available to assist with using online resources, developing search strategies, finding information for course assignments, evaluating sources, organizing research, and obtaining material through Interlibrary Loan. Library orientation videos and research guides are available on the Twin Cities Campus Library website and are compatible with PC and iOS devices.

The library makes every effort to provide services to distance learners in accordance with the Association of College and Research Libraries' Guidelines for Distance Learning Library Services, which states, "Members of the distance learning community are entitled to library services and resources equivalent to those provided for students and faculty in traditional campus settings." Librarians at public libraries may be able to assist with an occasional question; however, basic

instruction in using resources should be provided by librarians from the institution that is collecting tuition for a course. Students who need instruction in using resources should contact Twin Cities Campus Library for assistance.

Those with questions and comments regarding available library and information resources, or those who need assistance with specific research questions should contact a librarian at:

Saint Mary's University of Minnesota
Twin Cities Campus Library
2500 Park Avenue
La Salle Hall – Room 108
Minneapolis, MN 55404
Phone: (612) 728-5108
Toll-free (866) 437-2788 Ext. 108
E-mail: tclibrary@smumn.edu
Web address: www.smumn.edu/tclibrary
Instant Message: Library website during open hours
Text: Send to 246246; start message with *send smutclibrary*

Fitzgerald Library, Winona Campus

Students attending classes in Winona or other sites in the area may use the services of the Fitzgerald Library. Using their Saint Mary's University of Minnesota I.D. they may use electronic resources both on- and off-campus, check out books and use interlibrary loan.

Librarians can provide research and instruction assistance in using available resources. Please check the website or contact a librarian for further information.

Saint Mary's University
Fitzgerald Library
700 Terrace Heights #26
Winona, MN 55987-1399
Phone: (507) 457-1562
Toll-free (800)635-5987 Ext. 1562
Web address: www.smumn.edu/wlibrary

Goddard Library, Rochester Center

Students in the Rochester area have access to the services and online resources provided by the Twin Cities Campus Library. Also, students taking classes at the Rochester center may use the Goddard Library. Reference, instruction and interlibrary loan services are available. Library staff can provide individual class orientations upon request, in addition to an overview of services. Orientation is offered each semester (see current Course Schedule for date and time).

University Center Rochester
Rochester Community and Technical College
851 30th Avenue SE
Rochester, MN 55904
Phone: (507) 285-7233
Web address: www.roch.edu/library/

Computer and Technology Services

Appropriate Use of Technology Policy

All users of Saint Mary's University technology are subject to the Appropriate Use of Technology Policy, which can be found on our website via www2.smumn.edu/helpdesk.

Information Technology Services (IT Services) Help Desk Contact Information

Saint Mary's University of Minnesota
Minneapolis Campus
LaSalle Hall Room #218
2500 Park Avenue
Minneapolis, MN 55404-4403
Phone: (612) 728-5100 Ext. 7800
Toll-free (877) 437-2788 Ext. 7800
E-mail: tchelpdesk@smumn.edu

Student and Faculty Access to Classrooms

Classrooms on the Schools of Graduate and Professional Programs (SGPP) campuses are outfitted with instructional technology including a computer, DVD/VCR, projector, document camera (LSH & MTH), and an external hook up for personal laptop use. If your laptop does not have a VGA connection, you must provide your own adapter.

Videoconference rooms are available in LaSalle Hall 214 and 210. The computer labs are generally open during building hours, but may be in use during the evening classes. Computers are also available in the student lounge and library for use when labs are occupied by classes.

Computers/Software

The Twin Cities campus currently has four computer labs located in La Salle Hall Rooms 212, 224, 56, and Park Avenue North Room 35. The computer labs are equipped with Microsoft® Windows® based PC workstations. The following software is available on all computers including laptops unless otherwise noted:

- Windows 7
- Microsoft Office (Word, Excel, PowerPoint, Access, Visio, Publisher, Project)
- Internet Explorer
- Google Chrome
- Minitab
- SPSS
- ArcGIS

To access the computers in the labs, each user is required to login using their Saint Mary's University of Minnesota username and password. New students will receive their username and default password in the admissions packet once they are accepted for admission. Students should login to WebTools and set a personal password prior to coming to campus.

Students are charged for printing in the computer labs, and are included in their monthly billing statements. The printing charge per page is \$ 0.10.

WebTools

WebTools is a web-based application that you can access to view your student records and financial information while attending Saint Mary's University of Minnesota. You are able to:

- Review your academic record
- Register and withdraw from classes.
- Retrieve your course schedule.
- Retrieve grades.
- Update personal information including address, telephone, and contact information.
- Pay tuition account.
- Retrieve an unofficial transcript.
- Reset passwords for all IT systems, including Blackboard, Webmail (E-mail) and WebTools.
- Retrieve personal financial records, i.e., bills and balances.

To access the WebTools application, you need to use your Saint Mary's of Minnesota username and password.

Access WebTools at: <https://webtools.smumn.edu>

Google Apps for Education

Google Apps for Education is a free suite of hosted communication and collaboration applications. Google Apps includes Gmail (webmail services), Google Calendar (shared calendaring), Google Docs (online document, spreadsheet, presentation, form creation and sharing), and Google Drive for cloud-based online file storage.

Webmail (E-mail) powered by Google

Students are required to maintain and use a Saint Mary's University of Minnesota e-mail account at no charge. This account can be accessed via the Internet from any location. New students will receive their e-mail address in the admission packet once they are accepted for admission. Students are responsible to check their Saint Mary's University of Minnesota e-mail regularly.

To access Webmail, you need to use your Saint Mary's University of Minnesota username and password.

Access Webmail at: <http://webmail.smumn.edu>

Google offers Saint Mary's University of Minnesota the option of logging onto their Webmail at <http://mail.google.com> also. When logging in on Google's page, your username is your email address (username@smumn.edu).

Blackboard

Blackboard is a learning management system used by most of the courses offered by Saint Mary's University of Minnesota. Using Blackboard, course-specific information (i.e., course syllabi, handouts,

assignments, Internet links, discussion forums, and contact information) can be accessed.

To access Blackboard, you need to use your Saint Mary's University of Minnesota username and password. Access Blackboard at: <http://courses.smumn.edu>

Wired and Wireless Network Access

Both students and faculty can access the network on-campus by connecting their computer to the wireless network. Network access may require the use of your Saint Mary's University of Minnesota username and password.

Guidelines for the use Simulation Labs

The intent of this policy is to address the use of the Park Avenue North Building (PAN), Rooms 21, 22, 23 and 24 when these rooms are being used as simulation rooms / labs and video, audio or still images are being produced or transmitted. These rooms are equipped with video taping, audio taping and closed circuit projection capability. They may be used by any program for the purpose of allowing students the opportunity to apply principles taught in class to simulated practice.

Definitions

"Media" refers to any portable media storage device, audio tape, video tape, DVD or still image.

"Production" refers to all resulting audio, video or still images.

"Transmission" refers to the broadcast or use of stored or live of images or audio to another location.

Use of the Facilities:

The use of the video, audio and/or closed circuit projection equipment in the labs is restricted to Saint Mary's University of Minnesota faculty, administrators and registered students.

Any media produced and/or stored is considered to be University property and part of the student's academic record. Productions and management of media is to be in accordance to FERPA. Recordings may be saved on a thumb drive/backup hard drive if the student has executed the Confidentiality Agreement included as part of this policy. Recordings are for educational purposes and debriefing opportunities with the appropriate faculty, staff and students. The confidentiality agreement signed by students protects privacy and discourages inappropriate discussion of the video contents or student's performance in the simulation scenarios. Any viewing or publication in a non-educational setting, such as posting on YouTube, is unacceptable and unethical and will result in dismissal from the program.

Requests to use these rooms must be scheduled through the room scheduling staff.

Program administrators and/or faculty members must be fully trained by the Information Technology Department on the use of the equipment in the labs prior to using the equipment.

A member of the Information Technology Department must be contacted if any equipment is not functioning properly or any supplies need to be restocked. Portable media storage devices must be purchased by the department.

Program specific equipment is not to be left or stored in the labs. Any program specific equipment is to be returned to the respective department after use in the lab rooms.

For additional information please refer to the policies entitled; "Policy on the Appropriate Use of Technology Resources," "The Use of Simulation for Teaching," "The Use of Produced Video / Audio Media for Grading Student Performance," "Producing Video / Audio Media for Demonstration or Teaching," and "Using Portable Media as Exhibits in Program Accreditation Reports."

The Use of Simulation for Teaching

Simulation enhances the educational process by allowing students to apply concepts learned in the classroom to simulated situations. These simulated exercises are to be used for role playing only; no actual care, counseling or practice may be offered or provided. University faculty or program personnel must be present, either directly or via video observation during any simulated activity. Their presence must be evident to the participants and/or administration whenever the simulated activities are taking place.

Any activity that provokes the recall or relation of emotions from real life experiences that are unsettling, disturbing or offensive to any of the participants must be stopped immediately by the participating student(s), attending faculty member or program administrator. It is the responsibility of the attending faculty member or administrator to return the activity back to role playing.

The use of media is intended for teaching or assessing student performance only, any other use is prohibited. Please refer to the policies entitled; "The Use of Produced Video / Audio Media for Grading Student Performance," "Producing Video / Audio Media for Demonstration or Teaching," "The Production of Video / Audio Media at Off Campus Locations" and "Using Portable Media as Exhibits in Program Accreditation Reports."

The Production of Video / Audio Media Involving Student Participation

Facilities may be used to produce media, using images or voices of students. These productions may be used for demonstration, return demonstration, course grading, assignment grading, or teaching. All student participants must sign a consent indicating that they are willing to participate. Any media produced and/or stored is considered to be University property and/or part of the student's academic record. Productions and management of media is to be in accordance to FERPA. All produced media must be used for educational purposes only.

The Use of Produced Video / Audio Media for Grading Student Performance

Syllabi for courses using the production of video, audio or still images media of simulated exercises must contain a statement describing the purpose of production and specific grading criteria. All syllabi must be approved through the Curriculum Committee prior to course delivery.

Any produced media containing video, audio or still images from simulated exercises is considered property of the university and is subject to FERPA regulations. Media used for grading in a course must be secured by the Program Director or their designee until the course is finished and enough time has elapsed for a student to institute a grade grievance procedure. Once that time has passed, all media is to be destroyed. Productions made for student assessment or grading may not be recorded on any portable media devices or other medium.

Producing Video / Audio Media for Demonstration or Teaching

Facilities may be used to produce media to be used for demonstration or teaching. Media is to be used by Saint Mary's University of Minnesota faculty, program personnel and students only. Prior to production, a release must be signed by all participants. The release must describe how the resulting media is to be used and who will be using it. Permission to use any stored production media must be signed by all participants and kept by the program director until it is destroyed. Permission to use any resulting stored media may be revoked by any participant at any time. Any commercial or personal use of produced media is prohibited. All stored media is to be kept in a secure area as directed by the Program Director.

Using Portable Media as Exhibits in Program Accreditation Reports

Produced media may be used for program accreditation but only if the participants have executed a release authorizing that use.

The Production of Video / Audio Media at Off Campus Locations

This policy pertains to locations that are not leased by the University as space to deliver coursework. It does pertain to any clinical site, practicum site or any location where individuals who are not considered employees, adjunct faculty or students of the University appear in any produced tape.

Use of video or audio production for any activity performed off campus is prohibited without written consent from the institution where the media is being produced. Signed consent from an authorized representative of the institution must be kept by the Program Director. In addition, all participants appearing in the production must execute a release authorizing the production. If a participant does not release the media for use beyond the student's class or clinical practicum, it must be destroyed at the end of the class or practicum unless it is being used to grade student performance. (Please refer to the policies entitled "The Production of Video / Audio Media Involving Student Participation" and "The Use of Produced Video / Audio Media for Grading Student Performance.") Written consents by the authorized representative of the institution and all participants appearing in the production must be received by the Program Director prior to the creation of any media. Produced media and accompanying signed consent forms must be stored in a secure location by the Program Director until the media is destroyed.

Student Services

New Student Orientation — Twin Cities Campus

New student orientation for the Twin Cities campus is held prior to the beginning of each semester. This is an opportunity to become acquainted with the university and the services available to students. All new students are strongly encouraged, and in some programs students are required to attend the orientation session for their programs.

New Student Orientation — Winona Campus

New student orientations for graduate students on the Winona campus are scheduled by program.

Student Health Insurance

Saint Mary's University of Minnesota offers students the option of obtaining health insurance. To be eligible for coverage, students must be registered in at least three credits at the time of enrolling in the program.

The plan is offered through Student Assurance Services, Inc., and is underwritten by Nationwide Insurance Company. For more information, please contact: Student Assurance Services, P.O. Box 196, Stillwater, MN 55082-0196, (651)209-5991, Toll-free: (866)293-6473.

Writing Center — Twin Cities Campus

Purpose

The Writing Center for the Schools of Graduate and Professional programs provides instructional support for academic writing in any program administered through the SGPP, whether the classes meet on the Twin Cities campus or another location. The aim of the Writing Center staff is to develop your writing ability, not simply "fix" papers. Writing Center services are provided in a variety of ways.

Individual Conferences

Meet with a writing consultant who will analyze and respond to your writing and answer your writing questions. Student computers are available in the Writing Center so that you can revise your papers on the spot. The Writing Center offers lessons on APA and AMA styles, grammar, punctuation, organization, and word processing. Consultations are free, but appointments are required. The Writing Center is located in LaSalle Hall.

Online Services

The Writing Center website at www.smumn.edu/tcwrite provides another means of access, particularly if you attend classes outside the Twin Cities. The website features a menu of services, including grammar and rhetorical guides, punctuation and spelling rules, information on APA and AMA styles, links to other university Writing Centers, video tutorials and links for students whose native language is not English.

E-mail

If you cannot meet with a consultant on campus, you can submit your paper electronically when you make an appointment. A member of the Writing Center staff will read and respond by e-mail or set up a telephone conference. Please see the Writing Center website to schedule an appointment.

Workshops

Each term the Writing Center offers fee-based workshops in APA style, word processing for APA, punctuation, PowerPoint presentations, and resume writing. These workshops are described on the Writing Center's website.

Booklet

The Writing Center booklet *Introduction to APA Style* is the required style guide for students in the bachelor degree programs and is often recommended for graduate students. The booklet is an introduction and guide to the *Publication Manual of the American Psychological Association* ("the APA manual") and provides materials to supplement the manual. You can purchase the booklet for less than \$10 at the campus bookstore. If you attend classes outside the Twin Cities, you can download the booklet from our website, under "APA Resources."

Editing Referral

The Writing Center maintains a list of editors available for editing dissertations. You will contract with your editor independently from Saint Mary's University. A list of the editors, with their qualifications and contact information, is available on the Writing Center's website.

Policies

Consultations are limited to 1 hour per student per week and to two consultations per paper. Extended time in the Writing Center requires Writing Center staff collaboration with your instructor or program director, or certification of a learning disability. You will take an active part in the consultation and will provide documentation for sources cited in the paper. Writing Center staff do not proofread or edit for students. A detailed list of Writing Center policies appear on our website.

Appointments

An advance appointment will ensure that a staff member is ready and available to help when you arrive. Students make their own

appointments from our website. Appointments are required for e-mail submissions as well as face-to-face consultations.

Telephone: (612) 728-5154
Toll-free (866) 437-2788, Ext. 154
E-mail: tcwrite@smumn.edu
Website: www.smumn.edu/tcwrite.

Writing Center — Winona Campus

The Winona campus Writing Center is located in Griffin Hall, Office #78, and is accessible through the lower level of Saint Mary's Hall. Offering services for undergraduate and graduate students, you may make an appointment by calling (800) 635-5987 Ext. 1432. The Winona Campus Writing Center operates on the undergraduate College schedule.

Support Services for Persons with Disabilities

Saint Mary's University of Minnesota complies with applicable federal, state, and local laws concerning access to educational benefits and programs. For the purposes of this policy, a student with a disability is one who:

1. Has a physical or mental impairment that materially or substantially limits a major life activity and,
2. Has a record of such an impairment and,
3. Is regarded as having such an impairment.

A student with a disability who requests academic assistance must provide professionally recognized documentation of the disability and the need for services requested. Students are responsible for furnishing current documentation of their disability to the disability coordinator or dean. These diagnostic reports should be within three years of the request for service and should be completed by a physician or other licensed practitioner. Determination of eligibility for academic support services will be made by the disability services coordinator or dean.

Determination of the specific services for eligible students will be made by the disability coordinator or dean with input from any appropriate administrative and faculty members, taking into account the eligible student's stated preferences. The services provided will be within the legal parameters of "reasonable accommodation."

While requests to determine eligibility may occur at any time during the student's career at the university, a request for specific services relating to a preexisting condition must be made at least 30 days prior to the beginning of each course. This time frame allows the university to secure the approved services. The university establishes and maintains curriculum and degree requirements for all students.

Your written accommodation requests and documentation can be mailed to:

Students enrolled in programs through the Twin Cities campus:

Saint Mary's University of Minnesota
Associate Vice President of Enrollment Management and Student Services
2500 Park Avenue
Minneapolis, MN 55404-4403

Students enrolled in programs through the Winona campus:

Saint Mary' University of Minnesota
Disability Services Coordinator
700 Terrace Heights #44
Winona, MN 55987-1399

Textbooks

Twin Cities Campus, Apple Valley Center, Oakdale Center, and Rochester Center

All students taking classes at these locations may purchase textbooks at the Saint Mary's University Bookstore located in LaSalle Hall on the Twin Cities campus or online through stmarys-grad.bncollege.com. Textbook availability is based on registration numbers; students are encouraged to register early.

Students enrolled in master programs may purchase textbooks at Rochester Community and Technical College Bookstore, 851 30th Avenue SE, Rochester (507) 285-7202. Students enrolled in the Doctor of Education program may purchase textbooks Barnes and Noble Bookstore, Twin Cities Campus or stmarys-grad.bncollege.com

Twin Cities Campus Bookstore Refund Policy

Students may return books, with the receipt, for a 100% refund one to six days after the first day of class. From day seven to 14 a 75 percent refund will be given, with the receipt. Books should be returned in the condition they were purchased. Course packs, special print materials, or materials for special session classes are nonrefundable.

Students who drop a class will have two weeks from the first day of class for a 100 percent refund. Proof of schedule change must be obtained from the registrar's office and provided with book and receipt. Course packs, special print materials, or materials for special session classes are nonrefundable.

For hours and questions, contact the Barnes and Noble Bookstore at Saint Mary's University by phone at (612) 728-5170.

Winona Campus

All students taking classes at the Winona campus may purchase textbooks at the Saint Mary's University Bookstore located in the lower level of the Toner Student Center Room #11. Textbook availability is based on registration numbers; students are encouraged to register early.

Winona Campus Bookstore Refund Policy

Students may return books, with the receipt, for a 100% refund one to six days from the start date of that class. Books must be in the condition that they were purchased (including shrink-wrapped items). Course packs, special print materials, or materials for special session classes are nonrefundable.

Students who drop a class may return books, with the receipt, two weeks from the start date of that class to return those books for a 100% refund. Proof of schedule change must be obtained from the registrar's office and brought in with items to be returned as well as the

receipt. Course packs, special print materials, or materials for special session classes are nonrefundable.

For hours and questions, contact the Barnes and Noble Bookstore at Saint Mary's University by phone at (800) 635-5987 ext. 1570 or visit our website st-marys.bncollege.com

Security

Saint Mary's University of Minnesota is committed to creating a safe environment free from physical, sexual, emotional, and intellectual harassment and assault. Services are provided to promote such an environment. Refer to the policy against discrimination, harassment, and assault. Saint Mary's has many safety precautions in place and are always working to ensure that the Winona and Twin Cities campus emergency alert equipment, facilities and policies remain up to date. At our various centers, safety is entrusted to the security services provided by each facility.

Campus Crime Statistics

Campus Crime Statistics for the Twin Cities and Winona campus' are available on the Campus Safety website.

Twin Cities Campus Security Services

Lighting — Special care has been taken to provide bright outside lighting on the building and in the parking lot. Shrubbery is kept low in public areas.

Building Access — The La Salle Hall and Park Avenue North building entrances are open during business hours. Martin de Porres Hall and Mother Teresa Hall are maintained as locked buildings at all times.

Security Service — Campus Safety personnel are available during business hours to assist in emergencies, provide campus escorts, and enforce parking restrictions. Guards are stationed in the parking lot and throughout the premises.

Security Paging — The security office is located in La Salle Hall and messages may be left on voice mail at (612)728-5159. Security staff can be reached by radio from the reception desk or by phone at (612) 325-1384.

Winona Campus Security Services

Security Services — Campus Safety personnel are available 24 hours a day to assist in emergencies, provide campus escorts, and enforce regulations detailed in the Community Planner and parking policy. They also patrol all administrative and residence halls to maintain security at all times.

Security Paging — Security staff can be reached by contacting the switchboard by dialing "511" from any on-campus phone.

Reporting Criminal Actions

All criminal actions occurring on the university premises must be reported to the Minneapolis Police Department (Twin Cities) or the Winona Police Department (Winona) and to the university. Security

services employed by the university are considered a service to students, faculty, and staff in assuring their own personal safety. University security personnel do not have the authority to make arrests. The Minneapolis or Winona Police Department is called for all criminal actions.

Students should report crimes to the university by using forms available in the security office. The university will respond as you request on this form. Confidentiality is assured by maintaining the forms in a locked file and by only using the aggregate numbers in reports each September. Should it be necessary to alert the members of the campus community to the occurrence of a crime, a special memorandum will be issued from the Office of the Vice President and made available to all students.

Students may use the university's internal grievance procedure to handle actions of discrimination, harassment, or assault from within the university community.

The Twin Cities campus recognizes no off-campus student organizations and is not responsible for unofficial meetings of students, faculty, or staff.

Emergency Notification System

Saint Mary's University has contracted with Blackboard Connect Inc., a subsidiary of Blackboard Inc., to provide a multi-modal communication service to deliver time-sensitive notifications to students and staff. This service has been recently implemented to provide administration and security staff the ability to reach students and staff members with information and updates during unforeseen events or emergencies, within minutes, through phone calls, e-mails and/or text messages. Information related to school closure due to weather or other emergencies will be sent via this service. The Connect-ED system delivers messages via four different modes of communication, including: voice messages delivered to home phones, work phones, and cell phones; e-mails to e-mail addresses; text messages to cell phones, PDAs and other text based devices; and TTY/TDD receiving devices for the hearing impaired. To ensure Saint Mary's University has the most up-to-date contact information please verify and update your emergency contact information in WebTools. Voice messages and e-mails are not optional and will be delivered to the contact information you provide. You may opt-out of the text messages to your cell phone at any time by replying "STOP stmarys" or "QUIT stmarys" to 23177. Contact information included in the Connect-ED service will only be used for campus notifications and will not be made available to any other service.

Cancellations Due to Weather

The decision to cancel classes is made by university administrators. Canceled classes will be rescheduled.

Twin Cities Campus and Oakdale Center

Students attending classes on the Twin Cities campus and Oakdale centers are advised to listen to WCCO-AM 830 or KSTP-AM 1500. Students may also dial the general number, (612) 728-5100, to hear the answering system broadcast message that is updated to communicate weather-related cancellation information after an official decision has been made.

Partners in Higher Education, Apple Valley Center

Students attending the Apple Valley center may call (651) 423-8600 or listen to WCCO-AM830 or KSTP-AM.

Winona Campus

In Winona, students will hear announcements on KWNO (FM99.3 and AM1230), KAGE (FM95.3 and AM1380), KHME (FM101.1), and KSMR (campus radio station).

Rochester Center

Students attending the Rochester center may listen to KROC (FM106.9 and AM1340) for announcements, and WIZM (FM93) will announce a closing in LaCrosse.

Off-Campus Sites

An individual decision is made for each site generally by the program director or site coordinator. Site coordinators and faculty members will be notified of the decision to cancel at a particular site. Voicemail, e-mail and calling trees, if previously arranged, will be activated.

Campus Ministry

Twin Cities Campus

Drawing on the university's Catholic roots, the goal of the campus ministry is to offer services in our church's traditions, to extend a supportive, spiritual, and ecumenical environment for all members of our campus community, and to draw strength through greater involvement with our inner selves and the university.

The Saint La Salle Meditation Chapel is located on the first floor of La Salle Hall at the Twin Cities campus. The chapel offers a quiet space for meditation and prayer to students, faculty and staff. In addition, there are regularly scheduled liturgies and reflection services for members of the campus community. These times are posted in advance of the day the event is offered.

The Campus Spirituality Team was formed as an outgrowth of campus ministry at the university's Twin Cities campus. The purpose of the team is to foster a sense of spiritual connection among the students, faculty, staff, and families at the campus in an inclusive and ecumenical manner. Special events are planned during the year. The team hopes that its efforts are able to enrich the lives of those working or studying at Saint Mary's University of Minnesota.

Winona Campus

Campus ministry prides itself on its student leadership and campus-wide involvement, with over 22 student-led groups/programs and 400 students, faculty, and staff involved. There is an opportunity for everyone.

The Office of Campus Ministry is located in the Toner Student Center, Room 5. The office is staffed during regular business hours (8 a.m. – 4:30 p.m.) throughout the undergraduate College academic schedule.

Graduate Continuing Education Programs

The Professional Development Initiatives for Educators (PDI) program at Saint Mary's University believes that professional development programs should have a results-driven approach, where teachers and their students demonstrate the outcomes of professional development initiatives. Guided by best practice, responsiveness, and relevancy, the Professional Development Initiatives for Educators program provides graduate-level professional development courses and programs for K-12 educators.

The PDI program designs, delivers, and supports professional development courses and programs through the Graduate Professional Development for Educators (GPDE) program each semester. Courses in the GPDE program are offered for practicing educators and master's level degree-seeking students. The PDI program also collaborates with schools and/or districts in developing frameworks for transformative professional development. Such programs should stimulate and support site-based and teacher-generated professional learning meant to improve and transform practice. The PDI program collaborates with affiliate programs for the delivery of relevant professional development courses to support practicing teachers.

Professional programs that are grounded in knowledge about teaching and learning and demonstrate respect for teachers as professionals and adult learners are central to the Professional Development Initiatives program at Saint Mary's University. Above all, Saint Mary's University believes teachers need to embed their learning in their teaching and become teachers as inquirers, collaborators, and leaders.

Aligning with the mission of Saint Mary's University of Minnesota, the Professional Development Initiatives program provides relevant and rigorous academic experiences for adult learners through an integration of practical, professional, and ethical education offered in dynamic and caring environments as part of their Schools of Graduate and Professional Programs. Such initiatives promote individual growth and organizational development.

Program Outcomes

Congruent with what research on professional development reports, the Professional Development Initiatives for K-12 Educators program has identified the following outcomes for professional development learning opportunities it supports. The Professional Development Initiatives program invites and challenges teachers to do the following:

1. Engage in collegial learning that reflects the values of a professional learning community where they learn from and with one another.
2. Follow an inquiry-based model that connects their professional development needs to their classrooms.
3. Participate in inquiry that deepens their understanding of teaching and learning in a meaningful, complex, and sustainable manner.
4. Engage in ongoing reflection and dialogue to develop and demonstrate understanding about their practice.
5. Connect their learning to their curriculum by deepening their understanding of their subject matter.

6. Connect professional practice to educational research and standards for learning and content areas (as appropriate to focus of the professional development).
7. Apply their learning to their teaching, site-based, and district initiatives.
8. Engage in assessment of learning prior to, throughout, and after the professional learning experience.
9. Document evidence of their understanding in an ongoing way.
10. Document the impact their learning has on their students' achievement.
11. Share their learning with other educators.

PDI Programs

Graduate Professional Development Courses

The Graduate Professional Development for Educators (GPDE) program at Saint Mary's University offers professional development courses each semester for educators who are seeking to advance their understanding of best practices and research. The GPDE program structures its courses so that educators directly apply their learning to their teaching and focus their understanding on student achievement in K-12 classrooms.

The GPDE program provides core and general elective courses for the Master of Arts in Education and the Master of Education in Teaching and Learning programs at Saint Mary's University. Participants in the master degree programs in education need to consult with their program director as to the transferability of the GPDE courses. The GPDE courses are also open to educators seeking license renewal credits and/or the knowledge and skills to enhance their teaching.

School Based Initiatives

The PDI program serves the professional development needs of teachers and schools as schools move toward more school/district initiated professional learning. The PDI program responds to and supports the professional development needs of teachers and schools by offering graduate credit for site-based initiatives, customizing credit options to support district initiatives, and/or tailoring Saint Mary's University courses and/or programs to meet the needs of educators.

Best Practices Academy

The Best Practices Academy (BPA) designs and delivers professional development seminars to empower educators and promote leadership. Practicing educators explore best practices and research-based strategies by interacting with and applying the strategies to their classroom and school communities. Seminars can also be developed and/or customized for school or district-based professional learning initiatives.

Affiliate Programs

The PDI program works with affiliate programs to collaboratively develop professional development courses for practicing K-12 educators. The affiliate programs follow, develop, and deliver graduate courses that follow the philosophy of the PDI program. Saint Mary's University is the credit-granting institution for graduate courses offered through Origins.

Program Admission

Courses in the PDI programs are open to practicing K-12 educators and those who are master's degree-seeking students at Saint Mary's University. Those students not enrolled in a graduate program will be admitted as special, non-degree-seeking students. Visit gpde.smumn.edu, pdi.smumn.edu, or bpa.smumn.edu to learn more about registration and admission processes.

Accounting Certificate

Saint Mary's University developed the Accounting Certificate program to provide those who already have an undergraduate degree with a foundation for the CMA and CPA exams. The certificate program consists of 36 credits, including 24 upper-division accounting credits and courses in Managerial Ethics and Business Law. Certificate students who transfer in AC200 and AC205 can complete the certificate program with 30 credits.

Program Outcomes

Graduates of the Accounting Certificate program are expected to be able to do the following:

1. Record, analyze, interpret, and report financial information using Generally Accepted Accounting Principles (GAAP).
2. Analyze and interpret financial and non-financial information to aid decision-makers within an organization.
3. Understand and follow the laws and regulations applicable to accounting practice.
4. Apply internal control procedures based on auditing principles and risk analysis.
5. Prepare tax returns based on accurate understanding of tax laws.
6. Understand the global and economic business environment in which an organization operates.
7. Incorporate an ethical perspective into the accounting environment.
8. Use appropriate technology to maintain systems, analyze data, and communicate results.

Degree Requirements

Required Accounting Courses or Transfer Courses	6 cr.
Required Accounting Courses	24 cr.
Required Management Courses	6cr.
Total	*36 cr.

(*students who transfer in AC200 and AC205 can complete the program with 30 program credits)

Required Courses

AC200 Financial Accounting Principles (3 cr.)

This course is an introduction to the accounting principles and procedures used to maintain an organization's financial records and to prepare its financial statements for use by its stakeholders. Topics include an introduction to the accounting profession, the accounting

cycle and process of analyzing and recording transactions, and the Generally Accepted Accounting Principles used in the preparation and analysis of financial statements.

AC205 Managerial Accounting Principles (3 cr.)

Prerequisite(s): AC 200

This course is an introduction to the managerial accounting and reporting systems used for decision-making purposes. Topics include cost accounting and variances, cost-volume-profit relationships, job order and process cost systems, budgeting and measuring performance, and an introduction to the time value of money and the capital budgeting process.

AC300 Intermediate Accounting I (3 cr.)

Prerequisite(s): AC 200

This course is a comprehensive study of financial accounting theory. Topics include the formation of Generally Accepted Accounting Principles (GAAP), financial statement presentation and valuation, revenue recognition concepts, time value of money, cash and marketable securities, accounts receivable, and inventories.

AC305 Intermediate Accounting II (3 cr.)

Prerequisite(s): AC 300

This course is a continuation of the comprehensive study of financial accounting theory. Topics include fixed assets and depreciation, long-term investments, current and contingent liabilities, long-term liabilities, contributed capital, leases, accounting for income taxes, earnings per share, and post-retirement benefits.

AC310 Taxation (3 cr.)

Prerequisite(s): AC 200

This course provides an introduction to corporate federal income tax law. Tax provisions and administrative rules pertaining to corporations and alternative organizational structures are examined.

AC315 Cost Accounting (3 cr.)

Prerequisite(s): AC 205

This course covers cost accounting as it applies to both manufacturing and service organizations. Topics include job order and process cost systems, budgeting, standard costing, and other selected accounting topics which are used in

AC400 Advanced Accounting (3 cr.)

Prerequisite(s): AC 305

This course examines advanced accounting problems, theory, and financial statement presentations. Topics include consolidations, business combinations, governmental and non-profit reporting, partnership accounting, and foreign exchange transactions.

AC405 Auditing (3 cr.)

Prerequisite(s): AC 300

This course covers audit theory and practice. It emphasizes applying audit theories and procedures in the examination of a company's financial statements by a certified public accountant. Auditing standards, professional ethics, legal responsibilities, and current auditing trends are discussed.

AC410 Corporate Finance (3 cr.)

Prerequisite(s): AC205

This course is an in-depth study of corporate financial management strategies. It focuses on decisions regarding risk and return, the management of current assets and current liabilities, capital budgeting using the time value of money concepts, and the maximization of shareholder wealth in a global economy. It also examines organizational use of the stock market and other financial institutions and systems.

Elective Courses

AC308 Individual Taxation (3 cr.)

Prerequisite(s): AC 200

This course provides an introduction to federal income tax law and regulations for individuals. Topics include an introduction to federal taxation, determination of gross income and taxable income for individuals, self-employment business income, special tax situations, ways of minimizing individual taxes and an introduction to estates and trusts.

AC415 International Accounting (3 cr.)

Prerequisite(s): AC 400

This course examines the accounting and reporting issues of foreign owned operations faced by large international firms. Topics include the differences in the accounting principles followed in various countries, determination of the appropriate method to be used in translating and consolidating foreign owned entities with the parent organization, and the harmonization of accounting principles around the globe.

AC420 Forensic Accounting and Auditing (3 cr.)

This course examines forensic accounting and the procedures used to review and identify fraudulent transactions. Topics include fraud audit techniques, policies and safeguards for the prevention of fraud, and the use of technology in the forensic audit process.

Required Management Courses

MG305 Managerial Ethics (3 cr.)

This course examines the moral issues to be considered by managers in the 21st century global economy. Also examined are the ethical frameworks and reasoning skills relevant for resolving moral dilemmas in business organizations. The social, political, global, and economic environments within which moral issues occur are assessed. Finally, the legal and regulatory forces that impact ethical decision making in business organizations are examined.

BU400 Business Law (3 cr.)

This introductory course examines the legal context for business, including the legal and regulatory system, the law of contracts, property laws and torts, and forms of business organization, including partnerships and corporations. The course also introduces law and regulation which affect business activities, including employment law, securities, antitrust, bankruptcy, consumer protections, and environmental laws.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to undergraduate certificate programs at any time during the year and, if accepted, begin the program during any one of the three semesters. Applicants must have a bachelor's degree. Applicants must demonstrate the language proficiency necessary for successful completion of undergraduate coursework. Applicants must complete an interview with a program administrator as part of the admissions process.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission, or veterans and active military personnel) and,
2. Evidence of a bachelor's degree.

Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Surgical Technology Certificate

The Surgical Technologist is an important member of the patient care team, responsible for a wide variety of duties, including preparing the patient for surgery, assisting the surgeon and other operating room personnel, and participating in specialty procedures outside of the operating room. The Surgical Technology undergraduate certificate program is designed to provide students with the knowledge, skills, and attitudes to participate effectively in the perioperative environment.

Coursework includes an emphasis on the biological sciences, pharmacology, operating room technique and professional conduct. A wide variety of surgical experiences is obtained at local hospitals and surgical facilities.

Upon completion of the 16-month program, the students receive an undergraduate certificate with 46 semester hours of undergraduate semester credit. Upon graduation, students are eligible to begin work and take the Association of Surgical Technologist (AST) national certification exam.

Students in Surgical Technology must be able to perform under pressure in stressful and emergency situations, demonstrate manual dexterity, physical stamina required to stand for long periods of time, and lift heavy equipment. They must be able to prioritize work quickly and accurately. They must be able to relate well in a team and demonstrate care of the surgical patient.

Program Outcomes

Graduates of the Surgical Technology program are expected to be able to do the following:

1. Integrate a comprehensive understanding of medical terminology into the practice of surgical technology.
2. Apply a basic understanding of anatomy, physiology, pathophysiology, pharmacology, and microbiology to assisting with surgical procedures.
3. Demonstrate proficiency in the application of aseptic technique in all aspects of the surgical care of patients.
4. Demonstrate basic competence in the use of surgical instruments, supplies, and equipment used to provide patient care.
5. Communicate effectively and respectfully with all members of the surgical team.
6. Work effectively with a diverse population.
7. Demonstrate understanding of the ethical implications of personal actions.
8. Acquire new knowledge through to participating in continuing education activities.

Degree Requirements

Semester One

ST105 Medical Terminology (1 cr.)

This course is designed to provide the student with the skills necessary to identify, pronounce, spell, and use correct medical terminology.

ST110 Anatomy and Physiology (5 cr.)

Following a systems approach, this course covers the organization and structure of the human body with emphasis on the physiologic function and interdependence of organ systems. Topics include the organization of the human body, cellular function, tissue classification, the integumentary, skeletal, muscular, nervous, respiratory, digestive, urinary, lymphatic, reproductive, endocrine, immune, and circulatory system (both central and peripheral), the special senses, and blood and body fluids.

ST115 Introduction to Surgical Technology (3 cr.)

This course provides the student with a broad background of today's American health care industry and the role of health care providers with an emphasis on surgical technology. Specific topics include the history of the development of surgery as a medical specialty, health care delivery systems and facilities, hospital organization and management, introduction to the surgical team, the role and function of surgical technologists, and the ethical, moral, and legal responsibilities applicable to implementing standards of care. The course includes in-depth discussion of a patient's emotional and physical response to illness and surgery. In addition the student is introduced to the physical layout of an operating room, including furniture, proper attire, and traffic

ST120 Health Care Ethics (1 cr.)

This course presents the ethical theories and conceptual framework that support ethical decision making. The Surgical Technologist Code of Ethics, ethical events that occur within the operative setting, and professional responsibility in the delivery of safe, effective, and competent patient care by the Surgical Technologist are presented.

Semester Two

ST150 Microbiology and Wound Healing (3 cr.)

This course addresses the structure and function of the cell, pathogenic and non-pathogenic organisms, microscopy and the microscope, classification of microorganisms, genetics, growth factors, and other characteristics of bacteria, microbes and the environment, nosocomial infections, prevention of disease transmission, the three lines of body defense mechanisms, sanitation, sterilization, and disinfection, wound healing, the infectious process and immune response. Allergy and hypersensitivity are addressed in terms of both patient and the surgical technologist. Special attention is paid to how tissues react and are restored to normal functions following surgical trauma.

ST160 Pharmacology (4 cr.)

Students review basic math skills and learn a framework of pharmacological principles in order to apply them in the surgical environment. Commonly used medication with surgical applications are reviewed in depth including antibiotics, diagnostic agents, diuretics, drugs affecting the gastrointestinal system, hormones, drugs that affect coagulation, ophthalmic agents, preoperative medications anesthesia agents for general and regional techniques. Specific topics include basic math with emphasis on the metric system, percentages, and proportions; basic pharmacological principles, including pharmacokinetics and pharmacodynamics; drug administration routes and methods; blood and fluid usage; drug reactions, including malignant hyperthermia; and, allergic reactions.

ST170 Operating Room Principles I (3 cr.)

Prerequisite(s): A grade of C (2.0) or better in ST115

This course introduces the core principles of aseptic technique, sterilization and disinfection, the reprocessing of surgical instruments and supplies. Each student learns to perform a surgical scrub, don gowns and gloves, change gowns and gloves when contamination occurs, and gown and glove others. Patient transportation and patient positioning are demonstrated and practiced. Preparation of the patient for surgical procedures is covered including urinary catheterization and skin preparation. The course also includes the principles of draping a patient and setting up a back table and mayo stand. Basic instrumentation, sutures and surgical needles are covered. Related topics addressed are the methods of achieving hemostasis, care and handling of specimens, the appropriate response to emergencies resulting from blood volume emergencies, respiratory emergencies, cardiac emergencies, malignant hyperthermia, anaphylactic allergic reactions, and seizures.

ST171 Operating Room Application I (4 cr.)

Prerequisite(s): A grade of C (2.0) or better in ST115

This course is designed to augment the classroom theory presented in ST170 and provides the opportunity to repeatedly scrub, gown, and glove themselves and others, reprocess surgical supplies, activate the flash sterilization cycle, drape and set up a back table and mayo stand with instruments and basic supplies appropriate for a laparotomy procedure, accept and label medications, drape a patient and take down the drapes and instruments following the conclusion of a procedure. Passing of the Skills Assessment of basic competence of aseptic technique, the setting up of a mayo stand and back table, and draping of the patient is required.

ST172 Skills Assessment I (0 cr.)

Prerequisite(s): A grade of 80% (BC) or better in ST115. Concurrent enrollment in ST170 and ST171.

This course is an exam that assesses the demonstration of the clinical skills necessary in order to proceed into ST250 and ST251.

Semester Three

ST250 Operating Room Principles II (6 cr.)

This course reviews the pertinent anatomy, physiology, and common pathophysiology related to general procedures, obstetrics and gynecological procedures, orthopedics, ENT, ophthalmology, neurological procedures, cardiothoracic and peripheral vascular surgery, urologic, maxillofacial, plastic, and pediatric procedures. Conditions that warrant surgical correction are discussed in depth. Common specialized instruments by type, function, name, and supplies are discussed in the context of each specialty. Common procedures in each of the surgical specialty areas are explained in detail including indication for surgery, anatomy involved, anticipated incision, patient position and prepping, draping, and step-by-step explanation of the procedure. This course is coordinated with the content of ST251.

ST251 Operating Room Application II (6 cr.)

Prerequisite(s): A grade of C (2.0) or better in ST170, Passage of the Skills Assessment in ST171

This course provides the clinical environment in which to practice the theories and skills covered in ST250. Students have repeated opportunities to scrub, gown and glove themselves and others, drape and set up a Mayo stand and back table appropriate for general laparotomy, gynecological, orthopedic, ENT, and urologic procedure. Each student learns to handle instruments, suture and needles and sterile supplies. Progress of skill mastery is assessed and evaluated by return demonstration methods. Passing of the Skills Assessment of aseptic technique, the setting up of a mayo stand and back table, draping of the patient, handing and receiving supplies, surgical instruments, suture, and needles, is required. Concurrent registration is required in ST250.

ST252 Skills Assessment II (0 cr.)

Prerequisite(s): A grade of 80% (BC) or better in ST170, and 85% (B) or better in ST171. Concurrent enrollment in ST250, ST251.

This course is an exam that assesses the demonstration of the clinical skills necessary in order to proceed into ST270/ST280 Clinical Practicum.

Semester Four

ST270 Clinical Practicum I (5 cr.)

Prerequisite(s): A grade of C (2.0) or better in ST250, Passage of the Skills Assessment in ST251

Students are assigned to a clinical facility and assist with surgical procedures within the operative setting under the personal supervision of a clinical preceptor. This practicum is designed for the student to integrate knowledge and theory from previous classes and to develop specific psycho-motor skills as a surgical technologist. Clinical assignments are based on a set of clinical performance objectives that must be met prior to the completion of the semester. Students participate in bi-weekly clinical conferences to debrief current learning and synthesize knowledge with practice. Also covered in these bi-weekly sessions are professional topics such as understanding the roles, responsibilities, and variety of personalities that comprise OR settings, the development of a resume and cover letter, completion of an application form for employment, and the development of answers to commonly asked interview questions.

ST280 Clinical Practicum II (5 cr.)

Prerequisite(s): A grade of C (2.0) or better in ST270

In this course, the student continues to assume a role with greater responsibility on the surgical team at a different clinical facility than the first rotation. Specialty procedures are scheduled as part of the student's learning opportunities. Students may have the opportunity to obtain experience in areas outside of the main operating room, such as labor and delivery, the instrument room, special procedures area, the outpatient setting, and other procedure areas. During this course, the student follows a patient through the entire perioperative experience from preoperative preparation, through the OR and postop recovery. The student demonstrates clinical proficiency to an employment-acceptable level in general and commonly performed specialty procedures. Bi-weekly clinical conference days continue for debriefing of the clinical experience, professional development, and a simulated interview situation.

Faculty

The faculty for the Surgical Technology program consist of Certified Surgical Technologists who demonstrate a high level of competence in the field of Surgical Technology, Registered Nurses who hold a B.S.N. or M.A., and current CNOR who have a depth of operating room experience in both the circulating and scrub role. The faculty also includes professionals in the biological sciences and ethical field who hold B.S., M.A., and or Ed.D. degrees.

Admission Requirement

Applicants must submit an official high school transcript or an official copy of GED completion. Applicants who took the GED before 2002 must have a minimum score of 300. Beginning with the 2002 series GED Tests, the minimum passing standard set by the GED Testing Service is an average of the five individual subject area test scores of 450 or greater. No prior health care industry experience is required for admission, however, a background in general math, anatomy/physiology, biology, health and life sciences, medical terminology, and nursing assistant skills can be helpful. Students must demonstrate acceptable physical health that meets the stamina, stress and physical dexterity requirements of the surgical technology role. Applicants must demonstrate the language proficiency necessary for successful undergraduate coursework. Applicants must complete an interview with a program administrator as part of the admissions process.

Application Process

Applicants must submit:

1. A completed application form and non-refundable application fee.
2. Transcripts from their high school, GED, and from any post secondary educational institutions.

Applicants must complete a criminal background check as required by the State of Minnesota. This check will be repeated every 12 months for students who are enrolled in the program.

Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Undergraduate Requirements and Shared Core Courses

Undergraduate Degree Requirements

1. A minimum of 122 semester credits is required for graduation with a bachelor of science degree from Saint Mary's University of Minnesota.
2. Students must demonstrate competency in 5 thematic general education areas prior to graduation. No course can fulfill more than one general education requirement.
3. At least 36 classroom-based semester credits must be completed at Saint Mary's University as designated by specific program requirements.
4. At least 62 of the total 122 degree credits must be transcribed credit from a regionally-accredited institution of higher learning.
5. A minimum of 60 credits must be in a classroom, online, or blended setting.
6. Six credits must be in the Communication Core.
7. Students must have at least a 2.0 grade point average to graduate.

Double Major Requirements

Students at the bachelor's level may elect to pursue two or more majors in the bachelor of science program. Multiple majors will be granted upon the successful completion of the following:

- required courses for all programs;
- minimum of 54 credits total completed at Saint Mary's University; and
- all other requirements for the Bachelor of Science degree.

University Delivery

Each of the three semesters of Saint Mary's University's academic year are divided into two seven-week sessions. Fall semester is September through December, Spring is January through April, and Summer is May through August. Students can begin classes anytime throughout the year.

Saint Mary's offers a flexible program offered primarily in the evenings with some weekend sessions. Students may take as few or as many classes as they can manage successfully each semester. Six credits per semester is considered half-time status whereas full-time status requires the student to take 12 credits per semester.

Financial aid is available to bachelor degree completion students taking a minimum of six semester credits.

Courses are offered on the Twin Cities campus and at approved off-campus locations. Students are free to take courses at any of the sites unless the schedule indicates that the site is open to employees only.

General Education Requirements

The general education requirements, along with the core program curriculum at Saint Mary's University, reflect a commitment to Saint

Mary's mission to "awaken, nurture and empower learners to ethical lives of service and leadership." The general education requirements ensure that graduates have acquired a breadth of knowledge and skills enabling them to think critically to engage the world around them, to understand the ethical implications of their actions, and to communicate with diverse audiences. This core learning provides a broad foundation upon which students build expertise in their professional field while allowing them to explore new areas as lifelong learners.

Five themes have been identified that reflect areas of knowledge that are foundational to a well-educated individual of the 21st century. The themes encompass learning throughout multiple disciplines and are Creativity and Human Expression, Global Human Perspectives, Ethics and Civic Responsibility, the Natural World, and Engaging the Future.

A minimum of 30 semester credits for general education requirements must be distributed among the themes as follows:

Creativity and Human Expression 9 cr.

3 cr. humanities

3 cr. fine arts

3 cr. oral or written communications

Global Human Perspectives 3 cr.

Ethics and Civic Responsibility 6 cr.

The Natural World 6 cr.

3 cr. math

3 cr. science

Engaging the Future 6 cr.

3 cr. technology

3 cr. from among information literacy, creative problem-solving, lifelong learning, or multidisciplinary learning

These competencies can be demonstrated by:

- Transferring credit for coursework and/or training;
- Completing the Prior Learning Assessment (PLA) process to recognize competence through life experiences;
- Completing a Saint Mary's University course; and/or
- Completing successfully standardized examinations such as CLEP or DSST.

The general education competencies may be addressed in courses within the major. The course content and expectations are designed to facilitate application of the competencies.

Prior Learning Assessment (PLA)

The Saint Mary's University community recognizes that many students come to the university with college-level competencies that have been developed outside the traditional college classroom. Students may obtain college credit for such competencies by participating in the Prior Learning Assessment (PLA) process.

Students seeking credit through the PLA process must first discuss this option with their academic advisor to determine if this is an appropriate choice for them. Students that are recommended by their advisor to

participate in the PLA process are required to take a three-credit course, CM325 Prior Learning Exploration, in which they create a portfolio with evidence of their learning. The PLA portfolio is assessed by a PLA review board for credit. Students may be granted up to 45 credits for their PLA portfolios.

Communication Core Courses

CM309 Professional Writing (3 cr.)

Prerequisite(s): English Composition or equivalent

This course provides strategies for developing a clear, concise professional writing style. A variety of writing formats are addressed. Research for professional documents, writing in an electronic environment, and collaborative writing are considered. Voice, style, audience, purpose, the writing process, and strategies for editing and revision are examined in the context of interpersonal and ethical dimensions.

CM310 Oral Communications (3 cr.)

Communication skills pertinent to organizational settings form the foundation of this course. Effective methods for design and delivery of oral communication are examined. Other topics include communication styles, interpersonal communication skills, dynamics of small group communication, and persuasive speaking.

CM325 Prior Learning Exploration (3 cr.)

This course supports the development of the critical analysis skills for a student to comprehensively document prior learning experience in order to create an e-portfolio to be submitted for consideration for college credit. Emphasis is on the rigorous assessment of prior learning using applicable theories of adult learning, the researching of information as it pertains to the process, and the development of their skills in reflection, reflective and expository writing, and use of instructional technology.

CM330 Academic Writing (3 cr.)

Academic writing focuses on reflective, informational, and persuasive writing directed at an academic audience. Clear summarization of material, critical reading of texts, thoughtful and developed responses, effective secondary research, incorporation of sources into documents, appropriate document of research using APA format, and construction of persuasive and informative academic papers are addressed. The format and style of essays and research papers are explored. The course also emphasizes the development of a strong, formal academic voice and style.

CM409 Technical Writing (3 cr.)

This course focuses on the formal demands, as well as the underlying logic, necessary to meet many complex technical writing situations. Students examine the technical writing process with an emphasis on revision and editing skills. Students explore how style, format, and the use of visuals can affect the quality of their communication. Techniques to strategically adapt technical documents to fit a specific

audience and purpose are practiced. Topics include forms of technical writing, such as definitions, descriptions, manuals, reports, and formal documentation. Aspects of developing technologies and their communication needs are explored.

HS302 Communication Skills for Health and Human Service Professionals I (3 cr.)

This course provides strategies for developing academic and professional writing skills relevant to health and human services. Topics include effective written communication in the workplace and appropriate communication styles based on audience. Academic writing is addressed including using APA formatting, library research tools, and methods for locating and selecting scholarly sources.

HS303 Communication Skills for Health and Human Service Professionals II (3 cr.)

This course builds upon the work in HS302, with continued writing and a focus on oral communication. Effective methods to design and organize academic and professional documents, and present that information orally are addressed. Students are introduced to communication styles and how to effectively deliver oral communication both formally and interpersonally to internal and external groups. Technology is utilized to effectively deliver these messages.

Management Core Courses

BU300 Accounting Principles (3 cr.)

This course is designed to give students the foundations of financial accounting and reporting practices used by decision makers in today's business environments. Financial accounting methods, the accounting cycle, internal controls, and accounting practices for different types of business entities are examined. Also examined are accounting for international operations, and the preparation of both domestic and international-based financial statements.

BU400 Business Law (3 cr.)

This introductory course examines the legal context for business, including the legal and regulatory system, the law of contracts, property laws and torts, and forms of business organization, including partnerships and corporations. The course also introduces law and regulation which affect business activities, including employment law, securities, antitrust, bankruptcy, consumer protections, and environmental laws.

BU403 Applied Business Statistics (3 cr.)

This course introduces students to descriptive and inferential statistics for use in business-related applications. Measures of central tendency and dispersion, simple probability, data analysis, and statistical inference are examined. The use of computer software for analyzing statistical data is addressed.

BU407 Financial Management (3 cr.)

This course is an introduction to the theory and practice of financial management of organizations. Topics covered include the assessment of types of business entities and capital acquisition sources, basic financial statement analysis, the assessment of how income taxes impact the financial decision making process, the evaluation of capital projects using the time value of money concepts, management of an entity's current assets and current liabilities, and the maximization of shareholder wealth.

HR340 Strategic Human Resource Management (3 cr.)

This course examines strategic human resource functions performed in organizations. It includes planning, job analysis and design, job description, recruiting and hiring, training, performance management, regulation, evaluation, benefits, and labor law. Trends impacting the field are examined, including the use of technology in managing human resource functions, and the role of human resources in a global business environment.

HR440 Employee and Labor Relations (3 cr.)

This course provides an introduction to the practical aspects of employer and employee relationships from both union and non-union perspectives. It includes an overview of the basics of labor law and bargaining agreements, the role of the National Labor Relations Board and how each impacts performance among management, supervisors and employees in private, government and public organizations.

HR455 Human Resource Development (3 cr.)

This course explores performance improvement strategies used by business and industry, focusing on employee training and organizational development. It examines how organizations develop employees in alignment with organizational goals and objectives. It explores several methods of measuring training and development.

MG305 Managerial Ethics (3 cr.)

This course examines the moral issues to be considered by managers in the 21st century global economy. Also examined are the ethical frameworks and reasoning skills relevant for resolving moral dilemmas in business organizations. The social, political, global, and economic environments within which moral issues occur are assessed. Finally, the legal and regulatory forces that impact ethical decision making in business organizations are examined.

MG307 Principles of Leadership (3 cr.)

This course presents a broad survey of theory and research on leadership. It examines classical and scientific management perspectives and considers contemporary theories and practices of organizational leadership.

MG311 Economics for Managers (3 cr.)

This course provides an overview of the macro and microeconomics theories used by individuals in various management and business professions. The economic decisions made by households and organizations in various markets are examined. Also examined are the laws of supply and demand, the macroeconomic indicators of the economy, business cycle analysis, the forces of production and consumption, labor market theory, and consumer choice. The impact of government economic policies on organizations is also examined.

MG401 Principles of Management (3 cr.)

This course explores the concepts and theories of management and their application in today's managerial environment. It examines the essential functions of management: planning, organizing, leading, and controlling. MG307 may be taken instead of this course.

MG405 Organizational Culture and Change (3 cr.)

This course focuses on the ability of leaders to understand and manage organizational change. It addresses a broad-based understanding of the nature, function, and complexities of organizations. Ways of dealing with change are developed from sometimes disparate views of organizations.

MG408 Project Management (3 cr.)

This course emphasizes leadership concepts related to directing and coordinating human and material resources for relatively short-term projects that have been established to complete specific goals and objectives. The skills and procedures needed to take a project from definition through completion are presented.

MG412 Critical Thinking for Organizational Leaders (3 cr.)

This course examines the relevance and application of critical thinking and decision making techniques for leadership and management in various organizations. Students identify and evaluate their own leadership and management capabilities. The course focuses on eliciting new leadership insights, and on improving problem solving and decision-making skills. Finally, the course emphasizes the skills leaders and managers in organizations need to articulate reasoned solutions to organizational problems and opportunities. MG415 Total Quality and Team Development (3 cr.)

The focus of this course is the development of total quality or continuous improvement in organizations. It reviews the phenomenon of quality, key theories and theorists, statistical process control, and quality programs. Effective team management is emphasized as one of the key components of quality.

MG445 Entrepreneurship (3 cr.)

This course examines what it takes to start, nurture, and grow a business. Topics include resource gathering, business plan preparation, utilizing innovation and creativity in growing a business, risk evaluation, and leadership skills.

MG450 Operations Management (3 cr.)

This course provides an analytical systems viewpoint for management decision making and problem solving in a production operations setting. Included is an introduction to quality, process design, facility planning and location, scheduling, and materials planning. This course also reviews problem-solving methodologies that apply a systematic approach to problem identification and resolution within a system.

General Education Courses

General Education courses provide exposure to a variety of approaches to learning, culture, and experience.

GE315 General Psychology (3 cr.)

This course provides an overview of the discipline of psychology including basic psychological processes, concepts, and methods. Major theories and contributors are studied.

GE317 Lifespan Development (3 cr.)

Prerequisite(s): GE315; CM309

This course provides an overview of theories of human development and research in the field. Physical, cognitive, emotional, behavioral, and social aspects of lifespan development are covered.

GE330 Arts and Social Change (3 cr.)

This course examines the role and responsibility of the performing, visual, and literary arts in creating social identity and change. The role of the artist, the controversy around censorship, and examples from both historical and contemporary societies are explored.

GE380 Environment and Energy (3 cr.)

This course examines the positive and negative impact of human activity on the natural environment, with a focus on the use of energy. Consideration is given to a variety of energy sources, affordability and environmental impact, as well as analysis of energy and environmental issues portrayed through the media. The curriculum explores issues from a variety of perspectives.

Electives in Other Majors

With approval of the program director, students may register for elective courses in other majors. Students must still complete all requirements within their own majors. They must also meet all prerequisites for non-major courses for which they are registering.

Accounting, B.S.

Accounting is considered the language of business; it is the analysis and recording of economic data and the subsequent preparation of reports and information used in the decision-making process in the management of a company. The Bachelor of Science in Accounting program is designed to prepare individuals for careers in corporations, public accounting firms, government, and not-for-profit organizations. The program develops the technical competencies, communication skills, and ethical frameworks which are valued by today's employers and necessary to succeed in the professional accounting environment.

Students complete courses which provide a foundation for the CMA and CPA exams. Additional courses necessary to fulfill the 150 semester hour requirement for CPA certification are available at the undergraduate level or in graduate programs offered at the university.

Program Outcomes

Graduates of the Bachelor of Science in Accounting program are expected to be able to do the following:

1. Record, analyze, interpret, and report financial information using Generally Accepted Accounting Principles (GAAP).
2. Analyze and interpret financial and non-financial information to aid decision-makers within an organization.
3. Understand and follow the laws and regulations applicable to accounting practice.
4. Apply internal control procedures based on auditing principles and risk analysis.
5. Prepare tax returns based on accurate understanding of tax laws.
6. Understand the global and economic business environment in which an organization operates.
7. Incorporate an ethical perspective into the accounting environment.
8. Use appropriate technology to maintain systems, analyze data, and communicate results.
9. Communicate effectively both orally and in writing.
10. Work effectively with diverse populations and groups.
11. Demonstrate critical thinking skills.
12. Develop strategies for learning new skills and updating knowledge.

Degree Requirements

A minimum of 122 credits is required for graduation with a bachelor of science degree from Saint Mary's University. All students must meet the general education credit requirements. A minimum of 54 credits is required to complete the B.S. in Accounting.

Required Accounting Courses or Transfer courses	6 cr.
Required Accounting Courses	24 cr.
Required Management Courses	15 cr.
Required Communication Courses	6 cr.
Required Capstone	3 cr.
Total	54 cr.

Students who transfer in AC200 and AC205 can complete the program with 48 program credits.

Required Accounting Courses: 27 cr.

AC200 Financial Accounting Principles (3 cr.)

This course is an introduction to the accounting principles and procedures used to maintain an organization's financial records and to prepare its financial statements for use by its stakeholders. Topics include an introduction to the accounting profession, the accounting cycle and process of analyzing and recording transactions, and the Generally Accepted Accounting Principles used in the preparation and analysis of financial statements.

AC205 Managerial Accounting Principles (3 cr.)

Prerequisite(s): AC 200

This course is an introduction to the managerial accounting and reporting systems used for decision-making purposes. Topics include cost accounting and variances, cost-volume-profit relationships, job order and process cost systems, budgeting and measuring performance, and an introduction to the time value of money and the capital budgeting process.

AC300 Intermediate Accounting I (3 cr.)

Prerequisite(s): AC 200

This course is a comprehensive study of financial accounting theory. Topics include the formation of Generally Accepted Accounting Principles (GAAP), financial statement presentation and valuation, revenue recognition concepts, time value of money, cash and marketable securities, accounts receivable, and inventories.

AC305 Intermediate Accounting II (3 cr.)

Prerequisite(s): AC 300

This course is a continuation of the comprehensive study of financial accounting theory. Topics include fixed assets and depreciation, long-term investments, current and contingent liabilities, long-term liabilities, contributed capital, leases, accounting for income taxes, earnings per share, and post-retirement benefits.

AC310 Taxation (3 cr.)

Prerequisite(s): AC 200

This course provides an introduction to corporate federal income tax law. Tax provisions and administrative rules pertaining to corporations and alternative organizational structures are examined.

AC315 Cost Accounting (3 cr.)

Prerequisite(s): AC 205

This course covers cost accounting as it applies to both manufacturing and service organizations. Topics include job order and process cost systems, budgeting, standard costing, and other selected accounting topics which are used in management decision making.

AC400 Advanced Accounting (3 cr.)

Prerequisite(s): AC 305

This course examines advanced accounting problems, theory, and financial statement presentations. Topics include consolidations, business combinations, governmental and non-profit reporting, partnership accounting, and foreign exchange transactions.

AC405 Auditing (3 cr.)

Prerequisite(s): AC 300

This course covers audit theory and practice. It emphasizes applying audit theories and procedures in the examination of a company's financial statements by a certified public accountant. Auditing standards, professional ethics, legal responsibilities, and current auditing trends are discussed.

AC410 Corporate Finance (3 cr.)

Prerequisite(s): AC205

This course is an in-depth study of corporate financial management strategies. It focuses on decisions regarding risk and return, the management of current assets and current liabilities, capital budgeting using the time value of money concepts, and the maximization of shareholder wealth in a global economy. It also examines organizational use of the stock market and other financial institutions and systems.

Electives: 3 cr.

AC308 Individual Taxation (3 cr.)

Prerequisite(s): AC 200

This course provides an introduction to federal income tax law and regulations for individuals. Topics include an introduction to federal taxation, determination of gross income and taxable income for individuals, self-employment business income, special tax situations, ways of minimizing individual taxes and an introduction to estates and trusts.

AC415 International Accounting (3 cr.)

Prerequisite(s): AC 400

This course examines the accounting and reporting issues of foreign owned operations faced by large international firms. Topics include the differences in the accounting principles followed in various countries, determination of the appropriate method to be used in translating and consolidating foreign owned entities with the parent organization, and the harmonization of accounting principles around the globe.

AC420 Forensic Accounting and Auditing (3 cr.)

This course examines forensic accounting and the procedures used to review and identify fraudulent transactions. Topics include fraud audit techniques, policies and safeguards for the prevention of fraud, and the use of technology in the forensic audit process.

Required Management Courses: 15 cr.

MG305 Managerial Ethics (3 cr.)

This course examines the moral issues to be considered by managers in the 21st century global economy. Also examined are the ethical frameworks and reasoning skills relevant for resolving moral dilemmas in business organizations. The social, political, global, and economic environments within which moral issues occur are assessed. Finally, the legal and regulatory forces that impact ethical decision making in business organizations are examined.

MG311 Economics for Managers (3 cr.)

This course provides an overview of the macro and microeconomics theories used by individuals in various management and business professions. The economic decisions made by households and organizations in various markets are examined. Also examined are the laws of supply and demand, the macroeconomic indicators of the economy, business cycle analysis, the forces of production and consumption, labor market theory, and consumer choice. The impact of government economic policies on organizations is also examined.

BU400 Business Law (3 cr.)

This introductory course examines the legal context for business, including the legal and regulatory system, the law of contracts, property laws and torts, and forms of business organization, including partnerships and corporations. The course also introduces law and regulation which affect business activities, including employment law, securities, antitrust, bankruptcy, consumer protections, and environmental laws.

MG401 Principles of Management (3 cr.)

This course explores the concepts and theories of management and their application in today's managerial environment. It examines the essential functions of management: planning, organizing, leading, and controlling. MG307 may be taken instead of this course.

or

MG307 Principles of Leadership (3 cr.)

This course presents a broad survey of theory and research on leadership. It examines classical and scientific management perspectives and considers contemporary theories and practices of organizational leadership.

BU403 Applied Business Statistics (3 cr.)

This course introduces students to descriptive and inferential statistics for use in business-related applications. Measures of central tendency and dispersion, simple probability, data analysis, and statistical inference are examined. The use of computer software for analyzing statistical data is addressed.

Required Communication Courses: 6 cr.

CM309 Professional Writing (3 cr.)

Prerequisite(s): English Composition or equivalent

This course provides strategies for developing a clear, concise professional writing style. A variety of writing formats are addressed. Research for professional documents, writing in an electronic environment, and collaborative writing are considered. Voice, style, audience, purpose, the writing process, and strategies for editing and revision are examined in the context of interpersonal and ethical dimensions.

CM310 Oral Communications (3 cr.)

Communication skills pertinent to organizational settings form the foundation of this course. Effective methods for design and delivery of oral communication are examined. Other topics include communication styles, interpersonal communication skills, dynamics of small group communication, and persuasive speaking.

Required Capstone: 3 cr.

AC490 Business Strategic Management Capstone (3 cr.)

Prerequisite(s): All academic requirements of the student's program major. This course is taken in the student's last semester before graduation. All general education requirements must be fulfilled.

This course integrates knowledge and skills developed in a student's major course of study. Students integrate and apply knowledge and skills acquired throughout their academic programs. Students also demonstrate professional communications via written reports and oral presentations, outline continuing education strategies, and analyze ethical and diversity issues in business organizations.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to undergraduate certificate and degree programs at any time during the year and, if accepted, begin the program during any one of the three semesters. Applicants must demonstrate the language proficiency necessary for successful undergraduate coursework. Applicants must provide evidence of at least 30 transferable semester credits upon acceptance including completion of a basic English composition course. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. Official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 semester credits and a basic English composition course. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.)

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Allied Healthcare Management, B.S.

The Bachelor of Science in Allied Healthcare Management degree completion program is designed to provide allied healthcare workers the advanced knowledge and skills needed to expand their healthcare careers. This program moves beyond current allied health expertise to strengthen critical thinking and understanding of the business, management, and educational aspects of healthcare needed for today's professional.

Program Outcomes

Graduates of the Bachelor of Science in Allied Healthcare Management program are expected to be able to do the following:

1. Demonstrate awareness, respect, and adaptability for socio-cultural diversity in an ever-changing healthcare environment.
2. Integrate effective and professional written, verbal, and interpersonal communication skills into daily practice.
3. Establish collegial healthcare teams built on individual strengths and diverse perspectives.
4. Employ effective instructional strategies in a variety of allied healthcare settings.
5. Act through an ethical and professional mindset with accountability for one's own actions.
6. Incorporate healthcare management skills based on current theory and practice.
7. Promote staff performance by facilitating personal development and productive teambuilding.
8. Incorporate basic research skills, information literacy, and data analysis into evidence-based practices in healthcare.
9. Integrate knowledge of healthcare regulation, government, and healthcare systems into practice.
10. Demonstrate critical thinking skills in healthcare settings.

Degree Requirements

A minimum of 122 credits is required for graduation with a bachelor of science degree from Saint Mary's University. All students must meet the general education credit requirements. A minimum of 36 credits is required to complete the B.S. in Allied Healthcare Management.

Required Communication Core Courses	6 cr.
Required Allied Healthcare Management Courses	24 cr.
Required Capstone	3 cr.
Recommended Electives	3 cr.
Total	36 cr.

Required Communication Core Courses: 6 cr.

HS302 Communication Skills for Health and Human Service Professionals I (3 cr.)

This course provides strategies for developing academic and professional writing skills relevant to health and human services. Topics include effective written communication in the workplace and appropriate communication styles based on audience. Academic writing is addressed including using APA formatting, library research

HS303 Communication Skills for Health and Human Service Professionals II (3 cr.)

This course builds upon the work in HS302, with continued writing and a focus on oral communication. Effective methods to design and organize academic and professional documents, and present that information orally are addressed. Students are introduced to communication styles and how to effectively deliver oral communication both formally and interpersonally to internal and external groups. Technology is utilized to effectively deliver these messages.

Required Allied Healthcare Management Courses: 24 cr.

AH305 Ethical and Legal Issues in Healthcare (3 cr.)

This course explores healthcare trends related to ethical issues and how personal and professional values can affect decision making. An examination of government and economic impacts on healthcare policy and practice is also included.

AH315 Healthcare Communication and Team Strategies (3 cr.)

This course examines principles and skills for choosing appropriate and effective communication among healthcare individuals, teams and patient/clients using verbal and written skills. Verbal and non-verbal channels, listening, person perception, conflict resolution, and communication barriers are explored to encourage the development of communication skills necessary for success in healthcare settings.

AH400 Instructional Strategies (3 cr.)

This course examines the teaching and learning of professionals in healthcare settings. The course includes assessment of learning needs, the design and implementation of instructional settings for staff development, the measurement of learning outcomes, and strategies for learner-centered mentoring.

AH410 Critical Review of Health Studies (3 cr.)

This course provides foundational research skills necessary to make informed decisions in field of allied healthcare. Emphasis is placed on gathering, evaluating, and using relevant literature; and evaluating and analyzing quality data for informed decision-making.

AH420 Introduction to Medical Informatics (3 cr.)

This course is designed to survey the role of medical informatics systems and the application of information technology in healthcare. An overview of the evolution of informatics, the implementation and design theory of various healthcare information systems, and legal and ethical concerns related to health data management are included.

MG401 Principles of Management (3 cr.)

This course explores the concepts and theories of management and their application in today's managerial environment. It examines the essential functions of management: planning, organizing, leading, and controlling. MG307 may be taken instead of this course.

NUR330 Health Care Delivery Systems (3 cr.)

This course provides an overview of health care delivery systems and their interaction and influence on health care practices. An examination of health reimbursement systems, external regulatory bodies, and public policy are explored.

Required Capstone Course: 3 cr.

AH490 Allied Healthcare Capstone (3 cr.)

Prerequisite(s): All academic requirements of the student's program major. This course is taken in the student's last semester before graduation. All general education requirements must be fulfilled.

This capstone course integrates knowledge and skills developed in previous courses and provide an opportunity to apply them to a selected topic in an area of interest. Students select a topic currently confronting the field of study or profession, clearly define the topic using appropriate references and resources, and write and present their comprehensive project.

Recommended Electives: 3 cr.

For professionals working in healthcare fields requiring advanced patient care knowledge, the practitioner focused courses NUR300 and NUR310 are recommended electives.

NUR300 Integrated Science for Nursing (3 cr.)

This course provides an advanced interdisciplinary study of applied mathematics, chemistry, biological sciences, and physics related to modern nursing practice. Concepts related to human health in various stages of the human life cycle are explored and integrated into the nursing knowledge base.

NUR310 Clinical Pharmacology (3 cr.)

This course focuses on general concepts in pharmacokinetics and pharmacodynamics related to the major drug classifications used to treat leading causes of morbidity and mortality in the United States. Topics such as drug actions and interactions, metabolism and distribution, adverse effects, precautions, and contraindications are

BU300 Accounting Principles (3 cr.)

This course is designed to give students the foundations of financial accounting and reporting practices used by decision makers in today's business environments. Financial accounting methods, the accounting cycle, internal controls, and accounting practices for different types of business entities are examined. Also examined are accounting for international operations, and the preparation of both domestic and international-based financial statements.

HR340 Strategic Human Resource Management (3 cr.)

This course examines strategic human resource functions performed in organizations. It includes planning, job analysis and design, job description, recruiting and hiring, training, performance management, regulation, evaluation, benefits, and labor law. Trends impacting the field are examined, including the use of technology in managing human resource functions, and the role of human resources in a global business environment.

HR350 Compensation (3 cr.)

This course presents an overview and analysis of compensation and reward systems. Compensation models are examined along with legislation impacting compensation practices, equity and market factors, pay delivery systems, job analysis methods, and job evaluation techniques. Incentive plan design and pay-for-performance are examined in relation to their impact on productivity, morale, and profits.

HR360 Employee Benefits (3 cr.)

This course provides a detailed overview and analysis of contemporary benefit programs and practices, including the philosophical, theoretical, legal, and financial impact of benefit planning, design, and plan implementation. Attention is given to the areas of benefit cost containment, control, and future trends.

HR440 Employee and Labor Relations (3 cr.)

This course provides an introduction to the practical aspects of employer and employee relationships from both union and non-union perspectives. It includes an overview of the basics of labor law and bargaining agreements, the role of the National Labor Relations Board and how each impacts performance among management, supervisors and employees in private, government and public organizations.

HR455 Human Resource Development (3 cr.)

This course explores performance improvement strategies used by business and industry, focusing on employee training and organizational development. It examines how organizations develop employees in alignment with organizational goals and objectives. It explores several methods of measuring training and development.

MG307 Principles of Leadership (3 cr.)

This course presents a broad survey of theory and research on leadership. It examines classical and scientific management perspectives and considers contemporary theories and practices of organizational leadership.

MG405 Organizational Culture and Change (3 cr.)

This course focuses on the ability of leaders to understand and manage organizational change. It addresses a broad-based understanding of the nature, function, and complexities of organizations. Ways of dealing with change are developed from sometimes disparate views of organizations.

MG415 Total Quality and Team Development (3 cr.)

The focus of this course is the development of total quality or continuous improvement in organizations. It reviews the phenomenon of quality, key theories and theorists, statistical process control, and quality programs. Effective team management is emphasized as one of the key components of quality.

MK301 Marketing in a 21st Century Global Economy (3 cr.)

This course examines marketing theory and practice in our 21st century global economy. Emphasis is placed on the development of marketing strategies based on economic, social, geographic, and cultural environmental considerations throughout the world. This course examines the buying behaviors inherent to both domestic and international markets. Also examined are various marketing strategies and approaches, environmental scanning and market research, product adaptations, distribution channel considerations between and within countries, and promotional strategies.

MK307 Social Marketing (3 cr.)

This course examines the use of marketing principles and concepts for the purpose of improving society. Societal issues ranging from health and safety to community involvement, which can benefit from social marketing efforts, are examined. Also examined is the concept of using marketing to encourage people to change behaviors to improve their lives and benefit society. Social marketing strategies for the 21st century are analyzed. Finally, emerging social marketing trends are examined.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to undergraduate certificate and degree programs at any time during the year and, if accepted, begin the program during any one of the three semesters. Applicants must demonstrate the language proficiency necessary for successful undergraduate coursework. Applicants must provide evidence of at least 30 transferable semester credits upon acceptance including completion of a basic English composition course. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. Official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 semester credits and a basic English composition course. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.)

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Business Administration, B.S.

The goal of the Bachelor of Science in Business Administration program is to prepare individuals with the financial, managerial, and operational skills required to work at a professional level in a rapidly changing 21st century business environment. The program also prepares individuals with the foundational business coursework required by many graduate business programs.

Program Outcomes

Graduates of the Bachelor of Science in Business Administration program are expected to be able to do the following:

1. Examine business operation practices in a contemporary global economy.
2. Apply financial principles to business decisions and projects.
3. Analyze the economic forces that influence business operations.
4. Demonstrate management and leadership skills required in contemporary business organizations.
5. Develop marketing strategies required in a 21st century global economy.
6. Interpret the ethical and legal perspectives and forces that impact contemporary business operations.
7. Communicate effectively both orally and in writing as a business professional.
8. Work effectively with diverse populations in various business contexts.
9. Develop strategies for learning new skills and updating knowledge needed to be an effective business leader.

Additional Specialization Program Outcomes

Management - Demonstrate various leadership and management skills needed in business organizations.

Security Management - Demonstrate specialized technical and administrative skills needed for asset protection management in various business organizations.

Operations & Technology Management - Demonstrate specialized leadership and information technology skills in various manufacturing and service organizations.

Biomedical Technology Management - Demonstrate specialized leadership skills needed to manage biomedical technology product development and manufacturing.

Degree Requirements

A minimum of 122 credits is required for graduation with a bachelor of science degree from Saint Mary's University. All students must meet the general education credit requirements. A minimum of 36 credits is required to complete the B.S. in Business Administration program.

Students may complete the general B.S. in Business Administration program or choose to add an additional specialization in one of the following: Management, Security Management, Sustainable Resource Management, Operations & Technology Management, Biomedical Technology Management, or Legal Administration. Students choosing to specialize take an additional 12 credits (36 core program credits + 12 specialization credits = 48 credits total).

Required Business and Management Courses 24 cr.

Required Capstone Course 3 cr.

Required Communication Courses 6 cr.

Elective Course 3 cr.

Total Credits: Business Administration Program 36 cr.

Add: Specialization (if desired) 12 cr.

Total Credits: Business Administration Program with Specialization 48 cr.

Required Business and Management Courses: 24 cr.

BU300 Accounting Principles (3 cr.)

This course is designed to give students the foundations of financial accounting and reporting practices used by decision makers in today's business environments. Financial accounting methods, the accounting cycle, internal controls, and accounting practices for different types of business entities are examined. Also examined are accounting for international operations, and the preparation of both domestic and international-based financial statements.

BU400 Business Law (3 cr.)

This introductory course examines the legal context for business, including the legal and regulatory system, the law of contracts, property laws and torts, and forms of business organization, including partnerships and corporations. The course also introduces law and regulation which affect business activities, including employment law, securities, antitrust, bankruptcy, consumer protections, and environmental laws.

BU403 Applied Business Statistics (3 cr.)

This course introduces students to descriptive and inferential statistics for use in business-related applications. Measures of central tendency and dispersion, simple probability, data analysis, and statistical inference are examined. The use of computer software for analyzing statistical data is addressed.

BU407 Financial Management (3 cr.)

This course is an introduction to the theory and practice of financial management of organizations. Topics covered include the assessment of types of business entities and capital acquisition sources, basic financial statement analysis, the assessment of how income taxes impact the financial decision making process, the evaluation of capital projects using the time value of money concepts, management of an entity's current assets and current liabilities, and the maximization of shareholder wealth.

MK301 Marketing in a 21st Century Global Economy (3 cr.)

This course examines marketing theory and practice in our 21st century global economy. Emphasis is placed on the development of marketing strategies based on economic, social, geographic, and cultural environmental considerations throughout the world. This course examines the buying behaviors inherent to both domestic and international markets. Also examined are various marketing strategies and approaches, environmental scanning and market research, product adaptations, distribution channel considerations between and within countries, and promotional strategies.

MG305 Managerial Ethics (3 cr.)

This course examines the moral issues to be considered by managers in the 21st century global economy. Also examined are the ethical frameworks and reasoning skills relevant for resolving moral dilemmas in business organizations. The social, political, global, and economic environments within which moral issues occur are assessed. Finally, the legal and regulatory forces that impact ethical decision making in business organizations are examined.

MG311 Economics for Managers (3 cr.)

This course provides an overview of the macro and microeconomics theories used by individuals in various management and business professions. The economic decisions made by households and organizations in various markets are examined. Also examined are the laws of supply and demand, the macroeconomic indicators of the economy, business cycle analysis, the forces of production and consumption, labor market theory, and consumer choice. The impact of government economic policies on organizations is also examined.

or

MG312 Environmental Economics (3 cr.)

This course introduces students to environmental resources, economic efficiency, and market failures in the context of environmental policy. Analytical methods of evaluating the economic impact of environmental policies and the economic causes of environmental problems will be addressed. This course also explores the political economy of environmental downgrading and environmental protection.

MG401 Principles of Management (3 cr.)

This course explores the concepts and theories of management and their application in today's managerial environment. It examines the essential functions of management: planning, organizing, leading, and controlling. MG307 may be taken instead of this course.

or

MG412 Critical Thinking for Organizational Leaders (3 cr.)

This course examines the relevance and application of critical thinking and decision making techniques for leadership and management in various organizations. Students identify and evaluate their own leadership and management capabilities. The course focuses on eliciting new leadership insights, and on improving problem solving and decision-making skills. Finally, the course emphasizes the skills leaders and managers in organizations need to articulate reasoned solutions to organizational problems and opportunities.

Required Capstone Course: 3 cr.

BU490 Strategic Management Capstone (3 cr.)

Prerequisite(s): All academic requirements of the student's program major. This course is taken in the student's last semester before graduation. All general education requirements must be fulfilled. This course integrates knowledge and skills developed in a student's major course of study. Students integrate and apply knowledge and skills acquired throughout their academic programs. Students also demonstrate professional communications via written reports and oral presentations, outline continuing education strategies, and analyze ethical and diversity issues in business organizations.

Required Communication Courses: 6 cr.

CM309 Professional Writing (3 cr.)

Prerequisite(s): English Composition or equivalent This course provides strategies for developing a clear, concise professional writing style. A variety of writing formats are addressed. Research for professional documents, writing in an electronic environment, and collaborative writing are considered. Voice, style, audience, purpose, the writing process, and strategies for editing and revision are examined in the context of interpersonal and ethical dimensions.

CM310 Oral Communications (3 cr.)

Communication skills pertinent to organizational settings form the foundation of this course. Effective methods for design and delivery of oral communication are examined. Other topics include communication styles, interpersonal communication skills, dynamics of small group communication, and persuasive speaking.

Required Elective Course: 3 cr.

Students select one elective course from the list below to fulfill the Business Administration program requirement of 36 credits. In addition, electives from the list below are used to substitute for required courses that have been waived due to students having already taken equivalent courses at other regionally accredited institutions. Requests to waive any required course must be submitted in writing to the program director and approved by the dean.

CM409 Technical Writing (3 cr.)

This course focuses on the formal demands, as well as the underlying logic, necessary to meet many complex technical writing situations. Students examine the technical writing process with an emphasis on revision and editing skills. Students explore how style, format, and the use of visuals can affect the quality of their communication. Techniques to strategically adapt technical documents to fit a specific audience and purpose are practiced. Topics include forms of technical writing, such as definitions, descriptions, manuals, reports, and formal documentation. Aspects of developing technologies and their communication needs are explored.

HR340 Strategic Human Resource Management (3 cr.)

This course examines strategic human resource functions performed in organizations. It includes planning, job analysis and design, job description, recruiting and hiring, training, performance management, regulation, evaluation, benefits, and labor law. Trends impacting the field are examined, including the use of technology in managing human resource functions, and the role of human resources in a global business environment.

HR370 Employee Rewards and Recognition Systems (3 cr.)

This course presents an analysis of compensation, benefits, recognition and reward systems. Topics include compensation theory and practices, equity and market factors, pay deliver systems, job analysis methods, and job evaluation techniques. Also covered are the theoretical, legal, and financial impact of benefit planning, design, and plan implementation.

HR440 Employee and Labor Relations (3 cr.)

This course provides an introduction to the practical aspects of employer and employee relationships from both union and non-union perspectives. It includes an overview of the basics of labor law and bargaining agreements, the role of the National Labor Relations Board and how each impacts performance among management, supervisors and employees in private, government and public organizations.

HR455 Human Resource Development (3 cr.)

This course explores performance improvement strategies used by business and industry, focusing on employee training and organizational development. It examines how organizations develop employees in alignment with organizational goals and objectives. It explores several methods of measuring training and development.

IT301 Information Technology Perspectives (3 cr.)

This course provides a context for understanding the information technology industry. Trends in the industry and viable career options are identified and explored. Important technological shifts in the industry are examined. The fundamentals of career management and self-identification of a specialized and marketable segment of the information technology industry are covered.

MG307 Principles of Leadership (3 cr.)

This course presents a broad survey of theory and research on leadership. It examines classical and scientific management perspectives and considers contemporary theories and practices of organizational leadership.

MG405 Organizational Culture and Change (3 cr.)

This course focuses on the ability of leaders to understand and manage organizational change. It addresses a broad-based understanding of the nature, function, and complexities of organizations. Ways of dealing with change are developed from sometimes disparate views of organizations.

MG408 Project Management (3 cr.)

This course emphasizes leadership concepts related to directing and coordinating human and material resources for relatively short-term projects that have been established to complete specific goals and objectives. The skills and procedures needed to take a project from definition through completion are presented.

MG415 Total Quality and Team Development (3 cr.)

The focus of this course is the development of total quality or continuous improvement in organizations. It reviews the phenomenon of quality, key theories and theorists, statistical process control, and quality programs. Effective team management is emphasized as one of the key components of quality.

MG445 Entrepreneurship (3 cr.)

This course examines what it takes to start, nurture, and grow a business. Topics include resource gathering, business plan preparation, utilizing innovation and creativity in growing a business, risk evaluation, and leadership skills.

MG450 Operations Management (3 cr.)

This course provides an analytical systems viewpoint for management decision making and problem solving in a production operations setting. Included is an introduction to quality, process design, facility planning and location, scheduling, and materials planning. This course also reviews problem-solving methodologies that apply a systematic approach to problem identification and resolution within a system.

MK302 Marketing Ethics (3 cr.)

This course introduces students to the moral and social issues that arise in the marketing profession. It examines implications of how marketing efforts impact consumers and society. It also examines the legal and regulatory forces that impact how marketers conduct business. Ethical concepts and frameworks used to resolve moral

MK304 Technology Enhanced Consumer & Trend Analysis (3 cr.)

This course explores the theories and frameworks that business and marketing strategists need for assessing consumer behavior and industry trends. The impact of consumer buying behaviors and various business environment factors on marketing initiatives is examined. Also examined are future consumer and industry trends. The use of geographic information systems (GIS) technology to analyze consumer purchasing is reviewed. The course also examines the contributions of the social sciences in understanding the sociological and psychological elements that influence buying behaviors.

MK306 Digital Marketing (3 cr.)

Prerequisite(s): MK301

This course covers the role of the Internet and associated technologies in contemporary marketing, from product and pricing considerations to new distribution and promotional channels. The role of digital media in creating a customer experience and facilitating business sales and advertising is examined. Also examined is the buying behavior particular to business-to-consumer and business-to-business digital relationships. Key components of the digital marketing mix used to facilitate the development of a digital marketing plan and a supporting budget are presented.

MK310 Promotion & Communication (3 cr.)

Prerequisite(s): MK301

This course examines the tools of promotion and communication used in organizational marketing efforts. Topics include advertising, direct marketing, sales promotions, public relations, and personal selling. Message development and communication approaches for various types of promotion are discussed. Legal and ethical issues related to marketing promotions and communications are also considered.

MK400 Market Research (3 cr.)

Prerequisite(s): MK301

This course covers the fundamentals of the theory and design of market research and the analysis and use of research results in making marketing decisions. Applications of market research for various sizes and types of companies are considered.

MK420 Advertising Design (3 cr.)

This course involves the study of art and design used in the marketing of products and services. The principles of artistic composition, color, shape, and form used in commercial art is examined. Emphasis is placed on the need for business professionals to understand the fundamental aesthetic principles of advertising design to help ensure successful promotional campaigns

MK430 Product Life Cycle Management (3 cr.)

Prerequisite(s): MK301

This course focuses on managing products and services throughout their life cycles. Topics include product and service opportunity identification, new product and service innovation, development, design, and idea testing; and development team management. Product and service launching strategies, pricing approaches, and promotional techniques are explored. Also discussed are branding concepts and brand management strategies.

MK440 Business Sales (3 cr.)

Prerequisite(s): MK301

This course covers the theory and practice of selling products and services to businesses. It considers its similarities to and differences from consumer sales in terms of mix, buyer behavior, and the buyer-seller relationship. It addresses the social, ethical, and legal elements of business-to-business sales.

MK441 Professional Selling Strategies (3 cr.)

Prerequisite(s): MK301

This course covers the theory and practice of selling products and services. Approaches to professional selling are reviewed, with the application of selling and customer relationships skills emphasized. Topics covered include the theories and practices of customer prospecting and approach, determining customer wants and needs, sales presentation, overcoming objections, closing the sale, and sales territory management. Also reviewed are communications skills and techniques needed for developing relationships and negotiating sales transactions. Finally, the legal and ethical issues pertaining to contemporary selling are covered.

MK442 Sales Management (3 cr.)

Prerequisite(s): MK301

This course examines the process of managing sales representatives, accounts, and resources in the context of the legal, ethical and global business environment. It covers the sales force recruiting and hiring process; approaches to sales force training, compensation, and motivation; techniques used in sales forecasting; and approaches to establishing and managing sales territories. Strategies for managing resources and measuring sales goals are also explored.

MK444 Customer Service & Communications (3 cr.)

This course addresses the importance of customer service and customer-centered communications for ensuring the success of organizational marketing efforts. It explores the concepts of designing systems that meet the service and communications needs of customers, and of building and maintaining lasting customer relationships. Strategies for assessing whether systems promote or hinder an organization's ability to deliver excellent customer service are examined. Also examined are techniques for designing effective communications and the use of technology to support customer service activities.

MBA610 Organizations and Human Behavior (3 cr.)

This course examines human behavior and social relationships in the workplace setting from a domestic and intercultural perspective. The theories, history, and practice of promoting effective individual and group behavior in organizations across cultures are covered. Topics include groups and teams, multicultural teams, power and influence, trust, gender and equality, the impact of culture on work behavior, and creating cultural synergy in a multicultural work environment.

MBA613 Ethical Leadership (3 cr.)

This course provides a theoretical framework to analyze and evaluate the ethical dimension of leadership practices. Topics include the implementation of ethical leadership models and practices, ethical considerations in multinational organizational strategy, and building and maintaining international partnerships. The case method is employed to analyze and evaluate the leaders of firms diverse in their perspective and scope.

Students who anticipate enrolling in the Master of Business Administration may take one of the 600 level graduate courses listed as an elective. The B.S. completion program director must advise the student and approve enrollment in the graduate course. The graduate course must be taken within the final 12 credits of the B.S. completion degree. The graduate course maybe applied to the program requirements for the Master of Business Administration at Saint Mary's University of Minnesota, if the student earns a grade of B or higher in the course.

Specializations

Management: 12 cr.

The Management specialization provides the management skills needed by leaders working in a variety of organizations. In addition to the comprehensive business curriculum provided by the core business administration program courses, the Management specialization helps prepare students with additional managerial skills needed in a variety of business-related disciplines. The specialization consists of the following four additional courses:

HR340 Strategic Human Resource Management (3 cr.)

This course examines strategic human resource functions performed in organizations. It includes planning, job analysis and design, job description, recruiting and hiring, training, performance management, regulation, evaluation, benefits, and labor law. Trends impacting the field are examined, including the use of technology in managing human resource functions, and the role of human resources in a global business environment.

MG401 Principles of Management (3 cr.)

This course explores the concepts and theories of management and their application in today's managerial environment. It examines the

essential functions of management: planning, organizing, leading, and controlling. MG307 may be taken instead of this course.

MG408 Project Management (3 cr.)

This course emphasizes leadership concepts related to directing and coordinating human and material resources for relatively short-term projects that have been established to complete specific goals and objectives. The skills and procedures needed to take a project from definition through completion are presented.

MG415 Total Quality and Team Development (3 cr.)

The focus of this course is the development of total quality or continuous improvement in organizations. It reviews the phenomenon of quality, key theories and theorists, statistical process control, and quality programs. Effective team management is emphasized as one of the key components of quality.

MG412 Critical Thinking for Organizational Leaders (3 cr.)

This course examines the relevance and application of critical thinking and decision making techniques for leadership and management in various organizations. Students identify and evaluate their own leadership and management capabilities. The course focuses on eliciting new leadership insights, and on improving problem solving and decision-making skills. Finally, the course emphasizes the skills leaders and managers in organizations need to articulate reasoned solutions to organizational problems and opportunities.

Security Management: 12 cr.

The Security Management specialization provides the management, investigative, and technology skills needed by leaders working in the fields of security management and asset protection. In addition to the comprehensive business curriculum provided by the core Business Administration program courses, the Security Management specialization helps prepare students to assess security threats, lead investigations, partner with law enforcement, recognize trends, create a safe environment, and become better managers and leaders in the private sector. The specialization consists of the following four additional courses:

AC420 Forensic Accounting and Auditing (3 cr.)

This course examines forensic accounting and the procedures used to review and identify fraudulent transactions. Topics include fraud audit techniques, policies and safeguards for the prevention of fraud, and the use of technology in the forensic audit process.

BU417 Topics and Trends in Security and Assets Protection Management (3 cr.)

This course examines security and assets protection management in various industries and organizations. Security and assets protection management processes are examined. Also examined are the types of security organizations and entities, legal requirements, and security partnership. Theoretical and procedural frameworks for identifying and protecting institutional assets are presented. Also presented are strategies for recognizing risks and provided security case solution.

IT430 Information Security I (3 cr.)

Prerequisite(s): IT301

This course provides an overarching model for information assurance for businesses, government agencies, and other enterprises needing to establish a comprehensive security plan. The components of security and protection against the most current security vulnerabilities are covered. Topics include asset identification, human factors, personnel security, risk assessment, ethical considerations, and computer and network security tools and methods.

IT436 Computer Forensics I (3 cr.)

Prerequisite(s): IT301

This course provides an introduction to the legal, technical, and investigative skills necessary to consider a career in computer forensics. Topics include the legal foundations for proper handling of traditional and electronic evidence, investigative tools and procedures, and an examination of large-scale attacks such as identity theft, fraud, phishing, extortion, and malware infections. The basics of conducting a computer forensics investigation, finding hidden data, and evaluating common computer forensic tools are covered.

As part of the 36-credit core program, students have the option of taking either ethics course:

MG305 Managerial Ethics (3 cr.)

This course examines the moral issues to be considered by managers in the 21st century global economy. Also examined are the ethical frameworks and reasoning skills relevant for resolving moral dilemmas in business organizations. The social, political, global, and economic environments within which moral issues occur are assessed. Finally, the legal and regulatory forces that impact ethical decision making in business organizations are examined.

or

IT309 Information Ethics (3 cr.)

This course provides a foundation in the moral and ethical issues of doing business in the technological age. Topics include the role of information in an organization, ownership of information, and the rights of the corporation and the rights of the employees. Moral and political implications of doing business globally in an economically sustainable and culturally sensitive way are also covered.

Students must choose the following course as the core program elective:

IT301 Information Technology Perspectives (3 cr.)

This course provides a context for understanding the information technology industry. Trends in the industry and viable career options are identified and explored. Important technological shifts in the industry are examined. The fundamentals of career management and self-identification of a specialized and marketable segment of the information technology industry are covered.

Sustainable Resource Management: 12 cr.

The Sustainable Resource Management specialization examines the relationship between business operations and the earth's physical environment. In addition to the comprehensive business curriculum provided by the core Business Administration program courses, the Sustainable Resource Management specialization curriculum examines how business operations and the production of goods and services impact the earth's resources and human health. The specialization consists of the following four additional courses:

MG312 Environmental Economics (3 cr.)

This course introduces students to environmental resources, economic efficiency, and market failures in the context of environmental policy. Analytical methods of evaluating the economic impact of environmental policies and the economic causes of environmental problems will be addressed. This course also explores the political economy of environmental downgrading and environmental protection.

MK303 Green Marketing (3 cr.)

This course examines the relationship between company marketing efforts and the earth's physical environment. The impact of traditional marketing efforts on the earth's natural resources is examined. Also examined is the role of environmental resource management as it pertains to the development, production, distribution, and promotion of goods and services. Earth-friendly marketing strategies for the 21st century are analyzed. Finally, emerging green marketing trends are examined.

BU423 Sustainable Resource Management (3 cr.)

GE380 Environment and Energy (3 cr.)

This course examines the positive and negative impact of human activity on the natural environment, with a focus on the use of energy. Consideration is given to a variety of energy sources, affordability and environmental impact, as well as analysis of energy and environmental issues portrayed through the media. The curriculum explores issues from a variety of perspectives.

MK302 Marketing Ethics (3 cr.)

This course introduces students to the moral and social issues that arise in the marketing profession. It examines implications of how marketing efforts impact consumers and society. It also examines the legal and regulatory forces that impact how marketers conduct business. Ethical concepts and frameworks used to resolve moral dilemmas are presented.

MG311 Economics for Managers (3 cr.)

This course provides an overview of the macro and microeconomics theories used by individuals in various management and business professions. The economic decisions made by households and organizations in various markets are examined. Also examined are the laws of supply and demand, the macroeconomic indicators of the economy, business cycle analysis, the forces of production and consumption, labor market theory, and consumer choice. The impact of government economic policies on organizations is also examined.

Operations & Technology Management: 12 cr.

The Operations & Technology Management specialization provides the management and technology skills needed by leaders working in the various business operations environments. In addition to the comprehensive business curriculum provided by the core Business Administration program courses, the Operations Management & Technology specialization provides students with additional total quality, business operations, and technology curriculum that is applicable to variety of manufacturing and service organization environments. The specialization consists of the following four additional courses:

MG450 Operations Management (3 cr.)

This course provides an analytical systems viewpoint for management decision making and problem solving in a production operations setting. Included is an introduction to quality, process design, facility planning and location, scheduling, and materials planning. This course also reviews problem-solving methodologies that apply a systematic approach to problem identification and resolution within a system.

MG415 Total Quality and Team Development (3 cr.)

The focus of this course is the development of total quality or continuous improvement in organizations. It reviews the phenomenon of quality, key theories and theorists, statistical process control, and quality programs. Effective team management is emphasized as one of the key components of quality.

IT457 Cloud Computing Fundamentals (3 cr.)

Prerequisite(s): IT301

This course introduces the fundamental building blocks of cloud computing and virtualized data centers, with an emphasis on the design, implementation, and operation of real-world cloud-based systems. Students examine the meaning of the term “cloud computing” and its proper context; evaluate the financial, strategic and risk implications of various solutions; develop design methodologies for evaluating, planning and implementing cloud computing; and select the optimal blend of cloud applications and services for solving common business problems.

BU460 Engineering Economics (3 cr.)

Prerequisite(s): College Algebra or equivalent

This course focuses on an introduction to investment and replacement analysis along with methods for financing various enterprises including mergers and acquisitions. Topics include cost control, valuation depreciation, replacement theory and taxation.

As part of the 36-credit core program, students must choose the following capstone course:

IT490 Bachelor of Science Completion Capstone (3 cr.)

Prerequisite(s): All general education requirements. This course is taken in the student's last semester before graduation. All general education requirements must be fulfilled.

This course provides an opportunity for students to integrate knowledge and skills developed in the Information Technology program and to apply them to a relevant topic. Students select a problem or controversial issue in their area of specialization, research the issue, analyze and critique material related to the topic, and design an application or approach that addresses the issue. Additionally, students demonstrate the educational outcomes of the Information Technology program. The capstone is presented in a business context.

Students must choose the following course as the core program elective:

IT301 Information Technology Perspectives (3 cr.)

This course provides a context for understanding the information technology industry. Trends in the industry and viable career options are identified and explored. Important technological shifts in the industry are examined. The fundamentals of career management and self-identification of a specialized and marketable segment of the information technology industry are covered.

Biomedical Technology Management: 12 cr.

The Biomedical Technology Management specialization provides the management, administrative, and technology skills needed by leaders working in the fields of biomedical manufacturing and product development. In addition to the comprehensive business curriculum provided by the core Business Administration program courses, the Biomedical Technology Management specialization helps prepare students to assess the biomedical technology environment and become better managers and leaders in this industry. The specialization consists of the following four additional courses:

MG415 Total Quality and Team Development (3 cr.)

The focus of this course is the development of total quality or continuous improvement in organizations. It reviews the phenomenon of quality, key theories and theorists, statistical process control, and quality programs. Effective team management is emphasized as one of the key components of quality.

MG450 Operations Management (3 cr.)

This course provides an analytical systems viewpoint for management decision making and problem solving in a production operations setting. Included is an introduction to quality, process design, facility planning and location, scheduling, and materials planning. This course also reviews problem-solving methodologies that apply a systematic approach to problem identification and resolution within a system.

MK430 Product Life Cycle Management (3 cr.)

Prerequisite(s): MK301

This course focuses on managing products and services throughout their life cycles. Topics include product and service opportunity identification, new product and service innovation, development, design, and idea testing; and development team management. Product and service launching strategies, pricing approaches, and promotional techniques are explored. Also discussed are branding concepts and brand management strategies.

BU477 Biomedical Technology Management (3 cr.)

This course explores the application of management theories and concepts in today's biomedical technology industry. Best practices related to the management of various biomedical technology processes are examined. Also examined are the essential managerial skills required for managing biomedical technology operations. This course emphasizes an understanding of the various regulations and ethical practices inherent to the biomedical technology industry.

As part of the 36-credit core program, students must take the following required economics course:

BU460 Engineering Economics (3 cr.)

Prerequisite(s): College Algebra or equivalent

This course focuses on an introduction to investment and replacement analysis along with methods for financing various enterprises including mergers and acquisitions. Topics include cost control, valuation depreciation, replacement theory and taxation.

Students must choose the following as the core program elective course:

IT301 Information Technology Perspectives (3 cr.)

This course provides a context for understanding the information technology industry. Trends in the industry and viable career options are identified and explored. Important technological shifts in the industry are examined. The fundamentals of career management and self-identification of a specialized and marketable segment of the information technology industry are covered.

**Note:* Students admitted to SMU's Biomedical Technology Management specialization must take specific biomedical technology courses at approved local community or technical colleges prior to starting the specialization. Approved prerequisite courses include the following:

Anoka Ramsey Community College: BMED2100-Design & Manufacturing in the Medical Device Industry, BMED2300-Design & Manufacturing Device Regulations & Ethics, BIOL1102-Medical Terminology (can also take ST105-Medical Terminology at Saint Mary's University).

Dakota County Technical College: BMET1111-Medical Device Technology, BMET1122-Administrative Functions, HEAL1502-Medical Terminology (can also take ST105-Medical Terminology at Saint Mary's University).

Saint Paul College: BIOC1760-Chemical & Biological Instrumentation, BIOC1761-Chemical & Biological Ethics & Regulations, BIOL1471-Medical Terminology (can also take ST105-Medical Terminology at Saint Mary's University).

SouthEast Technical College: BMET2221-Introduction to Biomedical Equipment, BMET2222-Biomedical Equipment Safety, BMET2223-Biomedical Equipment I

Legal Administration: 12 cr.

The Legal Administration specialization provides the management, administrative, and technology skills needed by leaders working in a variety of law-related fields. In addition to the comprehensive business curriculum provided by the core Business Administration program courses, the Legal Administration specialization provides paralegal professionals, legal assistants, legal managers, and other legal industry professionals with additional curriculum in management, information technology, and legal industry trends. The specialization consists of the following four additional courses:

BU425 Networking for Business Professionals (3 cr.)

BU430 Topics and Trends in Legal Administration (3 cr.)

BU435 Legal Administration Information Systems (3 cr.)

HR340 Strategic Human Resource Management (3 cr.)

This course examines strategic human resource functions performed in organizations. It includes planning, job analysis and design, job description, recruiting and hiring, training, performance management, regulation, evaluation, benefits, and labor law. Trends impacting the field are examined, including the use of technology in managing human resource functions, and the role of human resources in a global business environment.

Faculty

The faculty members for the Bachelor of Science in Business program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to undergraduate certificate and degree programs at any time during the year and, if accepted, begin the program during any one of the three semesters. Applicants must demonstrate the language proficiency necessary for successful undergraduate coursework. Applicants must provide evidence of at least 30 transferable semester credits upon acceptance including completion of a basic English composition course. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. Official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 semester credits and a basic English composition course. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.)

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Human Resource Management, B.S.

The goal of the Bachelor of Science in Human Resource Management program is to prepare individuals with the human resource management skills required to work effectively at a professional level in continually changing organizational environments. The program's focus is on the development of individual skill sets to prepare students for a variety of human resource careers with an emphasis on becoming valued partners within organizations.

Program Outcomes

Graduates of the Bachelor of Science in Human Resource Management program are expected to be able to do the following:

1. Demonstrate the skill and knowledge necessary to perform human resource management functions.
2. Identify human resource initiatives to improve employee engagement.
3. Develop human resource management initiatives aligned with organizational strategy.
4. Display cultural competence and analyze its role in human resource management.
5. Communicate effectively to diverse audiences in a variety of modes.
6. Incorporate an ethical and legal perspective into one's work environment.

Degree Requirements

A minimum of 122 credits is required for graduation with a bachelor of science degree from Saint Mary's University. All students must meet the general education credit requirements. A minimum of 36 credits is needed to complete the B.S. in Human Resource Management.

Required Human Resource Management Courses.	18 cr.
Required Management Courses	9 cr.
Required Communication Courses	6 cr.
Elective Courses	3 cr.
Total	36 cr.

Required Human Resource Management Courses: 18 cr.

HR340 Strategic Human Resource Management (3 cr.)

This course examines strategic human resource functions performed in organizations. It includes planning, job analysis and design, job description, recruiting and hiring, training, performance management, regulation, evaluation, benefits, and labor law. Trends impacting the field are examined, including the use of technology in managing human resource functions, and the role of human resources in a global business environment.

HR370 Employee Rewards and Recognition Systems (3 cr.)

This course presents an analysis of compensation, benefits, recognition and reward systems. Topics include compensation theory and practices, equity and market factors, pay deliver systems, job analysis methods, and job evaluation techniques. Also covered are the theoretical, legal, and financial impact of benefit planning, design, and plan implementation.

HR380 Employee Engagement (3 cr.)

This course examines organizational theories and practices relating to employee engagement and productivity. Business strategy, organizational leadership, change management, team building, and motivational practices relating to employee engagement are examined.

HR440 Employee and Labor Relations (3 cr.)

This course provides an introduction to the practical aspects of employer and employee relationships from both union and non-union perspectives. It includes an overview of the basics of labor law and bargaining agreements, the role of the National Labor Relations Board and how each impacts performance among management, supervisors and employees in private, government and public organizations.

HR455 Human Resource Development (3 cr.)

This course explores performance improvement strategies used by business and industry, focusing on employee training and organizational development. It examines how organizations develop employees in alignment with organizational goals and objectives. It explores several methods of measuring training and development.

BU490 Strategic Management Capstone (3 cr.)

Prerequisite(s): All academic requirements of the student's program major. This course is taken in the student's last semester before graduation. All general education requirements must be fulfilled. This course integrates knowledge and skills developed in a student's major course of study. Students integrate and apply knowledge and skills acquired throughout their academic programs. Students also demonstrate professional communications via written reports and oral presentations, outline continuing education strategies, and analyze ethical and diversity issues in business organizations.

Required Management Courses: 9 cr.

BU407 Financial Management (3 cr.)

This course is an introduction to the theory and practice of financial management of organizations. Topics covered include the assessment of types of business entities and capital acquisition sources, basic financial statement analysis, the assessment of how income taxes impact the financial decision making process, the evaluation of capital projects using the time value of money concepts, management of an entity's current assets and current liabilities, and the maximization of shareholder wealth.

MG305 Managerial Ethics (3 cr.)

This course examines the moral issues to be considered by managers in the 21st century global economy. Also examined are the ethical frameworks and reasoning skills relevant for resolving moral dilemmas in business organizations. The social, political, global, and economic environments within which moral issues occur are assessed. Finally, the legal and regulatory forces that impact ethical decision making in business organizations are examined.

MG412 Critical Thinking for Organizational Leaders (3 cr.)

This course examines the relevance and application of critical thinking and decision making techniques for leadership and management in various organizations. Students identify and evaluate their own leadership and management capabilities. The course focuses on eliciting new leadership insights, and on improving problem solving and decision-making skills. Finally, the course emphasizes the skills leaders and managers in organizations need to articulate reasoned solutions to organizational problems and opportunities.

Required Communication Courses: 6 cr.

CM309 Professional Writing (3 cr.)

Prerequisite(s): English Composition or equivalent

This course provides strategies for developing a clear, concise professional writing style. A variety of writing formats are addressed. Research for professional documents, writing in an electronic environment, and collaborative writing are considered. Voice, style, audience, purpose, the writing process, and strategies for editing and revision are examined in the context of interpersonal and ethical dimensions.

CM310 Oral Communications (3 cr.)

Communication skills pertinent to organizational settings form the foundation of this course. Effective methods for design and delivery of oral communication are examined. Other topics include communication styles, interpersonal communication skills, dynamics of small group communication, and persuasive speaking.

Elective Courses: 3 cr.

BU400 Business Law (3 cr.)

This introductory course examines the legal context for business, including the legal and regulatory system, the law of contracts, property laws and torts, and forms of business organization, including partnerships and corporations. The course also introduces law and regulation which affect business activities, including employment law, securities, antitrust, bankruptcy, consumer protections, and environmental laws.

MG405 Organizational Culture and Change (3 cr.)

This course focuses on the ability of leaders to understand and manage organizational change. It addresses a broad-based understanding of the nature, function, and complexities of

organizations. Ways of dealing with change are developed from sometimes disparate views of organizations.

MG408 Project Management (3 cr.)

This course emphasizes leadership concepts related to directing and coordinating human and material resources for relatively short-term projects that have been established to complete specific goals and objectives. The skills and procedures needed to take a project from definition through completion are presented.

MG415 Total Quality and Team Development (3 cr.)

The focus of this course is the development of total quality or continuous improvement in organizations. It reviews the phenomenon of quality, key theories and theorists, statistical process control, and quality programs. Effective team management is emphasized as one of the key components of quality.

GM600 Management Principles (3 cr.)

This course provides an overview of key organizational and behavioral concepts, which underlie effective management practice in private and public sector organizations around the world. Comparative management systems are examined. Special attention is given to defining and interpreting cross-cultural differences and influences. The course gives attention to the external and internal forces that influence organizational structure, behavior, and change.

GM643 Multicultural Perspectives (3 cr.)

This course focuses on how diversity of all kinds influences both organizational behavior and client outcomes. The place of culture in society, the marketplace, and the workplace is examined. The importance of cultural competence is explored along with the knowledge and skills needed to work with, manage, and serve diverse groups of workers and clients.

*B.S. in Human Resource Management completion students who anticipate enrolling the M.A. in Human Resource Management or the M.A. in Management program at Saint Mary's University may take **one** of the 600 level graduate courses listed as an elective. The B.S. completion program director must advise the student and approve enrollment in the graduate course. The graduate course must be taken within the final 12 credits of the B.S. completion degree. The 3 graduate credits can also be applied to the program requirements for the M.A. in Human Resource Management or M.A. in Management degree at Saint Mary's University of Minnesota, if the student earns a grade of B or higher in the course.*

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to undergraduate certificate and degree programs at any time during the year and, if accepted, begin the program during any one of the three semesters. Applicants must demonstrate the language proficiency necessary for successful undergraduate coursework. Applicants must provide evidence of at least 30 transferable semester credits upon acceptance including completion of a basic English composition course. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. Official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 semester credits and a basic English composition course. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.)

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Human Services, B.S.

Professionals in human services serve children, youth, adults and the elderly who have emotional, developmental, social or physical problems. These individuals may also face barriers in therapeutic, supportive or preventive environments. Human services professionals have interdisciplinary backgrounds and utilize their learning to grow in a field that offers a wide range of career opportunities. This program provides knowledge, values and skills that cross several job functions and settings. The Bachelor of Science in Human Services program is designed for individuals who want to thrive in the human services arena or plan to continue and obtain their graduate degree in the field.

Program Outcomes

Graduates of the Bachelor of Science in Human Services are expected to be able to do the following:

1. Identify the major theoretical approaches to human service work and complex human services systems.
2. Demonstrate a basic understanding of management skills in human service organizations.
3. Develop and apply basic helping skills to work with individuals within human services organizations.
4. Demonstrate the awareness of the implications and benefits of health information systems.
5. Discuss the impact and interaction between public policy issues and human services.
6. Demonstrate case management skills in working with clients.
7. Communicate effectively in a variety of modes.
8. Work effectively with diverse populations.
9. Identify the legal and ethical implications of one's actions and incorporate an ethical perspective into one's work environment.
10. Demonstrate and apply critical thinking skills.
11. Develop strategies for learning new skills and updating knowledge.

Degree Requirements

A minimum of 122 credits is required for graduation with a bachelor of science degree from Saint Mary's University. All students must meet the general education credit requirements. A minimum of 36 credits is required to complete the B.S. in Human Services.

Required Human Services Courses	24 cr.
Required Management Course	3 cr.
Required Capstone	3 cr.
Required Communication Courses	6 cr.
Total	36 cr.

Required Human Services Courses: 24 cr.

HS301 Human Service Systems (3 cr.)

Prerequisite(s): HS302

This course provides an overview of the historical development of the human services field, human service theories, the systems approach to human services, and the role of the human service professional. It also explores trends in the field of human services, such as medical and mental health breakthroughs and changes in client populations.

HS305 Helping Skills for Human Service Professionals (3 cr.)

Prerequisite(s): CM309

This course focuses on developing helping skills such as interviewing, group facilitation, counseling, conflict resolution, and problem-solving. Identifying one's own values and interpersonal styles as well as appropriate use of boundaries in the helping relationship are addressed.

HS310 Care Management for Human Service Professionals (3 cr.)

Prerequisite(s): HS302

This course examines methods and strategies for assisting clients to work within the human service system, including setting client goals, designing and implementing treatment plans, and connecting clients to appropriate community resources.

HS315 Human Service Information Management (3 cr.)

Prerequisite(s): HS302

This course provides an overview of information management issues in human services, including rules, regulations and ethical concerns regarding information privacy, and confidentiality. It examines the principles and processes of information management and skills required for data gathering, assessment, evaluation and dissemination in human service programs.

HS320 Public Policy Issues in Human Services (3 cr.)

Prerequisite(s): HS 302

This course examines ways in which human service delivery systems interact with political and economic policies. Also, it examines how systems can be used to bring about change in human services. Issues addressed include codes, regulations and laws in human services.

HS325 Cross-Cultural Competency for Service Providers (3 cr.)

Prerequisite(s): HS302

This course examines the impact of cultural diversity on the helping relationship, encourages the acknowledgement of biases and beliefs about diversity and provides an opportunity for students to demonstrate an appreciation of the contributions of diverse populations. Special attention is given to diverse populations in the human service system, including the poor, the mentally ill, the developmentally disabled, the frail elderly, and persons with HIV/AIDS.

HS330 Ethical and Legal Issues in Health and Human Services (3 cr.)

Prerequisite(s): HS302

In this course, ethical reasoning and ethical frameworks are applied to health care and human service practice. An awareness of one's own values related to these areas as well as legal standards and professional codes of ethics are explored.

GE317 Lifespan Development (3 cr.)

Prerequisite(s): GE315; CM309

This course provides an overview of theories of human development and research in the field. Physical, cognitive, emotional, behavioral, and social aspects of lifespan development are covered.

Required Capstone Course: 3 cr.

HS490 Human Services Capstone (3 cr.)

Prerequisite(s): All program requirements. This course is taken in the student's last semester before graduation. All general education requirements be fulfilled.

This capstone course integrates knowledge and skills developed in previous courses and provide an opportunity to apply them to a selected topic in an area of interest. Students select a topic currently confronting the field of study or profession, clearly define the topic using appropriate references and resources, and write and present their comprehensive project.

Required Communication Courses: 6 cr.

HS302 Communication Skills for Health and Human Service Professionals I (3 cr.)

This course provides strategies for developing academic and professional writing skills relevant to health and human services. Topics include effective written communication in the workplace and appropriate communication styles based on audience. Academic writing is addressed including using APA formatting, library research tools, and methods for locating and selecting scholarly sources.

HS303 Communication Skills for Health and Human Service Professionals II (3 cr.)

This course builds upon the work in HS302, with continued writing and a focus on oral communication. Effective methods to design and organize academic and professional documents, and present that information orally are addressed. Students are introduced to communication styles and how to effectively deliver oral communication both formally and interpersonally to internal and external groups. Technology is utilized to effectively deliver these messages.

Required Management Course: 3 cr.

MG401 Principles of Management (3 cr.)

This course explores the concepts and theories of management and their application in today's managerial environment. It examines the essential functions of management: planning, organizing, leading, and controlling. MG307 may be taken instead of this course.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to undergraduate certificate and degree programs at any time during the year and, if accepted, begin the program during any one of the three semesters. Applicants must demonstrate the language proficiency necessary for successful undergraduate coursework. Applicants must provide evidence of at least 30 transferable semester credits upon acceptance including completion of a basic English composition course. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

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1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. Official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 semester credits and a basic English composition course. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.)

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Information Technology, B.S.

The Bachelor of Science in Information Technology (IT) program prepares students with both the business savvy and IT expertise to contribute to the strategic success of an organization. The 45-credit program is designed for individuals who want to be IT managers and move further up in business leadership. Students choose 12 credits from among current IT areas such as mobile technologies, security, forensics, and business.

Program Outcomes

Graduates of the Bachelor of Science in Information Technology are expected to be able to do the following:

1. Identify and implement current and emerging information trends and technology.
2. Support and participate in business strategic decision-making at all organizational levels.
3. Apply knowledge of information technology to design systems for business applications.
4. Communicate effectively at all organizational levels.
5. Apply the principles of project management.
6. Identify the ethical implications of their actions.
7. Work effectively with diverse populations from a culturally competent perspective.
8. Utilize professional and personal development resources.
9. Apply the concepts and principles in chosen areas of specialization.
10. Demonstrate critical thinking skills.

Degree Requirements

A minimum of 122 semester credits is required for graduation with the bachelor of science degree from Saint Mary's University. All students must meet the general education credit requirements. A minimum of 45 credits is required to complete the B.S. in Information Technology.

Required Information Technology Courses	15 cr.
Required Management Courses	9 cr.
Required Communication Courses	6 cr.
Required Capstone Course	3 cr.
Electives	12 cr.
Total Credits	45 cr.

Required Information Technology Courses: 15 cr.

IT301 Information Technology Perspectives (3 cr.)

This course provides a context for understanding the information technology industry. Trends in the industry and viable career options are identified and explored. Important technological shifts in the industry are examined. The fundamentals of career management and self-identification of a specialized and marketable segment of the information technology industry are covered.

IT303 Data and Database Management Systems (3 cr.)

Prerequisite(s): IT301

This course provides an overview of methods used to analyze, capture, process, and manage data resources. Database structures and models are examined. Design and normalization of data, database management systems, relational models, and query interfaces are also studied.

IT304 Business Fundamentals for IT Professionals (3 cr.)

Prerequisite(s): IT301

This course details how information technology professionals and business experts work together to make investment and implementation decisions to support an organization's overall business goals. Topics such as organizational structure, business process, and return on technological investment are examined. Additionally, concepts relatively new to information technology – intrapreneuring, intercompany selling, and revenue generation – are defined and discussed. The skills needed to participate in business process definition, to estimate and measure return on investment, and to present an effective technology proposal are covered.

IT305 Enterprise Architecture Fundamentals (3 cr.)

Prerequisite(s): IT 301

This course covers the fundamentals of enterprise architecture concepts, including the purpose and importance of architecture in the enterprise. It discusses current problems with efforts to establish and maintain architectures, and methods to overcome the obstacles.

IT312 Emerging Trends in Business Technology (3 cr.)

Prerequisite(s): IT301

This course surveys the technical advancements and innovations that are reshaping business technology in the 21st century. Students examine techniques for identifying technology trends, develop methodologies for evaluating new technologies for specific business use, craft effective presentations that solicit managerial buy-in, and model adoption strategies that minimize the risk of implementation failure.

Required Management Courses: 9 cr.

IT309 Information Ethics (3 cr.)

This course provides a foundation in the moral and ethical issues of doing business in the technological age. Topics include the role of information in an organization, ownership of information, and the rights of the corporation and the rights of the employees. Moral and political implications of doing business globally in an economically sustainable and culturally sensitive way are also covered.

6 credits from among the following:

MG307 Principles of Leadership (3 cr.)

This course presents a broad survey of theory and research on leadership. It examines classical and scientific management perspectives and considers contemporary theories and practices of organizational leadership.

MG401 Principles of Management (3 cr.)

This course explores the concepts and theories of management and their application in today's managerial environment. It examines the essential functions of management: planning, organizing, leading, and controlling. MG307 may be taken instead of this course.

MG405 Organizational Culture and Change (3 cr.)

This course focuses on the ability of leaders to understand and manage organizational change. It addresses a broad-based understanding of the nature, function, and complexities of organizations. Ways of dealing with change are developed from sometimes disparate views of organizations.

MG408 Project Management (3 cr.)

This course emphasizes leadership concepts related to directing and coordinating human and material resources for relatively short-term projects that have been established to complete specific goals and objectives. The skills and procedures needed to take a project from definition through completion are presented.

MG412 Critical Thinking for Organizational Leaders (3 cr.)

This course examines the relevance and application of critical thinking and decision making techniques for leadership and management in various organizations. Students identify and evaluate their own leadership and management capabilities. The course focuses on eliciting new leadership insights, and on improving problem solving and decision-making skills. Finally, the course emphasizes the skills leaders and managers in organizations need to articulate reasoned solutions to organizational problems and opportunities.

Required Communication Courses: 6 cr.

CM310 Oral Communications (3 cr.)

Communication skills pertinent to organizational settings form the foundation of this course. Effective methods for design and delivery of oral communication are examined. Other topics include communication styles, interpersonal communication skills, dynamics of small group communication, and persuasive speaking.

CM409 Technical Writing (3 cr.)

This course focuses on the formal demands, as well as the underlying logic, necessary to meet many complex technical writing situations. Students examine the technical writing process with an emphasis on revision and editing skills. Students explore how style, format, and the use of visuals can affect the quality of their communication. Techniques to strategically adapt technical documents to fit a specific audience and purpose are practiced. Topics include forms of technical writing, such as definitions, descriptions, manuals, reports, and formal documentation. Aspects of developing technologies and their communication needs are explored.

Required Capstone Course 3 cr.

IT490 Bachelor of Science Completion Capstone (3 cr.)

Prerequisite(s): All general education requirements. This course is taken in the student's last semester before graduation. All general education requirements must be fulfilled.

This course provides an opportunity for students to integrate knowledge and skills developed in the Information Technology program and to apply them to a relevant topic. Students select a problem or controversial issue in their area of specialization, research the issue, analyze and critique material related to the topic, and design an application or approach that addresses the issue. Additionally, students demonstrate the educational outcomes of the Information Technology program. The capstone is presented in a business context.

Electives: 12 cr.

IT415 Leveraging Mobile Technologies (3 cr.)

Prerequisite(s): IT301

This course provides an introduction to mobile devices, networks, and applications. Topics include the roles of financial institutions, operators, content providers, and other key parties in the mobile commerce value chain; core mobile technologies; and the differences between m-commerce and e-commerce. The current mobile infrastructure, mobile

IT430 Information Security I (3 cr.)

Prerequisite(s): IT301

This course provides an overarching model for information assurance for businesses, government agencies, and other enterprises needing to establish a comprehensive security plan. The components of security and protection against the most current security vulnerabilities are covered. Topics include asset identification, human factors, personnel security, risk assessment, ethical considerations, and computer and network security tools and methods.

IT431 Information Security II (3 cr.)

Prerequisite(s): IT430

This course provides a continuing exploration of information assurance models for institutions. The components of security and how they relate, and effective security policy development are featured. Topics include business continuity, security law, and desktop and server security tools and methods. Hands-on training regarding protection of computers and networks against the most current Windows and UNIX vulnerabilities is provided.

IT436 Computer Forensics I (3 cr.)

Prerequisite(s): IT301

This course provides an introduction to the legal, technical, and investigative skills necessary to consider a career in computer forensics. Topics include the legal foundations for proper handling of traditional and electronic evidence, investigative tools and procedures, and an examination of large-scale attacks such as identity theft, fraud, phishing, extortion, and malware infections. The basics of conducting a computer forensics investigation, finding hidden data, and evaluating common computer forensic tools are covered.

IT437 Computer Forensics II (3 cr.)

Prerequisite(s): IT436

This course provides an in depth examination of the technical tools and techniques utilized by computer forensics examiners. Topics include criminal timeline recreation, evidence recovery, and the most current PDA and cell phone investigative techniques. The focus is on deployment of an effective case management strategy to collect material, document findings, and archive results; the use of forensic tools to uncover obscured code, file mismatches, and invalid signatures; and the extraction of client and Web-based email artifacts using industry recognized tools.

IT440 Business Intelligence Fundamentals (3 cr.)

Prerequisite(s): IT301

This course introduces data warehousing and decision support infrastructures that support organizational performance management. Information requirements for managerial decisions, dimensional modeling, data warehouse development, and data analysis techniques are covered.

IT441 Advanced Business Intelligence Techniques (3 cr.)

Prerequisite(s): IT440

This course introduces the computer-assisted process of evaluating enormous sets of data to find previously undiscovered patterns, draw conclusions, and then make decisions based on the patterns. Concepts are introduced and applied using current software tools.

IT457 Cloud Computing Fundamentals (3 cr.)

Prerequisite(s): IT301

This course introduces the fundamental building blocks of cloud computing and virtualized data centers, with an emphasis on the design, implementation, and operation of real-world cloud-based systems. Students examine the meaning of the term "cloud computing" and its proper context; evaluate the financial, strategic and risk implications of various solutions; develop design methodologies for evaluating, planning and implementing cloud computing; and select the optimal blend of cloud applications and services for solving common business problems.

IT458 Advanced Cloud Computing Techniques (3 cr.)

Prerequisite(s): IT457

This course reviews the fundamental building blocks of a viable cloud computing software application. Students design a scalable prototype application that minimizes local storage and processing. Students implement, and manage their own cloud computing application. This course also explores the use of mobile devices to access cloud computing resources.

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to undergraduate certificate and degree programs at any time during the year and, if accepted, begin the program during any one of the three semesters. Applicants must demonstrate the language proficiency necessary for successful undergraduate coursework. Applicants must provide evidence of at least 30 transferable semester credits upon acceptance including completion of a basic English composition course. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. Official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 semester credits and a basic English composition course. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.)

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Marketing, B.S.

The Bachelor of Science in Marketing (BSM) program is designed to provide students with the theoretical, practical, technical, and ethical foundation needed for success in a variety of marketing careers. Key processes in the planning and executing of marketing activities aimed at creating exchanges that satisfy both customer and organizational objectives are addressed. The program also focuses on the issues and trends relevant to marketing efforts in the 21st-century.

The emphasis of the Bachelor of Science in Marketing (BSM) program is three-fold. First, the program takes a global approach to understanding marketing theory and practice in the 21st-century. Second, it emphasizes the understanding and use of technology and digital media as integral to the success of contemporary marketing strategies. Finally, in alignment with LaSallian values the program examines the use of marketing theory to enact social change and conduct business in an ethical manner.

A significant percentage of the Bachelor of Science in Marketing (BSM) program coursework is delivered via a blended format. Each of the core marketing (MK) courses plus the final Capstone course comprise both in-class and online sessions. The in-class sessions provide students the opportunity to work with colleagues and faculty face-to-face. The online sessions provide students with the convenience of not needing to be on campus, plus the learning opportunities afforded in an online environment.

Program Outcomes

Graduates of the Bachelor of Science in Marketing (BSM) program are expected to be able to do the following:

1. Describe the marketing function in the context of organizational management and strategic planning.
2. Apply research and environmental analysis to strategic marketing decisions.
3. Analyze the demographic, geographic and behavioral diversity of world populations in the context of consumer behavior.
4. Integrate knowledge of consumer behavior into market planning.
5. Assess from an ethical perspective the impact of various types of marketing efforts on society.
6. Select appropriate means of influencing target markets.
7. Utilize technology to analyze markets and promote products and services.
8. Identify current marketing trends in a variety of industries.
9. Develop a marketing plan.
10. Communicate effectively in a variety of modes.
11. Continue learning throughout their lives.

Degree Requirements

A minimum of 122 semester credits is required for graduation with the bachelor of science degree from Saint Mary's University. All students must meet the general education requirements. A minimum of 36 credits is needed to complete the B.S. in Marketing program.

Required Marketing Courses 18 cr.

Required Business Course 3 cr.

Required Communication Courses 6 cr.

Required Capstone Course 3 cr.

Elective Courses 6 cr.

Total 36 cr.

Required Marketing Requirements: 18 cr.

(take 2 of the 3 ethics courses-MK302, MK303, or MK307)

MK301 Marketing in a 21st Century Global Economy (3 cr.)

This course examines marketing theory and practice in our 21st century global economy. Emphasis is placed on the development of marketing strategies based on economic, social, geographic, and cultural environmental considerations throughout the world. This course examines the buying behaviors inherent to both domestic and international markets. Also examined are various marketing strategies and approaches, environmental scanning and market research, product adaptations, distribution channel considerations between and within countries, and promotional strategies.

MK302 Marketing Ethics (3 cr.)

This course introduces students to the moral and social issues that arise in the marketing profession. It examines implications of how marketing efforts impact consumers and society. It also examines the legal and regulatory forces that impact how marketers conduct business. Ethical concepts and frameworks used to resolve moral dilemmas are presented.

MK303 Green Marketing (3 cr.)

This course examines the relationship between company marketing efforts and the earth's physical environment. The impact of traditional marketing efforts on the earth's natural resources is examined. Also examined is the role of environmental resource management as it pertains to the development, production, distribution, and promotion of goods and services. Earth-friendly marketing strategies for the 21st century are analyzed. Finally, emerging green marketing trends are examined.

MK304 Technology Enhanced Consumer & Trend Analysis (3 cr.)

This course explores the theories and frameworks that business and marketing strategists need for assessing consumer behavior and industry trends. The impact of consumer buying behaviors and various business environment factors on marketing initiatives is examined. Also examined are future consumer and industry trends. The use of geographic information systems (GIS) technology to analyze consumer purchasing is reviewed. The course also examines the contributions of the social sciences in understanding the sociological and psychological elements that influence buying behaviors.

MK306 Digital Marketing (3 cr.)

Prerequisite(s): MK301

This course covers the role of the Internet and associated technologies in contemporary marketing, from product and pricing considerations to new distribution and promotional channels. The role of digital media in creating a customer experience and facilitating business sales and advertising is examined. Also examined is the buying behavior particular to business-to-consumer and business-to-business digital relationships. Key components of the digital marketing mix used to facilitate the development of a digital marketing plan and a supporting budget are presented.

MK307 Social Marketing (3 cr.)

This course examines the use of marketing principles and concepts for the purpose of improving society. Societal issues ranging from health and safety to community involvement, which can benefit from social marketing efforts, are examined. Also examined is the concept of using marketing to encourage people to change behaviors to improve their lives and benefit society. Social marketing strategies for the 21st century are analyzed. Finally, emerging social marketing trends are examined.

MK310 Promotion & Communication (3 cr.)

Prerequisite(s): MK301

This course examines the tools of promotion and communication used in organizational marketing efforts. Topics include advertising, direct marketing, sales promotions, public relations, and personal selling. Message development and communication approaches for various types of promotion are discussed. Legal and ethical issues related to marketing promotions and communications are also considered.

Required Business Course: 3 cr.

BU407 Financial Management (3 cr.)

This course is an introduction to the theory and practice of financial management of organizations. Topics covered include the assessment of types of business entities and capital acquisition sources, basic financial statement analysis, the assessment of how income taxes impact the financial decision making process, the evaluation of capital projects using the time value of money concepts, management of an entity's current assets and current liabilities, and the maximization of shareholder wealth.

Required Capstone: 3 cr.

BU490 Strategic Management Capstone (3 cr.)

Prerequisite(s): All academic requirements of the student's program major. This course is taken in the student's last semester before graduation. All general education requirements must be fulfilled. This course integrates knowledge and skills developed in a student's major course of study. Students integrate and apply knowledge and skills acquired throughout their academic programs. Students also demonstrate professional communications via written reports and oral presentations, outline continuing education strategies, and analyze ethical and diversity issues in business organizations.

Communication Courses: 6 cr.

CM309 Professional Writing (3 cr.)

Prerequisite(s): English Composition or equivalent

This course provides strategies for developing a clear, concise professional writing style. A variety of writing formats are addressed. Research for professional documents, writing in an electronic environment, and collaborative writing are considered. Voice, style, audience, purpose, the writing process, and strategies for editing and revision are examined in the context of interpersonal and ethical dimensions.

CM310 Oral Communications (3 cr.)

Communication skills pertinent to organizational settings form the foundation of this course. Effective methods for design and delivery of oral communication are examined. Other topics include communication styles, interpersonal communication skills, dynamics of small group communication, and persuasive speaking.

Elective Courses: 6 cr.

MK400 Market Research (3 cr.)

Prerequisite(s): MK301

This course covers the fundamentals of the theory and design of market research and the analysis and use of research results in making marketing decisions. Applications of market research for various sizes and types of companies are considered.

MK420 Advertising Design (3 cr.)

This course involves the study of art and design used in the marketing of products and services. The principles of artistic composition, color, shape, and form used in commercial art is examined. Emphasis is placed on the need for business professionals to understand the fundamental aesthetic principles of advertising design to help ensure successful promotional campaigns

MK430 Product Life Cycle Management (3 cr.)

Prerequisite(s): MK301

This course focuses on managing products and services throughout their life cycles. Topics include product and service opportunity identification, new product and service innovation, development, design, and idea testing; and development team management. Product and service launching strategies, pricing approaches, and promotional techniques are explored. Also discussed are branding concepts and brand management strategies.

MK440 Business Sales (3 cr.)

Prerequisite(s): MK301

This course covers the theory and practice of selling products and services to businesses. It considers its similarities to and differences from consumer sales in terms of mix, buyer behavior, and the buyer-seller relationship. It addresses the social, ethical, and legal elements of business-to-business sales.

MK441 Professional Selling Strategies (3 cr.)

Prerequisite(s): MK301

This course covers the theory and practice of selling products and services. Approaches to professional selling are reviewed, with the application of selling and customer relationships skills emphasized. Topics covered include the theories and practices of customer prospecting and approach, determining customer wants and needs, sales presentation, overcoming objections, closing the sale, and sales territory management. Also reviewed are communications skills and techniques needed for developing relationships and negotiating sales transactions. Finally, the legal and ethical issues pertaining to contemporary selling are covered.

MK442 Sales Management (3 cr.)

Prerequisite(s): MK301

This course examines the process of managing sales representatives, accounts, and resources in the context of the legal, ethical and global business environment. It covers the sales force recruiting and hiring process; approaches to sales force training, compensation, and motivation; techniques used in sales forecasting; and approaches to establishing and managing sales territories. Strategies for managing resources and measuring sales goals are also explored.

MK444 Customer Service & Communications (3 cr.)

This course addresses the importance of customer service and customer-centered communications for ensuring the success of organizational marketing efforts. It explores the concepts of designing systems that meet the service and communications needs of customers, and of building and maintaining lasting customer relationships. Strategies for assessing whether systems promote or hinder an organization's ability to deliver excellent customer service are examined. Also examined are techniques for designing effective communications and the use of technology to support customer service activities.

*Any Business (BU) program courses (*students pursuing an MBA should take BU300 - Accounting Principles)*

*Any Management (MG) courses (*students pursuing an MBA should take MG311 - Economics for Managers)*

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to undergraduate certificate and degree programs at any time during the year and, if accepted, begin the program during any one of the three semesters. Applicants must demonstrate the language proficiency necessary for successful undergraduate coursework. Applicants must provide evidence of at least 30 transferable semester credits upon acceptance including completion of a basic English composition course. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. Official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 semester credits and a basic English composition course. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.)

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Nursing, B.S.

The Bachelor of Science in Nursing degree completion program is designed for registered nurses looking to advance their professional role in today's diverse healthcare field. This program expands the student's current knowledge and experience with a strong emphasis on the science of nursing. Courses are designed to develop critical thinking, evidence-based nursing practices, and integrative scientific thought combined with an ethical patient-centered approach to nursing in diverse communities. The Baccalaureate Degree Program in Nursing at Saint Mary's University of Minnesota is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington DC 20036, (202) 887-6791.

Mission

The Bachelor of Science in Nursing degree completion program provides quality, relevant, and rigorous nursing education based on Lasallian principles to prepare Registered Nurses for professional nursing practice and graduate study.

Vision

The Bachelor of Science in Nursing degree completion facilitates the development of caring and ethical nursing professionals committed to lifelong learning and service.

Goals

- To expand the student's current knowledge and experience with a strong emphasis on the science of nursing
- To further develop critical thinking
- To promote evidence-based nursing practices
- To further develop integrative thought combined with an ethical patient centered approach to nursing in diverse communities.

Program Outcomes

Graduates of the Bachelor of Science in Nursing program are expected to be able to do the following:

1. Provide quality nursing care through the implementation of evidence-based practice to diverse patients and families.
2. Demonstrate critical thinking skills in a healthcare setting.
3. Manage organizational processes and supervise personnel in a healthcare setting.
4. Incorporate concepts of scientific principles associated with nursing care.
5. Interact effectively with diverse populations.
6. Demonstrate effective written and oral communication skills.
7. Facilitate teams, collaboration, and mentoring amongst health professionals.

8. Demonstrate an understanding and sensitivity to family dynamics associated with health care and patient education.
9. Demonstrate an understanding of the role of health care regulation.
10. Incorporate ethical behavior into daily nursing practice.
11. Locate and interpret quality research and apply basic analytical skills to interpret data related to health care.
12. Apply educational strategies to teach patients and colleagues in a health care setting.

Degree Requirements

A minimum of 122 credits is required for graduation with a bachelor of science degree from Saint Mary's University. All students must meet the general education credit requirements. A minimum of 51 credits is required to complete the B.S. in Nursing.

Required Nursing Courses	33 cr.
Required Management Courses	9 cr.
Required Communication Courses	6 cr.
Required Capstone Course	3 cr.
Total	51 cr.

Required Nursing Courses: 33 cr.

NUR300 Integrated Science for Nursing (3 cr.)

This course provides an advanced interdisciplinary study of applied mathematics, chemistry, biological sciences, and physics related to modern nursing practice. Concepts related to human health in various stages of the human life cycle are explored and integrated into the nursing knowledge base.

NUR310 Clinical Pharmacology (3 cr.)

This course focuses on general concepts in pharmacokinetics and pharmacodynamics related to the major drug classifications used to treat leading causes of morbidity and mortality in the United States. Topics such as drug actions and interactions, metabolism and distribution, adverse effects, precautions, and contraindications are discussed.

NUR320 Nursing Ethics (3 cr.)

This course addresses ethical reasoning and ethical frameworks applied to the nursing scope of practice. An awareness of personal/professional values and behaviors, and policy and law related to nursing practice and the professional Code of Ethics for Nursing are explored.

NUR330 Health Care Delivery Systems (3 cr.)

This course provides an overview of health care delivery systems and their interaction and influence on health care practices. An examination of health reimbursement systems, external regulatory bodies, and public policy are explored.

NUR340 Nursing Research (3 cr.)

This course focuses on fundamental research skills needed to inform and guide quality nursing practices. Emphasis is on locating, critiquing, and interpreting research studies and reports to address a clinical practice problem.

NUR350 Evidence-based Nursing Practice (3 cr.)

Prerequisite(s): NUR340

This course focuses on the integration of quality evidence from research, clinical expertise, and patient values to make informed decisions regarding quality nursing practices. Identifying areas of evidence-based practice, gathering and evaluating valid evidence, implementing the findings, and assessing the outcomes are discussed.

NUR360 Comprehensive Assessment (3 cr.)

This course provides methods to gather and interpret assessment data from a variety of sources impacting patient health and care. Assessment of health factors such as community, family, culture, lifestyle, and environment are addressed as well as health education and community service needs.

NUR400 Focused Integrated Nursing - Prenatal/Maternal-Birth (3 cr.)

Prerequisite(s): Completion of 300 series

This course is one of four focused integrated nursing courses examining the major medical problems facing the U.S. population today. Problem-based learning is used to address the leading causes of maternal and infant morbidity and mortality and issues related to reproductive genetics. The contributing causes, intervention, prevention, and health education/counseling are explored.

NUR410 Focused Integrated Nursing - Pediatric (3 cr.)

Prerequisite(s): Completion of 300 series

This course is one of four focused integrated nursing courses examining the major medical problems facing the U.S. population today. Problem based learning is used to address the leading causes of morbidity and mortality facing children and teens. The contributing causes, intervention, prevention, and health education/counseling are explored.

NUR420 Focused Integrated Nursing - Adult (3 cr.)

Prerequisite(s): Completion of 300 series

This course is one of four focused integrated nursing courses examining the major medical problems facing the U.S. population today. Problem based learning is used to address the leading causes of morbidity and mortality facing adults. The contributing causes, intervention, prevention, and health education/counseling are explored.

NUR430 Focused Integrated Nursing - Geriatric (3 cr.)

Prerequisite(s): Completion of 300 series

This course is one of four focused integrated nursing courses examining the major medical problems facing the U.S. population today. Problem based learning is used to address the leading causes of morbidity and mortality facing older adults. The contributing causes, intervention, prevention, and health education/counseling are explored.

Required Management Courses: 9 cr.

HS325 Cross-Cultural Competency for Service Providers (3 cr.)

Prerequisite(s): HS302

This course examines the impact of cultural diversity on the helping relationship, encourages the acknowledgement of biases and beliefs about diversity and provides an opportunity for students to demonstrate an appreciation of the contributions of diverse populations. Special attention is given to diverse populations in the human service system, including the poor, the mentally ill, the developmentally disabled, the frail elderly, and persons with HIV/AIDS.

MG401 Principles of Management (3 cr.)

This course explores the concepts and theories of management and their application in today's managerial environment. It examines the essential functions of management: planning, organizing, leading, and controlling. MG307 may be taken instead of this course.

MG412 Critical Thinking for Organizational Leaders (3 cr.)

This course examines the relevance and application of critical thinking and decision making techniques for leadership and management in various organizations. Students identify and evaluate their own leadership and management capabilities. The course focuses on eliciting new leadership insights, and on improving problem solving and decision-making skills. Finally, the course emphasizes the skills leaders and managers in organizations need to articulate reasoned solutions to organizational problems and opportunities.

Required Communication Courses: 6 cr.

HS302 Communication Skills for Health and Human Service Professionals I (3 cr.)

This course provides strategies for developing academic and professional writing skills relevant to health and human services. Topics include effective written communication in the workplace and appropriate communication styles based on audience. Academic writing is addressed including using APA formatting, library research tools, and methods for locating and selecting scholarly sources.

HS303 Communication Skills for Health and Human Service Professionals II (3 cr.)

This course builds upon the work in HS302, with continued writing and a focus on oral communication. Effective methods to design and organize academic and professional documents, and present that information orally are addressed. Students are introduced to communication styles and how to effectively deliver oral communication both formally and interpersonally to internal and external groups. Technology is utilized to effectively deliver these messages.

Required Capstone Course: 3 cr.

NUR490 Capstone (3 cr.)

Prerequisite(s): All program requirements. This course is taken in the student's last semester before graduation. All requirements must be fulfilled.

This summative course integrates knowledge and skills developed in previous courses and provides an opportunity to apply them to a selected topic in a specialized area of interest. Each student selects a topic currently confronting the field of study or profession, clearly defines the topic using appropriate references and resources, and writes and presents their comprehensive project. The presentation must be provided in a professional manner suitable for a professional health care audience.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to undergraduate certificate and degree programs at any time during the year and, if accepted, begin the program during any one of the three semesters. Applicants must demonstrate the language proficiency necessary for successful undergraduate coursework. All applicants must have achieved an overall GPA of 2.5 in their associates Degree in Nursing program, have taken a basic English composition course, and have an unencumbered registered nurse licensure. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. Official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 semester credits and a basic English composition course. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.)

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Police Science, B.S.

The challenges and responsibilities of the modern police officer have undergone tremendous changes. Today's police officer must be prepared to meet the needs and expectations of an ever-changing, complex, and diverse society. The Bachelor of Science in Police Science program provides officers an opportunity to become better prepared for meeting these new challenges. Together with other working professionals, officers study the management, leadership, and communication skills and law enforcement tools necessary to continue their personal and professional development and respond to societal needs.

Program Outcomes

Graduates of the Bachelor of Science in Police Science program are expected to be able to do the following:

1. Incorporate community involvement in the creation of a safe environment.
2. Apply leadership and management skills to law enforcement.
3. Develop organizational systems that foster problem-solving within their local communities.
4. Interpret the laws, rules, regulations, and policies of the criminal justice system.
5. Assess various investigative techniques.
6. Communicate effectively in a variety of modes.
7. Work effectively with diverse populations.
8. Examine the ethical implications of professional and personal actions in law enforcement.
9. Recognize the need for life-long learning.

Additional Specialization Program Outcomes

Management - Demonstrate comprehensive management skills needed for upper-level roles and responsibilities in various law enforcement organizations.

Security Management - Demonstrate specialized technical and administrative skills needed for asset protection management in various business organizations.

Forensic Investigation - Demonstrate specialized technical and administrative skills needed for various forensic investigations.

Degree Requirements

A minimum of 122 semester credits are required for graduation with the bachelor of science degree from Saint Mary's University. All students must meet the general education credit requirements. A minimum of 36 credits is needed to complete the B.S. in Police Science program.

Students may complete the general B.S. in Police Science program or choose to add an additional specialization in one of the following: Management, Security Management, or Forensic Investigation.

Students choosing to specialize take an additional 12 credits (36 core program credits + 12 specialization credits = 48 credits total).

Required Police Science Courses 15 cr.

Required Capstone Course 3 cr.

Required Communication Courses 6 cr.

Elective Courses 12 cr.

Total Credits: Police Science Program 36 cr.

Add: Specialization (if desired) 12 cr.

Total Credits: Police Science Program with Specializations 48 cr.

Required Police Science Courses: 15 cr.

PSCI302 Demographic Influences on Policing (3 cr.)

This course examines the ever changing landscape facing law enforcement today. It focuses on the changing role and societal expectations of law enforcement agencies in dealing with the challenges of an aging population, managing multiple generations, and the continued growth of new immigrant populations. The course also addresses the need for collaborative partnerships with all sectors of the community and government entities.

PSCI303 Application of Rules of Evidence (3 cr.)

This course examines the application of the rules of evidence based on constitutional, statutory, and jurisdictional matters. This course is designed to build on the basic skills of the officers. Methods of interviewing and methods of maintaining crime scene integrity are discussed.

PSCI401 Police Ethics (3 cr.)

This course reviews various ethical philosophies to be used as a foundation for analysis and discussion of current ethical issues facing peace officers. Strategies to deal with these issues, the effect of departmental expectations upon conduct, and the impact of officer behavior upon the community are discussed.

PSCI402 Emerging Techniques and Technologies of Policing (3 cr.)

This course in policing identifies techniques and technologies used for implementing community problem solving strategies. Students develop strategies to meet community needs and utilizing the emerging techniques and technologies.

PSCI403 Police Management and Leadership (3 cr.)

This course examines police leadership and management practices. It introduces selected management and leadership models and theories. This course also looks at the difference between management and leadership, formal and informal leadership, and the impact of effective leadership/management practices on police organizational environments.

Required Capstone Course: 3 cr.

PSCI490 Police Science Capstone (3 cr.)

Prerequisite(s): All program requirements. This course is taken in the student's last semester before graduation. All requirements must be fulfilled.

This course integrates knowledge, skills, and tools developed in previous courses and provides an opportunity to apply them to a selected topic. Each student selects an issue currently confronting law enforcement professionals, clearly defines the question using appropriate references and resources, and creates a proposal which addresses the question. The proposal must be suitable for formal presentation to police administrators or a professional organization and the student presents the proposal to classmates.

Required Communication Courses: 6 cr.

CM309 Professional Writing (3 cr.)

Prerequisite(s): English Composition or equivalent

This course provides strategies for developing a clear, concise professional writing style. A variety of writing formats are addressed. Research for professional documents, writing in an electronic environment, and collaborative writing are considered. Voice, style, audience, purpose, the writing process, and strategies for editing and revision are examined in the context of interpersonal and ethical dimensions.

or

CM330 Academic Writing (3 cr.)

Academic writing focuses on reflective, informational, and persuasive writing directed at an academic audience. Clear summarization of material, critical reading of texts, thoughtful and developed responses, effective secondary research, incorporation of sources into documents, appropriate document of research using APA format, and construction of persuasive and informative academic papers are addressed. The format and style of essays and research papers are explored. The course also emphasizes the development of a strong, formal academic voice and style.

CM310 Oral Communications (3 cr.)

Communication skills pertinent to organizational settings form the foundation of this course. Effective methods for design and delivery of oral communication are examined. Other topics include communication styles, interpersonal communication skills, dynamics of small group communication, and persuasive speaking.

Elective Courses: 12 cr.

PSCI305 Criminal Justice Statistics (3 cr.)

This course presents theory, procedures, and practical application for data formulation and analysis. The focus is on criminology and crime related statistics that measure central tendency and dispersion, probability, and critical thinking skills regarding analysis of data sets.

PSCI306 Police Officer Wellness (3 cr.)

This course is designed to foster individual wellness through examining the effect of work environment upon officers. It examines post-traumatic stress disorder (PTSD) and strategies for creating a sense of well-being.

PSCI307 Workplace Violence: Prevention and Response (3 cr.)

This course examines workplace violence as it relates to organizations, employees and public safety responders. Topics include internal and external acts of violence, legal aspects, organizational influences, prevention, and response strategies.

PSCI308 Forensic Science in Crime Scene Investigation (3 cr.)

This course examines the use of forensic science methodologies in the examination of crime scenes. It addresses the use of forensic science to aid in the investigation of crimes. Students learn to apply these principles to conduct ethical and objective examinations of crime scenes. Foundational principles in the use of science in a variety of criminal investigations are discussed and applied.

PSCI310 Introduction to Geographical Information Systems (3 cr.)

This course introduces the basic concepts of geographical informational systems, including purpose, hardware, software, and applications to the law enforcement community.

PSCI405 Violence as a Culture (3 cr.)

This course examines the historical perspectives of violence, causes of violence, why violence is perpetuated in many environments, and how it impacts society.

PSCI407 Criminal Justice and the Media (3 cr.)

This course examines the roles and responsibilities of the media and law enforcement when reporting crime and responding to criminal justice issues. Students identify, analyze, and describe the media relationships of various criminal justice agencies, discuss data privacy laws, explore media influence, and understand its impact on policing.

PSCI409 Violent Crimes Against the Person (3 cr.)

This course focuses on serial criminals, homicide, criminal sexual assault, and other violent crimes. Methods of investigation, preventative techniques, and access to advocacy groups are discussed.

PSCI410 Police Instructor Development (3 cr.)

This course focuses on instructor techniques for the delivery of police officer training. Topics include adult learning theory, Minnesota Police Officer Standards and Training Board rules and regulations, goals and objectives, testing and evaluation, methods of instruction, lesson plan design, presentation skills, use of instructional aids, and the role of the police instructor.

PSCI411 Crimes Against the Family (3 cr.)

This course is designed to develop knowledge and techniques issues related to victimization, child sex abuse, stalking, family member abuse, and family violence. Methods of investigation, preventative techniques, and access to advocacy groups are discussed.

PSCI412 Gangs in America (3 cr.)

This course examines Minnesota gangs as related to development, historical, and sociological concepts, impact on individuals and communities, and enforcement strategies for gang suppression.

PSCI413 Legal Issues for Law Enforcement Leaders (3 cr.)

This course examines the legal issues that impact law enforcement leaders. Topics include human resource law, performance management, data practices, and liability issues, along with discussing proactive partnerships with unions, city councils, the community, and the courts.

PSCI415 Special Investigations (3 cr.)

This course focuses on organized crime, gang activity, cyber crime, and terrorism. Methods of investigation and preventative techniques are discussed.

PSCI416 Emergency Management Principles (3 cr.)

This course examines the fundamental elements of emergency management: mitigation, planning, response, and recovery. The function and interoperability of local, county, regional, and state programs are explored. Students plan, conduct, and participate in emergency management exercises.

PSCI420 Peace Officer Bill of Rights (3 cr.)

This course examines Minnesota Statute 626.89 and compares it to similar statutes. Topics include anti-quota laws, officer liability, use of force, high-speed pursuits, and other areas that provide constant scrutiny of officer conduct.

PSCI421 Supervision (3 cr.)

This course examines first line supervision responsibilities such as scheduling, daily operations, coaching, training, performance issues, discipline, employee development, and mentoring. It addresses the transition from police officer to supervisor and ethical situations involved in supervision.

PSCI422 Career Survival Through Total Fitness (3 cr.)

This course examines the potential physical, emotional, and mental impact law enforcement careers can have on police officers. The skills law enforcement officers can adopt to implement and maintain a holistic health approach are presented. Also presented are the knowledge and skills police officers can integrate into a personalized program tailored to the specific demands of their professions.

PSCI423 Strategic Policing (3 cr.)

This course examines short and long-term strategies to reduce crime and maximize public safety resources. Topics include real-time intelligence gathering, crime analysis, and mapping. This course also examines the use of information systems and technology. Strategies for the deployment of personnel and planning for large-scale events are addressed.

BU300 Accounting Principles (3 cr.)

This course is designed to give students the foundations of financial accounting and reporting practices used by decision makers in today's business environments. Financial accounting methods, the accounting cycle, internal controls, and accounting practices for different types of business entities are examined. Also examined are accounting for international operations, and the preparation of both domestic and international-based financial statements.

BU400 Business Law (3 cr.)

This introductory course examines the legal context for business, including the legal and regulatory system, the law of contracts, property laws and torts, and forms of business organization, including partnerships and corporations. The course also introduces law and regulation which affect business activities, including employment law, securities, antitrust, bankruptcy, consumer protections, and environmental laws.

BU403 Applied Business Statistics (3 cr.)

This course introduces students to descriptive and inferential statistics for use in business-related applications. Measures of central tendency and dispersion, simple probability, data analysis, and statistical inference are examined. The use of computer software for analyzing statistical data is addressed.

BU407 Financial Management (3 cr.)

This course is an introduction to the theory and practice of financial management of organizations. Topics covered include the assessment of types of business entities and capital acquisition sources, basic financial statement analysis, the assessment of how income taxes impact the financial decision making process, the evaluation of capital projects using the time value of money concepts, management of an entity's current assets and current liabilities, and the maximization of shareholder wealth.

HR340 Strategic Human Resource Management (3 cr.)

This course examines strategic human resource functions performed in organizations. It includes planning, job analysis and design, job description, recruiting and hiring, training, performance management, regulation, evaluation, benefits, and labor law. Trends impacting the field are examined, including the use of technology in managing human resource functions, and the role of human resources in a global business environment.

HR440 Employee and Labor Relations (3 cr.)

This course provides an introduction to the practical aspects of employer and employee relationships from both union and non-union perspectives. It includes an overview of the basics of labor law and bargaining agreements, the role of the National Labor Relations Board and how each impacts performance among management, supervisors and employees in private, government and public organizations.

MG305 Managerial Ethics (3 cr.)

This course examines the moral issues to be considered by managers in the 21st century global economy. Also examined are the ethical frameworks and reasoning skills relevant for resolving moral dilemmas in business organizations. The social, political, global, and economic environments within which moral issues occur are assessed. Finally, the legal and regulatory forces that impact ethical decision making in business organizations are examined.

MG307 Principles of Leadership (3 cr.)

This course presents a broad survey of theory and research on leadership. It examines classical and scientific management perspectives and considers contemporary theories and practices of organizational leadership.

MG401 Principles of Management (3 cr.)

This course explores the concepts and theories of management and their application in today's managerial environment. It examines the essential functions of management: planning, organizing, leading, and controlling. MG307 may be taken instead of this course.

MG405 Organizational Culture and Change (3 cr.)

This course focuses on the ability of leaders to understand and manage organizational change. It addresses a broad-based understanding of the nature, function, and complexities of organizations. Ways of dealing with change are developed from sometimes disparate views of organizations.

MG408 Project Management (3 cr.)

This course emphasizes leadership concepts related to directing and coordinating human and material resources for relatively short-term projects that have been established to complete specific goals and objectives. The skills and procedures needed to take a project from definition through completion are presented.

MG412 Critical Thinking for Organizational Leaders (3 cr.)

This course examines the relevance and application of critical thinking and decision making techniques for leadership and management in various organizations. Students identify and evaluate their own leadership and management capabilities. The course focuses on eliciting new leadership insights, and on improving problem solving and decision-making skills. Finally, the course emphasizes the skills leaders and managers in organizations need to articulate reasoned solutions to organizational problems and opportunities.

MG415 Total Quality and Team Development (3 cr.)

The focus of this course is the development of total quality or continuous improvement in organizations. It reviews the phenomenon of quality, key theories and theorists, statistical process control, and quality programs. Effective team management is emphasized as one of the key components of quality.

MG445 Entrepreneurship (3 cr.)

This course examines what it takes to start, nurture, and grow a business. Topics include resource gathering, business plan preparation, utilizing innovation and creativity in growing a business, risk evaluation, and leadership skills.

PSA610 Risk Management in Public Safety (3 cr.)

This course examines risk and risk-management principles. It focuses on liability issues in public safety and strategies to reduce associated risk. A key focus of the course is training as a risk management technique.

PSA625 Managing Public Safety Resources (3 cr.)

This course focuses on the role of the public safety leader as an innovator and change agent. Areas covered include creating competitive human resource strategies, internal marketing practices, innovative technology approaches, and sharing/consolidating resources between agencies.

PSA680 Public Safety Administration Field Experience (3 cr.)

The Public Safety Administration Field Experience is an opportunity to interact with public safety officials in other local, state, federal, or international arenas regarding common issues and practices. The areas of criminal investigations, immigration, homeland security, and delivering public safety services to diverse populations especially involve cooperative work across governing borders. The field experience provides a short-term immersion in another community, providing opportunity for comparative analysis and reflection.

Students who anticipate enrolling in the M.A. in Public Safety Administration may take **one** of the 600 level graduate courses listed as an elective. The B.S. completion program director must advise the student and approve enrollment in the graduate course. The graduate course must be taken within the final 12 credits of the B.S. completion program. The graduate credits can also be applied to M.A. in Public Safety Administration degree at Saint Mary's University of Minnesota, if the student earns a grade of B or higher in the course.

Specializations

Students may choose an additional 12 credits for a specialization in management, security management, or forensic investigations.

Management: 12 cr.

The Management specialization provides the management skills needed by leaders working in a variety of organizations. In addition to the comprehensive law enforcement curriculum provided by the core Police Science program courses, the Management specialization helps prepare students with additional managerial skills needed in a variety of organizations. The specialization consists of the following four additional courses:

BU300 Accounting Principles (3 cr.)

This course is designed to give students the foundations of financial accounting and reporting practices used by decision makers in today's business environments. Financial accounting methods, the accounting cycle, internal controls, and accounting practices for different types of business entities are examined. Also examined are accounting for international operations, and the preparation of both domestic and international-based financial statements.

or

BU407 Financial Management (3 cr.)

This course is an introduction to the theory and practice of financial management of organizations. Topics covered include the assessment of types of business entities and capital acquisition sources, basic financial statement analysis, the assessment of how income taxes impact the financial decision making process, the evaluation of capital projects using the time value of money concepts, management of an entity's current assets and current liabilities, and the maximization of shareholder wealth.

HR340 Strategic Human Resource Management (3 cr.)

This course examines strategic human resource functions performed in organizations. It includes planning, job analysis and design, job description, recruiting and hiring, training, performance management, regulation, evaluation, benefits, and labor law. Trends impacting the field are examined, including the use of technology in managing human resource functions, and the role of human resources in a global business environment.

MG401 Principles of Management (3 cr.)

This course explores the concepts and theories of management and their application in today's managerial environment. It examines the essential functions of management: planning, organizing, leading, and controlling. MG307 may be taken instead of this course.

or

MG412 Critical Thinking for Organizational Leaders (3 cr.)

This course examines the relevance and application of critical thinking and decision making techniques for leadership and management in various organizations. Students identify and evaluate their own leadership and management capabilities. The course focuses on eliciting new leadership insights, and on improving problem solving and decision-making skills. Finally, the course emphasizes the skills leaders and managers in organizations need to articulate reasoned solutions to organizational problems and opportunities.

MG408 Project Management (3 cr.)

This course emphasizes leadership concepts related to directing and coordinating human and material resources for relatively short-term projects that have been established to complete specific goals and objectives. The skills and procedures needed to take a project from definition through completion are presented.

Security Management: 12 cr.

The Security Management specialization provides the management, investigative, and technology skills needed by practitioners seeking work in the fields of security management and asset protection. In addition to the comprehensive law enforcement curriculum provided by the core Police Science program courses, the Security Management specialization helps prepare students to assess security threats, lead investigations, partner with law enforcement, recognize trends, create a safe environment, and become better managers and leaders in the private security sector. The specialization consists of the following four additional courses (plus required program elective courses).

AC420 Forensic Accounting and Auditing (3 cr.)

This course examines forensic accounting and the procedures used to review and identify fraudulent transactions. Topics include fraud audit techniques, policies and safeguards for the prevention of fraud, and the use of technology in the forensic audit process.

IT430 Information Security I (3 cr.)

Prerequisite(s): IT301

This course provides an overarching model for information assurance for businesses, government agencies, and other enterprises needing to establish a comprehensive security plan. The components of security and protection against the most current security vulnerabilities are covered. Topics include asset identification, human factors, personnel security, risk assessment, ethical considerations, and computer and network security tools and methods.

IT436 Computer Forensics I (3 cr.)

Prerequisite(s): IT301

This course provides an introduction to the legal, technical, and investigative skills necessary to consider a career in computer forensics. Topics include the legal foundations for proper handling of traditional and electronic evidence, investigative tools and procedures, and an examination of large-scale attacks such as identity theft, fraud, phishing, extortion, and malware infections. The basics of conducting a computer forensics investigation, finding hidden data, and evaluating common computer forensic tools are covered.

BU417 Topics and Trends in Security and Assets Protection Management (3 cr.)

This course examines security and assets protection management in various industries and organizations. Security and assets protection management processes are examined. Also examined are the types of security organizations and entities, legal requirements, and security partnership. Theoretical and procedural frameworks for identifying and protecting institutional assets are presented. Also presented are strategies for recognizing risks and provided security case solution.

Students must choose these four courses as the core program electives:

BU300 Accounting Principles (3 cr.)

This course is designed to give students the foundations of financial accounting and reporting practices used by decision makers in today's business environments. Financial accounting methods, the accounting cycle, internal controls, and accounting practices for different types of business entities are examined. Also examined are accounting for international operations, and the preparation of both domestic and international-based financial statements.

BU400 Business Law (3 cr.)

This introductory course examines the legal context for business, including the legal and regulatory system, the law of contracts, property laws and torts, and forms of business organization, including partnerships and corporations. The course also introduces law and regulation which affect business activities, including employment law, securities, antitrust, bankruptcy, consumer protections, and environmental laws.

IT301 Information Technology Perspectives (3 cr.)

This course provides a context for understanding the information technology industry. Trends in the industry and viable career options are identified and explored. Important technological shifts in the industry are examined. The fundamentals of career management and self-identification of a specialized and marketable segment of the information technology industry are covered.

PSCI307 Workplace Violence: Prevention and Response (3 cr.)

This course examines workplace violence as it relates to organizations, employees and public safety responders. Topics include internal and external acts of violence, legal aspects, organizational influences, prevention, and response strategies.

Forensic Investigation: 12 cr.

The Forensic Investigation specialization provides the investigative and technology skills needed by practitioners in either law enforcement or the private sector. In addition to the comprehensive law enforcement curriculum provided by the core Police Science program courses, the Forensic Investigation specialization helps prepare students to lead and complete investigations in this specialized discipline. The specialization consists of the following four courses (plus 3 required program elective courses).

PSCI308 Forensic Science in Crime Scene Investigation (3 cr.)

This course examines the use of forensic science methodologies in the examination of crime scenes. It addresses the use of forensic science to aid in the investigation of crimes. Students learn to apply these principles to conduct ethical and objective examinations of crime scenes. Foundational principles in the use of science in a variety of criminal investigations are discussed and applied.

AC420 Forensic Accounting and Auditing (3 cr.)

This course examines forensic accounting and the procedures used to review and identify fraudulent transactions. Topics include fraud audit techniques, policies and safeguards for the prevention of fraud, and the use of technology in the forensic audit process.

IT436 Computer Forensics I (3 cr.)

Prerequisite(s): IT301

This course provides an introduction to the legal, technical, and investigative skills necessary to consider a career in computer forensics. Topics include the legal foundations for proper handling of traditional and electronic evidence, investigative tools and procedures, and an examination of large-scale attacks such as identity theft, fraud, phishing, extortion, and malware infections. The basics of conducting a computer forensics investigation, finding hidden data, and evaluating common computer forensic tools are covered.

IT437 Computer Forensics II (3 cr.)

Prerequisite(s): IT436

This course provides an in depth examination of the technical tools and techniques utilized by computer forensics examiners. Topics include criminal timeline recreation, evidence recovery, and the most current PDA and cell phone investigative techniques. The focus is on deployment of an effective case management strategy to collect material, document findings, and archive results; the use of forensic tools to uncover obscured code, file mismatches, and invalid signatures; and the extraction of client and Web-based email artifacts using industry recognized tools.

PSCI415 Special Investigations (3 cr.)

This course focuses on organized crime, gang activity, cyber crime, and terrorism. Methods of investigation and preventative techniques are discussed.

BU300 Accounting Principles (3 cr.)

This course is designed to give students the foundations of financial accounting and reporting practices used by decision makers in today's business environments. Financial accounting methods, the accounting cycle, internal controls, and accounting practices for different types of business entities are examined. Also examined are accounting for international operations, and the preparation of both domestic and international-based financial statements.

IT301 Information Technology Perspectives (3 cr.)

This course provides a context for understanding the information technology industry. Trends in the industry and viable career options are identified and explored. Important technological shifts in the industry are examined. The fundamentals of career management and self-identification of a specialized and marketable segment of the information technology industry are covered.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to undergraduate certificate and degree programs at any time during the year and, if accepted, begin the program during any one of the three semesters. Applicants must demonstrate the language proficiency necessary for successful undergraduate coursework. Applicants must provide evidence of at least 30 transferable semester credits upon acceptance including completion of a basic English composition course. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. Official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 semester credits and a basic English composition course. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.)

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Psychology, B.S.

The Bachelor of Science in Psychology program is designed to provide an academic foundation for the study of human behavior and psychological processes. Students can prepare for graduate-level study in psychology or for entry level positions in mental health, human services, and other fields.

Program Outcomes

Graduates of the Bachelor of Science in Psychology program are expected to be able to demonstrate competency in the following areas:

1. Knowledge Base of Psychology: Explain the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Research Methods in Psychology: Identify and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Critical Thinking Skills in Psychology: Use critical thinking, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes.
4. Application of Psychology: Apply psychological principles to personal, social, and organizational issues.
5. Values in Psychology: Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
6. Information and Technological Literacy: Use information and technology to identify resources, solve problems, and communicate.
7. Communication Skills: Communicate effectively in a variety of formats.
8. Sociocultural and/or International Awareness: Recognize, understand, and respect the complexity of sociocultural and international diversity.

Degree Requirements

A minimum of 122 semester credits is required for graduation with the Bachelor of Science degree from Saint Mary's University. All Students must meet the general education requirements. A minimum of 36 credits is needed to complete the B.S. in Psychology program.

Foundational Courses	12 cr.
Communication Courses	6 cr.
Core Courses	24 cr.
Elective Courses	6 cr.
Total	48 cr.

Foundational Courses: 12 cr.

PSY230 Abnormal Psychology (3 cr.)

This course investigates the dynamics of abnormal behavior and overviews the spectrum of psychiatric disorders. Etiology, diagnosis, prognosis, research, prevention, and therapy are considered. The interactions among biological, psychological, social, and cultural factors are emphasized.

GE315 General Psychology (3 cr.)

This course provides an overview of the discipline of psychology including basic psychological processes, concepts, and methods. Major theories and contributors are studied.

GE317 Lifespan Development (3 cr.)

Prerequisite(s): GE315; CM309

This course provides an overview of theories of human development and research in the field. Physical, cognitive, emotional, behavioral, and social aspects of lifespan development are covered.

BU403 Applied Business Statistics (3 cr.)

This course introduces students to descriptive and inferential statistics for use in business-related applications. Measures of central tendency and dispersion, simple probability, data analysis, and statistical inference are examined. The use of computer software for analyzing statistical data is addressed.

Communication Courses: 6 cr.

CM309 Professional Writing (3 cr.)

Prerequisite(s): English Composition or equivalent

This course provides strategies for developing a clear, concise professional writing style. A variety of writing formats are addressed. Research for professional documents, writing in an electronic environment, and collaborative writing are considered. Voice, style, audience, purpose, the writing process, and strategies for editing and revision are examined in the context of interpersonal and ethical dimensions.

or

CM330 Academic Writing (3 cr.)

Academic writing focuses on reflective, informational, and persuasive writing directed at an academic audience. Clear summarization of material, critical reading of texts, thoughtful and developed responses, effective secondary research, incorporation of sources into documents, appropriate document of research using APA format, and construction of persuasive and informative academic papers are addressed. The format and style of essays and research papers are explored. The course also emphasizes the development of a strong, formal academic voice and style.

CM310 Oral Communications (3 cr.)

Communication skills pertinent to organizational settings form the foundation of this course. Effective methods for design and delivery of oral communication are examined. Other topics include communication styles, interpersonal communication skills, dynamics of small group communication, and persuasive speaking.

Core Courses: 24 cr.

PSY320 Research Methods & Statistics (3 cr.)

This course is designed to give students an opportunity to develop knowledge and basic skills associated with research, including reading research, collecting data, interpreting data analysis, and reporting results. Emphasis is placed on experimental design, interpretation of statistics, and reporting results and research ethics.

PSY329 Social Psychology (3 cr.)

Prerequisite(s): CM309, CM330

Social psychology is the scientific study of the perception of people and social events and how people influence and relate to one another. The linking of psychological processes to social and environmental influences is studied. Applications of social psychology to academics, the workplace, the media, and social relations are examined.

PSY340 Brain, Behavior, and Health (3 cr.)

This course provides an overview of physiological, genetic, and evolutionary explanations of behavior and health. Topics include genetics, the basic structure and function of the central nervous system, and how basic neural events function and influence behavior. The course focuses on the interaction among biological, psychological, and social factors on mental and physical health.

PSY350 Cognitive Psychology (3 cr.)

The discipline of cognitive psychology examines how humans perceive, encode, store, transform, retrieve, and use information. This course is designed to introduce the field of cognitive psychology, focusing on both classic and current issues. Topics include attention, perception, multiple memory systems, encoding and retrieval processes, knowledge, and decision-making. The course explores both behavioral and neuropsychological approaches to understanding cognition.

PSY359 Multicultural Psychology (3 cr.)

Prerequisite(s): or co-requisites: CM330 or CM309 and PSY329

The course examines culture's influence on human behavior with particular emphasis on multiculturalism in a global context. Of key significance is integrating primary readings in cross-cultural psychology. Particular attention is devoted to acquiring the skills necessary to live and adapt successfully in diverse communities.

PSY449 Personality Psychology (3 cr.)

Prerequisite(s): or co-requisites: CM330 or CM309 and all PSY300 level core courses

This course includes historical ways of understanding human persons. Classical personality theories including psychodynamic, cognitive, behavioral, trait, and humanistic/ existential are studied and evaluated. Contemporary research in personality areas, such as attachment, temperament, the big five traits, and psychological well-being, is studied and integrated with historical and classical approaches.

PSY460 Individual and Group Counseling (3 cr.)

Prerequisite(s): or co-requisites: CM330 or CM309 and PSY449

This course offers an introduction to basic and advanced interviewing skills in individual and group counseling. Ethical and professional issues are examined. Students consider research and theory, and apply them to diverse populations. Some hands-on experience with basic skills in individual and group formats is included.

PSY489 History and Systems of Psychology (3 cr.)

Prerequisite(s): Pre- or co-requisite: CM330 or CM309 and PSY449

This course focuses on the historical bases of contemporary psychology including philosophical, scientific, and cultural developments, with emphasis on the nineteenth and twentieth centuries. Significant systems, schools, and movements within the field of psychology are covered and related to contemporary issues in psychology.

Elective Courses: 6 cr.

PSY330 Childhood and Adolescent Psychology (3 cr.)

This course focuses on the major theoretical viewpoints and research approaches in the field of developmental psychology specifically from the prenatal period through adolescence. Students consider social, emotional, cognitive, and physical development of children and teens. Theories of development for behavior in infancy, childhood, and adolescence, including sensory and motor development and processes such as learning, motivation, and socialization are studied.

PSY335 Evolutionary Psychology (3 cr.)

This course provides an introduction to evolutionary psychology: the scientific study of human nature focusing on the psychological adaptations that evolved to solve ancestral challenges to survival and reproduction. Topics covered include principles of natural selection, sexual selection, human universals, key concepts from evolutionary biology, kin relationships, altruism and cooperation, cultural transmission, fear, aggression, conflict, and social dominance.

PSY344 Psychology of Gender (3 cr.)

This course examines biological and cultural factors that influence the development of gender roles and identities. Students explore current research and theory regarding the validity and utility of commonly accepted gender differences and how those affect our lives at the personal, social, and institutional levels. Emphasis is placed on the social construction of gender identity.

PSY345 Psychology of Human Sexuality (3 cr.)

This course examines the fundamentals of the development and practice of sexuality in the human being and the historical, psychological, and psychosocial aspects of human sexuality from childhood to old age. Sexual behaviors and values in contemporary society from both a psychological and sociological perspective are explored.

PSY355 Psychology of Religion (3 cr.)

This course explores the psychological influences of religion on thinking, emotions, morality, and social behavior. Topics include the science-versus-religion issue, a comparison of selected Eastern and Western approaches to human identity and social relationships, and an examination of the impact of religion on experience, attitudes, behavior, and mental health.

PSY360 Forensic Psychology (3 cr.)

Prerequisite(s): PSY359

This course explores the interplay of psychology and the legal system including exploration of the sources and causes of criminal behavior and the legal and psychological responses. The class also examines the psychological theories and research that address legal issues and the role psychologists play in the criminal justice system. Topics include criminal investigations, competency to stand trial, confessions, criminal profiling, and other criminal issues. Also covered are the ethical issues confronted by psychologists in the criminal justice system.

PSY450 Animal Assisted Therapy (3 cr.)

This course explores animal assisted therapy as a psychological approach to improve the physical, social, emotional, and/or cognitive functioning of an individual using the planned inclusion of an animal in a treatment plan. This course is a combination of classroom learning and hands on activities with animals to explore trends in assisted therapy for children, adolescents, individuals, families, couples and groups. Applications of animal assisted therapy to mental health issues such as depression, grief and loss, trauma, addictions, anger management, divorce and anxiety are examined.

PSY455 Introduction to Chemical Dependency (3 cr.)

This course provides an introduction to addictions and related human services including physiology of chemical dependency, interviewing, group dynamics, and the impact of chemical dependency on family members. Specific treatments and an overview of state and community treatment resources are examined.

PSY465 Psychology of Aging (3 cr.)

This course explores the theories, concepts, perspectives, and research in the study of gerontology. Psychological and sociological changes experienced during late adulthood are explored. Topics covered include methodological and theoretical issues regarding the study of aging, social issues that older adults often face, societal implications of aging population, and death and dying.

PSY466 Death and Dying (3 cr.)

Prerequisite(s): GE317

This course explores the psychological issues and concepts related to death including emotions, behaviors, beliefs, and attitudes towards the process of dying. Cultural and historical differences in concepts of death, dying grief, and bereavement are explored, as well as individual differences related to preparations, adjustments, and coping with death. Developmental perspectives on death (children, adolescents, adults, and elderly) are examined as well as the personal and social implications of loss over the entire lifespan. Topics include coping with grief and loss, cultural approaches to death and funeral practices, hospice care, suicide and physician-assisted suicide, and media coverage of death and dying.

PSY480 Organizational Psychology (3 cr.)

Prerequisite(s): PSY320, PSY359

Organizational psychology is the application of psychological methods and principles to industrial and organizational behavior. The course studies psychological constructs related to personnel selection, training, and placement in organizations and industries. Topics include organizational theory and development; personnel evaluation and assessment; theory of motivation and leadership; teams in organizations; attitudes and emotions relevant to work; and fairness and diversity within organizations.

Note(s):

Three elective credits may also come from a select list of Business and HR courses already offered in Rochester, please contact staff for more information. Additional psychology electives will be developed.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to undergraduate certificate and degree programs at any time during the year and, if accepted, begin the program during any one of the three semesters. Applicants must demonstrate the language proficiency necessary for successful undergraduate coursework. Applicants must provide evidence of at least 30 transferable semester credits upon acceptance including completion of a basic English composition course. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. Official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 semester credits and a basic English composition course. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.)

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Sales and Marketing, B.S.

The Bachelor of Science in Sales & Marketing (BSSM) program is designed to provide students with the theoretical, practical, technical, and ethical foundation needed for success in a variety of sales and marketing careers. Key processes in the planning and executing of marketing activities aimed at creating exchanges that satisfy both customer and organizational objectives are addressed. The program also focuses on the issues and trends relevant to sales and marketing efforts in the 21st-century.

The emphasis of the Bachelor of Science in Sales and Marketing (BSSM) program is three-fold. First, the program takes a global approach to understanding marketing theory and practice in the 21st-century. Second, it emphasizes the understanding and use of technology and digital media as integral to the success of contemporary marketing strategies. Third, in alignment with Lasallian values the program examines the use of marketing theory to enact social change and conduct business in an ethical manner. Finally, the program provides the sales curriculum needed by persons in this profession.

Program Outcomes

Graduates of the Bachelor of Science program in Sales and Marketing are expected to be able to do the following:

1. Describe the marketing function in the context of organizational management and strategic planning.
2. Apply research and environmental analysis to strategic marketing decisions.
3. Analyze the demographic, geographic and behavioral diversity of world populations in the context of consumer behavior.
4. Integrate knowledge of consumer behavior into market planning.
5. Assess from an ethical perspective the impact of various types of marketing efforts on society.
6. Select appropriate means of influencing target markets.
7. Utilize technology to analyze markets and promote products and services.
8. Identify current marketing trends in a variety of industries.
9. Develop a marketing plan.
10. Demonstrate effective sales skills in a variety of industries and professional settings.
11. Demonstrate effective sales management skills.
12. Communicate effectively in a variety of modes.
13. Continue learning throughout their lives.

Degree Requirements

A minimum of 122 semester credits is required for graduation with the bachelor of science degree from Saint Mary's University. All students must meet the general education credit requirements. A minimum of 45 credits is required to complete the B.S. in Sales and Marketing program.

Required Marketing Courses	18 cr.
Required Sales Courses	9 cr.
Required Business Courses	3 cr.
Required Capstone Course	3 cr.
Required Communication Courses	6 cr.
Elective Courses	6 cr.
Total	45 cr.

Required Marketing Requirements: 18 cr.

(take 2 of the 3 ethics courses-MK302, MK303, or MK307)

MK301 Marketing in a 21st Century Global Economy (3 cr.)

This course examines marketing theory and practice in our 21st century global economy. Emphasis is placed on the development of marketing strategies based on economic, social, geographic, and cultural environmental considerations throughout the world. This course examines the buying behaviors inherent to both domestic and international markets. Also examined are various marketing strategies and approaches, environmental scanning and market research, product adaptations, distribution channel considerations between and within countries, and promotional strategies.

MK302 Marketing Ethics (3 cr.)

This course introduces students to the moral and social issues that arise in the marketing profession. It examines implications of how marketing efforts impact consumers and society. It also examines the legal and regulatory forces that impact how marketers conduct business. Ethical concepts and frameworks used to resolve moral dilemmas are presented.

MK303 Green Marketing (3 cr.)

This course examines the relationship between company marketing efforts and the earth's physical environment. The impact of traditional marketing efforts on the earth's natural resources is examined. Also examined is the role of environmental resource management as it pertains to the development, production, distribution, and promotion of goods and services. Earth-friendly marketing strategies for the 21st century are analyzed. Finally, emerging green marketing trends are examined.

MK304 Technology Enhanced Consumer & Trend Analysis (3 cr.)

This course explores the theories and frameworks that business and marketing strategists need for assessing consumer behavior and industry trends. The impact of consumer buying behaviors and various business environment factors on marketing initiatives is examined. Also examined are future consumer and industry trends. The use of geographic information systems (GIS) technology to analyze consumer purchasing is reviewed. The course also examines the contributions of the social sciences in understanding the sociological and psychological elements that influence buying behaviors.

MK306 Digital Marketing (3 cr.)

Prerequisite(s): MK301

This course covers the role of the Internet and associated technologies in contemporary marketing, from product and pricing considerations to new distribution and promotional channels. The role of digital media in creating a customer experience and facilitating business sales and advertising is examined. Also examined is the buying behavior particular to business-to-consumer and business-to-business digital relationships. Key components of the digital marketing mix used to facilitate the development of a digital marketing plan and a supporting budget are presented.

MK307 Social Marketing (3 cr.)

This course examines the use of marketing principles and concepts for the purpose of improving society. Societal issues ranging from health and safety to community involvement, which can benefit from social marketing efforts, are examined. Also examined is the concept of using marketing to encourage people to change behaviors to improve their lives and benefit society. Social marketing strategies for the 21st century are analyzed. Finally, emerging social marketing trends are examined.

MK310 Promotion & Communication (3 cr.)

Prerequisite(s): MK301

This course examines the tools of promotion and communication used in organizational marketing efforts. Topics include advertising, direct marketing, sales promotions, public relations, and personal selling. Message development and communication approaches for various types of promotion are discussed. Legal and ethical issues related to marketing promotions and communications are also considered.

Required Sales Courses: 9 cr.

MK440 Business Sales (3 cr.)

Prerequisite(s): MK301

This course covers the theory and practice of selling products and services to businesses. It considers its similarities to and differences from consumer sales in terms of mix, buyer behavior, and the buyer-seller relationship. It addresses the social, ethical, and legal elements of business-to-business sales.

MK441 Professional Selling Strategies (3 cr.)

Prerequisite(s): MK301

This course covers the theory and practice of selling products and services. Approaches to professional selling are reviewed, with the application of selling and customer relationships skills emphasized. Topics covered include the theories and practices of customer prospecting and approach, determining customer wants and needs, sales presentation, overcoming objections, closing the sale, and sales territory management. Also reviewed are communications skills and techniques needed for developing relationships and negotiating sales transactions. Finally, the legal and ethical issues pertaining to contemporary selling are covered.

MK442 Sales Management (3 cr.)

Prerequisite(s): MK301

This course examines the process of managing sales representatives, accounts, and resources in the context of the legal, ethical and global business environment. It covers the sales force recruiting and hiring process; approaches to sales force training, compensation, and motivation; techniques used in sales forecasting; and approaches to establishing and managing sales territories. Strategies for managing resources and measuring sales goals are also explored.

Required Business Course: 3 cr.

BU407 Financial Management (3 cr.)

This course is an introduction to the theory and practice of financial management of organizations. Topics covered include the assessment of types of business entities and capital acquisition sources, basic financial statement analysis, the assessment of how income taxes impact the financial decision making process, the evaluation of capital projects using the time value of money concepts, management of an entity's current assets and current liabilities, and the maximization of shareholder wealth.

Required Capstone: 3 cr.

BU490 Strategic Management Capstone (3 cr.)

Prerequisite(s): All academic requirements of the student's program major. This course is taken in the student's last semester before graduation. All general education requirements must be fulfilled.

This course integrates knowledge and skills developed in a student's major course of study. Students integrate and apply knowledge and skills acquired throughout their academic programs. Students also demonstrate professional communications via written reports and oral presentations, outline continuing education strategies, and analyze ethical and diversity issues in business organizations.

Communication Courses: 6 cr.

CM309 Professional Writing (3 cr.)

Prerequisite(s): English Composition or equivalent

This course provides strategies for developing a clear, concise professional writing style. A variety of writing formats are addressed. Research for professional documents, writing in an electronic environment, and collaborative writing are considered. Voice, style, audience, purpose, the writing process, and strategies for editing and revision are examined in the context of interpersonal and ethical dimensions.

CM310 Oral Communications (3 cr.)

Communication skills pertinent to organizational settings form the foundation of this course. Effective methods for design and delivery of oral communication are examined. Other topics include communication styles, interpersonal communication skills, dynamics of small group communication, and persuasive speaking.

Elective Courses: 6 cr.

MK400 Market Research (3 cr.)

Prerequisite(s): MK301

This course covers the fundamentals of the theory and design of market research and the analysis and use of research results in making marketing decisions. Applications of market research for various sizes and types of companies are considered.

MK420 Advertising Design (3 cr.)

This course involves the study of art and design used in the marketing of products and services. The principles of artistic composition, color, shape, and form used in commercial art is examined. Emphasis is placed on the need for business professionals to understand the fundamental aesthetic principles of advertising design to help ensure successful promotional campaigns

MK430 Product Life Cycle Management (3 cr.)

Prerequisite(s): MK301

This course focuses on managing products and services throughout their life cycles. Topics include product and service opportunity identification, new product and service innovation, development, design, and idea testing; and development team management. Product and service launching strategies, pricing approaches, and promotional techniques are explored. Also discussed are branding concepts and brand management strategies.

MK444 Customer Service & Communications (3 cr.)

This course addresses the importance of customer service and customer-centered communications for ensuring the success of

organizational marketing efforts. It explores the concepts of designing systems that meet the service and communications needs of customers, and of building and maintaining lasting customer relationships. Strategies for assessing whether systems promote or hinder an organization's ability to deliver excellent customer service are examined. Also examined are techniques for designing effective communications and the use of technology to support customer service activities.

Note(s):

Any business (BU) program course (students planning to pursue an MBA should take BU300 Accounting Principles (3 cr.))

Any management (MG) course (students planning to pursue an MBA should take MG311 Economics for Managers (3 cr.))

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to undergraduate certificate and degree programs at any time during the year and, if accepted, begin the program during any one of the three semesters. Applicants must demonstrate the language proficiency necessary for successful undergraduate coursework. Applicants must provide evidence of at least 30 transferable semester credits upon acceptance including completion of a basic English composition course. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. Official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 semester credits and a basic English composition course. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.)

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

African Studies, M.A.

The Master of Arts in African Studies is offered in collaboration with the Maryknoll Institute of African Studies (MIAS) located in Nairobi, Kenya. The collaboration is referenced as the Maryknoll Institute of African Studies of Saint Mary's University (MIASMU). The program is offered only in Nairobi, Kenya. The degree is a thirty-credit academic program rooted in systematic field research -- an hour of field research, facilitated by a tutorial assistant, is required for every hour of lecture -- and it is focused on African cultural knowledge and domains. The student takes six courses worth twenty-four credits and writes a publishable quality field-researched/integrated thesis of a minimum of 150 pages worth six credits.

The students become Africanists, that is, people able to teach from an African perspective, and do field research on a regular basis in order to keep up to date with the current trends in African cultures and religion. The students must show above-average competence in their field research exams, field research reports, classroom participation, and the quality of their field-researched/integrated course papers. Students must maintain a "AB" average in course work in order to be accepted into the Master of Arts (MA) degree program.

Program Outcomes

Upon completion of the Masters of Arts in African Studies program, graduates are expected to be able to do the following:

1. Understand and address contemporary African issues as an Africanist with an adult perspective of African cultural knowledge.
2. Apply an adult, insider's perspective and understanding of the African issues addressed in each course.
3. Understand, appreciate, and articulate their own cultural knowledge of origin, and remain open to participating in the cultural values, attitudes, and activities of other cultures without imposing their own values.
4. Teach, celebrate, and critique their cultures of origin from an adult, professional perspective.

Degree Requirements

Required Courses	12 cr.
Thesis Course	6 cr.
Elective Courses	12 cr.
Total	30 cr.

Required Courses 12 cr.

AFST510 African Culture: An Overview (4 cr.)

The course gives an overview of the African traditional cultures by studying some of the significant aspects of these cultures. Some of the aspects studied are social groupings, supernatural beliefs, religious systems, communication systems, political systems, economic systems, education system, health systems, and rites of passage.

Special attention is given to the traditional features of these aspects, though the contemporary changes affecting them are also mentioned. Special attention is also given to the challenges these cultures pose to Christians in Africa.

Select one of these 3 courses:

AFST530 African Traditional Religion: Major Beliefs, Practices, & Contemporary Forms (4 cr.)

The course is designed to introduce students to an African world view and African religious heritage. The purpose of the course is to teach about religion as a social and cultural factor. The students are exposed to different theories, both from the traditional African societies and to those originating from the upsurge of the twentieth century. The course also seeks to see how African religious traditions can and must be a springboard for any religious dialogue with Africans. The students are required to compare and contrast what they learn in class and what they observe in the community through professional quality field research. The students should try to answer such questions as the following: What does African traditional religions have to contribute to the whole humanity today? What role does religion play in African society today? Must Africans always look for proofs and justification for their existence?

AFST546 African Traditional Religion Interprets the Bible (4 cr.)

The course presupposes that most Bible commentaries and everyday written exposition of scriptural texts generally assume European and North American cultural thought patterns. This is quite evident in the much-accepted historical critical method. As an alternative to this way of interpretation, this course offers students a chance to investigate the African way of understanding biblical culture and milieu in terms of African culture and milieu. It investigates whether it is possible to arrive at concrete African hermeneutic principles. It asks how Africans read the Bible and profitably inculcate the ever-enduring biblical message into their existential situation without an historical critique of the biblical settings. It asks what Africans understand the Bible to say on issues such as marriage and the family, African contemporary culture, bride wealth, rites of passage, death, and rites of Incorporation into life after death.

AFST552 Moral Teachings and Practices of African Traditional Religion (4 cr.)

The course is intended for pastoral agents with a background in theology and some experience of African cultures. It starts with an introduction to the development of African moral traditions up to the present time. Then it investigates several moral themes in the forefront of the contemporary African scene: sexuality (with particular reference to AIDS); death and dying (with particular reference to HEALING); inter-tribal/ethnic relations (with particular reference to VIOLENCE). All of these are considered in the context of trying to understand what sin and salvation are from the African viewpoint and how this understanding of morality continues to influence (ethically) peoples' lives in contemporary Africa.

Select one AFST course appropriate to the thesis as the final required course. (4 cr.)

Thesis Course 6 cr.

AFST590 Thesis (6 cr.)

Elective Courses 12 cr.

Elective courses selected must include both a social science and a theological perspective to ensure students have a broad academic approach to African studies.

AFST506 Field Research Principles and Practice (Foundational) (1 cr.)

This dimension of the program is designed to train students how to do professional field research on the issues pertinent to the particular courses they are taking. The research is facilitated by University students who are assigned to each participant on a one-to-one basis and function as their field assistants. The research is intertwined with all courses being taught each session.

AFST508 Field Research Principles and Practice (Advanced) (1 cr.)

This dimension of the program is designed to further develop the research skills of students who have participated in the previous years. Like the foundational dimension, this training is intertwined with courses being taught each session.

AFST515 Introduction to Islam in Eastern Africa (4 cr.)

The course introduces the study of Islam in East Africa in its historical and doctrinal aspects. Islam as a lived religion in Africa is discussed in the various ways through which it has interacted with its African believer.

AFST520 Justice and Peace in East Africa (4 cr.)

The course explores the concepts of justice, peace, and reconciliation in East Africa. It deals with the various components, and the place each occupies in the spectrum of the various social science conflict-handling mechanisms. Its aim is to arrive at a working definition of justice and peace, fundamental human rights and freedom, reconciliation and peaceful resolution of conflicts, people's empowerment and concentrations, democracy, and civil society.

AFST524 African Marriage and Family: Challenge and Change (4 cr.)

The course covers various aspects of African marriage and family focusing primarily on the traditional forms. Emphasis is placed on cross-cultural studies, which illustrate the similarities and diversities in values, attitudes, and practices within Africa.

AFST526 Contemporary Political and Economic Realities in Kenya (4 cr.)

The course studies political and economic foundations, past and present, of African society intensively; clan based political allegiances and communal economic systems; colonial-imposed changes; and post-independence attempts to create nation-states. It focuses on the conflicts and crises, which are disrupting effective government and economic development.

AFST528 Sage Philosophy: The Root of African Philosophy and Religion (4 cr.)

The course focuses on the general nature of philosophy and its connection with philosophy and religion in Africa through the study of ethnophilosophy and African traditional religions. Particular areas of interest include folk sagacity and philosophical sagacity. Particularly the course addresses sage philosophy in relation to culture, western debate over reason, ethnophilosophy, professional philosophy, African political philosophy, Kenyan sages and rationality, and finally sage philosophy in contemporary Africa. During the course, students are guided in analysis of the views of scholars such as J. S. Mbiti and Placide Tempels, and African leaders such as Kwame Nkrumah and Julius Nyerere.

AFST532 Spirituality, Personhood, and Psychotherapy in an African Context (4 cr.)

The course is aimed at people with some experience in studying African spirituality. The course includes both lectures and workshops. The content includes an introduction to the African psychotherapy, introduction to African personhood and personality development and importance of transitional ceremonies, and the importance of the ancestors, the family, and the clan in the formation of the African personality.

AFST538 Missions in Africa Today: Methods, Concepts, Practices, and Challenges (4 cr.)

The course is a study of Christian missions in Africa today. Special attention is paid to various methods that should be used in doing missions, different concepts of what missions mean, and various practices that should be in missions. The course also pays attention to some issues and challenges missions should address well in order to be effective. Included in these challenges are development, partnership with local churches, ecumenism, and globalization.

AFST540 African Christian Theology: Historical and Systematic Development (4 cr.)

The course is aimed at covering the following topics: Christianity and African cultural heritage, an examination of what is African Christian theology and the historical development of the discipline, a systematic presentation of the basic sources of African Christian theology, inculturation, the meaning of liberation theology in Africa, and the guidelines for Christian theology in Africa. The course includes guided field research related to the veneration of ancestors, the African Independent Churches, worship, and street preachers.

AFST542 African Feminist Theology: A Source for African Christian Theology (4 cr.)

The course commences with a brief historical survey of womanist theology as a liberating theology including its origin, development, and its spread around the world. Then the course analyzes the challenge womanist theology poses for African cultures and African religious tradition and how womanist theology could be a tool for recapturing the African values, e.g., that of holistic approach to human life in relation to the divine and the cosmos.

AFST544 Towards the Inculturation of Religious Community Life in Africa (4 cr.)

The course explores topics relevant to the inculturation of religious life in Africa. It examines the dynamics of inculturation from the 'bottom up', i.e., the experience of religious women and men themselves in defining the evolving expression of their lives as Africans.

AFST548 African Independent Churches: Authentic Integration or Separation from Christianity (4 cr.)

The course introduces Christian workers to the major African Independent Churches. All Christian workers, missionary or African, can benefit from the course, but the course is geared particularly to those who have no previous study of the African Independent Churches (it is a foundational course). The course examines some of the significant aspects of the African Independent Churches with the belief that 1) African Independent Churches (AICs) have something to teach missionary planted churches (MPCs) and visa versa. For example, AICs can teach MPCs how to contextualize the Gospel in African cultures, so that the Gospel can be rooted in Africa. One of the AICs most precious assets is its experience of being rooted in its own African cultures. And the MPCs can teach AICs various methods of Bible study, an element that seems to be lacking among the AICs. 2) AICs have formed a major Christian force that cannot be ignored by the universal church of Christ.

AFST550 Gospel and Culture: The African Experience (4 cr.)

The course begins by examining the resilience of African culture when challenged by Christianity. This has been the case wherever the Gospel has been preached. In turn, Christianity has challenged African culture as it has done everywhere and throughout the ages. This course is geared towards articulating this mutual challenge in terms of the resultant African Christian culture that is still evolving. It assesses how far it contributes to the continuing mission of God in Africa through Christianity.

AFST570 Introduction to East African Literature: Focus on Religious Conflicts (4 cr.)

The course utilizes the wealth of both African oral and written literature to analyze the religious ideas of various African cultures. Such issues as the nature of creation; the relationship between human beings and their God; the religious and cultural similarity and synthesis among African, Judeo-Christian, and Islamic religions; and the tasks of contemporary church are scrutinized. We also have individual and group field trips for research, attending theatre, cultural activities, and poetry reading.

AFST572 Introduction to East African Art (4 cr.)

The course is designed to make students explore, understand, and appreciate the complex dimensions of East African art. Relationships of various art forms such as sculpture, painting, architecture, graphics, weaving, and pottery are examined. Their development in different cultures from ancient to modern times is explored. Critical analysis of cross-cultural influences is undertaken.

AFST580 Ideology & Practice of Health Ministry in Contemporary Africa (4 cr.)

The course is designed to help participants fulfill their vocation as healers and builders of healing Christian communities in contemporary Africa. This vocation is studied in the perspective of the definition of health by WHO as "a state of physical, mental, and social well-being" and of the Alma Ata Declaration on Primary Health Care for all in the year 2000. The course focuses on community based and preventive healthcare while taking into account the evolution of curative medicine since the recent appearance of a new incurable illness. This ministry has to take into account the patients' view of health and illness due to invisible powers and the importance of prayer healing.

AFST584 Church in Contemporary Africa: Its Political, Social, and Economic Situation (4 cr.)

The course analyzes the role of the church in contemporary African situations. The course encourages and enables students to do further studies on the role the church can play in contemporary Africa. The central focus of the course is to analyze and describe some of the major issues found in Africa today. These issues are political, social, and cultural in nature. The whole thrust is to show that the church is operating in a wider social context and it is in such context that she is called to serve. The analysis and description are mainly sociological in nature, that is, the tools for analysis are drawn from that discipline although some theological ideas are referenced.

AFST586 Sociology of Development/Underdevelopment and African Religion (4 cr.)

The course presupposes that until recently religion was seen from various perspectives as insignificant in the economic and political dimensions of life. Many Marxists dismissed it as a mere ideological tool of the ruling classes over the poor. Modernizers on the other hand saw the connection at most as an indirect one with religion contributing to the changing of people's attitudes and personalities. This course aims at showing the direct connection between religion and the economic and political development of the peoples of East Africa. It does this based upon a theoretical framework of articulated modes of production. Both the explicit and implicit connections between traditional, Christian, and Islamic religions with economic and political development are explored. Students also participate in field research aimed at understanding the various approaches to development at both micro and macro levels. This includes interviews with ministerial level personnel and international aid agencies as well as people involved in grassroots socioeconomic projects.

Admission Requirement

Only students with undergraduate degrees, who are officially enrolled as MIASMU students through the ordinary application process, may apply by a separate MA application process to register for the MA programs in African Studies.

The official thesis proposal can be submitted as early as the end of the third course; the proposal is approved by the entire MIASMU faculty. A faculty supervisor is appointed. The maximum time for completion of course work and thesis is five years from the time of registration for the MA degree program unless an extension is granted.

Application Process

1. After successfully completing two MIASMU courses with at least an AB average, the MA candidate fills out the application forms, orders official copies of transcripts to be sent directly to MIASMU, includes a \$30.00 non-refundable application fee, and submits copies of the course papers already written. These documents and papers are handed to the Program Director.
2. The MA application is scrutinized by the MA committee which recommends to the director that the candidate either be admitted to the MA degree program without condition, admitted with certain conditions, or not be admitted.
3. The director meets with each applicant and informs him or her of the committee's decision. The director interviews each recommended student regarding the viability of the MA program in terms of the student's finances, time, and work situation.
4. If the director finds the student able and willing to successfully pursue an MA degree, the student is officially enrolled in the MA program, and an official acceptance letter is sent in that regard.
5. Application is through the MIAS website:
<http://www.mias.edu>
Or by e-mail miasmu@tangaza.org / MIAS@maf.or.ke
Or by Post
MIASMU
P.O. Box 15199 Lang'ata 00509
Nairobi, Kenya

African Studies, M.A.S.

The Master of African Studies is offered in collaboration with the Maryknoll Institute of African studies (MIAS) located in Nairobi, Kenya. The collaboration is referenced as the Maryknoll Institute of African Studies of Saint Mary's University (MIASMU). The program is offered only in Nairobi, Kenya. The degree is a professional terminal degree that is not intended as a building block for further graduate studies. The student takes seven courses worth twenty-eight credits and writes a publishable quality essay of a minimum of 50 pages with two credits. It does not require a thesis but is rooted in systematic field research such that it requires an hour of field research, facilitated by a tutorial assistant, for every hour of lecture and is designed for the following types of students:

1. Professionals who already have academic degrees at the master or doctoral level and for whom a professional master's degree can complement their skills by adding an Africanist dimension to their field of expertise.
2. Students who have no interest in an academic career or cannot afford the MA degree but wish for a master level recognition for their graduate in-depth studies in African cultural knowledge and religion.
3. Those who did not maintain the required "AB" average in their course work but managed to maintain a "B" average.

Program Outcomes

Upon completion of the Master of African Studies program, graduates are expected to be able to do the following:

1. Understand and address contemporary African issues as an Africanist with an adult perspective of African cultural knowledge.
2. Apply an adult, insider's perspective and understanding of the African issues addressed in each course.
3. Understand, appreciate, and articulate their own cultural knowledge of origin, and remain open to participating in the cultural values, attitudes, and activities of other cultures without imposing their own values.
4. Teach, celebrate, and critique their cultures of origin from an adult, professional perspective.

Degree Requirements

Required Courses	12 cr.
Essay Course	2 cr.
Elective Courses	16 cr.
Total	30 cr.

Required Courses 12 cr.

AFST510 African Culture: An Overview (4 cr.)

The course gives an overview of the African traditional cultures by studying some of the significant aspects of these cultures. Some of the aspects studied are social groupings, supernatural beliefs, religious systems, communication systems, political systems, economic systems, education system, health systems, and rites of passage. Special attention is given to the traditional features of these aspects, though the contemporary changes affecting them are also mentioned. Special attention is also given to the challenges these cultures pose to Christians in Africa.

Select one of these 3 courses.

AFST546 African Traditional Religion Interprets the Bible (4 cr.)

The course presupposes that most Bible commentaries and everyday written exposition of scriptural texts generally assume European and North American cultural thought patterns. This is quite evident in the much-accepted historical critical method. As an alternative to this way of interpretation, this course offers students a chance to investigate the African way of understanding biblical culture and milieu in terms of African culture and milieu. It investigates whether it is possible to arrive at concrete African hermeneutic principles. It asks how Africans read the Bible and profitably inculcate the ever-enduring biblical message into their existential situation without an historical critique of the biblical settings. It asks what Africans understand the Bible to say on issues such as marriage and the family, African contemporary culture, bride wealth, rites of passage, death, and rites of Incorporation into life after death.

OR

AFST552 Moral Teachings and Practices of African Traditional Religion (4 cr.)

The course is intended for pastoral agents with a background in theology and some experience of African cultures. It starts with an introduction to the development of African moral traditions up to the present time. Then it investigates several moral themes in the forefront of the contemporary African scene: sexuality (with particular reference to AIDS); death and dying (with particular reference to HEALING); inter-tribal/ethnic relations (with particular reference to VIOLENCE). All of these are considered in the context of trying to understand what sin and salvation are from the African viewpoint and how this understanding of morality continues to influence (ethically) peoples' lives in contemporary Africa.

OR

AFST530 African Traditional Religion: Major Beliefs, Practices, & Contemporary Forms (4 cr.)

The course is designed to introduce students to an African world view and African religious heritage. The purpose of the course is to teach about religion as a social and cultural factor. The students are exposed to different theories, both from the traditional African societies and to those originating from the upsurge of the twentieth century. The course also seeks to see how African religious traditions can and must be a springboard for any religious dialogue with Africans. The students are required to compare and contrast what they learn in class and what they observe in the community through professional quality field research. The students should try to answer such questions as the following: What does African traditional religions have to contribute to the whole humanity today? What role does religion play in African society today? Must Africans always look for proofs and justification for their existence?

Select one AFST course appropriate to the essay as the final required course (4 cr.)

Essay Course 2 cr.

AFST592 Essay (2 cr.)

Elective Courses 16 cr.

Elective courses selected must include both a social science and a theological perspective to ensure students have a broad academic approach to African studies.

AFST506 Field Research Principles and Practice (Foundational) (1 cr.)

This dimension of the program is designed to train students how to do professional field research on the issues pertinent to the particular courses they are taking. The research is facilitated by University students who are assigned to each participant on a one-to-one basis and function as their field assistants. The research is intertwined with all courses being taught each session.

AFST508 Field Research Principles and Practice (Advanced) (1 cr.)

This dimension of the program is designed to further develop the research skills of students who have participated in the previous years. Like the foundational dimension, this training is intertwined with courses being taught each session.

AFST515 Introduction to Islam in Eastern Africa (4 cr.)

The course introduces the study of Islam in East Africa in its historical and doctrinal aspects. Islam as a lived religion in Africa is discussed in the various ways through which it has interacted with its African believer.

AFST520 Justice and Peace in East Africa (4 cr.)

The course explores the concepts of justice, peace, and reconciliation in East Africa. It deals with the various components, and the place each occupies in the spectrum of the various social science conflict-handling mechanisms. Its aim is to arrive at a working definition of justice and peace, fundamental human rights and freedom, reconciliation and peaceful resolution of conflicts, people's empowerment and concentrations, democracy, and civil society.

AFST524 African Marriage and Family: Challenge and Change (4 cr.)

The course covers various aspects of African marriage and family focusing primarily on the traditional forms. Emphasis is placed on cross-cultural studies, which illustrate the similarities and diversities in values, attitudes, and practices within Africa.

AFST526 Contemporary Political and Economic Realities in Kenya (4 cr.)

The course studies political and economic foundations, past and present, of African society intensively; clan based political allegiances and communal economic systems; colonial-imposed changes; and post-independence attempts to create nation-states. It focuses on the conflicts and crises, which are disrupting effective government and economic development.

AFST528 Sage Philosophy: The Root of African Philosophy and Religion (4 cr.)

The course focuses on the general nature of philosophy and its connection with philosophy and religion in Africa through the study of ethnophilosophy and African traditional religions. Particular areas of interest include folk sagacity and philosophical sagacity. Particularly the course addresses sage philosophy in relation to culture, western debate over reason, ethnophilosophy, professional philosophy, African political philosophy, Kenyan sages and rationality, and finally sage philosophy in contemporary Africa. During the course, students are guided in analysis of the views of scholars such as J. S. Mbiti and Placide Tempels, and African leaders such as Kwame Nkurumah and Julius Nyerere.

AFST532 Spirituality, Personhood, and Psychotherapy in an African Context (4 cr.)

The course is aimed at people with some experience in studying African spirituality. The course includes both lectures and workshops. The content includes an introduction to the African psychotherapy, introduction to African personhood and personality development and importance of transitional ceremonies, and the importance of the ancestors, the family, and the clan in the formation of the African personality.

AFST538 Missions in Africa Today: Methods, Concepts, Practices, and Challenges (4 cr.)

The course is a study of Christian missions in Africa today. Special attention is paid to various methods that should be used in doing missions, different concepts of what missions mean, and various practices that should be in missions. The course also pays attention to some issues and challenges missions should address well in order to be effective. Included in these challenges are development, partnership with local churches, ecumenism, and globalization.

AFST540 African Christian Theology: Historical and Systematic Development (4 cr.)

The course is aimed at covering the following topics: Christianity and African cultural heritage, an examination of what is African Christian theology and the historical development of the discipline, a systematic presentation of the basic sources of African Christian theology, inculturation, the meaning of liberation theology in Africa, and the guidelines for Christian theology in Africa. The course includes guided field research related to the veneration of ancestors, the African Independent Churches, worship, and street preachers.

AFST542 African Feminist Theology: A Source for African Christian Theology (4 cr.)

The course commences with a brief historical survey of womanist theology as a liberating theology including its origin, development, and its spread around the world. Then the course analyzes the challenge womanist theology poses for African cultures and African religious tradition and how womanist theology could be a tool for recapturing the African values, e.g., that of holistic approach to human life in relation to the divine and the cosmos.

AFST544 Towards the Inculturation of Religious Community Life in Africa (4 cr.)

The course explores topics relevant to the inculturation of religious life in Africa. It examines the dynamics of inculturation from the 'bottom up', i.e., the experience of religious women and men themselves in defining the evolving expression of their lives as Africans.

AFST548 African Independent Churches: Authentic Integration or Separation from Christianity (4 cr.)

The course introduces Christian workers to the major African Independent Churches. All Christian workers, missionary or African, can benefit from the course, but the course is geared particularly to those who have no previous study of the African Independent Churches (it is a foundational course). The course examines some of the significant aspects of the African Independent Churches with the belief that 1) African Independent Churches (AICs) have something to teach missionary planted churches (MPCs) and visa versa. For example, AICs can teach MPCs how to contextualize the Gospel in African cultures, so that the Gospel can be rooted in Africa. One of the AICs most precious assets is its experience of being rooted in its own African cultures. And the MPCs can teach AICs various methods of Bible study, an element that seems to be lacking among the AICs. 2) AICs have formed a major Christian force that cannot be ignored by the universal church of Christ.

AFST550 Gospel and Culture: The African Experience (4 cr.)

The course begins by examining the resilience of African culture when challenged by Christianity. This has been the case wherever the Gospel has been preached. In turn, Christianity has challenged African culture as it has done everywhere and throughout the ages. This course is geared towards articulating this mutual challenge in terms of the resultant African Christian culture that is still evolving. It assesses how far it contributes to the continuing mission of God in Africa through Christianity.

AFST570 Introduction to East African Literature: Focus on Religious Conflicts (4 cr.)

The course utilizes the wealth of both African oral and written literature to analyze the religious ideas of various African cultures. Such issues as the nature of creation; the relationship between human beings and their God; the religious and cultural similarity and synthesis among African, Judeo-Christian, and Islamic religions; and the tasks of contemporary church are scrutinized. We also have individual and group field trips for research, attending theatre, cultural activities, and poetry reading.

AFST572 Introduction to East African Art (4 cr.)

The course is designed to make students explore, understand, and appreciate the complex dimensions of East African art. Relationships of various art forms such as sculpture, painting, architecture, graphics, weaving, and pottery are examined. Their development in different cultures from ancient to modern times is explored. Critical analysis of cross-cultural influences is undertaken.

AFST580 Ideology & Practice of Health Ministry in Contemporary Africa (4 cr.)

The course is designed to help participants fulfill their vocation as healers and builders of healing Christian communities in contemporary Africa. This vocation is studied in the perspective of the definition of health by WHO as "a state of physical, mental, and social well-being" and of the Alma Ata Declaration on Primary Health Care for all in the year 2000. The course focuses on community based and preventive healthcare while taking into account the evolution of curative medicine since the recent appearance of a new incurable illness. This ministry has to take into account the patients' view of health and illness due to invisible powers and the importance of prayer healing.

AFST584 Church in Contemporary Africa: Its Political, Social, and Economic Situation (4 cr.)

The course analyzes the role of the church in contemporary African situations. The course encourages and enables students to do further studies on the role the church can play in contemporary Africa. The central focus of the course is to analyze and describe some of the major issues found in Africa today. These issues are political, social, and cultural in nature. The whole thrust is to show that the church is operating in a wider social context and it is in such context that she is called to serve. The analysis and description are mainly sociological in nature, that is, the tools for analysis are drawn from that discipline although some theological ideas are referenced.

AFST586 Sociology of Development/Underdevelopment and African Religion (4 cr.)

The course presupposes that until recently religion was seen from various perspectives as insignificant in the economic and political dimensions of life. Many Marxists dismissed it as a mere ideological tool of the ruling classes over the poor. Modernizers on the other hand saw the connection at most as an indirect one with religion contributing to the changing of people's attitudes and personalities. This course aims at showing the direct connection between religion and the economic and political development of the peoples of East Africa. It does this based upon a theoretical framework of articulated modes of production. Both the explicit and implicit connections between traditional, Christian, and Islamic religions with economic and political development are explored. Students also participate in field research aimed at understanding the various approaches to development at both micro and macro levels. This includes interviews with ministerial level personnel and international aid agencies as well as people involved in grassroots socioeconomic projects.

Admission Requirement

Only students with undergraduate degrees, who are officially enrolled as MIASMU students through the ordinary application process, may apply by a separate MAS application process to register for the MAS programs in African Studies.

The official essay proposal can be submitted as early as the end of the third course; the proposal is approved by the entire MIASMU faculty. A faculty supervisor is appointed. The maximum time for completion of course work and essay is **five years** from the time of registration for the MAS degree program unless an extension is granted.

Application Process

1. After successfully completing two MIASMU courses with at least a B average the MAS candidate fills out the application forms, orders official copies of transcripts to be sent directly to MIASMU, includes a \$25.00 nonrefundable application fee, and submits copies of the course papers already written. These documents and papers are handed to the Program Director.
2. The MAS application is scrutinized by the MAS committee which recommends to the director that the candidate either be admitted to the MAS degree program without condition, admitted with certain conditions, or not be admitted.
3. The director meets with each applicant and informs him or her of the committee's decision. The director interviews each recommended student regarding the viability of the MAS program in terms of the student's finances, time, and work situation.

If the director finds the student able and willing to successfully pursue an MAS degree, the student is officially enrolled in the MAS program, and an official acceptance letter is sent in that regard.

Arts and Cultural Management, M.A.

The M.A. in Arts and Cultural Management provides students with the necessary skills and experiences to lead cultural programs and institutions and respond effectively to the various environments and global context in which arts and cultural organizations operate. Through a blend of coursework and practical application the program focuses on strategic thinking and management, resource development (monetary, artistic, and human), and the ability to recognize and analyze evolving trends in the culture industry.

Completion of the program prepares students to advance into program and leadership positions within a broad array of cultural organizations, including nonprofits, for profits, and other organizational collaborations. The program is designed for current cultural organization staff members seeking to deepen their management and organizational skills, those planning to move into the cultural management field, and college graduates with an arts related background. The 39-credit program can be completed on an intensive full-time or part-time schedule. Classes meet throughout the year during the evening and on Saturdays. Students also complete a professional residency of no less than 240 hours at cultural institutions located in the Twin Cities area or around the country. The program culminates with a capstone paper exploring a topic related to cultural management and delivered by students at an annual symposium comprised of graduate students, faculty, and arts professionals.

Program Outcomes

Graduates of the Master of Arts in Arts and Cultural Management program are expected to be able to do the following:

1. Research and articulate the key issues, environmental situations, and trends.
2. Apply ethical, innovative, and effectual practices.
3. Communicate information respectfully and effectively.
4. Develop intercultural competence in interpersonal and leadership situations.
5. Create and implement resource development and financial management strategies.
6. Manage and assess organizational operations and planning.
7. Outline and analyze community relations, outreach, and marketing activities.
8. Evaluate cultural policy and legal environments for socially responsible cultural management.
9. Continue lifelong learning to facilitate personal growth and organizational change.

Degree Requirements

Required Arts and Cultural Management Courses	30 cr.
Required Summative Activities	7 cr.
Arts and Cultural Management Electives	2 cr.
Total	39 cr.

Required Arts and Cultural Management Courses: 30 cr.

ACM600 Management of Nonprofit Organizations (3 cr.)

This course is an overview of management of nonprofit organizations within the broader societal context. The course examines the broad historic and current context for work in the nonprofit sector; strategic leadership, including board governance and executive leadership within an organizational life cycles framework; concepts of business strategy, strategic planning, benchmarking, and evaluation; and an overview of operations planning. Strategic linkages between an organization's mission and values, strategic direction, and programming are examined.

ACM605 Cultural Workplace Dynamics (3 cr.)

This course examines areas of human resource management and workplace dynamics specific to nonprofit organizations. The curriculum addresses the knowledge and skills necessary to lead and work with individuals and teams, including staff, volunteers, board members, and other nonprofit stakeholders. Students learn about organizational culture, workplace dynamics and conflict, cultural competency, generational differences, roles and responsibilities, and labor negotiations. Also explored is the development and management of stakeholders who provide governance and other support to nonprofit

ACM610 Cultural Studies (3 cr.)

This course examines the role of the arts and culture in global societies, how managers facilitate and present artists' work, and the roles played by various stakeholders in cultural development in diverse communities. The role of arts criticism and how art is assessed in diverse cultures is also discussed.

ACM615 Cultural Policy and Leadership (3 cr.)

This course examines the challenges to cultural managers presented by political, economic, and social conditions both nationally and internationally. The policy and leadership roles of cultural managers and an overview of organizational and operational models are presented. Other topics include development of public policy, the role of advocacy and political engagement, leadership theories, strategies for effective engagement with institutional and community decision makers, and the current and emerging trends affecting cultural organizations.

ACM620 Communications for Cultural Managers (3 cr.)

This course strengthens students' communication skills for a career in arts management, focusing both on skills needed in the field and in academic communications. The course covers requirements for academic research, synthesis of research, organization of writing, and proper citation. Using analysis and problem-solving methods, students consider what communication approaches to employ in a variety of situations arts managers face. Also explored is the students' ability to speak confidently and effectively in a variety of public speaking situations.

ACM625 Cultural Programming & Evaluation (3 cr.)

Prerequisite(s): ACM600

This course explores the concept planning, design, decision-making, and evaluation processes during the start-up, implementation, and completion phases of cultural programs and projects. Linkages between an organization's strategic direction and artistic programming are examined. Artistic and management staffing, marketing and budget planning, community involvement, and evaluation methods appropriate to measure the success of cultural programming are covered.

ACM630 Fund Development (3 cr.)

This course examines techniques, tools, and strategies needed for the development of contributed revenue in nonprofit organizations. Topics include development and assessment of an organization's fund development plan; preparation of grant proposals, other type of appeals, and special events; coordination of capital campaigns and planned giving; and examination of how different types of organizations manage fund development needs. Also discussed are the donor's viewpoint and emerging trends in philanthropy, and the ethics and legalities of fundraising.

ACM635 Ethics and Arts Law (3 cr.)

This course examines the various laws and standards that have been developed to guide, monitor, and/or regulate the behavior of individuals and organizations in the arts, and the various legal structures created to deliver and manage art. The tensions between artistic expression, property rights, and privacy are explored, as well as the diverse responsibilities of the arts organization and management.

ACM645 Marketing for Nonprofits (3 cr.)

The course examines practical strategies and trends in marketing for small and mid-sized nonprofit organizations. Topics include the role of marketing in nonprofits, marketing research and planning, marketing's impact on organizational revenue, relationship between marketing and fund development, types of marketing tools and strategies, audience identification and development, and role of staff and board of directors in nonprofit marketing. Also explored is the role of technology and social media in marketing.

ACM660 Nonprofit Financial Management (3 cr.)

This course presents generally accepted financial management principles and practices applicable to nonprofit organizations. Financial statements and reports are interpreted and analyzed, and financial analysis tools are applied to describe and evaluate the financial condition of nonprofit organizations. Related topics include budgeting, description of financial systems, and legal reporting requirements for nonprofit organizations.

Required Summative Activities: 7 cr.

ACM680/681 Residency/Capstone Progression (4 cr.)

Students are expected to complete all hours of the residency working at one cultural organization. The residency is a culminating program experience of at least 240 hours in a cultural organization that prepares students for employment or advancement in the field of arts and cultural management. Knowledge and skills acquired through coursework are applied and evaluated. Plans for additional personal and professional development are considered. Research on the capstone topic continues during the course of the residency.

ACM690 Capstone Seminar (3 cr.)

This culminating course provides the opportunity for students to synthesize and present the concepts, knowledge, and experiences gained from completion of all coursework and the residency.

Electives: 2 cr.

ACM650 Arts Education (2 cr.)

This course presents participants with information and tools to analyze, assess, improve and create education programs for arts and cultural organizations. By examining current national research and trends in arts education, and national and local resources, students gain both a theoretical and practical grounding in best practices for education programming for arts and cultural organizations.

ACM655 Arts and Community Development (2 cr.)

This course explores vitality in geographic communities and the unique role played by culture. The dynamic relationships that exist between artists, cultural organizations, and communities and ways that culture can be an active agent or catalyst for economic, social, and civic development are explored. Topics include a historical overview of the community development field, concepts of creative community building, and how the civic and economic impact of the arts can be measured. Case studies of cooperative partnerships are explored. Specific areas of concentration include arts-based community building strategies, and how indicators are used to measure outcomes are explored.

Note(s):

*These courses are designed with a nonprofit focus suitable for all master level students who may be working in sectors such as social service, health, government, or other areas.

Faculty

The faculty members and advisers for the Arts and Cultural Management program have earned doctorate or master's degrees. Faculty members are selected for their educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to master's degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program pre-requisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services, www.wes.org, or Educational Credential Evaluators, www.ece.org, and be deemed equivalent to accredited U.S. university standards.) and,
3. A personal statement which includes
 - a. brief description of the applicant's background, training, and experience and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program and,
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability and,
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Business Administration, M.B.A.

The Saint Mary's University Master of Business Administration combines scholarship, application, and experiences to elevate student skill-sets with the professional capital valued by firms today - transferable knowledge, judgment, perspective, professional insight, and character. Students will find a flexible program that immerses them in the quantitative and ethical realities of business. The forward-thinking curriculum imparts solid core knowledge with unique professional experiences - field study and real-time projects conducted in partnership with firms from one of the nation's premier business communities. Students can choose from two curricular options: a customizable general management MBA or an MBA with a specialization.

An international perspective is integrated across the MBA curriculum. Ethical dimensions of managerial actions and decisions are examined throughout as students are engaged in corporate social and environmental responsibility, sustainable economic enterprise, and issues of business character. Saint Mary's envisions graduates who are ready for the business world because they have the foundation for lifetime professional growth, strong business skills, cultural acumen, and independent thinking used with ethics.

Program Outcomes

Upon completing the program, graduates are expected to do the following:

1. Contribute to the vitality, viability, and value of a global organization through application of business principles and theory.
2. Conduct analysis of appropriate financial and economic data necessary to support organizational decision making.
3. Communicate effectively in a variety of modes within a business environment.
4. Demonstrate critical and strategic thinking skills related to management of organizations.
5. Understand the ethical and legal dimensions of business and the ethical implications of managerial actions.
6. Demonstrate the ability to strategically lead individuals and organizations in a global context.
7. Demonstrate understanding of management and diverse populations, whether in a domestic or international environment.
8. Continue learning throughout their professional lives.
9. Demonstrate breadth or depth of knowledge in business.

Degree Requirements

The Master of Business Administration consists of 33 core credits, plus either i) six additional elective credits (39 credits to degree) or ii) 12-credits in a chosen specialization (45 credits to degree). Students may choose to specialize in finance, marketing, project management, human resource management or healthcare administration. Students choosing not to specialize may choose electives from any of the specializations as well as the integrated electives listed below.

Students with GMAT scores lower than required need to complete foundation coursework successfully. Students without the proper prior coursework in business need to fulfill prerequisites. Prerequisite

requirements can be fulfilled with prior learning (with grades B or better) or classes at Saint Mary's University of Minnesota. Foundation and prerequisite courses are pre-MBA courses. Students needing foundation courses and prerequisites courses may be provisionally admitted to the SMU MBA program. Students must successfully complete all assigned foundation and prerequisite courses before taking core MBA coursework.

MBA Core Courses (required of all students): 33 cr.

MBA600 Quantitative Decision Making (3 cr.)

Prerequisite(s): MBA501

This course is designed to give students a practitioner's ability to utilize quantitative decision making tools and techniques commonly used in business. The QDM tools and techniques used in operations management, inventory management, marketing, project management and finance are covered. Topics include hypothesis testing, confidence intervals, subjective probability, decision trees, Bayes Theorem, and regression.

MBA603 International Business (3 cr.)

This course investigates the international business environment and identifies the measures that a business firm must undertake in order to operate successfully in the global marketplace. An introduction is made to the political economy of international trade and investment along with the global monetary system, where emphasis is placed upon national and cultural differences that shape economic policies and business practices. Ethical issues and conflicts that arise in such a diverse environment are addressed. The strategies and structures are identified that firms must embrace in organizing their operations to effectively compete across different business environments. The proper steps firms must undertake in performing key functions and in conducting business transactions globally are covered.

MBA604 Managerial Economics (3 cr.)

This course focuses on the application of economic theory to examine how an organization can efficiently achieve its aims or objectives. The tools and applications used by organizations to make decisions and assess their outcomes in a global context are covered. Topics include advanced supply demand analysis and estimation, production and cost analysis, market structure and price analysis, regulation and risk analysis, and global pricing practices.

MBA606 Business Law (3 cr.)

This course focuses on how legal and regulatory systems affect firms, business strategy, and the decision making process of organizational members. Topics include contracts, commercial and employment law, intellectual property and fraud. The differences between domestic and international legal systems and impact on business operations and ethical perceptions are addressed.

MBA609 International Operations Management (3 cr.)

This course covers the tools, techniques, and methodologies used by managers to plan, design, and implement control systems that create/produce services and/or goods in an organization. The decisions for which operations managers are held accountable, methods used to make those decisions, and the factors affecting productivity, effectiveness, and efficiency in an organization are covered. Topics include strategic considerations in operations management, operations decision making, quality management, forecasting, just-in-time inventory management, the impact of culture on the management of operations, and facility location for an international network.

MBA610 Organizations and Human Behavior (3 cr.)

This course examines human behavior and social relationships in the workplace setting from a domestic and intercultural perspective. The theories, history, and practice of promoting effective individual and group behavior in organizations across cultures are covered. Topics include groups and teams, multicultural teams, power and influence, trust, gender and equality, the impact of culture on work behavior, and creating cultural synergy in a multicultural work environment.

MBA612 Executive Communication (3 cr.)

This course gives students the opportunity to study effective organizational communication essential for executive and transformational leadership. Organizational communication structure, ethical communication styles, and executive summary techniques are examined. Strategies for effective leadership communication are explored at all levels of the organization.

MBA613 Ethical Leadership (3 cr.)

This course provides a theoretical framework to analyze and evaluate the ethical dimension of leadership practices. Topics include the implementation of ethical leadership models and practices, ethical considerations in multinational organizational strategy, and building and maintaining international partnerships. The case method is employed to analyze and evaluate the leaders of firms diverse in their perspective and scope.

MBA640 Managerial Accounting (3 cr.)

Prerequisite(s): MBA600

This course examines on the principles and techniques of managerial cost accounting. It covers various cost accounting techniques and the effective use of accounting information for business decision making. Topics include cost-volume-profit analysis, activity based costing, activity based management, inventory costing and capacity analysis, cost allocation, and budgeting.

MBA643 Corporate Finance (3 cr.)

Prerequisite(s): MBA 510 or equivalent

This course examines the principles of corporate finance and the tools and practices used in financial decision making. It examines the treasury function of an organization and the decisions made by the treasurer. Topics include long term financing, capital budgeting decisions, beta, debt-equity options, dividend policy analysis, and IPOs.

MBA669 Strategic Management Capstone (3 cr.)

Prerequisite(s): All other core courses

This course is the capstone for the MBA program. Students integrate knowledge from previous courses to analyze and evaluate competitive strategies used by firms. The case method is applied to a wide variety of industries and business issues. In addition, students have the live case experience of working with a sponsoring organization. Students assess the external and internal environments of the organization and develop a strategic plan.

Specialization Courses

Finance: 12 cr.

MBA642 International Financial Management (3 cr.)

Prerequisite(s): MBA 643

This course applies and expands financial theory and concepts from managerial finance to the case of the multinational firm. Risks arising from exchange rate movements, political events, and regulatory structure are discussed and techniques for hedging developed. Multinational capital budgeting and the management of assets and liabilities are examined.

MBA644 Financial Markets and Institutions (3 cr.)

Prerequisite(s): MBA643

This course examines the markets and institutions that comprise the financial system. Topics covered include the determination and structure of interest rates, the impact of the Federal Reserve and other central banks on interest rates and economic growth, and the instruments of the debt market. The commercial bank is explored as a special case of a financial institution.

MBA645 Derivative Securities (3 cr.)

Prerequisite(s): MBA643

This course provides a survey of derivative securities including options, futures, forwards, and swaps. The role of derivatives in the financial system and the associated risks are examined. The principles of derivative pricing are explored with an emphasis placed on option pricing.

MBA648 Security Analysis and Portfolio Management (3 cr.)

Prerequisite(s): MBA643

This course explores the tools and techniques used to evaluate equity securities, and the management of the risk and return of portfolios. The role of portfolio theory in the construction of portfolios and performance measurement is examined. Topics include industry and competitive strategy analysis, alternative valuation methods, investment policy, asset allocation and protection, and ethical issues in security analysis and portfolio management.

Healthcare Administration: 12 cr.

HS602 Healthcare Administration (3 cr.)

Prerequisite(s): HS611

This course provides applied theories and skills of leadership and management in healthcare administration. Governance, vision and mission, strategic planning, decision making, and promotion of organizational growth, and sustainability are explored.

HS652 Healthcare Policy (3 cr.)

This course examines the ethical and legal dimensions of healthcare administration. Topics include ethical issues, public policy, and compliance standards impacting healthcare finance and delivery; frameworks for ethical decision making; socioeconomic impacts on public policy; and strategies for influencing the policy-making process.

HS662 Healthcare Financial Management (3 cr.)

This course examines the financial practices and procedures associated with leading a healthcare, long term care, or human services organization. Students have the opportunity to analyze and interpret financial statements, as well as create and evaluate capital budgets. Public policy and the economic forces that influence healthcare organizations are explored.

HS672 Health Systems (3 cr.)

This course evaluates the fundamentals of current healthcare delivery systems in the U.S. Topics include healthcare regulatory and financial systems, healthcare delivery operations, and organizational design theories.

Human Resource Management: 12 cr.

HRM601 Human Resource Management Strategy (3 cr.)

Prerequisite(s): This course is a prerequisite to all other HRM courses for online version only

This course examines human resource management in the context of business policy and competitive strategy. The core competencies required to become a successful human resource manager are discussed. Topics include an overview of business policy, role of human resource planning, strategic human resource management, initiating organizational change, promoting an ethical perspective and using technology for planning and administering human resource functions.

HRM606 Employment Law (3 cr.)

Prerequisite(s): HRM601

This course examines employment law and its impact on business. It reviews employment law practices and trends, the statutory framework, major court cases, how the law of contract and tort apply to employment situations, and anti-discrimination laws.

HRM613 Total Reward Systems (3 cr.)

Prerequisite(s): HRM601

This course analyzes theories of total reward systems including compensation, benefits, retirement, other rewards, and equity theories. Contemporary issues associated with the design, financing, and legal issues of total reward systems are examined. Public policy and legal/regulatory issues affecting compensation, healthcare, and pensions and their impact for employers and employees are also discussed.

HRM614 Internal Consulting in Human Resources (3 cr.)

Prerequisite(s): HRM601

This course examines the concepts and the application of internal consulting in the human resources function of any organization. It draws from thought leaders in the practice and leverages real world situations. The goal is to equip human resource professionals to be strategic business partners. Also included are conflict resolution, alternative dispute resolution methods, and negotiation skills.

Marketing 12 cr.

MBA620 International Marketing Management (3 cr.)

This course focuses on the strategies and practices involved in the management of international marketing activities. Emphasis is placed on constructing and evaluating global, culturally adjusted marketing strategies. Students examine the importance of brands, how brands are managed, and how global brand equity is built and protected.

MBA621 Marketing Research (3 cr.)

Prerequisite(s): Completion of six core courses or approval of the Program Director.

This course identifies the tools and techniques of marketing research and their application to marketing decisions and the marketing function. Topics include problem identification; common marketing research techniques; analysis of marketing data; design and conduct of research tools; the role, scope and limitation of marketing research within the marketing function; and ethics in market research.

MBA623 Advertising and Promotion (3 cr.)

This course focuses on the principles and concepts of advertising and promotion used to influence customer buying decisions. Topics include factors affecting advertising and promotions, message development and management, media selection, effects, and assessment.

MBA624 Buyer Behavior (3 cr.)

This course provides students a theoretical framework in which to understand buyer behavior. Topics include information processing, perception, decision making and the individual and socio-cultural variables which influence buyer behavior. Emphasis is placed on developing customer strategies based on customer buying motivations. Upon completion of this course, students are expected to be able to do

Project Management: 12 cr.

PRM600 Fundamentals of Project Management (3 cr.)

This foundation course examines the project management framework. This framework covers key terminology, project management context, and processes. Topics include project management knowledge areas, life cycles, and organizational designs.

PRM601 Project Planning and Scheduling (3 cr.)

This course examines activities related to project planning and estimating. It examines the use of various planning techniques in managing budgets, schedules, and human/material resource allocations. Planning activities associated with quality, communications, risk, and procurement are addressed.

PRM613 Project Integration and Quality Management (3 cr.)

This course examines various methods used to ensure the project meets the stakeholder needs for which it was undertaken, including quality planning, quality assurance, and quality control. It examines integration of project information including gathering requirements, integrating the project plan, reporting performance, and project closure.

PRM614 Project Risk Management (3 cr.)

This course explores the basic principles and practices of risk management. Key concepts in managing uncertainty include developing a risk approach; and identifying, analyzing, responding to and monitoring risks in projects, programs, and portfolios.

Integrated Elective Courses

MBA601 Intercultural Acumen (3 cr.)

This course provides a practical framework for managers to appraise and manage the balance between cultural unification, accommodation and uniqueness that arises in the domestic and global workplace. The skills and techniques required to manage a global work force, conduct business in foreign countries with cultural literacy, and communicate with individuals and organizations in other cultures are covered. Students analyze cultural general theories; the impact of culture on interpersonal interactions such as negotiating, managing conflict, team work, business ethics, and motivation; cultural taxonomies; and the fundamentals of intercultural competence.

MBA602 Political Economy of Business (3 cr.)

This course provides a theoretical framework to evaluate the political, historic, economic, and social context in which business activities take place around the world. Topics include economic relations, risk assessment, ethics, strategic analysis of nation-states, institutional and policy management of multinational economic relations, and sustainability of economic growth and global competitiveness. Students develop the skills and techniques used by global managers to analyze the political-economic health of a country in terms of financially oriented risk-reward criteria and operationally-oriented competitiveness as set by global standards.

MBA641 Forensic Accounting (3 cr.)

Prerequisite(s): MBA 510 or equivalent

This course is focused on detection, analysis, and documentation of fraud as found in accounting systems and information. Asset misappropriation, corruption, and fraud in financial statements through the use of statistics are covered. Topics include skimming, cash larceny, tampering, billing schemes, bribery, conflicts of interest, and fraud in financial statements.

MBA650 Project Finance (3 cr.)

Prerequisite(s): MBA510 or equivalent

This course focuses on non-recourse and limited recourse financing structures where debt, equity, and credit enhancements are combined for the construction and operation of or refinancing of a particular capital-intensive asset. The financial techniques that bring together development, construction, operation, finance, and investment to develop a global project in a particular country are covered. Topics include project finance structures, technical/political/economic feasibility, credit enhancement, debt/equity/collateral issues, ownership structures, documentation, and dispute resolution.

MBA666 Economics of Emergence, Growth and Development (3 cr.)

Prerequisite(s): MBA604

This course focuses on the theories and realities of economic growth and development for emergent and emerging economies. It examines the theories of economic development and applies them to the cases of Latin America, Asia, Eastern Europe, and Africa. Topics include neoclassical growth theory, capital mobility, human capital theories, globalization, anti-globalization, market transformation, the role of social infrastructure in economic development, the role of global institutions, sustainable economic development, and current trends and problems.

Foundation Courses: 9 cr.

Foundation courses are required when students need additional quantitative and writing skills before starting the MBA program. Credits earned do not count towards the MBA total. Students meeting minimum GMAT levels are not required to take Foundation courses.

MBA500 Quantitative Primer (3 cr.)

This course is designed to foster and support the student's foundational understanding and ability to utilize college algebra, trigonometry, and pre-calculus in the analysis of business problems. The material is presented in three distinct sections: algebraic operations and functions, systems of equations and matrices, and an introduction to sequence and probability theory. Grading is pass/no credit (P/NC).

MBA501 Business Statistics and Quantitative Thinking (3 cr.)

This course is designed to give students a practitioner foundation in applied math and statistics. The tools and applications used in graduate business courses and by individuals in managerial positions are covered. Topics include ratio analysis and comparisons, descriptive and inferential statistics, correlation, analysis of variance, and regression. Grading is pass/no credit (P/NC).

MBA502 Graduate School Writing (3 cr.)

The course familiarizes graduate students with the expectations and conventions of graduate writing and research at Saint Mary's University. It is designed for students with limited graduate writing experience, students who want to refresh their writing skills, and students who need to learn the APA style. Course content includes (a) forms of graduate discourse; (b) APA rules of grammar, punctuation, and usage for APA; (c) word processing functions that support APA style; and (d) methods and resources for graduate research through the Saint Mary's University Library. Grading is pass/no credit (P/NC).

Prerequisite Courses: 12 cr.

Prerequisite courses are required when students have not had previous course work in the subject area. Students who have completed equivalent work with a "B" or better as undergraduate students are not required to take prerequisite courses. Prerequisite courses must be complete with a grade of "B" or better.

MBA503 Principles of Economics (3 cr.)

This course is designed to give students an overview of the principles of macro and microeconomics. The underlying economic theories and applications used in graduate business courses and by individuals in managerial positions are covered. Students examine supply-demand analysis at the industry and firm level, market structures, elasticity analysis, macroeconomic indicators of the economy, business cycle analysis, and the impact of government economic policy on business.

MBA504 Accounting Concepts and Methods (3 cr.)

Prerequisite(s): MBA501

This course is designed to give students a practitioner foundation in the principles of financial accounting. The tools and applications used in graduate business courses and by businesses in decision making in an international environment are covered. Topics include financial accounting methods, preparation of financial statements, the accounting cycle, internal control, and accounting for partnerships and corporations.

MBA510 Managerial Finance (3 cr.)

Prerequisite(s): MBA504

This course introduces the essential financial tools, principles, and practices used by business. The tools and applications used in this course focus on the role of finance in managerial decisions regarding assets and liabilities, valuation, globalization, response to changes in the macroeconomic business environment and changing government regulation of financial institutions. The course addresses risk and rates of return, time value of money, capital budgeting techniques, cost and structure of capital, leverage, and working capital management.

MBA520 Marketing Principles (3 cr.)

This course is designed to give students a broad overview of the marketing function within an organization. The marketing techniques used by firms operating in a global environment are covered. Topics include customer decision behavior, product and service concepts, market segmentation and targeting, the four Ps (product, price, promotion, and place) and product mix, channel, wholesaling and logistics management, fundamental marketing product, and pricing and life cycle strategies.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to master degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. If the grade point average upon admission is below 2.75, or if a grade point average is not available, or language proficiency is not adequate, the applicant may be admitted with provisional status. Students currently enrolled in a business related program at Saint Mary's University may apply for a transfer to the MBA program via written request. All MBA admission requirements; including GMAT and program interview, must be fulfilled.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program pre-requisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services, www.wes.org, or Educational Credential Evaluators, www.ece.org, and be deemed equivalent to accredited U.S. university standards.) and,
3. A personal statement which includes:
 - a. brief description of the applicant's background, training, and experience and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program and,
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
 - d. personal information the applicant wishes to share.
4. Two letters of recommendation that verify professional and/or volunteer experience and academic ability and,
5. A current résumé listing educational background and work experience.
6. GMAT score or statement indicating the applicant chooses to take the Foundation courses.

Please Note: Application materials should be sent to the attention of the Office of Admissions on the Twin Cities campus.

Counseling and Psychological Services, M.A.

The Master of Arts in Counseling and Psychological Services prepares graduates for professional work in counseling, psychotherapy, and other psychological services. It is designed to enhance the student's understanding of the complex nature of human behavior and social interaction, and to develop tools for assessing human problems and assisting individuals in developing greater understanding and acceptance of themselves and their relationships with others. Graduates work in a wide variety of settings applying their education.

The program is designed to help students meet the educational requirements for Minnesota licensure for Licensed Professional Counselors (LPC). In addition coursework is offered for the educational requirements for Minnesota Licensure for Licensed Professional Clinical Counselors (LPCC). Students planning to seek licensure with the Minnesota Board of Psychology after earning a doctorate can work toward some of their educational requirements in the master's program.

Program Outcomes

Graduates of the Master of Arts in Counseling and Psychological Services program are expected to be able to do the following:

1. Use appropriate written, verbal, and nonverbal communication skills with counseling clients and professionals.
2. Counsel clients of diverse backgrounds based upon an awareness and appreciation of diversity.
3. Demonstrate critical thinking skills including providing reasoning in support of diagnosis and treatment interventions.
4. Apply the fundamentals of research in counseling psychology to practice.
5. Apply ethics to counseling incorporating the rules and regulations of the profession, critical thinking, and compassion.
6. Articulate appropriate plans for future professional development that include ongoing supervision/consultation.
7. Apply knowledge and theory of counseling to practice.
8. Assess client strengths, attributes, and problems.
9. Apply knowledge and skills to selected areas of psychological practice.

Degree Requirements

Core Courses	18 cr.
Assessment Courses	7 cr.
Counseling Courses	8 cr.
Additional Required Courses	9 cr.
Required Practicum Experience	6 cr.
Integration Paper and Oral Examination	0 cr.
Total	48 cr.

Core Courses: 18 cr.

PY605 Developmental Psychology (3 cr.)

The course examines characteristic changes in behavior and functioning in each stage of life from conception to death. Physical, cognitive, affective, and social bases of behavior are explored.

PY607 Theories of Personality (3 cr.)

Major theories of personality are covered as represented by the biophysical, intrapsychic, existential, and behavioral approaches.

PY608 Psychopathology (3 cr.)

Prerequisite(s): PY607

This course examines the healthy personality, maladjustment, transient disorders, anxiety states, psychosis, mood, psychosomatic and personality disorders. The course focuses on the description of the main criteria and associated features of the Diagnostic and Statistical Manual of Mental Disorders (DSM) diagnostic groups. In addition, etiology, prognosis, prevention, and treatment of the disorders are considered.

PY613 Counseling Theory and Technique (3 cr.)

Prerequisite(s): PY605, PY607, PY608 pre- or co-requisite

Major approaches to counseling and psychotherapy are analyzed with emphasis on applications in the theoretical relationship. Professional psychological writing style is discussed in this course.

PY620 Statistical Techniques and Research Methods (3 cr.)

The course provides an overview of research methods commonly used in clinical and counseling psychology. Both research methodology and statistical analysis are reviewed. The course focuses on the interpretation and understanding of research and applied statistical procedures.

MFT611 Foundations of Family Therapy (3 cr.)

Prerequisite(s): PY605, PY607, PY608 Pre/Co-requisite

This course examines the structure and function of families and relationships, connecting theoretical and research underpinnings to the major models of family therapy. Family development, roles, and interactions are studied as foundational in the practices of systemic/relational therapy interventions. Efficacy research for individual models and for common factors across models is presented.

Assessment Courses: 7 cr.

PY621 Psychological Assessment (3 cr.)

Prerequisite(s): PY620

This course investigates the principles and history of psychological testing, both individual and group, and assessment. Theories of measurement and selected psychological tests and inventories are covered.

PY631 Personality Assessment: Adolescent and Adult (2 cr.)

Prerequisite(s): PY621

The course examines and compares various methods of personality assessment of adolescents and adults, including standardized tests, behavioral analyses, and interview techniques. Special attention is given to the Minnesota Multiphasic Personality Inventory (MMPI), Thematic Apperception Test (TAT), and Rorschach.

PY632 Child Assessment (2 cr.)

Prerequisite(s): PY621

The course provides a detailed overview of various methods used in assessing social, intellectual, and personality development of children including standardized testing, behavioral ratings, observations, and interview techniques. Practical problems occurring in child assessment are examined.

PY633 Personnel and Vocational Assessment (2 cr.)

Prerequisite(s): PY621

This course includes a study of vocational and personnel assessment, including the history, theory, and current utilization of testing. The course covers testing and non-testing approaches to career assessment in a variety of settings.

Counseling Courses: 8 cr.

PY604 Career Counseling: Theory and Procedures (2 cr.)

Prerequisite(s): Completion of core

This course provides a comprehensive overview of the history and theories of career development as well as an introduction to the procedures used in career development and lifestyle counseling. Career counseling tools and techniques are examined. The interrelationships of life roles are emphasized in career and lifestyle planning.

PY642 Group Therapy (2 cr.)

Prerequisite(s): Completion of core

The course covers the history and practice of group therapy grounded in social psychology. Students study the basic tasks and methods of the group therapist, the design of effective therapy groups, and the therapeutic factors and problems commonly encountered in group therapy and counseling.

PY648 Multicultural Counseling (2 cr.)

Prerequisite(s): Completion of core

This course provides a comprehensive overview of multicultural counseling. Developmental, social, and cultural contributions of ethnic and minority groups are explored. Ethnocentrism, acculturation, communication patterns, and racial conditioning are discussed. Emphasis is placed on implications of counseling in a culturally diverse society.

PY665 Counseling Skills and Practice (2 cr.)

Prerequisite(s): Completion of core

Students practice the fundamental skills associated with effective helping relationships. Counseling skill acquisition and application are emphasized. Ethics and diversity are integrated into counseling skills acquisition and application.

Additional Required Courses: 9 cr.

PY575 Orientation to the Profession of Counseling (1 cr.)

This course provides an orientation to the profession of counseling. The history and philosophy of the field are covered as well as the roles and settings of professional counselors. Additionally, the developmental process involved with acquiring an identity as a professional counselor is addressed.

PY576 Social Psychology (2 cr.)

Prerequisite(s): Completion of core

This course is an introduction to the perspectives, research, and empirical findings of social psychology. Topics covered include self and identity, social influence, attribution theory, attitudes and attitude change, personal relationships, gender, age and race, and their application in mental health.

PY606 Psychophysiology (3 cr.)

Prerequisite(s): Completion of core

This course examines the basic anatomy of the nervous system, the normal physiological functions of the nervous systems, the biological bases of behavior, behavioral disorders, and brain diseases. The course reviews current research on the role of biological basis of behavior.

PY625 Ethics and Professional Issues in Psychology (3 cr.)

Prerequisite(s): Completion of core

Ethical principles and issues underlying the professional practice of psychology are examined. Attention is focused on the Ethical Principles of the American Psychological Association (APA), the American Counseling Association (ACA) Code of Ethics and standards of practice the related State of Minnesota statutes and rules, and current issues of concern to the field.

Required Practicum Experience: 6 cr.

The student completes a supervised practicum experience in a counseling or mental health setting under direct supervision. This experience consists of a minimum of 700 hours, usually two semesters of 350 hours each. A practicum supervision seminar class must be taken concurrently.

PY710 Practicum I (3 cr.)

Prerequisite(s): Core, PY625, PY621, (PY631 or PY632 or PY633), 3 of PY665, PY642, PY604, PY648 (GCP3 must have PY665)

Students work in a counseling or mental health setting under the supervision of a licensed psychologist, for a minimum of 30 hours per week for a total of 350 hours. Half of the hours at the practicum site must be in counseling and other direct client services. A practicum seminar must be taken concurrently as part of the practicum requirements. The supervision seminar provides an environment for discussion of case material as well as problems and concerns that arise in the practicum setting. Personal and professional issues relevant to the practicum experience are examined. Planning for the integration paper is introduced.

PY711 Practicum II (3 cr.)

Prerequisite(s): PY710

Students work in a counseling or mental health setting under the supervision of a licensed psychologist, for a minimum of 30 hours per week for a total of 350 hours. Half of the hours at the practicum site must be in counseling and other direct client services. A practicum seminar must be taken concurrently as part of the practicum requirements. The supervision seminar provides an environment for discussion of case material as well as problems and concerns that arise in the practicum setting. Personal and professional issues relevant to the practicum experience are examined.

Integration Paper and Oral Examination

The final requirements of the program include the following:

1. A paper in which the student integrates his or her education, practicum, and other professional experience with a review of current professional research literature.
2. A final one-hour oral examination based upon the integration paper.

General Electives:

Students may wish to return after graduation to take electives to fulfill licensure requirements.

HD629 Exploring Spiritual Life through Literature (1 cr.)

This course explores major symbols of the spiritual journey in mystical literature of diverse times and places. It examines a variety of literary genre to explore themes inherent in spiritual life and the value of taking the spiritual journey and communicating it in the context of time and place.

HD633 Many Faces of Art: A Psychological Perspective (2 cr.)

This course focuses on psychological aspects of the visual arts. Topics include the normative development of artistic ability, the impact of developmental and environmental challenges, mental illness, and health related issues on the production of visual art. Relevant theory and artistic production are examined.

HD671 Women's Self-Esteem and Spirituality (2 cr.)

This course focuses on the effects of the religious traditions and contemporary culture on women's self-esteem and spirituality. Issues surrounding women's development of adequate self-esteem and spiritual maturity are addressed. Alternative visions for women's self affirmation, full human development, and spirituality are investigated in theoretical and practical ways.

PY599 Professional Psychological Writing (2 cr.)

This course provides students with an introduction to professional psychological writing and includes (a) an overview of American Psychological Association (APA) format; (b) writing experiences typical of those encountered in the coursework in the counseling and psychological services program, organized around typical professional issues, (c) writing necessary for the professional practice of psychology.

PY600 General Psychology (3 cr.)

This course provides an overview of the discipline of psychology including basic psychological processes, concepts, and methods. Major theories and contributors are studied. This course MAY BE REQUIRED for students with minimal undergraduate credit in psychology, but cannot count toward total number of credits needed to complete the degree.

PY630 Advanced Research Methods (2 cr.)

Prerequisite(s): PY620

Students develop skills in designing, conducting, and analyzing psychological research.

PY643 Humanistic/Existential Counseling Approaches (2 cr.)

Prerequisite(s): PY613

The course includes a study of the basic concepts of humanistic and existential psychology, and of well known contributors to this philosophical and therapeutic approach.

PY644 Cognitive/Behavioral Counseling Approaches (2 cr.)

Prerequisite(s): PY613

This course provides an introduction to the theory and practice of cognitive behavioral counseling. Various forms of cognitive-behavioral therapy are reviewed with emphasis on the approaches of Beck and Ellis.

PY645 Introduction to Psychodynamic Psychotherapy (2 cr.)

Prerequisite(s): PY613

This course provides an introduction to the general principles, techniques, theory, and process of psychodynamic psychotherapy. Emphasis is placed on identifying and understanding psychodynamic principles through presentation of case material and illustrations in the process of psychotherapy.

PY654 Chemical Dependency (2 cr.)

Addiction and recovery are examined from the perspectives of the clinician and the recovering individual, including assessment, intervention, treatment, and recovery.

PY656 Psychopharmacology (2 cr.)

Prerequisite(s): PY606, PY608

This course provides a comprehensive survey of the basic psychiatric conditions for which psychoactive medication represents an appropriate intervention strategy. It is intended to be an introduction to the field and is designed to provide a working knowledge base to enable students to more competently address the experiences of their clients taking prescribed psychiatric medications.

PY657 Aging: A Behavioral Sciences Perspective (2 cr.)

This course presents several theories of adult development and outlines broad issues that the presently old experience. Personal issues regarding aging are identified.

PY658 Human Sexuality (2 cr.)

This course covers theories of sexuality, the role of attitudes and values, and the importance of self-awareness. A variety of perspectives (ethical, psychological, legal, theological) related to clinical and educational settings are discussed.

PY659 Brief Therapy (2 cr.)

This course provides an introduction to the methods of brief therapy. The focus is on client strengths rather than pathology and on the empowering of clients to develop solutions to problems.

PY669 Advanced Psychopathology (2 cr.)

Prerequisite(s): PY608, PY613, PY621

The course includes a detailed study of major areas of psychology to enhance learning from previous courses. Topics include disorders involving mood, anxiety, personality, and psychosis. Etiological theories, differential diagnosis, psychosocial difficulties, treatment issues, and ethical dilemmas are examined.

PY674 Living with Experiences of Trauma (2 cr.)

This course covers a spectrum of human responses to traumatic experiences. Conceptual understanding of the therapeutic needs of trauma survivors are emphasized. Particular types of traumatic experiences and the impact of trauma on psychological, interpersonal, and societal systems are explored.

PY701 Supervising Counselors and Psychotherapists: Theories of Supervision (1 cr.)

Prerequisite(s): Completed PY710

This course examines theoretical models and related approaches in supervision of counselors and psychotherapists. Goals of supervision, relationships, and roles emphasize theoretical conceptualization and application of theory to supervision structure, dynamics and process. Opportunities to examine one's own developmental learning needs and style in supervision are provided.

PY702 Supervising Counselors and Psychotherapists: Clinical Skills and Practice in Supervision (1 cr.)

Prerequisite(s): Completed PY710

In this course, students learn and practice fundamental skills associated with the effective supervision of counselors and psychotherapists. The acquisition and application of supervision skills are emphasized. Ethics and diversity issues are addressed in the context of acquiring and applying supervision skills.

PY703 Issues, Ethics, & Research in Supervision (1 cr.)

Prerequisite(s): Completed PY710

This course examines some of the primary issues, ethical challenges, and research areas focused on the supervisory process from both the supervisor and supervisee standpoint. Issues addressed include multicultural awareness, transference and counter-transference, sexual and other attractions, and gender misunderstandings. Students also explore the components of critical thinking as it applies to the supervisory process. Opportunities to examine the self in the supervisory process are provided.

PY704 Clinical Treatment Planning (2 cr.)

Prerequisite(s): PY605, PY606, PY607, PY608, PY613

This course examines the therapeutic process of clinical treatment planning. Emphasis is placed on the integration of assessing client needs and readiness, case conceptualization, counseling techniques and strategies, treatment models, and therapeutic relationships. Current professional issues about use of evidence based treatments and culturally competent interventions are examined in the context of measurable and meaningful treatment goals.

PY705 Evaluation Methodologies (2 cr.)

Prerequisite(s): PY620, PY613, PY621, PY625

This course examines a range of evaluation methodologies to assess the effectiveness and efficiency of a range of clinical interventions, including individual and group therapy and programmatic services. The course focuses on critically evaluating and utilizing information from existing research literature, implementing and evaluating best practice guidelines and evidence-based practices (EBP), and conducting original evaluation projects.

PY706 Writing for Professional Practice (1 cr.)

Prerequisite(s): Completion of core

This course provides students with information they need to do writing required of professionals in the field of psychology. Students practice writing case notes and treatment plans.

PY707 Advanced Multicultural Counseling (1 cr.)

Prerequisite(s): PY648

This course builds on the knowledge and skills developed in the first multicultural counseling course, PY648. Students practice advanced multicultural counseling skills intended to develop multicultural counseling competencies applicable to specific populations. Students have the opportunity to focus their learning on a specific ethnic group.

PY709 Integrative Wellness: Using Mind-Body and Psychotherapeutic Approaches for Healing (1 cr.)

This course covers mind-body and creative approaches to clinical practice in counseling psychology. Practice and scholarly research are used to explore clinical interventions including mindfulness meditation, guided imagery, relaxation techniques, creative writing, and creative/art based interventions to promote healing. The course has an experiential component through which students practice the various interventions being studied.

PY540 Developmental Disabilities II (2 cr.)

This course focuses on exceptionalities related to developmental delays, disorders, and disabilities, in the process of normative development. Topics include autism, attention deficit disorder, learning disabilities, and emotional and behavioral problems.

PY663 Autism and Asperger's Syndrome in Children (2 cr.)

This course focuses on the assessment and intervention strategies that are currently in use for children with autism or Asperger's syndrome. Possible causative factors are discussed. Differential diagnoses are examined.

PY667 Developmental Disabilities I (2 cr.)

This course focuses on causative factors associated with developmental disabilities, delays, and disorders. Topics include: genetics, anatomy and physiology, and biochemical imbalances. Current best practices for the prevention or amelioration of disabling conditions are discussed.

Representative Electives

The following titles are representative of short (one-credit) general elective courses available. See the semester course schedule for current offerings.

HD585 Meditation (1 cr.)

This course examines the psychology of meditation, modes of meditation, and uses of meditation for personal growth, in therapy, and in spiritual direction. Emphasis is on understanding and practicing various modes of meditation, mindful action, and meditative reading.

HD603 Therapeutic Use of Imagery for Psychological and Spiritual Growth (1 cr.)

This course examines the theory and practice of imagery as a technique for psychological and spiritual growth. An overview of the therapeutic use of imagery is presented as well as how this approach fits into a transpersonal therapeutic model. Topics include use of imagery in psychosynthesis, Progoff's twilight imagery technique, Jungian active imagination, and Sheikh's use of death imagery.

HD693 Psychological Transformation and the Spiritual Journey (1 cr.)

The tradition of depth psychology describes a pattern of individual interior evolution that is reflected in changes in our external life. This course explores the interior process of making significant changes in one's life, direction, career, or relationships and resonance between our exterior lives and interior development.

HD695 Children of Addiction (1 cr.)

This course explores issues related to counseling the child of addiction. It offers a preliminary overview of some of the current effects experienced by many adults who have been raised in such a setting. It also considers strategies for fostering a path of recovery for those who find themselves suffering the lingering effects of an addiction-based childhood.

PY649 Psychology and the Law (1 cr.)

This course presents an introduction and overview of the interface between psychology and the law. Topics such as criminal responsibility, police psychology, and mental health law are addressed.

PY668 Introduction to Correctional Psychology (1 cr.)

This course presents an overview of correctional psychology. Topics range from common psychopathology found among correctional populations to divergent roles that correctional psychologists may undertake.

PY671 Child Sexual Abuse (1 cr.)

This course provides an overview of the current research and practice in the recognition, evaluation, and treatment of sexual abuse of children. Topics to be included are history and prevalence, characteristics, evaluation, treatment, and ethical considerations.

PY672 Employee Assistance Counseling: Theory and Practice (1 cr.)

This course provides an introduction to and an overview of the field of employee assistance. Emphasis is placed on the role of the counselor. Topics include the history, structure, and purpose of employee assistance; an introduction to employee assistance professional organizations; and an introduction to current employee assistance enterprises.

PY673 Clinical Use of Hypnosis (1 cr.)

This class provides an introduction to the basic concepts of hypnosis, corrects misconceptions about hypnosis, and presents the more common uses of hypnosis in the practice of psychology.

PY675 Clinical Issues: Bereavement (1 cr.)

This course covers the stages of grieving and the reorganization of self and social systems in the bereavement process. The effects of particular types of losses and factors affecting the bereavement process are examined.

PY679 Psychology of HIV/AIDS (1 cr.)

This course presents information about the biology and clinical course of the illness and the attendant psychosocial, case management, special population, and self-care issues. The course also focuses on working with gay and bisexual men.

PY680 Stress Management (1 cr.)

This course offers participants an opportunity to understand stress and stress management concepts, and to develop skills to assist themselves and others. The focus is on exploring how the mind and body interact to create a stress response and on learning specific tools to regulate this response. Current research, techniques, and applications are considered.

Upon completion of this course, students are expected to be able to do

PY683 Theory & Applications of Sport Psychology (1 cr.)

This course explores theories and principles of applied sport psychology. Psychological issues surrounding participation in sports including obligatory exercise and addictive behavior, emotional cognitive distress of an athlete, effects of injury, and parental pressure on youth sport, participants are explored. Applications of sport psychology, counseling practice, education, or coaching are examined.

Faculty

The majority of the faculty members and advisers for the Master of Arts in Counseling and Psychological Services program have earned doctorate degrees. Faculty members are selected for their educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to master's degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit the following:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel, and
2. Official transcripts issued to Saint Mary's University of Minnesota from all institutions posting the applicant's completed bachelor's degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.) and,
3. A reflective essay which includes the following:
 - a. brief description of the applicant's background, training, and experience; and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program; and
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities; and
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability; and
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Education, M.A.

The Master of Arts in Education program has been a vital part of Saint Mary's University of Minnesota Twin Cities campus since 1989. The program consists of 33 credits, 28 required and five elective. Delivery of the program is course-based, engaging the adult learner in a rigorous and relevant learning experience. The courses focus on providing students with the attitudes, skills, and knowledge to become better teachers and leaders in their classrooms, schools, and districts. Students examine educational theory and research and are guided through the development of applications to enhance their current educational practices.

Program Outcomes

Upon completion of the Master of Arts in Education program, graduates are expected to do the following:

1. Apply knowledge of child growth and development to plan an engaging learning environment.
2. Design and differentiate curriculum, instruction, and assessment to meet diverse learner needs.
3. Communicate and collaborate effectively and respectfully in a variety of modes in a range of situations.
4. Design effective classroom management strategies based on subject matter, relevant student information, and expectations of the school community.
5. Design effective assessments and analyze assessment data to monitor learning and increase achievement.
6. Evaluate studies and design research to evaluate educational practice.
7. Develop understanding of ethics and laws that apply to educational decision making.
8. Access current information to develop skills of critical and creative thinking, self-evaluation, and resilience to keep pace with a changing educational world.
9. Apply knowledge of subject matter and standards to align curriculum, instruction, and assessment.

Program Structure

The core of the program consists of nine required courses and two seminars which total 28 semester credits. The remaining six credits may be earned in a variety of ways. In most cases cohorts select electives from a large variety of courses designed specifically for the Master of Arts in Education program. Students are allowed to take electives from several other graduate programs such as educational leadership, counseling and psychological services, and human development. Up to five (5) elective credits taken prior to the start of the program may be transferred into the program. During the program, students may enroll in elective courses offered through the M.A. in Education or other Saint Mary's programs. For example, students may complete courses and apply the credits to the Master of Arts in Education program from Saint Mary's master programs, such as the Gifted and Talented Instruction Certificate, the K-12 Reading Teacher Certificate Program, Educational Leadership and/or Graduate Professional Development for Educator courses.

Degree Requirements

Required Courses	28 cr.
Elective Courses	5 cr.
Total	33 cr.

Required Courses: 28 cr.

EDMA600 Orientation Session (0 cr.)

This orientation session provides an introduction to the outcomes for the Master of Arts in Education program. As reflected in the LaSallian philosophy, self-evaluation leads to setting personal goals and the establishment of a plan for life long learning. The initial expectations for academic writing, APA style, and portfolio development are presented. A sample of academic writing is evaluated.

EDMA603 Summative Presentation (0 cr.)

To complete the graduate degree, students are required to present and substantiate conclusions of the action research paper and their competency portfolio. They present their paper and portfolio to a faculty committee and respond to questions about their work. They will demonstrate effective oral and written communication skills, critical thinking, and effective use of technology.

EDMA604 Reflections and Resiliency (2 cr.)

Prerequisite(s): EDMA620

In this seminar, processes for critical thinking and reflection are applied to significant changes in professional practice. Strategies for maintaining personal resiliency in a field of rapidly continuing change are explored. The purpose, criteria, and methods of reflection are introduced and applied.

EDMA610 Child Growth and Development (3 cr.)

The educational theories, including those of Maslow, Piaget, Kohlberg, Gesell, Jensen, Erickson, and Vygotsky, are studied to describe the typical and abnormal development patterns of children from birth to adolescence. These theories are used to describe students in the current work environment. Early warning signs of mental health disorders, abuse, and/or addiction are identified.

EDMA612 Engaging Learning Environment (3 cr.)

Prerequisite(s): EDMA610 Effective classroom management methods which establish positive environments focused on learning are studied. Principles of child growth and development, brain compatible learning, and cultural competence are applied to create an equitable student-centered environment.

EDMA614 Communication and Collaboration (3 cr.)

Skills of written and oral communication for a variety of purposes and audiences are reviewed and practiced. Effective collaboration skills to facilitate consensus and promote conflict resolution are developed. Processes of academic writing using the APA style are learned and applied.

EDMA620 Curriculum Design (3 cr.)

Prerequisite(s): EDMA612

National and state standards, selected curriculum design models, knowledge of content, and child development are used as tools to develop curriculum with considerations for diversity in culture, gender, and aptitude/achievement. Course and unit plans are developed/refined within a student's specific academic area.

EDMA622 Assessment and Evaluation (3 cr.)

Prerequisite(s): EDMA620

Methods and tools for diagnosis, evaluation, and grading of student learning are studied. Strengths and limitations of various types of assessments are examined. Classroom assessments that are aligned to standards, curriculum, and instruction are planned, created, and used. Assessment data to monitor student progress, inform continuing instruction, and assign grades are analyzed and interpreted.

EDMA624 Effective Instruction (3 cr.)

Prerequisite(s): EDMA622

This course focuses on researched-based best practice principles for meeting the needs of diverse learners. Methods of planning and designing differentiated instruction based on pre-assessment and achievement indicators are applied. Unit lessons are designed using information on student readiness, interest, and ability to be appropriate to the outcomes of content and a variety of best practice techniques. Methods to foster creative and critical thinking skills among all students are explored and applied.

EDMA630 Educational Research (3 cr.)

Prerequisite(s): EDMA614, EDMA622

This course focuses on recognizing, designing, and conducting valid, reliable, and ethical educational research for improving teaching and learning. Published studies are critiqued by identifying strengths and limitations of the methodology and evaluating potential impact on educational practice. Action research design, evaluation of literature and published studies, decision analysis, and methods for communicating and implementing results are practiced through several experiences.

EDMA632 Ethics and Law (3 cr.)

The focus of this course is on the laws and ethics that govern school districts and their employees. Key federal and state laws and case law are studied in relation to current educational issues. Distinctions are made among personal beliefs, cultural norms, ethical codes, and legal standards in the educational environment. The role of an ethical educational leader in a school community is explored.

EDMA634 Action Research Project (2 cr.)

Prerequisite(s): EDMA630

In this summative course students apply research skills relevant to professional settings. Published studies are critiqued by identifying strengths and limitations of the methodology and evaluating potential impact on educational practice. The action research project results in a written paper which includes an introduction, a review of current literature, research questions, a description of the methodology and means of evaluation, the findings and interpretation of results, and possible questions for further study. Research designs, evaluation of published studies, decision analysis, and methods for communicating and implementing results are practiced through several experiences.

Elective Courses: 5 cr.

Select from the following:

EDMA633 Child Abuse and Neglect (1 cr.)

This course provides opportunities for students to develop a practical understanding of child abuse and neglect based on recent case studies, national/local trends, and legal requirements for mandated reporters. Child abuse and neglect are examined and defined with respect to MN State Statute 626.556. Legal requirements for mandated reporting of child abuse and neglect are defined.

EDMA637 Integrating Technology in the Curriculum (3 cr.)

A variety of technology tools for teaching and learning and their professional and ethical implications are explored. Projects, lessons, and teaching materials to integrate technology into the curriculum are examined.

EDMA638 Program Design for Gifted and Talented Education (3 cr.)

The history, research, and program design options for gifted education are examined in this course. The identification and characteristics of gifted learners, curricular and instructional design, and topics such as metacognition, reflective and moral reasoning, and critical thinking are examined.

EDMA639 Program Design for Special Education (3 cr.)

This course is an overview of special education including an historic perspective, federal law, and state mandates. Pre-referral interventions, referral procedures, assessment and evaluation procedures are examined. Programming trends from segregation to full inclusion and educational strategies for learner and teacher success are explored.

EDMA645 Creativity (3 cr.)

The history and theory of creativity are examined in this course. Topics include types and degrees of creativity. Identifying and serving highly creative students, developing strategies for all students, developing strategies and classroom management plans to respond to diverse needs of their students.

EDMA656 Media Literacy (2 cr.)

Media literacy is examined through advertising, news, television programming, and print media. Special emphasis is placed on media and the school-aged child to help teachers become media-literate. Learning activities that use media appropriately and foster media literacy are developed in this course.

EDMA657 Implications of Culture & Style for Learning & Teaching (3 cr.)

In this course students examine how culture, ethnicity, poverty and cognitive style relate to teaching and learning. Diversity theories and research and their impact on learning are examined. Techniques for transforming educational climate and practice to support student achievement in a culturally diverse environment are studied.

EDMA667 Teaching Strategies for the Gifted & Diverse Classroom (1 cr.)

Students research, analyze and develop innovative strategies for recognizing and accommodating giftedness. This course provides class participants with research literature regarding gifted and talented identification and programming for students in underrepresented populations including children from diverse linguistic, geographic, economic, and cultural backgrounds.

EDMA677 Service Learning, Mentoring, and Ethical Leadership (2 cr.)

This course is a theoretical and practical exploration of tutoring adult undergraduate learners. Learning strategies for adults (androgogy) and individual tutoring techniques are covered along with the ethical decision making process involved in designing a tutorial plan. The course includes at least 20 hours of tutoring with an assigned undergraduate student.

Program Delivery

Classes are scheduled at locations in and near the seven county metropolitan area and in a number of locations outside the metropolitan area. Cohorts of 15-20 people each attend classes at facilities near their workplace. Most class sessions are held in the late afternoon and early evening weekly with a few Saturday morning classes scheduled each semester.

Faculty

The faculty members for the Master of Arts Degree in Education program have earned doctorate, education specialist, or master degrees. Faculty members are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to master's degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit the following:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel, and
2. Official transcripts issued to Saint Mary's University of Minnesota from all institutions posting the applicant's completed bachelor's degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.) and,
3. A reflective essay which includes the following:
 - a. brief description of the applicant's background, training, and experience; and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program; and
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities; and
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability; and
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Education - Wisconsin, M.A.

The Master of Arts in Education-Wisconsin program encourages the integration of personal and professional experience into the structure of graduate work. The program is based on the premise that much growth occurs in the context of self-directed learning and that rigorous, scholarly study must be balanced with experience and personal goals. The program is committed to preparing Wisconsin teachers for applying for the Master Educator License.

Program Outcomes

Upon completion of the Masters of Arts in Education-Wisconsin program, the graduate is expected to be able to do the following:

1. Engage in ongoing study of current educational topics using relevant research by designing and implementing a self-development plan, using a variety of resources, and applying this information to the learning environment.
2. Develop school curricula using educational theory, learning styles, current methodologies, and informed practices, and effectively provide for delivery of this curricula.
3. Establish partnerships with students and parents to create a positive learning environment.
4. Assess student progress using appropriate evaluation techniques and standardized forms of measurement that meet the needs of all students in the learning environment.
5. Demonstrate proficient levels of written, verbal, and nonverbal communication skills that can be applied in a variety of situations.
6. Understand the principles underlying student growth and development, and apply these principles to the school environment.
7. Promote multicultural awareness, gender sensitivity, and racial and ethnic appreciation by applying this knowledge to curriculum development and student management practice.
8. Adapt curriculum and instruction for use in technology and information systems.
9. Manifest a professional code of ethics and values.

Program Structure

The academic year consists of three semesters, and each semester students enroll for required courses and/or independent study courses. Independent study courses consist of learning experiences through courses from Saint Mary's University or action research. The number of credits per independent study course is based on the amount and depth of work to be completed.

Portfolio

During the program, students develop comprehensive portfolios addressing the 10 Wisconsin State Teaching Standards and present the portfolio to a panel of professionals as their culminating activity.

Degree Requirements

Required Courses	20 cr.
Independent Study Courses	12 cr.
Total	32 cr.

Required Courses: 20 cr.

EDUW690 The Process of Education (1 cr.)

This course provides a comprehensive overview to the Master of Arts in Education Program/Wisconsin. Course content examines the philosophy and design of the graduate program, the structure of learning, personal and professional goals, and the expectations for graduate level work. Processes of source location, evaluation, and integration are investigated. This course is a prerequisite for all other courses.

EDUW691 Professional Skills Development (4 cr.)

Prerequisite(s): EDUW690, EDUW692

This course provides information and structure to produce professional level writing using APA style while outlining a process for ongoing professional development. Ethical issues in communication and research are investigated while students learn expectations, methods, and resources appropriate for competing the capstone product: a comprehensive portfolio demonstrating proficient teaching based on the Ten Wisconsin Teacher Standards.

EDUW692 Technology and Communication (4 cr.)

This course provides learners the opportunity to be better prepared practitioners in a 21st century learning environment. It is designed to give participants the knowledge and confidence to implement emerging technologies to foster active inquiry, collaboration, and supportive interaction in the classroom. Learners use instructional media and technology to encourage development of critical thinking, problem solving, and performance skills.

EDUW693 Instructional Design and Assessment (4 cr.)

This course presents an overview for aligning instructional design, delivery, and assessment to achieve standardized objectives. Instructional design explores four levels of curricular considerations: national and state standards and tests, district expectations, teacher expectations, and diverse student needs. Instructional delivery examines research-based practices for increasing student achievement. Instructional assessment includes presentation of formal and informal tools for assessing student learning and performance throughout the instructional process.

EDUW694 The Classroom Environment (3 cr.)

This course presents an overview of the current research and best practices that define classroom environment. Approaches for developing a climate of positive social interaction, creating a culture of respect, managing classroom procedures and normalizing difficult behaviors, as well as providing an engaging and safe learning environment are explored. Information is shared that considers the implications of student learning styles, intrinsic motivation, parent engagement, the needs of diverse students, and the organization of the classroom's physical environment.

EDUW695 Ethics and Issues in Education (3 cr.)

Prerequisite(s): EDUW690

This course focuses on ethical behavior and decision making in an educational environment. Philosophical theories, legal decisions, ethical frameworks, and behavior codes are identified. Bias, values, and cultural norms are examined as an influence. Current educational issues are examined. Students leave the course with a critical thinking framework for making ethical decisions as educators.

EDUW696 Portfolio Production and Presentation (1 cr.)

In this course a comprehensive portfolio is prepared for presentation to a panel of professionals as the capstone project for this master's program. The portfolio includes evidence of mastery of the Ten Wisconsin Teaching Standards have been met. As part of the portfolio, evidence is also presented that demonstrates improvement in student learning within their classrooms.

Program Delivery

The Master of Arts in Education—Wisconsin program is a total of 32 semester credits. Instructors bring the core classes to the students at convenient sites throughout Wisconsin in a combination with online delivery. Independent learning progresses online through one-on-one mentoring with a faculty advisor.

Faculty

The faculty members and advisers for the Master of Arts in Education—Wisconsin program have earned doctorate or master's degrees. Faculty members are selected for their educational and professional experience and expertise. The directors, advisors, and faculty are apprised of the current Wisconsin standards for teachers, and they intentionally structure course content around these standards. Advisers work with students in the development and evaluation of independent study courses and with their portfolios.

Admission Requirements

Applicants may apply for admission to master's degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit the following:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel, and
2. Official transcripts issued to Saint Mary's University of Minnesota from all institutions posting the applicant's completed bachelor's degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.) and,
3. A reflective essay which includes the following:
 - a. brief description of the applicant's background, training, and experience; and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program; and
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities; and
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability; and
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Educational Leadership, M.A.

Meaningful and sustainable change is dependent upon strong leadership. The Master of Arts in Educational Leadership program at Saint Mary's University of Minnesota is designed to prepare educational professionals to become effective leaders and administrators in organizational training and development, higher education, and/or K-12 education. This degree provides a strong foundation in leadership, management, and supervisory practice; educational strategies for learners of all ages; communication, creativity, and personal coaching skills; today's diversity issues; and current trends in ethics and law. Students develop strategies for becoming effective change agents within an organization.

This degree opens career opportunities in:

1. Higher education administration;
2. Administration in private, parochial, and charter schools;
3. Dean of students, administrative intern, team leader, or athletic director and;
4. Organizational trainers and developers or chief learning officers.

Program Outcomes

Graduates of the Master of Arts in Educational Leadership are expected to be able to do the following:

1. Innovative Leadership: Provide educational leadership through the use of leadership principles and technology applicable to educational organizations.
2. Communication and Collaboration: Communicate effectively to facilitate professional learning communities.
3. Curriculum and Instruction: Evaluate and design curriculum and instruction to ensure and enhance the growth of all learners, especially adults.
4. Today's Diversity: Foster cultural competency by leveraging diversity to ensure growth of the educational organization.
5. Management: Manage a safe and effective learning environment utilizing creative supervisory principles and research-based management styles.
6. The Ethical Leader and the Law: Embrace ethical values to act with responsibility and accountability.
7. Assessment: Assess educational effectiveness by utilizing data-driven practices and technological strategies.
8. Educational Research: Examine ways to improve education through quality data collection and analysis.
9. Developing Self and Others: Empower and nurture employees through effective staff development principles and adult learning theories.

Program Structure

The Master of Arts in Educational Leadership program consists of 33 semester credits. Thirty are required credits and the remaining three credits are elective. Students may transfer up to six graduate semester credits from regionally accredited institutions of higher education if the credits were earned during the 10 years before admission, are administrative in nature, have been approved by the program director

and the dean, and have not been used as part of another degree program. After acceptance into the program all courses must be taken from Saint Mary's University.

Prior to graduation, each student is required to complete an action research study, write a summary paper of the research, and provide a presentation of the study to a panel of program members. The action research project provides students an opportunity to substantiate their academic work and demonstrate how they have integrated their coursework into their professional life.

Degree Requirements

Core Requirement	30 cr.
Elective credits	3 cr.
Total	33 cr.

Core Requirements: 30 cr.

EL600 Orientation and Writing Assessment (0 cr.)

This required session introduces newly enrolled students in the MA in Educational Leadership program to the policies, procedures, and expectations of the program. Commonly asked questions are addressed including an overview of the preferred sequencing of courses, action research project overview, and exit procedures. A writing assessment is also administered.

Administration:

EL603 Foundations of Educational Leadership (3 cr.)

This course focuses on leadership principles designed to create and sustain educational organizations/programs through the creation and implementation of vision, mission, and reflective practices. Leadership styles coupled with personal, cultural, and ethical awareness are evaluated.

EL613 Fundamentals of Management (3 cr.)

This course examines management strategies for supporting organizational systems and infrastructure within an educational organization. Management styles and models, technology assisted budgetary decision making, project management, and crises management are addressed.

EL622 Supervision (2 cr.)

This course examines methods of supervision, evaluation, and mentoring of personnel. Skills for hiring, evaluating, and developing personnel to enhance performance and growth of the educational organization with sensitivity to diversity are the main focus.

EL633 Ethics and Law (3 cr.)

This course surveys ethical principles and legal issues that impact leadership in an educational setting. Legal trends, state and federal laws, case studies, and ethical dilemmas as they apply to personal and professional ethics are addressed.

Coaching and Teambuilding:

EL602 Facilitation Through Communication (2 cr.)

In this course students develop academic written and oral skills, interpersonal communication skills, and technology skills for presentations and organizational communication are developed. The relationship between communication and organizational culture is addressed.

EL612 Coaching and Team Building (2 cr.)

This course focuses on team building and collaboration skills needed to advance an organization. Creating and evaluating effective educational teams and learning communities, garnering community involvement and political support, and conflict managing are explored.

EL623 Curriculum and Instruction (3 cr.)

This course focuses on designing and evaluating curriculum and instructional strategies to create programs that meet the needs of all learners including adults. Curriculum design models, instructional methodologies, methods for authentic assessment of learning, and learning styles are explored.

EL652 Adult Learning (2 cr.)

This course is designed to study and apply learning theories that engage diverse adult learners in professional and personal development. The main focus is developing coaching and team building skills, creating a learning organization through the use of adult learning theory, establishing staff development, and comparing androgyny and pedagogy.

Process of Change:

EL630 Educational Research (2 cr.)

This course focuses on recognizing, designing, and conducting valid, reliable, and ethical educational research for improving teaching and learning. Published studies are critiqued by identifying strengths and limitations of the methodology and evaluating potential impact on educational practice. Action research design, evaluation of literature and published studies, decision analysis, and methods for communicating and implementing results are practiced through several experiences.

EL632 Improvement Through Assessment (2 cr.)

This course provides methods to gather and interpret data for institutional, programmatic, and employee/learner improvement. Assessment methodologies, technologies, risk analysis, and decision analysis are addressed.

EL634 Action Research Project (2 cr.)

Prerequisite(s): EL630

In this summative course students apply research skills relevant to professional settings. The action research project results in a written paper which includes an introduction, a review of current literature, research questions, a description of the methodology and means of evaluation, the findings and interpretation of results, and possible questions for further study.

EL662 Promoting Change (2 cr.)

This course surveys concepts and strategies related to the creation and implementation of visionary change. Theories surrounding systemic change based on the examination and implementation of internal systems within an educational organization are examined.

EL672 Integrating Diversity for Growth (2 cr.)

This course focuses on becoming a culturally-aware leader able to integrate diversity for educational and organizational growth. An investigation of what is meant by diversity and ways to strengthen organizations through promoting and integrating personal and organizational cultural awareness is explored.

EL699 Project Presentation and Exit Interview (0 cr.)

Students present, using visual technology, their summary paper including the literature review and action research to a panel of program members including paper advisor, reader, and department representative.

Approved Electives: 3 cr.

Students will fulfill their elective credits by choosing from the following approved courses:

EL651 Educational Information Literacy (1 cr.)

This course is designed for Saint Mary's University students enrolled in education-related graduate programs. Topics covered include structured, efficient research strategies; print and electronic information sources; information and source evaluation; and intellectual freedom, copyright, and plagiarism.

EL661 Administration and Assessment (1 cr.)

This course examines educational assessment concepts and students develop skills essential to assessment literacy. Students learn how to interpret and use the results of standardized and classroom assessments to make curricular and instructional decisions. Methods to communicate assessment results are explored.

EL671 Leadership Roles of Activities Directors (1 cr.)

This survey course examines the history and development of extra-curricular activities in our schools. Special emphasis is given to legal issues, policies, and funding for extra-curricular programs.

EL673 Emotional Intelligence in Leadership (1 cr.)

This course examines how emotional intelligence impacts and influences leadership and personal effectiveness. Strategies and applications to increase emotional intelligence as a leader and in others are explored.

EL681 Learning in Adulthood (1 cr.)

This course provides an in-depth exploration of the nature of learning in adulthood. The main focus includes the adult learning process, learning development in adulthood, adult learning styles, and develop effective strategies for teaching adult learners.

EL682 Student Affairs Leadership in Higher Education (2 cr.)

This course traces the emergence of the student affairs profession and current issues and trends. It examines the multiple roles in student affairs and applies theory to transformational leadership practices in this field.

EL691 Charter School Leadership (1 cr.)

This survey course examines the history, philosophy, growth, and legal issues surrounding charter schools. Topics include leadership, governance, sponsorship, policies, structure, funding, and public accountability.

EDMA645 Creativity (3 cr.)

The history and theory of creativity are examined in this course. Topics include types and degrees of creativity. Identifying and serving highly creative students, developing strategies for all students, developing strategies and classroom management plans to respond to diverse needs of their students.

GM605 Creative Problem Solving and Critical Thinking (3 cr.)

This course gives students the opportunity to learn and practice higher level thinking skills such as curiosity and imagination, divergent thinking, idea generation, creative problem solving, evaluation, synthesis, critical thinking, and analysis. Students develop strategies to search for challenges, identify problems, produce creative ideas, research solutions, design innovative applications, and build a case for the solution.

GM635 Social Economics (3 cr.)

This course examines economics and its effect on business and social environments. The course uses micro and macro economic theory and environmental scanning techniques to look at a variety of domestic and global social problems.

GM645 Marketing Management (3 cr.)

This course emphasizes a practical and comprehensive application of key marketing concepts as they apply to businesses and organizations. Major marketing principles and strategies are explored from a managerial perspective as they apply to the marketplace domestically and around the world.

GM667 Information Technology (3 cr.)

This course provides an overview of planning and managing and using technology and information in organizations. It addresses present and future issues regarding information technology (IT) and its impact on management and operations.

HD568 Designing Corporate Training (2 cr.)

This course examines the tools, techniques, and knowledge necessary to create corporate and industrial training programs and professional development seminars and workshops. It considers ways to design, develop, and deliver programs efficiently and in a way that maximizes adult learning.

HRM609 Labor Relations (3 cr.)

Prerequisite(s): HRM601

This course provides an in-depth study of the history of collective bargaining including how changes in product and service markets affect the way labor and management relate to each other. State and federal employment laws and their impact on labor-management cooperation are explored. Students trace how collective bargaining has adapted to economic, social, political, technical, and sector specific needs. Various dispute resolution mechanisms and bargaining strategies are examined.

HRM613 Total Reward Systems (3 cr.)

Prerequisite(s): HRM601

This course analyzes theories of total reward systems including compensation, benefits, retirement, other rewards, and equity theories. Contemporary issues associated with the design, financing, and legal issues of total reward systems are examined. Public policy and legal/regulatory issues affecting compensation, healthcare, and pensions and their impact for employers and employees are also discussed.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to master's degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit the following:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel, and
2. Official transcripts issued to Saint Mary's University of Minnesota from all institutions posting the applicant's completed bachelor's degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.) and,
3. A reflective essay which includes the following:
 - a. brief description of the applicant's background, training, and experience; and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program; and
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities; and
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability; and
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Educational Leadership and Administration, M.Ed.

The Master of Education (MEd) in Educational Leadership and Administration program is designed for individuals seeking advanced knowledge and skills for leading educational institutions. The purpose of the program is to provide advanced quality training to graduates for leadership roles in secondary schools, and to equip them with knowledge, skills, and expertise to respond to emerging educational leadership dynamics. This program provides graduates with a strong foundation in educational leadership and administration, educational guidance and counseling, curriculum studies, ethics and morality, human resource development, educational research, and cultural diversity.

Program Outcomes

Graduates of the Master of Education in Educational Leadership and Administration are expected to be able to do the following:

1. Lead educational institutions and departments through innovative, collaborative, and visionary planning and decision making.
2. Manage educational institutions utilizing a variety of strategies to address complex organizational needs.
3. Develop and implement human resources management systems.
4. Model ethical and moral leadership ensuring the best interest of the educational community.
5. Promote, create, and cultivate appreciation of cultural diversity.
6. Facilitate the planning, development, and implementation of curriculum, assessment, and instruction.
7. Apply educational research methods.

Program Structure

The Master of Education in Educational Leadership and Administration is a course-work and a research thesis-based program. The program is offered on full-time on-campus face-to-face interaction. The program consists of 44 semester credits. Students may transfer up to twelve graduate semester credits from accredited institutions of higher education if the credits were earned during the eight years before admission, are leadership and administrative in nature, have been approved by the Director and the Program Dean, and have not been used as part of another degree program. After acceptance into the program, all courses must be taken at Christ the Teacher Institute for Education (CTIE).

Prior to graduation, each student is required to complete a thesis, write a summary paper of the research, and provide a presentation of the study to a panel of program members. The thesis provides students an opportunity to substantiate their academic work and demonstrate how they integrated their coursework into their professional life.

Degree Requirements

Core Requirements	21	cr.
General Courses	14	cr.
Electives	3	cr.
Thesis Writing	6	cr.
Total	44	cr.

Required Core Leadership and Administration Courses: 21 cr.

CGED600 Educational Leadership: Theories and Practices (3 cr.)

This course explores various concepts and principles related to leading personnel and coordinating activities within an educational institution. Students analyze, evaluate, and apply systems of effective educational leadership. Topics covered include historical perspectives of educational leadership, leadership theories and principles, mission and vision, concepts of leadership effectiveness, the role of leadership in educational institutions, ethical principles in leading educational institutions, and leaders as change agents.

CGED602 Cross-Cultural Leadership Perspectives (3 cr.)

This course examines various approaches on how to lead in a diverse educational environment. The topics covered in this course include cross-cultural awareness, challenges, how to respond to diverse needs of various stakeholders, contribution of diversity in an educational institution and how to foster an safe and diverse learning environment, leadership in changing organizational culture, and valuing and leveraging cultural differences.

CGED610 Educational Administration (3 cr.)

This course examines various concepts and theories of educational administration. It focuses on preparing students to effectively lead an educational institution, meet institutional challenges, and foster teaching and learning. Topics covered include the historical and theoretical background of educational administration, the roles and responsibilities of school administrators, effective use of resources to support academic and social needs of students, understanding school culture and essential communication skills, transforming schools into effective organizations, and educational governance. Government regulations and professional ethics, financial management skills, and leaders as change agents are also covered.

CGED611 Educational Supervision (3 cr.)

This course explores various approaches and practices of supervision of educational institutions. Theories of supervisions; laws governing educational supervisions; identifying professional needs of educators; teacher development; mentoring of teachers; supervisory techniques; and effective, efficient, and culture-sensitive execution of supervisory duties are covered.

CGED623 Ethical Leadership (3 cr.)

This course provides an in-depth examination of the moral principles and values that guide the behavior of educational professionals. The course covers ethical principles; ethical dilemmas; norms such as utility, rights, and duties; social justice; and ethics of care. Skills necessary to identify, analyze, and develop strategies to guide in ethical decision making; government regulations; and leaders as change agents are explored.

CGED625 Financial Management (3 cr.)

This course explores accounting principles, financial issues, policies, practices, and managing investments within an organization. Topics covered include accounting principles, examination of sources of capital, investment, asset management, time value of money, budgeting process, and analysis of financial statements. Financial forecasting, capital management, cash flow principles, and government regulations and ethics in financial management are also examined.

CGED628 Human Resource Management and Development in Education (3 cr.)

This course examines skills necessary to manage and develop subordinates. The course addresses human resource development concepts, principles, and methods of training and development. It also focuses on human resource development systems, laws and ethical practices in hiring, performance appraisal, managing diversity, effective communication skills, and developing personnel to enhance performance.

Required General Courses: 14 cr.

CGED620 Educational Research (3 cr.)

This course examines theories and practices on educational research with emphasis on improving teaching and learning. The main topics covered are principles and theories of educational research, analysis and evaluation of scholarly literature, designing and conducting educational research, ethical considerations in conducting research, data analysis and interpretation, and presenting and implementing results.

CGED621 Quantitative Methods (3 cr.)

This course exposes students to quantitative research methods. Topics covered include statistical techniques, selection of appropriate

statistical measures, statistical programs to develop and analyze data, ethical considerations in conducting research, conducting scholarly literature review, and utilizing data to foster institutional performance.

CGED624 Educational Guidance and Counseling (3 cr.)

This course explores historical perspectives, theories, and tools and techniques of educational guidance and counseling. Topics covered include counseling skills, ethical issues, group counseling, adolescent psychosocial challenges, and fostering change.

CGED626 Curriculum, Instruction, and Assessment (3 cr.)

This course examines knowledge, skills, and processes for curriculum design, curriculum implementation, and assessment of student achievement. It provides students an understanding of various approaches for designing a curriculum, strategies for effective student learning, and tools for and techniques of assessing and measuring student achievement. The course also explores and assesses strategies to enhance teaching and learning and working with diverse populations.

CGED627 Academic Writing (2 cr.)

This course explores the conventions of effective academic writing. It emphasizes the writing process, conducting a literature review, applying ethical practices, and strengthening writing skills.

Required Capstone Thesis: 6 cr.

CGED689 Thesis Development and Writing (6 cr.)

The thesis is the culmination of the course of study in the MEd program designed to integrate the knowledge and skills acquired in the program. It gives students an opportunity to demonstrate mastery of the subject matter, knowledge, and cognitive skills by applying, analyzing, synthesizing, and evaluating issues in educational leadership and administration. Implementation of appropriate methodology to conduct action research, application of ethical practices, effective communication, and managing change are also examined.

Elective Courses: 3 cr.

CGED641 Educational Psychology (3 cr.)

This course explores concepts and issues on educational psychology. It focuses on the theories and process of learning, personality, motivation, attitudes, and student management.

CGED643 Trends and Issues in Education (3 cr.)

This course examines current trends, issues, challenges, and opportunities in education. The course explores strategies on how these issues can be leveraged to maximize student academic achievement, increase teacher morale, and foster their professional career.

CGED645 Spiritual Perspectives on Leadership (3 cr.)

This course explores spirituality focusing on how it influences school leaders' behavior. Topics addressed include meaning and foundations of religion; religious teachings, beliefs, and practices; religious theories and patterns; interconnections and interrelations among world religions; social justice and change; moral law; influence of religion on leadership; manifestations of religious teachings and leadership; and the Church as moral teacher.

CGED647 Organizational Behavior (3 cr.)

The purpose of this course is to equip students with knowledge and understanding of human interaction and behavior in workplace setting. It focuses on understanding oneself and how to build relationships with others within the organization. Topics include foundations, origins, and theories of organizational behavior; individual and group behavior; managing relationships; motivation; factors affecting organizational behavior; implications of organizational behavior theory; contemporary trends in organizational behavior; and engagement and commitment.

CGED649 Project Management (3 cr.)

This course is designed to give students theoretical and practical skills, tools, and techniques of managing a project. It equips students with concepts and principles necessary for successful completion of a project. Topics covered include project management knowledge areas, process groups, and success factors.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applications for candidates who wish to study at CTIE are received all year round. The main intake is in the month of August while the second intake will be at the beginning of January each year. All admission policies are based on, and subject to, the policies of Saint Mary's University of Minnesota.

Application Process

The applicants for the program should possess a Bachelor of Education degree or its equivalent from an accredited institution of higher learning and maintained a minimum of an overall grade point average of 2.75 on a 4.0 scale or Second Class Honors, Upper Division and above.

Applicant must submit: 1. a completed CTIE Application Form; 2. two letters of recommendation from individuals familiar with the applicant's recent academic ability and professional experience indicating potential for success as a graduate student and future educational leader and administrator; 3. proof that the candidate has at least two years of classroom teaching experience or school administration experience; 4. a current résumé listing educational background and work experience; 5. evidence of ability to study in English at tertiary level; 6. a written essay of approximately 300 words outlining the reasons for seeking entrance into the MEd program and how it will enhance the applicant's professional career and service to society; and 7. a letter from a sponsor guaranteeing payment of tuition and other fees.

Contact Information

CTIE Admissions Coordinator
P.O. Box 15055--00509
Nairobi, Kenya
ctieadmissions@tangaza.org
xteach@tangaza.org
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+254715621993, +254732397165

Teaching and Learning, M.Ed.

The Master of Education in Teaching and Learning program is designed for licensed, practicing teachers who want to earn a master's degree as part of a professional learning community. The 36 semester credit program allows teachers to identify, investigate, and transform their beliefs and practices about their teaching and learning. Learners will connect their inquiry to their discipline and apply their learning to their classroom.

The learning community will explore aspects of teacher identity and examine best practices and theory as part of individual, community and program-wide learning experiences.

During the course of the M.Ed. program, learning community members work collaboratively and cooperatively to develop and assess their work with performance assessments and professional portfolios. In demonstrating growth on the M.Ed. Program Standards, learning community members will be challenged to develop themselves and their practice through action research and inquiry in areas aligned with the National Board for Professional Teaching Standards and the Wisconsin Teacher Standards. On-going assessment processes for evaluating monthly plans for learning promote reflection, celebrate learning, and structure new learning opportunities. At the conclusion of the learning community experience, learning community members will provide a summary that will detail the applications of their professional development. This reflection will involve growth demonstrated with both action research and inquiry.

Program Standards

Graduates of the Master of Education in Teaching and Learning program are expected to know and demonstrate the following:

Program Standard 1

THE INNER LIFE OF THE TEACHER

The M.Ed. graduate knows, values, and demonstrates the habits of mind requisite to an inner directed learner, reflective practitioner, community member, inquirer, collaborator, and teacher leader. Graduates of the program reflect their knowledge, application, and valuing of the standard as a habit of mind by ongoing actions as . . .

- 1.1 learners continually raising questions to improve practice
- 1.2 reflective practitioners revitalizing self as teacher
- 1.3 members of a community committed to relationships
- 1.4 inquirers using problem solving and research
- 1.5 collaborators committed to knowledge sharing
- 1.6 teacher leaders guided by principles of practice

Program Standard 2

INSTRUCTION

The M.Ed. graduate knows and engages in instruction guided by research on learning, development, and pedagogy. Graduates of the program reflect their knowledge, application, and valuing of the standard as a habit of mind by demonstrating . . .

- 2.1 how students learn and develop
- 2.2 how to adapt to the interests and needs of learners
- 2.3 how to enhance learning using technology and resources
- 2.4 how to incorporate learner backgrounds into lessons
- 2.5 how to incorporate cultural diversity into lessons
- 2.6 cognitive processes in various types of learning
- 2.7 how to promote thinking and learning awareness
- 2.8 strengths and limitations of instructional strategies

Program Standard 3

THE DISCIPLINE: SUBJECT MATTER KNOWLEDGE

The M.Ed. graduate knows and uses knowledge of the discipline to help learners understand its structure and how to create, apply, and evaluate its use. Graduates of the program reflect their knowledge, application, and valuing of the standard as a habit of mind by demonstrating . . .

- 3.1 how knowledge is created in the subject matter area
- 3.2 how learners construct concepts in the subject area
- 3.3 how to support interdisciplinary connections
- 3.4 how curriculum standards frame content learning
- 3.5 a joy for engaging learners in instructional practice
- 3.6 how to connect the subject matter to everyday life

Program Standard 4

ENVIRONMENT

The M.Ed. graduate knows and uses strategies to create a learning environment promoting each learner's ability to fully understand, value, nurture, and sustain learning in a context of interdependence. Graduates of the program reflect their knowledge, application, and valuing of the standard as a habit of mind by demonstrating . . .

- 4.1 learner motivation and effective group functioning strategies
- 4.2 how to build a community and relationships
- 4.3 strategies promoting effective classroom management
- 4.4 how to build relationships promoting high expectations
- 4.5 how to use verbal, nonverbal, and media communication
- 4.6 how language development impacts learning

Program Standard 5

ASSESSMENT

The M.Ed. graduate knows how to and uses assessment as a tool to empower self-regulated learning, align learning expectations with instruction, and promote successful student learning. Graduates of the program reflect their knowledge, application, and valuing of the standard as a habit of mind by demonstrating . . .

- 5.1 assessment as feedback strategies promoting learning
- the intentional involvement of multiple users and
- 5.2 benefactors of the assessment process
- 5.3 assessment as a backward design process
- 5.4 how to construct and select instruments and strategies
- 5.5 the uses, limitations, and advantages of assessments
- 5.6 key concepts and issues in measurement
- the incorporation of learners' interests, profiles, and
- 5.7 personal backgrounds

Program Structure

The M.Ed. program requires learning community members to complete 36 semester hours, 30 of which are completed in the learning community. The remaining six elective/transfer credits can be graduate level courses transferred in prior to acceptance into the M.Ed. program, or credits earned from elective courses during the program.

Technology Requirements

The M.Ed. program provides an individual Saint Mary's e-mail account and a program website (www.medsmumn.org) as effective tools for communicating and accessing resources for learners and facilitators. To utilize this website, learners are required to have internet access, in addition to an up-to-date browser (Firefox is preferred) and Microsoft Word®. During the program, learners will have the opportunity to use online tools to collaborate with other M.Ed. learners, sharing resources, responding to common educational concerns, researching together around a common interest, and developing content curriculum for their classrooms. Technology related questions are welcome through e-mails or phone calls regarding the use of the M.Ed. program website. Send any technology-related questions via e-mail to medtechhelp@smumn.edu.

Transfer Credit Policy

A total of 36 semester credits are needed to complete the Master of Education in Teaching and Learning program. Thirty (30) semester hours are completed in the twenty (20) required program weekends. The additional 6 elective/transfer credits may be transferred into the program prior to starting the program or completed during enrollment in the M.Ed. Program through the Graduate Professional Development for Educators (GPDE) course offerings.

Elective/transfer credits taken prior to starting the M.Ed. program will be considered for transfer if they meet the following criteria:

- They were taken from an accredited college or university;
- They were completed within five years from starting the M.Ed. program;
- They were taken for a grade (B- or higher is accepted); and
- They were graduate level.

Once an official transcript of these course(s) are received and approved by the program office, an unofficial transcript from the M.Ed. program will be sent directly to you. This transcript will list the course(s) accepted and the total number of credits applied towards your 6 elective/transfer credits.

Credits taken after the start of the program must be taken through the GPDE program at Saint Mary's University of Minnesota to be accepted as elective/transfer credits. Courses are offered in locations convenient to learning community sites and include an assortment of educational topics and issues. You will receive a catalog of course offerings in the fall, spring and summer.

Saint Mary's University Course Offerings for Elective/Transfer Credits

Listed below are the course prefixes, titles, and requirements to provide further clarification as to what courses you may take prior to the start of the program and during enrollment in the program.

GPDE (Graduate Professional Development for Educators)

These courses will be accepted towards your elective/transfer credits prior to the start of the M.Ed. program and during enrollment in the M.Ed. program.

GEPP (Graduate Education Program Performance Learning Systems-PLS)

These courses will be accepted towards your elective/transfer credits prior to the start of the M.Ed. program. These courses will not be accepted as elective/transfer credits if taken during enrollment in the M.Ed. program.

GEPO (Graduate Education Programs-Origins/Responsive Classroom)

These courses will be accepted towards your elective/transfer credits prior to the start of the M.Ed. program and during enrollment in the M.Ed. program.

GPDI (Graduate Professional Development Initiatives)

These courses are offered in collaboration with school districts and will be accepted towards your elective/transfer credits prior to the start of the M.Ed. program and during enrollment in the M.Ed. program.

Degree Requirements

Required Courses (listed below)	30 cr.
Elective Courses/Transfer Credits (listed below)	6 cr.
Total	36 cr.

Required Courses: 30 cr.

MED515 Becoming a Community of Learners (4 cr.)

In this learning experience, learning community members begin their journey of self-study, engaging in critical reflection on beliefs and current practices in relationship to their vision for who they want to become as teachers. Learners gain an understanding of and experience with the learning community model. Community examination of research-based practices aligning instruction, content (knowledge in the discipline), the classroom environment, and assessment provides the learning community member a springboard for focusing personally chosen areas of inquiry and action research. Learning community members begin the action research/inquiry process by creating questions and engaging in personally directed research reading.

MED516 Discipline-based Learning: Inquiry into the Structures of Knowledge (2 cr.)

This course engages teachers in self-directing and sharing classroom inquiry with other teachers on research-based best practices for teaching within their self-chosen discipline of study. As a result of this course, teachers understand and incorporate concept-based instruction and assessment principles, including best practices in facilitating learner understanding of content.

MED525 Developing Principles for Practice (4 cr.)

In this learning experience, learning community members continue their journey of self-study, engaging in critical reflection on beliefs and current practices in relationship to their vision for who they want to become as teachers. Investigation of research based practices of instruction, the discipline (content area), the classroom environment, and use of a backward design assessment process capable of promoting student learning makes it possible for the learner to align principles guiding all aspects of his/her practice. The development of research based principles of practice provides learning community members a springboard for implementing and evaluating sound teaching strategies in the context of their classroom. The accompanying action research process provides the community member the opportunity to study personally chosen questions related to the implementation of their principles of practice.

MED526 Translating the Discipline into Concepts for In-depth Learning (2 cr.)

This course engages teachers in self-directing and sharing classroom inquiry constructing standards-based, discipline-specific concept learning. As a result of this course, teachers demonstrate framing discipline-specific types of concept learning with curriculum goals, standards, and in-depth learning in mind.

MED535 Using Discipline-Based Standards to Support Learning (4 cr.)

In this learning experience, extended theory-based research focused on standards and teaching within a specific discipline provides the community member with strategies to build practices of instruction, environment, and assessment into a coherent framework for comprehensive change. Collaborative research and development with community members assists the learner's formation of integrated strategies across instruction, content standards in the discipline, classroom environment, and assessments using the backward design process. Construction of an action research plan provides a means for incorporating backward designed assessments into the examination of resultant changes in student learning.

MED536 Teaching Concepts in the Discipline with Learner Success in Mind (2 cr.)

This course engages teachers in self-directing and sharing classroom inquiry, designing learning-friendly, concept-rich learning experiences for diverse learners. As a result of this course, teachers demonstrate construction of concept-rich and inquiry-based learning experiences. Lessons incorporate learner use of the rules for knowledge construction within the discipline and integrate standards into a thematic unit of study.

MED545 Integrating Principles of Practice and the Discipline (4 cr.)

In this experience, learning community members focus on becoming collaborative learners through critical reflection on research-based principles and practices in relationship to their vision for their own practice. Learning community investigation into authentic interdisciplinary learning experiences supports the learning community member's ability to engage in interdisciplinary planning and instruction. Collaborative exploration of how to create authentic interdisciplinary learning through shared collegial learning at a professional conference provides the community member with the ability to build life relevance into the learning process. An expectation that community members create a parent involvement plan as a tool for collaborative learner support provides the learning community member with experience collaborating directly with stakeholders in promoting learner success.

MED546 Thinking and Problem Solving with Concepts in the Discipline (2 cr.)

This course engages teachers in self-directing and sharing classroom inquiry as they develop lessons in problem solving with concepts within the discipline they have chosen to study. As a result of this course, teachers demonstrate embedding discipline-based concepts in 1) learner-relevant, life-like problem solving, 2) developmentally appropriate lessons for meaning making, and 3) culturally responsive learner opportunities for metacognitive thinking with concepts.

MED555 Principles of Teacher Leadership (4 cr.)

In the last semester learning experience, learning community members continue their journey of self-study, focusing on becoming collaborative teacher leaders through critical reflection on principles and practices in action in relationship to a vision for education. Learning community investigation into "real life/applied learning" across disciplines supports the learning community member's incorporation of authentic and problem-based learning experiences into their practice. Collaborative exploration of how to create authentic learning within a discipline through shared collegial learning at a professional conference provides the community member with the ability to build complexity and flexibility into the learning process. The incorporation of school, parent, community, and technology resources into the learning process exercises the community member's ability to serve the educational community as a teacher leader.

MED556 Teacher Leadership as Collaborating for Content Teaching Expertise (2 cr.)

This course engages teachers in sharing content teaching expertise through the collaborative lesson study process within a specific content area lesson. As a result of this course, teachers demonstrate thinking expertise 1) framing concepts for learning within their individual lesson plans, 2) preparing ways to observe learners problem solving with concepts, and 3) developing strategies to enhance student thinking with the concepts being taught.

Elective Courses/Transfer Credits: 6 cr.

These courses will be accepted towards your elective/transfer credits prior to the start of the M.Ed. program and during enrollment in the M.Ed. program. Any learner enrolled in both programs will have the core credit requirement waived.

- EDRD 600-606 (K-12 Reading Teacher Licensure Program)

Program Delivery

Courses toward the M.Ed. degree are offered at sites convenient for learners, one weekend a month. The community meets a total of 20 weekends in consecutive semesters. A semester includes four or five monthly weekend sessions with time between weekends for new learning to be applied inside the classroom. Three of the weekend sessions include professional networking conferences. A weekend conference is held in the Minneapolis area during each of the spring semesters, in addition to one in the fall during the second year of the program. The weekend conferences are part of the community learning experience as they allow learners to engage in further inquiry and community networking beyond the individual learning community but as a member of the M.Ed. community. These conferences further the development of learning and establish potential connections for continued professional growth.

The curriculum is integrated around teacher self-study of their 1) inner life of beliefs, visions, goals, hopes and dreams; 2) instructional practices; 3) knowledge in the discipline(s); 4) creation of a productive and caring learning environment; and 5) use of assessment as a tool to promote student learning. The self-study process is anchored by action research embedded in the learner's work in their classroom. The assessment process focuses on promoting learner growth through alignment of instruction and assessment with research based practices in education.

Application Process

Learning community enrollment will be limited to the first 50 accepted applicants. Early application is highly recommended.

Applicants must submit:

1. A completed application form and nonrefundable application fee.
2. An official transcript from the accredited institution granting the applicant's completed undergraduate degree.
3. Official graduate transcripts listing transfer credits from all accredited institutions attended within five years from the start of the M.Ed. program.
4. Two letters of recommendation that verify professional and/or volunteer experience and academic ability.
5. A current resume listing educational background and work experience.
6. A reflective essay outlining the following:
 - a. Personal and Professional Data
 - i. Name
 - ii. School and district
 - iii. Grade and subject taught
 - iv. Personal interests
 - b. Professional Background
 - i. Professional experiences
 - ii. Teaching and learning beliefs
 - c. Goals and Expectations
 - i. Professional goals
 - ii. Expectations from the M.Ed. program
 - iii. Reasons for pursuing the M.Ed. degree

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Geographic Information Science, M.S.

The Master of Science in Geographic Information Science (GIS) is a 41 semester credit graduate degree intended to prepare students for careers in the geographic information sciences.

The program focuses on the application of modern spatial analytical techniques to solve real world problems. In many organizations, the role of geographic information science not only includes geospatial data development and analysis, but also project management.

In Winona, this holistic integration of GIS technologies is set in the disciplinary areas of homeland security/emergency management, natural resource management, business administration, and policy administration/criminal justice. In Minneapolis, this integration of GIS technologies is set in the disciplinary areas of homeland security/emergency management project management and natural resources as well as other flexible integrated options where appropriate.

Learners not only learn GIS concepts and techniques, but also how to apply these in the disciplinary area of their interest, all in an evening/weekend (Minneapolis, MN) or residential based learning environment (Winona, MN).

Program Competencies

Graduates of the Master of Science in Geographic Information Science program are expected to be able to do the following:

1. Demonstrate expertise in spatial data analysis.
2. Demonstrate expertise in spatial database design and management, and geographic information systems (GIS) customization.
3. Apply GIS competencies in the student's area of discipline.
4. Demonstrate critical thinking skills.
5. Communicate effectively in a variety of modes including managing and distributing geospatial data via the web.
6. Work effectively with diverse populations.
7. Create an ethical environment.
8. Effectively manage technology, projects, and people.
9. Direct and continue learning throughout their lives.

Degree Requirements

Required GIS Courses	19 cr.
Required Presentation and Communication	7 cr.
Required Disciplinary Content Courses	9-12 cr.
Elective GIS Courses	5-6 cr.
Total	41 cr.

Required GIS Courses: 19 cr.

RA508 Internet Mapping Services (3 cr.)

This course introduces students to effective use of the internet as a medium to publish map data. It examines the basic implementation details associated with serving spatial data over the internet. Students are introduced to internet mapping software as well as the particulars of designing and operating an effective map publishing/customization environment.

RA519 Statistical Analysis (3 cr.)

This course introduces basic and fundamental statistics with emphasis on the more sophisticated tests and analysis common to biologists and other researchers. Substantial attention is given to analysis of variance and experimental design.

RA554 GIS Analysis (3 cr.)

This course introduces the concepts of spatial analysis. Emphasis is directed to developing proficiency with database development, using ArcGIS ArcInfo, ArcGIS, ArcEditor, and ArcGIS ArcScan. Additional importance is placed on foundational theory and concepts, and on understanding and utilizing standard operation procedures (SOP) as well as understanding and generating supplemental "metadata" to accompany database development. Data models covered in the course include the 'Coverage', 'Shapefile', and 'Geodatabase'.

RA556 Spatial Data Methodology (2 cr.)

This is a field and laboratory course which introduces methods basic to the collection of data in a manner suitable for spatial analysis. Topics include basic plane table, total station and topographic surveying, use of global positioning systems (GPS), and preparation of data for conversion to a digital format.

RA563 Advanced Modeling and Analysis (2 cr.)

This course builds on fundamental and advanced GIS concepts that promote problem solving, modeling, and critical thinking. The course explores and maximizes the functionality of ArcGIS and ArcView through solving spatial and analytical challenges. The course addresses real world problems in business, natural resources, emergency management/homeland security, and other areas. Problem-solving approaches for advanced challenges using ESRI and user developed scripts, extensions, and other analytical enhancement tools are studied.

RA632 Programming Languages (3 cr.)

This course covers the foundation programming skills in applications programming with Visual Basic in this course using Microsoft VB.Net and the Python programming language. Java programming also be briefly explored. Examples of topics covered include form controls and their properties, altering and enhancing properties at run time, variables, decision-making, looping and data and control programming, and connecting Visual Basic application to Microsoft Access databases.

RA642 Database - Access and SQL (2 cr.)

This course introduces to the core functionalities of the personal DBMS encapsulated in Microsoft Access as well as the enterprise database management system exemplified by SQL interface communications. Additionally, students learn basic tenants of database development, table creation, and the concepts of database 'normalization'. SQL query development with ESRI ArcSDE is also imbedded in the course.

RA660 Introduction to ArcGIS (1 cr.)

This course is intended to introduce students to the basics of working with ESRI's ArcGIS. Elements of study include working with graphical spatial data, tabular data, image data in the geodatabase format and creating simple and somewhat more sophisticated layouts. Additional effort are directed at learning/reviewing basic GIS principles and concepts as well as understanding the varying elements of the suite of Environmental Systems Research Institute's mapping software family.

Required Presentation and Communication Courses: 7 cr.

RA536 Advanced Research/Grant Writing (3 cr.)

This course examines effective research methodologies best used in understanding requirements and expectations associated with the graduate research project. This includes formatting and graphic requirements, literature review development, graduate proposal design, and expectations of the final journal-style graduate project manuscript. Additional emphasis includes ethical frameworks of research in technology as well as research related to varying aspects of grant writing/fund solicitation. Grant writing studies include discussions of grant sources, needs assessment, budgeting principles, developing full proposals, and proposal evaluation.

RA693 Graduate Project I (2 cr.)

This independent study course builds upon all technical merit students have accumulated throughout their tenure as RA learners. The purpose of this course is to develop a sound research proposal and initial data augmentation for the capstone project. Learners can expect to benefit from a thorough understanding of a topic that is built from scholarly works of literature and efficient project planning resulting in effective research design. This course promotes progress toward the subsequent two project credits (RA694) that entail project analysis, development of the project manuscript, and final presentation.

RA694 Graduate Project II (2 cr.)

Prerequisite(s): RA693

This course continues to build upon research established in RA693. This course promotes progress toward successful completion of the master's degree in Geographic Information Science (MSGIS). The purpose of this course is to implement the tasks of the graduate proposal, write the final research manuscript, and present research findings through a defense/public presentation. Research tasks may include, but are not limited to refining and /or automating data, developing appropriate analysis of data, and/or statistical analysis used in confirming hypotheses or beliefs. Research findings are written in a professional journal-style project manuscript that conforms to the RA handbook. The learner also defends/presents findings and project understanding through a public presentation. It is expected learners fully commit to a research topic. Learners are encouraged NOT to register for this course if there are uncertainties in their project proposal, timelines, and/or if a major change in project scope is envisioned.

Disciplinary Content Areas (available study options) 10-12 cr.

Homeland Security/Emergency Management

Natural disasters, smart population growth, world resources management, epidemic disease management, traffic control, and terrorism control all depend on questions of geography. GIS is ideally suited to assist in decision-making in these areas and many more. Whether a student works, or wishes to work in government, emergency services, public safety, crime control and management, public health, land use planning and/or resource allocation, this disciplinary concentration can help one to better understand the landscape of the field of security and emergency services. Coupled with GIS expertise, students can model spatial "what if" scenarios, create predictive models and learn how to integrate data from varying for the public good.

Winona Required Courses: 10 cr.

RA630 Terrorism (3 cr.)

Terrorism is devoted to the survey, study, and analysis of terrorism, development, and impact of major terrorist groups. The course examines the history, development, and impact of major terrorist groups. Also, the public policy implications of terrorist events, such as 9/11 and the Oklahoma City bombing, and the policy responses of security agencies and governments at home and abroad are covered.

RA634 Special Topics (3 cr.)

Prerequisite(s): RA660 This course focuses on topics, concepts, and/or current issues in resource science, spatial data technology, or spatial analysis. Course expectations include but are not limited to data collection, research investigating new technology or theories, applying GIS technology to the problem/topic, and producing a professional paper and presentation of the research findings. Topics of study are unique to each individual.

RA645 Project Management (3 cr.)

This is a basic introductory course which presents concepts related to the management and supervisory skills necessary to effectively and proficiently implement multi-sized projects and/or programs. Course elements include management, administration, strategic planning/controlling/execution, scheduling, budgeting, GIS project integration, analyzing WBS, report writing/presentation, and project infrastructure.

RA651 Spatial Analysis of Geohazards Using GIS (1 cr.)

Geologic hazards loom all around. As population growth forces more communities to expand into areas at risk, concern increases about the danger that geohazards pose to people, property, and the environment. This course shows how GIS can be used to determine where geohazards are likely to occur and assess their potential impact on the human community. Participants work with GIS software to analyze and map a variety of geohazards. A better understanding of these events is the first step toward effective disaster planning.

Minneapolis Required Courses: 10 cr.

RA645 Project Management (3 cr.)

This is a basic introductory course which presents concepts related to the management and supervisory skills necessary to effectively and proficiently implement multi-sized projects and/or programs. Course elements include management, administration, strategic planning/controlling/execution, scheduling, budgeting, GIS project integration, analyzing WBS, report writing/presentation, and project infrastructure.

or

GM600 Management Principles (3 cr.)

This course provides an overview of key organizational and behavioral concepts, which underlie effective management practice in private and public sector organizations around the world. Comparative management systems are examined. Special attention is given to defining and interpreting cross-cultural differences and influences. The course gives attention to the external and internal forces that influence organizational structure, behavior, and change.

or

PRM600 Fundamentals of Project Management (3 cr.)

This foundation course examines the project management framework. This framework covers key terminology, project management context, and processes. Topics include project management knowledge areas, life cycles, and organizational designs.

RA634 Special Topics (3 cr.)

Prerequisite(s): RA660

This course focuses on topics, concepts, and/or current issues in resource science, spatial data technology, or spatial analysis. Course expectations include but are not limited to data collection, research investigating new technology or theories, applying GIS technology to the problem/topic, and producing a professional paper and presentation of the research findings. Topics of study are unique to each individual.

RA651 Spatial Analysis of Geohazards Using GIS (1 cr.)

Geologic hazards loom all around. As population growth forces more communities to expand into areas at risk, concern increases about the danger that geohazards pose to people, property, and the environment. This course shows how GIS can be used to determine where geohazards are likely to occur and assess their potential impact on the human community. Participants work with GIS software to analyze and map a variety of geohazards. A better understanding of these events is the first step toward effective disaster planning.

PSA615 Homeland Security and Emergency Management Principles (3 cr.)

This course focuses on emergency management principles, planning for natural and man-made disasters, recovery procedures, and Federal Emergency Management Agency (FEMA) procedures. It provides strategies for building partnerships with other agencies. Homeland security, threat awareness, and training issues are discussed.

Natural Resource Management

As the world's population continues to grow, natural resource managers need to be cognizant of new technologies that assist in managing resources. Geographic information systems (GIS) is one such technology that provides resource managers with a vast array of tools to enhance their decision-making process. Whether a student is an engineer, biologist, geologist, or other resource specialist, GIS facilitates incorporation of spatial data for organization, analyses and/or mapping to produce accurate and coherent output. Join this exciting and expanding field of GIS to prepare for the challenging and exciting future.

Winona and Minneapolis Required Courses: 10 cr.

RA545 Sustainable Resource Management (2 cr.)

In this course, students are introduced to the concepts of resource management and conservation. Emphasis is placed on developing student appreciations of resource sustainability issues as they apply to human and ecological communities with the goal of creating a framework for the long term resource preservation/utilization.

RA549 Fundamentals of Business (1 cr.)

This course introduces students to the key concepts of management, accounting, finance and marketing. By learning the basic principles of business, students become more successful employees in the private and public sector.

RA645 Project Management (3 cr.)

This is a basic introductory course which presents concepts related to the management and supervisory skills necessary to effectively and proficiently implement multi-sized projects and/or programs. Course elements include management, administration, strategic planning/controlling/execution, scheduling, budgeting, GIS project integration, analyzing WBS, report writing/presentation, and project infrastructure.

or

GM600 Management Principles (3 cr.)

This course provides an overview of key organizational and behavioral concepts, which underlie effective management practice in private and public sector organizations around the world. Comparative management systems are examined. Special attention is given to defining and interpreting cross-cultural differences and influences. The course gives attention to the external and internal forces that influence organizational structure, behavior, and change.

or

PRM600 Fundamentals of Project Management (3 cr.)

This foundation course examines the project management framework. This framework covers key terminology, project management context, and processes. Topics include project management knowledge areas, life cycles, and organizational designs.

RA651 Spatial Analysis of Geohazards Using GIS (1 cr.)

Geologic hazards loom all around. As population growth forces more communities to expand into areas at risk, concern increases about the danger that geohazards pose to people, property, and the environment. This course shows how GIS can be used to determine where geohazards are likely to occur and assess their potential impact on the human community. Participants work with GIS software to analyze and map a variety of geohazards. A better understanding of these events is the first step toward effective disaster planning.

RA653 Natural Resource Risk Assessment and Management (1 cr.)

As population growth forces more communities to expand into areas at risk, concern increases about the danger that geohazards pose to people, property, and the environment. HAZUS-MH is a powerful, free ArcGIS extension developed by the Federal Emergency Management Agency (FEMA) under contract with the National Institute of Building Sciences. HAZUS-MH works with ArcGIS Desktop to display hazard data and estimate the impact of hurricanes, floods, and earthquakes on communities (e.g., damage to buildings and lifelines, estimates of displaced populations and shelter needs, and short- and long-term economic impacts). In a course project, students apply the skills learned throughout the course.

RA654 Introduction to Urban and Regional Planning (1 cr.)

For decades, urban and regional planners have used GIS technology to help find solutions to the challenges posed by increasing population growth and urban development. This course covers basic urban and regional planning concepts and tasks and teaches how those tasks can be managed using GIS techniques and ArcGIS Desktop software. Students learn how to use ArcGIS tools to address real-world social, economic, and environmental planning problems. The skills and techniques presented in the course provide an effective and efficient means of carrying out urban and regional planning tasks.

RA655 Creating and Integrating Data for Natural Resource Applications (1 cr.)

Frequently, the natural resource data needed for a project (such as vegetation, species locations, or watersheds) does not exist. Or, the data may exist but significant manipulation is required before it can be displayed and used for analysis in a GIS. This four-module course teaches methods for acquiring, evaluating, creating, manipulating, and integrating data in preparation for analysis and map creation. Students learn tips for assembling a high-quality database, as well as best practice approaches to data problems commonly encountered by those in the natural resource and conservation fields. In a course project, students apply the skills they've learned throughout the course.

Business Administration

Living in the technology age has altered the way businesses operate in the diverse and dynamic environment. Geographic information systems (GIS) are major players in assisting businesses to adapt to these inevitable changes. From international corporations to entrepreneurial start-ups, manufacturing to informational, companies are calling on GIS to assist with their day-to-day operations. Individuals who possess GIS skills become extremely marketable as businesses seek employees with the expertise needed. Get on the leading edge of an exploding employment market in the GIS field.

Winona Required Courses: 10 cr.

RA-- Directed Studies-Explorations (1 cr.)

This independent study course is designed to engage students in the instructor mentored environment. In this instance, the student, mentored by a university instructor, is encouraged to explore GIS and computer-mapping applications in the area of his/her interest. The course culminates in a written paper and a seminar presented to students of the university.

RA574 Entrepreneurship and Small Business (3 cr.)

This course examines management practices unique to the small business environment and provides a first look at modern entrepreneurship. Examples of topics covered include developing new ideas for business development, formulating and financing, managing growth, and developing a business plan.

RA577 Market Research (3 cr.)

This course is designed to provide an understanding of marketing research. Emphasis is placed on marketing research as a managerial tool with a decision-making orientation. The principles of marketing research are presented in a pragmatic 'how to do it' fashion.

RA645 Project Management (3 cr.)

This is a basic introductory course which presents concepts related to the management and supervisory skills necessary to effectively and proficiently implement multi-sized projects and/or programs. Course elements include management, administration, strategic planning/controlling/execution, scheduling, budgeting, GIS project integration, analyzing WBS, report writing/presentation, and project infrastructure.

Policy Administration/Criminal Justice

Public Administration/Criminal Justice is designed for those who work or wish to work with varying issues within public policy development/implementation and local-government operations. This content area focuses on GIS as a decision support tool. Students can expect to enhance critical thinking skills, analytical techniques, and objectivity in decision making. Learners learn how to deliver geographic information to the community at-large. Methodologies in using spatial analysis to develop and evaluate public policy are key elements of the program. The Criminal Justice area is designed for those students who want to learn the techniques used to analyze the spatial aspects of crime, giving them the ability to interpret data pertaining to the location, distribution, and dispersion of crime.

Winona Required Courses 11-12 cr.

RA549 Fundamentals of Business (1 cr.)

This course introduces students to the key concepts of management, accounting, finance and marketing. By learning the basic principles of business, students become more successful employees in the private and public sector.

RA586 Field Methods (4 cr.)

This course offers a working experience in the purpose and tools of qualitative field methods. The course covers rapport, methods of observation, field notes, data coding and analysis, ethnography, focus groups, and interviews as well as an introduction to quasi-experimentation.

RA587 Planning, Budgeting and Control (3 cr.)

This course examines the organization, techniques, and politics of (a) administrative planning, (b) budget preparation and legislative process, and (c) control systems in public organizations.

or

RA591 Macro Planning and Evaluation (4 cr.)

Learning objectives for this course include application of sound quantitative and qualitative research methods in the assessment of community functioning, in the development and evaluation of human service programs, and in decision making regarding the allocation of resources in response to social problems.

RA645 Project Management (3 cr.)

This is a basic introductory course which presents concepts related to the management and supervisory skills necessary to effectively and proficiently implement multi-sized projects and/or programs. Course elements include management, administration, strategic planning/controlling/execution, scheduling, budgeting, GIS project integration, analyzing WBS, report writing/presentation, and project infrastructure.

Project Management

This disciplinary area is designed for individuals seeking assistance and knowledge for leading complex projects in a variety of work settings. Courses provide the knowledge of business practices. The process of managing a project, including definition, implementation, and evaluation, is presented along with varying aspects of project planning and estimation plus issues of fiscal management. This study option provides wonderful background for anyone in any sector of employment, ranging from privately owned business to corporate management, from local government and to natural resource planning and management. Successful project management is core to the success of any project of magnitude including those involving elements of spatial relationships, dependencies, and predictions.

Minneapolis Required Courses: 9 cr.

RA645 Project Management (3 cr.)

This is a basic introductory course which presents concepts related to the management and supervisory skills necessary to effectively and proficiently implement multi-sized projects and/or programs. Course elements include management, administration, strategic planning/controlling/execution, scheduling, budgeting, GIS project integration, analyzing WBS, report writing/presentation, and project infrastructure.

or

PRM600 Fundamentals of Project Management (3 cr.)

This foundation course examines the project management framework. This framework covers key terminology, project management context, and processes. Topics include project management knowledge areas, life cycles, and organizational designs.

or

GM600 Management Principles (3 cr.)

This course provides an overview of key organizational and behavioral concepts, which underlie effective management practice in private and public sector organizations around the world. Comparative management systems are examined. Special attention is given to defining and interpreting cross-cultural differences and influences. The course gives attention to the external and internal forces that influence organizational structure, behavior, and change.

PRM601 Project Planning and Scheduling (3 cr.)

This course examines activities related to project planning and estimating. It examines the use of various planning techniques in managing budgets, schedules, and human/material resource allocations. Planning activities associated with quality, communications, risk, and procurement are addressed.

GM660 Financial Management (3 cr.)

This course introduces, discusses and analyzes financial issues facing profit, not-for-profit and governmental organizations in today's domestic and global business environment. The course provides the general manager with an ethical financial manager's perspective through examination of various financial areas including types of organizations; sources of capital; financial statement analysis; asset management; time value of money; international payments and foreign exchange rates; trade theory and policy; and investment in the US and in foreign countries.

Elective GIS Courses: 5-6 cr.

RA-- Directed Studies-Explorations (1 cr.)

This independent study course is designed to engage students in the instructor mentored environment. In this instance, the student, mentored by a university instructor, is encouraged to explore GIS and computer-mapping applications in the area of his/her interest. The course culminates in a written paper and a seminar presented to students of the university.

RA506 GIS Customization (3 cr.)

This course focuses on customization of a GIS through programming and scripting languages including VBA (Visual Basic for Applications), Avenue, and JavaScript. Emphasis of the course is on customization of the ArcGIS software including modifications of the user interface, and building custom applications through use of the ESRI COM object library. Secondary emphasis is on programming with the Arcview 3 programming language. The objective here is to assist learners in understanding and working with Avenue code such that they might develop success in rewriting Arcview 3 custom application to the ArcGIS environment.

RA559 Introduction to Imagery (3 cr.)

This course introduces the use of imagery to resource analysis. It covers working with aerial photographs, interpreting photos, optical rectification and zoom transfer. It also examines major satellites in use, acquiring available imagery and working with those images. Imagery analysis work is done with ENVI software.

RA570 Advanced GIS (3 cr.)

This course builds upon RA554 and emphasizes spatial analysis, modeling, and advanced presentation techniques. Substantial effort is directed towards developing proficiency with raster cell analysis as well as integration of analyses utilizing both vector and raster elements simultaneously. Advanced presentation techniques involving 3-D modeling, analytical view shading, and more are included. Emphasis is on the ArcGIS 8.x ArcMap environment.

RA635 Resource Internship (1-5 cr.)

This experience is arranged individually for interested students and provides an opportunity for the student to work with/for a public or private entity in the resource analysis area. The internship, while flexible, must be a genuine learning experience related to the student's graduate program. Internships, and the credit amount, are approved by the student's graduate committee prior to registration.

Credit for Previous Experience and Learning

For the extraordinarily prepared student, up to six credits of required coursework may be satisfied by a demonstration of professional expertise and/or transfer of graduate credit. Validation of learning can come in various forms ranging from prior recent university coursework and/or professional life experiences. In all cases, it is expected that documentation be substantive and compelling, including transcripts, course descriptions, and details of professional accomplishments. Up to six credits of appropriately related recent graduate-level coursework can be transferred. However the total of credit for previous transfer credit may not exceed six. Credit for previous experience and learning is only granted for required courses in the Master of Science in Geographic Information Science degree program.

GIS Technology

The Department of Resource Analysis offers extensive hands-on experience with the entire collection of GIS software from Environmental Systems Research Institute (ESRI). Included in this is in-depth training with ArcGIS, ArcSDE, ArcServer, and a suite of custom imagery and web-mapping platforms. Other specialty software is used as needed in other courses such as mobile GPS applications using ArcPad and other software systems. The importance of mastery of the technology is balanced with an emphasis on a comprehensive understanding of data management concepts. Coursework in software programming and user interface customization is also a key part of the curriculum. Hardware and software resources within the department are constantly being reviewed and upgraded to provide students experience with the latest GIS tools.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to master's degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.) and,
3. A personal statement which includes:
 - a. brief description of the applicant's background, training, and experience and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program and,
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability and,
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admissions on the Twin Cities campus.

Health and Human Services Administration, M.A.

The Master of Arts in Health and Human Services Administration program is designed to prepare graduates for leadership positions in a variety of settings such as clinics, nursing homes, group homes, hospitals, long-term care, assisted living facilities, insurance companies, hospice governmental agencies, medical manufacturers and home healthcare agencies. The program is intended for experienced professionals who seek graduate level studies focusing on administration and management in healthcare, long-term care, or human services. Students can choose a specialization in either Healthcare Administration or Human Services Administration or a non-specialized degree combining courses from both specializations. There is an option to prepare for a Minnesota licensed Nursing Home Administrator. This program delivers practical and theoretical coursework in general management, financial management, and health or long-term care/human service administration, providing new perspectives to lead and advance organizations successfully in today's challenging and complex health, long-term care, and human service fields.

As of July 24, 2013, select courses have been approved by the Minnesota Board of Examiners for Nursing Home Administrators (BENHA) to prepare students to take the Minnesota Nursing Home Administrator's licensing exam. Courses submitted for approval by BENHA have been indicated with the corresponding BENHA course number. These courses will also be offered in a blended format, which is a combination of learning online and in-person. Students should check with the Minnesota BENHA to determine the number of required practicum credits. Students transferring into the program must take a minimum of 6 credits in this program prior to registering for practicum.

Courses approved by BENHA

BENHA 1 - HS671 Long-Term Care/Human Service Systems	BENHA 6 - GM655 Human Resource Management
BENHA 2 - HS662 Healthcare Financial Management	BENHA 7 - HS651 Policy for Long-Term Care/Human Service
BENHA 3 - HS604 Understanding the Aging Process	BENHA 8 - HS612 Health Informatics
BENHA 4 - HS606 Common Diseases & Treatments	BENHA 9 - HS692 - HS695 Practica Related Courses
BENHA 5 - HS601 Long-Term Care/Human Services Admin.	

Program Outcomes

Graduates of the Master of Arts in Health and Human Services Administration Program are expected to be able to do the following:

1. Provide operational leadership and management to promote organizational quality and sustainability.
2. Provide effective human resource management skills to enhance organizational performance.

3. Develop financial acumen to contribute to the vitality and viability of health care or long-term care/human services organizations.
4. Integrate knowledge of organizational design, governance, and public policy into health care or long-term care/human services administration.
5. Develop ethical leadership skills and dispositional attitudes to manage projects and collaborations.
6. Implement plans, partnerships, and policies that address related local and national regulations and community needs.

Degree Requirements

Note: These degree requirements are for new students entering the program after September 1, 2012. Students who entered previously are asked to check with the program director about their degree requirements.

Required Core Courses	15 cr.
Specialization Courses	11 cr.
Elective Courses	7 cr.
Required Capstone Course	3 cr.
Total	36 cr.

Required Core Courses: 15 cr.

GM623 Academic Research and Writing (3 cr.)

This course focuses on graduate academic writing skills, including voice and style, writing that incorporates source material, ethical use of source material, APA writing guidelines, and revising writing. Students learn to locate and evaluate resources relevant to the research and writing process.

GM655 Human Resource Management (3 cr.)

This course examines core areas of talent acquisition, compensation and benefits, employee relations, and employee development in both service and product-driven organizations. It emphasizes the application of effective human resource management principles to the issues faced by organizations today.

HS606 Common Diseases and Treatments (2 cr.)

This course provides an overview comparison of the aging process and illness. It identifies various agencies that meet the needs of the disabled, ill, or other chronic conditions. This course provides administrators with the language and basic understanding of health care needs for their clients, patients, or residents.

HS611 Organizational Behavior for Healthcare and Human Service Systems (2 cr.)

This course examines human behavior and social relationships in the health care and human service workplace settings from a domestic and intercultural perspective. The theories, history, and practices of promoting effective individual and group behavior in health care and human service organizations across cultures are covered. Topics include groups and teams, multicultural teams, power and influence, trust, gender and equality, the impact of culture on work behavior, and creating cultural synergy in a multicultural environment.

HS612 Health Informatics (2 cr.)

This course covers accumulation and analysis of data to support administrative decision making and regulatory compliance. Roles that information systems and technologies play in healthcare, long term care, and human services; types of computer-based health information systems; and issues related to data privacy, confidentiality, integrity, and availability are addressed.

HS662 Healthcare Financial Management (3 cr.)

This course examines the financial practices and procedures associated with leading a healthcare, long term care, or human services organization. Students have the opportunity to analyze and interpret financial statements, as well as create and evaluate capital budgets. Public policy and the economic forces that influence healthcare organizations are explored.

Required Capstone Course: 3 cr.

HS698 Capstone Project (3 cr.)

Prerequisite or concurrent courses: All other required coursework for the MA in Health and Human Services degree or MBA with Healthcare Administration Specialization must be completed before this course can be taken.

In this course, theory with practice is integrated by formulating and completing a project that applies the program outcomes to the field of health and human services administration and accompanying analysis.

Specialization Courses: 11 cr.

Choose either the Healthcare Specialization or Long-Term Care/Human Services Administration Specialization or customize the specialization by choosing one course A, one course B, one course C, and one course D.

	Healthcare Specialization		Long-Term Care/Human Services Administration Specialization
A	HS602 Healthcare Administration	A	HS601 Long-Term Care & Human Services Administration
B	HS652 Healthcare Policy	B	HS651 Policy for Long-Term Care and Human Services
C	HS672 Healthcare Systems	C	HS671 Long-Term Care and Human Services Systems
D	HS621 Population Analysis	D	HS604 Understanding the Aging Process

Healthcare Specialization Courses

HS602 Healthcare Administration (3 cr.)

Prerequisite(s): HS611

This course provides applied theories and skills of leadership and management in healthcare administration. Governance, vision and mission, strategic planning, decision making, and promotion of organizational growth, and sustainability are explored.

HS621 Population Analysis (2 cr.)

Prerequisite(s): HS685

This course examines how the health and social well being of general populations relates to specific client populations. It focuses on the contributions of the fields of demography and epidemiology in understanding how to research and use population-based data to carry out needs assessments, policy development, program development, and evaluation.

HS652 Healthcare Policy (3 cr.)

This course examines the ethical and legal dimensions of healthcare administration. Topics include ethical issues, public policy, and compliance standards impacting healthcare finance and delivery; frameworks for ethical decision making; socioeconomic impacts on public policy; and strategies for influencing the policy-making process.

HS672 Health Systems (3 cr.)

This course evaluates the fundamentals of current healthcare delivery systems in the U.S. Topics include healthcare regulatory and financial systems, healthcare delivery operations, and organizational design theories.

Long-Term Care/Human Services Specialization Courses

HS601 Long-Term Care and Human Services Administration (3 cr.)

This course provides skills and applied theories of management and leadership in a variety of agencies caring for vulnerable adults. Board governance, departmental administration, strategic planning, decision making, and promotion of sustainability and quality assurance are explored.

HS604 Understanding the Aging Process (2 cr.)

This course provides an overview of the aging process. Identification of resources designed to support healthy aging and to meet the needs of the aged, disabled, and chronically ill population are also covered.

HS651 Policy for Long-Term Care and Human Services (3 cr.)

This course examines the policy and ethical dimensions affecting long-term care and human services administration. Topics include ethical issues, laws, and public policy impacting services; finance and delivery; frameworks for ethical decision making; socioeconomic impacts on public policy; and strategies for influencing the policy-making process.

HS671 Long-Term Care/Human Services Systems (3 cr.)

This course provides a historical overview of the foundation of human services caring for the vulnerable adult population. Topics include social, legislative, and economic forces influencing the past, current, and future existence of human services and how these systems have brought about change.

Elective Courses: 7 cr.

PRM600 Fundamentals of Project Management (3 cr.)

This foundation course examines the project management framework. This framework covers key terminology, project management context, and processes. Topics include project management knowledge areas, life cycles, and organizational designs.

GM605 Creative Problem Solving and Critical Thinking (3 cr.)

This course gives students the opportunity to learn and practice higher level thinking skills such as curiosity and imagination, divergent thinking, idea generation, creative problem solving, evaluation, synthesis, critical thinking, and analysis. Students develop strategies to search for challenges, identify problems, produce creative ideas, research solutions, design innovative applications, and build a case for the solution.

GM640 Legal Issues for Managers (3 cr.)

This course is an overview of the American legal system and its impact on organizational decision making. It emphasizes identifying legal issues in management in the areas of torts, contracts, employment, and discrimination law. In addition, this course surveys current trends and issues in business law and the impact they have on today's society.

GM645 Marketing Management (3 cr.)

This course emphasizes a practical and comprehensive application of key marketing concepts as they apply to businesses and organizations. Major marketing principles and strategies are explored from a managerial perspective as they apply to the marketplace domestically and around the world.

HD596 Creating Optimal Healing Environments (1 cr.)

This course focuses on those factors that facilitate the healing process within the individual. It explores the states of individual consciousness that contribute to or detract from the healing experience and the approaches that create these states. It examines relationship patterns that support healing and the qualities in the environment that contribute to health, balance, and well-being.

HS607 The Internet, Social Media, and Aging (1 cr.)

This course examines the increasing influence of Internet technology and social media on older adults' biological, psychological, and social wellbeing. Identification of market-based web supports for enhanced aging experiences are also addressed. Additionally, the feasibility of human service providers to adapt current practices to include Internet-based solutions are discussed.

HD691 Ethics and Social Responsibility (1 cr.)

Prerequisite(s): HD690

This course is the second in a series of three required courses that provides a touchstone for students to meet in community as they progress through their individualized programs. This course integrates a deeper examination of the Lasallian philosophy, ethics, and social responsibility into an application to the student's field. This course environment fosters a renewal of meaning and purpose in the student's graduate work along with a further articulation of vocation and service to the community.

HD694 Emerging Trends in Holistic Health (2 cr.)

This course presents an overview of contemporary trends in holistic health and wellness and gives students an opportunity to explore the mind-body connection in healing and wellness.

HD720 Reengaging our Relationship with Conflict (1 cr.)

This course offers participants a framework through which to view the nature of conflict and their relationship with it. The nature of conflict and strategies for resolving it are explored from the perspective of conflict as a block to the natural flow of energy, or chi between people. The extent to which conflict represents imbalance and energy are examined. Strategies for resolving conflict by addressing imbalances or disease at the mental, emotional, and spiritual levels are explored.

HS686 Business of Integrative Care (2 cr.)

The course presents an overview of business practices for complementary and alternative medicine (CAM) at hospitals, nursing homes and human service agencies. Program development, legal guidelines, budgeting, job descriptions, and other topics are studied.

HS687 Leadership Development (1 cr.)

This highly experiential course strengthens leadership abilities through skill building in problem solving, negotiating, creating and communicating a vision, time management and active listening.

HS678 Field Study (1 cr.)

This course provides students with an opportunity for an in-depth experience and analysis of leadership. The areas of personal leadership styles, problem solving, critical thinking, and communication are critical to be successful in facility administration. This course provides opportunities for students to build upon and practice their leadership skills.

HS692 Practicum 80 hours (1 cr.)

Prerequisite(s): HS601, HS604, HS606, HS612, HS651, HS662, HS671, GM655, or equivalent. Transfer students must have at least 6 credits at Saint Mary's in any of the above courses.

The practicum course is designed to meet the requirements set out by the Minnesota Board of Examiners for Nursing Home Administrators (BENHA). The course provides practical learning experiences within the context of a nursing facility to complement the student's academic training and work or volunteer experience in long term care, general health care, and management. Please contact BENHA to determine if this course meets the requirements for you to take the MN Nursing Home Administration licensing exam.

HS693 Practicum 200 hours (2 cr.)

Prerequisite(s): HS601, HS604, HS606, HS612, HS651, HS662, HS671, GM655, or equivalent. Transfer students must have at least 6 credits at Saint Mary's in any of the above courses.

The practicum course is designed to meet the requirements set out by the Minnesota Board of Examiners for Nursing Home Administrators (BENHA). The course provides practical learning experiences within the context of a nursing facility to complement the student's academic training and work or volunteer experience in long term care, general health care, and management. Please contact BENHA to determine if this course meets the requirements for you to take the MN Nursing Home Administration licensing exam.

HS694 Practicum 300 hours (3 cr.)

Prerequisite(s): HS601, HS604, HS606, HS612, HS651, HS662, HS671, GM655, or equivalent. Transfer students must have at least 6 credits at Saint Mary's in any of the above courses.

The practicum course is designed to meet the requirements set out by the Minnesota Board of Examiners for Nursing Home Administrators (BENHA). The course provides practical learning experiences within the context of a nursing facility to complement the student's academic training and work or volunteer experience in long term care, general health care, and management. Please contact BENHA to determine if this course meets the requirements for you to take the MN Nursing Home Administration licensing exam.

HS695 Practicum 400 hours (4 cr.)

Prerequisite(s): HS601, HS604, HS606, HS612, HS651, HS662, HS671, GM655, or equivalent. Transfer students must have at least 6 credits at Saint Mary's in any of the above courses

The practicum course is designed to meet the requirements set out by the Minnesota Board of Examiners for Nursing Home Administrators (BENHA). The course provides practical learning experiences within the context of a nursing facility to complement the student's academic training and work or volunteer experience in long term care, general health care, and management. Please contact BENHA to determine if this course meets the requirements for you to take the MN Nursing Home Administration licensing exam.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to master's degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit:

1. Completed online application and nonrefundable \$25 application fee. (Fee not required for alumni, students seeking readmission or veterans and active military personnel.)
2. An official transcript issued to Saint Mary's University from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program prerequisites and potential transfer credits. Transcripts must be received from the credit-granting institution in a sealed envelope. Saint Mary's cannot accept transcripts that have been previously scanned, faxed, e-mailed, opened, marked, or damaged in any way. To order your official transcripts, please contact the credit-granting institution directly. If you are submitting transcripts from countries other than the U.S., please see the international student section below.
3. A one-two page personal statement which includes:
 - a. A brief description of your background, training, and including any experience in healthcare, human services or long term care.
 - b. A statement indicating your career goals and which degree specialization you would like:
 - a. Healthcare Administration
 - b. Long-Term Care/Human Services Administration
 - c. a blend of both of the above
 - d. a double specialization and completing both specialties
4. Two letters of recommendation that verify professional and/or volunteer experience and academic ability.
5. A current résumé listing educational background as well as volunteer and work experience. Please include all education and experience in health care, human services and long term care.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Human Development, M.A.

The Master of Arts in Human Development was established by Saint Mary's University of Minnesota in 1972. It is a 35-credit, low-residency interdisciplinary graduate program that allows students to combine academic interests with career goals. The wholly unique combination of scholarship, mentoring, and program flexibility allows individuals to custom design programs that lead to personal and professional enhancement. Students in the human development program have secured major grants, published both creative and scholarly works, produced commissioned works of art, and received public recognition for their accomplishments.

Possible programs include, but are not limited to, concentrations in adult education, social justice, career counseling, employee assistance counseling, transformational leadership, organizational and individual coaching, writing, organizational development, holistic health/wellness, spiritual studies, music therapy, and ecological studies.

Program Outcomes

Graduates of the Master of Arts in Human Development program are expected to be able to do the following:

1. Communicate effectively in a variety of modes.
2. Promote the common good through a commitment to social responsibility and ethical practices.
3. Evaluate the efficacy of diverse perspectives, contexts, and ways of knowing.
4. Apply knowledge, understanding of principles, theories, and concepts to situations.
5. Demonstrate the ability to continue learning through self-directed, integrated, interdisciplinary scholarship.
6. Create a new product, project, or model to contribute to the student's field.

Program Philosophy

The Saint Mary's University Master of Arts in Human Development program attempts to provide learners with a vehicle that supports the development of an integrated philosophy of life as well as with means to reach that integration. The program encourages the integration of personal and professional experience into the structure of graduate work. Ethics, the hallmark of the graduate curriculum at Saint Mary's University, is translated into the human development program as social responsibility. The ethic of social responsibility invites the student to move beyond enlightened self-interest to make a commitment to a greater connectedness and sharing of talents with the community at large.

Moreover, values including integrity, social responsibility, honesty, sensitivity, and wonder are viewed as essential to intellectual, emotional, ethical, interpersonal, creative, and spiritual development, which is human development. The program is designed to develop competence in understanding one's own experience and growth as well as that of others.

Saint Mary's University encourages in-depth explorations of basic human concerns and the application of that knowledge to social

problems as a direct demonstration of the ethic of social responsibility. The structure of the program is based on the premise that much growth occurs in the context of self-directed learning and that rigorous, scholarly study can and must be balanced with experience and a deeper confrontation with theory in terms of personal meaning.

Program Structure

Contracts

The program is designed to meet the individualized needs of adult learners. The contract serves as the basic unit of each student's work and as an agreement between Saint Mary's University, the human development staff, and the student. Each student works with an adviser in the development and evaluation of each contract and of his or her overall graduate program. The adviser and the program staff work to facilitate the student's learning throughout the program. Although the program is flexible enough to accommodate a change of plan or direction, each student should have a fairly clear conception of overall goals from the beginning of his or her program. Credits for each contract are assigned on the basis of the amount and depth of work. Contracts may include learning experiences such as formal coursework at Saint Mary's University or other institutions, professional workshops or seminars, independent study, research, practica, and internships.

Each contract includes:

1. General personal and professional goals;
2. Objectives, means, evaluation measures, course titles, and credits;
3. Student integration statement which contains the ethical component; and
4. Adviser evaluation.

The components are described in detail in the Student/Adviser Handbook and the Contracting Manual.

Position Paper and Colloquium

At the culmination of the program, the student develops a position paper which serves as the basis for a colloquium. The position paper is an opportunity for the student to take a position on a more substantive area or issue which has been studied in depth during the program. An ethic of social responsibility is addressed specifically in a section in the student's position paper. An ethic of social responsibility recognizes that self identity and solidarity with humankind are required for the formation of a better world. Position papers are generally 20-30 pages in length.

The master's colloquium is the forum and rite of passage in which candidates for the Master of Arts in Human Development integrate the various insights gained during their graduate studies, further substantiate the quality and scope of their work, and share their theoretical and experiential knowledge. The spirit of the word "colloquium" - speaking together - is the spirit in which each colloquium is conducted. Colloquia last 45 minutes and may include lectures, demonstrations, and multimedia presentations. The adviser, second reader, and program director always attend. Other persons of the student's choice may also be invited including peers, colleagues, faculty, and family.

Degree Requirements

Required Human Development Courses	4 cr.
Elective/Contract Courses	31 cr.
Total	35 cr.

Required Human Development Courses: 4 cr.

HD690 The Process of Human Development (2 cr.)

Prerequisite(s): Acceptance into the Human Development program

This course is the first in a series of three required courses that provides a touchstone for students to meet in community as they progress through their individualized programs. This first course covers the history, Lasallian charism, philosophy, ethical expectations, and design of the program; the structure of learning contracts; the delineation and evaluation of learning objectives; the use of appropriate graduate level resources; guidelines for graduate level work and credits; reflective writing; and the establishment of professional, educational, and personal goals/vocation. This course is a prerequisite for all other courses.

HD691 Ethics and Social Responsibility (1 cr.)

Prerequisite(s): HD690

This course is the second in a series of three required courses that provides a touchstone for students to meet in community as they progress through their individualized programs. This course integrates a deeper examination of the Lasallian philosophy, ethics, and social responsibility into an application to the student's field. This course environment fosters a renewal of meaning and purpose in the student's graduate work along with a further articulation of vocation and service to the community.

HD698 The Process of Writing a Position Paper (1 cr.)

Prerequisite(s): HD690, HD691, Completion of at least 16 credits

This is the final course in a required series of three courses that provides a touchstone for students to meet in a community as they progress through their individualized programs. This course addresses the elements of writing a position paper. The course provides the student with a review of APA style and skill development in stating and defending a position, conducting research, and professional writing. The course emphasizes applied ethics as an essential component of the position paper. Planning the student's own position paper and colloquium are featured.

Elective/Contract Courses

The Human Development program offers courses in the following key areas, as identified through student interest and trends among the general population.

Coaching and Organizational Development

HD568 Designing Corporate Training (2 cr.)

This course examines the tools, techniques, and knowledge necessary to create corporate and industrial training programs and professional development seminars and workshops. It considers ways to design, develop, and deliver programs efficiently and in a way that maximizes adult learning.

HD573 Creative Leadership Development (2 cr.)

This course addresses the role of human development, the arts, and the creative process for enhancing leadership in intrapersonal, community and organizational contexts. The course draws upon brain-compatible learning research. This course explores student's internal development and creative leadership competencies such as attention, presence, collaborative inquiry, and applies these competencies to complex challenges.

HD635 Getting Published (1 cr.)

This course explains the basics of getting published and helps participants define possible projects, identify publications and publishers, and prepare a draft of a proposal that might be submitted to a publisher.

HD720 Reengaging our Relationship with Conflict (1 cr.)

This course offers participants a framework through which to view the nature of conflict and their relationship with it. The nature of conflict and strategies for resolving it are explored from the perspective of conflict as a block to the natural flow of energy, or chi between people. The extent to which conflict represents imbalance and energy are examined. Strategies for resolving conflict by addressing imbalances or disease at the mental, emotional, and spiritual levels are explored.

HD732 Human Development and Spirituality in Coaching and (2 cr.)

This course explores the human development process in development of the organizational leader or consultant. It addresses techniques for acting as effective facilitators of employee growth and development in organizational settings, with particular focus on coaching and team building in organizations.

HD734 The Art and Practice of Executive Coaching (2 cr.)

This course defines executive coaching and compares it to other forms of executive training and development. The rationale for using executive coaching in light of adult learning theories is discussed. A model of executive coaching is presented along with various methodologies and approaches currently used. The benefits of executive coaching to the individual and the organization are highlighted.

Holistic Health/Wellness

HD585 Meditation (1 cr.)

This course examines the psychology of meditation, modes of meditation, and uses of meditation for personal growth, in therapy, and in spiritual direction. Emphasis is on understanding and practicing various modes of meditation, mindful action, and meditative reading.

HD596 Creating Optimal Healing Environments (1 cr.)

This course focuses on those factors that facilitate the healing process within the individual. It explores the states of individual consciousness that contribute to or detract from the healing experience and the approaches that create these states. It examines relationship patterns that support healing and the qualities in the environment that contribute to health, balance, and well-being.

HD671 Women's Self-Esteem and Spirituality (2 cr.)

This course focuses on the effects of the religious traditions and contemporary culture on women's self-esteem and spirituality. Issues surrounding women's development of adequate self-esteem and spiritual maturity are addressed. Alternative visions for women's self affirmation, full human development, and spirituality are investigated in theoretical and practical ways.

HD681 Creativity and Holistic Health (2 cr.)

This course explores the relationship between creativity, holistic health, and artistic expression. Elements of the creative process are articulated and compared to that of an holistic lifestyle. Impediments to creative expression are identified along with methods that free creativity for expression in one's personal and professional life.

HD695 Children of Addiction (1 cr.)

This course explores issues related to counseling the child of addiction. It offers a preliminary overview of some of the current effects experienced by many adults who have been raised in such a setting. It also considers strategies for fostering a path of recovery for those who find themselves suffering the lingering effects of an addiction-based childhood.

HD725 Transpersonal Bodywork (2 cr.)

This course introduces the student to transpersonal bodywork, an holistic approach which integrates physical, emotional, mental, and spiritual processes. The course includes such concepts as the holistic paradigm of health and healing, models of transformation, the new science, and the body as an energy system. Students are introduced to techniques including therapeutic touch, imagery, and the expressive therapies as related to transpersonal bodywork. The experiential component of the course gives students an opportunity for personal exploration in relation to course topics.

HD730 Eastern Movement and Philosophy (2 cr.)

This course explores the holistic wisdom embedded in Eastern movement forms such as Tai Chi, Qi Gong, Akido, or Yoga. Students are introduced to several different forms with a focus on the beginning practice of depending on the instructor's expertise. The Eastern philosophy underlying the movement form is discussed as well as health benefits and the translation of Eastern movement forms into a Western lifestyle.

Spirituality, and Personal and Professional Development

HD565 The Use of Ritual to Celebrate Life (1 cr.)

Humans are ritualistic creatures; yet for some, religious ritual has become meaningless, and for others, nonexistent. The premise of this class is that certain kinds of nondenominational ritual can help heal isolation by connecting people with themselves, with nature, with others, and with the sacred. Students explore the purpose and structure of such ritual, with an emphasis on small group and individual ritual. In addition to reading and discussion, students experience and evaluate ritual in class, consider the myriad ways ritual can be used in personal and professional life, and begin to create their own ritual.

HD603 Therapeutic Use of Imagery for Psychological and Spiritual Growth (1 cr.)

This course examines the theory and practice of imagery as a technique for psychological and spiritual growth. An overview of the therapeutic use of imagery is presented as well as how this approach fits into a transpersonal therapeutic model. Topics include use of imagery in psychosynthesis, Progoff's twilight imagery technique, Jungian active imagination, and Sheikh's use of death imagery.

HD604 Telling Our Story: Memoir (1 cr.)

This course examines the memoir as narrative that captures and communicates one's own specific life experience and its individual, social, personal, and communal significance. It studies the myriad forms of techniques for composing a memoir.

HD629 Exploring Spiritual Life through Literature (1 cr.)

This course explores major symbols of the spiritual journey in mystical literature of diverse times and places. It examines a variety of literary genre to explore themes inherent in spiritual life and the value of taking the spiritual journey and communicating it in the context of time and place.

HD633 Many Faces of Art: A Psychological Perspective (2 cr.)

This course focuses on psychological aspects of the visual arts. Topics include the normative development of artistic ability, the impact of developmental and environmental challenges, mental illness, and health related issues on the production of visual art. Relevant theory and artistic production are examined.

HD693 Psychological Transformation and the Spiritual Journey (1 cr.)

The tradition of depth psychology describes a pattern of individual interior evolution that is reflected in changes in our external life. This course explores the interior process of making significant changes in one's life, direction, career, or relationships and resonance between our exterior lives and interior development.

HD715 Cross-Cultural Ritual (2 cr.)

This course focuses on cross-cultural patterns of ritual and their religious as well as spiritual implications. Participants consider Greco-European, Asian-Buddhist (esp. Tibetan), American Plains and Woodland Indian, African (Bemba), Hispanic, and Hmong cultural patterns of ritual.

HD717 Grief and Loss (2 cr.)

This course offers a multidimensional approach to the spirituality of suffering, death, grief, and bereavement in the context of participant's own experience of profound loss. Participants focus on their assumptions, beliefs, and experiences in the context of their own spiritual and healing processes as well as those of other cultures.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to master's degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program pre-requisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services, www.wes.org, or Educational Credential Evaluators, www.ece.org, and be deemed equivalent to accredited U.S. university standards and,
3. A Supplemental Application
4. Two Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability and,
5. A current résumé listing educational background and work experience.

Supplemental Application

On separate pages, please answer each of the following as concisely as possible:

1. Write an autobiography which includes an account of those formal and informal learning experiences which have made the most impact on your life. What are your short-term goals?
2. What do you intend to accomplish during the course of your graduate study? Set forth an interdisciplinary program, based upon your own needs, strengths, and weaknesses which would provide a balance between practical and theoretical work.
3. In what areas of your intended plan of study, as described in question #2, would you need close supervision or advising?
4. Ethics is translated into the Human Development program as social responsibility. The ethic of social responsibility invites students to make a commitment to a greater connectedness and sharing of talents with the community at large. Tell us how you have served your community in the past and what contributions you will make to the community at large in future years.
5. The graduate program which we offer provides a vehicle around which self-directed learners can structure a set of experiences of quality and substance. Please describe a project, writing, curriculum, or patent that you created and developed.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Human Resource Management, M.A.

The human resource professional is a critical, strategic team member in today's quickly changing business environment. In addition to directing the major disciplines within human resource management, this professional must be able to provide leadership for changes within an organization. This leadership involves addressing the social, ethical, environmental, and economic contexts of today's domestic and internationally focused organizations. The Master of Arts in Human Resource Management program prepares graduates for this challenging role through a series of courses designed to provide essential leadership knowledge and skills. In addition, courses in general management principles and skills are required along with elective courses in specific human resource management disciplines. The program's focus is on maximizing individual and team efforts and developing and applying leadership skills within a human resources department and within the organization.

Program Outcomes

Graduates of the Master of Arts in Human Resource Management program are expected to be able to do the following:

1. Analyze the role of human resources in supporting organizational strategy.
2. Develop interdepartmental relationships to further strategic leadership goals.
3. Evaluate human resource programs in key functional areas.
4. Create systems for talent management in partnership with organizational leaders.
5. Collect and interpret data for organizational assessment.
6. Model and teach effective cross-cultural competence.
7. Demonstrate critical thinking skills.
8. Incorporate ethical and legal perspective into all human resource activities.

Program Delivery

The Master of Arts in Human Resource Management program is offered in a face-to-face delivery format or fully online.

Degree Requirements

Required Human Resource Management Courses	18 cr.
Required Management Courses	15 cr.
Required Capstone Course	3 cr.
Elective Courses	3 cr.
Total	39 cr.

Required Human Resource Management Courses: 18 cr.

HRM601 Human Resource Management Strategy (3 cr.)

Prerequisite(s): This course is a prerequisite to all other HRM courses for online version only

This course examines human resource management in the context of business policy and competitive strategy. The core competencies required to become a successful human resource manager are discussed. Topics include an overview of business policy, role of human resource planning, strategic human resource management, initiating organizational change, promoting an ethical perspective and using technology for planning and administering human resource functions.

HRM602 Organizational Measurement and Assessment Issues in Human Resources (3 cr.)

Prerequisite(s): HRM 601

This course examines research design for organizational measurement and assessment. Assessment and evaluation tools are examined for hiring, performance management, career development, retention, and termination processes. An emphasis is on creating and implementing a human resource scorecard using predictive analytics.

HRM604 Developing Human Capital (3 cr.)

Prerequisite(s): HRM601

This course focuses on a concept called human capital, the education, skills levels, and problem-solving abilities that enable an individual to be a productive worker in the global economy. Various models of adult learning are examined to help understand the practice of training and development of continuous improvement.

HRM606 Employment Law (3 cr.)

Prerequisite(s): HRM601

This course examines employment law and its impact on business. It reviews employment law practices and trends, the statutory framework, major court cases, how the law of contract and tort apply to employment situations, and anti-discrimination laws.

HRM613 Total Reward Systems (3 cr.)

Prerequisite(s): HRM601

This course analyzes theories of total reward systems including compensation, benefits, retirement, other rewards, and equity theories. Contemporary issues associated with the design, financing, and legal issues of total reward systems are examined. Public policy and legal/regulatory issues affecting compensation, healthcare, and pensions and their impact for employers and employees are also discussed.

HRM614 Internal Consulting in Human Resources (3 cr.)

Prerequisite(s): HRM601

This course examines the concepts and the application of internal consulting in the human resources function of any organization. It draws from thought leaders in the practice and leverages real world situations. The goal is to equip human resource professionals to be strategic business partners. Also included are conflict resolution, alternative dispute resolution methods, and negotiation skills.

Required Management Courses: 15 cr.

GM623 Academic Research and Writing (3 cr.)

This course focuses on graduate academic writing skills, including voice and style, writing that incorporates source material, ethical use of source material, APA writing guidelines, and revising writing. Students learn to locate and evaluate resources relevant to the research and writing process.

GM643 Multicultural Perspectives (3 cr.)

This course focuses on how diversity of all kinds influences both organizational behavior and client outcomes. The place of culture in society, the marketplace, and the workplace is examined. The importance of cultural competence is explored along with the knowledge and skills needed to work with, manage, and serve diverse groups of workers and clients.

GM660 Financial Management (3 cr.)

This course introduces, discusses and analyzes financial issues facing profit, not-for-profit and governmental organizations in today's domestic and global business environment. The course provides the general manager with an ethical financial manager's perspective through examination of various financial areas including types of organizations; sources of capital; financial statement analysis; asset management; time value of money; international payments and foreign exchange rates; trade theory and policy; and investment in the US and in foreign countries.

GM675 Managerial Ethics and Issues (3 cr.)

This course examines philosophical theories and ethical practices that can be used to resolve organizational dilemmas. The course emphasizes the role of managers to strengthen the ethical culture of the organization. Application of ethical principles and models to deal with complex ethical issues facing domestic and global organizations is studied. Students develop skills in values-based decision making built upon integrity and accountability.

GM680 Leadership and Strategic Management (3 cr.)

This course introduces selected models and practices in the exploration of effective leadership, including understanding one's own leadership style. The course also examines both the theory and application of strategic management tasks, including developing a mission/vision statement, setting objectives, developing and implementing a strategy, and evaluating performance.

Required Capstone Course: 3 cr.

HRM689 Human Resource Management Capstone (3 cr.)

Prerequisite(s): Must be taken in student's final semester

This course focuses on integrating human resource management knowledge, skills, and tools developed in previous courses. It emphasizes critical analysis, synthesis, and evaluation of the theories and application of human resource management. It includes a major research paper and presentation on a human resource management topic of the student's choice.

Elective Courses: 3 cr.

HRM609 Labor Relations (3 cr.)

Prerequisite(s): HRM601

This course provides an in-depth study of the history of collective bargaining including how changes in product and service markets affect the way labor and management relate to each other. State and federal employment laws and their impact on labor-management cooperation are explored. Students trace how collective bargaining has adapted to economic, social, political, technical, and sector specific needs. Various dispute resolution mechanisms and bargaining strategies are examined.

HRM611 Managing International Human Resources Practices (3 cr.)

Prerequisite(s): HRM601 This course examines the interplay of various factors associated with evaluating managers, employees, and customers from a different culture. Students explore the varied components of expatriate recruitment, selection, orientation, and training strategies. International labor standards and public policy issues associated with trade agreements are explored to determine their impact on organizational strategy.

GM600 Management Principles (3 cr.)

This course provides an overview of key organizational and behavioral concepts, which underlie effective management practice in private and public sector organizations around the world. Comparative management systems are examined. Special attention is given to defining and interpreting cross-cultural differences and influences. The course gives attention to the external and internal forces that influence organizational structure, behavior, and change.

GM605 Creative Problem Solving and Critical Thinking (3 cr.)

This course gives students the opportunity to learn and practice higher level thinking skills such as curiosity and imagination, divergent thinking, idea generation, creative problem solving, evaluation, synthesis, critical thinking, and analysis. Students develop strategies to search for challenges, identify problems, produce creative ideas, research solutions, design innovative applications, and build a case for the solution.

GM630 Quantitative Methods (3 cr.)

This course focuses on statistical analysis of data for professional applications or research with an emphasis on quantitative methodologies. The course covers populations, sample selection, and descriptive and inferential statistics. Significance, Chi Square, correlations, analysis of variance and simple regression, and concepts of reliability, validity and levels of measurement are addressed.

MBA610 Organizations and Human Behavior (3 cr.)

This course examines human behavior and social relationships in the workplace setting from a domestic and intercultural perspective. The theories, history, and practice of promoting effective individual and group behavior in organizations across cultures are covered. Topics include groups and teams, multicultural teams, power and influence, trust, gender and equality, the impact of culture on work behavior, and creating cultural synergy in a multicultural work environment.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to master's degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit the following:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel, and
2. Official transcripts issued to Saint Mary's University of Minnesota from all institutions posting the applicant's completed bachelor's degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.) and,
3. A reflective essay which includes the following:
 - a. brief description of the applicant's background, training, and experience; and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program; and
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities; and
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability; and
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Information Technology Management, M.S.

The Master of Science in Information Technology Management program is designed for technology-oriented professionals who aspire to technical leadership roles within public or private organizations. The curriculum blends the study of strategic planning, team building, and managerial ethics with a hands-on examination of emerging technology, IT-oriented quantitative methods, and technology portfolio management techniques. Upon completion of the degree program, students possess the skills and knowledge necessary to manage the technical infrastructure supporting an ongoing enterprise.

Program Outcomes

Graduates of the Master of Science in Information Technology Management program are expected to be able to do the following:

1. Assess technology trends that can contribute to organizational success.
2. Integrate technology plans with business strategy.
3. Communicate credibly and persuasively with colleagues, end-users, and corporate leadership.
4. Influence ethical decision-making at the managerial level.
5. Manage the complexity of a technology portfolio.
6. Use quantitative techniques to develop, support, and evaluate the full range of IT projects.
7. Manage technology teams to achieve established goals.
8. Develop hands-on familiarity with leading edge technology.

Degree Requirements

Required ITM Core	18 cr.
Management Core	12 cr.
Elective Courses	9 cr.
Required Capstone Course	3 cr.
Total	42 cr.

Note: These degree requirements are for the new students entering the program after October 22, 2012. Current students are asked to check with the program director about their degree requirements.

Core Courses: 30 cr.

Required Core: 18 cr.

ITM600 ITM Orientation (0 cr.)

This orientation examines the state of the information technology industry from global, national, and local perspectives; reviews the current job market for information technology professionals; and presents a thorough overview of the MS Information Technology Management curriculum offered at Saint Mary's University of Minnesota.

ITM605 Business Intelligence for IT Professionals (3 cr.)

This course examines the role of business intelligence in an IT organization with an emphasis on identifying IT key performance indicators, analyzing data, and presenting results. Analytics and other quantitative methods such as predictive modeling are utilized to discover non-intuitive trends in data in an effort to anticipate business opportunity.

ITM606 Business Driven Information Technology (3 cr.)

This course examines the relationship between information technology (IT) and business processes and the importance of aligning business information systems with business strategy. Topics of discussion include the modern IT-driven business value chain, business process improvement (BPI), and the role of IT in organizational change and business transformation.

ITM607 Enterprise Architecture for Managers (3 cr.)

Prerequisite(s): ITM606

This course introduces the foundational concepts underlying enterprise architecture and discusses the value that enterprise architecture brings to an organization. The fundamentals of planning enterprise architecture initiatives, modeling the different layers of the enterprise, and building and maintaining a results-oriented architecture are examined.

ITM608 Technology Portfolio Management (3 cr.)

Prerequisite(s): ITM607

This course introduces the notion of an end-to-end value chain of information technology investments, from initial idea inception through budgeting, prioritization, delivery, management, optimization, and retirement. The tools and techniques for managing this portfolio are identified and evaluated.

ITM609 Strategic Planning for Technologists (3 cr.)

This course provides an overview of the strategic planning process, from the basics of strategy formulation to the implementation of technology strategies.

ITM631 Enterprise Security for Managers (3 cr.)

This course is a comprehensive overview of information security and the technology that supports it. Topics include the legal issues related to enterprise security, policy development, and the return on investment expected from security services in relation to the overall corporate risk assessment process.

Management Core: 12 cr.

ITM615 Managing Technology Teams (3 cr.)

This course examines the best practices for recruiting and retaining a talented staff, defining and applying measurable performance metrics, and delegating effectively. The use of efficient time management methods, leveraging different personality types, and results-oriented motivational techniques are studied.

ITM643 Technology Leadership and Communication Approaches (3 cr.)

In this course, leadership theory is applied to technology scenarios. Adaptive and ethical leadership principles are introduced. In addition, teambuilding, collaboration, interpersonal, and written communication strategies are emphasized.

GM675 Managerial Ethics and Issues (3 cr.)

This course examines philosophical theories and ethical practices that can be used to resolve organizational dilemmas. The course emphasizes the role of managers to strengthen the ethical culture of the organization. Application of ethical principles and models to deal with complex ethical issues facing domestic and global organizations is studied. Students develop skills in values-based decision making built upon integrity and accountability.

PRM611 Technical Communication (3 cr.)

This course strengthens and deepens communication skills for technical professionals. Organization of information for multiple audiences and purposes is engaged for project managers and technologists. Students work hands-on with technological tools to document and present project outcomes. Professionalism in both oral and written communication is expected.

Elective Courses 9 cr.

ITM614 Technology and Social Change (1 cr.)

This course examines the synergistic relationship between technology and society. Topics of discussion include technology as a catalyst for political change, the ethical mesh that shapes technology and society, narrowing the so-called digital divide, and the convergence of technology with human physiology and psychology.

ITM632 Mobile Technology Management Strategies for the Enterprise (3 cr.)

This course surveys the best practices for deploying mobile technology throughout an organization, and evaluating the technology's success. Topics include mitigating security risks, achieving productivity improvements, effective employee training, and overcoming common technical challenges.

ITM633 Managing the Corporate Cloud (3 cr.)

This course provides an overview of the principles, methods, and technologies of cloud computing. Topics include cloud computing architecture, standards, implementation strategies, and the challenges associated with migrating to a cloud computing environment.

ITM634 Leveraging Open Source Technologies (3 cr.)

This course examines the business and technical value propositions offered by free or inexpensive Open Source software technologies. Topics include GPL software licenses, popular product offerings, and the concept of Web 2.0 – the interactive Internet. Students learn how to evaluate Open Source products, how to contribute to and leverage general public projects, and deploy interactive Internet technologies.

ITM635 Emerging Technology Seminar (3 cr.)

Prerequisite(s): ITM607, ITM631, GM675 and one of the following: ITM632, ITM633 OR ITM634

This course examines a timely technical topic and provides the student access to the relevant authoritative speakers and emerging technology.

PRM650 Project Management for IT Professionals (3 cr.)

This course examines the project management framework through the eyes of the IT Professional using case studies and scenario based learning. Topics include the PMI defined project management knowledge areas, project life cycles, and implementation within varying organizational designs.

Required Capstone Course 3 cr.

ITM689 ITM Capstone (3 cr.)

Prerequisite(s): At least 36 program credits completed

This course provides an opportunity for the student to integrate knowledge gained throughout their degree program via a project completed in sponsorship with student's employer or Saint Mary's University. The project focuses on a business problem that requires a technological solution. The solution is researched, planned, and implemented by the student with the recommended implementation strategy presented in a format appropriate for delivery to the top management of the company or organization.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants can apply for admission to master degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework.

Applicants for the M.S. in Information Technology Management must also provide evidence of at least ONE of the following:

- Undergraduate degree in technology-related program: telecommunications, information science, computer science, information technology, or similar degree.
- At least three years of qualifying work experience in a business environment where technology was/is a core component of the product or service being offered.

Application Process

Applicants must submit the following:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel, and
2. Official transcripts issued to Saint Mary's University of Minnesota from all institutions posting the applicant's completed bachelor's degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.) and,
3. A reflective essay which includes the following:
 - a. brief description of the applicant's background, training, and experience; and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program; and
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities; and
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability; and
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Instruction, M.A.

The Master of Arts in Instruction program on the Twin Cities and Winona campus is tailored to serve students who have completed a bachelor's degree with little or no previous coursework in education, and who wish to obtain a teaching license in Elementary Education (K-6) with an Early Adolescence (5-8) Specialty or Early Adolescence/Young Adult (5-12). The program is designed for both the recent graduate with a bachelor's degree who subsequently decides to pursue a teaching career, or for the person who may wish to make a career change and enter the teaching profession.

The program is based on the standards required by the Minnesota Board of Teaching. All standards and requirements must be satisfactorily completed prior to recommendation to the state for licensure.

Program Outcomes

Consistent with the mission of Saint Mary's University of Minnesota, the Minnesota Standards of Effective Practice, and the educational outcomes for the School of Graduate and Professional Programs, the Master of Arts in Instruction program expects its graduates to be able to do the following:

1. Create learning experiences that make the central concepts, tools of inquiry, and structures of the disciplines taught meaningful for students.
2. Provide learning opportunities that support a student's intellectual, social, and personal development.
3. Create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.
4. Encourage student development of critical thinking, problem-solving, and performance skills through the use of a variety of instructional strategies.
5. Create learning environments that encourage positive social interaction, active engagement in learning, and self motivation.
6. Foster active inquiry, collaboration, and supportive interaction in the classroom through the use of effective verbal, nonverbal, and media communication techniques.
7. Plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. To evaluate and ensure the continuous intellectual, social, and physical development of the student through the use of formal and informal assessment strategies.
9. Reflect on and evaluate the effects of personal choices and actions on others, including students, parents, and other professionals in the learning community, and actively seek out opportunities for professional growth.
10. Communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and wellbeing.

Program Structure

Students will be asked to demonstrate preparation in a specialty, or content area, which is determined by undergraduate coursework. Specialty areas include Communication Arts and Literature,

Mathematics, Social Studies, Science (Life, Physical), Music, or World Languages and Cultures (Spanish or French).

All students will be required to present evidence of successfully completing content area courses that fulfill the state requirements for content area competence. Documentation may include syllabi, course descriptions or other evidence that can detail the student's competence. Content courses completed with a grade of C or above may be submitted as evidence of competence. Students will be required to retake coursework completed with a grade of CD (C-) or lower. Prerequisites must be completed and documented (by submitting an official transcript) before placement for student teaching.

The program director, in consultation with content faculty, will complete a transcript analysis during the application process to determine whether content area coursework is needed. Preferably the student will have completed the content area coursework as an undergraduate. However, students may complete them while enrolled in the master's program.

Prerequisites

Licensure in Elementary Education (K-6) with an Early Adolescence (5-8) Specialty:

- The American Experience
- Mathematical Concepts I: Systems
- Mathematical Concepts II: Geometry
- Botany & Zoology II
- Earth and the Solar System
- Foundations of Physics
- American National Government

Licensure in Early Adolescence (5-8) and Young Adult (7-12):

Coursework in the content specialty area as required.

Degree Requirements

K-8 Licensure and Degree Requirements

Required K-8 Licensure Courses: 37 cr.

EDUC500 Orientation Session (0 cr.)

This orientation session provides an introduction to the outcomes for the Master of Arts in Instruction program. As reflected in the Lasallian philosophy, self-evaluation leads to setting personal goals and the establishment of a plan for lifelong learning. The initial expectations for academic writing, APA style, and portfolio development are presented.

EDUC510 Educational Measurement and Assessment: K-8 (2 cr.)

Prerequisite(s): EDUC515

This course focuses on how to apply measurement theory to classroom evaluation. Analysis, administration, and interpretation of standardized assessment instruments, performance assessments using the Minnesota Graduation Standards model, teacher-constructed assessment tools, and evaluation and grading are examined.

EDUC515 Foundations of Education (2 cr.)

This course examines the historical, philosophical, and sociological foundations of education, including such topics as schooling in a changing pluralistic society, human relations and the discrimination issues in education, legal and political forces which impact American education, and the teacher's professional roles and responsibilities; and 2) educational psychology, including (a) child and adolescent cognitive, social/emotional, and moral development; (b) psychology of exceptional children, federal and state laws and policies regarding assessment, free appropriate public education and inclusion of students with disabilities; and (c) motivation, learning theories, classroom management, and principles of effective teaching.

EDUC517 Learning, Development, and Exceptionality (3 cr.)

Prerequisite(s): EDUC515

Students learn and apply the principles of educational psychology, including (a) child and adolescent cognitive, social/emotional, and moral development; (b) motivation, learning theories, classroom management and principles of effective teaching; and (c) psychology of exceptional children, including knowledge of exceptional educational need areas as defined by Minnesota, Wisconsin and federal law, the major characteristics of the disability areas in order to recognize their existence in children, and knowledge of various alternatives for providing the least restrictive environment for children with exceptional educational needs.

EDUC520 Reading, Language Arts, and Children's Literature Methods: K-8 (4 cr.)

Prerequisite(s): EDUC515

Students participate in constructivist learning experiences to master the knowledge, dispositions, and skills needed to teach literacy from kindergarten through middle school. National and state standards and curriculum guides are used to develop appropriate teaching plans for primary, intermediate, and middle school students. Students master lesson planning and performance assessments using the Minnesota literacy content standards. Field experiences augment classroom readings, discussion and activities of developmental stages of listening, speaking, reading, and writing in children.

EDUC521 Science Methods: K-8 (2 cr.)

Prerequisite(s): EDUC515

This course is designed to help pre-service teachers develop knowledge, methods, and evaluative tools to become competent in teaching science in kindergarten through eighth grade. Students learn how to plan science programs, to choose from a range of effective teaching techniques, and to evaluate student learning using the Minnesota performance assessment model (Science content standards for primary, intermediate, and middle school).

EDUC522 Mathematics Methods: K-8 (2 cr.)

Prerequisite(s): EDUC515

This course covers the instructional methods which enable students to learn the math concepts and skills taught in childhood and early adolescence settings. National and state standards are studied in relation to math instruction in kindergarten through eighth grade. Students also learn to prepare lesson plans and performance assessments using the Minnesota math content standards for primary, intermediate, and middle school.

EDUC523 Artistic Expression Methods: K-8 (2 cr.)

Prerequisite(s): EDUC 515

This course emphasizes the integration of art and music into various curriculum areas to meet the needs of diverse learners in elementary and middle school.

EDUC524 PE and Health Methods: K-8 (1 cr.)

Prerequisite(s): EDUC515

This course presents learning activities and methodologies for teaching children and early adolescents health, physical education, and outdoor education.

EDUC528 Social Studies Methods: K-8 (2 cr.)

Prerequisite(s): EDUC515

This course is designed to help the student develop the skills to teach social studies from kindergarten through eighth grade, and to evaluate student learning. An emphasis is placed on developmentally appropriate practices and addressing diverse needs of learners at primary, intermediate, and middle school levels using the Minnesota social studies standards for curriculum planning.

EDUC533 Technology in the Classroom: K-8 (2 cr.)

Prerequisite(s): EDUC515

This course covers an introduction on how to facilitate technology-based learning. Major topics include 1) information literacy, including criteria for web-based research; 2) discipline-specific software and technology; 3) presentation systems (appropriate PowerPoint usage, using electronic microscope and other digital media); 4) assessment and grading tools; 5) educational uses of wikis, blogs and podcasts; 6) storyboarding applications in education; 7) using technology to support learner assessment, diagnostic analysis, and support data analysis; 8) developing habits of effective monitoring of technology; and 9) using technology in an ethical manner.

EDUC550 Middle Level Education (2 cr.)

Prerequisite(s): EDUC515, EDUC520

This course focuses on the philosophy, organizational structure, and teaching methods central to middle level education. Particular emphasis is placed upon interdisciplinary planning, team teaching, student advising, and cooperative and exploratory learning. An emphasis is placed on developmentally appropriate practices and addressing needs of diverse learners.

EDUC551 Adolescent Literature (1 cr.)

This course is designed to familiarize communication arts teachers with major genres, authors, and award winning books for middle and high school students. Methods for use of adolescent literature in the classroom are featured, along with critical literary terms and applications.

EDUC554 Clinical Practicum (0 cr.)

Students work under a cooperating teacher in an area school for a significant field experience. Translation of learning theory to classroom practice and preparation for student teaching are featured.

EDUC555 Student Teaching: Elementary Education (K-6) with (6 cr.)

While working closely with a cooperating teacher, the student gradually becomes fully responsible for planning, organizing, and teaching lessons, maintaining a conducive learning environment, and implementing school routines and practices. Students student-teach for a minimum of 15 weeks in the Twin Cities vicinity.

EDUC565 Human Relations, Cultural Diversity, and American Indian Culture (2 cr.)

This course is designed to sensitize students to issues which can cause discriminatory and prejudicial behaviors in students, teachers, administrators, parents, and members of the community at large. Emphasis is placed on developing the skills and dispositions of an inclusive, multicultural teacher in today's diverse classrooms. A particular focus is placed on Minnesota Indian cultures.

EDUC570 Professional Capstone/Portfolio (2 cr.)

Prerequisite(s): All other licensing coursework

The course is designed to assist students in integrating their professional identity along program-based dimensions of theory and practice. Candidates complete a professional portfolio that addresses their mastery of the Standards of Effective Practice and outlines plans for professional development.

EDUC585 Advanced Literacy Methods for Diverse Learners (3 cr.)

Prerequisite(s): EDUC515, EDUC520 This course focuses on the concepts and skills needed to teach kindergarten through eighth grade children who differ in how they acquire literacy because of learning, attention, language, and cultural differences.

K-8 Licensure Total: 37 cr. (38 cr. for Communication Arts)

Required Additional Courses for Master of Arts Degree: 9 cr.

EDUC580 Critical Issues in Education (3 cr.)

This course varies in content according to timeliness of issues, instructors' fields of expertise, and the educational interests of the students enrolled. This course cultivates teacher leadership, integrating both educational goals and responsiveness to community issues.

EDUC590 Introduction to Educational Research (2 cr.)

This course introduces the student to the fundamentals of designing and conducting educational research. Each student conducts a literature review on a research topic of special interest, and designs an action research proposal.

EDUC595 Philosophy of Education (3 cr.)

This course is designed to engage the student in intensive study of the ideas prominent educational philosophers in relation to critical issues in contemporary education. Students present and defend a personal philosophy of education that reflects their beliefs relevant to philosophical writings and current issues.

EDUC599 Research Project and Presentation (1 cr.)

Prerequisite(s): EDUC560, EDUC570

The Research Project is the culminating activity leading to the M.A. in Instruction degree, and is graded on a pass/fail basis. Students are expected to present and defend their research.

Master of Arts Degree and K-8 Licensure: Total 46 cr. (47 cr. for Communication Arts)

5-12 Licensure and Degree Requirements

Required 5-12 Licensure Courses: 28 cr.

EDUC500 Orientation Session (0 cr.)

This orientation session provides an introduction to the outcomes for the Master of Arts in Instruction program. As reflected in the Lasallian philosophy, self-evaluation leads to setting personal goals and the establishment of a plan for lifelong learning. The initial expectations for academic writing, APA style, and portfolio development are presented.

EDUC511 Educational Measurement and Assessment: 5-12 (2 cr.)

Prerequisite(s): EDUC515

This course focuses on how to apply measurement theory to classroom evaluation. Analysis, administration and interpretation of standardized assessment instruments, performance assessments using the Minnesota Graduation Standards model, teacher-constructed assessment tools, and evaluation and grading are examined.

EDUC515 Foundations of Education (2 cr.)

This course examines the historical, philosophical, and sociological foundations of education, including such topics as schooling in a changing pluralistic society, human relations and the discrimination issues in education, legal and political forces which impact American education, and the teacher's professional roles and responsibilities; and 2) educational psychology, including (a) child and adolescent cognitive, social/emotional, and moral development; (b) psychology of exceptional children, federal and state laws and policies regarding assessment, free appropriate public education and inclusion of students with disabilities; and (c) motivation, learning theories, classroom management, and principles of effective teaching.

EDUC517 Learning, Development, and Exceptionality (3 cr.)

Prerequisite(s): EDUC515

Students learn and apply the principles of educational psychology, including (a) child and adolescent cognitive, social/emotional, and moral development; (b) motivation, learning theories, classroom management and principles of effective teaching; and (c) psychology of exceptional children, including knowledge of exceptional educational need areas as defined by Minnesota, Wisconsin and federal law, the major characteristics of the disability areas in order to recognize their existence in children, and knowledge of various alternatives for providing the least restrictive environment for children with exceptional educational needs.

EDUC525 Curriculum and Instruction: Grades 5-12 (4 cr.)

Prerequisite(s): EDUC 515

Middle and secondary school philosophy, classroom management, motivation, and student developmental differences are examined. An emphasis is placed on unit development, daily lesson planning, interdisciplinary planning, teaming, cooperative learning, exploratory learning and a variety of teaching strategies appropriate for grades 5-12.

EDUC530 Reading and Writing in the Content Areas (2 cr.)

Prerequisite(s): EDUC515

This course focuses on how to assess reading and written language skills of middle and high school students, the cognitive and skill levels required by various content-area materials and written tests, use of alternative testing strategies, and instructional strategies for developing strategic readers and competent writers in all content areas. Adaptation of course materials, teaching strategies, and testing for students with exceptional educational needs are featured.

EDUC534 Technology in the Classroom: 5-12 (2 cr.)

This course provides an introduction to technology-based learning. Major topics include 1) information literacy, i.e., criteria for web-based research; 2) discipline-specific software and technology; 3) presentation systems (Hyperstudio, projection microscopes, PowerPoint); and 4) assessment and grading tools.

EDUC540-548 Special Methods (students take course corresponding to specialty area)**EDUC540 Special Methods: Social Studies (2 cr.)**

Prerequisite(s): EDUC515, EDUC525

This course addresses curriculum, skills, and knowledge needed to teach social studies in grades 5-12. Topics include Minnesota Social Studies content standards for middle and high school, lesson and unit planning, and evaluation procedures.

EDUC542 Special Methods: Music (2 cr.)

Prerequisite(s): EDUC515, EDUC525

The purpose of this course is to introduce methods for teaching music in middle and high school. Topics include devising teaching strategy and materials appropriate to vocal or instrumental music, and exploring philosophical and theoretical approaches for use in the classroom.

EDUC543 Special Methods: World Languages and Cultures (2 cr.)

Prerequisite(s): EDUC515, EDUC525

The purpose of this course is to introduce methods for teaching world languages in grades K-12. Topics include lesson and unit planning, the Minnesota Graduation Rule and national standards, questioning skills, and effective teaching strategies.

EDUC544 Special Methods: Communication Arts & Literature (2 cr.)

Prerequisite(s): EDUC515, EDUC525

The purpose of this course is to introduce methods for teaching communication arts and literature in middle and high school. Topics include lesson and unit planning, the Minnesota content standards, national standards, and questioning skills.

EDUC545 Special Methods: Mathematics (2 cr.)

Prerequisite(s): EDUC515, EDUC525

The purpose of this course is to introduce methods for teaching mathematics. Topics include lesson and unit planning, the Minnesota Graduation Rule and national standards, classroom management, and effective teaching strategies.

EDUC546 Special Methods: Physical Science (2 cr.)

Prerequisite(s): EDUC515, EDUC525

The purpose of this course is to introduce methods for teaching the physical sciences. Topics include lesson and unit planning, the Minnesota Graduation Rule, national standards, questioning skills, discrepant events in science and demonstrations supporting them, and science classroom safety. Classroom management, effective teaching strategies, and utilization of technology to enhance instruction are also stressed.

EDUC547 Special Methods: Life Science (2 cr.)

Prerequisite(s): EDUC515, EDUC525

The purpose of this course is to introduce methods for teaching the life sciences. Topics include lesson and unit planning, the Minnesota Graduation Rule, national standards, questioning skills, discrepant events in science and demonstrations supporting them, and science classroom safety. Classroom management, effective teaching strategies, and utilization of technology to enhance instruction are also stressed.

EDUC548 Special Methods: Art Education (2 cr.)

Prerequisite(s): EDUC515, EDUC525

This course combines a knowledge of philosophical and instructional trends in visual art with an understanding of pedagogy and professional development for teachers of visual art. The course focuses on identification, development, and implementation of a standards-based, sequential art curriculum for elementary, middle, and high school students.

EDUC551 Adolescent Literature (1 cr.)

This course is designed to familiarize communication arts teachers with major genres, authors, and award winning books for middle and high school students. Methods for use of adolescent literature in the classroom are featured, along with critical literary terms and applications.

EDUC554 Clinical Practicum (0 cr.)

Students work under a cooperating teacher in an area school for a significant field experience. Translation of learning theory to classroom practice and preparation for student teaching are featured.

EDUC558 Students with Special Needs (1 cr.)

Prerequisite(s): EDUC515

This course focuses on understanding and providing differentiated instruction in grades 5-12 for students with learning disabilities, attention deficit disorder, special gifts and talents, Asperger's syndrome, traumatic brain injury, and/or other emotional/behavioral disabilities.

EDUC560 Student Teaching: Early Adolescence/Young Adult 5-12 (6 cr.)

Prerequisite(s): All other licensing coursework

While working closely with a cooperating teacher, the student gradually becomes fully responsible for planning, organizing, and teaching lessons, maintaining a conducive learning environment, and implementing school routines and practices. Students student-teach for a minimum of 15 weeks in the Twin Cities vicinity.

EDUC565 Human Relations, Cultural Diversity, and American Indian Culture (2 cr.)

This course is designed to sensitize students to issues which can cause discriminatory and prejudicial behaviors in students, teachers, administrators, parents, and members of the community at large. Emphasis is placed on developing the skills and dispositions of an inclusive, multicultural teacher in today's diverse classrooms. A particular focus is placed on Minnesota Indian cultures.

EDUC570 Professional Capstone/Portfolio (2 cr.)

Prerequisite(s): All other licensing coursework

The course is designed to assist students in integrating their professional identity along program-based dimensions of theory and practice. Candidates complete a professional portfolio that addresses their mastery of the Standards of Effective Practice and outlines plans for professional development.

5-12 Licensure Total 28 cr. (29 cr. for Communication Arts)

Required Additional Courses for Master of Arts Degree: 9 cr.

EDUC580 Critical Issues in Education (3 cr.)

This course varies in content according to timeliness of issues, instructors' fields of expertise, and the educational interests of the students enrolled. This course cultivates teacher leadership, integrating both educational goals and responsiveness to community issues.

EDUC590 Introduction to Educational Research (2 cr.)

This course introduces the student to the fundamentals of designing and conducting educational research. Each student conducts a literature review on a research topic of special interest, and designs an action research proposal.

EDUC595 Philosophy of Education (3 cr.)

This course is designed to engage the student in intensive study of the ideas prominent educational philosophers in relation to critical issues in contemporary education. Students present and defend a personal philosophy of education that reflects their beliefs relevant to philosophical writings and current issues.

EDUC599 Research Project and Presentation (1 cr.)

Prerequisite(s): EDUC560, EDUC570 The Research Project is the culminating activity leading to the M.A. in Instruction degree, and is graded on a pass/fail basis. Students are expected to present and defend their research.

Master of Arts Degree and 5-12 Licensure Total 37 cr. (38 cr. for Communication Arts)

Program Delivery

The program on the Twin Cities campus is delivered on evenings and weekends. The program on the Winona campus is delivered full-time during the day. Students are expected to spend significant time in K-12 schools in conjunction with their coursework.

Field Experience and Student Teaching

Experience applying theoretical concepts in real life settings is crucial to a teacher's development as a professional. Saint Mary's categorizes these experiences in two blocks: Field experiences and student teaching. This overarching framework provides for greater exposure to the developmental spectrum of students in the student's licensure category (K-8, 5-12, or K-12).

Student teaching is a semester-long, full-time experience in a K-12 school under the guidance of a supervisor from Saint Mary's University and a cooperating teacher licensed by the State of Minnesota. Students must attain a 3.0 GPA in their coursework in order to student teach.

Portfolio Development

Students are required to develop and maintain a professional portfolio that demonstrates mastery of the Saint Mary's University Standards of Effective Practice. In each course students will receive guidance in building portfolio evidence for mastery of course-relevant Standards of Effective Practice. Students who do not meet mastery of course-specific standards must submit evidence of mastery to the Graduate Student Performance Assessment Committee (SPAC) before beginning student teaching. Mastery of standards associated with student teaching must be submitted to the SPAC before licensure recommendation will be made. Failure to meet standards may result in an intervention plan or removal from the program.

State Required Testing

Three tests are required by the state for teacher licensure. Students must successfully complete all three tests in order to be recommended for licensure.

The Pre-Professional Skills Test (PPST) includes three sections; reading, mathematics and writing. The Principles of Learning and Teaching (PLT) is offered at the levels of K-6, 5-9, and 7-12. Students must take one of the tests within the level of their license. A content area test is also required. Elementary licensure candidates must take the elementary content test. All secondary students must take the test within their specialty area. All tests are developed by Educational Testing Service (ETS) and passing scores are determined by the State of Minnesota. More information on testing can be found on the ETS website (www.ets.org/praxis), the Minnesota Department of Education website (www.education.state.mn.us), or from program staff.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to master degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must complete an interview with a program administrator and must complete a spontaneous writing proficiency exam.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program pre- requisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services, www.wes.org, or Educational Credential Evaluators, www.ece.org, and be deemed equivalent to accredited U.S. university standards.) and,
3. A reflective essay which includes:
 - a. brief description of the applicant's background, training, and experience
 - b. a statement indicating desired licensure and/ or content area; the career goals of the applicant and his or her reasons for seeking admission to the program
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities
 - d. personal information the applicant wishes to share, and
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability, and
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

International Business, M.A.

The Master of Arts in International Business (MIB) is designed to prepare graduates for international careers in domestic or foreign corporations and for conducting business internationally. The program provides students the opportunity to develop the tools and skills to be successful in the global marketplace. Special emphasis is placed on cultural awareness and field experiences. To that end, courses in global religions, leadership and decision-making, ethics, entrepreneurship, and others have been developed for the program. Practical experiences through field studies, corporate visits, independent study, and numerous class projects are an integral part of the program.

Program Outcomes

Graduates of the Master of Arts in International Business program are expected to be able to do the following:

1. Analyze and apply principles and skills of economics, finance, marketing, and management to contexts and environments of international business.
2. Analyze the geopolitical, social, cultural, and religious contexts and environments of international business and apply appropriate principles.
3. Analyze and apply legal and ethical principles to contexts and environments of international business and understand implications of actions.
4. Design effective international business strategies.
5. Communicate effectively in a variety of modes.
6. Demonstrate critical thinking skills.
7. Work effectively with diverse populations by demonstrating cultural competence and cultural awareness.
8. Continue lifelong learning.

Degree Requirements

Required International Business Courses	25 cr.
Required Management Courses	9 cr.
Required Synthesis Activities	7 cr.
Total	41 cr.

Required International Business Courses: 25 cr.

MIB510 International Business Environments (3 cr.)

This course introduces the fundamentals of international business and development and analyzes the global environments in which these interconnected pursuits are conducted. It explores the history, evolving definitions, theories, management, and synergies of global business and international development. The course also explores tools of information, policy, and sustainability. An overview of legal, ethical, and

cultural competency issues in both international business and development is provided.

MIB519 Global Religions and Belief Systems (3 cr.)

This course examines beliefs and practices of religious traditions around the world and their effect on culture, geopolitics, and business. Students examine and analyze the major religions of the world—Islam, Christianity, Judaism, Taoism, Buddhism, Hinduism, and Confucianism—their differences, similarities, and how practice of these religions impacts today's world.

MIB520 Accounting for Global Decision Making (3 cr.)

This course examines the evolving nature of managerial accounting practice in a rapidly changing global environment. Special consideration is given to unique problems faced by international business concerns with respect to developing and utilizing effective managerial accounting and reporting systems. The latest theoretical and technical innovations in accounting and reporting from around the world are examined.

MIB525 International Economics and Finance (3 cr.)

This course provides a comprehensive overview of the international economic and financial systems impacting global business today. Topics in international economics include the foundation of modern trade theory, impact of tariff and non-tariff barriers, labor and capital mobility, trading blocks, and protectionism. Topics in international finance include balance of payments, foreign exchange systems, exchange-rate determination, managing currencies, international banking, and the international monetary system. This course analyzes the theories and models which apply to an economy's global trade and monetary relationships.

MIB530 International Marketing (3 cr.)

This course examines the various political, legal, economic, and cultural systems and their effect on global marketing of products and services by focusing on product, pricing, promotion, and distribution decisions. The development of critical thinking and problem-solving skills through the application of international marketing theories/practices to various business scenarios help students gain an understanding of the issues and the practice of managing international marketing activities. Major marketing principles and strategies are explored as they apply to the global marketplace.

MIB532 Entrepreneurship (1 cr.)

This course examines characteristics of contemporary entrepreneurship domestically and globally. Critical factors in the entrepreneurial business process, such as identifying new opportunities, financing a new venture, development and evaluation of a business plan from a strategic perspective, and utilizing alternative forms for establishing a business, are explored.

MIB535 International Business Law (3 cr.)

This course utilizes a managerial approach to understanding important legal and regulatory issues confronting the international business and its transactions. It examines the making of international law, dispute resolution, and jurisdiction. In particular, this course examines the major intergovernmental organizations and regional agreements that regulate and promote international business. In addition, the interrelationships between different legal systems and the resulting effect on individuals and organizations are examined from a comparative and multicultural perspective.

MIB545 International Political Economy (3 cr.)

This course identifies the international political and economic elements shaping the intersection of global business and international development, including domestic economies; regional economic integration; demographic trends; and social, cultural, religious, ethnic and related tensions. The course also identifies political forces affecting the economic choices of states, non-state actors, enterprises, and individuals involved in international trade, investment, monetary, and development affairs.

MIB565 Cultural Awareness (3 cr.)

This course examines the role culture plays in business and its influence on the domestic and global marketplace. Intercultural competence is defined and explored in terms of factors that either impede or facilitate effective business and interpersonal relationships. Methods to identify and resolve cultural biases in international business relationships are discussed. The importance of intercultural competence is explored along with the knowledge and skills needed to work with, manage and serve diverse groups and individuals. The multicultural skills and dispositions of cultural awareness as it applies to conducting business across historical, cultural, religious, and geopolitical borders are developed.

Required Management Courses: 9 cr.

GM600 Management Principles (3 cr.)

This course provides an overview of key organizational and behavioral concepts, which underlie effective management practice in private and public sector organizations around the world. Comparative management systems are examined. Special attention is given to defining and interpreting cross-cultural differences and influences. The course gives attention to the external and internal forces that influence organizational structure, behavior, and change.

GM623 Academic Research and Writing (3 cr.)

This course focuses on graduate academic writing skills, including voice and style, writing that incorporates source material, ethical use of source material, APA writing guidelines, and revising writing. Students learn to locate and evaluate resources relevant to the research and writing process.

GM675 Managerial Ethics and Issues (3 cr.)

This course examines philosophical theories and ethical practices that can be used to resolve organizational dilemmas. The course emphasizes the role of managers to strengthen the ethical culture of the organization. Application of ethical principles and models to deal with complex ethical issues facing domestic and global organizations is studied. Students develop skills in values-based decision making built upon integrity and accountability.

Required Synthesis Activities: 7 cr.

MIB570 International Field Study (4 cr.)

This course provides students with an opportunity for an in-depth analysis and observation of the peoples, religions, culture, and international business in countries outside of the United States. It includes tours, trade shows, meetings with government officials, cultural events, and seminars with local experts in which students take an active part. Special emphasis is placed on history, cultural awareness, the role international organizations play in international business and the effects of globalization worldwide. The focus of this course is to apply academic work to analyze international business issues and to increase travel and cultural competence. The course requires students to analyze and assess international business practices in light of historical, religious, cultural, and geopolitical considerations that impact the particular country or region of study.

MIB575 International Business Strategy Capstone (3 cr.)

This course emphasizes the integration of academic and field experiences through the use of skills and tools developed in previous courses. This course focuses on formulating, implementing, and evaluating effective international business strategies for conducting business in a global marketplace by emphasizing critical analysis, synthesis, and evaluation of international business theory and application. Special emphasis is given to application of international business concepts and techniques and their integration into the strategic planning process.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to master's degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.) and,
3. A personal statement which includes:
 - a. brief description of the applicant's background, training, and experience and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program and,
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability.
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

International Development, M.A.

A Master of Arts in International Development is an experiential program which prepares its graduates with knowledge and practical skills to work with, through, and alongside domestic and international organizations to apply innovative solutions to improving human and social conditions. International development acts at the nexus of civil society, the market, and government through global and local applications. Sustainable responses to societal challenges lie at the intersection of business entrepreneurship and social change, resulting in formative systematic change.

Program Outcomes

Graduates of the Master of Arts in International Development Program are expected to be able to do the following:

1. Integrate knowledge and modes of thinking from multiple disciplines to articulate problems and create sustainable solutions in the international environment.
2. Develop theoretical knowledge pertaining to international problems or themes.
3. Use ethical, culturally inclusive, and sustainable approaches to problem solving.
4. Engage resources, stakeholders, and organizations in addressing barriers to sustainable development.
5. Lead, communicate, and think critically and entrepreneurially within an intercultural context.
6. Analyze and utilize the flow of information from evolving media.
7. Embrace both ambiguity and ethics in global problem solving.

Degree Requirements

Foundation Courses	12 cr.
Required Core	15 cr.
Management Course	3 cr.
Summative Activities	6 cr.
Electives	3 cr.
Total	39 cr.

Foundation Courses: 12 cr.

MIB510 International Business Environments (3 cr.)

This course introduces the fundamentals of international business and development and analyzes the global environments in which these interconnected pursuits are conducted. It explores the history, evolving definitions, theories, management, and synergies of global business and international development. The course also explores tools of information, policy, and sustainability. An overview of legal, ethical, and cultural competency issues in both international business and development is provided.

MIB519 Global Religions and Belief Systems (3 cr.)

This course examines beliefs and practices of religious traditions around the world and their effect on culture, geopolitics, and business. Students examine and analyze the major religions of the world—Islam, Christianity, Judaism, Taoism, Buddhism, Hinduism, and Confucianism—their differences, similarities, and how practice of these religions impacts today's world.

MIB545 International Political Economy (3 cr.)

This course identifies the international political and economic elements shaping the intersection of global business and international development, including domestic economies; regional economic integration; demographic trends; and social, cultural, religious, ethnic and related tensions. The course also identifies political forces affecting the economic choices of states, non-state actors, enterprises, and individuals involved in international trade, investment, monetary, and development affairs.

GM623 Academic Research and Writing (3 cr.)

This course focuses on graduate academic writing skills, including voice and style, writing that incorporates source material, ethical use of source material, APA writing guidelines, and revising writing. Students learn to locate and evaluate resources relevant to the research and writing process.

Required Core: 15 cr.

MID600 Global Trends and Solutions in International Development (3 cr.)

Prerequisite(s): MIB510 and MIB545

This course analyzes global trends and issues of current significance to which international development tools offer creative solutions. It also illuminates the ways in which international development organizations—from corporations, nonprofits, and foundations to government, non-governmental (NGO), intergovernmental (IGO), and faith-based entities—contribute to and are approached for specific international development assistance and support. Topic areas range from emergency assistance, humanitarian intervention, refugee management, and poverty reduction to sustainable economic and social development, human rights, health, education, and the environment.

MID610 International Financing Mechanisms (3 cr.)

Prerequisite(s): MIB510 and MIB545

This course explores the fundamentals of international development finance policy and practice. It examines the potential of government contracts and such donor sources as multilateral development banks, bonds, loan guarantees, tax increment, tax credits, seed and venture capital, public finance, and microfinance. Funding opportunities through private foundations, corporations, and government, including federal, state, incentive, and grants programs are covered.

MID615 International Development Project Management (3 cr.)

Prerequisite(s): MIB510 and MIB545

This course overviews project management elements specifically related to international development. Aspects of developing and managing projects from planning and estimating to dealing with risk and uncertainty to monitoring and evaluation are included. Culturally competent communications, dealing with unknown variables and ambiguity, and the politics and bureaucracy encountered in the international development arena are emphasized.

MID620 Social Entrepreneurship (3 cr.)

This course explores the skills and resources which enable entrepreneurs to respond to complex social needs by providing practical and innovative solutions to social, economic, environmental, and other problems locally and worldwide. It also introduces the theory and practice of organizational mission, strategy, management, marketing, finance, decision making, organizational behavior, and evaluation within an ethical framework.

MID625 Media Strategies for International Development (3 cr.)

This course examines how the media defines and shapes discourse in coverage of developing countries and international development. Strategies and campaigns to promote international development projects designed for social and economic improvement are studied. Optimization of social/multimedia/online, video/film, audio/radio, and print media for the intended purpose and audience is considered.

Management Course: 3 cr.

GM630 Quantitative Methods (3 cr.)

This course focuses on statistical analysis of data for professional applications or research with an emphasis on quantitative methodologies. The course covers populations, sample selection, and descriptive and inferential statistics. Significance, Chi Square, correlations, analysis of variance and simple regression, and concepts of reliability, validity and levels of measurement are addressed.

Summative Activities: 6 cr.

MID680 Global Development Strategy (3 cr.)

Prerequisite(s): All required coursework, except MID690

This course surveys the broad spectrum of international development issues from poverty, public health, education, the environment, and security to disaster relief and crisis management. It examines the diverse tools, strategies, and best practices in developed and developing countries designed to implement long-term sustainable solutions. The course pays particular attention to recent innovations in new business approaches to empowering women, building local economies, and caring for the environment.

MID690 International Development Field Project (3 cr.)

Prerequisite(s): All required courses

In this course, students apply learning in the field through individually designed projects focused on international development. Projects may include exploration trips abroad, internships, or other practical opportunities for students to discover how concepts, theories, and strategies play out in real world applications and organizations.

Electives: 3 cr.

To be developed based in areas of student interest.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to master's degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit the following:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel, and
2. Official transcripts issued to Saint Mary's University of Minnesota from all institutions posting the applicant's completed bachelor's degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.) and,
3. A reflective essay which includes the following:
 - a. brief description of the applicant's background, training, and experience; and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program; and
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities; and
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability; and
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Lasallian Leadership, M.A.

The Master of Arts in Lasallian Leadership degree program includes 18 credits of Lasallian formation and 14 credits of educational administration. The Lasallian formation part of this program is based on an online curriculum, developed by the Lasallian Education Services (LES) in Melbourne, Australia, and consists of 4 courses with 8 modules in each course. The courses involve the study of Lasallian history, pedagogy, spirituality, and school leadership. The remaining 14 credits provide the knowledge and skills required to lead a variety of Lasallian ministries, especially schools. The program is delivered in a blended format involving a residential weekend each semester with a variety of technology-facilitated learning activities for the remaining learning.

Program Outcomes

Upon completion of the program, students are expected to be able to do the following:

1. Create and maintain a productive learning environment for all students and staff.
2. Communicate effectively in a variety of modes.
3. Demonstrate a commitment to social responsibility and ethical practice.
4. Integrate Lasallian foundations in all aspects of leadership .
5. Create approaches that address critical issues in the future development of their ministries.
6. Engage in life long study for personal and professional development.

Degree Requirements

Lasallian Foundations Courses	18 cr.
Required Leadership Courses	14 cr.
Total	32 cr.

Lasallian Foundations Courses: 18 cr.

Plan A: Course Based

LLS500 A Historical Understanding of Lasallian Pedagogy (4 cr.)

This course presents the historical understandings of Lasallian pedagogy, which have formed the basis of modern education in most countries in the western world. Students draw on the writings of De La Salle (patron saint of teachers), in particular *The Conduct of Schools*, and identify a range of underpinning pedagogies of the Lasallian tradition.

LLS510 A Contemporary Understanding of Lasallian Pedagogy (5 cr.)

In this course, the implications for the leadership and management of the Catholic School in a pluralist society are explored. The relevance and application of Lasallian pedagogies in the contemporary Lasallian school are critically examined, particularly in the context of religious education and the application of teaching and learning strategies.

LLS520 Lasallian Spirituality (5 cr.)

This course explores the spirituality of the teacher through examining a number of De La Salle's texts, and the Scriptures on which they are based. Particular emphasis is given to studying the text, *Meditations for the Time of Retreat*. Contemporary views of spirituality are examined, with particular emphasis on Catholic education, and the ways in which an authentic Lasallian Catholic culture can be developed in today's pluralistic school or workplace.

LLS530 Lasallian Leadership (4 cr.)

This course presents a range of skills, attitudes and behaviors directed toward personal, group and organizational levels that contribute to, or detract from, socially responsible and professional leadership. Strategies for developing high levels of personal and institutional integrity and authenticity are presented.

Plan B: Contract Based

(Minimum credits in each of the following areas)

- Historical Foundations (4 cr.)
- Pedagogy (5 cr.)
- Spirituality (5 cr.)
- Leadership (4 cr.)

Leadership Courses: 14 cr.

Plan A: Course Based

LLS600 Leadership Communication (3 cr.)

This course focuses on the skills and methods required by leaders to facilitate communication with various constituencies. Included are academic writing skills, public speaking, presentation skills and utilizing technology to facilitate communication.

LLS610 Non-Profit Finance & Funding (3 cr.)

This course presents the components of non-profit finance and investigates various forms of ministry funding. Fund raising strategies, alternative sources of funding, and budget development are discussed.

LLS620 Curriculum & Assessment (3 cr.)

Curriculum design models and assessment principles appropriate for Lasallian ministries are discussed. Design, articulation and assessment of curriculum for adult and student audiences are explored.

LLS630 Supervisory Principles (3 cr.)

This course explores supervising staff in Lasallian ministries. Formative supervision, accompaniment, and adult learning principles are presented.

LLS640 Strategies for Ministry Planning (3 cr.)

This course explores the process of school (ministry) planning. Topics include stakeholder analysis, facilitating change, project management and planning models.

LLS690 Capstone Project (2 cr.)

The capstone project includes a reflective portfolio that documents the learning in each course. Students create an on-line portfolio as they progress through the program. Upon completion of the program, this portfolio is reviewed and synthesized into a leadership model for a Lasallian ministry and personal development.

Plan B: Contract Based

Independent Study contracts with an advisor to address the program outcomes of leadership withing Lasallian ministries.

Program Implementation

Plan A: Course Based

Semester 1:

LLS500 A Historical Understanding of Lasallian Pedagogy (4 cr.)

This course presents the historical understandings of Lasallian pedagogy, which have formed the basis of modern education in most countries in the western world. Students draw on the writings of De La Salle (patron saint of teachers), in particular *The Conduct of Schools*, and identify a range of underpinning pedagogies of the Lasallian tradition.

LLS600 Leadership Communication (3 cr.)

This course focuses on the skills and methods required by leaders to facilitate communication with various constituencies. Included are academic writing skills, public speaking, presentation skills and utilizing technology to facilitate communication.

Semester 2:

LLS510 A Contemporary Understanding of Lasallian Pedagogy (5 cr.)

In this course, the implications for the leadership and management of the Catholic School in a pluralist society are explored. The relevance and application of Lasallian pedagogies in the contemporary Lasallian school are critically examined, particularly in the context of religious education and the application of teaching and learning strategies.

LLS610 Non-Profit Finance & Funding (3 cr.)

This course presents the components of non-profit finance and investigates various forms of ministry funding. Fund raising strategies, alternative sources of funding, and budget development are discussed.

LLS620 Curriculum & Assessment (3 cr.)

Curriculum design models and assessment principles appropriate for Lasallian ministries are discussed. Design, articulation and assessment of curriculum for adult and student audiences are explored.

Semester 3:

LLS520 Lasallian Spirituality (5 cr.)

This course explores the spirituality of the teacher through examining a number of De La Salle's texts, and the Scriptures on which they are based. Particular emphasis is given to studying the text, *Meditations for the Time of Retreat*. Contemporary views of spirituality are examined, with particular emphasis on Catholic education, and the ways in which an authentic Lasallian Catholic culture can be developed in today's pluralistic school or workplace.

LLS630 Supervisory Principles (3 cr.)

This course explores supervising staff in Lasallian ministries. Formative supervision, accompaniment, and adult learning principles are presented.

Semester 4:

LLS530 Lasallian Leadership (4 cr.)

This course presents a range of skills, attitudes and behaviors directed toward personal, group and organizational levels that contribute to, or detract from, socially responsible and professional leadership. Strategies for developing high levels of personal and institutional integrity and authenticity are presented.

LLS640 Strategies for Ministry Planning (3 cr.)

This course explores the process of school (ministry) planning. Topics include stakeholder analysis, facilitating change, project management and planning models.

Semester 5:

LLS690 Capstone Project (2 cr.)

The capstone project includes a reflective portfolio that documents the learning in each course. Students create an on-line portfolio as they progress through the program. Upon completion of the program, this portfolio is reviewed and synthesized into a leadership model for a Lasallian ministry and personal development.

Plan B: Contract Based

Semester 1:

LLS600 Leadership Communication (3 cr.)

This course focuses on the skills and methods required by leaders to facilitate communication with various constituencies. Included are academic writing skills, public speaking, presentation skills and utilizing technology to facilitate communication.

Or

LSS600 Graduate Writing and Research (3 cr.)

This course provides a comprehensive overview of the Lasallian studies approach. The course prepares students for graduate study by providing an overview of independent learning, emphasizing academic writing and research, structuring the process of writing integration papers, and demonstrating the use of instructional technology.

Semester 5:

LLS690 Capstone Project (2 cr.)

The capstone project includes a reflective portfolio that documents the learning in each course. Students create an on-line portfolio as they progress through the program. Upon completion of the program, this portfolio is reviewed and synthesized into a leadership model for a Lasallian ministry and personal development.

Program Delivery

Each semester begins with a weekend in-person meeting where students gather to form a community of learners, receive introductory instruction of the semester courses, and complete course requirements (such as formal presentations) from the previous semester's coursework.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Students can apply for admission to master degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must also have access to high speed internet technology. All applicants must complete an interview with a program administrator

Application Process

Applicants must submit:

1. A completed application and the non-refundable application fee
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree
3. A one/two page reflective essay which includes:
 - a. brief description of the applicant's background, training, and experience
 - b. the career goals of the applicant and his or her reasons for seeking admission to the program
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities
 - d. personal information the applicant wishes to share
4. Two letters of recommendation that verify professional and/or volunteer experience and academic ability
5. A current résumé listing educational background and work experience

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Lasallian Studies, M.A.

The Master of Arts in Lasallian Studies degree program is designed to enhance the effectiveness of students participating in contemporary society as Lasallian educators – instruments for social good in a global society. The program is applicable to professionals in all forms of Lasallian ministries.

Program Outcomes

Upon completion of the program, students are expected to be able to do the following:

1. Integrate Lasallian heritage with a variety of organizational and/or personal responsibilities.
2. Integrate Lasallian spirituality with a variety of organizational and/or personal responsibilities.
3. Synthesize the elements of Lasallian pedagogy into an approach for addressing societal concerns.
4. Synthesize the components of Lasallian studies into an understanding of Lasallian and personal charism.
5. Demonstrate a commitment to social responsibility and ethical practices.
6. Communicate effectively in a variety of modes.
7. Incorporate diverse perspectives, contexts, cultures, and ways of knowing into their intellectual pursuits.
8. Demonstrate the ability to continue learning through self-directed, integrated, interdisciplinary scholarship.

Degree Requirements

Lasallian Studies Courses	5 cr.
Required Lasallian Foundations	18 cr.
Electives	9 cr.
Total	32 cr.

Required Lasallian Studies Courses: 5 cr.

LSS600 Graduate Writing and Research (3 cr.)

This course provides a comprehensive overview of the Lasallian studies approach. The course prepares students for graduate study by providing an overview of independent learning, emphasizing academic writing and research, structuring the process of writing integration papers, and demonstrating the use of instructional technology.

LSS690 Summative Paper & Presentation (2 cr.)

In order to provide evidence of integrated learning and achievement of the program outcomes, students write a paper that applies the program of study to their Lasallian ministry. The form of this paper is varied and may include completing a research study, an application project, and/or another form of contribution to the Lasallian scholarship. This

final work is presented to a group of peers and faculty, and formal dissemination is encouraged.

Required Lasallian Foundations: 18 cr.

Students are required to complete a minimum of 18 credits in Lasallian Foundations by earning credit for foundation courses in the M.A. in Lasallian Leadership program and/or by completing independent study contracts. The independent study process involves students working with advisors to design learning activities that may include attendance at Christian Brothers Conference sponsored formation programs. The assessment of learning is accomplished through the completion of comprehensive integration papers. The Foundations credits must be from among the following areas (additional individual contractual credits may also be earned in these areas):

- Historical Foundations (minimum of 4 credits)
- Pedagogy (minimum of 5 credits)
- Spirituality (minimum of 5 credits)
- Leadership (minimum of 4 credits)
- Special Topics (no minimum)

Required Elective Courses: 9 cr.

Saint Mary's University graduate courses are available in various programs such as the following: Education, M.A. Counseling and Psychological Services, M.A.

Independent study contract may be proposed to address areas of special interest for applying Lasallian foundations. Examples of these areas are Catholic social justice, child welfare, international collaborations, and human conflicts.

Program Delivery

This program combines two weekend residencies with independent study, a summative paper, and presentation. The residencies occur at the beginning and the end of the program to correspond with the initial course (LLS 600). Optional community-building experiences are available on campus or online.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Students can apply for admission to master degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must also have access to high speed internet technology. All applicants must complete an interview with a program administrator

Application Process

Applicants must submit:

1. A completed application and the non-refundable application fee
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree
3. A one/two page reflective essay which includes:
 - a. brief description of the applicant's background, training, and experience
 - b. the career goals of the applicant and his or her reasons for seeking admission to the program
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities
 - d. personal information the applicant wishes to share
4. Two letters of recommendation that verify professional and/or volunteer experience and academic ability
5. A current résumé listing educational background and work experience

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Literacy Education, M.A.

The Master of Arts in Literacy Education focuses on development of reading and writing from kindergarten through community college, with an emphasis on research-based intervention strategies for struggling readers. The first seven courses, which may be taken as a stand-alone certificate program, have been approved by the Minnesota Board of Teaching as a K-12 Reading Teacher program.

The K-12 Reading Teacher program can be completed in 15 months. Additional courses leading to the M.A. in Literacy require an additional 15 months. The K-12 Reading Teacher/Master of Arts in Literacy Education program is designed to fit the schedule of employed persons who want to take classes on weekends and during the summer in a face-to-face learning environment with some online blended courses. The program is delivered on the Winona and Minneapolis campuses and at selected Saint Mary's University outreach sites.

Program Outcomes

Consistent with the mission of Saint Mary's University of Minnesota and the Board of Teaching requirements for licensure as K-12 reading teachers and reading leaders, the M.A. in Literacy Education program expects its graduates to be able to do the following upon program completion:

1. Understand the foundations of reading processes and instruction.
2. Employ a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction.
3. Apply a variety of assessment tools and practices to plan and evaluate effective reading instruction.
4. Create a literate environment that fosters reading.
5. Value professional development as a career-long effort and responsibility.
6. Communicate and collaborate effectively through appropriate modalities across a range of situations.
7. Evaluate, synthesize, and disseminate research related to educational practice.

Degree Requirements

K-12 Reading Teacher Program

EDRD600 Foundations of Language and Literacy (3 cr.)

This course explores the theoretical and scientific underpinnings of literacy development as a basis for developing effective K-12 reading programs. Major topics include knowledge of the relationships between spoken and written language, the historical evolution of English, processes of reading, motivational aspects, stages of reading, spelling, and writing development, and major historical and current instructional approaches and programs for literacy development. Qualitative and quantitative research regarding literacy acquisition and applications to designing balanced reading programs are addressed.

EDRD601 Elementary Reading Instruction: K-6 (2 cr.)

Drawing on the conceptual framework for understanding literacy processes, stages, and major instructional approaches developed in EDRD600, this course features instructional techniques, materials, and programs that have been validated as effective for developing competent and joyful readers and writers in grades K-6. The focus is on creating a balanced literacy program that incorporates the strengths of a whole language approach and the findings of the National Reading Panel.

EDRD602 Secondary Reading Instruction: 7-12 (2 cr.)

This course focuses on literacy development in the middle and high school years, with the goal of promoting reading for learning, understanding, and enjoyment. Topics include assessment of students' reading and written language skills, the cognitive and skill levels required by various content-area materials and written tests, use of alternative testing strategies, and instructional strategies for developing strategic readers and competent writers in all content areas. Collaboration with content area teachers to adapt course materials, teaching strategies, and assessment practices for students with exceptional educational needs such as learning disabilities and gifted/talented are also featured.

EDRD603 Reading Instruction for Linguistically and Culturally Diverse Learners (2 cr.)

This course focuses on the concepts and skills needed to develop literacy programs for students who differ in how they acquire literacy because of language, learning, and/or cultural differences. Three major strands are featured: (1) selection and teaching of literature that reflects the diversity of American classrooms and promotes global understanding; (2) fostering literacy in children who come from non-mainstream cultures; and (3) literacy for English Language Learners (ELL/ESL) and for those with special learning characteristics, for example, gifted and talented. Gender differences in literacy acquisition are also explored.

EDRD604 Diagnosis and Remediation of Reading Difficulties (3 cr.)

This course focuses on the concepts and skills needed to identify and successfully remediate reading and written language difficulties in all struggling readers, including those served in Title One and LD programs, English Language Learners with literacy delays, and competent readers who have lost motivation to read and write well. Concepts related to test construction, selection, and administration are explored through a case study approach. Uses of group and individual standardized and informal literacy measurements are featured.

EDRD605 Clinical Reading Practicum (3 cr.)

After assessing the literacy skills and needs of three students—one each at elementary, middle, and high school levels—candidates for the licensure design and carry out individualized intervention programs. The course includes 45 hours of student contact, three class sessions, and weekly online participation via Blackboard.

EDRD606 Development and Supervision of K-12 Reading Programs (2 cr.)

This course focuses on the skills needed to design and supervise K-12 reading programs, including selection of curriculum, assessment procedures, instructional materials, and budget development. Interpretation of district results on state-mandated reading tests and development of a district plan are featured. This course also includes coaching strategies for collaboration with classroom and content area teachers.

K-12 Reading Teacher Licensure

Licensed teachers who complete this seven-course program and pass the corresponding Minnesota Teacher Licensing Examination (MTLE) qualify for the Minnesota K-12 Reading Teacher license. Wisconsin K-12 Reading Teachers with two or more years of teaching experience are also eligible for the Wisconsin 316 reading license. More information on testing can be found on the MTLE website (<http://www.mtle.nesinc.com>).

Master of Arts in Literacy Education program

Students who complete the Saint Mary's Minnesota K-12 Reading Teacher program in good standing (cumulative GPA 3.0 or higher) and who wish to earn a master's degree in literacy education may do so through completion of seven additional courses that focus on literacy development. The leadership practicum is completed in an educational setting (K-12 school, technical college, or community-based literacy organization) of the candidate's choice. Candidates for the degree have an opportunity to choose and develop a topic of interest in reading or writing across multiple courses, culminating with an opportunity to present a personally-designed research project.

EDRD607 Theoretical Models and Processes of Reading (3 cr.)

Prerequisite(s): Completion of K-12 Reading Teacher program coursework or concurrent enrollment in final K-12 Reading Teacher program course.

This course explores the theoretical models and research that inform contemporary understandings of reading development across the lifespan. Exploration and critical review of research in areas of interest (e.g., literacy policy, language and cognition in sociocultural contexts, foundations for literacy development, comprehension development, motivation and engagement, and instructional effects on literacy development) are featured. Syntheses of research as it relates to implications for curriculum development and organization are emphasized.

EDRD608 Theory and Research in Writing (3 cr.)

Prerequisite(s): EDRD 607

The theoretical and research base for current trends in writing instruction in K-12 and post-secondary schools are explored. Topics of study include spelling, grammar, and composition across the lifespan. Student choice in completing a review of the research literature in an area of interest is featured.

EDRD609 Explorations in Children's Literature (1 cr.)

This course is designed for candidates who wish to increase their personal familiarity with genres of children's literature while supporting colleagues in their use of high-quality literature and instructional strategies for building quality literature programs at the preschool through sixth grade levels. The course culminates in development of a plan for helping teachers at a selected grade level match students' reading levels, interests, cultural, and linguistic backgrounds.

or

EDRD610 Explorations in Adolescent/Young Adult Literature (1 cr.)

This course reviews the various genres of adolescent and young adult literature and approaches to building a quality literature program through consideration of the reading interests and life issues of adolescents and young adults, particularly for those who are struggling readers. Contemporary issues and controversies in teaching adolescent literature are featured. The course culminates in a coaching plan for incorporating quality literature across the curriculum applications.

or

EDRD615 Explorations in Adult Multicultural Literature (2 cr.)

EDRD611 Leadership Practicum in Literacy Education (3 cr.)

Prerequisite(s): EDRD 606

This course features the use of school and or district achievement data to design a practicum in an educational setting. The practicum addresses the areas of data and goal setting, barriers to student achievement, assessment planning and evaluation, dissemination of research, and professional development of staff relating to instructional best practices.

EDRD612 Advanced Diagnosis and Remediation of Reading and Writing Disabilities (3 cr.)

Prerequisite(s): EDRD 604 (EDRD607/608

Recommended) Investigation of the nature, causes, and course of reading and writing disabilities across the lifespan, including frequently co-occurring conditions that impact literacy acquisition, is the focus of this course. Topics include (1) design and/or evaluation of assessment tools and; (2) individual diagnosis and case study development; and (3) implications of Response to Treatment (RTI) for early intervention and remediation of literacy disabilities across the lifespan.

EDRD613 Educational Research Design (3 cr.)

Prerequisite(s): EDRD 607

This course explores the design, execution, analysis, and evaluation of qualitative, empirical, and teacher action research in the field of literacy across the lifespan. Seminar discussions of issues in literacy education lead to individual research proposals that include a literature review and a methodology/action plan for investigation of a targeted area of interest regarding literacy development, culminating in a leadership plan for facilitating learning communities focused on critical analysis and engagement in teacher action research.

EDRD614 Master's Project Presentation (1 cr.)

Prerequisite(s): EDRD 613

The culmination of the master's degree in Literacy Education is the presentation and defense of the candidate's research project. Prior to the final presentation, candidates receive instructor guidance and peer feedback.

K-12 Reading Leader

Graduates of the Saint Mary's University M.A. in Literacy Education who are literacy leaders at a district level may apply for the portfolio process leading to recommendation for licensure as a Reading Leader. Candidates for the Reading Leader endorsement will be those licensed K-12 Reading Teachers who have spent considerable time working with adults--colleagues, administrators, and parents--to foster literacy development at a district level. A mastery test is not required for licensure as a Reading Leader.

Faculty

The faculty and advisers for the K-12 Reading Teacher/Master of Arts in Literacy Education program have earned doctorate or master's degrees. Faculty are selected for their educational and professional experience and expertise and proven ability to teach adult students.

Admission Requirements

The Master's degree in Literacy Education is open to individuals who have completed an undergraduate degree. Applicants who wish to qualify for the K-12 Reading Teacher endorsement must have or be eligible for a Minnesota classroom teacher license.

Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall GPA of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. All applicants must complete an interview with a program administrator.

Transfer Credits

Students who have completed course work from a K-12 Reading Teacher program approved by the Minnesota Board of Teaching may be eligible to transfer in up to 10 graduate credits towards completion of a Master of Arts in Literacy Education degree. Course syllabi will be evaluated in comparison to current Minnesota Reading Teacher standards and Saint Mary's University of Minnesota K-12 Reading Teacher program learning objectives.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program pre- requisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services, www.wes.org, or Educational Credential Evaluators, www.ece.org, and be deemed equivalent to accredited U.S. university standards.) or a copy of teacher's license, and,
3. A reflective essay which includes:
 - a. brief description of the applicant's background, training, and experience and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program and,
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability and,
5. A current résumé listing educational background and work experience

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Management, M.A.

Many contemporary organizations are responding to fundamental changes affecting the nature and delivery of their products and services. Chief among these changes are the demands of an increasingly competitive global economy, the need to apply complex information and production technologies in the work arena, and the challenge to design stimulating work roles for a better-educated and more varied work-force. These changes require innovative and humane approaches to the management of organizations with thoughtful attention to the needs and performance of people. The purpose of the Master of Arts in Management program is to help professionals develop the knowledge, perspectives, and skills needed to manage organizations for effective performance in a changing environment. The program provides broad, managerial preparation for leadership positions in private, nonprofit, and public organizations. It is unique from the M.B.A. degree and graduate-level business and public administration programs by placing equal emphasis on analytical and interpersonal skills.

Program Outcomes

Graduates of the Master of Arts in Management program are expected to be able to do the following:

1. Manage people and resources within an increasingly competitive global market.
2. Make decisions in light of changing internal and external social, economic, and financial environments.
3. Apply sound strategy to complex business decisions.
4. Communicate in ways that influence and motivate others.
5. Analyze the ethical and legal implications of one's actions.

Degree Requirements

Required Management Courses	30 cr.
Required Capstone Course	3 cr.
Elective Courses	3 cr.
Total	36 cr.

Required Management Courses: 30 cr.

GM600 Management Principles (3 cr.)

This course provides an overview of key organizational and behavioral concepts, which underlie effective management practice in private and public sector organizations around the world. Comparative management systems are examined. Special attention is given to defining and interpreting cross-cultural differences and influences. The course gives attention to the external and internal forces that influence organizational structure, behavior, and change.

Or

ACM600 Management of Nonprofit Organizations (3 cr.)

This course is an overview of management of nonprofit organizations within the broader societal context. The course examines the broad historic and current context for work in the nonprofit sector; strategic leadership, including board governance and executive leadership within an organizational life cycles framework; concepts of business strategy, strategic planning, benchmarking, and evaluation; and an overview of operations planning. Strategic linkages between an organization's mission and values, strategic direction, and programming are examined.

GM623 Academic Research and Writing (3 cr.)

This course focuses on graduate academic writing skills, including voice and style, writing that incorporates source material, ethical use of source material, APA writing guidelines, and revising writing. Students learn to locate and evaluate resources relevant to the research and writing process.

GM630 Quantitative Methods (3 cr.)

This course focuses on statistical analysis of data for professional applications or research with an emphasis on quantitative methodologies. The course covers populations, sample selection, and descriptive and inferential statistics. Significance, Chi Square, correlations, analysis of variance and simple regression, and concepts of reliability, validity and levels of measurement are addressed.

GM640 Legal Issues for Managers (3 cr.)

This course is an overview of the American legal system and its impact on organizational decision making. It emphasizes identifying legal issues in management in the areas of torts, contracts, employment, and discrimination law. In addition, this course surveys current trends and issues in business law and the impact they have on today's society.

GM645 Marketing Management (3 cr.)

This course emphasizes a practical and comprehensive application of key marketing concepts as they apply to businesses and organizations. Major marketing principles and strategies are explored from a managerial perspective as they apply to the marketplace domestically and around the world.

Or

ACM645 Marketing for Nonprofits (3 cr.)

The course examines practical strategies and trends in marketing for small and mid-sized nonprofit organizations. Topics include the role of marketing in nonprofits, marketing research and planning, marketing's impact on organizational revenue, relationship between marketing and fund development, types of marketing tools and strategies, audience identification and development, and role of staff and board of directors in nonprofit marketing. Also explored is the role of technology and social media in marketing.

GM655 Human Resource Management (3 cr.)

This course examines core areas of talent acquisition, compensation and benefits, employee relations, and employee development in both service and product-driven organizations. It emphasizes the application of effective human resource management principles to the issues faced by organizations today.

GM660 Financial Management (3 cr.)

This course introduces, discusses and analyzes financial issues facing profit, not-for-profit and governmental organizations in today's domestic and global business environment. The course provides the general manager with an ethical financial manager's perspective through examination of various financial areas including types of organizations; sources of capital; financial statement analysis; asset management; time value of money; international payments and foreign exchange rates; trade theory and policy; and investment in the US and in foreign countries.

Or

ACM660 Nonprofit Financial Management (3 cr.)

This course presents generally accepted financial management principles and practices applicable to nonprofit organizations. Financial statements and reports are interpreted and analyzed, and financial analysis tools are applied to describe and evaluate the financial condition of nonprofit organizations. Related topics include budgeting, description of financial systems, and legal reporting requirements for nonprofit organizations.

GM675 Managerial Ethics and Issues (3 cr.)

This course examines philosophical theories and ethical practices that can be used to resolve organizational dilemmas. The course emphasizes the role of managers to strengthen the ethical culture of the organization. Application of ethical principles and models to deal with complex ethical issues facing domestic and global organizations is studied. Students develop skills in values-based decision making built upon integrity and accountability.

GM680 Leadership and Strategic Management (3 cr.)

This course introduces selected models and practices in the exploration of effective leadership, including understanding one's own leadership style. The course also examines both the theory and application of strategic management tasks, including developing a mission/vision statement, setting objectives, developing and implementing a strategy, and evaluating performance.

PRM600 Fundamentals of Project Management (3 cr.)

This foundation course examines the project management framework. This framework covers key terminology, project management context, and processes. Topics include project management knowledge areas, life cycles, and organizational designs.

Required Capstone Course: 3 cr.

GM690 Capstone Simulation (3 cr.)

Prerequisite(s): Completion of all GM coursework

This critical integrating course allows students to synthesize and apply concepts and experiences gained through the use of a simulation. Working in teams, students take part in a dynamic competition to turn struggling companies into successful, profitable businesses. The simulation leads students to focus on a coordinated strategy for research and development, marketing, production and finance, the key elements that interact to successfully operate and grow a business. Skills in critical thinking, data analysis and decision making are clarified and honed.

Elective Courses: 3 cr.

ACM630 Fund Development (3 cr.)

This course examines techniques, tools, and strategies needed for the development of contributed revenue in nonprofit organizations. Topics include development and assessment of an organization's fund development plan; preparation of grant proposals, other type of appeals, and special events; coordination of capital campaigns and planned giving; and examination of how different types of organizations manage fund development needs. Also discussed are the donor's viewpoint and emerging trends in philanthropy, and the ethics and legalities of fundraising.

GM571 Special Topics in Management (1 cr.)

Topics for this course are selected according to the needs and interests of the students. Special consideration is given to those topics that are current and have added significance for the study of international business.

GM605 Creative Problem Solving and Critical Thinking (3 cr.)

This course gives students the opportunity to learn and practice higher level thinking skills such as curiosity and imagination, divergent thinking, idea generation, creative problem solving, evaluation, synthesis, critical thinking, and analysis. Students develop strategies to search for challenges, identify problems, produce creative ideas, research solutions, design innovative applications, and build a case for the solution.

GM635 Social Economics (3 cr.)

This course examines economics and its effect on business and social environments. The course uses micro and macro economic theory and environmental scanning techniques to look at a variety of domestic and global social problems.

GM643 Multicultural Perspectives (3 cr.)

This course focuses on how diversity of all kinds influences both organizational behavior and client outcomes. The place of culture in society, the marketplace, and the workplace is examined. The importance of cultural competence is explored along with the knowledge and skills needed to work with, manage, and serve diverse groups of workers and clients.

GM667 Information Technology (3 cr.)

This course provides an overview of planning and managing and using technology and information in organizations. It addresses present and future issues regarding information technology (IT) and its impact on management and operations.

MBA610 Organizations and Human Behavior (3 cr.)

This course examines human behavior and social relationships in the workplace setting from a domestic and intercultural perspective. The theories, history, and practice of promoting effective individual and group behavior in organizations across cultures are covered. Topics include groups and teams, multicultural teams, power and influence, trust, gender and equality, the impact of culture on work behavior, and creating cultural synergy in a multicultural work environment.

MIB510 International Business Environments (3 cr.)

This course introduces the fundamentals of international business and development and analyzes the global environments in which these interconnected pursuits are conducted. It explores the history, evolving definitions, theories, management, and synergies of global business and international development. The course also explores tools of information, policy, and sustainability. An overview of legal, ethical, and cultural competency issues in both international business and development is provided.

MIB532 Entrepreneurship (1 cr.)

This course examines characteristics of contemporary entrepreneurship domestically and globally. Critical factors in the entrepreneurial business process, such as identifying new opportunities, financing a new venture, development and evaluation of a business plan from a strategic perspective, and utilizing alternative forms for establishing a business, are explored.

MIB570 International Field Study (4 cr.)

This course provides students with an opportunity for an in-depth analysis and observation of the peoples, religions, culture, and international business in countries outside of the United States. It includes tours, trade shows, meetings with government officials, cultural events, and seminars with local experts in which students take an active part. Special emphasis is placed on history, cultural awareness, the role international organizations play in international business and the effects of globalization worldwide. The focus of this course is to apply academic work to analyze international business issues and to increase travel and cultural competence. The course requires students to analyze and assess international business practices in light of historical, religious, cultural, and geopolitical considerations that impact the particular country or region of study.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to master's degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.) and,
3. A personal statement which includes:
 - a. brief description of the applicant's background, training, and experience and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program and,
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability.
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Marriage and Family Therapy, M.A.

Licensed Marriage and Family Therapists (LMFTs) are mental health professionals trained in psychotherapy and family systems, and licensed to diagnose and treat mental and emotional disorders within the context of marriage, couples, and family systems. Marriage and family therapists treat a wide range of serious clinical problems including depression, marital problems, anxiety, individual psychological problems, and child-parent problems. Marriage and family therapists take a holistic perspective to health care; they are concerned with the overall long-term well-being of individuals and their families.¹

Saint Mary's University offers two marriage and family therapy programs, the Master of Arts and the Graduate Certificate in Marriage and Family Therapy. Students in both programs take certain marriage and family therapy courses together. The Master of Arts in Marriage and Family Therapy program prepares graduates for professional work in human services. Courses are designed to enhance the professional's understanding of and use of systemic and relational interventions with individuals, couples, and families. The curriculum meets the educational requirements for licensure with the Minnesota Board of Marriage and Family Therapy. The Master of Arts in Marriage and Family Therapy is offered collaboratively with the Master of Arts in Counseling and Psychological Services.

1. From FAQs on MFTs, www.aamft.org, June 2006

Professional Accreditation

The Master of Arts in Marriage and Family Therapy Program at Saint Mary's University of Minnesota is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT), 112 S. Alfred Street, Alexandria, VA 22314, (703) 838-9808.

Program Mission and Educational Outcomes

Mission: Recognizing the relational and systemic qualities of all life, the Marriage and Family Therapy programs at Saint Mary's University exist to aid students in deepening their own understanding of relational health and their own skills in facilitating relational health in all kinds of human systems.

The Marriage and Family Therapy program uses three sets of educational outcomes to outline the scope, emphasis, and rigor of the program and to assess its quality: program outcomes, faculty outcomes, and student learning outcomes.

The MFT program outcomes reflect both the professional skills and practice required of program graduates and embody the result of effective core learning outlined for programs in the Schools of Graduate and Professional Programs and the requirements of the Minnesota Board of Marriage and Family.

1. MFT students meet academic and skill requirements after core courses, pre-practicum courses, practicum, and integration activities.
2. MFT graduates achieve professional development markers: obtain MFT jobs, pass national and state MFT exams, and receive MFT licensure.

3. MFT alumni contribute to the profession through professional presentations and publications, advocacy activities and leadership, and teaching.

The MFT faculty outcomes articulate the teaching and learning requirements aligned with the university and program missions. MFT faculty members are expected to

1. encourage diversity of thoughts and experiences in teaching,
2. demonstrate current knowledge in the subject area taught,
3. develop effective teaching plans and assessments and updated and innovative classroom experiences,
4. provide real world examples in teaching and supervision,
5. challenge students' thinking processes and mindsets, and
6. model ethical services from an academic and clinical perspective in teaching.

Student Learning Outcomes

Graduates of the Master of Arts in Marriage and Family Therapy program are expected to be able to do the following:

1. Create and sustain professional relationships and communication with diverse clients, peers, and organizations.
2. Integrate and apply basic knowledge of marriage and family theory to clinical practice.
3. Integrate and apply knowledge of marriage and family therapy models to clinical practice.
4. Develop a systemic perspective to diagnose and treat mental health issues of individuals, couples, and families.
5. Evaluate professional practice issues and act in an ethical manner based on the marriage and family therapy codes of ethics, legal requirements, sound judgment, and professional compassion.
6. Analyze and apply to practice the fundamentals of research in couple and family therapy.
7. Demonstrate and apply written, verbal, and nonverbal communication skills with clients and professionals.
8. Create and implement effective interventions that promote, restore, sustain, or enhance positive functioning and a sense of well-being in clients through preventative, developmental, systemic, and/or remedial services.
9. Advocate with professional, work, and political communities and systems for respectful human relationships and policies directed toward the common good.
10. Articulate plans for future professional development.

Degree Requirements

Core Courses	18 cr.
Marriage and Family Studies	9 cr.
Marriage and Family Therapy	14 cr.
Professional Issues	4 cr.
Treatment Planning	3 cr.
Practicum	6 cr.
Electives	3 cr.
Integration Paper and Oral Examination	0 cr.
Total	57 cr.

Core Courses: 18 cr.

PY605 Developmental Psychology (3 cr.)

The course examines characteristic changes in behavior and functioning in each stage of life from conception to death. Physical, cognitive, affective, and social bases of behavior are explored.

PY607 Theories of Personality (3 cr.)

Major theories of personality are covered as represented by the biophysical, intrapsychic, existential, and behavioral approaches.

PY608 Psychopathology (3 cr.)

Prerequisite(s): PY607

This course examines the healthy personality, maladjustment, transient disorders, anxiety states, psychosis, mood, psychosomatic and personality disorders. The course focuses on the description of the main criteria and associated features of the Diagnostic and Statistical Manual of Mental Disorders (DSM) diagnostic groups. In addition, etiology, prognosis, prevention, and treatment of the disorders are considered.

PY613 Counseling Theory and Technique (3 cr.)

Prerequisite(s): PY605, PY607, PY608 pre- or co-requisite

Major approaches to counseling and psychotherapy are analyzed with emphasis on applications in the theoretical relationship. Professional psychological writing style is discussed in this course.

PY620 Statistical Techniques and Research Methods (3 cr.)

The course provides an overview of research methods commonly used in clinical and counseling psychology. Both research methodology and statistical analysis are reviewed. The course focuses on the interpretation and understanding of research and applied statistical procedures.

MFT611 Foundations of Family Therapy (3 cr.)

Prerequisite(s): PY605, PY607, PY608 Pre/Co-requisite

This course examines the structure and function of families and relationships, connecting theoretical and research underpinnings to the major models of family therapy. Family development, roles, and interactions are studied as foundational in the practices of systemic/relational therapy interventions. Efficacy research for individual models and for common factors across models is presented.

Marriage and Family Studies: 9 cr.

MFT613 Couples and Families in Society (3 cr.)

Prerequisite(s): Completion of core courses

This course explores the reciprocal links between family functioning and public and private policies at the local, state, and federal levels. Students examine the history of marriage and families, including the changing forms and demographics of modern couples and families in Western societies, especially the United States. They look at ways

that families contribute to social problems, how they are affected by these problems, and consider the role of families in policy solutions. Particular attention is given to understanding the goals of each policy, and current research is presented on both their intended and unintended consequences since implementation. The course includes theoretical frameworks for conceptualizing family policy, roles professionals can play in building family policy, and approaches professionals can use in implementing these roles.

MFT615 Multicultural Studies of the Family (3 cr.)

Prerequisite(s): MFT613 Pre/Co-requisite

This course focuses on the study of culturally diverse couples and families with special emphasis on understanding the significance of cultural contexts in working with people of different cultures. Issues of racism, sexism, heterosexism, ageism, and other isms are explored. Dynamics of power and privilege are explored. Strategies to prevent biases from interfering with therapeutic relationships with populations different from themselves are developed. Included is an exploration of various types of couples and families.

MFT616 Couple Relationships (3 cr.)

Prerequisite(s): MFT613

This course introduces historical, contextual, and clinical applications to relationships including couples and couple systems. Relationships between spouses/partners are explored and analyzed in order to create an understanding of the dynamics that enhance relationships from a therapeutic context. Issues regarding communication, conflict resolution, and interactions are included.

Marriage and Family Therapy: 14 cr.

MFT622 Advanced Family Therapy (3 cr.)

Prerequisite(s): MFT613

This course provides an opportunity for students to apply and develop skills conducting therapy with couples and families. Students increase awareness and apply understanding of the influence of race, culture, and gender in couple and family therapy. Experiential and didactic approaches are used.

MFT632 Advanced Couples Therapy (3 cr.)

Prerequisite(s): MFT613, MFT616

This course focuses on current approaches to couples and marriage therapy. Emphasis is on the assessment of couples, and the creation and application of appropriate interventions. Issues regarding marital and divorce therapy as well as working with special populations are explored.

MFT635 Assessment and Treatment of Sexual Concerns (3 cr.)

Prerequisite(s): MFT611, MFT616, MFT632 This course addresses current approaches in the practice of sex therapy. Emphasis is on the assessment of individuals and couples and the development of appropriate interventions to address the sexual concerns presented by the couples and individuals. Issues regarding identification and treatment of male and female disorders as well as treatment of special populations are included.

MFT650 Assessment of Couples and Families (3 cr.)

Prerequisite(s): MFT613 Pre/Co-Requisite

This course examines the strengths and limitations of different assessment strategies with couples and families, including assessment based on observation, therapist/rater, family report, and interactional methods. It includes an overview of various measures and instruments used, including parent-child, family, and couple inventories.

MFT660 Special Topics (1 cr.)

These courses examine issues in therapy with families presenting with special members and/or special problems. These courses rotate each semester.

Representative Courses

The following titles are representative of one credit special topics courses available. See the semester course schedule for current offerings.

MFT660A Introduction to Play Therapy (1 cr.)

Prerequisite(s): MFT611 or MFT613

This course provides introductory instruction in the theory and practice of play therapy, the psychotherapeutic modality of choice for individuals, youth, and families.

MFT660B Family Therapy with Violence and Abuse Issues (1 cr.)

Prerequisite(s): MFT611 or MFT 613 Pre/Co-requisite

This course examines the occurrence and causes of violence and physical and sexual abuse in family relationships. Emphasis is on the therapeutic and corrective strategies for treating victims and perpetrators of violence and abuse in intimate relationships.

MFT660D Addictions and Family Therapy (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

Systemic issues related to counseling the families of addiction are explored in this course. It provides a preliminary overview of some of the current effects experienced by adults who have been raised in such a setting. The course considers system strategies for fostering a path of recovery for those who find themselves suffering the effects of an addiction-based childhood.

MFT660E Spirituality and Family Therapy (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course provides instruction in the use of spiritual resources in the theory and practice of family therapy.

MFT660F Assessment and Diagnosis of Children and Adolescents in Family Therapy (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course examines the diagnostic criteria and categories for children and adolescents. It also explores and examines diagnostic methods, tools, and approaches applicable to this age and population.

MFT660G Marriage and Family Therapy with Immigrant Families (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course examines the unique stressors and relationship issues experienced by immigrant individuals and families. Historical and cultural contexts, highlighting the need to understand pre-immigration as well as post-immigration factors in assessing and treating immigrants, are emphasized.

MFT660H In-Home Family Therapy (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course examines the nature and philosophy of in-home therapy services. Focus is on the pragmatic issues of delivering home-based services to families. This course is designed to give students a realistic view and understanding of current in-home therapy as presented in state statutes and HMO contracts. Diagnosis, treatment planning, effective models of therapy, and ethical dilemmas are reviewed.

MFT660J Art Therapy with Families (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course introduces the principals and practices of art therapy as it may be used in a marriage and family therapy perspective with individuals, couples, and families. Various theoretical approaches and hands-on techniques are introduced. The emphasis in this course is placed on experiential techniques and processes of art therapy.

MFT660K Crossing Over: Building Professional Relationships Between Law Enforcement and Marriage and Family (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course examines the common goals/process as well as differentiated goals/process in marriage/family therapy and law enforcement. It is designed to facilitate greater understanding of the alternate discipline and to develop a basis for teamwork between law enforcement officers/departments and marriage and family therapists. This team work helps both communities work toward the good of the greater community.

MFT660L Introduction to Grief and Loss Issues in Family Therapy (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course provides an introduction to understanding the complexities of grief and loss as clinical issues in family therapy. It examines what is known about grief and loss as well as exploring the beliefs and myths held around the topic of loss and change. It is designed to facilitate a deeper understanding of grief, unresolved mourning, the impact of loss, and unexpressed grief, and implications for the therapeutic process.

MFT660M Family Therapy with Families with Disabilities (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course presents an overview of disabilities and defines how a disability can impact the overall family system, typical family functioning, and the family life cycle. Family and professional partnerships that are more effective, strength-focused, and empowering to the families are introduced.

MFT660N Medical Family Therapy (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course introduces the student to the interface between family therapy and the healthcare delivery system. A wide variety of settings in which family therapists and health care providers interact are explored. The benefits and challenges of such collaborations are discussed in terms of patient care. Specific tools for successful collaboration are presented.

MFT660P Use of Self in Marriage and Family Therapy (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course explores how and where the interface of the self of the therapist impacts therapeutic work with individuals, couples, and families. The personal and professional development of the therapist is the focus. Issues addressed include self-awareness, self-care, transference/counter transference, and integration of self into the theory and practice of marriage and family therapy.

MFT660Q Assessing and Treating Substance Abuse/Dependency (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

Families often identify one member and one member only who requires assessment, treatment and therapy for substance abuse/dependency. This course addresses the recovery process as a family system collaborative.

MFT660R Couple and Family Therapy with Gay and Lesbian Families (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course provides an opportunity to develop expertise in conducting couple and family therapy with gay, bi-sexual, lesbian, and transgender couples and families. It examines how couple and family therapy can address issues of sexual orientation and gender preference and the special needs of these populations.

MFT660S Family Therapy with African American Families (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course focuses on the current issues, values, and family dynamics in African American families. Redefining the genesis of the African American family as well as providing a context in which African Americans thrive today is addressed.

MFT660T Working with Returning Military Personnel and Their Families from a Systemic Perspective (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course examines the therapeutic issues and skills that are needed to work with returning military personnel from the Middle East. The unique aspects of the reentry process for military personnel and their families are addressed. Emphasis is placed on the relationship issues that soldiers and their families face when re-integrating into their communities. Best educational and therapeutic practice models and current literature and research are reviewed and discussed.

MFT660U Marriage and Family Therapy in Rural Areas (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course examines some of the challenges and rewards of working in a rural setting as a marriage and family therapist. It includes an overview of organizational, consumer, ethical, and training issues unique to mental health work in rural America. Considerable time is devoted to discussion regarding characteristics of effective providers of marriage and family therapy in this setting.

MFT660V Working Systemically with the Eating Disorder Population (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course exposes students to diagnostic and unique treatment issues involved when working with clients with an eating disorder. Collaborative approaches to treating eating disorders with a family systems perspective are examined.

MFT660W Separating and Divorcing Couples (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course explores the issues faced by marriage and family therapists working with couples of separation and divorce. The course examines the personal, professional, ethical, and spiritual dilemmas that a therapist faces when working with these couples, and offers resources and practical strategies.

MFT660X Working with Later Life Families: Aging from a Family Perspective (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course studies the intersection of family and gerontology. Intragenerational and intergenerational family relationship lenses are used to create a realistic and practical view of elders and their family systems.

MFT660Y Art Therapy with Families Level II (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course provides advanced instruction in the theory and practice of art therapy as it may be used with individuals, couples and families in the process of psychotherapy. The course integrates concepts of art therapy with current marriage and family therapy practices and interventions with an emphasis on clinical application of theory.

MFT660Z Working with Young Children and Their Families (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course provides an introduction to working with children ages 0-5 and their families. The course integrates concepts and theories of infant mental health, child parent psychotherapy, and current marriage and family therapy practices and interventions with an emphasis on clinical application of theory.

MFT660AA Family Mediation (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course is an introduction to family mediation theory and skills. It provides students with theoretical bases such as conflict, principled negotiation, and psychodynamics of divorce. Minnesota Rules and Statutes are presented as guidelines for ethical mediation practice. Mediation skills and strategies are introduced, and students are given an opportunity to apply strategies in role plays and simulations. The goal of this course is to equip students with introductory knowledge, skills, and practice in family law mediation.

MFT660AC Adoption and Foster Care Issues in Family Therapy (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

In this course, the distinct needs of adoption and foster care families are examined, including how issues of attachment, adoption, foster care, and birthparent dynamics inform approaches to family therapy.

MFT660AD Impact of Trauma in First Responders and Their Families (1 cr.)

This course provides an in-depth study of the impact of trauma on first responders. It includes the study of basic emergency service personality profiles, secondary victimization/trauma, and the effects of on-going exposure to trauma on first responders as well as their marriages and families.

MFT660AE Family Therapy with Children with Special Health Care Needs and Their Families (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course is designed to identify, develop, and evaluate the need for interventions related to the impact of disability on the family system. The focus is to better understand, support, and engage the children and families behind the labels.

Professional Issues: 4 cr.

MFT642 Marriage and Family Therapy: Professional Issues and Orientation (1 cr.)

This course provides an orientation to the profession of marriage and family therapy. The history of the profession is covered as well as the roles and settings of marriage and family therapists. Additionally, the developmental process involved with acquiring an identity as a marriage and family therapist is addressed.

MFT690 Ethical Issues and Professional Practices in Marriage and Family Therapy (3 cr.)

Prerequisite(s): MFT 613 and 6 additional MFT credits

This course examines professional, legal, and ethical issues in the practice of couples and family therapy. The code of ethics of the Minnesota Board of Marriage and Family Therapy and AAMFT; selected Minnesota laws pertaining to children and families; and ethical and professional problems of confidentiality, dual relationship, and other potential problematic areas are studied.

Treatment Planning: 3 cr.

MFT683 Assessment, Diagnosis, and Treatment Planning with Children and Adolescents in Family Therapy (3 cr.)

Prerequisite(s): MFT 613 and MFT650

This course examines the assessment and diagnostic process for working with children and adolescents in a behavioral health setting utilizing a developmental-systems approach and the criteria from the DSM IV. This course focuses on assessment and diagnostic methods and tools and the development of appropriate treatment plans for clients based on diagnostic and problem formulation.

Practicum: 6 cr. (minimum)

MFT643 Systemic/Relational Interviewing (1 cr.)

Prerequisite(s): Completion of core; co-requisite MFT644

This course focuses on systemic interviewing for assessment and clinical intervention with more than one member of a relational system present concurrently in the clinical session. Opportunities for simulated practice are a focus of this course.

MFT644 Observational Practicum (1 cr.)

Prerequisite(s): Completion of core; co-requisite: MFT643

Students observe clinical therapy sessions as they actually occur in a community clinic. Students have the opportunity to serve as part of a live reflecting team with therapists at the clinical setting.

Practicum experience in a counseling or mental health setting

The student completes a supervised practicum experience in a counseling or mental health setting under direct supervision. This experience consists of a minimum of 300 clinical contact hours. This experience must include at least 150 hours of direct clinical service with couples and families. Students must complete at least two semesters of practicum at the 670-672 level.

A practicum seminar class must be taken concurrently:

MFT670 Marriage and Family Therapy Practicum I (2 cr.)

Prerequisite(s): All program course requirements except MFT 632, MFT 635 and MFT 683

This course is for students to complete the 300 hours of clinical Marriage and Family Therapy (MFT) practicum required for licensure by the Minnesota Board of MFT. The practicum in Marriage and Family Therapy is for students enrolled in the Certificate of Advanced Graduate Study in Marriage and Family Therapy or in the Master of Arts in Marriage and Family Therapy Program. Students work under the on-campus supervision of a Minnesota Board of MFT Approved Supervisor for a minimum of 30 hours per semester, as well as the off-campus supervision of a licensed mental health professional with documented clinical experience with families. All practicum hours must be completed at an approved practicum site. The on-campus practicum seminar provides an environment for observation of taped clinical work, discussion of case material, and discussion of problems and concerns that arise in the practicum setting, under the supervision of a Minnesota Board of MFT Approved Supervisor. Personal and professional issues relevant to the practicum experiences are also explored.

MFT671 Marriage and Family Therapy Practicum II (2 cr.)

Prerequisite(s): MFT 670

This course is for students to complete the 300 hours of clinical Marriage and Family Therapy (MFT) practicum required for licensure by the Minnesota Board of MFT. The practicum in Marriage and Family Therapy is for students enrolled in the Certificate of Advanced Graduate Study in Marriage and Family Therapy or in the Master of Arts in Marriage and Family Therapy Program. Students work under the on-campus supervision of a Minnesota Board of MFT Approved Supervisor for a minimum of 30 hours per semester, as well as the off-campus supervision of a licensed mental health professional with documented clinical experience with families. All practicum hours must be completed at an approved practicum site. The on-campus practicum seminar provides an environment for observation of taped clinical work, discussion of case material, and discussion of problems and concerns that arise in the practicum setting, under the supervision of a Minnesota Board of MFT Approved Supervisor. Personal and professional issues relevant to the practicum experiences are also explored.

MFT672 Marriage and Family Therapy Practicum III (2 cr.)

Prerequisite(s): MFT 670 and MFT 671

This course is for students to complete the 300 hours of clinical Marriage and Family Therapy (MFT) practicum required for licensure by the Minnesota Board of MFT. The practicum in Marriage and Family Therapy is for students enrolled in the Certificate of Advanced Graduate Study in Marriage and Family Therapy or in the Master of Arts in Marriage and Family Therapy Program. Students work under the on-campus supervision of a Minnesota Board of MFT Approved Supervisor for a minimum of 30 hours per semester, as well as the off-campus supervision of a licensed mental health professional with documented clinical experience with families. All practicum hours must be completed at an approved practicum site. The on-campus practicum seminar provides an environment for observation of taped clinical work, discussion of case material, and discussion of problems and concerns that arise in the practicum setting, under the supervision of a Minnesota Board of MFT Approved Supervisor. Personal and professional issues relevant to the practicum experiences are also explored.

MFT673 Marriage and Family Therapy Practicum IV (2 cr.)

Prerequisite(s): MFT 670, MFT 671, and MFT 672

This course is for students to complete the 300 hours of clinical Marriage and Family Therapy (MFT) practicum required for licensure by the Minnesota Board of MFT. The practicum in Marriage and Family Therapy is for students enrolled in the Certificate of Advanced Graduate Study in Marriage and Family Therapy or in the Master of Arts in Marriage and Family Therapy Program. Students work under the on-campus supervision of a Minnesota Board of MFT Approved Supervisor for a minimum of 30 hours per semester, as well as the off-campus supervision of a licensed mental health professional with documented clinical experience with families. All practicum hours must be completed at an approved practicum site. The on-campus practicum seminar provides an environment for observation of taped clinical work, discussion of case material, and discussion of problems and concerns that arise in the practicum setting, under the supervision of a Minnesota Board of MFT Approved Supervisor. Personal and professional issues relevant to the practicum experiences are also explored.

Electives: 3 cr. (minimum)

Note: These elective credits are in addition to the 2 required special topics credits. Students may use additional special topics courses to fulfill the elective credits, or they may take one of the following courses listed below.

MFT664A Trauma: Couples and Families (2 cr.)

This course covers the structure and function of families and relationships as they are affected by traumatic experiences and as those relationships affect responses to traumatic events. The course connects the theoretical and research underpinnings of relational systems to an understanding of trauma. The impact of diverse cultural and community standards is examined with respect to traumatic events. Professional standards of practice are assessed and research-based intervention methods are explored.

MFT667A Health and Illness in Families (2 cr.)

This course focuses on the basic understanding of health, illness, and the family. The course examines the crucial role family plays in individual health and illnesses and how families adapt and adjust. Psychological and sociological models are identified and the application of biopsychosocial-spiritual models to clinical work with families dealing with acute/chronic illness, disability, and the loss/grief is explored.

MFT667B Theory and Practice of Medical Family Therapy (2 cr.)

Prerequisite(s): MFT667A

In this course a collaborative approach to interdisciplinary healthcare practice is discussed and applied with a special emphasis given to understanding the significance of collaboration with physicians and other healthcare providers. Appraising and synthesizing collaborative approaches and best practices of healthcare are addressed. The impact of healthcare problems on the family system and examining strategies to develop effective relationships and interventions with families utilizing appropriate cultural frameworks are emphasized.

MFT681 Expressive Arts and Narrative Therapy (cr.)

Prerequisite(s): MFT611 or MFT613

Basic concepts and practice of narrative therapy are introduced in this course. Expressive arts are applied to narrative practice. Non-traditional talk therapy modalities are explored within an experiential learning environment.

Final Requirements

Final requirements of the program include the following:

MFT791 Integration Paper and Oral Examination (0 cr.)

The Integration Paper and Oral Examination demonstrate the student's ability to integrate his or her coursework, practicum and other professional experiences with a review of current professional research literature in an area of the student's choosing, with approval of the Program Director or Clinical Director. The oral examination is based on the integration paper.

Faculty

The faculty members and advisers for the Marriage and Family Therapy programs have earned doctorate or master's degrees. Faculty members are selected for their educational and professional experience and expertise. All Marriage and Family Therapy faculty are expected to engage in clinical practice.

Admission Requirements

Applicants may apply for admission to master's degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services, www.wes.org, or Educational Credential Evaluators, www.ece.org, and be deemed equivalent to accredited U.S. university standards.) and,
3. A personal statement which includes:
 - a. brief description of the applicant's background, training, and experience and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program and,
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability and,
5. A current résumé listing educational background and work experience

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Nurse Anesthesia, M.S.

The Master of Science in Nurse Anesthesia program is for qualified Registered Nurses who wish to earn a Master of Science degree while pursuing education as a Certified Registered Nurse Anesthetist. The objective of the program is to prepare nurses for positions of leadership on the healthcare team.

Saint Mary's University believes in building and developing on the baccalaureate base with emphasis on a strong scientific and technical background. Graduates will be prepared to practice in a wide variety of settings and in diverse methods of administering a safe anesthetic. The graduate is eligible to write the certification examination as offered by the Council on Certification of Nurse Anesthetists. Successful completion of the examination entitles the graduate to be known as a Certified Registered Nurse Anesthetist.

The Nurse Anesthesia Program enjoys full accreditation from the Council on Accreditation of Nurse Anesthesia Educational Programs. The Council is recognized by the United States Department of Education and the Council for Higher Education Accreditation.

Program Outcomes

1. Demonstrate the ability to provide safe and competent care throughout the perianesthetic continuum.
2. Demonstrate critical thinking skills.
3. Communicate effectively.
4. Demonstrate professional behavior.
5. Continue to learn throughout their careers.

Clinical Outcome Objectives

Patient safety is demonstrated by the ability of the student to do the following:

1. Be vigilant in the delivery of patient care.
2. Protect patients from iatrogenic complications.
3. Participate in the positioning of patients to prevent injury.
4. Conduct a comprehensive and appropriate equipment check.
5. Utilize standard precautions and appropriate infection control measures.

Individualized perianesthetic management is demonstrated by the ability of the student to do the following:

1. Provide care throughout the perianesthetic continuum.
2. Use a variety of current anesthesia techniques, agents, adjunctive drugs, and equipment while providing anesthesia.
3. Administer general anesthesia to patients of all ages and physical conditions for a variety of surgical and medically related procedures.
4. Provide anesthesia services to all patients, including trauma and emergency cases.
5. Administer and manage a variety of regional anesthetics.
6. Function as a resource person for airway and ventilatory management of patients.

7. Possess current advanced cardiac life support (ACLS) recognition.
8. Possess current pediatric advanced life support (PALS) recognition.
9. Deliver culturally competent perianesthetic care throughout the anesthesia experience.

Critical thinking is demonstrated by the student's ability to do the following:

1. Apply theory to practice in decision making and problem solving.
2. Provide nurse anesthesia care based on sound principles and research evidence.
3. Perform a preanesthetic assessment and formulate an anesthesia care plan for patients to whom they are assigned to administer anesthesia.
4. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
5. Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
6. Calculate, initiate, and manage fluid and blood component therapy.
7. Recognize and appropriately respond to anesthetic complications that occur during the perianesthetic period.
8. Pass the Council on Certification of Nurse Anesthetists' certification examination.

Communication skills are demonstrated by the student's ability to do the following:

1. Effectively communicate with all individuals influencing patient care.
2. Interact competently with a diverse population.
3. Utilize appropriate verbal, nonverbal, and written communication in the delivery of perianesthetic care.
4. Communicate effectively through case records, written reports, and professional papers.

Professional role is demonstrated by the student's ability to do the following:

1. Demonstrate ethical behavior when interacting with patients, affiliated healthcare associations, and members of the medical community.
2. Participate in activities that improve anesthesia care.
3. Function within appropriate legal requirements as a registered professional nurse, accepting responsibility and accountability for his or her practice.
4. Interact on a professional level with integrity.
5. Teach others.
6. Participate in continuing education activities to acquire new knowledge and improve his or her practice.

Program Philosophy

The Master of Science program in Nurse Anesthesia originated in response to the request of leaders in healthcare for graduate level education in the field of Nurse Anesthesia. With this need in mind, Saint Mary's University of Minnesota developed this program in affiliation with Abbott Northwestern Hospital. With a focus on meeting the needs of adult learners, the program's goal is to provide a positive and supportive learning environment, preparing the professional nurse in the art and science of anesthesia, meeting the societal need for safe and competent anesthesia care. The program provides the student with a curriculum that includes formal and informal instruction in scientific principles, clinical practice, and professional growth opportunities. A shared sense of responsibility exists between the faculty and the student to reach the goal of becoming a nurse anesthetist.

Program Accreditation

The Nurse Anesthesia Program enjoys full accreditation from the Council on Accreditation of Nurse Anesthesia Educational Programs. The Council is recognized by the United States Department of Education and the Council for Higher Education Accreditation.

(<http://www.aana.com>)

Affiliate Hospitals

- Abbott Northwestern Hospital, Minneapolis, MN
- Amery Regional Medical Center, Amery, WI
- Avera Marshall Medical Center, Marshall, MN
- Children's Hospital and Clinics of MN, Minneapolis, MN
- Gillette Specialty Children's Hospital, St. Paul, MN
- Glencoe Regional Health Center, Glencoe, MN
- Lake City Medical Center, Lake City, MN
- Memorial Health Center, Medford, WI
- Memorial Medical Center, Neilsville, WI
- Mile Bluff Medical Center, Mauston, WI
- Miller Dwan Hospital, Duluth, MN
- Northfield Hospital, Nor
- Owatonna Hospital, Owatonna, MN
- Phillip's Eye Institute, Minneapolis, MN
- Regions Hospital, St. Paul, MN
- Rice Memorial Hospital, Willmar, MN
- Ridgeview Medical Center, Waconia, MN
- River Falls Area Hospital, River Falls, WI
- Riverwood Health Care Center, Aitkin, MN
- Saint Cloud Hospital, St. Cloud, MN
- Saint Croix Regional Medical Center, St. Croix Falls, WI
- Saint Elizabeth's Hospital, Wabasha, MN
- St. Luke's Hospital, Duluth, MN
- St. Mary's Hospital, Duluth, MN

Degree Requirements

Students earn a minimum of 64 semester credits in a 28-month (seven semester) program by integrating clinical and academic experiences.

First Year

Semester I (Summer)

NA630 Professional Aspects of Nurse Anesthesia Practice (3 cr.)

This course presents material concerning issues surrounding the discipline of Nurse Anesthesia as a profession. Topics include the qualifications and capabilities of the Nurse Anesthetist, professional roles and responsibilities, committing to professional involvement, the American Association of Nurse Anesthetists as a professional organization, the governmental and non-governmental regulation of Nurse Anesthesia practice, Standards of Care, professional reimbursement, health care marketplace trends, influencing health care policy, assessing and selecting CRNA practice settings, the American legal system and its impact on CRNA practice, the anatomy of malpractice litigation, clinical competency, continuous quality improvement, cultural competency, ethical issues, and decisionmaking.

NA640 Chemistry and Physics (4 cr.)

Aspects of inorganic and organic chemistry, biochemistry and physics, which are applicable to the science and practice of anesthesia, are presented. Topics include the chemistry and physics of anesthetic agents, accessory drugs, therapeutic agents, explosion hazards, and electrical safety.

NA606 Research Design and Statistical Analysis (3 cr.)

Prerequisite(s): Concurrent enrollment in NA 635 The course provides an overview of research methods commonly used in clinical anesthesia, nursing, and medicine. Topics include research methodology, statistical analysis, probability, risk assessment, decision making, use of computer software, data analysis, graphical techniques, and electronic communications. The course focuses on the interpretation and understanding of research and applied statistical procedures.

NA635 Professional Communication (3 cr.)

Prerequisite(s): Concurrent enrollment in NA 606 This course introduces the student to the expectations and conventions of graduate writing and research in the medical field. Topics include: modes of professional communication, AMA standards and conventions, essential elements of medically related reports such as clinical case studies, insurance and quality assurance reports, professional correspondence, integrative and systematic reviews, library research tools and methods, and meta-analysis. The ethical and legal ramifications of professional communication are addressed.

Semester II (Fall)

NA615 Principles of Anesthesia Practice I (6 cr.)

Prerequisite(s): NA635, NA640, concurrent enrollment in NA651
This course begins an in-depth study of the administration of anesthesia. Introductory principles of anesthesia equipment, monitoring, documentation, patient assessment, basic patient care, and infection control are examined. Detailed studies of anesthetic techniques for different surgical procedures and for patients with acute and chronic diseases are included. Detailed study of the physiology, assessment, and anesthetic techniques for obstetric patients are presented. Creation of an anesthesia plan tailored to the individual patient is stressed. The pathophysiology of co-existing diseases, current treatment of these diseases, and the impact that these diseases might have on the management of anesthesia are presented.

NA645 Anatomy and Physiology I (6 cr.)

Prerequisite(s): NA640
This course is the first in a series of two courses. The course concentrates on the anatomy and physiology of cells, muscles, the central and peripheral nervous systems, and the cardiovascular system.

NA651 Pharmacology for Nurse Anesthetists (3 cr.)

Prerequisite(s): NA640
This course introduces basic principles of pharmacology and focuses on those drugs most often used in the practice of anesthesia. The course provides an overview of drug actions, interactions, metabolism, methods of administration, dosages, side effects, precautions, and contraindications.

Semester III (Spring)

NA650 Anatomy & Physiology II (5 cr.)

Prerequisite(s): NA645
This course is a continuation of Anatomy and Physiology I. The focus is on the anatomy and physiology of the respiratory, renal, gastrointestinal, and endocrine systems. Concepts in immunology are also addressed.

NA661 Pharmacology (3 cr.)

Prerequisite(s): NA651 This course focuses on the pharmacokinetics and pharmacodynamics of major drug classifications. Their interactions with anesthetic agents are discussed.

NA620 Principles of Anesthesia Practice II (6 cr.)

Prerequisite(s): NA615
This course is a continuance of Principles of Anesthesia Practice I. Detailed study of patient assessment and anesthetic techniques for pediatric patients are presented. Regional anesthetic techniques are explored in detail. Advanced monitoring and perioperative assessment are discussed. The pathophysiology of co-existing diseases, current treatment of these diseases, and the impact that these diseases might have on the management of anesthesia are presented. Tailoring anesthetic management to individual patients is stressed.

NA770 Clinical Practicum I (2 cr.)

Prerequisite(s): NA620
Clinical Practicum I provides the student with opportunities to apply the didactic principles of anesthesia to patient care. Students must master the basic skills and routines associated with anesthesia practice and spend time observing anesthesia and surgery in an urban medical center.

Second Year

Semester IV (Summer)

NA781 Synthesis Paper Proposal (2 cr.)

Prerequisite(s): NA620, NA630, NA635, NA661
This course prepares students to critically analyze and develop their synthesis paper. Emphasis is placed on reviewing and analyzing the current literature, developing a relevant and timely research question, obtaining relevant references and formulating the proposal for the completion of the synthesis paper. References are analyzed in terms impacting the existing body of knowledge, applicability to the research question, interpretation of data, identification of variables and applicability to the body of current anesthesia literature.

NA771 Clinical Practicum, Summer Semester (2 cr.)

Prerequisite(s): NA770
Clinical practicum provides the student with the opportunity to apply the principles of anesthesia to direct patient care. Students provide supervised care in a variety of settings. Students use advanced anesthetic techniques to challenge specialty rotations.

NA780 Clinical Integration (3 cr.)

Prerequisite(s): NA635 and concurrent enrollment in NA 771
In this course, the student integrates theory with practice by analyzing the anesthetic management of selected cases. Patient care plans are reviewed, compared, and contrasted in light of actual or anticipated outcomes. Current research is used to support patient care decisions. In addition, students have the opportunity to explore current topics and trends in anesthesia, facilitated by guest lecturers.

Semester V (Fall)

NA632 Professional Aspects of Nurse Anesthesia Department (1 cr.)

Prerequisite(s): NA630
The management section of Professional Aspects provides an overview of Anesthesia Department management from the perspective of the CRNA manager. The management role and responsibilities are described and real-life case studies are used to develop a pragmatic approach to department management.

NA783 Synthesis Paper (2 cr.)

Prerequisite(s): NA781

Students demonstrate their understanding of applicable concepts by submitting a paper to be presented to communities of interest at a later time. Concepts from the student's coursework, experiences, and related fields are represented.

NA772 Clinical Practicum, Fall Semester (2 cr.)

Prerequisite(s): NA771

Clinical practicum provides the student with the opportunity to apply the principles of anesthesia to direct patient care. Students provide supervised care in a variety of settings. Students use advanced anesthetic techniques to challenge specialty rotations.

Semester VI (Spring)

NA782 Program Comprehensive Exams (1 cr.)

Prerequisite(s): All formal didactic coursework

The student's mastery of their anesthesia knowledge base is assessed via a series of comprehensive examinations. Examination topics include basic and advanced principles of anesthesia practice, basic sciences (anatomy, physiology, biochemistry, chemistry and physics), professional aspects of anesthesia practice, pharmacology, advanced monitoring, technology, and equipment. There are five examinations in this series.

NA773 Clinical Practicum, Spring Semester (3 cr.)

Prerequisite(s): NA 772 Clinical practicum provides the student with the opportunity to apply the principles of anesthesia to direct patient care. Students provide supervised care in a variety of settings. Students use advanced anesthetic techniques to challenge specialty rotations.

Third Year

Semester VII (Summer)

NA784 Synthesis Paper Presentation (1 cr.)

Prerequisite(s): NA783

Students demonstrate their understanding of applicable concepts by presenting their synthesis paper to communities of interest. Concepts from the student's coursework, experiences, and related fields are represented.

NA774 Clinical Practicum, Summer Semester (3 cr.)

Prerequisite(s): NA773

Clinical practicum provides the student with the opportunity to apply the principles of anesthesia to direct patient care. Students provide supervised care in a variety of settings. Students use advanced anesthetic techniques to challenge specialty rotations.

Total: 64 cr.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants seeking admission to this program must meet the admission requirements for Saint Mary's University of Minnesota Schools of Graduate and Professional Programs and for the Master of Science in Nurse Anesthesia Program. Applicant must have:

1. Completed an appropriate baccalaureate degree from a regionally accredited institution. Degrees must be completed and final transcripts must be submitted by the April 1 deadline. Appropriate degrees include the areas of nursing, biophysical, biological or behavioral sciences.
2. Overall GPA of 2.75 on a 4.0 scale or higher.
3. Current unencumbered licensure as a Professional Registered Nurse in the State of Minnesota, or eligible for reciprocity.
4. A minimum of one year of experience in a critical care setting.
5. Three completed professional reference statements.
 - a. One from current work supervisor
 - b. Two professional references
6. A completed applicant file submitted by the application deadline.
7. Successful completion of a personal interview.
8. Physical examination and record of immunizations. (Required after the student has been accepted into the program.) All students are required to have a physical examination prior to starting the program. Documented immunity to communicable disease is also required prior to the student's involvement in hospital activities. Serum titers that are required include rubella, rubeola, varicella, hepatitis B and mumps. Vaccination will be required in non-immune students.

A TB test is also required each year. Students must have a negative TB test or have evidence that she/he has received treatment for a positive test.

These requirements meet or exceed the Standards and Guidelines set by the Council on Accreditation of Nurse Anesthesia Educational Programs.

Selection Criteria

Since the class size is limited, candidates who meet the minimum admission requirement may not be selected. The admissions committee will select the most qualified applicants based on the following criteria:

1. The completed application and supporting material.
2. Previous academic performance.
3. Demonstrated success as a professional Registered Nurse in a critical care area.
4. The ability to perform all anticipated tasks relevant to the practice of Nurse Anesthesia.
5. Successful completion of the interview process demonstrating personal traits indicative of success in the program.

Note: Applicants will be screened and the most qualified individuals will be invited for an interview.

Application Process

Applicant must submit:

1. A completed application form with the nonrefundable application fee.
2. An official transcript issued to Saint Mary's University from each undergraduate college or university attended, including an official transcript from the institution posting the applicant's completed bachelor's degree.
3. A personal statement which includes the following:
 - a. a brief description of the applicant's background, training, and experience;
 - b. a statement indicating the career goals of the applicant and his/her reasons for seeking admission to this program;
 - c. a description of the areas which the applicant considers to be his/her strengths and the areas in which the applicant wishes to develop greater strengths and abilities; and
 - d. personal information the applicant wishes to share.
4. Three completed professional reference statements from:
 - a. a current work supervisor; and
 - b. two professional references.
5. A current résumé or curriculum vitae listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Fees and Expenses

Application fee \$25 (nonrefundable)

Tuition:

- \$525 per credit, 64 credits total = \$33,600
- Registration fee \$1,000 (nonrefundable, payable upon acceptance to the program)
- Graduation fee \$190
- Clinical fee \$225 per clinical semester

Other expenses: (estimated)

- Books and supplies \$1,600
- Certification Exam \$725

Nurse Anesthesia – Minneapolis School of Anesthesia, M.S.

Saint Mary's University has a second program leading to the Master of Science degree in Nurse Anesthesia. This program is a cooperative program with the Minneapolis School of Anesthesia composed of coursework, clinical practice, and a series of research reviews that enables the student to simultaneously earn a Master of Science degree from Saint Mary's University of Minnesota and a certificate in Nurse Anesthesia from the Minneapolis School of Anesthesia. The program includes clinical practice held concurrently with academic coursework. Graduates are eligible to take the National Certification Examination given by the Council on Certification of Nurse Anesthetists. Successful completion of the National Certification Examination entitles the graduate to be known as a Certified Registered Nurse Anesthetist (CRNA). The completion of a Master of Science degree not only recognizes students' educational accomplishments, but also expands their opportunities to secure positions of leadership within the health care field.

Students must earn 48 semester credits to receive the master's degree. While these credits are Saint Mary's University credits, the program is designed to include the science-based and clinical instruction provided by the expertise of the Minneapolis School of Anesthesia faculty. See the MSA website for further information. (www.nurseanesthesia.org)

Program Accreditation

The program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, 222 South Prospect Avenue, Park Ridge, IL, 60068-4010, (847) 692-7050, www.aana.com, a specialized accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

Degree Requirements

Students earn a minimum of 48 semester credits in a 27 month (seven semester) program by integrating clinical and academic experiences.

First Year

Semester I (Fall)

NA616 Principles of Anesthesia Practice I (1 cr.)

This course presents the physiology of various positions for anesthesia, various care plans, and the importance of universal precautions.

NA617 Principles of Anesthesia Practice II (2 cr.)

The course presents the administration of general anesthesia with emphasis on gas machines, vaporizers, and monitoring devices.

NA639 Chemistry and Physics (5 cr.)

This course presents aspects of inorganic and organic chemistry, biochemistry, and physics, which are applicable to the science and practice of anesthesia. The course covers the application of learned principles to various aspects of anesthesia. Topics include the chemistry and physics of anesthetic agents, accessory drugs, therapeutic agents, explosion hazards, and electrical safety.

NA644 Anatomy, Physiology, and Pathophysiology I (5 cr.)

This course presents aspects of anatomy, physiology, and pathophysiology, which are relevant to the science and practice of anesthesia. Topics include cell physiology, nervous system, and respiratory system.

NA655 Pharmacology I (2 cr.)

This course is a comprehensive study of specific anesthesia drugs and their clinical use by the anesthetist.

NA681 Professional Aspects of Anesthesia I (1 cr.)

This course presents a series of topics directly related to the professional discipline of nurse anesthesia. Topics include history, professional roles and responsibilities, cultural diversity, ethical issues, the state professional organization, and the American Association of Nurse Anesthetists.

Semester II (Spring)

NA621 Principles of Anesthesia Practice III (2 cr.)

This course presents concepts of pre-, intra-, and post-anesthesia patient assessment; and basic physiologic monitoring.

NA649 Anatomy, Physiology, and Pathophysiology II (5 cr.)

This course continues the in-depth analysis of the body systems relevant to the science and practice of anesthesia. Topics include circulatory system, endocrine system, and excretory system.

NA660 Pharmacology II (5 cr.)

This course presents pharmacological principles as applied to the clinical practice of anesthesia. Topics include pharmacodynamics, anesthetic agents, accessory drugs, and drug interactions.

NA671 Anesthesia Clinical Practicum (240 hrs.) (0 cr.)

Clinical experience is provided in the member hospitals on a rotating basis. Clinical instructors guide the student utilizing appropriate principles of anesthesia practice.

NA682 Professional Aspects of Anesthesia II (1 cr.)

This course presents a series of topics directly related to the professional discipline of nurse anesthesia. Topics include continuing education, credentialing and business, employment and management trends.

Semester III (Summer)

NA605 Statistical Techniques & Research Methods (3 cr.)

The methods of descriptive and experimental research, the study of statistical procedures, and the development of research methodology are presented.

NA622 Principles of Anesthesia Practice IV (1 cr.)

This course presents advanced concepts of practice including anesthesia techniques for head and neck, abdominal, and orthopedic surgery.

NA626 Principles of Anesthesia Practice V (3 cr.)

This course presents advanced concepts of practice including anesthesia techniques for pediatrics, obstetrics, neuro-, and regional anesthesia.

NA627 Principles of Anesthesia Practice VI (1 cr.)

This course presents advanced concepts of cardiovascular anesthesia including intrathoracic and open heart.

NA672 Anesthesia Clinical Practicum (240 Hours) (0 cr.)

Clinical experience is provided in the members hospitals on a rotating basis. Clinical instructors guide the student utilizing appropriate principles of anesthesia practice.

NA683 Professional Aspects of Anesthesia III (1 cr.)

This course presents a series of topics directly related to the professional discipline of nurse anesthesia. Topics include legal issues, chemical dependency, and healthcare policy.

Second Year

Semester IV (Fall)

NA610 Instructional Design (1 cr.)

This course examines the learning process and how it influences instructional design. Topics include current trends in instruction and evaluation; and planning for the teaching/learning process.

NA628 Anesthesia and Uncommon Diseases (1 cr.)

This course presents advanced concepts of uncommon disease processes and the implications for anesthesia care.

NA673 Anesthesia Clinical Practicum (480 Hours) (0 cr.)

Clinical experience is provided in the member hospitals on a rotating basis. Clinical instructors guide the student utilizing appropriate principles of anesthesia practice.

Semester V (Spring)

NA674 Anesthesia Clinical Practicum (480 Hours) (0 cr.)

Clinical experience is provided in the member hospital on a rotating basis. Clinical instructors guide the student utilizing appropriate principles of anesthesia practice.

Semester VI (Summer)

NA678 Anesthesia Clinical Practicum (480 Hours) (0 cr.)

Clinical experience is provided in the member hospitals on a rotating basis. Clinical instructors guide the student utilizing appropriate principles of anesthesia practice.

NA680 Theories of Management and Leadership (2 cr.)

This course is designed to educate the student in current theories and approaches to management and leadership.

Third Year

Semester VII (Fall)

NA670 Anesthesia Clinical Practicum (3 cr.)

Clinical experience is provided in the member hospitals on a rotating basis. Clinical instructors guide the student utilizing appropriate principles of anesthesia practice.

NA679 Anesthesia Clinical Practicum (240 Hours) (0 cr.)

Clinical experience is provided in the member hospitals on a rotating basis. Clinical instructors guide the student utilizing appropriate principles of anesthesia practice.

NA690 Research Presentation (3 cr.)

In this course, students prepare literature-based papers that examine and analyze anesthesia related topics. All papers are prepared in a publishable format using American Medical Association (AMA) style. The student presents and defends one of the papers before a faculty committee and students.

Faculty

The faculty and advisers for the Nurse Anesthesia-Minneapolis School of Anesthesia program have earned doctorate, master's degrees, or equivalent preparation in the subjects they teach. Faculty are selected for their combination of educational and professional expertise.

Admission Requirements

Applicants for the master of science degree program must meet the admission requirements of Saint Mary's University graduate program and the admission requirements of the Minneapolis School of Anesthesia.

Application Process

1. Be accepted into the Minneapolis School of Anesthesia. (www.nurseanesthesia.org)
2. Following acceptance into the Minneapolis School of Anesthesia, an application for Saint Mary's University must be completed.

Organizational Leadership, M.A.

Pursuing a path of leadership invites us to be consciously engaged with our lives personally and professionally. It is a sacred calling which invites our intellect, hearts, and souls to be integrated and actively employed. It is an invitation to examine and explore a confluence of contexts, meanings, relationships, and themes. Then when the ambiguity and unpredictability of the moment unfolds, we are prepared to galvanize ourselves and those around us to adapt and meet it.

The M.A. in Organizational Leadership combines theoretical and practical leadership strategies with best practices to equip today's adaptive leaders—those who stand poised to respond agilely and intelligently to ongoing change. The program is delivered in five interconnected clusters, each cluster establishing a layer of skills, reflection, and thinking, culminating in a synthesis of leadership principles. Developing a personal leadership style, students learn both analytical and interpersonal skills such as influencing, collaborating, and managing conflict.

Students become agents of organizational effectiveness and change as they learn to think critically, creatively, and strategically about a myriad of organizational and ethical issues and in problem solving, to communicate and collaborate, to manage talent, to build high performing teams, and to become inclusive and responsive. Through the M.A. in Organizational Leadership students become more aware of their and others' needs, understand more deeply their leadership potential, and actionably learn how to inspire and lead with excellence.

The program is organized by themes. Five clusters of skills and knowledge are examined that combined create a contemporary organizational leader. A cohort of students moves through the program together.

- **Cluster I:** The Learning Leader reflects on individual experience, preferences, and attitudes to build a growing awareness of how a manager influences outcomes with personal style and skills.
- **Cluster II:** The Connected Leader builds the relationships and connections essential for successful organizations.
- **Cluster III:** The Global Leader understands and maneuvers among the cultural, economic, political, legal, and social spheres that influence work.
- **Cluster IV:** The Change Leader considers both the art and science of managing talent and organizational change to create a positive and progressive environment in organizations.
- **Cluster V:** The Adaptive Leader synthesizes and applies leadership principles from the previous clusters to create a strategic, innovative, and competitive organization.

Program Outcomes

Graduates of the Master of Arts in Organizational Leadership program are expected to be able to do the following:

1. Interpret the contexts and environments in which organizations operate.
2. Integrate and apply analytical principles and skills to make complex strategic decisions.
3. Develop individual awareness, style, and communication skills that influence managerial outcomes.

4. Collaborate in complex work teams utilizing effective motivational and coaching techniques.
5. Develop and integrate creative, adaptive strategies that promote positive change and innovation.
6. Evaluate the ethical and legal implications of one's actions.
7. Conduct research and communicate results successfully.
8. Create an organizational culture of diversity and inclusion.
9. Activate self-directed strategies for continued personal and professional learning.

Program Delivery

The Master of Arts in Organizational Leadership program is offered in blended format or fully online

Degree Requirements

Each cluster of classes is taken in sequence and is a prerequisite set for the following cluster.

Cluster I: The Learning Leader: 8 cr. total

This course cluster examines individual experience, preferences, and attitudes in developing a leader's personal competence. Emotional intelligence, and critical and strategic thinking are introduced as vital development skills throughout the program. Formulating significant questions within the discipline become the foundation for research methods in organizational leadership.

OL614 Leadership and Ethics (4 cr.)

This course focuses on theories and styles of leadership and the ways in which outcomes are influenced through increased awareness of personal style and skills. Personal and professional ethics are analyzed, and ethical issues in organizations are explored.

OL615 Critical Thinking and Research (4 cr.)

This course focuses on exploring, analyzing, and evaluating information in order to think critically when creating management strategy.

Cluster II: The Connected Leader: 7 cr. total

This course cluster focuses on building relationships and connections necessary for leading successful organizational operations. Communication strategies and approaches for influencing, negotiating, advocating, and teambuilding are emphasized. Collaborative relationships are examined.

OL624 Collaboration and Teambuilding (4 cr.)

This course focuses on collaboration skills in developing high performing teams. Personal power, conflict, and influence are examined. Teambuilding, coaching, and motivational techniques are also included.

OL625 Communication Strategies (3 cr.)

This course focuses on tools, techniques, and strategies for effective communication in organizational excellence. Presentation, negotiation, and advocacy are examined.

Cluster III: The Global Leader: 7 cr. total

The course cluster examines all spheres—cultural, economic, political, legal, and social—that influence an organization's domestic or global mission. World politics and corporate social responsibility are addressed.

OL634 Economic and Political Contexts (3 cr.)

This course focuses on global, economic, and political issues influencing today's organizations. Contextual factors and trends in world economics and politics are examined.

OL635 Social, Legal, and Cultural Perspectives (4 cr.)

This course focuses on the legal and ethical stewardship of an organization within a contextual environment. Increased awareness of social responsibility and global citizenship is addressed along with cultural influences that impact organizations.

Cluster IV: The Change Leader: 7 cr. total

This course cluster focuses on the art and science of managing talent and organizational change to create a positive and progressive environment in organizations, utilizing holistic thinking and technical skills.

OL644 Talent Management (3 cr.)

This course focuses on talent analysis of the whole organization while advancing development of its mission delivery. Performance management principles are examined.

OL645 Organization Change and Development (4 cr.)

This course focuses on organizational change and the skills and strategies to address opportunities for positive impact on organizations and their missions. Systems thinking is examined.

Cluster V: The Adaptive Leader 7 cr. total

This course cluster focuses on synthesizing and applying leadership principles from the previous clusters to create a strategic, innovative, and competitive organization. The previously studied areas of personal, collaborative, global, and change awareness are integrated into a comprehensive view of contemporary leadership.

OL654 Strategy and Innovation (4 cr.)

This course focuses on strategic thinking and creativity in organizational leadership. Innovation is examined as a process to develop the strengths of an organization as a whole system and to deliver positive results.

OL655 Capstone Symposium (3 cr.)

This course focuses on integrating the knowledge, skill, and experience from all management and leadership coursework through research, writing, and a proposal for creative change.

Total: 36 cr.

Admission Requirements

Applicants may apply for admission to master's degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.) and,
3. A personal statement which includes:
 - a. brief description of the applicant's background, training, and experience and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program and,
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability.
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Philanthropy and Development, M.A.

The Master of Arts in Philanthropy and Development is for emerging and practicing development and philanthropy leaders. The program fosters critical thinking, organizational leadership, relationship building, ethical practice, financial stewardship, donor-focused strategies and skills needed to advance professionals and the field.

An emphasis is placed on the exploration and analysis of philanthropic and development perspectives and cooperative work required to meet the challenges of nonprofit organizations today and into the future.

Program Overview

The program consists of 30 semester credits:

- 15 credits of face-to-face classroom work during three (10-day) summer session residencies.
- 15 credits of online/independent study coursework completed between summer session residencies.

The academic content of the program extends beyond courses and summer sessions. Students have options for their Capstone Project, which serves as the final integrating element of the curriculum. This project is grounded in a review of relevant professional literature and then shaped by the specific interests and needs of the student.

Program Outcomes

1. Evaluate the history and trends in philanthropy and development.
2. Apply a comprehensive set of development strategies, techniques, and vehicles.
3. Develop and apply procedures for the sound stewardship of contributed resources.
4. Build and enhance relationships with constituencies.
5. Evaluate and develop the human, financial, and technology resources of a nonprofit organization.
6. Lead with an understanding of organizational dynamics and systems.
7. Apply and adapt theory to new and changing contexts by critically analyzing information and situations.
8. Develop listening, speaking, and written communication skills.
9. Incorporate an ethical perspective and legal considerations into all leadership, development, and philanthropic activities.

Degree Requirements

Year One

Summer Residency (5 cr.)

PHDE607 Introduction to Philanthropy and Development: Frameworks for Thinking and Learning (2 cr.)

This course examines two areas key to the work of today's development professional. The first is an understanding of the historical contexts, traditions, and roles of philanthropy and development that continue to shape the field. The second is an exploration of critical thinking: raising vital questions, gathering and assessing relevant information in an open minded manner, and creating well-reasoned solutions.

PHDE616 Leadership Skills (2 cr.)

This course focuses on leadership needs in the nonprofit sector and explores how it shapes an organization's philanthropic culture. The course also covers styles of leadership and the ways in which outcomes are influenced through increased awareness of personal approach, values, and skills.

PHDE641 Critical Thinking (1 cr.)

This course introduces thinking at the graduate level. Critical and creative thinking are discussed. Learners begin the process of searching and evaluating professional scholarly literature. Research methodology is introduced. The capstone in the degree is explained.

Fall Semester (4 cr.)

PHDE628 Resource Management (2 cr.)

This course prepares development professionals to manage and integrate financial, human, and technology resources. The course covers budgeting and financial management, development and management of personnel, and alignment of technology with the needs of the organization

PHDE642 Communication Skills (2 cr.)

This course focuses on written and oral communications in professional and academic settings. Theories of interpersonal and organizational communication, appropriate writing style based on audience APA academic voice and style, literature searches, writing that incorporates sources, materials, ethical use of source materials, and effective presentations are examined.

Spring Semester (4 cr.)

PHDE612 Legal Issues in Philanthropy and Development (1 cr.)

This course explores relevant legal issues for development professionals working in nonprofit organizations. The focus of the course is the regulation of nonprofit organizations by national, state, provincial, and local governments, tax-exempt status, reporting requirements and strategies to adhere to the principles of accountability legislation.

PHDE645 Emerging Issues in Philanthropy and Development (1 cr.)

This course explores trends in philanthropy and the field of development, as identified in professional literature and practice. The emphasis is on analyzing and evaluating trends to maximize donor-organization relationships, improve professional efficiency and effectiveness, and advance the field.

PHDE643 Synthesizing Seminar 1 (2 cr.)

In this course, students reflect on their learning in the program. Constructs of self-directed learning are discussed, especially the role of curiosity in life-learning. Continuing progress is made on the capstone paper.

Year Two

Summer Residency (5 cr.)

PHDE622 Fund Development Frameworks (2 cr.)

This course covers the basic components of a fund development program, provides the framework for developing an integrated development program, and examines the infrastructure necessary to support development efforts.

PHDE624 Board Governance (2 cr.)

This course focuses on the complexities of board governance and the scope of board participation in fund development. The course explores the board's legal and fiduciary responsibilities, and recruiting, motivating, and developing an effective board.

PHDE611 Ethics in Philanthropy and Development (1 cr.)

This course examines several ways of understanding the role of ethics and values in the lives of philanthropic professionals and leaders. The Code of Ethical Principles and Standards and the Donor Bill of Rights are used to explore a values-based approach to leadership and management of philanthropic fundraising programs.

Fall Semester (4 cr.)

PHDE638 Organization Development (2 cr.)

This course focuses on applying organizational development, systems thinking, framing, and organization leadership to the practice of development. This course stresses the interdependence of organizational expertise and effective leadership and the specialized skills and methodologies of development for successful fundraising.

PHDE644 Synthesizing Seminar 2 (2 cr.)

In this course, students continue to reflect on their learning. Students discuss issues of self-directed learning and the role of self-reflection in the learning process. Continuing progress is made on the capstone paper.

Spring Semester (3 cr.)

PHDE613 Globalization of Philanthropy (2 cr.)

This course examines how philanthropy is defined and practiced in other cultures and the implications of communication and information technology on the way grantmakers and individuals practice philanthropy. Specific attention is given to the development of cross-cultural competence and its application to philanthropy and development.

PHDE646 Strategic Planning 1 (1 cr.)

This course begins exploration of organizational planning with an emphasis on strategic planning. The course defines the appropriate use of strategic planning and strategies to create an effective strategic planning team. Students also apply the initial data-gathering strategic planning steps to a nonprofit organization of their choice.

Year Three

Summer Residency (5 cr.)

PHDE634 Major Giving (2 cr.)

This course provides an overview of major and capital gift fundraising, including the design, planning, and implementation of a major gifts program for nonprofit institutions. The course focuses on developing an effective case for support, establishing the major gifts program, developing a donor stewardship program, and "making the request."

PHDE647 Strategic Planning 2 (1 cr.)

This course builds on PHDE646 with an emphasis on completing the strategic planning process. The course also focuses on ethical consideration and the role of the development professional in strategic planning.

PHDE648 The Practitioner as Self-Directed Learner (2 cr.)

This course is a final opportunity to discuss lifelong learning. The students' capstones are used as a model to identify and integrate a variety of lifelong learning skills. Students reflect on their learning throughout the program. Students assess their motivation, skills, and critical uncertainties as they plan to be a lifelong, self-directed learner.

Faculty

The faculty includes some of the top U.S. and international practitioners and leading consultants. Faculty are selected for their combination of educational and professional expertise. Employing adult learning theories and techniques, the program faculty fosters dialogue and sharing of experience among all in the learning community. Students have opportunities to interact with faculty in the formal context of a class, online, and in informal settings such as meals, social events and receptions.

Admission Requirements

Applicants may apply for admission to master degree programs at any time during the year; however, the Philanthropy and Development program course cycle starts in summer only. Preferred applicants are practicing and emerging leaders with two years' work or volunteer experience in a relevant field within a nonprofit or grant-making organization.

Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for graduate work. All applicants must complete an interview with a program administrator.

Application Process

Applicants must submit the following:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services, www.wes.org, or Educational Credential Evaluators, www.ece.org, and be deemed equivalent to accredited U.S. university standards.) and,
3. A personal statement which includes the following:
 - a. brief description of the applicant's professional goals, relevant professional and/or volunteer experience, and interest in this program.
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program and,
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
 - d. personal information the applicant wishes to share.
4. Two letters of recommendation from current or former colleagues who can verify the applicant's experience and address the applicant's skills in nonprofit volunteer or professional work and their academic ability.
5. A current résumé listing educational background and work experience.

Application materials should be sent to:

Saint Mary's University of Minnesota
Office of Graduate Programs
700 Terrace Heights #77
Winona, MN 55987

Project Management, M.S.

The Master of Science in Project Management is designed for individuals seeking advanced education for leading complex projects in a variety of work settings. Foundation courses provide the knowledge of business practices. The process of managing a project, including definition, implementation, and evaluation, is presented along with specialized skills of quality control, risk management, and procurement and contracting. Communication techniques are emphasized both with individuals and teams. Options are available to incorporate an international perspective. Students must have at least one experience as a project manager or as a member of a project team. This experience may be obtained on formal or informal projects and in a variety of industries. This program is accredited by the Project Management Institute Global Accreditation Center for Project Management (GAC), www.pmi.org.

Program Outcomes

Graduates of the Master of Science in Project Management program are expected to be able to do the following:

1. Initiate projects with clearly identified scope, requirements, and stakeholders.
2. Plan complex projects using appropriate planning tools.
3. Implement quality management processes throughout project phases.
4. Manage project risk.
5. Manage project costs including procurement process for project resources.
6. Incorporate a global perspective into projects.
7. Work effectively with diverse populations.
8. Lead complex projects.
9. Communicate effectively both orally and in writing.
10. Incorporate an ethical perspective in all professional activities.

Program Delivery

The Master of Science in Project Management program is offered in a face-to-face delivery format or fully online.

Degree Requirements

Required Project Management Courses	21 cr.
Required Management Courses	15 cr.
Required Capstone Course	3 cr.
Elective Courses	3 cr.
Total	42 cr.

Required Project Management Courses: 21 cr.

PRM600 Fundamentals of Project Management (3 cr.)

This foundation course examines the project management framework. This framework covers key terminology, project management context, and processes. Topics include project management knowledge areas, life cycles, and organizational designs.

PRM601 Project Planning and Scheduling (3 cr.)

This course examines activities related to project planning and estimating. It examines the use of various planning techniques in managing budgets, schedules, and human/material resource allocations. Planning activities associated with quality, communications, risk, and procurement are addressed.

PRM611 Technical Communication (3 cr.)

This course strengthens and deepens communication skills for technical professionals. Organization of information for multiple audiences and purposes is engaged for project managers and technologists. Students work hands-on with technological tools to document and present project outcomes. Professionalism in both oral and written communication is expected.

PRM612 Project Leadership Team and Stakeholder Management (3 cr.)

This course examines the various organizational designs used to effectively complete projects through people. Topics include organizational planning, staff acquisition, team development, conflict resolution, and negotiation.

PRM613 Project Integration and Quality Management (3 cr.)

This course examines various methods used to ensure the project meets the stakeholder needs for which it was undertaken, including quality planning, quality assurance, and quality control. It examines integration of project information including gathering requirements, integrating the project plan, reporting performance, and project closure.

PRM614 Project Risk Management (3 cr.)

This course explores the basic principles and practices of risk management. Key concepts in managing uncertainty include developing a risk approach; and identifying, analyzing, responding to and monitoring risks in projects, programs, and portfolios.

PRM615 Project Procurement and Cost Management (3 cr.)

Prerequisite(s): PRM600, PRM601

This course examines the principles and concepts essential to managing project procurement and project costs (and value) successfully. Project procurement management are to plan purchases and acquisitions, plan contracting, request seller responses, select sellers, contract administration, and close contracts. Project cost management topics include cost estimating, cost budgeting, and cost control. Special attention is given to project value analysis and earned value analysis.

Required Management Courses: 15 cr.

GM600 Management Principles (3 cr.)

This course provides an overview of key organizational and behavioral concepts, which underlie effective management practice in private and public sector organizations around the world. Comparative management systems are examined. Special attention is given to defining and interpreting cross-cultural differences and influences. The course gives attention to the external and internal forces that influence organizational structure, behavior, and change.

GM630 Quantitative Methods (3 cr.)

This course focuses on statistical analysis of data for professional applications or research with an emphasis on quantitative methodologies. The course covers populations, sample selection, and descriptive and inferential statistics. Significance, Chi Square, correlations, analysis of variance and simple regression, and concepts of reliability, validity and levels of measurement are addressed.

GM660 Financial Management (3 cr.)

This course introduces, discusses and analyzes financial issues facing profit, not-for-profit and governmental organizations in today's domestic and global business environment. The course provides the general manager with an ethical financial manager's perspective through examination of various financial areas including types of organizations; sources of capital; financial statement analysis; asset management; time value of money; international payments and foreign exchange rates; trade theory and policy; and investment in the US and in foreign countries.

GM675 Managerial Ethics and Issues (3 cr.)

This course examines philosophical theories and ethical practices that can be used to resolve organizational dilemmas. The course emphasizes the role of managers to strengthen the ethical culture of the organization. Application of ethical principles and models to deal with complex ethical issues facing domestic and global organizations is studied. Students develop skills in values-based decision making built upon integrity and accountability.

GM680 Leadership and Strategic Management (3 cr.)

This course introduces selected models and practices in the exploration of effective leadership, including understanding one's own leadership style. The course also examines both the theory and application of strategic management tasks, including developing a mission/vision statement, setting objectives, developing and implementing a strategy, and evaluating performance.

Capstone Course: 3 cr.

PRM689 Project Management Capstone (3 cr.)

This course focuses on integrating project management knowledge, skills, and tools developed in previous courses. It emphasizes critical analysis, synthesis, and evaluation of the theories and application of project management. It includes a major research paper and presentation related to a project.

Elective Course: 3 cr.

MIB510 International Business Environments (3 cr.)

This course introduces the fundamentals of international business and development and analyzes the global environments in which these interconnected pursuits are conducted. It explores the history, evolving definitions, theories, management, and synergies of global business and international development. The course also explores tools of information, policy, and sustainability. An overview of legal, ethical, and cultural competency issues in both international business and development is provided.

MIB545 International Political Economy (3 cr.)

This course identifies the international political and economic elements shaping the intersection of global business and international development, including domestic economies; regional economic integration; demographic trends; and social, cultural, religious, ethnic and related tensions. The course also identifies political forces affecting the economic choices of states, non-state actors, enterprises, and individuals involved in international trade, investment, monetary, and development affairs.

PRM616 Earned Value Management for Project Managers (3 cr.)

This course examines earned value management (EVM) required for essential and proactive financial decision making by the project manager. This course uses case studies, scenario-based learning, and hands-on learning to enable a practical understanding. This course covers key terminologies in the project management context as well as efficient execution processes. Topics include the PMI defined project management knowledge areas, project life cycles, and implementation within varying organizational designs both local and global.

PRM650 Project Management for IT Professionals (3 cr.)

This course examines the project management framework through the eyes of the IT Professional using case studies and scenario based learning. Topics include the PMI defined project management knowledge areas, project life cycles, and implementation within varying organizational designs.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to master degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. All applicants must complete an interview with a program administrator.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services, www.wes.org, or Educational Credential Evaluators, www.ece.org, and be deemed equivalent to accredited U.S. university standards.) and,
3. A personal statement which includes:
 - a. brief description of the applicant's background, training, and experience and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program and,
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability and,
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Public Safety Administration, M.A.

The Master of Arts in Public Safety Administration is designed for public safety professionals seeking to increase their knowledge and skills to lead and manage public safety organizations. The safety and well-being of our communities have become a greater challenge to public safety professionals because of our changing world. Public safety professionals must build partnerships, solve problems, and protect assets and individuals while maintaining civil liberties. Service demands have exceeded budget capacity resulting in a need to be more effective and efficient in providing quality service on a daily basis and during disasters. The Master of Arts in Public Safety Administration will provide graduates the opportunity to develop knowledge and skills to lead and manage public safety organizations and increase partnerships in the community and with other organizations.

Program Outcomes

Upon completion of the program, graduates are expected to be able to do the following:

1. Lead and develop public safety organizations.
2. Integrate human resource strategies to achieve organizational goals.
3. Manage financial resources to achieve strategic goals.
4. Assess risk and promote quality.
5. Foster organizational and public trust by implementing accountability and integrity processes.
6. Engage and influence the political, ethical, social, and policy environments that impact public safety.
7. Assess technologies to solve problems or improve organizational performance.
8. Plan strategies to address threats to the health and well being of communities, specific targets, and events.

Degree Requirements

Required Public Safety Administration Courses	18 cr.
Required Management Courses	12 cr.
Required Capstone Course	3 cr.
Elective Courses	3 cr.
Total	36 cr.

Required Public Safety Administration Courses: 18 cr.

PSA600 Public Safety Systems (3 cr.)

This course examines public safety systems including the political, legal, social, and policy environments that impact public safety. It addresses current technology, training assessment, ethical issues, application of current research, strategies for creating partnerships, and working relationships among public safety organizations.

PSA605 Community Relations (3 cr.)

This course examines various strategies for community building and developing partnerships in the community. It addresses problem solving and team building that encourages community involvement. The course covers building media relationships that foster communication and trust within the community. Conflict prevention/resolution and negotiation are addressed.

PSA610 Risk Management in Public Safety (3 cr.)

This course examines risk and risk-management principles. It focuses on liability issues in public safety and strategies to reduce associated risk. A key focus of the course is training as a risk management technique.

PSA615 Homeland Security and Emergency Management Principles (3 cr.)

This course focuses on emergency management principles, planning for natural and man-made disasters, recovery procedures, and Federal Emergency Management Agency (FEMA) procedures. It provides strategies for building partnerships with other agencies. Homeland security, threat awareness, and training issues are discussed.

PSA620 Public Sector Finance (3 cr.)

This course covers budgeting, grant writing, grant management, reporting, and revenue sources used by the public sector manager. It includes financial statement analysis and asset management. It provides an ethical financial perspective to be used in the public sector.

PSA625 Managing Public Safety Resources (3 cr.)

This course focuses on the role of the public safety leader as an innovator and change agent. Areas covered include creating competitive human resource strategies, internal marketing practices, innovative technology approaches, and sharing/consolidating resources between agencies.

Required Management Courses: 12 cr.

GM623 Academic Research and Writing (3 cr.)

This course focuses on graduate academic writing skills, including voice and style, writing that incorporates source material, ethical use of source material, APA writing guidelines, and revising writing. Students learn to locate and evaluate resources relevant to the research and writing process.

GM643 Multicultural Perspectives (3 cr.)

This course focuses on how diversity of all kinds influences both organizational behavior and client outcomes. The place of culture in society, the marketplace, and the workplace is examined. The importance of cultural competence is explored along with the knowledge and skills needed to work with, manage, and serve diverse groups of workers and clients.

GM675 Managerial Ethics and Issues (3 cr.)

This course examines philosophical theories and ethical practices that can be used to resolve organizational dilemmas. The course emphasizes the role of managers to strengthen the ethical culture of the organization. Application of ethical principles and models to deal with complex ethical issues facing domestic and global organizations is studied. Students develop skills in values-based decision making built upon integrity and accountability.

GM680 Leadership and Strategic Management (3 cr.)

This course introduces selected models and practices in the exploration of effective leadership, including understanding one's own leadership style. The course also examines both the theory and application of strategic management tasks, including developing a mission/vision statement, setting objectives, developing and implementing a strategy, and evaluating performance.

Required Capstone Course: 3 cr.

PSA689 Public Safety Capstone (3 cr.)

This course integrates knowledge and leadership skills developed in previous courses providing an opportunity to apply them to a selected topic. Each student also selects a leadership issue currently confronting their field of study or profession, clearly defines the issue using appropriate references and resources, and creates a paper and presentation which addresses the issue from a leadership perspective.

Elective Courses: 3 cr.

PSA630 Public Safety in Schools (3 cr.)

This course examines public safety issues affecting schools. It stresses the importance of public safety personnel and school personnel working together to provide a safe learning environment for students. Topics include public safety and school partnerships, the role of the school resource officer, best practices for before and after school events, safety planning models, current juvenile issues, and security checks.

PSA640 Public Safety Psychology (3 cr.)

This course is designed to help public safety leaders understand the role of the psychologist within law enforcement, fire service, emergency management, emergency medical, private security, and military organizations. The role of the psychologist in crisis management is emphasized. As psychological consumers, managers learn what to expect from the psychologist and how to hire.

PSA680 Public Safety Administration Field Experience (3 cr.)

The Public Safety Administration Field Experience is an opportunity to interact with public safety officials in other local, state, federal, or international arenas regarding common issues and practices. The areas of criminal investigations, immigration, homeland security, and delivering public safety services to diverse populations especially involve cooperative work across governing borders. The field experience provides a short-term immersion in another community, providing opportunity for comparative analysis and reflection.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to master degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. All applicants must complete an interview with a program administrator.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services, www.wes.org, or Educational Credential Evaluators, www.ece.org, and be deemed equivalent to accredited U.S. university standards.) and,
3. A personal statement which includes:
 - a. brief description of the applicant's background, training, and experience and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program and,
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability and,
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Special Education, M.A.

The Master of Arts in Special Education program is designed for individuals who would like to become licensed to teach in the special education areas of learning disabilities (LD), emotional/behavioral disorders (EBD), and/or autism spectrum disorder (ASD). The M.A. in Special Education is based on the standards required by the Minnesota Board of Teaching. All standards and requirements must be successfully completed by candidates prior to recommendation to the Minnesota Board of Teaching for licensure. Individuals may choose to complete only the courses leading to licensure graduate certificate for an LD or EBD. Endorsement for Autism Spectrum Disorder is also available. Those students who wish to earn the Master of Arts in Special Education must also complete the additional six credits of the master's completion sequence. The main focus of the program is development of intercultural competence.

Program Outcomes

Upon completion of the Master of Arts in Special Education program, graduates are expected to do the following:

1. Analyze educational principles, structures, and systems to identify and meet the needs of learners with exceptionalities.
2. Apply due process procedures within legal parameters for learners with exceptionalities.
3. Create and implement learner-specific instructional strategies.
4. Maintain professionalism to cultivate collaborative relationships with learners, families, educators, other professionals, and the community.
5. Develop intercultural competence to understand and inform educational practice for all learners, specifically learners from culturally and linguistically diverse backgrounds.
6. Demonstrate critical thinking and reflection in analysis and decision making.
7. Identify and continue to explore ethical frameworks to inform practice.

Degree Requirements

For those students working toward their initial teaching license, the following courses are required for licensure in Learning Disabilities, Emotional/Behavioral Disorders, and/or Autism Spectrum Disorder.

Standards of Effective Practice Courses:

The Standards of Effective Practice courses are required by the state of Minnesota for any teaching license. It is necessary for those courses to be completed prior to the Special Education courses.

EDUC515 Foundations of Education (2 cr.)

This course examines the historical, philosophical, and sociological foundations of education, including such topics as schooling in a changing pluralistic society, human relations and the discrimination issues in education, legal and political forces which impact American education, and the teacher's professional roles and responsibilities; and 2) educational psychology, including (a) child and adolescent cognitive, social/emotional, and moral development; (b) psychology of exceptional children, federal and state laws and policies regarding assessment, free appropriate public education and inclusion of students with disabilities; and (c) motivation, learning theories, classroom management, and principles of effective teaching.

EDUC517 Learning, Development, and Exceptionality (3 cr.)

Prerequisite(s): EDUC515

Students learn and apply the principles of educational psychology, including (a) child and adolescent cognitive, social/emotional, and moral development; (b) motivation, learning theories, classroom management and principles of effective teaching; and (c) psychology of exceptional children, including knowledge of exceptional educational need areas as defined by Minnesota, Wisconsin and federal law, the major characteristics of the disability areas in order to recognize their existence in children, and knowledge of various alternatives for providing the least restrictive environment for children with exceptional educational needs.

EDUC565 Human Relations, Cultural Diversity, and American Indian Culture (2 cr.)

This course is designed to sensitize students to issues which can cause discriminatory and prejudicial behaviors in students, teachers, administrators, parents, and members of the community at large. Emphasis is placed on developing the skills and dispositions of an inclusive, multicultural teacher in today's diverse classrooms. A particular focus is placed on Minnesota Indian cultures.

EDUC511 Educational Measurement and Assessment: 5-12 (2 cr.)

Prerequisite(s): EDUC515

This course focuses on how to apply measurement theory to classroom evaluation. Analysis, administration and interpretation of standardized assessment instruments, performance assessments using the Minnesota Graduation Standards model, teacher-constructed assessment tools, and evaluation and grading are examined.

EDUC525 Curriculum and Instruction: Grades 5-12 (4 cr.)

Prerequisite(s): EDUC 515

Middle and secondary school philosophy, classroom management, motivation, and student developmental differences are examined. An emphasis is placed on unit development, daily lesson planning, interdisciplinary planning, teaming, cooperative learning, exploratory learning and a variety of teaching strategies appropriate for grades 5-12.

EDUC530 Reading and Writing in the Content Areas (2 cr.)

Prerequisite(s): EDUC515

This course focuses on how to assess reading and written language skills of middle and high school students, the cognitive and skill levels required by various content-area materials and written tests, use of alternative testing strategies, and instructional strategies for developing strategic readers and competent writers in all content areas. Adaptation of course materials, teaching strategies, and testing for students with exceptional educational needs are featured.

EDUC534 Technology in the Classroom: 5-12 (2 cr.)

This course provides an introduction to technology-based learning. Major topics include 1) information literacy, i.e., criteria for web-based research; 2) discipline-specific software and technology; 3) presentation systems (Hyperstudio, projection microscopes, PowerPoint); and 4) assessment and grading tools.

EDUC554 Clinical Practicum (0 cr.)

Students work under a cooperating teacher in an area school for a significant field experience. Translation of learning theory to classroom practice and preparation for student teaching are featured.

Special Education Core Courses:

EDSE600 Orientation (0 cr.)

Orientation introduces learners to the tools, technology, policies, and expectation for the Master of Arts in Special Education. The delivery approach, instructional methods, and use of technology are reviewed. Program expectations are discussed, including APA style for written academic work, practicum parameters, and placement. Orientation is a requirement prior to beginning the first class (EDSE 631).

EDSE631 Foundations of Special Education (3 cr.)

Prerequisite(s): EDSE600

This course evaluates the fundamental, philosophical, and organizational history of learners with exceptionalities. Content includes current issues and trends in the field of special education, organizational structures, available service and placement options, disability classifications, stereotypes of individuals with exceptionalities, and ethical considerations regarding special education. Field experience is required.

EDSE632 Survey of Learners with Exceptionalities (3 cr.)

Prerequisite(s): EDSE631

This course emphasizes current knowledge of individuals with exceptionalities within the context of human growth and development. Content includes historical factors; legislation; etiology; characteristics; needs; educational strategies, including existing and emerging technologies; assessment; and support services for individuals with exceptionalities. The course covers the impact of disabilities on academic and social/emotional performances. Field experience is required.

EDSE633 Reading, Language Arts, and Children's Literature Methods (4 cr.)

Students participate in constructivist learning experiences to master the knowledge, dispositions, and skills needed to teach literacy from kindergarten through middle school. National and state standards and curriculum guides are used to develop appropriate teaching plans for primary, intermediate, and middle school students. Students master lesson planning and performance assessments using the Minnesota literacy content standards. Field experiences augment classroom readings, discussion and activities of developmental stages of listening, speaking, reading, and writing in children.

EDSE634 Assistive Technology, Instruction, & Interventions (2 cr.)

Prerequisite(s): EDSE633

This course emphasizes the use of evidence based instruction and grade-level content standards. Content includes implementation of Assistive Technology to meet the needs of learners with exceptionalities. Field experience is required.

EDSE635 Behavior Theories (3 cr.)

Prerequisite(s): EDSE634

This course examines concepts and strategies of behavior in special education settings for learners with exceptionalities. Content includes behavioral and affective approaches with a focus on basic behavioral principles, preventative techniques, behavior enhancement and reduction techniques, and use of rewards. Additional topics include functional behavioral assessment, preparation and implementation of behavior intervention plans, and the classroom environment. The course addresses research-based behavioral interventions and interventions based on behavioral, psycho-educational, and ecological theories.

EDSE636 Assessment & Evaluation of Learners with Exceptionalities (3 cr.)

Prerequisite(s): EDSE635

This course provides an in-depth study of theoretical principles of measurement, assessment, and evaluation procedures to determine special education eligibility and identify needs for implementation of educational plans for learners with exceptionalities (including 8 hours of assessment practice). Non-biased assessment practices are discussed. Field experience is required.

EDSE637 The IEP Process (3 cr.)

Prerequisite(s): EDSE636

This course provides an in-depth study of special education due process as it relates to individual education plan (IEP) development and service delivery. Content includes collaboration with other professionals, legal and ethical issues in special education, the development and implementation of technically adequate IEPs, working with families, scientifically-based interventions, and current best practices.

EDSE638 Transition and Collaboration (3 cr.)

Prerequisite(s): EDSE637

This course covers the background, knowledge base, experience, and personal contact necessary to work collaboratively with professionals and parents. Content includes learning consultation and collaboration skills to ensure that the needs of individuals with exceptionalities are addressed throughout their school careers. The course enhances the view of special educators as specialists and a resource to colleagues for instruction, inclusion, transition, and collaboration with outside agencies.

Emotional/Behavioral Disabilities Courses:

EDSE641 Characteristics: Emotional/Behavioral Disorders (3 cr.)

Prerequisite(s): all EDSE core courses (630 level)

This course addresses the characteristics, etiology, prevalence, and educational needs of learners with emotional disabilities. Special emphasis is given to definition and identification procedures. An additional focus on current research and critical issues and trends in the field of EBD is provided. Field experience is required.

EDSE642 Strategies and Assessment: Emotional/Behavioral Disorders (3 cr.)

Prerequisite(s): EDSE641

This course examines instructional strategies, with an emphasis in behavioral intervention, for learners with emotional/behavioral disorders. Content includes basic psychometric principles of administering, scoring, and interpreting informal and formal norm- and criterion-referenced tests used in special education identification and program planning.

Learning Disabilities Courses:

EDSE651 Characteristics: Specific Learning Disabilities (3 cr.)

Prerequisite(s): all EDSE core courses (630 level)

This course addresses the characteristics, etiology, prevalence, and educational needs of learners with specific learning disabilities (SLD). Special emphasis is given to definitions and identification procedures, including Response to Intervention (RTI). An additional focus on recent research and critical issues and trends in the field of SLD is provided. Field experience is required.

EDSE652 Strategies and Assessment: Learning Disabilities (3 cr.)

Prerequisite(s): EDSE651

This course examines instructional strategies, with an emphasis in literacy and math, for learners with learning disabilities. Content includes basic psychometric principles of administering, scoring, and interpreting informal and formal norm- and criterion-referenced tests used in special education identification and program planning.

Autism Spectrum Disorder Courses:

EDSE661 Characteristics: Autism Spectrum Disorder (3 cr.)

Prerequisite(s): all EDSE core courses (630 level)

This course addresses the characteristics, etiology, prevalence, and educational needs of learners with autism. Special emphasis is given to identification and classification, recent and historical developments in the field, and critical issues and trends. Field experience is required.

EDSE662 Strategies and Assessment: Autism Spectrum Disorder (3 cr.)

Prerequisite(s): EDSE661

This course examines instructional strategies, with an emphasis in literacy and math, for learners with autism. Content includes basic psychometric principles of administering, scoring, and interpreting informal and formal norm- and criterion-referenced tests used in special education identification and program planning.

Field Placement Courses:

EDSE688 Clinical Field Experience (0 cr.)

The clinical field experience highlights the translation of learning theory to classroom practice and preparation for EDSE689 Field Experience for Practicing Educators. A minimum of 5 full days with learner contact is required. The practicing educator will be expected to work with small groups of learners under the supervision of a cooperating educator(s).

EDSE689 Field Experience for Practicing Educators (6 cr.)

Prerequisite(s): all licensure preparation coursework (including EDSE688)

The field experience is a supervised, structured teaching experience in a school setting with learners with emotional/behavioral disorders, learning disabilities, and/or learners on the autism spectrum. School placements vary based on program setting (co-teaching, inclusion, resource, self-contained). Learners complete a minimum of 15 weeks in two settings: one 10-week session and one 5-week session. The field experience consist of placements in two of the following grade levels (depending on grade level of experience in EDSE688): elementary, middle/junior high school, and high/senior high school.

EDSE685 The Synthesis (0 cr.)

Prerequisite(s): EDSE683, EDSE684, EDSE689

This course provides the opportunity to demonstrate mastery of state standards.

Courses for adding licensure in Learning Disabilities, Emotional Behavioral Disorders, and/or Autism

For students who currently hold a Minnesota teaching license, the following courses are required for adding licensure in Learning Disabilities, Emotional/Behavioral Disorders, and/or Autism.

Special Education Core Courses:

EDSE600 Orientation (0 cr.)

Orientation introduces learners to the tools, technology, policies, and expectation for the Master of Arts in Special Education. The delivery approach, instructional methods, and use of technology are reviewed. Program expectations are discussed, including APA style for written academic work, practicum parameters, and placement. Orientation is a requirement prior to beginning the first class (EDSE 631).

EDSE631 Foundations of Special Education (3 cr.)

Prerequisite(s): EDSE600

This course evaluates the fundamental, philosophical, and organizational history of learners with exceptionalities. Content includes current issues and trends in the field of special education, organizational structures, available service and placement options, disability classifications, stereotypes of individuals with exceptionalities, and ethical considerations regarding special education. Field experience is required.

EDSE632 Survey of Learners with Exceptionalities (3 cr.)

Prerequisite(s): EDSE631

This course emphasizes current knowledge of individuals with exceptionalities within the context of human growth and development. Content includes historical factors; legislation; etiology; characteristics; needs; educational strategies, including existing and emerging technologies; assessment; and support services for individuals with exceptionalities. The course covers the impact of disabilities on academic and social/emotional performances. Field experience is required.

EDSE633 Reading, Language Arts, and Children's Literature Methods (4 cr.)

Students participate in constructivist learning experiences to master the knowledge, dispositions, and skills needed to teach literacy from kindergarten through middle school. National and state standards and curriculum guides are used to develop appropriate teaching plans for primary, intermediate, and middle school students. Students master lesson planning and performance assessments using the Minnesota literacy content standards. Field experiences augment classroom readings, discussion and activities of developmental stages of listening, speaking, reading, and writing in children.

EDSE634 Assistive Technology, Instruction, & Interventions (2 cr.)

Prerequisite(s): EDSE633

This course emphasizes the use of evidence based instruction and grade-level content standards. Content includes implementation of Assistive Technology to meet the needs of learners with exceptionalities. Field experience is required.

EDSE635 Behavior Theories (3 cr.)

Prerequisite(s): EDSE634

This course examines concepts and strategies of behavior in special education settings for learners with exceptionalities. Content includes behavioral and affective approaches with a focus on basic behavioral principles, preventative techniques, behavior enhancement and reduction techniques, and use of rewards. Additional topics include functional behavioral assessment, preparation and implementation of behavior intervention plans, and the classroom environment. The course addresses research-based behavioral interventions and interventions based on behavioral, psycho-educational, and ecological theories.

EDSE636 Assessment & Evaluation of Learners with Exceptionalities (3 cr.)

Prerequisite(s): EDSE635

This course provides an in-depth study of theoretical principles of measurement, assessment, and evaluation procedures to determine special education eligibility and identify needs for implementation of educational plans for learners with exceptionalities (including 8 hours of assessment practice). Non-biased assessment practices are discussed. Field experience is required.

EDSE637 The IEP Process (3 cr.)

Prerequisite(s): EDSE636

This course provides an in-depth study of special education due process as it relates to individual education plan (IEP) development and service delivery. Content includes collaboration with other professionals, legal and ethical issues in special education, the development and implementation of technically adequate IEPs, working with families, scientifically-based interventions, and current best practices.

EDSE638 Transition and Collaboration (3 cr.)

Prerequisite(s): EDSE637

This course covers the background, knowledge base, experience, and personal contact necessary to work collaboratively with professionals and parents. Content includes learning consultation and collaboration skills to ensure that the needs of individuals with exceptionalities are addressed throughout their school careers. The course enhances the view of special educators as specialists and a resource to colleagues for instruction, inclusion, transition, and collaboration with outside agencies.

Emotional/Behavioral Disabilities Courses:

EDSE641 Characteristics: Emotional/Behavioral Disorders (3 cr.)

Prerequisite(s): all EDSE core courses (630 level)

This course addresses the characteristics, etiology, prevalence, and educational needs of learners with emotional disabilities. Special emphasis is given to definition and identification procedures. An additional focus on current research and critical issues and trends in the field of EBD is provided. Field experience is required.

EDSE642 Strategies and Assessment: Emotional/Behavioral Disorders (3 cr.)

Prerequisite(s): EDSE641

This course examines instructional strategies, with an emphasis in behavioral intervention, for learners with emotional/behavioral disorders. Content includes basic psychometric principles of administering, scoring, and interpreting informal and formal norm- and criterion-referenced tests used in special education identification and program planning.

Learning Disabilities Courses:

EDSE651 Characteristics: Specific Learning Disabilities (3 cr.)

Prerequisite(s): all EDSE core courses (630 level)

This course addresses the characteristics, etiology, prevalence, and educational needs of learners with specific learning disabilities (SLD). Special emphasis is given to definitions and identification procedures, including Response to Intervention (RTI). An additional focus on recent research and critical issues and trends in the field of SLD is provided. Field experience is required.

EDSE652 Strategies and Assessment: Learning Disabilities (3 cr.)

Prerequisite(s): EDSE651

This course examines instructional strategies, with an emphasis in literacy and math, for learners with learning disabilities. Content includes basic psychometric principles of administering, scoring, and interpreting informal and formal norm- and criterion-referenced tests used in special education identification and program planning.

Autism Spectrum Disorder Courses:

EDSE661 Characteristics: Autism Spectrum Disorder (3 cr.)

Prerequisite(s): all EDSE core courses (630 level)

This course addresses the characteristics, etiology, prevalence, and educational needs of learners with autism. Special emphasis is given to identification and classification, recent and historical developments in the field, and critical issues and trends. Field experience is required.

EDSE662 Strategies and Assessment: Autism Spectrum Disorder (3 cr.)

Prerequisite(s): EDSE661

This course examines instructional strategies, with an emphasis in literacy and math, for learners with autism. Content includes basic psychometric principles of administering, scoring, and interpreting informal and formal norm- and criterion-referenced tests used in special education identification and program planning.

Field Placement Courses:

EDSE681 Practicum 1 (1 cr.)

Prerequisite(s): Approved coursework and approval of program staff

This course provides supervised, structured experiences in a school setting with learners with emotional/behavioral disorders, learning disabilities, and/or learners on the autism spectrum. School placements vary based on program setting (i.e. inclusion, resource, self-contained). A minimum of 60 clock hours of acceptable activities is required.

EDSE682 Practicum 2 (1 cr.)

Prerequisite(s): Approved coursework and approval of program staff

This course provides supervised, structured experiences in a school setting with learners with emotional/behavioral disorders, learning disabilities, and/or learners on the autism spectrum. School placements vary based on program setting (i.e. inclusion, resource, self-contained). A minimum of 60 clock hours of acceptable activities is required.

EDSE683 Practicum 3 (1 cr.)

Prerequisite(s): Approved coursework and approval of program staff

This course provides supervised, structured experiences in a school setting with learners with emotional/behavioral disorders, learning disabilities, and/or learners on the autism spectrum. School placements vary based on program setting (i.e. inclusion, resource, self-contained). A minimum of 60 clock hours of acceptable activities is required.

EDSE685 The Synthesis (0 cr.)

Prerequisite(s): EDSE683, EDSE684, EDSE689

This course provides the opportunity to demonstrate mastery of state standards.

Master's Completion Courses:

Students who complete the courses for licensure (either for an initial license or an additional license), and who wish to complete the additional courses for the Master of Arts in Special Education, are required to complete the following courses;

EDSE698 Research Methods (3 cr.)

Prerequisite(s): approval from program director

This course examines both qualitative and quantitative educational research and methodology, with an emphasis on action research. Content includes how to develop a research question and how to identify the relevant literature. This course also explores the process for conducting educational action research.

EDSE699 Action Research (3 cr.)

Prerequisite(s): EDSE698 Action research involves description, implementation, reflection, and analysis of scientific research-based interventions related to special education. Summative presentation of action research is required.

Program Delivery

This program has a blended delivery model. This model gives students the benefits of face-to-face instruction with the flexibility of online course sessions. All students need access to high speed internet. The online sessions will use Blackboard, discussions boards, PowerPoint, etc.

State Required Testing

In order to be recommended for licensure in the State of Minnesota, you must pass the Minnesota Teacher Licensing Examination (refer to the MA in SPED handbook for details on the examinations).

Field Placement

Experience applying theoretical concepts in real life settings is crucial to a teacher's development as a professional. Saint Mary's categorizes these experiences through three credits of practicum experience for those teachers adding a special education license, or a 6-credit student teaching experience for those students working on their initial teaching license.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to master degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. All applicants must complete an interview with a program administrator.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services, www.wes.org, or Educational Credential Evaluators, www.ece.org, and be deemed equivalent to accredited U.S. university standards.) and,
3. A reflective essay which includes:
 - a. brief description of the applicant's background, training, and experience and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program and,
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability and,
5. A current résumé listing educational background and work experience

Please Note: Application materials should be sent to the attention of the Office of Admissions on the Twin Cities campus.

Addiction Studies Certificate

This program is designed to provide students an understanding of the interrelatedness of addictions and chemical use and dependency on individuals, families, and society. A goal of the program is to provide students with the knowledge and skills needed to be able to recognize and treat individuals with chemical and co-occurring concerns. A variety of treatment approaches will be studied with an emphasis on chemical health. Through their coursework and practicum experiences, students will be expected to develop competency in the following twelve core functions of an alcohol and drug counselor: screening, intake, orientation, assessment, treatment planning, counseling, case management, crisis intervention, client education, referral, reports and record keeping, and consultation with other professionals regarding treatment and services. The program is designed to meet educational requirements for Minnesota licensure for licensed alcohol and drug counselor (LADC).

Program Outcomes

Graduates of the Graduate Certificate in Addiction Studies program are expected to be able to do the following:

1. Integrate and apply theories and models of chemical dependency in the continuum of care and process of change.
2. Incorporate into practice research and knowledge of psychopharmacology associated with addiction and chemical dependency.
3. Provide varied counseling techniques focusing on the inclusion of family, systems, and socio-cultural factors.
4. Utilize the 12-core functions of drug and alcohol counseling to create, implement, and evaluate treatment.
5. Develop rapport and effective methods of treatment for substance abuse with clients from culturally diverse backgrounds.
6. Provide chemical dependency counseling integrating an awareness and discernment of co-occurring disorders/dual diagnoses.
7. Foster ethical and professional counseling practices incorporating legal and moral principles and a self-awareness of biases, beliefs, and spirit within their work.

Program Structure

The Graduate Certificate in Addiction Studies consists of 22 credits. All 22 credits are required courses including 18 credits of coursework in addiction studies and an 880-hour 4-credit practicum.

Degree Requirements

Core Courses: 22 cr.

ADS551 Historical and Contemporary Foundations of Addiction Theories (2 cr.)

This course explores various contemporary and historic theories that account for the etiology of addiction to psychoactive substances. Emphasis is on psychological, biological, and sociocultural theories of drug addiction. Topics include the role of family and society,

roles/responsibilities of the therapist, addiction as a disease, the 12-Step Framework, abstinence, and harm reduction.

ADS552 Applied Research and Evaluation in Addictions (2 cr.)

This course examines the development and implementation of research and evaluation methodologies to assess the effectiveness and efficiency of clinical services for individuals impacted by substance abuse and addiction. The course focuses on using current information technology to locate and critically evaluate the assessment and treatment literature, the implementation and evaluation of evidence-based practices (EBP), program evaluation and needs assessment strategies, and neuropsychological and psychopharmacological research.

ADS553 Ethical, Legal, and Professional Issues in Addiction Services (2 cr.)

This course examines the ethical, legal, and professional issues in the continuum of care in addictions work. The Board of Behavioral Health and Therapy code of ethics, selected federal and state law pertaining to the addictions field, and overlying professionalism are synthesized and applied, while integrating the 12 core functions.

ADS554 Psychopharmacology and Psychophysiology in Addiction Disorders (2 cr.)

This course examines the types and actions of substances of abuse, including street drugs, prescribed medications, over-the-counter compounds, herbs and other supplements, and toxic materials. Emphasis is placed on integrating counseling skills with pharmacotherapy while addressing the needs of clients from a variety of cultural and sub-cultural groups. The neurobiological components of abuse and addiction are examined and synthesized with social and psychological variables and risk factors. The effects of abuse and addiction on neuroanatomy and neurophysiology are analyzed to incorporate into treatment planning and program development.

ADS555 Multicultural Aspects of Addiction (2 cr.)

This course provides an integrated overview of the psychology and sociology of psychoactive drug use, abuse, addiction, and evidenced-based treatment approaches in contemporary American society and other world cultures. The complex relationships between individual, family, group, and sociocultural dimensions of drug using is explored. Special attention is given to variables of age, ethnicity, spirituality, gender, sexuality, and socioeconomic status.

ADS556 Diagnosis and Assessment of Co-occurring Disorders (3 cr.)

This course examines effective applications of current theories and models in the diagnosis, intervention, and treatment of addictions and co-occurring disorders and associated issues. The incorporation of biopsychosocial factors including socioeconomic, race, ethnicity, culture and subcultures, and mental health are addressed.

ADS557 Families & Addictive Related Issues Across the Lifespan (2 cr.)

The course explores the impact of substance abuse and other addictions on the family, individually and systemically. It seeks to offer current understanding of the impacts of developmental effects throughout the lifespan. Historical and contemporary theory and techniques used in the treatment and recovery for individuals and family systems are studied.

ADS558 Individual & Group Counseling & Case Management (3 cr.)

This course focuses on providing an understanding of the unique considerations when working within an individual and group format in the continuum of care of alcohol and drug problems. The biopsychosocial model is used to conceptualize addiction, and prevailing modalities such as Cognitive Behavioral, Solution-Focused Brief, Motivational Interviewing, 12-Step Facilitation, and Harm Reduction strategies are explored. The 12-core functions of addictions counseling provide a framework for navigating the treatment process.

Subtotal 18 cr.

Practicum: 4 cr.

ADS590 Practicum I (2 cr.)

(440 hours) Students work in a setting which emphasizes the treatment of individuals with addictions and alcohol and drug abuse problems. This work must consist of a minimum of 880 total hours with the experience divided into two 440 hours of practicum. The student is supervised by an experienced Licensed Alcohol and Drug Counselor at a site licensed by the State of Minnesota to provide alcohol and drug counseling. A practicum seminar is taken concurrently with this work and provides an opportunity for discussion of case materials and concerns related to the practicum setting.

ADS591 Practicum II (2 cr.)

(440 hours) Students work in a setting which emphasizes the treatment of individuals with addictions and alcohol and drug abuse problems. This work must consist of a minimum of 880 total hours with the experience divided into two 440 hours of practicum. The student is supervised by an experienced Licensed Alcohol and Drug Counselor at a site licensed by the State of Minnesota to provide alcohol and drug counseling. A practicum seminar is taken concurrently with this work and provides an opportunity for discussion of case materials and concerns related to the practicum setting.

Total 22 cr.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to master degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must complete an interview with a program administrator as part of the admission process.

Applicants for the program will be required to have pre-requisite coursework completed—as outlined in the program structure. Students currently in the Counseling and Psychological Services or Marriage and Family Therapy programs will be able to complete the certificate simultaneously but separately from their current program. Courses will not be interchangeable with the exception of the two-credit elective in the two other programs.

Applicants must have achieved a grade of "B" or better in the following prerequisite coursework:

- Counseling theory
- Counseling skills or Helping skills
- Psychopathology or Abnormal psychology
- Group counseling or Group process

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program pre-requisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services, www.wes.org, or Educational Credential Evaluators, www.ece.org, and be deemed equivalent to accredited U.S. university standards.) and,
3. A personal statement which includes:
 - a. brief description of the applicant's background, training, and experience and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program and,
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
 - d. personal information the applicant wishes to share.
4. Three letters of recommendation that verify professional and/or volunteer experience and academic ability and,
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Culturally Responsive Teaching Certificate

The Graduate Certificate in Culturally Responsive Teaching at Saint Mary's University offers educators in all school settings the opportunity to work collaboratively with their colleagues to explore and integrate their students' cultures and prior experiences into instructional design. The 15-credit program provides educators the foundational theory and research as well as proven, practical strategies to enhance instruction for all learners. Intentional work on awareness, sensitivity, and professional disposition are embedded throughout the program.

The program uses a blended delivery model. This model gives students the benefits of face-to-face instruction with the flexibility of online learning. All students need access to high speed internet.

Program Outcomes

Upon completion of the Graduate Certificate in Culturally Responsive Teaching program, graduates are expected to be able to do the following:

1. Evaluate beliefs that shape, inform, and guide their perspectives and practices.
2. Understand and value students' cultural and educational experiences to inform teaching and learning.
3. Integrate the principles of culturally responsive teaching to create an inclusive, safe learning environment.
4. Embed the principles of culturally responsive teaching into instructional and assessment plans.
5. Identify and evaluate rich, relevant resources to support student learning.

Degree Requirements

The certificate is 15 credits; all courses are required. The courses are designed to build upon one another and are taken in numerical sequence. Tuition is \$325 per graduate credit. Financial aid is available.

GCRT5201 Framework for Cultural Competence (1 cr.)

Course participants complete a research-based foundational assessment to identify personal beliefs and cultural perspectives that impact learning and instruction. Using a framework for engaging and effective dialogue, the course activities utilize the assessment to explore the complex characteristics of cultural competency to ensure educational equity.

GCRT5205 Understanding Race and Culture (3 cr.)

Prerequisite(s): GCRT5201

Course participants explore their beliefs and educational experts' perspectives on culture and race and their impact on teaching and learning. Emphasis is also placed on the systemic nature of the role of race in educational environments.

GCRT5206 Principles of Culturally Responsive Classrooms and Teaching (3 cr.)

Prerequisite(s): GCRT5205

This course examines strategies to create an inclusive classroom environment that is responsive and relevant to students and their families and the ways in which all students learn. The course focuses on the linguistic, social, emotional, and academic systems in school communities for creating a community of learners.

GCRT5208 Designing Culturally Responsive Teaching (3 cr.)

Prerequisite(s): GCRT5206

In this course the principles of culturally responsive teaching are applied to instructional planning and assessment. Topics include determining instructional objectives, aligning principles of culturally responsive teaching to district/local standards and frameworks, and designing and/or differentiating culturally responsive assessments.

GCRT5209 Eliminating Racial Disparities in Student Achievement (3 cr.)

Prerequisite(s): GCRT5208

This course addresses the specific issues that contribute to the disparities in student achievement that exist among K-12 student groups. Concepts, professional knowledge, and research-based strategies designed to address these disparities are discussed, analyzed, and applied through a case study approach.

GCRT5210 Comprehensive Application of Principles (2 cr.)

Prerequisite(s): GCRT5209

In this course, students complete a comprehensive performance assessment that documents and presents their individual growth, understanding, and application of the program outcomes.

GCRT5212 Equity Leadership and Systemic Change (2 cr.)

Prerequisite(s): Due to the nature of this work, at the end of the current CRT program not all students will be at the same level of competency regarding leading in culturally responsive teaching. Therefore, this course is an invitational elective based on two measures: a) a score of Acceptance or higher on the IDI development model and b) a recommendation from the CRT faculty team. Students who are not eligible immediately following their initial program can continue to work on their cultural competence and become eligible for this course in the future. Each participant must get a signed consent of support from his/her building principal and/or district leader. The instructors will provide this consent form electronically prior to the course start date.

In this course, students gain an understanding of systems change models and leadership frameworks, focus on building equity plans on a K-12 system level and learn strategies for equitable leadership in our K-12 schools.

Admission Requirements

1. Applicants must have completed an undergraduate degree from a regionally accredited institution and must have maintained an overall GPA of 2.75 on a 4.00 scale. If GPA is below 2.75 or GPA is not available, provisional status may be granted.
2. A valid teaching license and one full year teaching experience are required.

Admission Process

Applicants must submit:

1. Completed application form.
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree.
3. A one/two page reflective essay which includes the following:
 - a. Brief description of the applicant's background, training, and experience
 - b. The career/teaching goals of the applicant and reasons for seeking admission to the program.
 - c. Description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities.
4. A resume listing educational background and teaching experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Graduate Certificate in Educational Administration

Director of Special Education

Note: All certificate requirements for the Graduate Certificate in Educational Administration – Director of Special Education are located under the Education Specialist Degree in Educational Administration.

K12 Principal

Note: All certificate requirements for the Graduate Certificate in Education Administration – K12 Principal are located under the Education Specialist Degree in Educational Administration.

Superintendent

Note: All certificate requirements for the Graduate Certificate in Education Administration – Superintendent are located under the Education Specialist Degree in Educational Administration.

English as a Second Language Certificate

The English as a Second Language (ESL) program qualifies candidates for K-12 ESL teacher licensure in Minnesota. The program prepares graduates to meet the English language and literacy needs of K-12 students for whom English is not their native language. The ESL certificate consists of 28 credits and can be completed in five semesters. The program is designed to fit the schedule of working adults, and those available for course meetings on weekends (mostly Saturday) and during the summer months.

Program Outcomes

Upon completion of the ESL course sequence, graduates are expected to do the following:

1. Employ a variety of methods, techniques, and program models suitable for second language instruction with diverse learners, including adapting existing materials to meet the needs of the students with limited English proficiency.
2. Use various content-based methodologies and integrate language acquisition and use of language functions across learning experiences to facilitate full inclusion of students with limited English proficiency in the school setting.
3. Communicate successfully with students, parents, colleagues, and community members.
4. Develop communication instruction in the second language context, including listening, speaking, reading, and writing across the curriculum.
5. Use formal and informal second language assessment techniques to determine student readiness for and appropriate placement in limited English proficiency programs, and to evaluate student progress.
6. Analyze the contributions of general and applied linguistics to second language education.
7. Identify the fundamentals of the first and second language acquisition processes and their similarities and differences.
8. Interpret how the historical, social, and political aspects of language and cultural patterns in the United States influence second language instruction.
9. Integrate an understanding of English as a second language with an understanding of pedagogy, students, learning, classroom management, and professional development.

Degree Requirements

English as a Second Language Certificate Requirements	28 cr.
Total	28 cr.

Required ESL Program Courses: 28 cr.

ESL/EDRD600 Foundations of Language and Literacy Development (3 cr.)

This course explores the theoretical and scientific underpinnings of literacy development as a basis for developing effective K-12 reading programs. Major topics include knowledge of the relationships between spoken and written language, the historical evolution of English, processes of reading, motivational aspects, stages of reading, spelling, and writing development, and major historical and current instructional approaches and programs for literacy development. Qualitative and quantitative research regarding literacy acquisition and applications to designing balanced reading programs are addressed. This course is also an applied introduction to the study of linguistics as it relates to the teaching of English to non-native speakers. It is divided into language as a system (phonology, morphology, syntax, semantics), the social factors affecting language acquisition and development, and the relationship of learning English to that of learning other languages.

ESL601 Second Language Acquisition (3 cr.)

Prerequisite(s): ESL/EDRD600

This course addresses major topics of second language acquisition, including the processes of first and second language acquisition; the similarities and differences among child, adolescent, and adult language acquisition; the developmental progression of students with limited English proficiency; and methods, techniques, and program models for second language instruction.

ESL602 Language and Culture (3 cr.)

Prerequisite(s): ESL/EDRD600

This course focuses on the concepts and skills needed to develop cultural understanding of and communication with speakers of other languages. The impact of cultural, linguistic, ethnic, regional, and gender differences in the classroom is examined. Various strategies to involve non-English speaking families in the school community are considered.

ESL/EDRD603 Reading Instruction for Linguistically and Culturally Diverse Learners (2 cr.)

Prerequisite(s): ESL/EDRD600

This course focuses on the concepts and skills needed to develop literacy programs for students who differ in how they acquire literacy because of language, learning, and/or cultural differences. Three major strands are featured: (1) selection and teaching of literature that reflects the diversity of American classrooms and promotes global understanding; (2) fostering literacy in children who come from non-mainstream cultures; and (3) literacy for English Language Learners (ELL/ESL) and for those with special learning characteristics, for example, gifted and talented. Gender differences in literacy acquisition are also explored.

ESL/EDRD604 Diagnosis and Remediation of Language and Reading Difficulties (3 cr.)

Prerequisite(s): ESL/EDRD600

This course focuses on the concepts and skills needed to identify and successfully remediate reading and written language difficulties in all struggling readers, including those served in Title One and LD programs, English Language Learners with literacy delays, and competent readers who have lost motivation to read and write. Concepts related to test construction, selection, and administration are explored through a case study approach. Uses of group and individual standardized and informal literacy measurements are featured.

ESL/EDRD605 Clinical Reading Practicum (3 cr.)

Prerequisite(s): ESL/EDRD600

This course focuses on the development and practice of competencies for teaching in the elementary and secondary classroom. The three areas of emphasis are 1- planning, implementing, and evaluating learning in the school environment; 2- critical reflection, monitoring, and adjustment of professional practice; and 3- observation and understanding of administrative and instructional policies and procedures.

ESL606 Advanced Methods Instruction for English Language Learners (3 cr.)

Prerequisite(s): ESL/EDRD600

This course covers historical, recent, and innovative methods, theories, and models of instruction for English language learners. Instructional design approaches for listening, speaking, reading, and writing consider culture, language and educational backgrounds, individual differences, and English level. Emphasis is on teaching English through academic content and collaboration with mainstream staff.

ESL607 School and Community Collaborations for English Language Learners (4 cr.)

Prerequisite(s): ESL/EDRD600

This course includes a clinical experience for application of best practices for K-12 education for English language learners, including content-based methodologies, communication skills in curricular and co-curricular learning experiences, and involvement of the community as active partners in creating educational opportunities and programs.

ESL608 Writing Instruction (4 cr.)

Prerequisite(s): ESL/EDRD600

This course focuses on the concepts and skills needed to develop strong writings programs for students who differ in how they acquire literacy because of language and/or cultural differences. Major topics include: exploring the history of the English language; strengthening students' use of academic language (including grammar, usage, mechanics, style); writing for varying purposes and audiences across content areas; deepening the understanding of the role of technology in writing; formal and informal assessment of writing.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to master's degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit the following:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel, and
2. Official transcripts issued to Saint Mary's University of Minnesota from all institutions posting the applicant's completed bachelor's degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.) and,
3. A reflective essay which includes the following:
 - a. brief description of the applicant's background, training, and experience; and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program; and
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities; and
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability; and
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Geographic Information Science (GIS) Certificate

The Geographic Information Science (GIS) graduate certificate program is for those who seek professional studies in the highly marketable field of geospatial analysis/GIS. The 18-credit certificate provides learners with broad exposure to principles and applications. Learners will be well-versed in GIS theory and will have knowledge and practical exposure to the following:

- hardware and software used in GIS,
- planning and construction of spatial databases,
- GIS analyses, and
- representation of data in both mapped and tabular form.

Saint Mary's GIS graduate course content parallels the skills and knowledge needed for professional certification from the GIS Certification Institute and the Urban and Regional Information Systems Association (URISA).

Program Structure

Students customize their learning by selecting 18 credits from among the courses listed below. A faculty advisor works with students on a plan to augment their current skill set. Credit for previous experience or learning will not be granted toward the GIS graduate certificate. GIS Graduate Certificate students may elect to continue taking courses toward the M.S. in GIS.

Degree Requirements

RA506 GIS Customization (3 cr.)

This course focuses on customization of a GIS through programming and scripting languages including VBA (Visual Basic for Applications), Avenue, and JavaScript. Emphasis of the course is on customization of the ArcGIS software including modifications of the user interface, and building custom applications through use of the ESRI COM object library. Secondary emphasis is on programming with the Arcview 3 programming language. The objective here is to assist learners in understanding and working with Avenue code such that they might develop success in rewriting Arcview 3 custom application to the ArcGIS environment.

RA508 Internet Mapping Services (3 cr.)

This course introduces students to effective use of the internet as a medium to publish map data. It examines the basic implementation details associated with serving spatial data over the internet. Students are introduced to internet mapping software as well as the particulars of designing and operating an effective map publishing/customization environment.

RA519 Statistical Analysis (3 cr.)

This course introduces basic and fundamental statistics with emphasis on the more sophisticated tests and analysis common to biologists and other researchers. Substantial attention is given to analysis of variance and experimental design.

RA554 GIS Analysis (3 cr.)

This course introduces the concepts of spatial analysis. Emphasis is directed to developing proficiency with database development, using ArcGIS ArcInfo, ArcGIS, ArcEditor, and ArcGIS ArcScan. Additional importance is placed on foundational theory and concepts, and on understanding and utilizing standard operation procedures (SOP) as well as understanding and generating supplemental "metadata" to accompany database development. Data models covered in the course include the 'Coverage', 'Shapefile', and 'Geodatabase'.

RA556 Spatial Data Methodology (2 cr.)

This is a field and laboratory course which introduces methods basic to the collection of data in a manner suitable for spatial analysis. Topics include basic plane table, total station and topographic surveying, use of global positioning systems (GPS), and preparation of data for conversion to a digital format.

RA559 Introduction to Imagery (3 cr.)

This course introduces the use of imagery to resource analysis. It covers working with aerial photographs, interpreting photos, optical rectification and zoom transfer. It also examines major satellites in use, acquiring available imagery and working with those images. Imagery analysis work is done with ENVI software.

RA563 Advanced Modeling and Analysis (2 cr.)

This course builds on fundamental and advanced GIS concepts that promote problem solving, modeling, and critical thinking. The course explores and maximizes the functionality of ArcGIS and ArcView through solving spatial and analytical challenges. The course addresses real world problems in business, natural resources, emergency management/homeland security, and other areas. Problem-solving approaches for advanced challenges using ESRI and user developed scripts, extensions, and other analytical enhancement tools are studied.

RA570 Advanced GIS (3 cr.)

This course builds upon RA554 and emphasizes spatial analysis, modeling, and advanced presentation techniques. Substantial effort is directed towards developing proficiency with raster cell analysis as well as integration of analyses utilizing both vector and raster elements simultaneously. Advanced presentation techniques involving 3-D modeling, analytical view shading, and more are included. Emphasis is on the ArcGIS 8.x ArcMap environment.

RA632 Programming Languages (3 cr.)

This course covers the foundation programming skills in applications programming with Visual Basic in this course using Microsoft VB.Net and the Python programming language. Java programming also be briefly explored. Examples of topics covered include form controls and their properties, altering and enhancing properties at run time, variables, decision-making, looping and data and control programming, and connecting Visual Basic application to Microsoft Access databases.

RA642 Database - Access and SQL (2 cr.)

This course introduces to the core functionalities of the personal DBMS encapsulated in Microsoft Access as well as the enterprise database management system exemplified by SQL interface communications. Additionally, students learn basic tenants of database development, table creation, and the concepts of database 'normalization'. SQL query development with ESRI ArcSDE is also imbedded in the course.

RA660 Introduction to ArcGIS (1 cr.)

This course is intended to introduce students to the basics of working with ESRI's ArcGIS. Elements of study include working with graphical spatial data, tabular data, image data in the geodatabase format and creating simple and somewhat more sophisticated layouts. Additional effort are directed at learning/reviewing basic GIS principles and concepts as well as understanding the varying elements of the suite of Environmental Systems Research Institute's mapping software family.

Admission Requirements

Applicants may apply for admission to graduate programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. All applicants must complete an interview with a program administrator.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program pre- requisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services, www.wes.org, or Educational Credential Evaluators, www.ece.org, and be deemed equivalent to accredited U.S. university standards.) and,
3. A personal statement which includes:
 - a. brief description of the applicant's background, training, and experience and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program and,
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability and,
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Gifted and Talented Instruction Certificate

This graduate certificate is designed for the mainstream classroom teacher who needs to take a proactive approach to creating constructive challenges for gifted and talented students. Learned techniques help teachers be responsive to the unique needs of all students. Differentiated instruction is a concept that, now more than ever, is needed to respond effectively to growing demands in the teaching profession.

Program Outcomes

Upon completion of the Graduate Certificate Program in Gifted and Talented Instruction mainstream classroom teachers are expected to be able to do the following:

1. Explain the aspects of development unique to the gifted student that affect the learning process.
2. Accommodate academic and intellectual diversity within the classroom and community.
3. Use a variety of differentiated instructional strategies to meet the needs of gifted students.
4. Plan curriculum-based and student-based instruction and interventions that challenge the full continuum of giftedness found within a classroom.

Degree Requirements: 15 cr.

GESP680 Gifted and Talented Learners (3 cr.)

This course overviews the history of gifted education, characteristics of the gifted learner, major theories and delivery models, strategies for serving gifted learners, and an examination of the myths associated with giftedness. The unique needs of the gifted learner in a variety of settings are examined. Methods to serve as advocates for these students and their families are explored.

GESP681 Social and Emotional Needs of Gifted and Talented Learners (3 cr.)

This course examines the social and emotional challenges gifted students face inside and outside the school setting. Strategies to help gifted students understand and value their gifts and talents are examined. Strategies to help teachers design appropriate instruction to meet the social and emotional learning needs of gifted students are explored.

GESP682 Program Design for Gifted and Talented Learners: Advanced Differentiation (3 cr.)

In this course curricular and instructional design, educational taxonomies, and critical and creative thinking strategies for gifted learners are explored. Differentiated lesson plans and individual educational plans for the gifted learner are examined.

GESP683 Creativity for Gifted and Talented Learners (3 cr.)

The history and theory of creativity related to gifted and talented learners are examined in this course. The types of creativity exhibited by gifted and talented learners are identified and analyzed. Strategies for developing the creativity of gifted and talented students are explored.

GESP684 Multicultural Giftedness and Talent (3 cr.)

In this course students examine redefined constructs and paradigms regarding gifted and talented identification and programming for students in underrepresented populations including children from diverse linguistic, geographic, economic, and cultural backgrounds. Strategies for recognizing and accommodating multicultural giftedness and talent are explored.

Total: 15 cr.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to graduate certificate programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. All applicants must complete an interview with a program administrator.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program pre-requisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services, www.wes.org, or Educational Credential Evaluators, www.ece.org, and be deemed equivalent to accredited U.S. university standards.) or a copy of teacher's license, and,
3. A reflective essay which includes:
 - a. brief description of the applicant's background, training, and experience and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program and,
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability and,
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Instruction Certificate

The graduate certificate in Instruction is tailored to serve students who have completed a bachelor's degree with little or no previous coursework in education. It prepares students to earn a teaching license in Elementary Education (K-6) with an Early Adolescence (5-8) specialty, or Early Adolescence (5-8) / Young Adult Education (9-12).

Program Structure

The program prepares students to become licensed teachers in the state of Minnesota. Students also have the opportunity to complete the master's degree in Instruction that same academic year or within the following five years.

Students can choose between the following teacher preparation areas:

- Elementary Education (K-6) with an Early Adolescence (5-8) specialty
- Early Adolescence / Young Adult (5-12)

Students choosing Early Adolescence / Young Adult have the choice of the following specialty areas:

- Communication Arts and Literature
- Mathematics
- Social Studies
- Life Science
- Physical Science
- World Languages and Cultures (Spanish or French)

To earn the master's degree, students complete nine credits beyond the licensure preparation courses. Master's coursework focuses on cultivating teacher leadership and scholarship through research.

Program Delivery

Saint Mary's M.A. in Instruction is offered two different ways to accommodate adult learners. The program on the Twin Cities campus is delivered part-time on evenings and weekends, and is accommodating for learners who want to continue to work while going to school.

The Winona campus M.A. in Instruction is offered full-time for one year with housing options so students can live on campus. Students will attend classes over the course of a full day with some evening sessions.

All students are expected to spend significant time in K-12 schools in conjunction with their coursework.

A transcript analysis is conducted through the admission process to evaluate content preparedness. Additional content area courses may be required.

Admission Requirements

Applicants may apply for admission to master degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. All applicants must complete an interview with a program administrator and complete a spontaneous writing proficiency exam.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program pre- requisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services, www.wes.org, or Educational Credential Evaluators, www.ece.org, and be deemed equivalent to accredited U.S. university standards.) and,
3. A reflective essay which includes:
 - a. brief description of the applicant's background, training, and experience
 - b. a statement indicating desired licensure and/ or content area; the career goals of the applicant and his or her reasons for seeking admission to the program
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities
 - d. personal information the applicant wishes to share, and
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability, and
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

K-12 Reading Teacher Certificate

The K-12 Reading Teacher program qualifies candidates for Minnesota or Wisconsin K-12 Reading Teacher licensure. The program prepares graduates to develop, implement, and supervise K-12 reading curriculum in district level positions or to coach and consult with teacher colleagues. The addition of seven additional courses, focused on research-based intervention strategies for the development of reading and writing from kindergarten through community college, results in an M.A. in Literacy Education.

The K-12 Reading Teacher program can be completed in 15 months. Program cohorts begin at three different times during the year, (August, January and April), and are delivered in many areas throughout the state of Minnesota. The program is designed to fit the schedule of employed persons who want to take classes on weekends (mostly Saturdays) and during the summer months.

Program Outcomes

Consistent with the mission of Saint Mary's University of Minnesota and the Board of Teaching requirements for licensure as K-12 Reading Teachers, the K-12 Reading Teachers graduate certificate program expects its graduates to be able to do the following:

1. Understand the foundations of reading processes and instruction.
2. Employ a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction.
3. Apply a variety of assessment tools and practices to plan and evaluate effective reading instruction.
4. Create a literate environment that fosters reading.
5. Value professional development as a career-long effort and responsibility.

Degree Requirements

EDRD600 Foundations of Language and Literacy (3 cr.)

This course explores the theoretical and scientific underpinnings of literacy development as a basis for developing effective K-12 reading programs. Major topics include knowledge of the relationships between spoken and written language, the historical evolution of English, processes of reading, motivational aspects, stages of reading, spelling, and writing development, and major historical and current instructional approaches and programs for literacy development. Qualitative and quantitative research regarding literacy acquisition and applications to designing balanced reading programs are addressed.

EDRD601 Elementary Reading Instruction: K-6 (2 cr.)

Drawing on the conceptual framework for understanding literacy processes, stages, and major instructional approaches developed in EDRD600, this course features instructional techniques, materials, and programs that have been validated as effective for developing competent and joyful readers and writers in grades K-6. The focus is on creating a balanced literacy program that incorporates the strengths of a whole language approach and the findings of the National Reading Panel.

EDRD602 Secondary Reading Instruction: 7-12 (2 cr.)

This course focuses on literacy development in the middle and high school years, with the goal of promoting reading for learning, understanding, and enjoyment. Topics include assessment of students' reading and written language skills, the cognitive and skill levels required by various content-area materials and written tests, use of alternative testing strategies, and instructional strategies for developing strategic readers and competent writers in all content areas. Collaboration with content area teachers to adapt course materials, teaching strategies, and assessment practices for students with exceptional educational needs such as learning disabilities and gifted/talented are also featured.

EDRD603 Reading Instruction for Linguistically and Culturally Diverse Learners (2 cr.)

This course focuses on the concepts and skills needed to develop literacy programs for students who differ in how they acquire literacy because of language, learning, and/or cultural differences. Three major strands are featured: (1) selection and teaching of literature that reflects the diversity of American classrooms and promotes global understanding; (2) fostering literacy in children who come from non-mainstream cultures; and (3) literacy for English Language Learners (ELL/ESL) and for those with special learning characteristics, for example, gifted and talented. Gender differences in literacy acquisition are also explored.

EDRD604 Diagnosis and Remediation of Reading Difficulties (3 cr.)

This course focuses on the concepts and skills needed to identify and successfully remediate reading and written language difficulties in all struggling readers, including those served in Title One and LD programs, English Language Learners with literacy delays, and competent readers who have lost motivation to read and write well. Concepts related to test construction, selection, and administration are explored through a case study approach. Uses of group and individual standardized and informal literacy measurements are featured.

EDRD605 Clinical Reading Practicum (3 cr.)

After assessing the literacy skills and needs of three students—one each at elementary, middle, and high school levels—candidates for the licensure design and carry out individualized intervention programs. The course includes 45 hours of student contact, three class sessions, and weekly online participation via Blackboard.

EDRD606 Development and Supervision of K-12 Reading Programs (2 cr.)

This course focuses on the skills needed to design and supervise K-12 reading programs, including selection of curriculum, assessment procedures, instructional materials, and budget development. Interpretation of district results on state-mandated reading tests and development of a district plan are featured. This course also includes coaching strategies for collaboration with classroom and content area teachers.

K-12 Reading Teacher Licensure

Licensed teachers who complete this seven-course program and pass the corresponding Minnesota Teacher Licensing Examination (MTLE) qualify for the Minnesota K-12 Reading Teacher license. Wisconsin K-12 Reading Teachers with two or more years of teaching experience are also eligible for the Wisconsin 316 reading license. More information on testing can be found on the MTLE website (<http://www.ntle.nesinc.com>).

Faculty

The faculty and advisers for the K-12 Reading Teacher/Master of Arts in Literacy Education program have earned doctorate or master's degrees. Faculty are selected for their educational and professional experience and expertise and proven ability to teach adult students.

Admission Requirements

Applicants who wish to qualify for the K-12 Reading Teacher Program must have or be eligible for a Minnesota classroom teacher license. Applicants must have completed an undergraduate degree from a regionally accredited institution and have maintained an overall GPA of 2.75 on a 4.0 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program pre-requisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services, www.wes.org, or Educational Credential Evaluators, www.ece.org, and be deemed equivalent to accredited U.S. university standards.) or a copy of teacher's license, and,
3. A reflective essay which includes:
 - a. brief description of the applicant's background, training, and experience and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program and,
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability and,
5. A current résumé listing educational background and work experience

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Marriage and Family Therapy Certificate

Licensed Marriage and Family Therapists (LMFTs) are mental health professionals trained in psychotherapy and family systems, and licensed to diagnose and treat mental and emotional disorders within the context of marriage, couples, and family systems. Marriage and family therapists treat a wide range of serious clinical problems including depression, marital problems, anxiety, individual psychological problems, and child-parent problems. Marriage and family therapists take a holistic perspective to health care; they are concerned with the overall long-term well-being of individuals and their families. 1.

Saint Mary's University offers two marriage and family therapy programs: the Master of Arts in Marriage and Family Therapy, and the Graduate Certificate in Marriage and Family Therapy. Students in both programs take certain marriage and family therapy courses together. The Graduate Certificate in Marriage and Family Therapy program is for professionals working in the human services. Courses are designed to enhance the professional's understanding of and use of systemic and relational interventions with individuals, couples, and families. This program is offered to professionals with master's degrees in mental health related programs who desire further academic specialization from a systemic perspective. The curriculum meets the educational requirements for licensure with the Minnesota Board of Marriage and Family Therapy.

1. From FAQs on MFTs, www.aamft.org, June 2006

Professional Accreditation

The Marriage and Family Therapy Post Degree Program at Saint Mary's University of Minnesota is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT), 112 S. Alfred Street, Alexandria, VA 22314, (703) 838-9808.

Program Mission and Educational Outcomes

Mission: Recognizing the relational and systemic qualities of all life, the Marriage and Family Therapy programs at Saint Mary's University exist to aid students in deepening their own understanding of relational health and their own skills in facilitating relational health in all kinds of human systems.

The Marriage and Family Therapy program uses three sets of educational outcomes to outline the scope, emphasis, and rigor of the program and to assess its quality: program outcomes, faculty outcomes, and student learning outcomes.

The MFT program outcomes reflect both the professional skills and practice required of program graduates and embody the result of effective core learning outlined for programs in the Schools of Graduate and Professional Programs and the requirements of the Minnesota Board of Marriage and Family.

1. MFT students meet academic and skill requirements after core courses, pre-practicum courses, practicum, and integration activities.

2. MFT graduates achieve professional development markers: obtain MFT jobs, pass national and state MFT exams, and receive MFT licensure.
3. MFT alumni contribute to the profession through professional presentations and publications, advocacy activities and leadership, and teaching.

The MFT faculty outcomes articulate the teaching and learning requirements aligned with the university and program missions. MFT faculty members are expected to

1. encourage diversity of thoughts and experiences in teaching,
2. demonstrate current knowledge in the subject area taught,
3. develop effective teaching plans and assessments and updated and innovative classroom experiences,
4. provide real world examples in teaching and supervision,
5. challenge students' thinking processes and mindsets, and
6. model ethical services from an academic and clinical perspective in teaching.

Student Learning Outcomes

Graduates of the Graduate Certificate in Marriage and Family Therapy program are expected to be able to do the following:

1. Create and sustain professional relationships and communication with diverse clients, peers, and organizations.
2. Integrate and apply basic knowledge of marriage and family theory to clinical practice.
3. Integrate and apply knowledge of marriage and family therapy models to clinical practice.
4. Develop a systemic perspective to diagnose and treat mental health issues of individuals, couples, and families.
5. Evaluate professional practice issues and act in an ethical manner based on the marriage and family therapy codes of ethics, legal requirements, sound judgment, and professional compassion.
6. Analyze and apply to practice the fundamentals of research in couple and family therapy.
7. Demonstrate and apply written, verbal, and nonverbal communication skills with clients and professionals.
8. Create and implement effective interventions that promote, restore, sustain, or enhance positive functioning and a sense of well being in clients through preventative, developmental, systemic, and/or remedial services.
9. Advocate with professional, work, and political communities and systems for respectful human relationships and policies directed toward the common good.
10. Articulate plans for future professional development.

Degree Requirements

Marriage and Family Studies	9 cr.
Marriage and Family Therapy	7 cr.
Professional Issues	4 cr.
Treatment Planning	3 cr.
Practicum	4 cr.
Total	27 cr.

Marriage and Family Studies: 9 cr.

MFT613 Couples and Families in Society (3 cr.)

Prerequisite(s): Completion of core courses

This course explores the reciprocal links between family functioning and public and private policies at the local, state, and federal levels. Students examine the history of marriage and families, including the changing forms and demographics of modern couples and families in Western societies, especially the United States. They look at ways that families contribute to social problems, how they are affected by these problems, and consider the role of families in policy solutions. Particular attention is given to understanding the goals of each policy, and current research is presented on both their intended and unintended consequences since implementation. The course includes theoretical frameworks for conceptualizing family policy, roles professionals can play in building family policy, and approaches professionals can use in implementing these roles.

MFT615 Multicultural Studies of the Family (3 cr.)

Prerequisite(s): MFT613 Pre/Co-requisite

This course focuses on the study of culturally diverse couples and families with special emphasis on understanding the significance of cultural contexts in working with people of different cultures. Issues of racism, sexism, heterosexism, ageism, and other isms are explored. Dynamics of power and privilege are explored. Strategies to prevent biases from interfering with therapeutic relationships with populations different from themselves are developed. Included is an exploration of various types of couples and families.

MFT616 Couple Relationships (3 cr.)

Prerequisite(s): MFT613

This course introduces historical, contextual, and clinical applications to relationships including couples and couple systems. Relationships between spouses/partners are explored and analyzed in order to create an understanding of the dynamics that enhance relationships from a therapeutic context. Issues regarding communication, conflict resolution, and interactions are included.

Marriage and Family Therapy: 7 cr.

MFT622 Advanced Family Therapy (3 cr.)

Prerequisite(s): MFT613

This course provides an opportunity for students to apply and develop skills conducting therapy with couples and families. Students increase awareness and apply understanding of the influence of race, culture, and gender in couple and family therapy. Experiential and didactic approaches are used.

MFT650 Assessment of Couples and Families (3 cr.)

Prerequisite(s): MFT613 Pre/Co-Requisite

This course examines the strengths and limitations of different assessment strategies with couples and families, including assessment based on observation, therapist/rater, family report, and interactional methods. It includes an overview of various measures and instruments used, including parent-child, family, and couple inventories.

MFT660 Special Topics (1 cr.)

These courses examine issues in therapy with families presenting with special members and/or special problems. These courses rotate each semester.

Representative Courses

The following titles are representative of one-credit special topics courses available. See the semester course schedule for current offerings.

MFT660B Family Therapy with Violence and Abuse Issues (1 cr.)

Prerequisite(s): MFT611 or MFT 613 Pre/Co-requisite

This course examines the occurrence and causes of violence and physical and sexual abuse in family relationships. Emphasis is on the therapeutic and corrective strategies for treating victims and perpetrators of violence and abuse in intimate relationships.

MFT660D Addictions and Family Therapy (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

Systemic issues related to counseling the families of addiction are explored in this course. It provides a preliminary overview of some of the current effects experienced by adults who have been raised in such a setting. The course considers system strategies for fostering a path of recovery for those who find themselves suffering the effects of an addiction-based childhood.

MFT660E Spirituality and Family Therapy (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course provides instruction in the use of spiritual resources in the theory and practice of family therapy.

MFT660F Assessment and Diagnosis of Children and Adolescents in Family Therapy (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course examines the diagnostic criteria and categories for children and adolescents. It also explores and examines diagnostic methods, tools, and approaches applicable to this age and population.

MFT660G Marriage and Family Therapy with Immigrant Families (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course examines the unique stressors and relationship issues experienced by immigrant individuals and families. Historical and cultural contexts, highlighting the need to understand pre-immigration as well as post-immigration factors in assessing and treating immigrants, are emphasized.

MFT660H In-Home Family Therapy (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course examines the nature and philosophy of in-home therapy services. Focus is on the pragmatic issues of delivering home-based services to families. This course is designed to give students a realistic view and understanding of current in-home therapy as presented in state statutes and HMO contracts. Diagnosis, treatment planning, effective models of therapy, and ethical dilemmas are reviewed.

MFT660J Art Therapy with Families (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course introduces the principals and practices of art therapy as it may be used in a marriage and family therapy perspective with individuals, couples, and families. Various theoretical approaches and hands-on techniques are introduced. The emphasis in this course is placed on experiential techniques and processes of art therapy.

MFT660K Crossing Over: Building Professional Relationships Between Law Enforcement and Marriage and Family (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course examines the common goals/process as well as differentiated goals/process in marriage/family therapy and law enforcement. It is designed to facilitate greater understanding of the alternate discipline and to develop a basis for teamwork between law enforcement officers/departments and marriage and family therapists. This team work helps both communities work toward the good of the greater community.

MFT660L Introduction to Grief and Loss Issues in Family Therapy (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course provides an introduction to understanding the complexities of grief and loss as clinical issues in family therapy. It examines what is known about grief and loss as well as exploring the beliefs and myths held around the topic of loss and change. It is designed to facilitate a deeper understanding of grief, unresolved mourning, the impact of loss, and unexpressed grief, and implications for the therapeutic process.

MFT660M Family Therapy with Families with Disabilities (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course presents an overview of disabilities and defines how a disability can impact the overall family system, typical family functioning, and the family life cycle. Family and professional partnerships that are more effective, strength-focused, and empowering to the families are introduced.

MFT660N Medical Family Therapy (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course introduces the student to the interface between family therapy and the healthcare delivery system. A wide variety of settings in which family therapists and health care providers interact are explored. The benefits and challenges of such collaborations are discussed in terms of patient care. Specific tools for successful collaboration are presented.

MFT660P Use of Self in Marriage and Family Therapy (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course explores how and where the interface of the self of the therapist impacts therapeutic work with individuals, couples, and families. The personal and professional development of the therapist is the focus. Issues addressed include self-awareness, self-care, transference/counter transference, and integration of self into the theory and practice of marriage and family therapy.

MFT660Q Assessing and Treating Substance Abuse/Dependency (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

Families often identify one member and one member only who requires assessment, treatment and therapy for substance abuse/dependency. This course addresses the recovery process as a family system collaborative.

MFT660R Couple and Family Therapy with Gay and Lesbian Families (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course provides an opportunity to develop expertise in conducting couple and family therapy with gay, bi-sexual, lesbian, and transgender couples and families. It examines how couple and family therapy can address issues of sexual orientation and gender preference and the special needs of these populations.

MFT660S Family Therapy with African American Families (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course focuses on the current issues, values, and family dynamics in African American families. Redefining the genesis of the African American family as well as providing a context in which African Americans thrive today is addressed.

MFT660T Working with Returning Military Personnel and Their Families from a Systemic Perspective (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course examines the therapeutic issues and skills that are needed to work with returning military personnel from the Middle East. The unique aspects of the reentry process for military personnel and their families are addressed. Emphasis is placed on the relationship issues that soldiers and their families face when re-integrating into their communities. Best educational and therapeutic practice models and current literature and research are reviewed and discussed.

MFT660U Marriage and Family Therapy in Rural Areas (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course examines some of the challenges and rewards of working in a rural setting as a marriage and family therapist. It includes an overview of organizational, consumer, ethical, and training issues unique to mental health work in rural America. Considerable time is devoted to discussion regarding characteristics of effective providers of marriage and family therapy in this setting.

MFT660V Working Systemically with the Eating Disorder Population (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course exposes students to diagnostic and unique treatment issues involved when working with clients with an eating disorder. Collaborative approaches to treating eating disorders with a family systems perspective are examined.

MFT660W Separating and Divorcing Couples (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course explores the issues faced by marriage and family therapists working with couples of separation and divorce. The course examines the personal, professional, ethical, and spiritual dilemmas that a therapist faces when working with these couples, and offers resources and practical strategies.

MFT660X Working with Later Life Families: Aging from a Family Perspective (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course studies the intersection of family and gerontology. Intragenerational and intergenerational family relationship lenses are used to create a realistic and practical view of elders and their family systems.

MFT660Y Art Therapy with Families Level II (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course provides advanced instruction in the theory and practice of art therapy as it may be used with individuals, couples and families in the process of psychotherapy. The course integrates concepts of art therapy with current marriage and family therapy practices and interventions with an emphasis on clinical application of theory.

MFT660AA Family Mediation (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course is an introduction to family mediation theory and skills. It provides students with theoretical bases such as conflict, principled negotiation, and psychodynamics of divorce. Minnesota Rules and Statutes are presented as guidelines for ethical mediation practice. Mediation skills and strategies are introduced, and students are given an opportunity to apply strategies in role plays and simulations. The goal of this course is to equip students with introductory knowledge, skills, and practice in family law mediation.

MFT660AC Adoption and Foster Care Issues in Family Therapy (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

In this course, the distinct needs of adoption and foster care families are examined, including how issues of attachment, adoption, foster care, and birthparent dynamics inform approaches to family therapy.

MFT660AD Impact of Trauma in First Responders and Their Families (1 cr.)

This course provides an in-depth study of the impact of trauma on first responders. It includes the study of basic emergency service personality profiles, secondary victimization/trauma, and the effects of on-going exposure to trauma on first responders as well as their marriages and families.

MFT660AE Family Therapy with Children with Special Health Care Needs and Their Families (1 cr.)

Prerequisite(s): MFT611 or MFT613 Pre/Co-requisite

This course is designed to identify, develop, and evaluate the need for interventions related to the impact of disability on the family system. The focus is to better understand, support, and engage the children and families behind the labels.

Professional Issues: 4 cr.

MFT642 Marriage and Family Therapy: Professional Issues and Orientation (1 cr.)

This course provides an orientation to the profession of marriage and family therapy. The history of the profession is covered as well as the roles and settings of marriage and family therapists. Additionally, the developmental process involved with acquiring an identify as a marriage and family therapist is addressed.

MFT690 Ethical Issues and Professional Practices in Marriage and Family Therapy (3 cr.)

Prerequisite(s): MFT 613 and 6 additional MFT credits

This course examines professional, legal, and ethical issues in the practice of couples and family therapy. The code of ethics of the Minnesota Board of Marriage and Family Therapy and AAMFT; selected Minnesota laws pertaining to children and families; and ethical and professional problems of confidentiality, dual relationship, and other potential problematic areas are studied.

Treatment Planning: 3 cr.

MFT683 Assessment, Diagnosis, and Treatment Planning with Children and Adolescents in Family Therapy (3 cr.)

Prerequisite(s): MFT 613 and MFT650

This course examines the assessment and diagnostic process for working with children and adolescents in a behavioral health setting utilizing a developmental-systems approach and the criteria from the DSM IV. This course focuses on assessment and diagnostic methods and tools and the development of appropriate treatment plans for clients based on diagnostic and problem formulation.

Practicum: 4 cr.

The Practicum in Marriage and Family Therapy provides students enrolled in the Graduate Program in Marriage and Family Therapy the opportunity to complete the licensing board requirement for a practicum experience. The Board of Marriage and Family Therapy requires students to complete 300 clinical hours of direct client contact. Each 2-credit practicum course requires the completion of 150 direct contact hours and each student must complete 4 credits of practicum in meeting that requirement. A practicum supervision seminar is taken concurrently as a part of the practicum requirements. The supervision seminar provides an environment for presentation of case material, as well as a venue for discussing problems and concerns that arise in the practicum setting. Personal and professional issues relevant to the practicum experience are examined.

The student completes a supervised practicum experience in a counseling or mental health setting under direct supervision. This experience consists of a minimum of 300 clinical contact hours. This experience must include at least 150 hours of direct clinical service with couples and families. A practicum seminar class must be taken concurrently:

MFT670 Marriage and Family Therapy Practicum I (2 cr.)

Prerequisite(s): All program course requirements except MFT 632, MFT 635 and MFT 683

This course is for students to complete the 300 hours of clinical Marriage and Family Therapy (MFT) practicum required for licensure by the Minnesota Board of MFT. The practicum in Marriage and Family Therapy is for students enrolled in the Certificate of Advanced Graduate Study in Marriage and Family Therapy or in the Master of Arts in Marriage and Family Therapy Program. Students work under the on-campus supervision of a Minnesota Board of MFT Approved Supervisor for a minimum of 30 hours per semester, as well as the off-campus supervision of a licensed mental health professional with documented clinical experience with families. All practicum hours must be completed at an approved practicum site. The on-campus practicum seminar provides an environment for observation of taped clinical work, discussion of case material, and discussion of problems and concerns that arise in the practicum setting, under the supervision of a Minnesota Board of MFT Approved Supervisor. Personal and professional issues relevant to the practicum experiences are also explored.

MFT671 Marriage and Family Therapy Practicum II (2 cr.)

Prerequisite(s): MFT 670

This course is for students to complete the 300 hours of clinical Marriage and Family Therapy (MFT) practicum required for licensure by the Minnesota Board of MFT. The practicum in Marriage and Family Therapy is for students enrolled in the Certificate of Advanced Graduate Study in Marriage and Family Therapy or in the Master of Arts in Marriage and Family Therapy Program. Students work under the on-campus supervision of a Minnesota Board of MFT Approved Supervisor for a minimum of 30 hours per semester, as well as the off-campus supervision of a licensed mental health professional with documented clinical experience with families. All practicum hours must be completed at an approved practicum site. The on-campus practicum seminar provides an environment for observation of taped

clinical work, discussion of case material, and discussion of problems and concerns that arise in the practicum setting, under the supervision of a Minnesota Board of MFT Approved Supervisor. Personal and professional issues relevant to the practicum experiences are also explored.

MFT672 Marriage and Family Therapy Practicum III (2 cr.)

Prerequisite(s): MFT 670 and MFT 671

This course is for students to complete the 300 hours of clinical Marriage and Family Therapy (MFT) practicum required for licensure by the Minnesota Board of MFT. The practicum in Marriage and Family Therapy is for students enrolled in the Certificate of Advanced Graduate Study in Marriage and Family Therapy or in the Master of Arts in Marriage and Family Therapy Program. Students work under the on-campus supervision of a Minnesota Board of MFT Approved Supervisor for a minimum of 30 hours per semester, as well as the off-campus supervision of a licensed mental health professional with documented clinical experience with families. All practicum hours must be completed at an approved practicum site. The on-campus practicum seminar provides an environment for observation of taped clinical work, discussion of case material, and discussion of problems and concerns that arise in the practicum setting, under the supervision of a Minnesota Board of MFT Approved Supervisor. Personal and professional issues relevant to the practicum experiences are also explored.

MFT673 Marriage and Family Therapy Practicum IV (2 cr.)

Prerequisite(s): MFT 670, MFT 671, and MFT 672

This course is for students to complete the 300 hours of clinical Marriage and Family Therapy (MFT) practicum required for licensure by the Minnesota Board of MFT. The practicum in Marriage and Family Therapy is for students enrolled in the Certificate of Advanced Graduate Study in Marriage and Family Therapy or in the Master of Arts in Marriage and Family Therapy Program. Students work under the on-campus supervision of a Minnesota Board of MFT Approved Supervisor for a minimum of 30 hours per semester, as well as the off-campus supervision of a licensed mental health professional with documented clinical experience with families. All practicum hours must be completed at an approved practicum site. The on-campus practicum seminar provides an environment for observation of taped clinical work, discussion of case material, and discussion of problems and concerns that arise in the practicum setting, under the supervision of a Minnesota Board of MFT Approved Supervisor. Personal and professional issues relevant to the practicum experiences are also explored.

Note(s):

The final program requirement is an exit interview with the program director or the clinical director.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

A master's degree from a regionally accredited institution, for which applicants maintained at least a 3.0 grade point average, is required for admission. In addition, the applicant must have completed the graduate courses listed below. These courses may have been completed as part of a master's degree or doctoral program, or may be taken separately at a regionally accredited institution of higher education.

Applicants must have coursework in the following areas:

1. Three courses (nine semester credits) in human development, human behavior, personality theory, human sexuality, psychopathology, and behavior pathology.
2. One course (three semester credits) in marital and family therapy covering marital and family communication, family psychology, family therapy, methods of intervention, family assessment, sex therapy, major theories of marital and family therapy such as structural, strategic, transgenerational, experiential, object relations, contextual and systemic therapy.
3. One course (three semester credits) in research covering design, methods, statistics, and special issues in research in marital and family studies or a related field.

An applicant who is lacking one or more of these courses may apply to be admitted as provisional and take courses in the Master of Arts in Marriage and Family Therapy or Counseling and Psychological Services programs.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program pre-requisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services, www.wes.org, or Educational Credential Evaluators, www.ece.org, and be deemed equivalent to accredited U.S. university standards.) and,
3. A personal statement which includes:
 - a. brief description of the applicant's background, training, and experience and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program and,
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability and,
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Project Management Certificate

The Graduate Certificate in Project Management is designed for individuals seeking advanced education for leading complex projects in a variety of work settings. Courses provide the knowledge of business practices. The process of managing a project, including definition, implementation, and evaluation, is presented along with specialized skills of quality control, risk management, and procurement, and contracting. Communication techniques are emphasized both with individuals and teams.

Program Outcomes

Graduates of the Certificate in Project Management program are expected to be able to do the following:

1. Initiate projects with clearly identified scope, requirements, and stakeholders.
2. Plan complex projects using appropriate planning tools.
3. Implement quality management processes throughout project phases.
4. Manage project risk.
5. Manage project costs including procurement process for project resources.
6. Incorporate a global perspective into projects.
7. Work effectively with diverse populations.
8. Lead complex projects.
9. Communicate effectively both orally and in writing.
10. Incorporate an ethical perspective in all professional activities.

Degree Requirements

Required Project Management Courses	18 cr.
Total	18 cr.

Required Project Management Courses: 18 cr.

PRM600 Fundamentals of Project Management (3 cr.)

This foundation course examines the project management framework. This framework covers key terminology, project management context, and processes. Topics include project management knowledge areas, life cycles, and organizational designs.

PRM601 Project Planning and Scheduling (3 cr.)

This course examines activities related to project planning and estimating. It examines the use of various planning techniques in managing budgets, schedules, and human/material resource allocations. Planning activities associated with quality, communications, risk, and procurement are addressed.

PRM611 Technical Communication (3 cr.)

This course strengthens and deepens communication skills for technical professionals. Organization of information for multiple audiences and purposes is engaged for project managers and technologists. Students work hands-on with technological tools to document and present project outcomes. Professionalism in both oral and written communication is expected.

PRM613 Project Integration and Quality Management (3 cr.)

This course examines various methods used to ensure the project meets the stakeholder needs for which it was undertaken, including quality planning, quality assurance, and quality control. It examines integration of project information including gathering requirements, integrating the project plan, reporting performance, and project closure.

PRM614 Project Risk Management (3 cr.)

This course explores the basic principles and practices of risk management. Key concepts in managing uncertainty include developing a risk approach; and identifying, analyzing, responding to and monitoring risks in projects, programs, and portfolios.

PRM615 Project Procurement and Cost Management (3 cr.)

Prerequisite(s): PRM600, PRM601

This course examines the principles and concepts essential to procuring products or services outside the project organization. Topics include procurement planning, solicitation, evaluation, selection, negotiation, and contract management. Various types of contracts used in procurement are reviewed.

Faculty

The faculty members for this program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants may apply for admission to graduate certificate programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. All applicants must complete an interview with a program administrator.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program pre-requisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services, www.wes.org, or Educational Credential Evaluators, www.ece.org, and be deemed equivalent to accredited U.S. university standards.) and,
3. A personal statement which includes:
 - a. brief description of the applicant's background, training, and experience and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program and,
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability and,
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Educational Administration, Ed.S.

The Education Specialist Degree (Ed.S.) in Educational Administration program is designed for students who already have earned a master's degree to develop school administrative leadership and management skills and research techniques. Minnesota State requirements for elementary and secondary principals, superintendents, or special education directors are embedded in the courses and the program completion options. The curriculum is practitioner-focused with an emphasis on action research. Instruction focuses on applying organizational leadership theories with practical skills needed by school administrators to become leaders of effective learning organizations.

All students take the core courses that cover competencies common to all areas of educational administration licensure in Minnesota. Three tracks offer students the opportunity to tailor their program to the type of educational administration license desired. If students want licensure in more than one area, additional coursework is required.

The Education Specialist degree is awarded upon successful completion of three additional courses, including an action research methods course, an action research seminar course in which students complete and document their action research project in a thesis, and a presentation of their research thesis during their exiting assessment.

Program Outcomes

The following outcomes are state-identified competencies for educational administration:

Core Program Outcomes

1. Leadership: Lead educational institutions and departments through collaborative, visionary planning, and decision making.
2. Organizational Management: Manage and evaluate organizational operations including human, monetary, and physical resources for institutional improvement.
3. Diversity Leadership: Promote, create, and monitor appreciation and cultivation of diversity.
4. Policy and Law: Interpret, develop, and implement local, state, and federal policy and law.
5. Political Influence and Governance: Nurture a cooperative alliance of key stakeholders to influence the politics and governance of educational institutions.
6. Communication: Utilize communication skills essential to inform and facilitate effective organizational communication.
7. Community Relations: Establish and maintain positive and effective community relations relative to educational institutions.
8. Curriculum Planning and Development for the Success of All Learners: Facilitate the planning and development of curriculum, assessment, and instruction.
9. Instructional Management for the Success of All Learners: Design, implement, and support instruction and assessment strategies and behavior management integrates current research appropriate for all learners.

10. Human Resource Management: Interpret, apply, and manage policies and procedures which foster positive and productive performance from faculty and staff.
11. Values and Ethics of Leadership: Practice ethical leadership, ensuring the best interest of all learners.
12. Judgment and Problem Analysis: Implement and facilitate problem-solving strategies integrating critical thinking, creativity, logic, and collaboration.
13. Safety and Security: Create safety and security plans to sustain an emotionally and physically safe educational environment for all.

Principal Specific Outcomes

- P1. Instructional Leadership: Apply school and district-wide literacy and numeracy systems.
- P2. Monitor Student Learning: Develop and manage effective learning environments and experiences for all students.
- P3. Leadership: Lead the community within K-12 institutions, promoting inclusiveness and effective communication.

Superintendent Specific Outcomes

- S1. Policy and Law: Interpret and explain local, state, and federal public policy and law.
- S2. Political Influence and Governance: Identify and explain the influencing politics and governance of educational institutions.
- S3. Communication: Promote effective relations with school boards, districts, and community members.
- S4. Organizational Management: Identify factors affecting school finances.
- S5. Judgment and Problem Analysis: Carry out the mission and vision with attention to competing interests.

Special Education Director Specific Outcomes

- SED1. Policy and Law: Interpret and apply laws and policies regulating special education programs.
- SED2. Organizational Management: Identify and explain policies and procedures regulating districts, boards, and special education.
- SED3. Resource Allocation: Identify and explain programs, resources, and agencies related to special education.

Program Structure

Students may transfer a maximum of six graduate semester credits from a regionally accredited institution if those credits were earned during the five years prior to admission, are administrative in nature, have been approved by the program director and the dean, and have

not been used as a part of another degree program. After acceptance into the program, all courses must be earned at Saint Mary's University.

At the end of their certificate coursework and in consultation with an adviser, students host an exit assessment wherein they present their evidence of achieving each of the outcomes using their portfolio. The portfolio addresses each of the 13 core program outcomes and the selected administrative position outcomes required by the State of Minnesota for licensure. All students must successfully demonstrate quality performance in the competencies in order to receive endorsement from Saint Mary's University for their Minnesota School Administrative license.

Degree Requirements

Master's Degree Credits	21 cr.
Core Course Credits	27 cr.
Administrative Track: Principal or Superintendent	6 cr.
Director of Special Education	12 cr.
Specialist Degree Completion Credits	6 cr.
TOTAL	60 cr.

Graduate Certificate Educational Administration – K12 Principal or Educational Administration - Superintendent Requirements

Core Course Credits	27 cr.
Principal or Superintendent Credits	6 cr.
TOTAL	33 cr.

Graduate Certificate Educational Administration – Director of Special Education Requirements

Core Course Credits	21 cr.
Director of Special Education Credits	12 cr.
TOTAL	33 cr.

Graduate Certificate Education Administration – K12 Principal and Director of Special Education

Requirements Core Course Credits	27 cr.
Principal and Director of Special Education	18 cr.
TOTAL	45 cr.

Core Courses: 27 cr.

EDS701 Orientation and Assessment (0 cr.)

This mandatory session acquaints students beginning their Education Specialist in Educational Administration degree with the policies, procedures, and expectations of the program. Frequently asked questions are addressed. The sequence of core classes, field experience expectations and procedures, portfolio creation, action research project overview, and exit examination meeting are discussed. A writing assessment is administered.

EDS705 E-12 Curriculum, Assessment, and Instruction Systems (3 cr.)

This course examines curricular design models as well as the integral connection between curriculum, assessment, and instruction. Strategies to align curriculum design, assessment processes, and research-based instructional strategies, including those for literacy and numeracy, are investigated and applied. Using technology to enhance instruction is explored. The selection of learning materials to support the curriculum, assessment, and instruction system is examined.

EDS710 Leadership Theory (3 cr.)

The course focuses on applied theories of leadership behavior. It surveys the concepts of leadership effectiveness: leaders as change agents, and leaders as servants. The roles of leadership in organizational communication, control, empowerment, and conflict resolution are analyzed.

EDS715 Curriculum, Assessment, and Instructional Leadership (3 cr.)

The role of the instructional leader is explored in this course. Analysis and development of policies supporting effective curriculum, assessment, and instruction systems are conducted and policy advocacy strategies evaluated. Research-based strategies for differentiating learning for special populations, including special education, gifted, English language learners, and culturally diverse learners are explored. Effective professional development design and delivery models are examined, and adult learning theories are investigated. This course also examines the processes of implementing the design plans of curriculum, assessment, and instruction.

EDS720 Organization and Human Resource Management (2 cr.)

This course examines the organization, management, and evaluation of human, monetary, and physical resources needed for institutional improvement at all pre-K-12 educational levels. Policies, systems, communication, and negotiation skills to foster positive, productive performance from faculty and staff are analyzed using traditional and technological resource tools.

EDS730 Special Education and Diverse Learners (3 cr.)

The focus of this course is to develop leadership skills to promote, create, and monitor systems in the school and district that result in a nondiscriminatory, positive learning environment for all students. Special emphasis is given to culturally, economically, and academically diverse students. The processes, requirements, and legal foundations for referral, assessment, and eligibility for special needs covered by federal laws are examined.

EDS735 Student Management (2 cr.)

This course focuses on creating and sustaining safe, constructive learning environments. Behavior management systems and the use of instructional assessments, and instructional accommodations to establish a constructive environment for all learners are addressed.

EDS740 Ethical Issues for Administrators (3 cr.)

This course focuses on the role of education in a democratic society and the ethical and moral leadership of school administrators. The balance of complex community demands in ethical decision making to serve the best interest of learners is examined. The Minnesota Board of School Administrators (MSBA) Code of Ethics is analyzed and its impact on the school climate and curriculum is examined.

EDS741 Financial Management (3 cr.)

The emphasis of this course is on budget allocation, planning, reporting, and auditing laws and rules governing schools and school districts in Minnesota. Financial systems at the state, district, and school levels are evaluated. The course reviews the historical development of state funding for public education in Minnesota.

EDS742 Legal Issues in Education (3 cr.)

The emphasis of this course is on the identification, interpretation, and implementation of state and federal laws and legal issues affecting schools and school systems. Education case law, contract law, labor relations, policies, and regulations pertinent to school districts are discussed. Dispute resolution processes and resources are examined.

EDS745 Data Collection and Assessment (2 cr.)

This course examines action research, student assessments, and their use in educational leadership. Skills needed by administrators to access, use, and effectively communicate research and assessment data are examined. Information analysis, key element and problem framing, and cause analysis are explored.

Note(s):

* If pursuing Special Education Director, substitute EDS770 & EDS771

Principal: 6 cr.

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on-site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at each level: elementary, junior/middle level, and high school. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

EDS750 Principal as Building Leader (3 cr.)

This course examines topics of particular importance to the role of the building principal including building safety and security systems, and student guidance systems. Proactive and reactive responses to social relations among students are analyzed. Various models and concerns regarding program master scheduling are critically evaluated. Student support components offered in Minnesota schools are examined.

EDS751 Principal Seminar (0 cr.)

Prerequisite(s): Concurrent enrollment in a principal field experience. These graded seminar sessions are intended to provide a forum in which to reflect on events, circumstances, and responsibilities experienced in the field experience internship. Requirements mandated by Minnesota statutes and the university are reviewed. Job acquisition skills are developed, including cover letter composition, interviewing, resume development, and job search strategies. An introduction to creating the student's required electronic portfolio is provided.

EDS752 Principal Field Experience I (1 cr.)

Prerequisite(s): Students must apply for the field experience using the application and notification forms in the program manual. Concurrent enrollment in the Principal Seminar is required. The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at each level: elementary, junior/middle level, and high school. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

EDS753 Principal Field Experience II (1 cr.)

Prerequisite(s): EDS752 Principal Field Experience I (1 cr.) I or at least 100 hours. If the student has not completed the seminar, concurrent enrollment in the Principal Seminar is required.

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at each level: elementary, junior/middle level, and high school. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

EDS754 Principal Field Experience III (1 cr.)

Prerequisite(s): EDS753 Principal Field Experience II (1 cr.) or at least 210 hours. If the student has not completed the seminar, concurrent enrollment in the Principal Seminar is required.

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at each level: elementary, junior/middle level, and high school. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

Superintendent: 6 cr.

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on-site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at a second education organization at the top leadership level. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

EDS760 The Superintendency (3 cr.)

This course provides a forum in which to demonstrate the core competencies specifically required of school district superintendents, including policy and law in school district governance and operations; political influence with local and state government and other agencies; communication with the school board in the district and community; organizational management of school district finances and operations; and judgment in promoting the vision and mission of the district.

EDS761 Superintendent Field Experience I (1 cr.)

Prerequisite(s): Students must apply for the field experience using the application and notification forms in the program manual.

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of

the three 1-credit courses, a total of 320 hours of service, under the supervision of an on site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at a second education organization at the top leadership level. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

EDS762 Superintendent Field Experience II (1 cr.)

Prerequisite(s): EDS761 or at least 100 hours.

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at a second education organization at the top leadership level. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

EDS763 Superintendent Field Experience III (1 cr.)

Prerequisite(s): EDS762 or at least 210 hours.

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at a second education organization at the top leadership level. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

Director of Special Education: 12 cr.

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on-site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at a second education organization at the top leadership level. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

EDS770 Financial Management & Law for Special Ed Directors (4 cr.)

The emphasis of this course is on budget allocation, planning, reporting, and auditing practices and laws and rules governing special education programs and school districts in Minnesota. Financial systems at the state, district, and school levels are evaluated. The course reviews the historical development of state funding for public education in Minnesota Education case law, contract law, labor relations, policies, and regulations pertinent to special education in Minnesota are discussed. Program and staffing options and dispute resolution processes and resources are examined.

EDS774 Director of Special Education Field Experience II (1 cr.)

Prerequisite(s): EDS773 Director of Special Education Field Experience I (1 cr.) or at least 100 hours. If the student has not completed the seminar, concurrent enrollment in the Director of Special Education Seminar is required.

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at a second education organization at the top leadership level. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

EDS775 Director of Special Education Field Experience III (1 cr.)

Prerequisite(s): EDS774 Director of Special Education Field Experience II (1 cr.) or at least 210 hours. If the student has not completed the seminar, concurrent enrollment in the Director of Special Education Seminar is required

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at a second education organization at the top leadership level. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

Certificate Completion

EDS799A Exiting Assessment (0 cr.)

This Exiting Assessment is the concluding activity for students seeking only education administration licensure to demonstrate achievement of the state-identified competencies. Evaluation is based on a portfolio review and responses to a series of hypothetical leadership and problem-solving situations.

Specialist Degree Completion: 6 cr.

EDS780 Advanced School Based Research (3 cr.)

This course focuses on action research methods used by practitioners to analyze student needs and program outcomes at the classroom, building, and district levels. Qualitative and quantitative methods, including analysis of standardized tests, analysis of performance-based procedures, surveys, focus groups, observational data analysis, and other methods used by practitioners for the examination and improvement of professional practices are examined. Students generate an action research proposal as the basis of their capstone research project.

EDS798 Action Research Seminar (2 cr.)

Prerequisite(s): EDS780

This seminar is designed to assist students in the completion of their capstone research project. The seminar correlates with their research activities. Discussions and readings focus on issues and questions arising from the actual research experience. Students design, carry out, and share their progress on their action research project in a seminar format.

EDS799B Exit Meeting and Capstone Presentation (1 cr.)

This course is the concluding activity for student seeking both the Ed.S. degree and education administration licensure. The action research project is completed, then presented to and discussed with a panel. Achievement of the state-identified competencies is evaluated based the student's portfolio presentation to a committee and responds to questions regarding leadership and problem-solving situations.

Alternate Pathway

Applicants who do not have the required three years of successful classroom teaching experience and/or classroom teaching licensure may be considered for provisional admission into the Ed.S. program or the graduate certificate program in Educational Administration through an alternate pathway option. Upon successful completion of the alternate pathway course students will be considered for regular admission.

There are three major components of the pathway contained within four 1-credit graduate level courses including 1050 hours of school classroom experience, a required guided teaching experience of 8 weeks (240 hours), and an electronic portfolio documenting completion of the pathway requirements.

Component 1: 1050 hours

Candidates are required to log time served studying and learning about pre-kindergarten, elementary, junior high/middle school, and high school levels, gaining knowledge and skills in 12 areas described in the student learning objectives.

Component 2: Guided Teaching Component

Candidates will log a minimum of 8 weeks (240 hours) of guided teaching. This is expected to be a graduated direct teaching experience under a mentoring administrator, but may not be limited to a single course, class, subject, or group.

Component 3: Electronic Portfolio

In order to demonstrate basic knowledge and skills as required by the Minnesota Rule (MR) 3512.0700, the culmination of the pathway is the presentation of an electronic portfolio. The portfolio should demonstrate the appropriate teaching knowledge, skills, and experiences of the 12 student learning objectives and will be presented to a panel consisting of university and K-12 school advisors and staff.

EDS691, EDS692, EDS693, EDS694 Alternate Pathway Prerequisite courses (1 cr. per course, four credits in total)

Program Delivery

The program is offered in a flexible format to meet the needs of working adults. Classes are scheduled primarily in the evening and on the weekends during the school year, and at various times in the summer. Students are requested to remain with their cohort for the duration of the program. Instruction focuses on applying organizational leadership theories with practical skills needed by school administrators to become leaders of effective learning organizations.

Faculty

Faculty members for the Education Specialist Degree in Education Administration have earned doctorates, education specialist or master's degrees. Faculty members are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants must possess a master's degree in an education-related field, including at least 21 credits from among any of the following: teaching techniques, curriculum design, communication skills, education research/assessment, education leadership or administration. If additional credits are required to meet the entrance requirement, those credits must be earned before starting Ed.S. program coursework. According to the Board of School Administrators for the State of Minnesota, an applicant for licensure as a superintendent, principal, or special education director shall have three years of successful classroom teaching experience while holding a classroom teaching license valid for the position or positions in which the experience was gained.

Applicants may apply for admission to specialist degree and doctorate degree programs at any time during the year. A master's degree from a regionally accredited institution, for which applicant maintained at least a 3.0 grade point average on a 4.0 scale, is required for admission. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. All applicants must complete an interview with the program administrators.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University from the institution granting the applicant's completed master's degree. (an official transcript is one that is sent or carried to the university in an envelope sealed by the granting institution. Transcripts from countries other than the U.S. must be evaluated by a Saint Mary's University of Minnesota accepted evaluation source, such as World Education Services, www.wes.org, and Educational Credential Evaluators, www.ece.org, and be deemed equivalent to accredited U.S. University standards.) and,
3. All applicants must submit a reflective essay which includes:
 - a. brief description of the applicant's background, training, and experience and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to this program and,
 - c. description of the areas which the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability and,
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Business Administration, D.B.A.

The DBA curriculum is designed to empower learners to become ethical leaders. The coursework consists of four clusters of three classes each. The coursework is delivered over two years with courses from clusters I and II alternating during the first year. The second year covers cluster III followed by cluster IV. I. The Global Business Environment II. Research Skills III. The Internal Environment of Business IV. Specialization Courses

In cluster I, students explore the world, the external environment of business through the traditional/stakeholder model of the firm. This exploration leads to research questions, both qualitative and quantitative, which are addressed through the cluster II courses. The activities in the cluster II courses are designed around questions raised in the cluster I courses.

As students gain a broader understanding of the world around them, questions will arise, some of which may be addressed through the research courses and some which will require the student to think critically about moral and ethical issues. Cluster III courses specifically address these moral and ethical issues. The specialization courses in cluster IV allow students to develop in-depth knowledge in a selected field and to begin developing a dissertation proposal.

Program Outcomes

Upon completion of this program, graduates of the Doctorate of Business Administration program are expected to do the following:

1. Analyze complex issues in a global, diverse business context.
2. Conduct relevant research for business application.
3. Create innovate and adaptive solutions to complex business problems.
4. Provide adaptive leadership for continual organizational sustainability and growth.
5. Serve through ethical practices and social responsibility.
6. Communicate effectively in a variety of modes appropriate to the setting.

Degree Requirements

Orientation	0 cr.
Cluster I. The Global Business Environment	9 cr.
Cluster II. Research Skills	9 cr.
Cluster III. The Internal Environment of Business	9 cr.
Cluster IV. Specialization Courses	12 cr.
Summative Activity, including 12 dissertation credits	15 cr.
Total	54 cr.

Student Orientation

DBA799 Student Orientation (0 cr.)

Prerequisite(s): Admission to the DBA program *Attendance is required before DBA students begin coursework.*

The orientation sessions introduce students to the faculty; provide a thorough description of the program's academic expectations; introduce students to library services and the writing center staff; provide valuable information regarding course registration; demonstrate the use of Blackboard; and include a discussion of other important administrative matters.

Cluster I: The Global Business Environment

DBA800 Global Markets and Resources (3 cr.)

Prerequisite(s): DBA799

This course examines the distribution of population and resources globally. Trends in consumption, income, and employment are explored. Political, institutional, and cultural forces affecting business are examined.

DBA801 The Developed World (3 cr.)

Prerequisite(s): DBA800

This course continues the themes developed in DBA800 and focuses on the consumers, economics, and institutions of the industrialized nations. Challenges and opportunities facing firms doing business in the developed countries are explored.

DBA802 The Developing World (3 cr.)

Prerequisite(s): DBA800

This course continues the themes developed in DBA800 and focuses on the consumers, economies, and institutions of the developing countries. Challenges and opportunities facing firms doing business in the developing countries are compared and contrasted with those facing firms doing business in the developed countries.

Cluster II: Research Skills

DBA803 Research Foundations (3 cr.)

Prerequisite(s): DBA800

This course establishes the framework for writing and critiquing scholarly research articles. The fundamentals of study design, hypothesis testing, sampling techniques, and data analysis are discussed. Emphasis is placed on ethical issues encountered by researchers.

DBA804 Quantitative Research Methods (3 cr.)

Prerequisite(s): DBA801

This course continues the themes developed in DBA803 and examines the use of parametric and non-parametric statistics in business research. Topics include selection of appropriate statistical measures, regression analysis, and analysis of variance. Time series models are emphasized.

DBA805 Qualitative Research Methods (3 cr.)

Prerequisite(s): DBA802

This course continues the themes developed in DBA803 and examines the use of qualitative methods in business research. The role of qualitative techniques in exploratory research is emphasized.

Cluster III: The Internal Environment of Business

DBA810 Social Responsibility and Ethics (3 cr.)

Prerequisite(s): DBA805

This course examines the roles of for-profit and not-for-profit organizations in society. Differences and similarities in stakeholder expectations are explored. Ethical issues arising in each of the functional areas are examined.

DBA811 Organization Development and Leadership (3 cr.)

Prerequisite(s): DBA810

This course applies the principles of organization development to the examination of the firm. Topics include systems theory, organizational interventions, power and political structures, and effective resource management.

DBA812 Strategic Governance (3 cr.)

Prerequisite(s): DBA811

This course continues the themes begun in DBA810 and DBA811 and focuses on determining the strategic direction and governance of the organization. Emphasis is placed on development of objectives consistent with the organizational mission and desires of stakeholders, and measurement of progress towards those objectives.

Cluster IV: Specialization Courses

Choose a specialization

Management and Strategy

DBA813 Topical Papers in Management (4 cr.)

Prerequisite(s): DBA812

This course examines research issues central to the management of organizations. Emphasis is placed on managing human resources. Topics include organization change, leadership, power, motivation and performance, conflict and negotiation, and organization culture.

DBA814 Topical Papers in Strategy (4 cr.)

Prerequisite(s): DBA813

This course examines research issues in organization strategy. Emphasis is placed on the relationship of the firm to the external environment. Topics include planning and strategic management, organization structure and design, implementation of vision and mission, corporate governance, and corporate social responsibility.

DBA815 Topical Papers in Innovation (4 cr.)

Prerequisite(s): DBA814

This course examines research issues regarding the role of innovation in the creation of new business models, improving customer experience, and opening of new markets. Emphasis is placed on developing organization capabilities to meet market needs based on emerging trends. Topics include theories of innovation leadership and innovation, adaptability, and the introduction of new products and services.

Business Economics and Finance

DBA816 Topical Papers in Macroeconomics (4 cr.)

Prerequisite(s): DBA812

This course examines research issues in macroeconomics. Emphasis is placed on the results of decisions made by consumers, organizations, and governments. Topics include unemployment, inflation, savings, investment, exchange rates, and the role of governments in markets.

DBA817 Topical Papers in Economic Risk Management (4 cr.)

Prerequisite(s): DBA816

This course examines research issues in economic risk management. Emphasis is placed on identifying and modeling risks faced by organizations. Topics include measuring and quantifying risk, managing exchange and interest rate risks, and managing input and output price risks.

DBA818 Topical Papers in Finance (4 cr.)

Prerequisite(s): DBA817

This course examines research issues in finance. Emphasis is placed on decision making within an organization attempting to satisfy multiple stakeholders. Topics include capital budgeting, management of assets and liabilities, the role of financial markets, and the institutions of the global financial system.

Summative Activities

DBA830 Seminar (2 cr.)

Prerequisite(s): DBA815 or DBA818

This course provides a forum for students to discuss and present research proposals relevant to their field of study. This course is common to both tracks.

DBA860 Comprehensive Exam (1 cr.)

DBA students are required to take a comprehensive examination upon completion of the coursework. The comprehensive examination is an integrative experience requiring students to demonstrate personal mastery of concepts studied during the program and application of concepts to challenges in their areas of specialization.

DBA890 Dissertation (1 cr.)

Individualized sessions are conducted with the candidate's committee chairperson to prepare the dissertation proposal and the dissertation as well as the presentation to the committee. Upon successful defense of the dissertation proposal, the student submits the proposal to the University Research Review Board for approval. Candidates are required to register for at least one dissertation credit each semester until finished, with a minimum of 12 credits required to complete the degree.

DBA900 Dissertation Defense (0 cr.)

Prerequisite(s): Completion of the D.B.A. Dissertation

Each student is required to provide a presentation of the dissertation project to the student's committee and the public. The committee and the public are encouraged to ask questions of the student regarding the research project, the student's written dissertation, points developed in the presentation, or any other related matter.

Faculty

The faculty members for this program have earned doctorate degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants must have a master's degree in business or management-related area and the following courses with a grade of B or better: Managerial Finance, Managerial Economics, and two semesters of graduate statistics. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed master's degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services or Educational Credential Evaluators, and be deemed equivalent to accredited U.S. university standards.) and,
3. A reflective essay which includes:
 - a. brief description of the applicant's background, training, and experience and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program and,
 - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
 - d. personal information the applicant wishes to share.
4. Two letter(s) of recommendation that verify professional and/or volunteer experience and academic ability and,
5. A current résumé listing educational background and work experience.

Please Note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus.

Counseling Psychology, Psy.D.

Program Overview

The program provides training for the professional practice of psychology as a counseling psychologist, and awards the Doctor of Psychology in Counseling Psychology (Psy.D.). The program's philosophy and model of training are grounded in its identity both as a practitioner oriented program which offers the Psy.D. degree and as a program which trains professionals to function in the role of a counseling psychologist. The program is student centered, and is attentive to the needs of the adult learner. Once foundation courses are completed, the curriculum allows students to focus on areas of counseling psychology consistent with their interests and professional goals. The program emphasizes and integrates professional ethics, diversity and multiculturalism, and evidence-based practices throughout the curriculum.

Program Philosophy and Training Model

The Psy.D. is a professional degree which prepares individuals for careers as licensed psychologists. At the Vail Conference in 1973, the APA endorsed the Psy.D. for the training of individuals who offer direct psychological services. Consistent with the Vail Model, the program adheres to a practitioner-scholar model of training. The Psy.D. prepares graduates for the independent practice of psychology with individuals, couples, families, groups, and organizations. Psychological services include assessment, evaluation and diagnosis; intervention with individuals, couples, families, and groups; professional consultation and program development with individuals and organizations; supervision of individuals providing psychological services; and assessment of outcomes of counseling psychological services.

Counseling psychology is a specialty within the broad framework of the professional practice of psychology. Counseling psychologists facilitate personal and interpersonal functioning across the life span with a focus on emotional, social, vocational, educational, health-related, developmental, and organizational concerns. Through the integration of theory, research, and practice, and with sensitivity to multicultural issues, this specialty encompasses a broad range of practices that help people improve their well-being, alleviate distress and maladjustment, resolve crises, and increase their ability to live more highly functioning lives. Counseling psychology is unique in its attention both to normal developmental issues and to problems associated with physical, emotional, and mental disorders. The Psy.D. program in Counseling Psychology is student centered, and is attentive to the needs of the adult learner. Once foundation courses are completed, the curriculum allows students to focus on areas of counseling psychology consistent with their interests and professional goals. The program emphasizes and integrates professional ethics, diversity and multiculturalism, and evidence-based practices throughout the curriculum.

Program Outcomes

Graduates are expected to be able to do the following:

1. Develop and maintain professional relationships as service providers, colleagues and leaders with individuals, families, organizations, and communities with diverse identities and backgrounds.
2. Appreciate and respect the significant contributions of diverse cultural backgrounds on all aspects of practice and inquiry.
3. Design, implement, and evaluate research consistent with the scientific method.
4. Evaluate and synthesize current, historical, and scientific traditions and theoretical perspectives of psychology.
5. Critically evaluate appropriate procedures, outcomes, and applicability of psychological interventions using a variety of theoretical perspectives and therapeutic modalities.
6. Integrate and evaluate multiple resources to create and implement effective interventions.
7. Practice in an ethical manner based on professional code of ethics, legal requirements, sound judgment, and professional compassion.
8. Demonstrate attitudes essential for lifelong professional development based on the standards of the profession.
9. Assess client inter- and intrapersonal resources based on an understanding of psychopathology and normal development and of individual, systemic, and cultural diversity.
10. Integrate supervision and consultation effectively into professional practice.

Degree Requirements

Scientific Foundations:	20 cr.
Foundations of Professional Practice:	35 cr.
Advanced Training for Professional Practice:	12 cr.
Other Requirements:	18 cr.
TOTAL	85 cr.

Scientific Foundations: 20 cr.

Theory and Research: 11 cr.

PYD801 Historical Foundations (2 cr.)

This is an historical survey of the major theories of personality and psychotherapy and their relationship to current professional practices. The course emphasizes understanding professional practice in historical and cultural context, and traces the development of collective understandings and assumptions about psychology since the 18th century.

PYD802 Physiological Psychology and Psychopharmacology (3 cr.)

This interdisciplinary course explores explanations of the human experience in terms of biological substrates. Topics covered include neural development over the lifespan, emotion regulation, individual differences, stress, sensation seeking, personality, vascular disorders and dementia, and disorders contained on Axis I and Axis II. This course also covers interactions of psychoactive drugs with the central nervous system and neurotransmitters to influence cognition, emotion, and behavioral processes. Emphasis is on psychiatric medication effectiveness and protocols associated with the spectrum of Axis I and Axis II disorders and drugs of abuse.

PYD803 Social and Organizational Psychology (3 cr.)

This course focuses on the exploration and evaluation of current developments in social psychology theory and research. Both basic and applied research is included. Emphasis is placed on utilizing social psychological concepts and principles to understand and solve challenges found in mental health and professional practice within culturally diverse settings. An overview of organizational development and change is also presented.

PYD804 Cognitive - Affective Bases of Behavior (3 cr.)

Theories and research in the areas of cognitive and affective bases of behavior are analyzed. Emphasis is placed on application of theory and research to cognitive and emotional development and to vulnerability to disorders.

Research Methods: 9 cr.

PYD806 Psychometric Theory (3 cr.)

Techniques for measuring psychological variables with emphasis on reliability, validity, item analysis, scores, and reporting are covered. Concepts, principles, and methods of modern measurement theory are addressed. The cultural validity of assessment techniques, data gathering procedures, and instruments are examined. An additional focus is placed on the construction and interpretation of measures and scales.

PYD807 Quantitative Research and Statistical Analysis (2 cr.)

Prerequisite(s): PYD806

This course focuses on selecting suitable research designs, selecting appropriate measures, and the appropriate analyses of data for conducting research in clinical practice. Development of the essential skills needed to comprehend, interpret and critically evaluate published research in the field of counseling psychology and related fields is emphasized. Methodological and statistical issues related to understanding relationships among psychological factors are covered. Topics include theory and use of factorial ANOVA, factor analysis, correlation and regression analysis, theory and use of multiple regression, discriminate analysis, multivariate analysis, structural equation models including path analysis, and both parametric and nonparametric approaches.

PYD808 Qualitative Research Methods (2 cr.)

Prerequisite(s): PYD806

This course covers the role of qualitative research and program evaluation applied to psychological practice and/or research. Topics include selecting appropriate qualitative approaches, outcome monitoring, and the methods used to draw valid meaning from qualitative data.

PYD809 Outcome Research and Program Evaluation (2 cr.)

Prerequisite(s): PYD806, PYD807, PYD808

In the context of current emphases on evidence-based practice, this course provides training in the understanding of scientific research which supports the practice of psychology. Students gain skills in both the critical analysis of existing research and in the conduct of research to evaluate the effectiveness of interventions. The course focuses on the practical implementation of outcome assessment and program evaluation strategies in applied clinical settings.

Foundations of Professional Practice: 35 cr.

Assessment and Individual Difference

PYD811 Child Development and Psychopathology (3 cr.)

This course examines the mental disorders that are typically first diagnosed during infancy, childhood, or adolescence in the context of normal psychological development. In addition to an evaluation of the prevention, etiology, diagnosis, prognosis, and treatment of these disorders, the contributions of family, peers, the educational system, and the broader culture are examined.

PYD812 Adult Development and Psychopathology (3 cr.)

Prerequisite(s): PYD811

This course integrates contemporary theories and research associated with major mental disorders with adult developmental challenges and the transition to later years. The impact and interaction of mental disorders and life events such as marriage and divorce, birth of children, employment status, retirement, and major losses are examined. In addition to an evaluation of the prevention, etiology, diagnosis, prognosis, and treatment of these disorders, the influence of age-related changes in cognitive and physical functioning and health on emotional well-being is addressed. Adult psychopathology is considered in the context of normal adult development.

PYD815 Cognitive Assessment (3 cr.)

Prerequisite(s): PYD806

The administration, scoring, and interpretation of standardized individual mental tests of cognition and memory are examined. These instruments include current versions of standard intelligence and memory scales. Clients' culture and background on test results, incorporation of results into psychological reports, and ethical issues are examined.

PYD816 Personality Assessment (3 cr.)

Prerequisite(s): PYD806

This course explores the theories and concepts of personality assessment and the instruments typically used to assess personality traits and characteristics. Both objective and projective instruments are examined. Topics include administering, scoring, interpreting, and integrating personality test information with interview, collateral, and background information and cultural features. Emphasis is placed on incorporating personality test results into psychological reports and communicating the results to colleagues, the client, and other interested parties. Ethical issues associated with personality assessment are examined.

PYD818 Multiculturalism and Diversity (3 cr.)

This course focuses on how cultural premises and differences in history, life experiences, and world views influence understanding and communication. Emphasis is placed on the perspectives and experiences of underrepresented populations. This course also focuses on roles of the psychologist as educator, researcher, clinician, organizational change agent and policy developer, and the application of the constructs of multiculturalism and diversity to various professional settings.

Evidence-Based Psychological Interventions

PYD820 Common Factors in Counseling and Psychotherapy (3 cr.)

Prerequisite(s): Master's level course/s in Counseling Skills and Clinical Interventions

The theoretical foundations of common factors and efficacy of interventions are examined and applied to the practice of counseling psychology, with an emphasis on the scientific basis for the effectiveness of specific counselor attitudes and behaviors. Specific skills in implementing empirically supported counselor behaviors and attitudes are demonstrated and practiced.

PYD821 Advanced Cognitive-Behavioral Theories and Techniques (3 cr.)

Prerequisite(s): PYD820

Theories and techniques of cognitive behavioral approaches are evaluated and applied to the practice of counseling psychology. Particular emphasis is placed on empirically supported interventions for specific disorders.

PYD822 Advanced Psychodynamic / Experiential Theories and Techniques (3 cr.)

Prerequisite(s): PYD820

This course provides advanced training in contemporary psychoanalytic theory and its current application in psychotherapy, psychoanalysis, and consultation. Evidence-based models of psychodynamic and experiential practice are explored, and the course emphasizes practical application including case formulation, clinical strategies, and techniques. At the end of the course, students should feel at home in psychodynamically-oriented training settings, and should be able to integrate complex dynamic insights into other treatment modalities.

Professional Roles

PYD825 Ethics and Professional Issues (3 cr.)

Professional ethics codes including the American Psychological Association's Ethical Principles of Psychologists, and statutes and rules relevant to psychologists, are applied to professional issues. An ethical decision-making framework integrating these standards is developed.

PYD828 Supervision and Consultation (3 cr.)

Prerequisite(s): PYD841, PYD856

This course provides an examination of basic models of supervision including both theory and practice. Ethics and clinical dilemmas are examined. This course also provides an opportunity to practice supervisory and consultation skills. Supervision approaches, ethical dilemmas, and challenges encountered within organizational systems are discussed.

PYD829 The Contemporary Practice of Professional Psychology (3 cr.)

Prerequisite(s): PYD842

This course, taken just before the student goes on internship, critically examines current trends, controversies, and opportunities in the professional practice of psychology. Students research both the scholarly literature and newsletters, journals, discussion groups, and other venues where current developments in the profession are being discussed. Since this course is designed to be timely, specific content is developed each time the course is offered. However, examples of topics to be discussed might include third party payments, the role of psychologists in national health insurance policies, prescription privileges for psychologists, opportunities in the private practice of psychology, the psychologist's role in integrated health care, the use of the internet in delivery of psychological services, and current interpretations of HIPPA requirements.

PYD856 Vocational Assessment and Career Counseling (2 cr.)

This course examines theories of career choice and career development along with assessing interests, abilities, aptitudes, and other relevant characteristics of the individual and work environment. Emphasis is placed on organizational consultation and techniques to analyze work culture and environment. Assessed career issues are integrated with other developmental and personal information.

Advanced Training for Professional Practice: 12 cr.

Advanced Assessment and Intervention: 4 cr

Select 2 courses from this group. The following titles are representative of courses available. See the semester course schedule for current offerings.

PYD851 Counseling with Children and Families (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

This course addresses the unique and specific assessment approaches and strategies for children and adolescents. Such evaluations include open-ended and structured interview techniques, and involve parents, teachers, or peers; behavioral observation; achievement; intelligence and cognitive functioning; and adaptive behavior. Evaluations may include objective and projective personality test instruments. Diagnosis and treatment of behavior disorders, with special emphasis on treatment planning and integration of results within the academic environment are examined.

PYD852 Neuropsychological Assessment (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

This course is an introduction to neuropsychological assessment. Concepts necessary to understand this type of assessment are explored, including neuroanatomy and neuropathology. Basic screening instruments are used to determine whether formal neuropsychological assessments are indicated.

PYD853 Treatment of Trauma and Abuse (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

This course covers the nature of trauma, psychological responses to trauma, and treatment of trauma. A variety of types of trauma is addressed from a biopsychosocial perspective. This includes trauma related to such events as domestic violence, rape, child abuse, terrorism, civilian and combatant exposure to war, and natural disasters. Attention is also directed toward vicarious traumatization, how to combat it, and how to treat it.

PYD855 Group Therapy (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

Theories and research covered in group process and dynamics are applied to the practice of group therapy. Multicultural and ethical issues are evaluated. Group skills and techniques are developed and applied to various types of groups comprised of different populations in various settings.

PYD857 Counseling and Human Sexuality (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

Current research and clinical applications in the practice of sex therapy are the focus of this course. The assessment of sexual concerns and disorders of individuals and couples and the development of appropriate interventions are addressed. The evaluation of various treatment models in working with special populations is explored.

PYD859 Couple and Family Assessment (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

Issues in the research and the clinical assessment of couples and families are the focus of this course. Specific protocols, techniques, and instruments are discussed, evaluated, and administered. Psychometric basis of the instrumentation are reviewed. Ethical and legal issues are discussed.

Counseling Psychology in Diverse Settings: 4 cr.

Select 2 courses from this group. The following titles are representative of courses available. See the semester course schedule for current offerings.

PYD861 Counseling in Health Care Settings (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

This course provides an overview of the predominant models of health psychology, including theories about health behavior change, health decision making and mind-body interactions in health and disease. The course emphasizes instruction in medical and psychological aspects of medical conditions which are commonly addressed in health psychology, and the development of basic clinical skills for working with a medical population.

PYD862 Rural Practice (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

This course focuses on attitudes, understanding, and behaviors in urban, suburban, and rural areas as they relate to cultural interactions and research. Theory and clinical issues and implications are examined. Issues related to social justice and a personal exploration process are addressed.

PYD863 Counseling in the Schools (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

This course provides a thorough review of the roles that psychologists play in K-12 school settings. Topics include conducting assessments for learning disability and emotional behavioral disability; working with students, parents and teachers; the development of individualized learning plans; and working with mental health issues in a school setting.

PYD864 Counseling in Forensic Settings (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

This course provides an introduction to forensic psychological practice.

Counseling Psychology with Diverse Populations: 4 cr.

Select 2 courses from this group. The following titles are representative of courses available. See the semester course schedule for current offerings.

PYD871 Psychology of Diversity-Ethnicity (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

This course focuses on attitudes, understanding, and behaviors as they relate to cultural interactions and issues of ethnicity and racism. Research, theory, and clinical issues and implications are examined. Issues related to social justice and a personal exploration process are addressed.

PYD872 Psychology of Diversity-Age (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

This course focuses on attitudes, understanding, and behaviors as they relate to cultural interactions and issues of gender and gender orientation. Research, theory, and clinical issues and implications are examined. Issues related to social justice and a personal exploration process are addressed.

PYD873 Psychology of Diversity-Gender and Orientation (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

This course focuses on attitudes, understanding, and behaviors as they relate to cultural interactions and issues of ageism. Research, theory, and clinical issues and implications are examined. Issues related to social justice and a personal exploration process are addressed.

PYD874 Psychology of Diversity-Economics (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

This course focuses on attitudes, understanding, and behaviors as they relate to cultural interactions of poverty and other monetary issues. Research, theory, and clinical issues and implications are examined. Issues related to social justice and a personal exploration process are addressed.

Other Requirements: 18 cr.

PYD800 First Year Proseminar (1 cr.)

This small group experience is conducted in a seminar format and is taken during the student's first semester in the program. The proseminar is designed to introduce the student to professional functioning as a counseling psychologist, review program requirements and expectations, provide support for the transition into doctoral level study, and foster the development of the student's identity as a psychologist. This course is graded on a pass/no credit basis.

PYD881 First Doctoral Qualifying Examinations (0 cr.)

Prerequisite(s): PYD 801, PYD802, PYD803, PYD804, PYD806, PYD807, PYD808, PYD809, PYD 811, PYD812, PYD815, PYD816, PYD818, PYD820, PYD825, PYD841

This examination is given once a year in early August, and is typically taken at the end of the student's second year of study in the PsyD program. Students are asked to provide written responses to between three and five questions in a take-home format. Each question requires the critical application of knowledge and skills gained in the first two years of course work in the PsyD program. Each question involves a simulated situation encountered in a professional setting, prepared case materials from a simulated client, or other real world application.

PYD882 Second Doctoral Qualifying Examinations (0 cr.)

Prerequisite(s): PYD828, PYD843, PYD881

This examination is typically completed toward the end of the student's third year of study in the PsyD program, after the student has completed his or her second practicum experience. For this examination, the student prepares both a written and an oral case report on a client seen during the practicum. Oral case reports are presented at a scheduled time, with both faculty and fellow students invited to the presentation.

Supervised Training

PYD840 Practicum I-A (2 cr.)

Prerequisite(s): PYD812, PYD811, PYD818, PYD820, PYD825, PYD815, PYD816, PYD806

This two-semester practicum experience includes supervised training in assessment and psychological interventions. The relative proportion of assessment and intervention work may vary depending on the practicum site. The practicum requires a minimum of 300 hours each of the two semesters. Students on practicum work under the supervision of a doctoral level psychologist. Students also attend a weekly practicum seminar on campus led by a faculty member.

PYD841 Practicum I-B (2 cr.)

Prerequisite(s): PYD806, PYD816, PYD818, PYD820, PYD825, PYD815, PYD811, PYD812

This two-semester practicum experience includes supervised training in assessment and psychological interventions. The relative proportion of assessment and intervention work may vary depending on the practicum site. The practicum requires a minimum of 300 hours each of the two semesters. Students on practicum work under the supervision of a doctoral level psychologist. Students also attend a weekly practicum seminar on campus led by a faculty member.

PYD842 Practicum II-A (2 cr.)

Prerequisite(s): PYD 821, PYD822, PYD841, PYD840

This two-semester practicum experience includes supervised training in assessment and psychological interventions, building on the skills and experience gained in practicum I. Practicum sites for Practicum II are individually selected to complement the training received in Practicum I. The practicum requires a minimum of 300 hours each of the two semesters. Students on practicum work under the supervision of a doctoral level psychologist, and attend a weekly practicum seminar on campus led by a faculty member.

PYD843 Practicum II-B (2 cr.)

Prerequisite(s): PYD840, PYD841, PYD821, PYD822

This two-semester practicum experience includes supervised training in assessment and psychological interventions, building on the skills and experience gained in practicum I. Practicum sites for Practicum II will be individually selected to complement the training received in Practicum I. The practicum requires a minimum of 300 hours each of the two semesters. Students on practicum work under the supervision of a doctoral level psychologist, and attend a weekly practicum seminar on campus led by a faculty member.

PYD885 Individualized Mentorship (3 cr.)

Prerequisite(s): PYD843 This unique course allows the student to pursue a clinical experience in an area of his or her choosing under the supervision of a licensed doctoral level psychologist. Taken just prior to the internship, the Individualized Mentorship includes a combination of supervised clinical experience, independent study, research, attendance at workshops, and other learning activities. The individualized mentorship is designed to provide in depth training in the student's area of specialization, and to develop skills for life-long learning. Individualized mentorship plans must be specified in writing, and approved by the Program. Unique student learning outcomes are developed for each mentorship experience.

PYD990 Internship (1 cr.)

Prerequisite(s): All other requirements of the program* This is a 2000-hour approved internship experience which can occur over one to two years with a minimum of 20 hours per week at the program-approved site. Learning outcomes are developed individually for each site, considering the mission of the site and the objectives of the student. All internships sites must meet the standards set by the Association of Postdoctoral and Psychology Internship Centers (APPIC).

PYD991 Internship (1 cr.)

Prerequisite(s): All other requirements of the program* This is a 2000-hour approved internship experience which can occur over one to two years with a minimum of 20 hours per week at the program-approved site. Learning outcomes are developed individually for each site, considering the mission of the site and the objectives of the student. All internships sites must meet the standards set by the Association of Postdoctoral and Psychology Internship Centers (APPIC).

PYD992 Internship (1 cr.)

Prerequisite(s): All other requirements of the program* This is a 2000-hour approved internship experience which can occur over one to two years with a minimum of 20 hours per week at the program-approved site. Learning outcomes are developed individually for each site, considering the mission of the site and the objectives of the student. All internships sites must meet the standards set by the Association of Postdoctoral and Psychology Internship Centers (APPIC).

Clinical Dissertation

PYD995 Proposal Development (1 cr.)

Prerequisite(s): PYD807, PYD808, PYD809 In the first of three required clinical dissertation courses, the student develops the proposal for the clinical dissertation. Attendance at a weekly Dissertation Seminar is required as part of this course. Upon completion of this course, the student is expected to have completed his or her clinical dissertation proposal, and secured approval from the dissertation committee and the Human Subjects Review Board.

PYD996 Data Analysis and Manuscript Preparation (1 cr.)

Prerequisite(s): PYD995 This course continues the student's supervised work on his or her clinical dissertation, as data are collected and analyzed and the final paper is written. Much of this work is conducted independently; however, the student is expected to seek regular consultation with his or her committee chairperson throughout the process. Upon completion of this course the student is expected to have completed a draft of the final write-up of his or her clinical dissertation, and secured committee approval to move to final editing and the dissertation defense.

PYD997 Dissertation Defense and Final Editing (1 cr.)

Prerequisite(s): PYD996 Students register for this course in the semester they complete work on the Clinical Dissertation. Upon completion of this course the student is expected to have passed the final defense of the dissertation, completed final editing, and submitted the bound copy of the dissertation to the library.

Faculty

The faculty members and advisers for the Doctorate of Psychology program have earned doctorate degrees in the areas they teach. Faculty teaching applied courses are practitioners who have professional experience in their area of expertise.

Admission Requirements

The program admits a new class of students to begin classes each fall. Usually, students will not be admitted to the program in the spring and summer terms. The number of students admitted each year is limited. Admissions decisions are based on the applicant's ability to meet the expectations for academic performance outlined in the Program Handbook. Meeting the minimum admission requirements does not insure admission to the program.

A master's degree from a regionally accredited institution, for which applicant maintained at least a 3.4 grade point average on a 4.0 scale, is required for admission. The master's degree must be in a mental health related area (i.e. psychology, marriage and family therapy, social work, counseling, nursing, or human development). Applicants must have completed a clinical practicum of at least 300 hours. Applicants must demonstrate the language proficiency necessary for successful graduate coursework.

Applicants must have completed the following graduate courses within the last ten years with a grade of "B" or better. Coursework older than ten years may be accepted if the applicant has maintained a professional license to practice in a related field (e.g. LPC, LMFT) which requires documentation of continuing education credits. Applicants may be required to complete missing coursework prior to enrolling in doctoral level coursework:

1. Developmental Psychology
2. Physiological Psychology
3. Counseling Skills
4. Statistics
5. Psychological Assessment
6. Psychopathology
7. Personality Theory and/or Theories of Counseling
8. Clinical Interventions
9. Professional Ethics

Application Process

Applicants must submit:

1. Completed application form and supplemental application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. All transcripts documenting undergraduate and graduate coursework, including an official transcript issued to Saint Mary's University from the institution granting the applicant's completed master's degree. (an official transcript is one that is sent or carried to the university in an envelope sealed by the granting institution and,
3. All applicants must submit a personal statement which includes:
 - a. brief description of the applicant's background, training, and experience and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to this program and,
 - c. description of the areas which the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
 - d. personal information the applicant wishes to share.
4. Three letter(s) of recommendation that verify professional and/or volunteer experience and academic ability and,
5. A current résumé listing educational background and work experience and,
6. Copies of any professional licenses or certifications obtained.

Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus. Applications are due by March 1 for students who wish to begin the program the following fall. Applications must be complete in order to be considered. After preliminary review of applications by the admission committee, selected applicants will be invited for an admission interview. Applications will be notified of the admission decision no later than April 15. Students admitted to the program will be asked to make a non-refundable deposit to hold their place in the program. Selected applicants may be notified that they have been placed on a waiting list. Applications received after the March 1 deadline will be considered for the following fall only if there is still space available in the program.

Accreditation

Saint Mary's University of Minnesota is accredited by the Higher Learning Commission and is a member of the North Central Association, (312) 263-0456 or www.ncahlc.org.

The curriculum has also been designed to meet the standards of the Commission on Accreditation of the American Psychological Association. However, new programs are not eligible for accreditation by the American Psychological Association (APA). The program intends to apply for APA accreditation when the necessary criteria have been met.

Licensure

The curriculum of the Psy.D. program is designed to meet the educational requirements for licensure as a psychologist in the state of Minnesota, and may satisfy licensure requirements in other states as well. There are additional requirements for licensure as determined by the Psychology Licensing Boards in the various states, and successful completion of the program does not guarantee licensure. Information about licensure requirements in the various states may be found at the website of the Association of State and Provincial Psychology Boards (www.asppb.org).

Leadership, Ed.D.

The Doctor of Education in Leadership (Ed. D.) is a practitioner-oriented program with a curriculum and schedule designed around the needs of adult learners. In order to meet the requirements of the degree, students must complete a minimum of 67 semester credits. This will include coursework in leadership, education, research, and a track of choice contextual electives. After completion of their coursework, students will be required to pass a comprehensive examination before writing a dissertation on a relevant topic.

Program Outcomes

1. Communicate effectively.
2. Engage in complex critical thinking.
3. Engage others with justice, empathy, compassion, and cultural competence.
4. Become capable contributors to our knowledge.
5. Create and nurture learning organizations.
6. Lead appropriate organizational change.
7. Operate in a complex, global environment.
8. Demonstrate leadership competencies.

Degree Requirements

Required Orientation	0 cr.
Required Organizational Leadership Core	12 cr.
Required Education Core	15 cr.
Required Inquiry Core	15 cr.
Contextual Electives	12 cr.
Required Program Examinations	13 cr.
Total	67 cr.

Required Orientation

EDD800 Student Orientation (0 cr.)

Prerequisite(s): Admission to the Ed.D. program

EDD student orientation sessions are held prior to the beginning of each semester. Attendance is required before EDD students begin coursework. The orientation sessions introduce new students to the faculty; provide a thorough description of the program's academic expectations of its students; introduce students to library services and the writing center staff; provide valuable information regarding course registration; demonstrate the use of Blackboard®; and include a discussion of other important administrative matters.

Required Organizational Leadership Core (12 cr)

EDD802 Leadership Theory (3 cr.)

Prerequisite(s): EDD 809

This course focuses on applied theories of leadership behavior. It surveys the concepts of leadership effectiveness: leaders as change agents, and leaders as servants. The role of leadership in organizational communication, control, empowerment, and conflict resolution are analyzed.

EDD805 Ethical Dimensions in Organizational Leadership (3 cr.)

Prerequisite(s): EDD 809

This course focuses on developing an awareness of the major ethical positions and critically examining the foundational ethic theories and decision-making processes throughout history. Various ethical theories are examined in relation to contemporary examples of the ethical challenges faced by leadership. The course seeks to enable individuals to reflect on their personal ethical stances and to analyze and critique ethical issues related to a variety of leadership contexts and situations.

EDD855 Organization Development (3 cr.)

Prerequisite(s): EDD809

This course applies the principles of education to the discipline of organization development, which studies the ways in which individuals as well as the organization refines existing skills and develops new skills. Topics include the examination of assumptions, strategies, models, and motivational systems that contribute to organizational performance, as well as techniques that develop the organization's ability to innovate, improve, and manage change.

EDD856 Organizational Effectiveness (3 cr.)

Prerequisite(s): EDD809, EDD814, EDD820

This course applies the principles of assessment to the development of authentic systems to monitor and measure the effectiveness of organizations. Models include the systems approach, the goal-attainment approach, the strategic-constituencies model, and the competing-values model. These models provide a framework for assessing the criteria which are relevant to the long-term survival of any organization.

Required Education Core (15 cr)

EDD810 Communication In Adult Learning Settings (3 cr.)

Prerequisite(s): EDD 809

This course studies dimensions of effective communication in adult learning settings. Emotional intelligence, cultural perspectives on communication, and strategies for communicating effectively with adult learners are critiqued.

EDD811 Theories of Adult Learning (3 cr.)

Prerequisite(s): EDD809, EDD802

This course addresses a comprehensive range of philosophies and theories of adult learning that influence leadership approaches. Issues such as demographics and characteristics of adult learners, motivation, developmental theories, the impact of age on learning, learning styles, and cultural issues are addressed.

EDD812 Advanced Teaching Techniques for Adult Learners (3 cr.)

Prerequisite(s): EDD809, EDD811

Participants in this course examine characteristics of adult learners as students or employees, and explore various strategies by which to facilitate adult learning. Participants analyze environments as places of learning for adults, and the leader as a culturally competent facilitator of learning.

EDD813 Advanced Curriculum Design (3 cr.)

Prerequisite(s): EDD809, EDD811, EDD812, EDD814

In this course students examine models for professional development, curricular implementation, and assessment with special emphasis on systematic instructional design. Topics to be addressed include the needs of assessment, goal setting and analysis, objective writing, generating curriculum and instructional strategies, and determining appropriate assessments, evaluations, and feedback.

EDD814 Assessment: Theory and Practice (3 cr.)

Prerequisite(s): EDD809, EDD820

This course focuses on the concept of assessment across learning taxonomies and how they link to learning processes. Topics include clarification of terminology, limitations of conventional evaluation, relating assessment to instruction and teaching practices, performance criteria, assessment tools and strategies, assessment strategies for adult populations, and the creation and evaluation of instruments.

Required Inquiry Core (15 cr)

EDD809 Advanced Research Writing (3 cr.)

Prerequisite(s): EDD 800

This course focuses on developing and refining a writing process for extensive research projects. Emphasis is on identifying and strengthening one's voice as an academic writer; establishing a relationship with readers; achieving advanced skills in development, analysis, revision of ideas, and editing to mastery of research writing. APA style is a key component of the class.

EDD820 Introduction to Research (3 cr.)

Prerequisite(s): EDD809

This course examines basic ideas that are foundational to conducting organizational research. Fundamental elements such as problem statements, research questions, hypotheses, critical thinking skills, inclusion of social and economic contingencies, and research ethics are investigated in preparation for the design of a scholarly research proposal.

EDD821 Techniques for Research (3 cr.)

Prerequisite(s): EDD809, EDD820

This course introduces the basic techniques needed to conduct organizational research. Fundamental elements such as hypotheses, sampling techniques, data analysis, design validity, and research ethics are investigated in preparation for the design of a scholarly research proposal.

EDD822 Qualitative Research Design and Methods (3 cr.)

Prerequisite(s): EDD809, EDD814, EDD820, EDD821

This course provides an in-depth look at qualitative research methods through exploration of qualitative research paradigms; various qualitative methodologies; design, implementation, analysis, and presentation issues; the use of technological data analysis tools in qualitative research; and ethical issues.

EDD823 Quantitative Research Design and Methods (3 cr.)

Prerequisite(s): EDD809, EDD814, EDD820, EDD821, master's statistics

This course explores quantitative research methods. It includes a general survey of descriptive statistical techniques, selection of appropriate statistical measure, development of samples or databases, and analysis of findings. Computer application and use of statistical programs to develop, manipulate, and analyze data constitute an integral part of the course.

Contextual Electives (12 cr)

EDS715 Curriculum, Assessment, and Instructional Leadership (3 cr.)

The role of the instructional leader is explored in this course. Analysis and development of policies supporting effective curriculum, assessment, and instruction systems are conducted and policy advocacy strategies evaluated. Research-based strategies for differentiating learning for special populations, including special education, gifted, English language learners, and culturally diverse learners are explored. Effective professional development design and delivery models are examined, and adult learning theories are investigated. This course also examines the processes of implementing the design plans of curriculum, assessment, and instruction.

EDS741 Financial Management (3 cr.)

The emphasis of this course is on budget allocation, planning, reporting, and auditing laws and rules governing schools and school districts in Minnesota. Financial systems at the state, district, and school levels are evaluated. The course reviews the historical development of state funding for public education in Minnesota.

EDS742 Legal Issues in Education (3 cr.)

The emphasis of this course is on the identification, interpretation, and implementation of state and federal laws and legal issues affecting schools and school systems. Education case law, contract law, labor relations, policies, and regulations pertinent to school districts are discussed. Dispute resolution processes and resources are examined.

EDD816 Seminar: Topics in Education (3 cr.)

Prerequisite(s): EDD809, at least 24 completed EDD credits

This course provides students with the opportunity to examine in detail, and to discuss, topics in education that have emerged, either from earlier courses or from their professional life that they consider important.

EDD818 Knowledge Development: Theory, Formats, and Applications (3 cr.)

Prerequisite(s): EDD 802, EDD 809, EDD 811

This course explores and applies principles of adult learning theory, instructional design, and leadership to the creation, production, and distribution of knowledge in a technologically advanced society. This constructivist approach is grounded in an understanding of the complex interactions of social learning and the social construction of meaning. Topics include the politics of research and knowledge, how practice and technology are framing meaning, facilitating innovation, and transforming processes in business and education. Implications for leadership, technology stewardship, and the development of organizations are considered.

EDD824 Leadership in Literature (3 cr.)

Prerequisite(s): EDD809, at least 24 completed EDD credits

This course examines ways in which significant works of literature explore, reflect, and shape major themes and theories of leadership style and behaviors. Literature both develops society's views, through its widespread influence, and reflects the prevailing attitudes. By studying how leadership is exemplified within works that have been widely read, students examine how concepts of leadership have existed and changed over time, and critically assess some of the cultural underpinnings of leadership models.

EDD840 Creativity and Innovation (3 cr.)

Prerequisite(s): EDD809, at least 24 completed EDD credits

This course examines creativity and innovation from a scientific perspective. Topics include the varying definitions of these phenomena, the process of how they occur, the examination of eminent cases, the application to real-world situations, and strategies for assessment.

EDD850 Social Justice in a Global World (3 cr.)

Prerequisite(s): EDD805, EDD809, at least 24 completed EDD credits

This course address issues of leadership and social justice, its theory, and principles. Social justice from a local, national, international, and global perspective is examined. The course aims to assist students to think critically, to clarify their assumptions and values, and to develop their own positions on social issues.

EDD851 Historical and Contemporary Perspectives on Higher Education (3 cr.)

Prerequisite(s): EDD809, at least 24 completed EDD credits

This course begins with a historical perspective of higher education, including European roots, the founding of American universities, land-grant colleges, the research university, the two-year college movement, and changes since World War II. The course examines both the historical and the contemporary governance structure and fictions, and the impetus for institutional reform. Future trends, such as those driven by the information age and demographic change, are explored.

EDD852 Policy and Politics in Higher Education (3 cr.)

Prerequisite(s): EDD809, at least 24 completed EDD credits

This course provides an overview of policy formulation in postsecondary institutions, including the role of boards, administrators, faculty, and students. The forces exerted by federal and state policy and regulatory agencies on both public and private institutions are examined. Related topics include policies on academic freedom, the future of the tenure system, faculty participation in institutional planning, and the effects of external and internal policy-making on financial planning.

EDD853 Development and Evaluation of Postsecondary Education (3 cr.)

Prerequisite(s): EDD809, EDD814, EDD820, at least 24 completed EDD credits

The course focuses on the variety of issues surrounding the design and assessment of academic programs. Topics include traditional, contemporary and future models of postsecondary programs; the effects of the changing student population on program development, particularly adult learners; educational offerings in the workplace; keeping quality control in the midst of changes, such as an increase in part-time faculty; accreditation issues; the impact of student and faculty evaluations on quality programming; and faculty development as an institutional response to quality programming.

EDD854 Organizational Learning (3 cr.)

Prerequisite(s): EDD809, at least 24 completed EDD credits

This course applies the concepts of learning to the methods and techniques through which organizations communicate information and learn. Supported by the learning organization model of organization theory, this course examines the structures and systems that allow organizations to learn as well as those that inhibit or eliminate organizational learning.

Required Program Examinations (13 cr)

EDD830 Dissertation (12 cr.)

Prerequisite(s): EDD899

Individualized sessions are conducted with the candidate's committee chairperson to prepare the dissertation proposal and the dissertation as well as the presentation to the committee. Candidates are required to register for at least one dissertation credit each semester until

EDD899 Comprehensive Examination (1 cr.)

Prerequisite(s): 51 or more credits in EDD program with a minimum GPA of 3.0 and approval of the committee chair

Doctoral students are required to take a comprehensive examination upon completion of coursework. The comprehensive examination is an integrative experience requiring students to demonstrate personal mastery of concepts studied during the core sequence as well as the ability to apply those concepts to challenges in their areas of specialization.

EDD900 Dissertation Defense (0 cr.)

Prerequisite(s): EDD809, EDD830 Dissertation (Minimum of 12 credits completed)

Each EDD student is required to provide a presentation of the dissertation project to the student's committee and the public. The committee and the public are encouraged to ask questions of the student regarding the research project, the student's written dissertation, points developed in the presentation, or any other related matter.

Faculty

Faculty members and advisers for the Doctorate of Education in Leadership program have earned doctorate or equivalent preparation in the areas they teach. Faculty members are selected for their combination of educational and professional expertise.

Admission Requirements

Applicants may apply for admission to specialist degree and doctorate degree programs at any time during the year. A master's degree from a regionally accredited institution, for which applicant maintained at least a 3.0 grade point average on a 4.0 scale, is required for admission. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must complete an interview with the program administrators as part of the admission process.

Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University from the institution granting the applicant's completed master's degree. (an official transcript is one that is sent or carried to the university in an envelope sealed by the granting institution. Transcripts from countries other than the U.S. must be evaluated by a Saint Mary's University of Minnesota accepted evaluation source, such as World Education Services, www.wes.org, and Educational Credential Evaluators, www.ece.org, and be deemed equivalent to accredited U.S. University standards.) and,
3. All applicants must submit a reflective essay which includes:
 - a. brief description of the applicant's background, training, and experience and,
 - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to this program and,
 - c. description of the areas which the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
 - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability and,
5. A current résumé listing educational background and work experience.

Please note: Application materials should be sent to the attention of the Office of Admission on the Twin Cities Campus.

Undergraduate College Programs in Winona

At the coeducational, residential Winona campus, located in the scenic bluffs of the Mississippi River Valley, the undergraduate College curriculum combines traditional liberal arts and sciences with career preparation in a student-centered environment.

For information referring to "the College", which offers the four-year bachelors of arts program, pre-professional programs and the co-curricular undergraduate experience in a residential setting on the Winona campus, contact:

700 Terrace Heights
Winona MN 55987-1399
(800) 635-5987 toll-free
admissions@smumn.edu

Bachelor of Arts Programs

Academic Majors by School:

School of the Arts

Art & Design Department

- Art Studio

- Graphic and Intermedia Design

Communication

- Electronic Publishing

- Journalism

- Public Relations

Music Department

- Music

- Music Education (either Classroom & Instrumental or

- Classroom & Vocal track)

- Music Industry

- Music Performance

Theatre & Dance Department

- Theatre:

 - Musical Theatre Track

 - Dance Track

 - Acting/Directing Track

 - Design/Technology Track

 - General Studies Track

School of Business

Business Department

- Accounting

- Business Intelligence and Analytics

- Entrepreneurship

- Finance

- International Business

- Management

- Marketing

- Sport Management

School of Education

Education Department

- Elementary Education

 - (Grades K-6 with optional 5-8 Endorsements in

 - English, Math, Science, Social Science, and World

 - Language Spanish K-8)

- Secondary Education

 - (Grades 5-12: Life Science Education, Chemistry

 - Science Education, English Education, Social Studies

 - Education, Mathematics Education, Spanish

 - Education K-12, Music Education Classroom &

 - Instrumental K-12, Music Education Classroom &

 - Vocal K-12, and Physics Science Education – see departments by discipline)

Educational Studies

 - (Non-licensure major with concentrations in: Religious Education, Child and Family Contexts, Youth Development and Leadership, and Adult Learning Contexts)

School of Humanities & Sciences

Biology Department

- Biology

- Environmental Biology

- Life Sciences Education

- Allied Health Majors:

 - Biology: Pre-Cytotechnology

 - Biology: Pre-Echocardiography

 - Biology: Pre-Medical Laboratory Science

 - Biology: Pre-Nuclear Medicine Technology

 - Biology: Pre-Physical Therapy

 - Biology: Pre-Radiography

Chemistry Department

- Biochemistry

- Chemistry

- Chemistry Science Education

English Department

- English Education

- Literature

- Literature with Writing Emphasis

History Department

- History

- History/Social Studies

- Social Studies Education

Mathematics, Computer Science and Statistics Department

- Actuarial Science

- Computer Science

- Mathematics

- Mathematics Education

Modern/Classical Languages Department

- Spanish

- Spanish Education

Philosophy Department

- IHM Seminary Philosophy

- Philosophy

Physics Department

- Physics

- Physics with an Engineering Science Emphasis

- Physics with a Life Science Emphasis

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