

Schools of Graduate & Professional Programs



Catalog
& Student Handbook

2011 – 2013

www.smumn.edu



Schools of Graduate and Professional Programs

2011–2013 Catalog and Student Handbook August 2011 Edition

www.smumn.edu

Saint Mary's University of Minnesota is dedicated to advancing the educational and career goals of today's students. Its mission is to "awaken, nurture and empower learners to ethical lives of service and leadership."

Founded in 1912, Saint Mary's is a private, Lasallian Catholic, comprehensive institution, guided by the De La Salle Christian Brothers since 1933. A U.S. News and World Report "national" university, Saint Mary's is highly ranked in the National Survey of Student Engagement, which shows student satisfaction with their college experience.

Saint Mary's offers undergraduate, graduate and professional programs at locations in Minnesota, Wisconsin and select programs in Jamaica and Kenya. The university enrolled nearly 6,000 students in fall, 2010 including 1370 Winona campus traditional undergraduates, and more than 4,600 adult learners in the Schools of Graduate and Professional Programs.

At the Winona campus, the undergraduate College combines bachelor of arts in traditional liberal arts and sciences with career preparation in a coeducational, residential student-centered environment. The Winona campus comprises 400 acres and 47 buildings, with excellent facilities for living, learning and recreation.

The Schools of Graduate and Professional Programs (SGPP) is one of the largest graduate schools in Minnesota. The SGPP is comprised of the Graduate School of Business and Technology, the Graduate School of Education, the Graduate School of Health and Human Services, and the School of Professional Programs.

A pioneer in outreach education since 1984, SGPP offers a variety of programs at the university's Twin Cities and Winona campuses, and centers in Rochester, Apple Valley, Minnetonka and Oakdale. Courses are also offered in greater Minnesota, Wisconsin, Nairobi, Kenya, and Jamaica.

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.

Twin Cities Campus

2500 Park Avenue
Minneapolis, MN 55404
toll-free: (866) 437-2788
tc-admission@smumn.edu

Winona Campus

700 Terrace Heights
Winona, MN 55987
toll-free: (800) 635-5987
gradschool@smumn.edu

Rochester Center

1926 Collegeview Drive S.E.
Rochester, MN 55904
toll-free: (877) 768-4545
rc-admission@smumn.edu

Partners in Higher Education –

Apple Valley Center

14200 Cedar Avenue
Apple Valley, MN 55124
(651) 423-8600
tc-admission@smumn.edu

Minnetonka Center

12450 Wayzata Blvd.
Minnetonka, MN 55305
(612) 238-4551
tc-admission@smumn.edu

Oakdale Center

7200 Hudson Blvd. N.
Oakdale, MN 55128-4550
(612) 238-4550
tc-admission@smumn.edu

For information relating to "the College," which offers the bachelor of arts program and the co-curricular undergraduate experience in a residential setting on the Winona campus, contact:

Winona Campus

700 Terrace Heights
Winona, MN 55987-1399
toll-free: (800) 635-5987
admissions@smumn.edu

Table of Contents

Mission and Vision.....	3	Master of Arts in International Business.....	175
Learning in the Lasallian Tradition	3	Master of Arts in Lasallian Leadership	178
University History	5	Master of Arts in Lasallian Studies	181
Facilities.....	6	Master of Arts in Literacy Education.....	183
Affiliate Programs	7	Master of Arts in Management	186
Academic Calendar	7	Master of Arts in Marriage and Family Therapy	190
Admission Policies.....	7	Master of Science in Nurse Anesthesia.....	197
Academic Policies	14	Master of Science in Nurse Anesthesia (Minneapolis School of Anesthesia)	202
Registration and Tuition.....	19	Master of Arts in Organizational Leadership	205
University Conduct	26	Master of Arts in Pastoral Ministries	208
Academic Services	36	Master of Arts in Philanthropy and Development.....	212
Student Services	39	Master of Science in Project Management.....	215
Schools of Graduate and Professional Programs and Locations.....	43	Master of Arts in Public Safety Administration	218
Graduate Continuing Education		Master of Arts in Special Education.....	221
Professional Development Initiatives for K-12 Educators	47	Graduate Certificate Programs	
Professional Certificates		Addiction Studies.....	225
Geospatial Technology — Foundation, Advanced, and Excellence.....	49	Canon Law	228
Pastoral Ministries	50	Culturally Responsive Teaching.....	230
Undergraduate Certificate Programs		Educational Administration — K-12 Principal	232
Accounting.....	51	Educational Administration — Director of Special Education.....	232
Security Management	53	Educational Administration — Superintendent.....	232
Surgical Technology	54	Geographic Information Science	233
Bachelor Degree Programs		Gifted and Talented Instruction.....	234
Undergraduate Requirements and Shared Core Courses.....	57	Instruction (leading to licensure).....	236
Bachelor of Science in Accounting	61	K-12 Reading Teacher (leading to licensure).....	237
Bachelor of Science in Allied Healthcare	64	Marriage and Family Therapy (leading to licensure).....	239
Bachelor of Science in Business.....	67	Project Management	244
Bachelor of Science in Human Resource Management	72	Special Education.....	246
Bachelor of Science in Human Services	75	Specialist Degree Program	
Bachelor of Science in Industrial Technology	78	Education Specialist in Educational Administration.....	247
Bachelor of Science in Information Technology.....	82	Doctoral Degree Programs	
Bachelor of Science in Marketing	86	Doctor of Education in Leadership.....	253
Bachelor of Science in Nursing.....	90	Doctor of Psychology in Counseling Psychology	257
Bachelor of Science in Police Science	93	Programs Offered by the College, Winona.....	265
Bachelor of Science in Psychology.....	98	University Roster	267
Bachelor of Science in Sales and Marketing	101	Twin Cities Faculty.....	270
Bachelor of Science in Security Management	105	Winona Faculty	280
Master Degree Programs		Maryknoll Faculty	283
Master of Arts in Arts and Cultural Management	108	Index	284
Master of Business Administration	112		
Master of Arts in Counseling and Psychological Services	121	This catalog is neither a contract nor an offer of a contract. The information it contains was accurate at the time of publication. 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.	
Master of Arts in Education	128		
Master of Arts in Education, Wisconsin	131		
Master of Arts in Educational Leadership.....	133		
Master of Education in Teaching and Learning.....	137		
Master of Science in Geographic Information Science (Twin Cities)	141		
Master of Science in Geographic Information Science (Winona).....	146		
Master of Arts in Health and Human Services Administration	152		
Master of Arts in Human Development.....	156		
Master of Arts in Human Resource Management	161		
Master of Science in Information Technology Management.....	165		
Master of Arts in Instruction	168		

The Saint Mary's University of Minnesota website contains the most recent information for the Schools of Graduate and Professional Programs: www.smumn.edu

Index

A

Academic Calendar	7
Academic Dishonesty	26
Academic Misconduct	26
Academic Policies	14
Academic Probation	18
Academic Services	36
Accounting	
B.S.	61
Undergraduate Certificate	51
Accreditation	
of Saint Mary's University	7
of Nurse Anesthesia, M.S.	197
of Nurse Anesthesia, M.S., Minneapolis School of	202
Addiction Studies, Graduate Certificate in	225
Add/Withdraw Policy	16
Administrative Withdrawal from a Course	20
Administrative Withdrawal from the University	19
Admission Policies	7
Admission Requirements, for Master Degree programs	10
for Post-Master/Doctoral Degree programs	10
for Undergraduate Degree programs	9
<i>(for additional information, please see individual program section)</i>	
Admission Status	11
Affiliate Admission	12
Alcohol Policy	33
Allied Health Care, B.S.	64
Appeal for Academic Reinstatement	18
Application Process, for Master Degree programs	10
for Post-Master/Doctoral Degree programs	10
for Undergraduate Degree programs	9
<i>(for additional information, please see individual program section)</i>	
Arts and Cultural Management	108
Attendance Policy	16
Auditing Courses	16

B

Background Checks for Students in Health Care Programs	11
Behavior of Students	26
Billing	24
Board of Trustees	267
Bookstore	40
Business Administration, MBA	112
Business, B.S.	67
Business Office	23

C

Calendar, Academic	7
Canon Law, Graduate Certificate in	228
Cheating	26
CLEP Tests	14
Commencement	19
Communication Core Courses, Undergraduate	58
Computer Services	36
Concurrent and Continuous Enrollment	21
Conditional Admission	11
Conduct, University	26
Conflict of Interest	27
Consensual Relationships	29
Copyright Law	26
Counseling and Psychological Services, M.A.	121
Counseling Psychology, Doctorate of Psychology in	257
Course Credit and Scheduling Policies	21
Course Load, Full-time vs. Part-time students	22
Course Prerequisites	16
Course Withdrawal	20
Culturally Responsive Teaching, Graduate Certificate in	230

D

DANTES Tests	14
Data Collection, Academic Research	27
Deferred Admission and Reapplication	11
Degree Completion, Time Limits	18
Degree Conferral and Graduation	19
Delinquent Accounts, Tuition Payment	24
Double degree	16
Disabilities, Academic Support Services	40
Discrimination, definition of	28
Discrimination, Harassment, and Assault Policy	28
Dishonesty, Academic	26
Doctor of Education in Leadership	253
Double Major Requirements	16
Drug and Alcohol Policy	33

E

E-Mail Accounts	37
Ed.D. in Leadership program	253
Education, M.A.	128
Educational Leadership, M.A.	132
Education, Wisconsin, M.A.	131
Educational Administration, Ed.S.	247

K-12 Principals	248
Superintendents	248
Director of Special Education	249
Educational Leadership, M.A.	132
Education Specialist in Educational Administration.....	249
Electives in Other Majors, Undergraduate	60
Electronic Communication Policy	27
Employer Reimbursement, Tuition Payment.....	23

F

Fabrication.....	26
Facilities, Campus	6
Faculty, Schools of Graduate and Professional Programs.....	270
Family Education Rights and Privacy Act (FERPA).....	42
Fees and Tuition	23
Payment of	23
Refund of	23
Financial Aid	23

G

General Education Courses	60
General Education Requirements, Undergraduate	57
Grading.....	14
Graduation (also see Commencement)	19
Grievance Procedure	27
Geographic Information Science (GIS):	
Graduate Certificate Program	232
M.S. Twin Cities.....	141
M.S. Winona.....	146
Gifted and Talented Instruction.....	234
Good Name Policy	27

H

Health and Human Services Administration, M.A.	152
Health Insurance	42
History of Saint Mary's University of Minnesota	5
Human Development, M.A.	156
Human Resource Management, B.S.....	72
Human Resource Management, M.A.	161
Human Subjects and Data Collection.....	27
Human Services, B.S.	75

I

I-20 Forms	12
Industrial Technology, B.S.	78
Informational Technology, B.S.....	82
Insurance, Student Health.....	42
Immunizations	11
Incompletion of Courses, Grading.....	15
Policy for Active Military Duty	21

Independent Study Policy.....	21
Instruction	
Graduate Certificate	236
M.A. (Twin Cities and Winona)	168
Insufficient Funds Checks	24
Intellectual Property.....	17
International Business, M.A.....	175
International Student Services	12

K

K-12 Reading Teacher, Graduate Certificate in.....	237
--	-----

L

Lasallian Leadership, M.A.	178
Lasallian Studies, M.A.	181
Leadership, Doctor of Education program in.....	253
Leadership, Educational.....	132
Leadership, Lasallian	178
Library and Information Resources	
Fitzgerald Library (Winona campus)	36
Goddard Library (Rochester center)	36
Off-Campus Instructional Sites.....	37
Orientations.....	39
PALS (Library) Cards	36
Twin Cities Campus Library	36
Literacy Education, M.A.	183
Loans.....	42
Locations, of programs.....	43

M

Management, M.A.	186
Marketing, B.S.	84
Marriage and Family Therapy	
Graduate Certificate	239
M.A.	190
M.B.A.....	112
Medical Clearances for Students in Health Care Programs.....	11
Military Duty, Course Incompletion for.....	21
Ministry (Campus Ministry).....	42
Mission Statement, of Saint Mary's University of Minnesota	3

N

Nurse Anesthesia, M.S.....	197
Nurse Anesthesia, M.S., Minneapolis School of Anesthesia.....	202
Nursing, B.S.	90

O

Organizational Leadership, M.A.	205
Orientations:	
New Student.....	39

Computer Services.....	37
Personal Safety.....	41
Twin Cities Campus Library.....	36

P

Pastoral Ministries, M.A.....	208
Payment.....	23
Philanthropy and Development, M.A.....	212
Plagiarism.....	26
Police Science, B.S.....	93
Prerequisites.....	16
Privacy of Records.....	42
Program Time Limits.....	18
Program Locations.....	43
Project Management	
Graduate Certificate.....	244
M.S.....	215
Provisional Admission.....	11
Psychology, B.S.....	98
Public Safety Administration, M.A.....	218

R

Readmission.....	11
Reapplication.....	11
Refund, Tuition.....	20
Regents, Board of.....	268
Registration.....	19
Regular Admission.....	11
Reimbursement, Employer.....	23
Repeating Courses.....	16
Roster.....	270

S

Sales and Marketing, B.S.....	101
Security.....	41
Security Management, B.S.....	105
Sexual Assault, definition of.....	28
Sexual Harassment, definition of.....	28
Special Education	
Graduate Certificate.....	246
M.S.....	221
Special Students, Admission Status.....	11
Student Billing Rights.....	24
Student Profile.....	7
Student Services.....	39
Surgical Technology, Undergraduate Certificate.....	54

T

Teaching and Learning, M.Ed.....	137
Technology Use Policy.....	34

Time Limits, Degree Completion.....	18
Transcript Requests.....	25
Transfer Credits.....	13

Trustees

Board of.....	267
Tuition and Fees.....	23
Payment of.....	23
Refund of.....	23

U

Undergraduate Courses, Shared Core.....	57
Undergraduate Degree Requirements.....	57
University Roster.....	267

V

Veterans Benefits.....	23
Veterans/Military Credits.....	23

W

Weapons Policy.....	33
Weather Cancellations.....	42
WebTools.....	37
Withdrawal Policy.....	19
Writing Center, Twin Cities Campus.....	39
Writing Style.....	18

Mission

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

Mission Statement

In the Lasallian spirit of faith and zeal, Saint Mary's University — a global and diverse learning community — serves students through relevant and innovative educational programs, experiences, and enterprises. The university is nourished by its Catholic intellectual, moral, and cultural traditions and is inspired by excellence in teaching as modeled by Saint John Baptist de La Salle, founder of the Brothers of the Christian Schools. The hallmark of the university is its commitment to serve the needs of individual learners and promote life-long learning in a variety of contexts:

- The College 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 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.
- Enterprising outreach and consulting programs provide a wide range of services that promote individual growth and organizational development.

The Saint Mary's University community, together and by association, is dedicated to quality, diversity, accessibility, social justice, and sound stewardship in all its endeavors.

*Approved by the Board of Trustees
May 7, 2004*

Vision

Saint Mary's University of Minnesota will transform society, one learner at a time, so that faith, zeal, service and leadership — all directed toward the common good — become society's defining hallmarks.

Core Commitments

Learning

Saint Mary's is committed to the value of learning. The promotion of student learning pervades all education efforts and activities, in all settings and within all groups of learners. Saint Mary's empowers its students to become life-long learners, competent in an area of disciplinary or professional study, enabled with critical thinking skills, and predisposed to use this knowledge for service and leadership.

Responsiveness and Flexibility

Saint Mary's is committed to a culture of responsiveness to the changing needs of students and society. The organizational attribute of flexibility allows Saint Mary's to respond to the needs of students and society in appropriate ways and in a timely manner.

Innovation

Saint Mary's continues to thrive because of its ability to adjust to and anticipate the needs of an ever-changing world in ways that are consistent with its mission.

Diversity

Saint Mary's values diversity; diversity in its student body, in its faculty and staff, in its programming and in its intellectual discourse. The Saint Mary's community respects and affirms the dignity of all people and supports their freedom to express differences openly and in the pursuit of understanding.

Accessibility

Saint Mary's is committed to providing education that is both affordable and available. The university strives to offer tuition rates that are competitive and allow access for learners from all economic backgrounds. Courses are offered at multiple sites utilizing several different delivery models to make education available at convenient times and locations.

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.

4 Saint Mary's University of Minnesota

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 of Saint Mary's University of Minnesota

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 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 offers 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

6 Saint Mary's University of Minnesota

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.

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, Minnetonka 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 four undergraduate certificate programs, a bachelor degree completion program with majors, nine graduate certificate programs, 26 master degree programs, one specialist degree program, two 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 Harrington Mansion and Events Center purchase, 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, 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.

Minnetonka Center

Since March of 2008, Saint Mary's University has offered degree programs at the Minnetonka center. Saint Mary's University expanded to the West Metro to provide convenient locations that offer flexible classes for the working adult. The Minnetonka center is located at 12450 Wayzata Boulevard in Minnetonka's Ridge Plaza across from Ridgedale center and highway I-394.

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.

Affiliate Programs

Nairobi, Kenya Campus, and Jamaica Centers

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.

The Maryknoll Institute of African Studies (MIAS)

Located at Saint Mary's Nairobi Campus, The Maryknoll Institute offers intensive, participatory experiences for those wishing to systematically understand, appropriate and articulate African cultural knowledge. The Institute offers a Master of Arts (MA) in African Studies, and a Master of African Studies (MAS). 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. In concert 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. A 15-page paper, in which students show their ability to interrelate the field research data with the lecture and biographical materials, is required for each course. The master of arts degree requires six courses and a thesis. The Master of African Studies degree requires seven courses and a long essay. For both degrees, three courses are required with the remainder electives combining social science and theological courses. For full details, browse the Institute's websites: www.mias.edu and www.africancultures.org.

Christ the Teacher Institute for Education (CTIE) of Saint Mary's University

Christ the Teacher Institute for Education (CTIE) of Saint Mary's University provides coursework in teacher education leading to a three-year Diploma in Teacher Education and a four-year Bachelor of Education degree. CTIE offers courses during a three-semester academic year that runs year-round. Students who successfully complete the prescribed coursework, including student teaching, will be awarded a diploma in teacher education at the end of three years. At that time, students may apply to complete a fourth year of study, and those successfully completing the work will be awarded the Bachelor of Education degree. The Diploma in Teacher Education requires the completion of 110 semester hours. The Bachelor of Education degree requires the completion of 146 semester hours. Approximately 250 students attend CTIE.

The Catholic College of Mandeville, Jamaica

The Catholic College of Mandeville (CCM) in Jamaica offers is partnerships with Saint Mary's University the Master of Education in Teaching and Learning program is designed for practicing classroom teachers who want to earn a master's degree as part of a professional learning community. Saint Mary's University of Minnesota is the degree-granting institution.

For further program details, browse the Institute's website at:

www.smumn.edu/maryknoll.aspx

www.smumn.edu/ctie.aspx

www.smumn.edu/jamaica

Or contact the Winona campus by calling (507) 457-1694.

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.

Academic Calendar

The Schools of Graduate and Professional Programs Academic Calendar is available online at:

<http://www.smumn.edu/graduate-home/about-smu/student-services/academic-calendar>

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, 64.4% percent of the students are female and 35.6% percent are male. The median age is 33 years with an age range of 19 to 80 years.

Accreditation and Registration

Saint Mary's University of Minnesota is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools, 230 South LaSalle St., Suite 7-500, Chicago, IL 60604-1411.

The Higher Learning Commission can be found online at: www.ncahlc.org

Saint Mary's University of Minnesota is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136.71. 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; www.iacbe.org.

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, www.caahep.org (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. <http://www.aana.com>. (Master of Science in Nurse Anesthesia)

Project Management Institute Global Accreditation Center for Project Management (GAC), www.pmi.org (Master of Science in Project Management)

Degrees/Awards offered by the University

Undergraduate Certificates
Three-Year Diploma (Nairobi)
B.A. Bachelor of Arts
B.Ed. Bachelor of Education (Nairobi)
B.S. Bachelor of Science
Graduate Certificates
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
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 admission, 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 person has been designated to handle inquiries regarding the university's nondiscrimination policies:

Affirmative Action Officer
Saint Mary's University of Minnesota
700 Terrace Heights, #30
Winona, MN 55987
(507) 457-1587

The Affirmative Action 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, Minnetonka, 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

For programs administered by the Winona campus, prospective applicants should request information directly from the program office.

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>

Institute of Pastoral Ministries

IPM Program Office
700 Terrace Heights #77
Winona, MN 55987-1399
(800) 635-5987 Ext. 7500
www.smumn.edu/ipm

Master of Arts and Graduate Certificate in Instruction

MAI Graduate Program Office
700 Terrace Heights #23
Winona, MN. 55987-1399
(800) 635-5987 Ext.6622
www.smumn.edu/mai

Master of Arts in International Business

MIB Program Office
700 Terrace Heights #77
Winona, MN 55987-1399
(800) 635-5987 Ext. 7500
www.smumn.edu/mib

Master of Arts in Literacy Education and K-12 Reading Teacher Certificate

Literacy Education Program Office
700 Terrace Heights #23
Winona, MN 55987-1399
(800) 635-5987 Ext. 6629
www.smumn.edu/readingk12

Master of Arts in Philanthropy and Development

PandD Program Office
700 Terrace Heights #77
Winona, MN 55987-1399
(800) 635-5987 Ext. 7500
www.smumn.edu/phildev

Master of Arts in Special Education

700 Terrace Heights #22
Winona, MN 55987-1399
(800) 635-5987 Ext. 6611
kryan@smumn.edu
www.smumn.edu/sped

Master of Education in Teaching and Learning

M.Ed Program Office
700 Terrace Heights #76
Winona, MN 55987-1399
(800) 273-6075
www.smumn.edu/med

Master of Science and Graduate Certificate in Geographic Information Science

GIS Program Office
700 Terrace Heights #77
Winona, MN 55987-1399
(800) 635-5987 Ext. 7500
www.smumn.edu/gis

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 three semesters. 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,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution 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, www.wes.org, or Educational Credential Evaluators, www.ece.org, 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

10 Saint Mary's University of Minnesota

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 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,
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, 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.

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,
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, 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 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 and,
5. A current résumé listing educational background and work experience.

See individual programs for additional application requirements.

Application Criteria for Students with International Transcripts

All applicants whose native language is not English and/or who submit a transcript from a country other than the U.S. must provide evidence of successfully completing a university approved English Language Assessment exam. This includes the Test of English as a Foreign Language (TOEFL) with a minimum score of 79 for the Internet based test or International English Language Testing System (IELTS) with a minimum score of 6.5 or the Michigan English Language Assessment Battery (MELAB) with a minimum score of 80%. An English Language Assessment exam is not required if the applicant has a bachelor degree or higher from a regionally accredited U.S. college or university, or has successfully completed the appropriate graduate preparatory coursework at Saint Mary's University. Minimum requirements include completion of courses ELA400 and ELA401, with a grade of B or higher.

Transcripts from countries other than the U.S. must be evaluated on a course-by-course basis by World Education Services or Educational Credential Evaluators (ECE) and be deemed equivalent to accredited U.S. university standards. Students are responsible for having their transcripts evaluated, as well as associated costs.

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 for Twin Cities-based programs and to the program director for Winona-based programs. 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 program. 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

Students may be admitted conditionally, upon approval of the program director for Winona-based programs and upon approval of the program director and admission director for Twin Cities-based programs, if they have not submitted all of the required materials to complete the application process.

In order to be considered for conditional admission, students must have an official transcript on record. Students who are conditionally admitted must meet the admission requirements within one semester of their conditional admission before their status can be changed to regular status.

Provisional Admission Requirements

Students may be admitted provisionally if they do not meet all the academic requirements of their academic program. Students who are provisionally admitted must meet all requirements for regular admission within the first semester of their provisional 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 provisionally.

Provisional 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.

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.

12 Saint Mary's University of Minnesota

If a non-degree seeking student is seeking regular admission status into the program, he or she should submit an application to the program requesting regular admission to that program 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.

Pre-Advanced Admission

Applicants may be admitted with pre-advanced status prior to completing coursework and prior to the posting of a prior degree from Saint Mary's University of Minnesota. Students admitted with pre-advanced status must complete their current degree within one semester. Qualifying students may take up to six credits in the subsequent program.

The Master of Arts in Instruction program does not accept students with a pre-advanced status. See program information for additional information.

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 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 Rust and Associates, and is underwritten by Columbian Life Insurance Company. For more information, please contact www.sas-mn.com.

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 no 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

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.

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).
- Credit will not be awarded twice for the same learning.
- Credits may not have been used as part of a conferred undergraduate degree.
- 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, www.mncertifiedvets.us/acronym.htm. 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: www.collegeboard.com/clep.

Dantes Subject Standardized Tests (DSST)

Students may earn semester credits through the DSST examination program, formerly DANTES (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, www.getcollegecredit.com.

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

Saint Mary's University of Minnesota retains the right to change any policies at any time. New and/or updated policies can be found online at www.smumn.edu.

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	4.0
AB	90-94% of points	3.5
B	85-89% of points	3.0
BC	80-84% of points	2.5
C	75-79% of points	2.0
CD	70-74% of points	1.5
D	60-69% of points	1.0
F	Fewer than 60% of points	0.0
I/grade	Incomplete/current grade	0.0
P	Pass (A, AB, B, BC, C)	N/A
NC	No Credit (CD, D, F)	0.0
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	0.0

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	4.0
B	80–89% of points	3.0
C	70–79% of points	2.0
NC	Fewer than 70% of points No Credit	0.0
I/grade	Incomplete/current grade	0.0
P	Pass (A, B)	N/A
W	Withdrawal (prior to mid-term of course)	0.0
AU	Audit	N/A
IP	Course in Progress	N/A
X	Unauthorized withdrawal which computes as NC in GPA	0.0

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

16 Saint Mary's University of Minnesota

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.

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.

Double Degrees

Students seeking either a double degree or a double major must consult both program directors. Students must notify the university of their intent to add another major/degree prior to enrolling in the capstone of their first major/degree. Students must be admitted to both programs to qualify for a double degree or double major. Required courses from either program may not be utilized to fulfill elective requirements.

Students at the master level have the option of seeking a Master of Arts degree and a Master of Science degree in two different disciplines at the same time. When students seek a Master of Arts degree in one discipline and a Master of Science degree in another, a 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 upon the recommendation of the program directors and with the approval of a dean, one course will be required) and,
2. At minimum the required number of elective credits for one program (students may take elective courses from both programs to fulfill this requirement) and,
3. Capstone courses or summative activities for both programs.

Students seeking a double degree involving the MBA program must meet all admission requirements of the MBA program and complete all of the required elective credits in the respective MBA track in which they are enrolled.

Double Majors

Students at the master level seeking two majors that are both within Master of Arts degree programs or within Master of Science degree programs, will be granted double majors upon the successful completion of:

1. All required core courses for both programs (when courses are the same or similar in content one course, upon the recommendation of the program directors and with the approval of a dean, will be required) and,
2. At minimum the required number of elective credits for one program (students may take elective courses from both programs to fulfill this requirement) and,
3. A capstone course or summative activity for one program with the understanding that the final capstone paper or summative activity must reflect both disciplines.

Students at the bachelor 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:

1. Required courses for all programs and,
2. Six credits in the Communication Core and,
3. Minimum of 18 credits in the Management Core and,
4. All other requirements for the Bachelor of Science degree.

Students seeking a double degree or double major involving the Master of Science in Geographic Information Science program must complete all of the required elective credits from the Master of Science in Geographic Information Science program.

Double degrees or double major involving the Master Arts of 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 Program

All core and track coursework requirements must be completed within five years of the start of coursework. Comprehensive examinations must be taken for the first time within six months of the completion of coursework and must be passed within two years of the first attempt. Students will be allowed up to seven years following successful completion of the comprehensive examination to write their dissertation. The total time taken to complete the degree may not exceed 10 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 academic dean of the schools of graduate and professional programs makes the final decision regarding reinstatement and communicates the decision in writing to the student. The decision of the academic dean may be appealed to the Vice President of the Schools of Graduate and Professional Programs of Saint Mary's University of Minnesota.
5. The program director monitors the progress of any reinstated student and reports to the dean whether the student has satisfied the stipulated provisions for reinstatement.
6. The academic 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.

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.

Student eligibility is determined by the specific program director, in accordance with program specific policies.

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

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 at <https://webtools.smumn.edu> using WebTools. Online Registration Instructions:

1. Log in at: <https://webtools.smumn.edu>.
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 your program staff.

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 one of two ways:

1. Add or drop online at <https://webtools.smumn.edu>, through WebTools, up until the start time of the course
2. For courses administered from the Twin Cities campus submit a request to drop by e-mail at mplsdropclass@smumn.edu, and for courses administered from the Winona campus submit a course add/drop form to the Winona Office of the Registrar.

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, <https://webtools.smumn.edu>, 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: mplsdropclass@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 class for nonattendance, which 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. Please refer to program specific policies.

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 before completing their courses have two options. They must indicate their choice in writing to the Dean 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.

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

22 Saint Mary's University of Minnesota

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 students is equivalent to traditional courses.

Undergraduate certificate:

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

B.S. degree completion:

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

Master and Ed.S. degrees:

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

Doctoral degrees:

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

See program requirements for Lab and Practicum/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 Students:

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

Graduate Students:

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

Counseling and Psychological Services Practicum only:

Half-time status:

PY690 = 300 hours
PY691 = 300 hours
PY695 = 350 hours
PY696 = 350 hours
PY708 = 2 credits = half-time status

Less than half-time:

PY694 = 100 hours

Learning Contract only:

Full-time = 2 credits per month of contract
Half-time = 1 credit per month of contract

Nurse Anesthesia Clinical Practicum only:

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

Nurse Anesthesia, Minneapolis School Clinical Practicum only:

NA670 = 3 credits = full-time status
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 status

Doctorate of Education Students:

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 (PYD 990, 991, 992)
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, 841, 842, or 843)
Registration for 1 credit of dissertation (PYD 995, 996, or 997)
Registration for half time internship

Independent Study Policy

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. Credit is awarded based on one semester credit for 45 clock hours of approved work. Independent study follows established course syllabi; which reflect courses faculty may teach in a formal classroom setting.

Independent study proposals must be submitted on the university form and approved by the faculty with final approval by the program director. Program directors approve the use of independent study based on the specific program structure.

Tuition and Fees

The tuition and fee schedule is available online 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 the 15th of the following month after the class begins.

Tuition bills may be paid by loan funds directly applied to a student's account, by 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. You may access CashNet through WebTools or the link on your 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 this account for collection, the student will be responsible for all additional fees.

To avoid service charges you may pay online the same day that tuition is due. If you have 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 Student Services on the Twin Cities campus. Students are required to submit a tuition reimbursement form once per academic year. Forms are available online at www.smumn.edu/sgpp. Students who have a company reimbursement form and policy on file with Student Services 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 Financial Aid Office 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

The Office of Student Services processes Montgomery G.I. Bill, Federal Tuition Assistance, Minnesota State Tuition Reimbursement, and the Minnesota G.I. Bill Scholarship. Students that are enrolled at Saint Mary's

University that are eligible for Department of Veterans Administration benefits should contact Student Services regarding application of these benefits for their program.

Students who have benefit forms on file with Student Services 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 Financial Aid Office 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 regarding financial aid can be found at www.smumn.edu.

Student financial aid award packages will include the Federal Stafford 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 Financial Aid Office 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 Schools of Graduate and Professional Programs newsletter. Additional information regarding scholarships can be found at www.smumn.edu.

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

Tuition Refund Due to Course Withdrawal

Students who do not notify the university of their 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:

Student Services
Saint Mary's University of Minnesota
2500 Park Avenue
Minneapolis, MN 55404-4403
Toll-free: (866) 437-2788
E-mail: tc-studentservices@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 is 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 shall pay 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 student 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 semester 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:

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.

The transcript request form can be found online at www.smumn.edu.

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

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.

28 Saint Mary's University of Minnesota

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.

30 Saint Mary's University of Minnesota

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

32 Saint Mary's University of Minnesota

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) 454-6100

TDD/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

Marcel Dumestre

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

Dean of Enrollment Management and

Student Services

166 LaSalle Hall

(866) 437-2788 Ext. 145

John Saulsberry

Campus Security

30 LaSalle Hall

(866) 437-2788 Ext. 159

Winona Campus

James Bedtke

Vice President for the College

133 Saint Mary's Hall

(507) 457-1458

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

Andrea Essar

Safety and Security Director

Info Desk/Toner Center

(800) 635-5987 Ext. 0

Angel Weisbrod

Health Services

11 Toner Center

(800) 635-5987 Ext. 1493

Ann Gibson

Jay Johnson Wellness Center

Counseling Center, 9 Toner Center

(800) 635-5987 Ext. 1478

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, which can be accessed on and off campus. Print books, reference materials, course reserves, dissertations, journals, assessment tests, and videos may be borrowed from Twin Cities Campus Library using a valid Saint Mary's University of Minnesota I.D. card. Thousands 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.

Items not owned by Twin Cities Campus Library may be requested through Interlibrary Loan from any Minnesota library. Also, the library is part of the MnSCU/PALS consortium, which includes over 100 libraries. Current Saint Mary's University of Minnesota students, faculty, and staff may visit any MnSCU/PALS library and borrow materials with their Saint Mary's University of Minnesota I.D. card.

Materials may be mailed upon request to current Saint Mary's University of Minnesota faculty and students who do not attend classes at the Twin Cities Campus.

Additional on-campus resources include VHS and DVD viewing stations, scanner, and computers loaded with statistical, wordprocessing, and presentation software.

Research Assistance

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.

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 or
Toll-free (866) 437-2788 Ext. 108
E-mail: tclibrary@smumn.edu
Web address: www.smumn.edu/tclibrary

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/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
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

The Information Technology (IT) Department website can be found at: <http://www2.smumn.edu/helpdesk>

IT Department
Twin Cities Campus
Saint Mary's University of Minnesota
2500 Park Avenue
Minneapolis, MN 55404-4403
Phone: (612) 728-5100 Ext. 7800
E-mail: tchelpdesk@smumn.edu

Student and Faculty Access to Classrooms

Classrooms on the Twin Cities campus are outfitted with instructional technology including a computer, DVD/VCR projector, document camera and an external hook up for personal laptop use. For MAC users, a VGA adapter is required.

Two videoconference rooms are available in LaSalle Hall 214 and 210. The computer labs are generally open during building hours. Computers are also available in the student lounge and library for use when labs are occupied by classes.

Equipment Checkout

Video projectors and video cameras can be reserved and checked out through the IT Department. Laptops may be checked out by staff and faculty only. To request equipment, send an e-mail request to tcequipment@smumn.edu; or call (612) 728-5100 Ext. 7800, toll-free (866) 437-2788 Ext. 7800.

Students and faculty members must test compatibility of their hardware or software before checking out the equipment. Students and faculty members must return the equipment and all related components to the IT Department, or security personnel, when finished using the equipment. Video projectors and laptop computers should never be left in classrooms unattended.

Computers/Software

The Twin Cities campus currently has four computer labs located in La Salle Hall Rooms 212, 224 and 56, 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 XP
- Microsoft Office (Word, Excel, PowerPoint, Access, Visio, Publisher, Project)
- Internet Explorer
- Mozilla Firefox
- Minitab
- SPSS
- ArcGIS (Pan 35, LSH214 only)
- Adobe Acrobat Reader

To access the computers in the labs, each user is required to login using a username and password. New students will receive their user account credentials in the admissions packet once they are accepted for admission. Students should login to WebTools and set 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.

To request user account information or to dispute any printing charges please send an e-mail request to tchelpdesk@smumn.edu; or call (612) 728-5100 Ext. 7800, toll-free (866) 437-2788 Ext. 7800.

WebTools

WebTools is a web-based application that supplements some of the student services available to students of the Schools of Graduate and Professional Programs. Using WebTools students are able to:

- Check current class schedules.
- Retrieve an unofficial transcript.
- Retrieve grades.
- Register and withdraw from classes.
- Pay tuition account.
- Retrieve personal financial records, i.e., bills and balances.
- Reset passwords for all IT systems including Blackboard, Webmail (E-mail) and WebTools.
- Update personal information including address, telephone and e-mail address.

The WebTools system can be accessed by either going directly to the WebTools website at: <https://webtools.smumn.edu>, (this is a secured site) or by following the WebTools link on the university's website at: <http://www.smumn.edu>

To access the WebTools service, each user is required to login using a username and password. New students will receive their user account credentials in the admissions packet once they are accepted for admission. Students should login to WebTools and set password prior to coming to campus.

Webmail (E-mail)

Each university student is required to maintain and use a Saint Mary's University 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 and temporary password in the admission packet once they are accepted for admission. E-mail is the official mode of communication for the Schools of Graduate and Professional Programs and students are responsible for checking their e-mail regularly.

Blackboard

Blackboard is a course 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 each user needs to have a username and password. New students will receive their credentials in the admissions packet when they are accepted for admission; Blackboard and WebTools credentials are the same once a password has been reset using WebTools.

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. To access the network the user may be prompted to use their Active Directory (computer logon) credentials.

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.

Writing Center — Twin Cities Campus

Purpose

The Writing Center for the Schools of Graduate & 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 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 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, and links for students whose native language is not English. The Writing Center website is located at www.smumn.edu/tcwrite.

E-mail

If you cannot meet with a consultant on campus, you can submit your paper as e-mail attachment, with your questions typed in the e-mail. A member of the Writing Center staff will read and respond by e-mail or set up a telephone conference. Appointments are needed for consultations by e-mail or telephone. Please go to www.smumn.edu/tcwrite to arrange an appointment.

Courses and 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, www.smumn.edu/tcwrite.

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 at a small cost in the campus bookstore. If you attend classes outside the Twin Cities, you can download the booklet from our website, www.smumn.edu/tcwrite, 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, www.smumn.edu/tcwrite.

40 Saint Mary's University of Minnesota

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.

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 webpage at www.smumn.edu/tcwrite. Appointments are required for e-mail submissions as well as face-to-face consultations.

Contact Information

Telephone: (612) 728-5154 or toll-free at (866) 437-2788, Ext. 154.
E-mail: tcwrite@smumn.edu

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
Dean 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

All students taking classes at the Twin Cities campus may purchase textbooks at the Saint Mary's University Bookstore located in La Salle Hall on the Twin Cities campus. Textbook availability is based on registration numbers; students are encouraged to register early.

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.

Rochester Center

Students enrolled in master programs may purchase textbooks at 851 30th Avenue SE, Rochester (507) 285-7202. Students enrolled in the Doctor of Education program may purchase textbooks through MBS Direct by calling (800) 325-3252 or going online to:

<http://direct.mbsbooks.com/smumn.htm>

Off-campus Sites

Students taking classes at off-campus sites including the Apple Valley center, Minnetonka center, and Oakdale center may purchase textbooks through MBS Direct by calling (800) 325-3252 or going online to: <http://direct.mbsbooks.com/smumn.htm>

Course number and site are required when contacting MBS. Instructors expect that students purchase books for off-campus courses prior to the first day of class.

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, www.smumn.edu

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) 728-5100 Ext. 159. 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.

Personal Safety Sessions

Orientation sessions are offered each semester. The safety and security offerings include discussions on awareness of dangerous situations, prevention strategies, and options for reporting crimes. The specialized procedures in cases of sexual assault are also covered in these sessions. These one-hour sessions include resource materials and group discussion. They are available to all students, faculty, and staff at no cost.

Financial Aid

Students wishing to apply for guaranteed student loans should complete a Free Application for Federal Student Aid (FAFSA) which can be found online at www.fafsa.ed.gov, and register for a Personal Identification Number (PIN) at www.pin.ed.gov.

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 Rust and Associates, and is underwritten by Student Assurance Services, Columbian Life. For more information, please contact: Rust and Associates, PO Box 977, Ankeny, IA 50021, Phone: toll-free (800)336-0747, Fax: (515)964-7911, www.sas-mn.com.

Cancellations Due to Weather

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

Twin Cities Campus, Minnetonka and Oakdale Centers

Students attending classes on the Twin Cities campus, Minnetonka 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.

Apple Valley Center Partners in Higher Education

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 of 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.

Privacy and Disclosure of Education Records and Student Information (2003)

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

1. The right to inspect and review the student's education records within 45 days of the day the university receives a request for access to the records from the student. Students should submit to the registrar, dean, program director, or other appropriate official a written request that identifies the record(s) they wish to inspect. The university official 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.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the university to amend records that they believe are inaccurate or misleading. They should write the university official responsible for the record, clearly identifying the part of the records they want changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her rights to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to the disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to Schools officials with legitimate educational interests. A School official is a person employed by the university in an administrative, professional, supervisory, academic, research, or support staff position, a person serving on the Board of Trustees, a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent), or a student serving on an official committee (such as a disciplinary or grievance committee) or assisting another School official in performing his or her tasks. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility 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.
4. The right to refuse to permit the designation of any or all of the following categories of personally identifiable information as Directory Information, which is not subject to the above restrictions on disclosure:
 - a. Name, home address, home telephone listing, and campus e-mail address
 - b. State of residence
 - c. Age and date and place of birth
 - d. Sex and marital status
 - e. Name of adviser
 - f. Name and address of parent(s)
 - g. Major field of study
 - h. Classification as a freshman, sophomore, junior, senior, or graduate student
 - i. Class schedule and class roster
 - j. Participation in officially recognized activities and sports
 - k. Weight and height of members of athletic teams
 - l. Dates of attendance and graduation, and degrees received
 - m. The most recent educational institution attended
 - n. Honors and awards received, including selection to a Dean's List of honorary organization, and the grade point average of students selected
 - o. Photographic, video, or electronic images of students taken and maintained by the university.

Student may prevent the release of any or all of the categories of Directory Information outlined above by notifying the program director, in writing, of the categories of information the student does not want disclosed. Notification must occur within 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 academic year; therefore, students must request nondisclosure annually.

5. The right to 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.

Programs and Locations

Twin Cities Campus

Continuing Education Programs

- Professional Development Initiatives for K-12 Educators

Professional Certificate Programs

- Geospatial Technology (Foundation, Advanced, and Excellence)

Undergraduate Certificate Programs

- Accounting
- Security Management
- Surgical Technology

Bachelor Degree Programs

- B.S. Accounting
- B.S. Allied Healthcare
- B.S. Business
- B.S. Human Resource Management
- B.S. Human Services
- B.S. Industrial Technology
- B.S. Information Technology
- B.S. Marketing
- B.S. Nursing
- B.S. Police Science
- B.S. Psychology
- B.S. Sales and Marketing
- B.S. Security Management

Master Degree Programs

- M.A. Arts and Cultural Management
- M.A. Counseling and Psychological Services
- M.A. Education
- M.A. Education, Wisconsin
- M.A. Educational Leadership
- M.A. Health and Human Services Administration
- M.A. Human Development
- M.A. Human Resource Management
- M.A. Instruction (leading to licensure)
- M.A. International Business

- M.A. in Lasallian Leadership
- M.A. in Lasallian Studies
- M.A. Literacy Education
- M.A. Management
- M.A. Marriage and Family Therapy
- M.A. Organizational Leadership
- M.A. Public Safety Administration
- M.A. Special Education
- M.B.A. (Master of Business Administration)
- M.Ed. Teaching and Learning
- M.S. Information Technology Management
- M.S. Nurse Anesthesia
- M.S. Nurse Anesthesia – Minneapolis School of Anesthesia
- M.S. Geographic Information Science
- M.S. Project Management

Graduate Certificate Programs

- Addiction Studies
- Educational Administration — K-12 Principal
- Educational Administration — Director of Special Education
- Educational Administration — Superintendent
- Geographic Information Science
- Gifted and Talented Instruction
- Instruction (leading to licensure)
- K-12 Reading Teacher (leading to licensure)
- Marriage and Family Therapy
- Project Management
- Special Education

Specialist Degree Program

- Ed.S. Educational Administration

Doctoral Degree Programs

- Ed.D. Leadership
- Psy.D. Counseling and Psychology

Winona Campus

Continuing Education Programs

- Professional Development Initiatives for K-12 Educators

Professional Certificate Programs

- Geospatial Technology (Foundation, Advanced, and Excellence)
- Pastoral Ministries

Master Degree Programs

- M.A. Instruction (leading to licensure)
- M.A. Literacy Education
- M.A. Pastoral Ministries
- M.A. Philanthropy and Development
- M.A. Special Education
- M.B.A. (Masters of Business Administration)
- M.Ed. Teaching and Learning
- M.S. Geographic Information Science

Graduate Certificate Programs

- Canon Law
- Geographic Information Science
- Instruction (leading to licensure)
- K-12 Reading Teacher (leading to licensure)

Doctoral Degree Program

- Ed.D. Leadership

Apple Valley Center Partners in Higher Education

Bachelor Degree Programs

- B.S. Business
- B.S. Human Resource Management
- B.S. Human Services
- B.S. Marketing
- B.S. Police Science
- B.S. Sales and Marketing

Master Degree Programs

- M.A. Education
- M.A. Educational Leadership
- M.A. Literacy Education
- M.A. Management
- M.B.A. (Master of Business Administration)
- M.Ed. Teaching and Learning
- M.S. Project Management

Graduate Certificate Programs

- K-12 Reading Teacher (leading to licensure)
- Project Management

Minnetonka Center

Bachelor Degree Programs

- B.S. Business
- B.S. Marketing

Master Degree Programs

- M.A. Education
- M.A. Educational Leadership
- M.A. Management
- M.B.A. (Master of Business Administration)
- M.Ed. Teaching and Learning
- M.S. Project Management

Graduate Certificate Program

- Project Management

Oakdale Center

Bachelor Degree Program

- B.S. Business

Master Degree Programs

- M.A. Education
- M.A. Educational Leadership
- M.A. Literacy Education
- M.B.A. (Master of Business Administration)
- M.Ed. Teaching and Learning

Graduate Certificate Program

- K-12 Reading Teacher (leading to licensure)

Specialist Degree Program

- Ed.S. Educational Administration

Rochester Center

Undergraduate Certificate Program

- Accounting

Bachelor Degree Programs

- B.S. Accounting
- B.S. Business
- B.S. Human Resource Management
- B.S. Marketing
- B.S. Psychology

Master Degree Programs

- M.A. Counseling and Psychological Services
- M.A. Education
- M.A. Health and Human Services Administration
- M.A. Management
- M.B.A. (Master of Business Administration)
- M.Ed. Teaching and Learning
- M.S. Project Management

Graduate Certificate Program

- Project Management

Specialist Degree Program

- Ed.S. Educational Administration

Doctoral Degree Program

- Ed.D. Leadership

46 Saint Mary's University of Minnesota

Students may not be able to complete all degree requirements at all sites.

Greater Minnesota and Wisconsin

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

Nairobi, Kenya Campus

Bachelor Degree Programs

- Three-year Diploma in Teacher Education
- Bachelor of Education

Master Degree Programs

- M.A. in African Studies
- M.A.S. (Master of African Studies)

Mandeville, Jamaica

Master Degree Program

- M.Ed. Teaching and Learning

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 the 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:

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.

48 Graduate Continuing Education

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 Performance Learning Systems (PLS) and 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.

Professional Certificate in Geospatial Technology

The Department of Resource Analysis (RA) Professional Certificate sequence in Geospatial Technology is offered through the form of Continuing Education Units (CEUs). A certificate is earned upon completion of 120 CEU units.

This professional certificate program provides working professionals and the general public that have an interest in geospatial technology, hands on exposure to theories and applications of geospatial sciences. CEUs are intended to ensure that geospatial and technology enthusiasts have access to, and are provided with, opportunities to remain current with technology in the field of Geographic Information Systems and related geospatial technologies.

Program Structure

In order to determine the best course of study, it is recommended that you identify your field of interest and then determine if you want to earn undergraduate credit, graduate credit, or continuing education in that area. Please note: CEU credit cannot be converted into either undergraduate or graduate credit. This is a terminal education experience.

We currently offer three different and sequential certificates:

- Professional Certificate in GeoSpatial Technology – Foundations
- Professional Certificate in GeoSpatial Technology – Advanced Engagements
- Professional Certificate in GeoSpatial Technology – Excellence

Each certificate will require completion of 120 CEUs. One CEU will correspond with 10 hours of course time.

Program Delivery

Utilizing relationships with the Environmental Systems Research Institute (ESRI) and the University of Mississippi's Institute for Advanced Education in Geospatial Sciences (IAEGS), CEU geospatial courses will be provided through a distance delivery model. Courses are administered online and can be taken from any computer that has an internet connection. Courses will be offered as a Pass/No Credit option. To receive a passing grade, a learner must attain a cumulative score of 80% or better on all quizzes and exams.

Professional Certificate in Pastoral Ministries

The course of studies for the Professional Certificates in Pastoral Ministries begins after Easter and concludes before Advent. Studies proceed in three phases, within a learning community that travels together through three years, each with a summer residency:

- reading and writing to be completed at home in preparation for the summer-residency;
- two-week summer-residency in Winona where students and faculty immerse into critical dialogue, liturgical prayer, and friendships; and,
- (graduate certificate and master of arts only) post-residency assignments at home that include additional reading and writing with reference to the pastoral context of participants' local churches.

The curriculum in Pastoral Ministries offers three theology courses, four administration courses, and three pastoral skills courses (including one elective) for a total of 10 courses (30 credits).

Program Delivery

Creative and accessible professors lead by example and clarify by theory. Faculty are drawn from pastoral and academic environments throughout the United States and hold the highest academic credentials. Our faculty are active clerical and lay ministers in the Roman Catholic Church. Communication between students, professors and administrators is essential in all aspects of the program. E-mail, telephone, and the internet-based Blackboard Learning System™ provide an array of tools to sustain the learning faith-community established in summer residencies. Students gain access to Blackboard upon admission.

Admission Requirements (30 CEUs):

- A high school diploma
- Five or more years of life-experience beyond high school

Required Admission Documents:

- A completed application form with the nonrefundable application fee of \$25.00 (Check or Money Order only). The \$25.00 application fee is waived for Saint Mary's alumni and students seeking readmission.
- An official transcript issued to Saint Mary's University from each high school attended.
- One letter of recommendation from a supervisor, pastor, or administrator.
- One letter of recommendation from a colleague.
- A brief double-spaced typed essay stating your ministerial goals and aspirations, including your motivation for enrolling in the Institute.

All application materials for applicants seeking admission to the professional certificate should be sent to the attention of IPM at the following address:

Institute In Pastoral Ministries
Saint Mary's University of Minnesota
700 Terrace Heights #77
Winona, MN 55987-1399
Fax: (507) 457-1752

Undergraduate Certificate in Accounting

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 24 upper-division accounting courses, a course 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.

Certificate Requirements

Required Accounting Courses or Transfer Courses.....	6 cr.
Required Accounting Courses.....	24 cr.
Required Management Courses	6 cr.
Total	*30 cr.

(*students who transfer in AC200 and AC205 can complete the program with 36 program credits)

Faculty

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

Required Course Descriptions

AC200 Financial Accounting Principles (3 cr.)

Students may transfer equivalent coursework

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 (GAAP) used in the preparation and analysis of financial statements.

AC205 Managerial Accounting Principles (3 cr.)

Students may transfer equivalent coursework

Prerequisite: AC200

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: AC200

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: AC300

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 Business Taxation (3 cr.)

Prerequisite: AC200

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.

52 Undergraduate Certificate Programs

AC315 Cost Accounting (3 cr.)

Prerequisite: AC205

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: AC305

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: AC300

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: 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: AC200

This course provides an introduction to federal income tax law and regulations for individuals. Topics include determination of gross income and taxable income for individuals, the impact of divorce, estates and trusts, and other ways of minimizing individual taxes.

AC415 International Accounting (3 cr.)

Prerequisite: AC400

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 Forensic 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 introduces students to the important moral issues that arise in various organizational contexts. It examines the social, political, and economic environments within which moral issues occur. The ethical concepts and reasoning skills relevant for resolving moral dilemmas are presented.

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 areas of law and regulation which affect business activities, including employment law, securities, antitrust, bankruptcy, consumer protections, and environmental laws.

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.

Undergraduate Certificate in Security Management

The Security Management Undergraduate Certificate program is for students who already have a bachelor's or master's degree and would like to make a career change into the security management profession.

Security Management professionals need to have advanced education to be competitive. By acquiring a Security Management Certificate individuals gain important skills and knowledge that allow for successful career transitions into the security management profession.

Certificate Requirements

The undergraduate certificate program consists of the five required Security Management courses and Managerial Ethics.

SM401 Principles of Security	3 cr.
SM402 Security Risk Assessment.....	3 cr.
SM403 Private Investigation Principles.....	3 cr.
SM404 Security Techniques and Technology	3 cr.
SM405 Security Leadership and Management	3 cr.
MG305 Managerial Ethics	3 cr.
Total	18 cr.

Faculty

Faculty members in the Security Management undergraduate certificate program have earned doctorate or master's degrees. Faculty members are selected for their educational and professional experience and expertise.

Required Course Descriptions

SM401 Principles of Security Management (3 cr.)

This course examines the history, nature, and scope of security as a profession. Fundamentals of security processes, types of security organizations, legal requirements, partnerships, and the future of security management are discussed.

SM402 Security Risk Assessment (3 cr.)

This course provides the theory and procedures for identifying and protecting institutional assets. It focuses on recognizing risks and providing business case solutions.

SM403 Private Investigation Principles (3 cr.)

This course focuses on both criminal and non-criminal investigations. Methods of investigation, interview techniques, and business partner collaborations are discussed.

SM404 Security Techniques and Technology (3 cr.)

This course examines current issues, trends, and technologies available to address security problems and issues. Topics include environmental design, executive protection, and technology advances for information and physical security, along with professional development practices.

SM405 Security Leadership and Management (3 cr.)

This course examines security leadership as it relates to, human resource initiatives, organizational change, business practices, and community partnerships.

MG305 Managerial Ethics (3 cr.)

This course introduces students to the important moral issues that arise in various organizational contexts. It examines the social, political, and economic environments within which moral issues occur. The ethical concepts and reasoning skills to resolve moral dilemmas are presented.

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 possess a high school diploma or GED. 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.

Undergraduate Certificate in Surgical Technology

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.

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.

Program Requirements

Semester One

ST105 Medical Terminology	1 cr./15 hrs.
ST110 Anatomy and Physiology.....	5 cr./75 hrs.
ST115 Introduction to Surgical Technology	3 cr./45 hrs.
ST120 Health Care Ethics.....	1 cr./15 hrs.

Semester Two

ST150 Microbiology and Wound Healing	3 cr./45 hrs.
ST160 Pharmacology.....	4 cr./60 hrs.
ST170 Operating Room Principles I.....	3 cr./45 hrs.
ST171 Operating Room Application I.....	4 cr./60 hrs.

Semester Three

ST250 Operating Room Principles III.....	6 cr./90 hrs.
--	---------------

ST251 Operating Room Application II 6 cr./90 hrs. Semester Four

ST270 Clinical Practicum I	5 cr./250 hrs.
ST280 Clinical Practicum II	5 cr./250 hrs.

Total 46 cr.

Required Course Descriptions

SEMESTER ONE

ST105 Medical Terminology (1 cr./15 hrs.)

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./75 hrs.)

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./45 hrs.)

This course provides the student with a broad background of today's American healthcare 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 patterns and to the chemical, biological, and physical hazards.

ST120
Health Care Ethics (1 cr./15 hrs.)

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./45 hrs.)

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./60 hrs.)

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./45 hrs.)

Prerequisite: An earned 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, how to change gowns and gloves when contamination occurs, and how to 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./60 hrs.)

Prerequisite: An earned 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.

SEMESTER THREE

ST250
Operating Room Principles II (6 cr./90 hrs.)

Concurrent registration is required in ST251

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./90 hrs.)

Concurrent registration is required in ST250

Prerequisite: A grade of C (2.0) or better in ST170, and 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

56 Undergraduate Certificate Programs

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.

SEMESTER FOUR

ST270

Clinical Practicum I (5 cr. /250 hrs.)

Prerequisite: A grade of C (2.0) or better in ST250, and passing 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. /250 hrs.)

Prerequisite: 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.

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.
3. Completed Health Form documenting physical examination and immunizations.
4. TB Mantoux tuberculin skin test within the past 12 months. A TB test will need to be repeated before beginning the Clinical Practicum.

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 Degree 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 10 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. 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:

- Required courses for all programs;
- Six credits in the Communication Core;
- Minimum of 18 credits in the Management Core; 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 Independent Learning Review (ILR) or 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 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.
CM310 Oral Communications	3 cr.
CM330 Academic Writing	3 cr.
CM409 Technical Writing	3 cr.

Communication Course Descriptions

**CM309
Professional Writing (3 cr.)**

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 communications are examined. Other topics include communication styles, effective listening, interpersonal communication skills, dynamics of small group communication, and persuasive speaking, all in the context of professional workplace communications.

**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 documentation 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 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.

Management Core Courses

BU300 Accounting Principles	3 cr.
BU400 Business Law	3 cr.
BU403 Applied Statistics	3 cr.
BU407 Financial Management	3 cr.
HR340 Human Resource Management	3 cr.
HR440 Employee and Labor Relations	3 cr.
HR455 Performance Improvement Through Training	3 cr.
MG300 Spanish Language and Culture for Business	3 cr.
MG305 Managerial Ethics	3 cr.
MG307 Principles of Leadership	3 cr.
MG309 Humanities: Spanish Speaking Cultures	3 cr.
MG311 Economics for Managers	3 cr.
MG330 The Arts & Social Change	3 cr.
MG335 Critical Thinking for Managers	3 cr.
MG401 Principles of Management	3 cr.
MG405 Organizational Culture and Change	3 cr.
MG408 Project Management	3 cr.
MG415 Total Quality and Team Development	3 cr.
MG418 Strategic Management	3 cr.
MG420 The Future of Organizations	3 cr.
MG445 Entrepreneurship	3 cr.
MG450 Product Operations Management	3 cr.

Management Course Descriptions

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 areas of law and regulation which affect business activities, including employment law, securities, antitrust, bankruptcy, consumer protections, and environmental laws.

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.

BU403 **Applied Statistics (3 cr.)**

This course presents the theory and procedures of data analysis. It focuses on measures of central tendency and dispersion, simple probability, data analysis, and an overview of statistical inference.

HR340 **Human Resource Management (3 cr.)**

This overview course examines the variety of 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.

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 **Performance Improvement through Training (3 cr.)**

This course explores performance improvement strategies used by business and industry focusing most particularly on training and organizational development. It examines how organizations educate and train employees to achieve organizational goals and objectives.

MG300 **Spanish Language and Culture for Business (3 cr.)**

This course introduces basic Spanish oral communication skills that are used in the business setting. The culture of Spanish-speaking countries is explored.

MG305 **Managerial Ethics (3 cr.)**

This course introduces students to the important moral issues that arise in various organizational contexts. It examines the social, political, and economic environments within which moral issues occur. The ethical concepts and reasoning skills relevant for resolving moral dilemmas are presented.

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.

MG309 **Humanities: Spanish Speaking Cultures (3 cr.)**

This course examines the history, arts, literature and traditions of Spanish-speaking cultures. It addresses communication styles, values, norms, beliefs and the impact of cultural differences for Latinos living in the United States.

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.

MG330 **The 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.

MG335 **Critical Thinking for Managers (3 cr.)**

The course examines the practical and dynamic relevance of critical thinking for managers, emphasizing the decisional aspects of management. Topics focus on eliciting new managerial insights, improving managerial problem-solving and decision-making skills, and on strengthening the student's ability to articulate reasoned solutions to managerial problems and opportunities.

60 Bachelor Degree Programs

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.

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.

MG418

Strategic Management (3 cr.)

This course emphasizes short- and long-term planning that is vital to a healthy, changing organization. Topics include the strategic management process, the strategic management model, company mission analysis, environmental impacts, ethical and social responsibilities, and strategy and implementation control.

MG420

The Future of Organizations (3 cr.)

This course addresses various unpredictable and ambiguous situations encountered by modern organizations. It emphasizes sensitivity to changing socio-economic conditions and challenges to existing patterns and beliefs. Methods to recognize the ways in which organizations change, and develop skills to guide these organizations in the future are studied.

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

Product 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.

GE305 Introduction to the Arts 3 cr.

GE315 General Psychology 3 cr.

GE317 Lifespan Psychology 3 cr.

GE325 Reflective Life Writing 2 cr.

General Education Course Descriptions

GE305

Introduction to the Arts (3 cr.)

This course is an introduction to the arts. The history of various art forms including theatre, dance, opera, music, visual arts and creative writing, is explored. This is not a "hands-on" course in learning how to paint, dance, etc., but rather a course on how to experience art as a viewer, reader or audience member. Students will attend performances and exhibitions at local arts organizations.

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 Psychology (3 cr.)

Prerequisite: General Psychology

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.

GE325

Reflective Life Writing (2 cr.)

The course focuses on writing reflective essays about personal experiences, with an analytical approach to how those experiences have changed and shaped our understanding of ourselves and the world around us. The course particularly addresses writing in areas that connect to specific undergraduate competency areas, including cultural and historical perspectives, aesthetics, social responsibility, and critical thinking. The writing of reflective essays supports writing for other coursework, the Capstone, and the Independent Learning Review/Prior Learning Assessment portfolios, as well as allowing students to develop a stronger understanding of the learning derived from personal experience.

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.

Bachelor of Science in Accounting

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.
AC205 Managerial Accounting Principles	3 cr.
AC300 Intermediate Accounting I.....	3 cr.
AC305 Intermediate Accounting II.....	3 cr.
AC310 Business Taxation	3 cr.
AC315 Cost Accounting	3 cr.
AC400 Advanced Accounting	3 cr.
AC405 Auditing.....	3 cr.
AC410 Corporate Finance.....	3 cr.

Electives: 3 cr.

AC308 Individual Taxation.....	3 cr.
AC415 International Accounting.....	3 cr.
AC420 Forensic Accounting and Forensic Auditing	3 cr.

Required Management Courses: 15 cr.

MG305 Managerial Ethics	3 cr.
MG311 Economics for Managers.....	3 cr.
BU400 Business Law	3 cr.
MG401 Principles of Management	3 cr.
<i>or</i>	
MG307 Principles of Leadership	3 cr.
BU403 Applied Statistics	3 cr.
Required Communication Courses: 6 cr.	
CM309 Professional Writing.....	3 cr.
CM310 Oral Communications	3 cr.

Required Capstone: 3 cr.

AC490 Accounting Capstone	3 cr.
---------------------------------	-------

62 Bachelor Degree Programs

Faculty

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

Required Course Descriptions

AC200 **Financial Accounting Principles (3 cr.)**

Students may transfer equivalent coursework

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 (GAAP) used in the preparation and analysis of financial statements.

AC205 **Managerial Accounting Principles (3 cr.)**

Students may transfer equivalent coursework
Prerequisite: AC200

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: AC200

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: AC300

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 **Business Taxation (3 cr.)**

Prerequisite: AC200

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: AC205

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: AC305

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: AC300

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: 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

AC308 **Individual Taxation (3 cr.)**

Prerequisite: AC200

This course provides an introduction to federal income tax law and regulations for individuals. Topics include determination of gross income and taxable income for individuals, the impact of divorce, estates and trusts, and other ways of minimizing individual taxes.

AC415 **International Accounting (3 cr.)**

Prerequisite: AC400

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 Forensic 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 introduces students to the important moral issues that arise in various organizational contexts. It examines the social, political, and economic environments within which moral issues occur. The ethical concepts and reasoning skills relevant for resolving 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.

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
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.

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 areas of law and regulation which affect business activities, including employment law, securities, antitrust, bankruptcy, consumer protections, and environmental laws.

BU403
Applied Statistics (3 cr.)

This course presents the theory and procedures of data analysis. It focuses on measures of central tendency and dispersion, simple probability, data analysis and an overview of statistical inference.

Required Communication Courses

CM309
Professional Writing (3 cr.)

This course provides strategies for developing a clear, concise professional writing style. A variety of writing formats, including business letters and memos, formal research proposals, and reports are addressed. Voice, style, audience, purpose and the writing process, including 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 communications are examined. Other topics include communication styles, interpersonal communication skills, dynamics of small group communication and persuasive speaking.

Required Capstone Course

AC490
Accounting Capstone (3 cr.)

Prerequisite: All other requirements of the program

This course integrates knowledge and skills developed in previous accounting and related courses and provides the student opportunity to apply accounting principles and various rules to an area of interest. Each student selects a particular area of interest in the accounting area to be addresses in a final paper and presentation.

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. An official transcript issued to Saint Mary's University of Minnesota from the institution with a minimum of 30 semester credits with one 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, www.wes.org, or Educational Credential Evaluators, www.ece.org, 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.

Bachelor of Science in Allied Healthcare

The Bachelor of Science in Allied Healthcare 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 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.
11. Demonstrate the general education competencies required for graduation.

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.

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

Required Communication Core Courses: 6 cr.

CM310 Oral Communications	3 cr.
CM330 Academic Writing	3 cr.

Required Allied Healthcare Courses: 24 cr.

AH305 Ethical and Legal Issues in Healthcare	3 cr.
AH315 Healthcare Communication and Team Strategies.....	3 cr.
AH400 Instructional Strategies.....	3 cr.
AH410 Critical Review of Health Studies	3 cr.
AH420 Introduction to Medical Informatics.....	3 cr.
NUR330 Healthcare Delivery Systems	3 cr.
MG401 Principles of Management.....	3 cr.
HR340 Human Resource Management	3 cr.

Required Capstone Course: 3 cr.

AH490 Allied Healthcare Capstone	3 cr.
--	-------

Recommended Electives: 3 cr.

BU300 Accounting Principles	3 cr.
MK300 Marketing Principles.....	3 cr.
MG415 Total Quality and Team Development.....	3 cr.
MG405 Organizational Culture and Change	3 cr.
MG335 Critical Thinking for Managers.....	3 cr.
MG420 The Future of Organizations.....	3 cr.
HR455 Performance Improvement Through Training	3 cr.

Faculty

The faculty members for the Bachelor of Science in Allied Healthcare program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Required Course Descriptions

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.

NUR330 Healthcare Delivery Systems (3 cr.)

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

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.

HR340 Human Resource Management (3 cr.)

This overview course examines the variety of 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.

Required Communication Courses

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 communications are examined. Other topics include communication styles, interpersonal communication skills, dynamics of small group communication and persuasive speaking.

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 documentation 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.

Required Capstone Course

AH490 Allied Healthcare Capstone (3 cr.)

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

BU300 Accounting Principles (3 cr.)

This course examines 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 practices used for international operations, and the preparation of both domestic and international-based financial statements.

MK300 Marketing Principles (3 cr.)

This course addresses the role of marketing in organizations. It examines the fundamental marketing mix elements of product, price, placement, and promotion that comprise organizational marketing strategies. It further explores how the marketing mix elements are strategically implemented to create and deliver products, services, or ideas to consumers.

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.

66 Bachelor Degree Programs

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.

MG335

Critical Thinking for Managers (3 cr.)

The course examines the practical and dynamic relevance of critical thinking for managers, emphasizing the decisional aspects of management. Topics focus on eliciting new managerial insights, improving managerial problem-solving and decision-making skills, and on strengthening the student's ability to articulate reasoned solutions to managerial problems and opportunities.

MG420

The Future of Organizations (3 cr.)

This course addresses various unpredictable and ambiguous situations encountered by modern organizations. It emphasizes sensitivity to changing socio-economic conditions and challenges to existing patterns and beliefs. Methods to recognize the ways in which organizations change, and develop skills to guide these organizations in the future are studied.

HR455

Performance Improvement through Training (3 cr.)

This course explores performance improvement strategies used by business and industry focusing most particularly on training and organizational development. It examines how organizations educate and train employees to achieve organizational goals and objectives.

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. An official transcript issued to Saint Mary's University of Minnesota from the institution with a minimum of 30 semester credits with one college English 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, www.wes.org, or Educational Credential Evaluators, www.ece.org, 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.

Bachelor of Science in Business

The goal of the Bachelor of Science in Business degree completion program is to prepare individuals with the financial, operational, and management skills required to work at a professional level in the rapidly changing environments of business organizations.

Program Outcomes

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

1. Understand the strategies to achieve goals of a business organization.
2. Apply financial and economic principles to business decisions and projects.
3. Understand basic concepts of management and leadership.
4. Incorporate an ethical and legal perspective into their work environment.
5. Communicate effectively both orally and in writing.
6. Work effectively with diverse populations.
7. Demonstrate critical thinking skills.
8. 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 Business.

Required Business and Management Courses.....	24 cr.
Required Capstone Course.....	3 cr.
Required Communication.....	6 cr.
Elective Courses.....	3 cr.
Total	36 cr.

Required Business and Management Courses: 24 cr.

BU300 Accounting Principles.....	3 cr.
BU400 Business Law.....	3 cr.
BU403 Applied Statistics.....	3 cr.
BU407 Financial Management.....	3 cr.
MK300 Marketing Principles.....	3 cr.
MG305 Managerial Ethics.....	3 cr.
MG311 Economics for Managers.....	3 cr.

Choose one of the following:

MG401 Principles of Management.....	3 cr.
<i>or</i>	
MG307 Principles of Leadership.....	3 cr.

Required Capstone Course: 3 cr.

BU490 Bachelor of Science Strategic Business Capstone.....	3 cr.
--	-------

Required Communication Courses: 6 cr.

CM310 Oral Communications.....	3 cr.
CM309 Professional Writing.....	3 cr.

Required Elective Course: 3 cr.

Students select one elective course from the list below to fulfill the business 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.

HR340 Human Resource Management.....	3 cr.
HR350 Compensation.....	3 cr.
HR360 Employee Benefits.....	3 cr.
HR440 Employee and Labor Relations.....	3 cr.
HR455 Performance Improvement Through Training.....	3 cr.
IT301 Introduction to Information Technology.....	3 cr.
MG300 Spanish Language and Culture for Business.....	3 cr.
MG335 Critical Thinking for Managers.....	3 cr.
MG405 Organizational Culture and Change.....	3 cr.
MG408 Project Management.....	3 cr.
MG415 Total Quality and Team Development.....	3 cr.
MG418 Strategic Management.....	3 cr.
MG420 The Future of Organizations.....	3 cr.
MG445 Entrepreneurship.....	3 cr.
MG450 Product Operations Management.....	3 cr.
MK301 Marketing in a 21st Century Global Economy.....	3 cr.
MK302 Marketing Ethics.....	3 cr.
MK304 Technology Enhanced Consumer & Trend Analysis.....	3 cr.
MK306 Digital Marketing	
MK310 Promotion and Communication.....	3 cr.
MK315 Principles of Selling.....	3 cr.

68 Bachelor Degree Programs

MK400 Market Research.....	3 cr.
MK405 International Marketing	3 cr.
MK410 Electronic Marketing	3 cr.
MK420 Advertising	3 cr.
MK430 Product Management.....	3 cr.
MK440 Business Sales	3 cr.
MK442 Sales Management.....	3 cr.
MK444 Customer Service and Communication	3 cr.
TE300 Technology Opportunities in Organizations	3 cr.

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.

Required Course Descriptions

BU300 **Accounting Principles (3 cr.)**

This course examines 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 practices used 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 areas of law and regulation which affect business activities, including employment law, securities, antitrust, bankruptcy, consumer protections, and environmental laws.

BU403 **Applied Statistics (3 cr.)**

This course presents the theory and procedures of data analysis. It focuses on measures of central tendency and dispersion, simple probability, data analysis, and an overview of statistical inference.

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.

MK300 **Marketing Principles (3 cr.)**

This course addresses the role of marketing in organizations. It examines the fundamental marketing mix elements of product, price, placement, and promotion that comprise organizational marketing strategies. It further explores how the marketing mix elements are strategically implemented to create and deliver products, services, or ideas to consumers.

MG305 **Managerial Ethics (3 cr.)**

This course introduces students to the important moral issues that arise in various organizational contexts. It examines the social, political, and economic environments within which moral issues occur. The ethical concepts and reasoning skills relevant for resolving 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.

MG401 **Principles of Management (3 cr.)**

MG307 may be taken instead of this course

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 **Principles of Leadership (3 cr.)**

MG401 may be taken instead of this course

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.

Required Capstone Course

BU490 **Bachelor of Science Strategic Business Capstone (3 cr.)**

Prerequisite: All other requirements of the program

This course integrates knowledge and skills developed in business, human resource management, marketing, and sales and marketing programs. It provides students an opportunity to apply these skills through the completion of a variety of assignments. Students will complete a business-related project that requires them to integrate and apply knowledge and skills acquired throughout their programs. The results of the project will be presented both in a written report and via an oral presentation. Activities and assignments pertaining to business communications, lifelong learning, business ethics, and diversity in business organizations will also be included.

Required Communication Courses

CM309 Professional Writing (3 cr.)

This writing course provides strategies for developing a clear, concise professional writing style. A variety of writing formats, including business letters and memos, formal research proposals, and reports are addressed. Voice, style, audience, purpose and the writing process, including 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

HR340 Human Resource Management (3 cr.)

This overview course examines the variety of 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.

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 Performance Improvement Through Training (3 cr.)

This course explores performance improvement strategies used by business and industry focusing most particularly on training and organizational development. It examines how organizations educate and train employees to achieve organizational goals and objectives.

IT301 Introduction to Information Technology (3 cr.)

This course provides an overview of the basic components of information systems. It examines the essential hardware and software building blocks that comprise an information infrastructure. Various organizational structures and management processes that support information technology will be examined. Ethical issues, implications of technical diversity, and career opportunities in the Information Technology field are explored.

MG300 Spanish Language and Culture for Business (3 cr.)

This course introduces basic Spanish oral communication skills that are used in the business setting. The culture of Spanish-speaking countries is explored.

MG335 Critical Thinking for Managers (3 cr.)

The course examines the practical and dynamic relevance of critical thinking for managers, emphasizing the decisional aspects of management. Topics focus on eliciting new managerial insights, improving managerial problem-solving and decision-making skills, and on strengthening the student's ability to articulate reasoned solutions to managerial problems and opportunities.

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.

MG418 Strategic Management (3 cr.)

This course emphasizes short- and long-term planning that is vital to a healthy, changing organization. Topics include the strategic management process, the strategic management model, company mission analysis, environmental impacts, ethical and social responsibilities, and strategy and implementation control.

70 Bachelor Degree Programs

MG420

The Future of Organizations (3 cr.)

This course addresses various unpredictable and ambiguous situations encountered by modern organizations. It emphasizes sensitivity to changing socio-economic conditions and challenges to existing patterns and beliefs. Methods to recognize the ways in which organizations change, and develop skills to guide these organizations in the future are studied.

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

Product Operations Management (3 cr.)

This course provides an analytical systems viewpoint for management decisionmaking 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.

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.

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

Prerequisite: MK300

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 and Communication (3 cr.)

Prerequisite: MK300

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 promotions are discussed. Legal and ethical issues related to marketing promotions and communication are also considered.

MK400

Market Research (3 cr.)

Prerequisites: BU403, MK300

This course covers the theory and design fundamentals of marketing research and the analysis and use of research results in making marketing decisions. A variety of quantitative and qualitative research methodologies and approaches that are used to research consumer and business markets are considered. Applications of market research for various sizes and types of companies are also 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 Management (3 cr.)

Prerequisite: MK300

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: MK300

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.

**MK442
Sales Management (3 cr.)**

Prerequisite: MK300

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 and Communication (3 cr.)**

This course addresses the importance of customer service and customer-centered communication for ensuring the success of organizational marketing efforts. It explores the concepts of designing systems that meet the service and communication 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 communication and the use of technology to support customer service activities.

**TE300
Technology Opportunities in Organizations (3 cr.)**

This course presents technology as a discipline and as a social force. The universals of technology are presented including characteristics, structure, systems, extensions of the human potential, research and development, design, process, "know-how," the "driver of change," transfer, futures, assessment and impact. The ethical implications of technology are stressed. Creating proposals using professional standards are addressed.

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. An official transcript issued to Saint Mary's University of Minnesota from the institution 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, www.wes.org, or Educational Credential Evaluators, www.ece.org, 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.

Bachelor of Science in Human Resource Management

Bachelor of Science in Human Resource Management

The goal of the Bachelor of Science in Human Resources Management degree completion program is to prepare individuals with the human resources functional and management skills required to work effectively at a professional level in a continually changing human resource environment. The program's focus is on the development of individual skill sets at the operational level to prepare students for administrative, specialist, and generalist human resource functions and positions with an emphasis on becoming a valued partner within the organization.

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.
2. Identify various human resource initiatives in collaboration with departments throughout an organization.
3. Develop and implement strategic human resource management initiatives.
4. Display leadership skills in the management of human resource teams and work groups.
5. Use technology in human resource management.
6. Work effectively with diverse populations.
7. Communicate effectively in a variety of modes.
8. Demonstrate critical thinking skills.
9. Identify the ethical implications of one's actions and incorporate an ethical 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: 15 cr.

Required Management Courses	6 cr.
Required Capstone Course	3 cr.
Required Communication Courses	6 cr.
Elective Courses	6 cr.
Total	36 cr.

Required Human Resource Management Courses: 15 cr.

HR340 Human Resource Management	3 cr.
HR350 Compensation	3 cr.
HR360 Employee Benefits	3 cr.
HR440 Employee and Labor Relations	3 cr.
HR455 Performance Improvement Through Training	3 cr.

Required Management Courses: 6 cr.

MG305 Managerial Ethics	3 cr.
BU403 Applied Statistics	3 cr.

Required Capstone Course: 3 cr.

BU490 Bachelor of Science Strategic Business Capstone	3 cr.
---	-------

Required Communication Courses: 6 cr.

CM309 Professional Writing	3 cr.
CM310 Oral Communications	3 cr.

Elective Courses: 6 cr.

BU400 Business Law	3 cr.
BU407 Financial Management	3 cr.
MG307 Principles of Leadership	3 cr.
MG335 Critical Thinking for Managers	3 cr.
MG415 Total Quality and Team Development	3 cr.
MG401 Principles of Management	3 cr.
MG405 Organizational Culture and Change	3 cr.
MG408 Project Management	3 cr.
MG418 Strategic Management	3 cr.
MG420 The Future of Organizations	3 cr.
MG445 Entrepreneurship	3 cr.

Faculty

The faculty members for the Bachelor of Science in Human Resource Management program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Required Course Descriptions

HR340 **Human Resource Management (3 cr.)**

This overview course examines the variety of 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.

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 **Performance Improvement through Training (3 cr.)**

This course explores performance improvement strategies used by business and industry focusing most particularly on training and organizational development. It examines how organizations educate and train employees to achieve organizational goals and objectives.

Required Management Courses

MG305 **Managerial Ethics (3 cr.)**

This course introduces students to the important moral issues that arise in various organizational contexts. It examines the social, political, and economic environments within which moral issues occur. The ethical concepts and reasoning skills relevant for resolving moral dilemmas are presented.

BU403 **Applied Statistics (3 cr.)**

This course presents the theory and procedures of data analysis. It focuses on measures of central tendency and dispersion, simple probability, data display, and an overview of statistical inference.

Required Capstone Course

BU490 **Bachelor of Science Strategic Business Capstone (3 cr.)**

Prerequisite: All other requirements of the program

This course integrates knowledge and skills developed in business, human resource management, marketing, and sales and marketing programs. It provides students an opportunity to apply these skills through the completion of a variety of assignments. Students will complete a business-related project that requires them to integrate and apply knowledge and skills acquired throughout their programs. The results of the project will be presented both in a written report and via an oral presentation. Activities and assignments pertaining to business communication, lifelong learning, business ethics, and diversity in business organizations will also be included.

Required Communication Courses

CM309 **Professional Writing (3 cr.)**

This course provides strategies for developing a clear, concise professional writing style. A variety of writing formats, including business letters and memos, formal research proposals, and reports are addressed. Voice, style, audience, purpose and the writing process, including 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

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.

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.

74 Bachelor Degree Programs

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.

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.

MG335

Critical Thinking for Managers (3 cr.)

The course examines the practical and dynamic relevance of critical thinking for managers, emphasizing the decisional aspects of management. Topics focus on eliciting new managerial insights, improving managerial problem-solving and decision-making skills, and on strengthening the student's ability to articulate reasoned solutions to managerial problems and opportunities.

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.

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.

MG418

Strategic Management (3 cr.)

This course emphasizes short- and long-term planning that is vital to a healthy, changing organization. Topics include the strategic management process, the strategic management model, company mission analysis, environmental impacts, ethical and social responsibilities, and strategy and implementation control.

MG420

The Future of Organizations (3 cr.)

This course addresses various unpredictable and ambiguous situations encountered by modern organizations. It emphasizes sensitivity to changing socio-economic conditions and challenges to existing patterns and beliefs. Methods to recognize the ways in which organizations change, and develop skills to guide these organizations in the future are studied.

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.

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. An official transcript issued to Saint Mary's University of Minnesota from the institution 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, www.wes.org, or Educational Credential Evaluators, www.ece.org, 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.

Bachelor of Science in Human Services

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	21 cr.
Required Management Courses	6 cr.
Required Capstone	3 cr.
Required Communication Courses	6 cr.
Total	36 cr.

Required Human Services Courses: 21 cr.

HS301 Human Services Systems	3 cr.
HS305 Helping Skills for Human Services Professionals	3 cr.
HS310 Care Management for Human Services Professionals	2 cr.
HS315 Human Services Information Management.....	2 cr.
HS320 Public Policy Issues in Human Services	2 cr.
HS325 Multicultural Issues in Human Services.....	3 cr.
HS330 Ethical Issues in Human Services	3 cr.
GE317 Lifespan Psychology	3 cr.

Required Capstone Course: 3 cr.

HS490 Bachelor of Science Capstone	3 cr.
--	-------

Required Communication Courses: 6 cr.

CM309 Professional Writing.....	3 cr.
<i>or</i>	
CM330 Academic Writing	3 cr.
CM310 Oral Communications	3 cr.

Required Management Course: 3 cr.

MG401 Principles of Management.....	3 cr.
-------------------------------------	-------

Required Elective Management Course: 3 cr.

Choose one of the following:

BU407 Financial Management	3 cr.
MG335 Critical Thinking for Managers.....	3 cr.
MG405 Organizational Culture and Change	3 cr.
MG418 Strategic Management	3 cr.
MG420 Future of Organizations	3 cr.

Faculty

The faculty members for the Bachelor of Science in Human Services program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Required Course Descriptions

HS301

Human Service Systems (3 cr.)

Prerequisite: CM309 or CM330

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: CM309 or CM330

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 (2 cr.)

Prerequisite: CM309 or CM330

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 (2 cr.)

Prerequisite: CM309 or CM330

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 (2 cr.)

Prerequisite: CM309 or CM330

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

Multicultural Issues in Human Services (3 cr.)

Prerequisite: CM309 or CM330

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 Issues in Human Services (3 cr.)

Prerequisite: CM309 or CM330

In this course, ethical reasoning and ethical frameworks are applied to human services professional practice. An awareness of one's own values related to human services standards and professional codes of ethics for human service professionals are explored.

GE317

Lifespan Psychology (3 cr.)

Prerequisite: General Psychology

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 Management Courses

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.

Choose one of the following courses:

MG335

Critical Thinking for Managers (3 cr.)

The course examines the practical and dynamic relevance of critical thinking for managers, emphasizing the decisional aspects of management. Topics focus on eliciting new managerial insights, improving managerial problem-solving and decision-making skills, and on strengthening the student's ability to articulate reasoned solutions to managerial problems and opportunities.

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.

MG418

Strategic Management (3 cr.)

This course emphasizes short- and long-term planning that is vital to a healthy, changing organization. Topics include the strategic management process, the strategic management model, company mission analysis, environmental impacts, ethical and social responsibilities, and strategy and implementation control.

MG420

The Future of Organizations (3 cr.)

This course addresses various unpredictable and ambiguous situations encountered by modern organizations. It emphasizes sensitivity to changing socio-economic conditions and challenges to existing patterns and beliefs. Methods to recognize the ways in which organizations change, and develop skills to guide these organizations in the future are studied.

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 Course

HS490
Bachelor of Science Capstone (3 cr.)

Prerequisite: All other requirements of the program

In this culminating course students integrate and apply knowledge developed during their studies and investigate opportunities within the human service field.

Required Communication Courses

CM309
Professional Writing (3 cr.)

This course provides strategies for developing a clear, concise professional writing style. A variety of writing formats, including business letters and memos, formal research proposals, and reports are addressed. Voice, style, audience, purpose and the writing process, including 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.

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 documentation 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.

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. An official transcript issued to Saint Mary's University of Minnesota from the institution 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, www.wes.org, or Educational Credential Evaluators, www.ece.org, 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.

Bachelor of Science in Industrial Technology

Industrial Technology is a field of study designed to prepare technical and/or management professionals for employment or advancement in business, industry, education, or government. Industrial Technology is primarily involved with management, operation, and maintenance of complex technological systems. The major incorporates a blend of learning experiences in systems, techniques, and abstract knowledge. With this, the learner develops competencies in production systems, management principles, and communication skills.

The outcomes designed to ensure the graduate attains the multidisciplinary skills necessary to lead people, leverage technology, and manage technological innovation in an ever-changing environment.

Program Outcomes

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

1. Identify opportunities for improving a system or systems in an organization.
2. Analyze an operation that may consist of one or more systems.
3. Research technologies and methods to solve problems and improve performance.
4. Measure the effectiveness of changes made to a system and the impact on the organization.
5. Identify the knowledge needs of an organization and the appropriate methods to capture and manage this knowledge.
6. Identify and manage education and training needs to properly use solutions, especially when introducing new technology.
7. Understand and apply the principles of management and leadership.
8. Incorporate an ethical perspective in their work.
9. Communicate effectively in a variety of modes.
10. Work effectively with diverse populations.
11. Demonstrate critical thinking skills.
12. 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 36 credits is required to complete the B.S. in Industrial Technology.

Required Industrial Technology Courses.....	12 cr.
Required Management Courses	12 cr.
Required Capstone	3 cr.

Required Communication.....	6 cr.
Elective Courses	3 cr.
Total	36 cr.

Required Industrial Technology Courses: 12 cr.

TE300 Technological Opportunities in Organizations.....	3 cr.
TE305 Pursuit of Technology and Organizational Structure.....	3 cr.
TE310 Technology, Innovation, Process and Product Development	3 cr.
TE460 Engineering Economics.....	3 cr.

Required Management Courses: 12 cr.

BU403 Applied Statistics	3 cr.
MG305 Managerial Ethics	3 cr.
MG307 Principles of Leadership	3 cr.
MG415 Total Quality and Team Development.....	3 cr.

Required Communication Courses: 6 cr.

CM310 Oral Communications	3 cr.
CM309 Professional Writing.....	3 cr.

Required Capstone Course: 3 cr.

MG490 Bachelor of Science Capstone	3 cr.
--	-------

Elective Courses: 3 cr.

BU300 Accounting Principles	3 cr.
BU400 Business Law	3 cr.
BU407 Financial Management.....	3 cr.
HR340 Human Resource Management.....	3 cr.
HR440 Employee and Labor Relations.....	3 cr.
HR455 Performance Improvement Through Training	3 cr.
MG335 Critical Thinking for Managers.....	3 cr.
MG401 Principles of Management.....	3 cr.
MG405 Organizational Culture and Change	3 cr.
MG408 Project Management	3 cr.
MG418 Strategic Management	3 cr.
MG420 The Future of Organizations.....	3 cr.

MG445 Entrepreneurship	3 cr.
MG450 Product and Operations Management	3 cr.
MK300 Marketing Principles.....	3 cr.

Faculty

The faculty members for the Bachelor of Science in Industrial Technology program have earned doctorate or master’s degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Required Course Descriptions

**TE300
Technological Opportunities in Organizations (3 cr.)**

This course presents technology as a discipline and as a social force. The universals of technology are presented including characteristics, structure, systems, extensions of the human potential, research and development, design, process, “know-how,” the “driver of change,” transfer, futures, assessment and impact. The ethical implications of technology are stressed. Creating proposals using professional standards are addressed.

**TE305
Pursuit of Technology and Organizational Structure (3 cr.)**

Prerequisite: TE300

This course examines systems approach for management decision-making and problem-solving in a technology setting for producing goods and services. Topics include quality, process design, facility planning and location, scheduling, materials planning and problem-solving methodologies. Knowledge management and knowledge creation are discussed within the context of identifying the business problem, the selection of appropriate technology, and the systems impact of incorporating these changes. Creating technology and business proposals are addressed.

**TE310
Technology, Innovation, Process and Product Development (3 cr.)**

Prerequisite: TE305

This course involves study of research and development being conducted in a selected field of technology including the interrelationships of technological breakthroughs, the prospective impact of new technology, and projected planning for implementing the technological progression. The research and development process is presented along with topics such as identification of a problem, proof of concept design, invention, identification of target market, testing, design history record-keeping practices, scientific ethics, life cycle management, and team building.

**TE460
Engineering Economics (3 cr.)**

Prerequisite: 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.

Required Management Courses

**BU403
Applied Statistics (3 cr.)**

This course presents the theory and procedures of data analysis. It focuses on measures of central tendency and dispersion, simple probability, data analysis and an overview of statistical inference.

**MG305
Managerial Ethics (3 cr.)**

This course introduces students to the important moral issues that arise in various organizational contexts. It examines the social, political, and economic environments within which moral issues occur. The ethical concepts and reasoning skills relevant for resolving moral dilemmas are presented.

**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.

**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.

Required Capstone Course

**MG490
Bachelor of Science Capstone (3 cr.)**

Prerequisite: All other requirements of the program

This course integrates knowledge and skills developed in previous courses and provides an opportunity to apply them to a selected topic. Each student selects an issue currently confronting the field of study or profession, clearly defines the issue using appropriate references and resources, and creates a paper and presentation which addresses the issue. The topic must be suitable for formal presentation to a business or professional organization and the student will present the completed work to classmates.

Required Communication Courses

**CM309
Professional Writing (3 cr.)**

This course provides strategies for developing a clear, concise professional writing style. A variety of writing formats, including business letters and memos, formal research proposals, and reports are addressed. Voice, style, audience, purpose and the writing process, including strategies for editing and revision, are examined in the context of interpersonal and ethical dimensions.

80 Bachelor Degree Programs

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

BU300

Accounting Principles (3 cr.)

This course examines 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 practices used 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 areas of law and regulation which affect business activities, including employment law, securities, antitrust, bankruptcy, consumer protections, and environmental laws.

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

Human Resource Management (3 cr.)

This overview course examines the variety of 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.

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

Performance Improvement through Training (3 cr.)

This course explores performance improvement strategies used by business and industry focusing most particularly on training and organizational development. It examines how organizations educate and train employees to achieve organizational goals and objectives.

MG335

Critical Thinking for Managers (3 cr.)

The course examines the practical and dynamic relevance of critical thinking for managers, emphasizing the decisional aspects of management. Topics focus on eliciting new managerial insights, improving managerial problem-solving and decision-making skills, and on strengthening the student's ability to articulate reasoned solutions to managerial problems and opportunities.

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.

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.

MG418

Strategic Management (3 cr.)

This course emphasizes short- and long-term planning that is vital to a healthy, changing organization. Topics include the strategic management process, the strategic management model, company mission analysis, environmental impacts, ethical and social responsibilities, and strategy and implementation control.

MG420

The Future of Organizations (3 cr.)

This course addresses various unpredictable and ambiguous situations encountered by modern organizations. It emphasizes sensitivity to changing socio-economic conditions and challenges to existing patterns and beliefs. Methods to recognize the ways in which organizations change, and develop skills to guide these organizations in the future are studied.

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
Product 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.

**MK300
Marketing Principles (3 cr.)**

This course addresses the role of marketing in organizations. It examines the fundamental marketing mix elements of product, price, placement, and promotion that comprise organizational marketing strategies. It further explores how the marketing mix elements are strategically implemented to create and deliver products, services, or ideas to consumers.

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. An official transcript issued to Saint Mary's University of Minnesota from the institution 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, www.wes.org, or Educational Credential Evaluators, www.ece.org, 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.

Bachelor of Science in Informational Technology

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 also choose specializations from among five critical areas: architecture, project management, business intelligence, networking, and security.

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.
11. Demonstrate the general education competencies required for graduation.

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 36 credits is required to complete the B.S. in Informational Technology.

Required Information Technology Courses	15 cr.
Required Management Courses	9 cr.
Required Communication Courses	6 cr.
Required Capstone Course	3 cr.
Elective Areas of Specializations.....	12 cr.
Total Credits.....	45 cr.

Required Information Technology Courses: 15 cr.

IT301 Information Technology Perspectives	3 cr.
IT302 Networks and Telecommunications.....	3 cr.
IT303 Data and Database Management Systems	3 cr.
IT304 Business Fundamentals for IT Professionals.....	3 cr.
IT305 Enterprise Architecture Fundamentals.....	3 cr.

Required Management Courses: 9 cr.

IT309 Information Ethics	3 cr.
MG408 Project Management	3 cr.
MG418 Strategic Management	3 cr.

Required Communication Courses: 6 cr.

CM310 Oral Communications	3 cr.
<i>or,</i>	
CM330 Academic Writing	3 cr.
CM309 Professional Writing.....	3 cr.

Elective Areas of Specializations: 12 cr.

IT415 Leveraging Mobile Technologies.....	3 cr.
IT430 Information Security I.....	3 cr.
IT431 Information Security II	3 cr.
IT436 Computer Forensics I.....	3 cr.
IT437 Computer Forensics II.....	3 cr.
IT440 Business Intelligence Fundamentals.....	3 cr.
IT441 Advanced Business Intelligence Techniques	3 cr.
IT450 Wireless Networking	3 cr.
IT451 Voice over IP Technology	3 cr.

Faculty

The faculty members for the Bachelor of Science in Information Technology program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Required Course Descriptions

IT301 Information Technology Perspectives (3 cr.)

Prerequisite: CM310 or CM330

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.

IT302 Networks and Telecommunications (3 cr.)

Prerequisite: CM310 or CM330

Prerequisite: IT 301

This course provides a business and technical overview of voice, data, and video communication systems. It focuses on basic definitions such as information sources, media, transmission systems, circuit, packet, and other switching methods. Network architectures and models are reviewed. The business importance of networks and examples of networked applications are examined. The implications of managing a network infrastructure are introduced.

IT303 Database and Database Management Systems (3 cr.)

Prerequisite: IT301 and CM310 or CM330

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: IT301 and CM310 or CM330

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 such as 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: IT301 and CM310 or CM330

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.

Required Management Courses

MG306 Information Ethics (3 cr.)

Prerequisite: CM310 or CM330

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.

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.

MG418 Strategic Management (3 cr.)

This course emphasizes short- and long-term planning that is vital to a healthy, changing organization. Topics include the strategic management process, the strategic management model, company mission analysis, environmental impacts, ethical and social responsibilities, and strategy and implementation control.

Required Communication Courses

CM309 Professional Writing (3 cr.)

This writing course provides strategies for developing a clear, concise professional writing style. A variety of writing formats, including business letters and memos, formal research proposals, and reports are addressed. Voice, style, audience, purpose and the writing process, including 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 documentation 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.

Required Capstone Course

MG490

Bachelor of Science Capstone (3 cr.)

Prerequisite: All other requirements of the program

This course integrates knowledge and skills developed in previous courses and provides an opportunity to apply them to a selected topic. Each student selects an issue currently confronting the field of study or profession, clearly defines the issue using appropriate references and resources, and creates a paper and presentation which addresses the issue. The topic must be suitable for formal presentation to a business or professional organization and the student will present the completed work to classmates.

Areas of Specialization

IT415

Leveraging Mobile Technologies (3 cr.)

Prerequisites: IT301 and CM310 or CM330

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 technology trends, and emerging business opportunities are covered.

IT430

Information Security I (3 cr.)

Prerequisites: IT301 and CM310 or CM330

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: IT301, IT430 and CM310 or CM330

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: IT301 and CM310 or CM330

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.)

Prerequisites: IT301, IT432 and CM310 or CM330

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 e-mail artifacts using industry recognized tools.

IT440

Business Intelligence Fundamentals (3 cr.)

Prerequisites: IT301 and CM310 or CM330

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.)

Prerequisites: IT301, IT440 and CM310 or CM330

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.

IT450

Wireless Networking (3 cr.)

Prerequisites: IT301 and CM310 or CM330

This course provides an overview of wireless technologies used in personal area networks (PAN), local area networks (LAN), metropolitan area networks (MAN) and wide area networks (WAN). The fundamentals of wireless propagation are explored. The definitions of wireless and mobile systems are distinguished and representative samples are examined.

IT451

Voice over IP Technology (3 cr.)

Prerequisites: IT301 and CM310 or CM330

This course provides a business and technical overview of Voice over Internet Protocol (VoIP). It covers basic telephony terms and concepts such as CAS, PRI, QSIG, PSTN and SS7, and explores VoIP signaling protocols, quality of service (QoS), and voice security. The importance of VoIP to business entities and examples of VoIP network designs/applications are examined. The implications of VoIP to the service provider sector and current service provider VoIP product offerings are discussed.

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. An official transcript issued to Saint Mary's University of Minnesota from the institution with a minimum of 30 semester credits with one college English 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, www.wes.org, or Educational Credential Evaluators, www.ece.org, 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.

Bachelor of Science in Marketing

The Bachelor of Science in Marketing program is designed to prepare individuals for careers in marketing. The program addresses key processes in planning and executing marketing activities aimed at creating exchanges that satisfy both consumer and organizational objectives. Further, it emphasizes the importance of the value exchange and of a customer-centered strategy.

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. 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

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, 303, or 307)

MK301 Marketing in a 21st Century Global Economy	3 cr.
MK302 Marketing Ethics	3 cr.
MK303 Green Marketing	3 cr.
MK304 Technology Enhanced Consumer & Trend Analysis	3 cr.
MK307 Social Marketing	3 cr.
MK306 Digital Marketing	3 cr.
MK310 Promotions and Communications	3 cr.

Required Business Course: 3 cr.

BU407 Financial Management	3 cr.
----------------------------------	-------

Required Capstone: 3 cr.

BU490 Strategic Business Capstone	3 cr.
---	-------

Communication Courses: 6 cr.

CM309 Professional Writing	3 cr.
CM310 Oral Communications	3 cr.

Elective Courses: 6 cr.

MK400 Market Research	3 cr.
MK420 Advertising Design	3 cr.
MK430 Product Management	3 cr.
MK440 Business Sales	3 cr.
MK441 Professional Selling Strategies	3 cr.
MK442 Sales Management	3 cr.
MK444 Customer Service & Communication	3 cr.

Any business (BU) program course (students planning to pursue an MBA should take BU300 Accounting Principles)

Any management (MG) course (students planning to pursue an MBA should take MG311 Economics for Managers)

Faculty

The faculty members for the Bachelor of Science in Marketing program have earned doctorates or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Required Course Descriptions

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**

Prerequisite: MK300

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: MK300

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 promotions are discussed. Legal and ethical issues related to marketing promotions and communications are also considered.

Required Capstone Course and Required Communication Courses as currently in catalog

Elective Courses

MK400 **Market Research (3 cr.)**

Prerequisites: BU403, MK300

This course covers the theory and design fundamentals of marketing research and the analysis and use of research results in making marketing decisions. A variety of quantitative and qualitative research methodologies and approaches that are used to research consumer and business markets are considered. Applications of market research for various sizes and types of companies are also 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 Management (3 cr.)**

Prerequisite: MK300

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.

88 Bachelor Degree Programs

MK440 **Business Sales (3 cr.)**

Prerequisite: MK300

This course covers the theory and practice of selling products and services to businesses. It considers its similarities and differences between business-to-business and consumer sales in terms of the marketing 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.)**

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: MK300

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.)**

Prerequisite: MK300

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.

Required Business Course

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 Course

BU490 **Bachelor of Science Strategic Business Capstone (3 cr.)**

Prerequisite: All other requirements of the program

This course integrates knowledge and skills developed in Business, Human Resource Management, Marketing, and Sales and Marketing programs. It provides students an opportunity to apply these skills through the completion of a variety of assignments. Students will complete a business-related project that requires them to integrate and apply knowledge and skills acquired throughout their programs. The results of the project will be presented both in a written report and via an oral presentation. Activities and assignments pertaining to business communication, life-long learning, business ethics, and diversity in business organizations will also be included.

Required Communication Courses

CM309 **Professional Writing (3 cr.)**

This course provides strategies for developing a clear, concise professional writing style. A variety of writing formats, including business letters and memos, formal research proposals, and reports are addressed. Voice, style, audience, purpose and the writing process, including 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

MK430 **Product Management (3 cr.)**

Prerequisite: MK300

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: MK300

This course covers the theory and practice of selling products and services to businesses. It considers its similarities and differences between business-to-business and consumer sales in terms of the marketing mix, buyer behavior and the buyer-seller relationship. It addresses the social, ethical, and legal elements of business-to-business sales.

**MK442
Sales Management (3 cr.)**

Prerequisite: MK300

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.)**

Prerequisite: MK300

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.

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. An official transcript issued to Saint Mary's University of Minnesota from the institution with a minimum of 30 semester credits with one college English 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, www.wes.org, or Educational Credential Evaluators, www.ece.org, 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.

Bachelor of Science in Nursing

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.

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 or 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.....	3 cr.
NUR310 Pharmacology.....	3 cr.
NUR320 Nursing Ethics	3 cr.
NUR330 Healthcare Delivery Systems	3 cr.
NUR340 Nursing Research.....	3 cr.
NUR350 Evidence-Based Nursing	3 cr.
NUR360 Comprehensive Assessment.....	3 cr.
NUR400 Focused Integrated Nursing; Prenatal/Maternal-Birth	3 cr.
NUR410 Focused Integrated Nursing; Pediatric	3 cr.
NUR420 Focused Integrated Nursing; Adult	3 cr.
NUR430 Focused Integrated Nursing; Geriatric.....	3 cr.

Required Management Courses: 9 cr.

HS325 Cross Cultural Competency for Service Providers.....	3 cr.
MG335 Critical Thinking for Managers.....	3 cr.
MG401 Principles of Management.....	3 cr.

Required Communication Courses: 6 cr.

CM310 Oral Communications	3 cr.
CM330 Academic Writing	3 cr.

Required Capstone Course: 3 cr.

NUR490 Bachelor of Science Capstone	3 cr.
---	-------

Faculty

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

Required Course Descriptions

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
Healthcare Delivery Systems (3 cr.)

This course provides an overview of healthcare 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: 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: 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 Nursing Practice (3 cr.)

Prerequisite: 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 Nursing Practice (3 cr.)

Prerequisite: 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 Nursing Practice (3 cr.)

Prerequisite: 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

HS325
Cross Cultural Competency for Service Providers (3 cr.)

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.

MG335
Critical Thinking for Managers (3 cr.)

The course examines the practical and dynamic relevance of critical thinking for managers, emphasizing the decisional aspects of management. Topics focus on eliciting new managerial insights, improving managerial problem-solving and decision-making skills, and on strengthening the student's ability to articulate reasoned solutions to managerial problems and opportunities.

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.

Required Communication Courses

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.

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 documentation 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.

Required Capstone Course

NUR490

Bachelor of Science Capstone (3 cr.)

Prerequisite: All other requirements of the program

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 healthcare audience.

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. All applicants must have achieved an overall GPA of 2.5 in their Associate 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. All official transcripts from each higher education institution attended issued to Saint Mary's University of Minnesota. (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. Copy of current nursing license.

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

Bachelor of Science in Police Science

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. Understand leadership and management skills for police officers.
3. Develop organizational systems that foster problem-solving within their community.
4. Apply the laws, rules, regulations and policies of their profession.
5. Understand various investigative techniques.
6. Communicate effectively in a variety of modes.
7. Work effectively with diverse populations.
8. Demonstrate critical thinking skills.
9. Understand the ethical implications of their actions.
10. 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 36 credits is needed to complete the B.S. in Police Science program.

Required Police Science Courses.....	15 cr.
Required Capstone Course.....	3 cr.
Required Communication Courses	6 cr.
Elective Courses	12 cr.
Total	36 cr.

Required Police Science Courses: 15 cr.

PSCI302 Demographic Influences on Policing	3 cr.
PSCI303 Application of Rules of Evidence.....	3 cr.
PSCI401 Police Ethics	3 cr.
PSCI402 Emerging Technologies of Community Policing.....	3 cr.
PSCI403 Police Management and Leadership	3 cr.

Required Capstone Course: 3 cr.

PS490 Police Science Capstone.....	3 cr.
------------------------------------	-------

Required Communication Courses: 6 cr.

CM309 Professional Writing.....	3 cr.
CM310 Oral Communications	3 cr.
CM330 Academic Writing	3 cr.

Elective Courses: 12 cr.

SM401 Principles of Security Management	3 cr.
SM402 Security Risk Assessment.....	3 cr.
SM403 Private Investigation Principles.....	3 cr.
SM404 Security Techniques and Technology.....	3 cr.
SM405 Security Leadership and Management.....	3 cr.
BU300 Accounting Principles	3 cr.
BU400 Business Law	3 cr.
BU403 Applied Statistics	3 cr.
BU407 Financial Management.....	3 cr.
HR340 Human Resource Management	3 cr.
HR440 Employee and Labor Relations.....	3 cr.
MG305 Managerial Ethics	3 cr.
MG307 Principles of Leadership	3 cr.
MG309 Humanities: Spanish Speaking Cultures	3 cr.
MG401 Principles of Management.....	3 cr.
MG405 Organizational Culture and Change	3 cr.
MG408 Project Management	3 cr.
MG415 Total Quality and Team Development.....	3 cr.
MG418 Strategic Management	3 cr.
MG420 The Future of Organizations.....	3 cr.
MG445 Entrepreneurship.....	3 cr.

94 Bachelor Degree Programs

PSCI305 Statistics for Criminal Justice	3 cr.
PSCI306 Police Officer Wellness	3 cr.
PSCI308 Forensic Science in Crime Scene Investigation	3 cr.
PSCI310 Introduction to Geographic Information Systems (GIS)	3 cr.
PSCI404 Juvenile Justice.....	3 cr.
PSCI405 Violence as a Culture.....	3 cr.
PSCI406 Property Crimes.....	3 cr.
PSCI407 Criminal Justice and the Media.....	3 cr.
PSCI409 Violent Crimes Against the Person	3 cr.
PSCI410 Police Instructor Development.....	3 cr.
PSCI411 Crimes Against the Family	3 cr.
PSCI412 Gangs in America.....	3 cr.
PSCI413 Legal Issues for Law Enforcement Leaders	3 cr.
PSCI415 Special Investigations	3 cr.
PSCI416 Emergency Management Principles	3 cr.
PSCI420 Peace Officer Bill of Rights	3 cr.
PSCI421 Supervision	3 cr.

Partnership Courses

Spanish Language and Culture (offered in partnership with the Minneapolis Police Department)

Faculty

The faculty members for the Bachelor of Science in Police Science program have earned doctorates or master's degrees. Faculty are selected for their educational and professional experience and expertise.

Required Course Descriptions

PSCI302 **Demographic Influences on Policing (3 cr.)**

This course examines the changing demographics of society and the possible implications for law enforcement. It focuses on effective interaction and communication with diverse populations.

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 Community Policing (3 cr.)**

This course in community policing identifies techniques used for implementing community problem-solving strategies. This course is designed to build on the basic skills of the officers. Students develop strategies to identify community problems and the emerging technologies available to address those problems.

PSCI403 **Police Management and Leadership (3 cr.)**

This course examines police leadership, police organizations, police management models and organizational designs. It addresses human resource management issues including recruitment, development, motivation and job design.

Required Capstone Course

PS490 **Police Science Capstone (3 cr.)**

Prerequisite: All other requirements of the program

This course integrates knowledge and skills developed in previous courses and provides an opportunity to apply them to a selected topic. Each student selects an 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. The topic must be suitable for formal presentation to a business or professional organization and the student will present the completed work to classmates.

Required Communication Courses

CM309 **Professional Writing (3 cr.)**

This writing course provides strategies for developing a clear, concise professional writing style. A variety of writing formats, including business letters and memos, formal research proposals, and reports are addressed. Voice, style, audience, purpose and the writing process, including strategies for editing and revision, are examined in the context of interpersonal and ethical dimensions.

Choose one of the following:

**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.

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 documentation 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.

Elective Courses

**SM401
Principles of Security Management (3 cr.)**

This course examines the history, nature, and scope of security as a profession. Fundamentals of security processes, types of security organizations, legal requirements, partnerships, and the future of security management are discussed.

**SM402
Security Risk Assessment (3 cr.)**

This course provides the theory and procedures for identifying and protecting institutional assets. It focuses on recognizing risks and providing business case solutions.

**SM403
Private Investigation Principles (3 cr.)**

This course focuses on both criminal and non-criminal investigations. Methods of investigation, interview techniques, and business partner collaborations are discussed.

**SM404
Security Techniques and Technology (3 cr.)**

This course examines current issues, trends, and technologies available to address security problems and issues. Topics include environmental design, executive protection, and technology advances for information and physical security, along with professional development practices.

**SM405
Security Leadership and Management (3 cr.)**

This course examines security leadership as it relates to human resource initiatives, organizational change, business practices, and community partnerships.

**BU300
Accounting Principles (3 cr.)**

This course examines 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 practices used 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 areas of law and regulation which affect business activities, including employment law, securities, antitrust, bankruptcy, consumer protections, and environmental laws.

**BU403
Applied Statistics (3 cr.)**

This course presents the theory and procedures of data analysis. It focuses on measures of central tendency and dispersion, simple probability, data analysis, and an overview of statistical inference.

**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
Human Resource Management (3 cr.)**

This overview course examines the variety of personnel 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.

**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 introduces students to the important moral issues that arise in various organizational contexts. It examines the social, political, and economic environments within which moral issues occur. The ethical concepts and reasoning skills relevant for resolving moral dilemmas are presented.

96 Bachelor Degree Programs

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.

MG309

Humanities: Spanish Speaking Cultures (3 cr.)

This course examines the history, arts, literature and traditions of Spanish-speaking cultures. It addresses communication styles, values, norms, beliefs and the impact of cultural differences for Latinos living in the United States.

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.

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 project management. Students learn the skills and procedures needed to take a project from definition through completion.

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.

MG418

Strategic Management (3 cr.)

This course emphasizes short- and long-term planning that is vital to a healthy, changing organization. Topics include the strategic management process, the strategic management model, company mission analysis, environmental impacts, ethical and social responsibilities, and strategy and implementation control.

MG420

The Future of Organizations (3 cr.)

This course addresses various unpredictable and ambiguous situations encountered by modern organizations. It emphasizes sensitivity to changing socio-economic conditions and challenges to existing patterns and beliefs. Methods to recognize the ways in which organizations change, and develop skills to guide these organizations in the future are studied.

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.

PSCI305

Statistics for Criminal Justice (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 effects of work environment upon officers. It examines Post Traumatic Stress Disorder (PTSD) and strategies for creating a sense of well-being.

PSCI308

Forensic Science in Crime Scene Investigation (3 cr.)

This course examines the use of the science methodologies in the examination of the scene. It addresses the use forensic science to aid in the investigation of the 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 (GIS) (3 cr.)

This course introduces the basic concepts of geographical informational systems (GIS), including purpose, hardware, software and applications to the law enforcement community.

PSCI404

Juvenile Justice (3 cr.)

This course examines the impact of juvenile crime, juvenile rights, the processing of juvenile arrests, juvenile crimes that may be prosecuted as adult crimes, investigative techniques and access to advocacy groups.

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.

PSCI406

Property Crimes (3 cr.)

This course examines the impact of white-collar crime, tax evasion, identity theft and other non-violent crimes. Methods of investigation, preventative techniques and access to advocacy groups will be discussed.

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 will 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 focuses on child sex abuse, child pornography, family abuse, and family violence. Methods of investigation, preventative techniques, and access to advocacy groups are discussed.

PSCI412**Gangs in America (3cr.)**

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 will be explored. Students will 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. Constitutional issues in the workplace are addressed.

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.

Partnership Course**Spanish Language and Culture (3 cr.)**

Several levels of Spanish Language and Culture Courses are offered in partnership with the Minneapolis Police Department. Three semester credits are offered for each level. Up to six credits of police science program electives may be earned through these courses. See the police science program director for details.

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. An official transcript issued to Saint Mary's University of Minnesota from the institution with a minimum of 30 semester credits with one 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, www.wes.org, or Educational Credential Evaluators, www.ece.org, 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.

Bachelor of Science in Psychology

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
2. Research Methods in Psychology
3. Critical Thinking Skills in Psychology
4. Application of Psychology
5. Values in Psychology
6. Information and Technological Literacy
7. Communication Skills
8. Sociocultural and/or International Awareness
9. Personal Development

Faculty

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

Degree Requirements

Foundational Courses	12 cr.
Communication Courses	6 cr.
Core Courses	24 cr.
Elective Courses	6 cr.
Total	48 cr.

Foundational Courses: 12 cr.

GE115 General Psychology	3 cr.
PSY230 Abnormal Psychology.....	3 cr.
GE317 Lifespan Psychology	3 cr.
BU403 Applied Business Statistics.....	3 cr.

Communication Courses: 6 cr.

CM309 Professional Writing.....	3 cr.
<i>or</i>	
CM330 Academic Writing	3 cr.
CM310 Oral Communication	3 cr.

Core Courses: 24 cr.

PSY320 Research Methods & Statistics	3 cr.
PSY329 Social Psychology	3 cr.
PSY340 Brain, Behavior, & Health.....	3 cr.
PSY350 Cognitive Psychology.....	3 cr.
PSY359 Multicultural Psychology.....	3 cr.
PSY449 Personality Psychology	3 cr.
PSY460 Individual & Group Counseling.....	3 cr.
PSY489 History and Systems of Psychology.....	3 cr.

Elective Courses: 6 cr.

PSY455 Intro to Chemical Dependency	3 cr.
PSY456/7/8 Field Experience in Psychology	1 cr. each

NOTE: 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.

Course Descriptions

Foundational Courses

One course to be taken from each of the following areas

GE115

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.

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.

GE317
Lifespan Development (3 cr.)

Prerequisite: General Psychology

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

CM309
Professional Writing (3 cr.)

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, effective listening, interpersonal communication skills, dynamics of small group communication and persuasive speaking, all in the context of professional workplace communications.

Core Courses

PSY320
Research Methods and 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.)

Pre- or co-requisite: CM330 or CM309

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.)

Pre- or co-requisite: 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.)

Pre- or co-requisite: CM330 or CM309 and all PSY300 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.)

Pre- or co-requisite: 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.)

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.

100 Bachelor Degree Programs

Elective Courses

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.

Field Experience

PSY456/457/458

Field Experience in Psychology (1 cr. each)

Prerequisite: All courses and approval of program director

Students spend a minimum of 60 hours per credit at an arranged site, attend supervision sessions, and evaluate their experience in a final paper. Students can earn between one and three credits for this experience. Students must meet established criteria and receive program director approval to be admitted to the field experience.

Admission Requirements

Applicants may apply for admission at any time during the year. 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 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. An official transcript issued to Saint Mary's University of Minnesota from the institution with a minimum of 30 semester credits with one 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, www.wes.org, or Educational Credential Evaluators, www.ece.org, 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.

Bachelor of Science in Sales and Marketing

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 Courses: 18 cr.

(take 2 of the 3 ethics courses-MK302, 303, or 307)

MK301 Marketing in a 21st Century Global Economy	3 cr.
MK302 Marketing Ethics	3 cr.
MK303 Green Marketing	3 cr.
MK304 Technology Enhanced Consumer & Trend Analysis.....	3 cr.
MK307 Social Marketing	3 cr.
MK306 Digital Marketing	3 cr.
MK310 Promotions and Communications.....	3 cr.

Required Sales Courses: 9 cr.

MK440 Business Sales	3 cr.
MK441 Professional Sales Strategies.....	3 cr.
MK442 Sales Management.....	3 cr.

Required Business Course: 3 cr.

BU407 Financial Management.....	3 cr.
---------------------------------	-------

Required Capstone: 3 cr.

BU490 Strategic Business Capstone	3 cr.
---	-------

Communication Courses: 6 cr.

CM309 Professional Writing.....	3 cr.
CM310 Oral Communications	3 cr.

102 Bachelor Degree Programs

Elective Courses: 6 cr.

MK400 Market Research.....	3 cr.
MK420 Advertising Design	3 cr.
MK430 Product Management.....	3 cr.
MK440 Business Sales	3 cr.
MK441 Professional Selling Strategies	3 cr.
MK442 Sales Management.....	3 cr.
MK444 Customer Service & Communication.....	3 cr.

Any business (BU) program course (students planning to pursue an MBA should take BU300 Accounting Principles)

Any management (MG) course (students planning to pursue an MBA should take MG311 Economics for Managers)

Faculty

The faculty members for the Bachelor of Science in Sales and Marketing program have earned doctorate or master's degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Required Course Descriptions

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

Prerequisite: MK300

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: MK300

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 promotions are discussed. Legal and ethical issues related to marketing promotions and communications are also considered.

Required Sales Courses

MK440

Business Sales (3 cr.)

Prerequisite: MK300

This course covers the theory and practice of selling products and services to businesses. It considers its similarities and differences between business-to-business and consumer sales in terms of the marketing 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.)

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: MK300

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 Courses

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 Course

BU490
Bachelor of Science Strategic Business Capstone (3 cr.)

Prerequisite: All other requirements of the program

This course integrates knowledge and skills developed in business, human resource management, marketing, and sales and marketing programs. It provides students an opportunity to apply these skills through the completion of a variety of assignments. Students will complete a business-related project that requires them to integrate and apply knowledge and skills acquired throughout their programs. The results of the project will be presented both in a written report and via an oral presentation. Activities and assignments pertaining to business communication, lifelong learning, business ethics, and diversity in business organizations will also be included.

Required Communication Courses

CM309
Professional Writing (3 cr.)

This course provides strategies for developing a clear, concise professional writing style. A variety of writing formats, including business letters and memos, formal research proposals, and reports are addressed. Voice, style, audience, purpose and the writing process, including 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

MK400
Market Research (3 cr.)

Prerequisites: BU403, MK300

This course covers the theory and design fundamentals of marketing research and the analysis and use of research results in making marketing decisions. A variety of quantitative and qualitative research methodologies and approaches that are used to research consumer and business markets are considered. Applications of market research for various sizes and types of companies are also 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 Management (3 cr.)

Prerequisite: MK300

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: MK300

This course covers the theory and practice of selling products and services to businesses. It considers its similarities and differences between business-to-business and consumer sales in terms of the marketing mix, buyer behavior and the buyer-seller relationship. It addresses the social, ethical, and legal elements of business-to-business sales.

104 Bachelor Degree Programs

MK442

Sales Management (3 cr.)

Prerequisite: MK300

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.)

Prerequisite: MK300

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.

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. An official transcript issued to Saint Mary's University of Minnesota from the institution 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, www.wes.org, or Educational Credential Evaluators, www.ece.org, 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.

Bachelor of Science in Security Management

The Bachelor of Science in Security Management is designed for the private security professional seeking to increase skills and knowledge to lead and manage in the private security industry. Security professionals are responsible for protecting people, property, products, and information in a multitude of settings such as corporations, educational institutions, nonprofit organizations, hospitals, retail, entertainment establishments, contract security services, investigative firms, and government institutions. Additionally, security professionals working with law enforcement partners remain a front line defense in contributing to efforts to protect the community from both internal and external threats. The Bachelor of Science in Security Management prepares individuals with the strategic, financial, operational, and management skills to meet the challenges of being leaders in the private security sector.

Program Outcomes

Graduates of the Bachelor of Science Security Management Program are expected to be able to do the following:

1. Identify institutional strategic perspectives and tactical plans.
2. Employ security techniques and technology to support a successful business strategy.
3. Use investigative techniques to identify and solve internal and external criminal and non-criminal activity.
4. Facilitate teams and work groups.
5. Demonstrate critical thinking skills.
6. Incorporate an ethical perspective into the work environment.
7. Communicate effectively in a variety of modes.
8. Work effectively with diverse populations.
9. Plan for ongoing professional development in security trends and technologies.

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 Security Management.

Required Security Management Courses	15 cr.
Required Management Core Courses.....	9 cr.
Required Capstone Course	3 cr.
Required Communication Courses	6 cr.
Elective Courses.	3 cr.
Total	36 cr.

Required Security Management Courses: 15 cr.

SM401 Principles of Security	3 cr.
SM402 Security Risk Assessment.....	3 cr.
SM403 Private Investigation Principles.....	3 cr.
SM404 Security Techniques and Technology.....	3 cr.
SM405 Security Leadership and Management	3 cr.

Required Management Core Courses: 9 cr.

MG305 Managerial Ethics	3 cr.
BU403 Applied Statistics	3 cr.
<i>or</i>	
BU407 Financial Management.....	3 cr.
IT430 Information Security	3 cr.

Required Communication Courses: 6 cr.

CM310 Oral Communications	3 cr.
CM309 Professional Writing.....	3 cr.

Required Capstone Course: 3 cr.

MG490 Bachelor of Science Capstone	3 cr.
--	-------

Elective Courses: 3 cr.

BU400 Business Law	3 cr.
MG465 Occupational Safety and Loss Control	3 cr.
HR440 Human Resource Management	3 cr.
IT432 Computer Forensics.....	3 cr.
MG300 Spanish Language and Culture for Business	3 cr.
MG335 Critical Thinking for Managers.....	3 cr.
MG408 Project Management	3 cr.
PS405 Violence as a Culture	3 cr.
PS406 Property Crime	3 cr.
SM406 Security Management Internship	3 cr.

Faculty

Faculty members for the Bachelor of Science in Security Management program have earned doctorate or master’s degrees. Faculty are selected for their combination of educational and professional experience and expertise.

Required Course Descriptions

**SM401
Principles of Security Management (3 cr.)**

This course examines the history, nature, and scope of security as a profession. Fundamentals of security management, types of security organizations, legal requirements, partnerships, and the future of security management are discussed.

**SM402
Security Risk Assessment (3 cr.)**

This course provides the theory and procedures for identifying and protecting institutional assets. It focuses on recognizing risks and providing business case solutions.

**SM403
Private Investigation Principles (3 cr.)**

This course focuses on both criminal and non-criminal investigations. Methods of investigation, interview techniques, and business partner collaborations are discussed.

**SM404
Security Techniques and Technology (3 cr.)**

This course examines current issues, trends, and technologies available to address security problems and issues. Topics include environmental design, executive protection, and technology advances for information and physical security, along with professional development practices.

**SM405
Security Leadership and Management (3 cr.)**

This course examines security leadership as it relates to human resource initiatives, organizational change, business practices, and community partnerships.

Required Management Courses

**MG305
Managerial Ethics (3 cr.)**

This course introduces students to the important moral issues that arise in various organizational contexts. It examines the social, political, and economic environments within which moral issues occur. The ethical concepts and reasoning skills relevant for resolving moral dilemmas are presented.

**BU403
Applied Statistics (3 cr.)**

(BU407 may be taken instead of this course.)

This course presents the theory and procedures of data analysis. It focuses on measures of central tendency and dispersion, simple probability, data analysis, and an overview of statistical inference.

**BU407
Financial Management (3 cr.)**

(BU403 may be taken instead of this course.)

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.

**IT430
Information Security I (3 cr.)**

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.

Required Communication Courses

**CM309
Professional Writing (3 cr.)**

This writing course provides strategies for developing a clear, concise professional writing style. A variety of writing formats, including business letters and memos, formal research proposals, and reports are addressed. Voice, style, audience, purpose and the writing process, including 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 Course

**MG490
Bachelor of Science Capstone (3 cr.)**

Prerequisite: All other requirements of the program

This course integrates knowledge and skills developed in previous courses and provides an opportunity to apply them to a selected topic. Each student selects an issue currently confronting the field of study or profession, clearly defines the issue using appropriate references and resources, and creates a paper and presentation which addresses the issue. The topic must be suitable for formal presentation to a business or professional organization and the student will present the completed work to classmates.

Elective Courses

**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 areas of law and regulation which affect business activities, including employment law, securities, antitrust, bankruptcy, consumer protections, and environmental laws.

MG465
Occupational Safety and Loss Control (3 cr.)

This course presents an overview of occupational accident prevention programs such as risk management, loss control, techniques of measurement, cost of accidents, location effects, identification of accident sources, and problems of selective corrective action. Also presented is an introduction to the federal Occupational Safety and Health Act of 1970 on operations, systematic self-inspection, and compliance procedures. The societal responsibility toward a safe workplace is stressed.

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.

IT432
Computer Forensics I (3 cr.)

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.

MG300
Spanish Language and Culture (3 cr.)

This course introduces basic Spanish oral communication skills that are used in the business setting. The culture of Spanish speaking countries is explored.

MG335
Critical Thinking for Managers (3 cr.)

The course examines the practical and dynamic relevance of critical thinking for managers, emphasizing the decisional aspects of management. Topics focus on eliciting new managerial insights, improving managerial problem-solving and decision-making skills, and on strengthening the student's ability to articulate reasoned solutions to managerial 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.

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.

PSCI406
Property Crimes (3 cr.)

This course examines the impact of white-collar crime, tax evasion, identity theft and other non-violent crimes. Methods of investigation, preventative techniques and access to advocacy groups will be discussed.

SM406
Security Management Internship (3 cr.)

An internship experience within a security discipline where students learn to apply theory and practice in regards to security management principles.

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. An official transcript issued to Saint Mary's University of Minnesota from the institution 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, www.wes.org, or Educational Credential Evaluators, www.ece.org, 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.

Master of Arts in Arts and Cultural Management

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 36-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.....	21 cr.
Required General Management Courses.....	4 cr.
Required Summative Activities.....	7 cr.
Arts and Cultural Management Electives	4 cr.
Total	36 cr.

Required Arts and Cultural Management Courses: 21 cr.

ACM610 Cultural Studies.....	2 cr.
ACM615 Cultural Policy and Leadership.....	3 cr.
ACM625 Cultural Programming and Evaluation	2 cr.
ACM630* Fund Development.....	3 cr.
ACM635 Ethics and Arts Law.....	3 cr.

Students select one track from the following to focus either on nonprofit or for profit approaches:

Nonprofit Track/For Profit Track

ACM645* Marketing for Nonprofits.....	2 cr.
<i>or</i>	
GM645 Marketing Management.....	2 cr.
ACM600* Management of Nonprofit Organizations	3 cr.
<i>or</i>	
GM600 Management Principles.....	3 cr.
ACM660* Nonprofit Financial Management.....	3 cr.
<i>or</i>	
GM660 Financial Management	3 cr.

Required Management Courses: 4 cr.

Arts and Cultural Management students take two courses from the management core offered to all management-related master of arts degree students.

GM620 Communication Skills	2 cr.
GM670 Strategic Management	2 cr.

Required Summative Activities: 7 cr.

ACM675 Residency/Capstone Preparation	1 cr.
ACM680/681 Residency.....	4 cr.
ACM690 Capstone	2 cr.

Electives: 4 cr.

ACM650 Arts Education	2 cr.
ACM655 Arts and Community Development.....	2 cr.
HD573 Creative Leadership Development.....	2 cr.

*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.

Required Course Descriptions

ACM610 Cultural Studies (2 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 presents an overview of the challenges to cultural managers presented by political, economic, and social conditions both nationally and internationally. The evolution of the role of cultural managers and an historical and global overview of organizational and operational models is presented. Other topics include development of public policy, the role of advocacy and political engagement, leadership strategies for effective engagement with institutional and community decision-makers, and current and emerging trends affecting cultural organizations.

ACM625 Cultural Programming and Evaluation (2 cr.)

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 mission and values, 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.)

The course covers both the ethical frameworks and laws that guide the establishment and operations of cultural organizations, and the creation and oversight of resource assets (artistic, human, and physical). The challenges and conflicts that managers face in interacting with diverse individuals and groups, as well as new and emerging technologies, are examined.

Nonprofit Management Fundamentals (Nonprofit track)

ACM600 Management of Nonprofit Organizations (3 cr.)

This course is an overview of management of nonprofits and the human capital that is responsible for the operations of nonprofit organizations, including staff, board of directors, members, and volunteers. Presented are models for board governance and internal and external factors that effect how boards function. Discussion also centers on effective nonprofit management practices, building productive relationships with creative personnel, strategies for collaborative leadership, and founder succession.

ACM645 Marketing for Nonprofits (2 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.

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.

110 Master Degree Programs

For Profit Management Fundamentals (For Profit Track)

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 in terms of global applications. Special attention is given to defining and interpreting cross-cultural differences and influences. The course emphasizes the approaches of collaboration that especially addresses the expectations, needs and performances of people in organizations and gives attention to the external, internal and global cultures that influence organizational structure, behavior and change.

GM645 **Marketing Management (2 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.

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 by way of examination of various financial areas including types of organizations; sources of capital; investment in the US and in foreign countries; asset management; time value of money; international payments and foreign exchange rates; trade theory and policy; and financial statement analysis.

Required Management Courses

GM620 **Communication Skills (2 cr.)**

This course engages students in writing and speaking activities to enhance their personal and professional communication skills. The course also includes study of APA grammar, punctuation, and style requirements as a foundation for all graduate written projects.

GM670 **Strategic Management (2 cr.)**

This course examines both the theory and application of strategic management tasks. Among the tasks considered are developing a mission/vision statement, setting objectives, developing and implementing a strategy, and evaluating performance.

Required Summative Activities

ACM675 **Residency/Capstone Preparation (1 cr.)**

Runs the full semester prior to the residency

This course prepares students for a successful residency learning experience while providing the tools for completion of the Capstone course. Securing a residency position; development of plan, goals, and agreement; relationship of residency experience to Capstone paper; and requirements and topic development for Capstone paper are the focus.

ACM680/681 **Residency (4 cr.)**

Prerequisite Residency/Capstone Preparation

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 (2 cr.)**

Prerequisite: Residency

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

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 the 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 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.

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, and collaborative inquiry and apply these competencies to complex challenges.

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.

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.

Master of Business Administration – Twin Cities

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 breathe or depth of knowledge in business.

Degree Requirements

The Master of Business Administration consists of 33 credits, plus at least one 3-credit elective and either the domestic or international capstone experience. Additionally students may select additional credits to specialize in finance, project management, healthcare administration, international business

Students with GMAT scores lower than required need to complete foundation coursework successfully. Students with no prior coursework in business need to fulfill prerequisites. Prerequisite requirements can be fulfilled with prior learning (with grades B or better), competency testing, or classes at Saint Mary’s University of Minnesota. Foundation and prerequisite courses are pre-MBA courses.

SMU MBA

Core courses	33 cr.
Elective courses	3 cr.
Capstone course	3 cr.
Total	39 cr.

MBA with finance specialization

Core courses	33 cr.
Finance courses	12 cr.
Capstone course	3 cr.
Total	48 cr.

MBA with project management specialization

Core courses	33 cr.
Project mgmt courses.....	21 cr.
Capstone course	3 cr.
Total	57 cr.

MBA with healthcare administration specialization

Core courses	33 cr.
Healthcare admin	19 cr.
Total	52 cr.

MBA with international business administration

Core courses	33 cr.
International business	17 cr.
Capstone course	3 cr.
Total	53 cr.

Winona Full-time MBA: 48 cr.

I. Foundation: 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.
MBA501 Business Statistics & Quantitative Thinking	3 cr.
MBA502 Graduate School Writing	3 cr.

II. Prerequisites: 12 cr.

Prerequisite courses are required when students have not had previous course work in the subject area. Credits earned do not count towards the MBA total. Those who completed equivalent work with a “B” or better as undergraduate or graduate students or who test out of prerequisite level knowledge may not be required to take prerequisite courses. Prerequisite courses must be complete with a grade of “B” or better.

MBA503 Principles of Economics	3 cr.
MBA504 Accounting Concepts and Methods	3 cr.
MBA510 Managerial Finance	3 cr.
MBA520 Marketing Principles	3 cr.

III. MBA Core Courses (required of all students): 33 cr.

Students needing foundation courses and prerequisites courses may be admitted to the SMU MBA program. Students must successfully complete all assigned foundation and prerequisite courses before taking core MBA coursework.

MBA600 Quantitative Decision Making	3 cr.
MBA603 International Business	3 cr.
MBA604 Managerial Economics	3 cr.
MBA606 Business Law	3 cr.
MBA609 International Operations Management	3 cr.
MBA610 Organizations and Human Behavior	3 cr.
MBA612 Executive Communication	3 cr.
MBA613 Ethical Leadership	3 cr.
MBA640 Managerial Accounting	3 cr.
MBA643 Corporate Finance	3 cr.
MBA669 Strategic Management	3 cr.

IV. Elective Courses

Finance: 12 credits required

MBA641 Forensic Accounting	3 cr.
MBA642 International Financial Management	3 cr.
MBA644 Financial Markets and Institutions	3 cr.
MBA645 Derivative Securities	3 cr.

MBA648 Security Analysis and Portfolio Management	3 cr.
MBA649 Entrepreneur Finance	2 cr.
MBA650 Project Finance	3 cr.

Healthcare Administration: 19 cr.

HS602 Healthcare Administration	3 cr.
HS612 Health Informatics	2 cr.
HS652 Healthcare Ethics and Public Policy	4 cr.
HS662 Healthcare Financial Management	3 cr.
HS685 Research Methods	4 cr.
HS698 Health and Human Services Capstone (substituted for MBA750)	3 cr.
International Business: 17 cr.	

MIB519 Global Religions and Belief Systems 3 cr.

MIB520 Global Decision Making	3 cr.
MIB532 Entrepreneurship	1 cr.
MIB535 International Business Law	3 cr.
MIB580 Practicum or MIB582 Independent Study	2 cr.
MBA642 International Finance	3 cr.
MBA620 International Marketing Management	2 cr.

Project Management: 21 cr.

PRM600 Fundamentals of Project Management	3 cr.
PRM601 Project Planning and Estimating	3 cr.
PRM602 Project Human Resource Management	3 cr.
PRM603 Project Communication Management	3 cr.
PRM604 Project Risk and Quality Management	3 cr.
PRM605 Project Procurement and Cost Management	3 cr.
PRM606 Global Project Management	3 cr.

Integrated Elective Courses

MBA601 Intercultural Acumen	3 cr.
MBA602 Political Economy of Business	3 cr.
MBA614 Practicum	1-3 cr.
MBA615 Independent Study	1-3 cr.
MBA616 Field Study	1-3 cr.
MBA621 Marketing Research	3 cr.
MBA623 Advertising and Promotions	3 cr.
MBA624 Buyer Behavior	2 cr.
MBA625 Global Brand Management	2 cr.
MBA660 Entrepreneurship	2 cr.
MBA664 Trade Management	2 cr.
MBA666 Economics of Emergence, Growth and Development	3 cr.

114 Master Degree Programs

MBA670 Information Technology Management3 cr.

V. Required Capstone Course: 3 cr.

MBA750 Capstone Field Study (Domestic or International)3 cr.

Winona Full-time MBA: 48 credits

The SMU MBA at the Winona campus brings together a diverse international student body, and delivers this integrated curriculum in a beautiful residential setting. Students will find a dedicated faculty who immerse them in the quantitative and ethical realities of business.

The Winona full-time MBA is cohort-based and incorporates the prerequisite material into other courses. Full-time students are required to take Foundation courses, unless exempted by GMAT scores.

Fall 1

MBA500 Quantitative Primer (3) credits *

MBA501 Business Statistics and Quantitative Thinking (3) credits *

MBA502 Graduate School Writing (3) credits *

MBA603 International Business (3) credits

Spring 1

MBA600 Quantitative Decision Making (3) credits

MBA604 Managerial Economics in a Global Environment (3) credits

MBA620 International Marketing Management (3) credits

MBA640 Managerial Accounting (3) credits

Fall 2

MBA643 Corporate Finance (3) credits

MBA613 Ethical Leadership (3) credits

MBA612 Executive Communication (3) credits

MBA606 Business Law (3) credits

Spring 2

MBA610 Organizations and Human Behavior (3) credits

MBA609 International Operations Management (3) credits

MBA669 Strategic Management (3) credits

MBA750 Capstone (3) credits

*may be waived by GMAT score

Faculty

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

Foundation Course Descriptions

MBA500 Quantitative Primer (3 cr.)

Grading is P/NC

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.

MBA501 Business Statistics & 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.

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; (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).

Prerequisites Course Descriptions

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: MBA501 or equivalent

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: MBA504 or equivalent

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 governmental 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 provides students a broad overview of the marketing function within an organization operating in a global environment. The roles of consumer behavior and marketing research in developing an integrated marketing plan are analyzed. Social responsibility and ethics as important drivers of the marketing plan are discussed.

Core Courses Descriptions

Students needing foundation courses and prerequisites courses may be admitted to the SMU MBA program. Students must successfully complete all assigned foundation and prerequisite courses before taking core MBA coursework.

**MBA600
Quantitative Decision Making (3 cr.)**

Prerequisite: MBA501 or equivalent

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 is designed to give students a theoretical framework to evaluate the process of globalization and economic integration from the perspective of business. Topics include economic integration; global financial markets and institutions; globalization; emerging markets; the cultural and ethical environment; and organization, control, marketing, finance, logistics and distribution, and management in a global context. Competitive strategies for the functional areas of business, within the 21st century global business environment, are developed.

**MBA604
Managerial Economics (3 cr.)**

Prerequisite: MBA50 or equivalent

This course focuses on the application of economic theory to examine how an organization can achieve its aims or objectives most efficiently. 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 the 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, effective communication styles, and executive summary presentation 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: MBA504 or equivalent.

This course examines on the principles and techniques of managerial and 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.

116 Master Degree Programs

MBA643 Corporate Finance (3 cr.)

Prerequisite: MBA510 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, project analysis, and IPOs.

MBA669 Strategic Management (3 cr.)

Prerequisite: All other core courses

This course is a capstone for the MBA core. 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.

Electives: Finance

MBA641 Forensic Accounting (3 cr.)

Prerequisite: MBA510 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.

MBA642 International Financial Management (3 cr.)

Prerequisite: MBA643

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: 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: 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: 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.

MBA649 Entrepreneur Finance (2 cr.)

Prerequisite: MBA510 or equivalent

This course focuses on how private equity funds are raised and structured, how investments are sourced, selected and negotiated, and the role of the value-added investor. The course provides the opportunity to apply the tools of finance to the problem of venture capital financing for relatively risky new business ventures. Topics include sources of venture capital funds, capital optimization, securitization, ownership structures, legal aspects of venture capital, pricing a private enterprise, and exit strategies.

MBA650 Project Finance (3 cr.)

Prerequisite: 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.

Electives: Healthcare Administration

HS602 Healthcare Administration (3 cr.)

Prerequisite: MBA610

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.

HS612 Health Informatics (2 cr.)

This course reviews the foundational theories and concepts of health informatics and covers what one meant by information, what constitutes a model, and what defines a system. Roles that information systems play in healthcare, types of computer-based health information systems, and issues related to data privacy, confidentiality, integrity, and availability are addressed.

**HS652
Healthcare Ethics and Public Policy (4 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 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.

**HS685
Research Methods (4 cr.)**

This course reviews standard methods when designing and conducting qualitative and quantitative research projects in health and human services research. Topics include the research question, the literature review, information technology, components of a research study, and quantitative and qualitative research design, data collection, analysis, write-up, and publication.

**HS698
Health and Human Services Capstone (3 cr.)**

Prerequisite or concurrent courses: All other required coursework for the MA in Health and Human Services degree or MBA 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 outcome to the field of health and human services administration and accompanying analysis.

Electives: International Business

**MIB519
Global Religions and Belief Systems (3 cr.)**

This course examines beliefs and practices of religious traditions around the world and the effect they have upon culture, geopolitics and business. Students examine and analyze the major religions of the world such as Islam, Christianity, Judaism, Taoism, Buddhism, Hinduism, and Confucianism, their differences, similarities, and how practice of these religions impacts today's world.

**MIB520
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 businesses concerns with respect to developing and utilizing effective managerial accounting to develop and utilize effective financial accounting and reporting systems. The latest theoretical and technical innovations in accounting and reporting from around the world are examined.

**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.

**MIB580
Practicum (2 cr.)**

This course offers students an opportunity to actively function in a business enterprise, implementing previously studied theory in a practical environment. Students are required to submit a paper or project to the program director detailing their particular experience.

**MIB582
Independent Study (2 cr.)**

Prerequisite: This course is taken with approval of the program director in Minneapolis.

Individual work on a topic of special interest to the student is performed. Students determine their own objectives, activities, timeline, and evaluation measures with faculty agreement.

**MBA620
International Marketing Management (2 cr.)**

Prerequisite: Completion of six core courses or approval of the Program Director

This course is designed to give students a broad overview of the marketing function within a global or globalized organization. The marketing tools and applications covered in this course are used by firms operating in a global environment. Topics include market assessment, global positioning, global competitiveness, and planning and marketing tactics.

**MBA642
International Finance (3 cr.)**

Prerequisite: MBA643

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.

Electives: Project Management

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 Estimating (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.

PRM602 Project Human Resource 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.

PRM603 Project Communication Management (3 cr.)

This course examines various methods used to effectively communicate project information including requirements, project plan, performance, milestone reporting, and project closure. Technical writing and formal presentation techniques are addressed.

PRM604 Project Risk and Quality Management (3 cr.)

Prerequisite: PRM600

This course explores the basic principles and practices of risk and quality management. Key concepts in managing uncertainty include developing a risk approach, and identifying, analyzing, responding to, and monitoring risks in projects. Key concepts in quality management include quality planning, quality assurance and quality control.

PRM605 Project Procurement and Cost Management (3 cr.)

Prerequisite: PRM600 and 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.

PRM606 Global Project Management (3 cr.)

Prerequisites: PRM600 and PRM601

This course focuses on the various considerations project managers must make for successful global projects. It addresses differing political climates and stages of economic development. Social and cultural differences of countries are examined for their impact on project processes.

Integrated Elective Courses

MBA601 Intercultural Acumen (3 cr.)

This course provides a practical framework for managers to appraise and manage the balance among 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.

MBA614 Practicum (1-3 cr.)

This student-designed course offers the opportunity to actively function in a business enterprise, implementing previously studied theories in a practical environment. Students are required to submit an outline detailing how the experience relates to previous coursework before approval for the practicum is granted. Upon completion of the practicum, a paper summarizing the experience will be submitted to the Program Director.

MBA615 Independent Study (1-3 cr.)

This student-designed course allows the exploration of a topic of special interest. Prior to the granting of approval, the student will submit a proposal outlining the objectives, activities and timeline of the independent study. The evaluation of student performance will be agreed upon by the student, supervising faculty member and the Program Director.

MBA616 Field Study (1-3 cr.)

This course provides students with an opportunity for an in-depth analysis and observation of businesses inside or outside of the United States. It may include tours, trade shows, meetings with government officials, cultural events, and seminars with local experts in which students will take an active part. Emphasis is placed on cultural awareness, the role international organizations play in international business and the effects of globalization worldwide.

MBA621
Marketing Research (3 cr.)

Prerequisite: 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 Promotions (3 cr.)

Prerequisite: Completion of six core courses or approval of the Program Director

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 (2 cr.)

Prerequisite: Completion of six core courses or approval of the Program Director

This course is designed to give students a theoretical framework to evaluate customer behavior and maximize their buying response. Topics include the nature of customer behavior, factors affecting buyer decisions, formation of customer needs, buying motives, organizational learning, and customer strategies.

MBA625
Global Brand Management (2 cr.)

Prerequisite: Completion of six core courses or approval of the Program Director

This course is focused on product and brand management decisions that must be made to build, measure, and manage brand equity in a global context. Students examine the importance of brands within a marketing strategy, how brands are managed, and how brand equity is built and protected. Topics include brand elements, managing and measuring brand equity, brand extension strategies, and brand knowledge.

MBA660
Entrepreneurship (2 cr.)

This course provides addresses the characteristics of contemporary entrepreneurship. Critical factors in the entrepreneurial business development process are addressed: Identifying new opportunities, financing a new venture, evaluation of a plan from a strategic perspective, and alternative forms for establishing a business. Lectures, cases, guest lectures by entrepreneurs, and student projects will be used throughout the course.

MBA664
Trade Management (2 cr.)

Prerequisite: MBA620

This course focuses on the fundamentals of management and control of the trade function within a firm. It covers the principles and practices of exporting and importing from a managerial perspective. Topics include finding markets, establishing terms of sale and financing, the legal framework of exporting and importing, documentation, and risk assessment.

MBA666
Economics of Emergence, Growth and Development (3 cr.)

Prerequisite: MBA604

This course examines 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.

MBA670
Information Technology Management (3 cr.)

Prerequisites: Completion of all MBA foundations and prerequisite courses

This course provides an overview of the technological responsibilities of a manager in the area of finding strategic solution, business process solutions, project management solutions and technology solutions to daily business problems. Identification of opportunities to apply and leverage technology and use of technology to support and enhance communications, information gathering, information sharing and data analysis are covered. The use of technology in decision making, strategy and attainment of competitive advantage is discussed. Other topics include aligning technology with organizational goals and mission, metrics and accountability development, vendor selection, needs assessment, cross function/departmental alignment of technology, project planning and facilitating and technology enhanced/enabled communications.

Required Capstone Course Description

MBA750
Capstone Field Study (3 cr.) (Domestic and International)

Prerequisite: All MBA Core and electives

This course is the program capstone for all MBA students except those pursuing the Healthcare Administration specialization. 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. A portion of the class is designated for travel to the organization site for first-hand assessment. Upon return, the students complete their plan and present it to the organization.

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.

120 Master Degree 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 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.
6. GMAT score.

Master of Arts in Counseling and Psychological Services

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.....	4 cr.
Integration Paper and Oral Examination	0 cr.
General Electives	2 cr.
Total	48 cr.

Core Courses: 18 cr.

PY605 Developmental Psychology	3 cr.
PY607 Theories of Personality	3 cr.
PY608 Psychopathology	3 cr.
PY613 Counseling Theory and Technique	3 cr.
PY620 Statistical Techniques and Research Methods.....	3 cr.
MFT611 Foundations of Family Therapy.....	3 cr.

Assessment Courses: 7 cr.

PY621 Psychological Assessment	3 cr.
PY631 Personality Assessment: Adolescent and Adult.....	2 cr.
PY632 Child Assessment.....	2 cr.
<i>or</i>	
PY633 Personnel and Vocational Assessment	2 cr.

Counseling Courses: 8 cr.

PY604 Career Counseling.....	2 cr.
PY642 Group Therapy	2 cr.
PY648 Multicultural Counseling	2 cr.
PY665 Counseling Skills	2 cr.

Additional Required Courses: 9 cr.

PY575 Orientation to the Profession	1 cr.
PY576 Social Psychology	2 cr.
PY606 Psychophysiology.....	3 cr.
PY625 Ethics and Professional Issues.....	3 cr.

122 Master Degree Programs

General Electives: 2 cr. (min.)

A student may elect up to 4 credits from other Saint Mary's University graduate programs, with prior approval of the Program Director. Students may wish to return after graduation to take electives to fulfill course requirements for licensure renewal.

HD629 Exploring Spiritual Life Through Literature.....	2 cr.
HD633 Many Faces of Art: A Psychological Perspective	2 cr.
HD671 Women's Self-Esteem and Spirituality	2 cr.
HD672 Claiming Our Spirituality.....	2 cr.
HD674 Religious and Spiritual Development Through the Lifespan	2 cr.
PY600 General Psychology (does not count toward the 48 credits required).....	3 cr.
PY630 Advanced Research Methods.....	2 cr.
PY643 Humanistic/Existential Counseling Approaches	2 cr.
PY644 Cognitive/Behavioral Counseling Approaches	2 cr.
PY645 Psychodynamic Counseling Approaches	2 cr.
PY654 Chemical Dependency	2 cr.
PY656 Psychopharmacology	2 cr.
PY657 Aging: A Behavioral Sciences Perspective	2 cr.
PY658 Human Sexuality	2 cr.
PY659 Brief Therapy	2 cr.
PY663 Autism and Asperger's Syndrome in Children	2 cr.
PY667 Developmental Disabilities I	2 cr.
PY540 Developmental Disabilities II	2 cr.
PY669 Advanced Psychopathology	2 cr.
PY701 Supervising Counselors and Psychotherapists: Theories of Supervision.....	1 cr.
PY702 Supervising Counselors and Psychotherapists: Clinical Skills and Practice in Supervision.....	1 cr.
PY703 Issues, Ethics, and Research in Supervision	1 cr.
PY704 Clinical Treatment Planning.....	2 cr.
PY705 Evaluation Methodologies	2 cr.
PY706 Writing for Professional Practice	1 cr.
PY707 Advanced Multicultural Counseling.....	1 cr.
PLT601 Introduction to Play Therapy	2 cr.

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.
HD589 Creativity and Self-Renewal.....	1 cr.
HD603 Therapeutic Use of Imagery for Psychological and Spiritual Growth.....	1 cr.
HD683 Theory and Applications of Sport Psychology.....	1 cr.
HD693 Psychological Transformation and the Spiritual Journey.....	1 cr.
HD695 Children of Addiction	1 cr.
PY679 Psychology of HIV/AIDS.....	1 cr.
PY599 Professional Psychological Writing.....	1 cr.
PY649 Psychology and the Law.....	1 cr.
PY668 Introduction to Correctional Psychology.....	1 cr.
PY671 Child Sexual Abuse	1 cr.
PY672 Employee Assistance Counseling	1 cr.
PY673 Clinical Use of Hypnosis.....	1 cr.
PY674 Living With Experiences of Trauma.....	1 cr.
PY675 Clinical Issues: Bereavement	1 cr.
PY680 Stress Management	1 cr.

Required Practicum Experience: 4 cr.

The student will complete 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.

PY695 Practicum I.....	2 cr.
PY696 Practicum II.....	2 cr.

Integration and Oral Examination

The final requirements of the program include the following:

1. A paper in which the students integrates his or her course, 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.

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.

Required Course Descriptions

- 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 will be addressed.
- PY576**
Social Psychology (2 cr.)
- Prerequisite: Completion of core courses*
- 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.
- PY604**
Career Counseling: Theory and Procedures (2 cr.)
- Prerequisite: Completion of core courses*
- 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.
- 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. The elements of professional psychological writing are applied.
- PY606**
Psychophysiology (3 cr.)
- Prerequisite: Completion of core courses*
- 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.
- PY607**
Theories of Personality (3 cr.)
- Major theories of personality are covered as represented by the biophysical, intrapsychic, existential, and behavioral approaches. The elements of professional psychological writing are applied.
- PY608**
Psychopathology (3 cr.)
- Prerequisite: 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: PY605 and 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.
- PY621**
Psychological Assessment (3 cr.)
- Prerequisite: 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.
- PY625**
Ethics and Professional Issues in Psychology (3 cr.)
- Prerequisite: Completion of core courses*
- 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) and the American Counseling Association (ACA) Code of Ethics and standards of practice and the related State of Minnesota statutes and rules, and current issues of concern to the field.
- PY631**
Personality Assessment: Adolescent and Adult (2 cr.)
- Prerequisite: PY621*
- The course examines and compares various methods of personality assessment of adolescents and adults, including standardized tests, behavioral analyses, and interview techniques.
- PY632**
Child Assessment (2 cr.)
- Prerequisite: 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: 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.

124 Master Degree Programs

PY641 Marriage and Family Counseling (3 cr.)

Prerequisite: PY605, PY607

This course covers marriage and family therapy theories, their historical and cultural contexts and their application to family therapy process.

PY642 Group Therapy (2 cr.)

Prerequisite: Completion of core courses

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.

MFT611 Foundations of Family Therapy (3 cr.)

Prerequisites: PY607, PY608 (Pre- or 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 will be presented.

PY648 Multicultural Counseling (2 cr.)

Prerequisite: Completion of core courses

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.)

Prerequisites: PY605 and PY608

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.

PY695 Practicum I (2 cr.)

Prerequisites: Completion of core courses, 5 cr. Assessment, 6 cr. Counseling, including PY665, PY625

Students work in a counseling or mental health setting under the supervision of a licensed psychologist, for a minimum of 20 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.

PY696 Practicum II (2 cr.)

Prerequisite: PY695

Students work in a counseling or mental health setting under the supervision of a licensed psychologist, for a minimum of 20 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.

PY692 Practicum Completion (0 cr.)

Prerequisite: PY695 and grade of IP in PY696

This course is a continuation of Practicum II (PY696) for students who require additional time to complete 350 hours for Practicum II and for students whose practicum sites require a time commitment beyond two semesters.

PY708 Practicum I: Early PsyD Applicants (2 cr.)

Prerequisites: Completion of core courses, PY625, PY631, PY665

Students work in a counseling or mental health setting under the supervision of a licensed psychologist, for a minimum of 20 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.

General Elective Courses

HD585 Meditation (1 cr.)

This course examines the psychology of meditation, modes of meditation and uses of meditation for personal growth, in therapy, and spiritual direction. Emphasis is on understanding and practicing various modes of meditation, mindful action, and meditative reading.

HD603 The 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.

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.

HD673**Journaling: Life's Companion (1 cr.)**

This experiential course gives the participant an opportunity to journal as a means of self-discovery. After outlining a rationale for the process and psychology of journal writing, this course assists participants in learning and employing a wide variety of journaling techniques for their personal growth.

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.

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.

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 will not count toward total number of credits needed to complete the degree.

PY630**Advanced Research Methods (2 cr.)**

Prerequisite: PY620

Students develop skills in designing, conducting, and analyzing psychological research.

PY643**Humanistic/Existential Counseling Approaches (2 cr.)**

Prerequisite: 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: 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: 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.

PY649**Psychology and the Law (2 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.

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: PY606 and 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**Ageing: 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 will be discussed.

PY659**Brief Therapy (2 cr.)**

Prerequisite: PY608

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.

126 Master Degree Programs

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.

PY669

Advanced Psychopathology (2 cr.)

Prerequisites: PY613 and 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.

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.

PY674

Living with Experiences of Trauma (1 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.

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.

HD693

Psychological Transformation and the Spiritual Journey (1 cr., P/NC only)

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.

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.

PY701

Supervising Counselors and Psychotherapists: Theories of Supervision (1 cr.)

Prerequisite: PY695/690 – Practicum I

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: PY695/690 – Practicum I

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, and Research in Supervision (1 cr.)

Prerequisites: PY690/695 Practicum

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. Opportunities to examine the self in the supervisory process and explore the components of critical thinking as it applies to the supervisory process are provided.

PY704

Clinical Treatment Planning (2 cr.)

Prerequisites: PY607, PY608, PY613, PY606, PY605, PY607

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 (1 cr.)

Prerequisites: PY613, PY620, 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: 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 casenotes and treatment plans.

PY707
Advanced Multicultural Counseling (1 cr.)

Prerequisite: 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.

PLT660
Introduction to Play Therapy (2 cr.)

Prerequisite: PY613

This course provides an introduction to the theory and practice of play therapy, the psychotherapeutic modality of choice for many children.

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.

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.

Master of Arts in Education

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, 27 required and six 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 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.

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 27 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 six (6) 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	27 cr.
Elective Courses	6 cr.
Total	33 cr.

Required Courses: 27 cr.

EDMA600 Orientation Session.....	0 cr.
EDMA603 Summative Presentation.....	0 cr.
EDMA 604 Reflections and Resiliency.....	2 cr.
EDMA610 Child Growth and Development.....	3 cr.
EDMA612 Engaging Learning Environment	3 cr.
EDMA614 Communication and Collaboration.....	3 cr.
EDMA620 Curriculum Design	3 cr.
EDMA622 Assessment and Evaluation.....	3 cr.
EDMA624 Effective Instruction.....	3 cr.
EDMA630 Educational Research.....	3 cr.
EDMA632 Ethics and Law.....	3 cr.
EDMA634 Action Research Project.....	2 cr.

Elective Courses: 5 cr.

Select from the following:

EDMA633 Child Abuse and Neglect.....	1 cr.
EDMA637 Integrating Technology in the Curriculum.....	3 cr.
EDMA638 Program Design for Gifted/Talented	3 cr.
EDMA639 Program Design for Special Education.....	3 cr.
EDMA645 Creativity	3 cr.
EDMA655 Media Literacy.....	2 cr.
EDMA657 Implications of Culture and Style for Learning and Teaching	3 cr.
EDMA667 Teaching Strategies for the Gifted and Diverse Classrooms	1 cr.

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.

Required Course Descriptions

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 lifelong 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

In this seminar, processes for critical thinking are applied to current educational issues. Strategies for maintaining personal resiliency in a field of rapidly continuing change are explored. The purpose, criteria, and methods of reflection for the competency portfolio 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 atypical 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: 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: 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: 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: 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: 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 will be 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: EDMA630

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.

Elective Courses**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 meta-cognition, 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 the course. Topics include types and degrees of creativity. Identifying and serving highly creative students, developing strategies for all students to be better creative thinkers, and strategies for becoming a more creative person are explored.

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 and Style for Learning and 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 and 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 under-represented populations including children from diverse linguistic, geographic, economic and cultural backgrounds.

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.

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 Admission on the Twin Cities campus.

Master of Arts in Education — Wisconsin

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. The Wisconsin program is a 32 semester credit program, individualized to meet the needs of adult learners.

Program Delivery

The Master of Arts in Education—Wisconsin program provides an educational structure that brings the classroom to the students. Classes are delivered to students throughout the state of Wisconsin at convenient sites.

Program Structure

Independent Study Courses

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.

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.

Degree Requirements

Required Courses	18 cr.
Independent Study Courses.....	14 cr.
Total	32 cr.

Required Courses: 18 cr.

EDUW690 The Process of Education	1 cr.
EDUW691 Professional Skills Development.....	3 cr.
EDUW692 Portfolio Design	3 cr.
EDUW693 Instructional Design and Assessment	4 cr.
EDUW694 The Classroom Environment.....	3 cr.
EDUW695 Ethics and Issues in Education	2 cr.
EDUW696 Portfolio Production and Presentation.....	2 cr.

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.

Required Course Descriptions

EDUW690 The Process of Education (1 cr.)

This course provides a comprehensive overview to the Master of Arts in Education—Wisconsin program. Course content includes the philosophy and design of the graduate program, the structure of learning, and the expectations for graduate level work. Delineating and evaluating, using graduate level resources, and identifying professional and personal goals are also addressed. This course is a prerequisite for all other courses.

132 Master Degree Programs

EDUW691

Professional Skills Development (3 cr.)

Prerequisite: EDUW690, EDUW 692

This course provides information and structure to produce professional level writing using APA style and to use the computer as an efficient tool for completing assignments, deriving information, and communicating with others. Ethical issues in communication and research are investigated.

EDUW692

Portfolio Design (3 cr.)

Prerequisite: EDUW690

This course is an overview for the development of the capstone product – a comprehensive portfolio demonstrating proficient teaching based on the Wisconsin State Teaching Standards. A specific area of study is identified as the primary focus of the portfolio. Students learn about expectations, methods, and resources for graduate-level research designed to improve educator effectiveness. Production of one portfolio entry using the required process and structure is a major course requirement. The course supports the Wisconsin State Teaching Licensure portfolio document and may be helpful for teachers who wish to complete either the Wisconsin Master Teacher or the National Board Teacher certification.

EDUW693

Instructional Design and Assessment (4 cr.)

Prerequisite: EDUW690, EDUW 692

This course presents an overview of the acquisition and delivery of instructional design including the development of curriculum for diverse learners. Authentic assessment approaches are developed to align with the curricular focus. This includes, but is not limited to, developing differentiated lesson plans, choosing developmentally appropriate activities, aligning curricular focus with the Wisconsin State Standards, connecting curricula across content areas, developing and using authentic as well as standardized assessment.

EDUW694

The Classroom Environment (3 cr.)

Prerequisite: EDUW690, EDUW 692

This course presents the current approaches to non-curricular classroom issues including brain-based learning research; normalizing difficult behaviors; medical, social and emotional concerns; safety; and stress levels for students and staff. Improving communication among teachers, parents, students and support staff is addressed.

EDUW695

Ethics and Issues in Education (2 cr.)

Prerequisite: EDUW690, EDUW 692

Ethical behavior and decision-making in an educational environment are the focus of this course. Law-related ethical theory and moral principles are identified. The distinction between ethics and values, preference and culture norms is examined.

EDUW696

Portfolio Production and Presentation (2 cr.)

Prerequisite: EDUW690, EDUW691, EDUW692, EDUW693, EDUW694, EDUW695

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 that all of the 10 Wisconsin State Teaching Standards have been met. As part of the portfolio, evidence is also presented that demonstrates improvement in student learning within their classrooms.

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.

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 Admission on the Twin Cities campus.

Master of Arts in Educational Leadership

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 Requirements	30 cr.
Elective credits	3 cr.
Total	33 cr.

Core Requirements: 30 cr.

EL600 Orientation and Writing Assessment.....	0 cr.
---	-------

Administration:

EL603 Foundations of Educational Leadership	3 cr.
EL613 Fundamentals of Management	3 cr.
EL622 Supervision	2 cr.
EL633 Ethics and Law.....	3 cr.

Coaching and Teambuilding:

EL602 Facilitation Through Communication	2 cr.
EL612 Coaching and Team Building	2 cr.
EL623 Curriculum and Instruction.....	3 cr.
EL652 Adult Learning.....	2 cr.

Process of Change:

EL630 Educational Research.....	2 cr.
EL632 Improvement Through Assessment	2 cr.
EL630 Action Research Project.....	2 cr.
EL662 Promoting Change.....	2 cr.

134 Master Degree Programs

EL672 Integrating Diversity for Growth2 cr.

EL699 Project Presentation and Exit Interview0 cr.

Approved Electives: 3 cr.

Students will fulfill their elective credits by choosing from the following approved courses:

EL651 Educational Information Literacy.....1 cr.

EL661 Administration and Assessment.....1 cr.

EL671 Leadership Roles of Activities Directors.....1 cr.

EL681 Learning in Adulthood1 cr.

EL682 Student Affairs Leadership in Higher Education1 cr.

EL691 Charter School Leadership1 cr.

EDMA645 Creativity3 cr.

GM605 Creative Problem Solving and Critical Thinking2 cr.

GM630 Quantitative Methods.....3 cr.

GM645 Marketing Management.....2 cr.

GM667 Information Technology2 cr.

HRM607 Managing Reward Systems3 cr.

HRM609 Labor Relations3 cr.

HD568 Designing Corporate Training2 cr.

Faculty

The faculty members for the Master of Arts in Educational Leadership program have earned doctorate or master's degrees. Faculty members are selected for their educational and professional experience and expertise.

Required Course Descriptions

EL600

Orientation and Writing Assessment (0 cr.)

This required session introduces newly enrolled students in the M.A. 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.

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. An examination of the relationship between communication and organizational culture are addressed.

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.

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.

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.

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.

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.

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.

EL634
Action Research Project (2 cr.)

In this 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.

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.

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 adviser, reader, and department representative.

Elective Courses

EL651
Educational Information Literacy (1 cr.)

This course is designed for 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.

EL681
Learning in Adulthood (1 cr.)

This course provides an indepth exploration of the nature of learning in adulthood. The main focus includes the adult learning process, learning development in adulthood, adult learning styles, and developing 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 development theory to transformational leadership practices in this field. All students participate in a field experience related to student affairs.

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, and 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 (2 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, 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.

GM645
Marketing Management (2 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 (2 cr.)

This course provides an overview of planning and managing technology and information flow in organizations. It addresses present and future issues regarding computer systems and their impact on management and operations.

136 Master Degree Programs

HRM607

Managing Reward Systems (3 cr.)

This course considers various philosophies of reward systems. It focuses on how to conduct job analysis and job evaluations and how to design pay levels and pay structures. This course examines pay for performance, compensation of special groups, and the impact of international pay systems on corporate strategies.

HRM609

Labor Relations (3 cr.)

This course examines how changes in product and service markets affect the way labor and management relate to each other. The history of collective bargaining and its impact on labor relations, and state and federal employment laws and their impact on labor-management cooperation are explored. Various dispute resolution mechanisms and their impact on due process for all employees are examined.

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.

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,
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 Admission on the Twin Cities campus.

Master of Education in Teaching and Learning

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, non-verbal, and media communication
- 4.6 how language development impacts learning

138 Master Degree Programs

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
- 5.2 the intentional involvement of multiple users and 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
- 5.7 the incorporation of learners' interests, profiles, and 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.

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.

Technology Requirements

The M.Ed. program provides an individual Saint Mary's e-mail account and a program website (www.medsismumn.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.

EDRD 6000-6006 (K-12 Reading Teacher Licensure Program)

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.

Degree Requirements

Required Courses (listed below)	30 cr.
Elective Courses/Transfer	
Credits (listed above)	6 cr.
Total	36 cr.

Required Courses: 30 cr.

MED 515 Becoming a Community of Learners	4 cr.
MED 516 Discipline-based Learning: Inquiry into the Structure of Knowledge	2 cr.
MED 525 Developing Principles for Practice	4 cr.
MED 526 Translating the Discipline into Concepts for In-depth Learning	2 cr.
MED 535 Using Discipline Based Standards to Support Learning	4 cr.
MED 536 Teaching Concepts in the Discipline with Learner Success in Mind	2 cr.
MED 545 Integrating Principles of Practice and the Discipline	4 cr.
MED 546 Thinking and Problem Solving with Concepts in the Discipline	2 cr.
MED 555 Principles of Teacher Leadership	4 cr.
MED 556 Teacher Leadership as collaborating for Content Teaching Expertise	2 cr.

Required Course Descriptions

**MED515
Becoming a Community of Learners (4 cr.)**

In this learning experience, learning community members will 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 will 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 will begin the action research/inquiry process by creating questions and engaging in personally directed research reading.

**MED 516
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

140 Master Degree Programs

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 member's 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.

Application Process

Learning community enrollment will be limited to the first 50 accepted applicants. Early application is highly recommended.

Applicants must submit:

- A completed application form and nonrefundable application fee.
- An official transcript from the accredited institution granting the applicant's completed undergraduate degree.
- Official graduate transcripts listing transfer credits from all accredited institutions attended within five years from the start of the M.Ed. program.
- One letter of recommendation that verify professional and/or volunteer experience and academic ability.
- A reflective essay outlining the following:
 1. Personal and Professional Data
 - Name
 - School and district
 - Grade and subject taught
 - Personal interests
 2. Professional Background
 - Professional experiences
 - Teaching and learning beliefs
 3. Goals and Expectations
 - Professional goals
 - Expectations from the M.Ed. program
 - Reasons for pursuing the M.Ed. degree

Application materials should be sent to:

Master of Education Program Office
Saint Mary's University
700 Terrace Heights #76
Winona, MN 55987-1399

Master of Science in Geographic Information Science (Twin Cities)

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 communication and expertise in a disciplinary content area.

In the Twin Cities, this holistic integration of GIS technologies is set in the disciplinary areas of homeland security/emergency management and project management. Learners not only learn GIS concepts and techniques, but also how to apply these in the disciplinary area of their interest, all done in an evening/weekend based learning environment.

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	9-10 cr.
Elective GIS Courses	5-6 cr.
Total	41 cr.

Required GIS Courses: 19 cr.

RA554 GIS Analysis	3 cr.
RA556 Spatial Data Methodology	2 cr.
RA632 Programming Languages.....	3 cr.
RA508 Internet Mapping Services.....	3 cr.

RA642 Database/SQL.....	2 cr.
RA660 Introduction to ArcGIS	1 cr.
RA563 Advanced Modeling and Analysis.....	2 cr.
RA519 Statistical Analysis.....	3 cr.

Required Presentation and Communication Courses: 7 cr.

RA536 Communication Strategies/Grants	3 cr.
RA695 Graduate Project	4 cr.

Disciplinary Content Areas (choose one):

Homeland Security/Emergency Management Required Courses: 10 cr.

RA645 Project Management	3 cr.
<i>or</i>	
GM600 Management Principles	3 cr.
<i>or</i>	
PRM600 Fundamentals of Project Management	3 cr.
RA601 Community Growth.....	3 cr.
PSA615 Homeland Security and Emergency Management Principles.....	3 cr.
RA651 Spatial Analysis of Geohazards Using GIS	1 cr.

Project Management Required Courses: 9 cr.

RA645 Project Management	3 cr.
<i>or</i>	
PRM600 Fundamentals of Project Management	3 cr.
<i>or</i>	
GM600 Management Principles.....	3 cr.
PRM601 Project, Planning and Estimation	3 cr.
GM660 Financial Management	3 cr.

Elective GIS Courses: 5-6 cr.

RA570 Advanced GIS	3 cr.
RA506 GIS Customization	3 cr.
RA--- Directed Studies-Explorations	1 cr.

GIS Certificate Program

The person desiring a thorough background in GIS theory and use, but not seeking a degree, may choose to take the GIS Certificate program. This consists of any 18 credits of technology courses. These courses can be taken as regular graduate credit or on a pass/no credit basis. If taken as regular graduate credit, these courses can be taken concurrently with

142 Master Degree Programs

the master's degree. If taken as pass/no credit courses, they may not be applied to a graduate degree, but will count towards a certificate. Credits earned from credit for previous experience and learning may not be applied towards a GIS certificate.

Resource Fundamentals Concentrations

The Master of Science in Geographic Information Science program on the Twin Cities campus offers supporting content concentrations in Homeland Security/Emergency Management and Project Management with flexible concentration course programming.

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 sources for the public good.

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.

Credit for Previous Experience and Learning

For the extraordinarily prepared student, up to seven 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 experience and learning and/or transfer credit may not exceed seven. 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, ArcIMS, ArcServer, and ArcSDE. 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 the Master of Science in Geographic Information Science program have earned doctorate or master's degrees. Faculty members are selected for their educational and professional experience and expertise.

Required GIS Course Descriptions

RA508

Internet Mapping Services (3 cr.)

Prerequisites: RA554 and RA660

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 numerical statistics with emphasis on the more sophisticated tests and analysis common to all spatial analyses. Substantial attention is given to correlation and regression analysis as well as experimental design.

RA632

Programming Languages (3 cr.)

This course covers foundational programming skills in applications programming with Visual Basic using Microsoft VB.Net. 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 applications to Microsoft Access databases. Course emphasis will be on working with Visual Basic.Net with introductions to C#.Net.

RA642

Database – SQL (2 cr.)

Prerequisites: RA554 and RA660

This course introduces the core functionalities of the personal DBMS encapsulated in Microsoft Access, as well as the enterprise database management system exemplified by SQL interface communication. Additionally, students learn basic tenets of database development, table creation and the concepts of database "normalization." SQL query development with ESRI ArcSDE is also imbedded in the course.

**RA554
GIS Analysis (3 cr.)**

This course introduces the concepts of spatial analysis. Emphasis is on developing proficiency with database development, using desktop ArcGIS and extensions. 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 ‘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 will include transit and stadia surveying, 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.)**

Prerequisites: RA554 and RA660

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 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.

**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 will include working with graphical spatial data, tabular data, image data in the geodatabase format and creating simple and somewhat more sophisticated layouts. Additional effort will be directed at learning/reviewing basic GIS principles and concepts, as well as understanding the varying elements of the suite of the Environmental Systems Research Institute (ESRI) mapping software family.

Required Presentation and Communication Courses

**RA536
Communication Strategies/Grants (3 cr.)**

This course will orient learners with information and practices surrounding research preparation, design, and paper formatting relative to the capstone graduate project. In addition, this course will stress effective communication, with emphasis on speaking, writing and graphics, and varying aspects of grant writing/fund solicitation. Additional emphasis is placed on examining and understanding the graduate portfolio requirement, and understanding practical ethics in day-to-day activities. Fund solicitation studies include discussions of grant and contract sources, writing and reviewing preliminary proposals, writing and reviewing full proposals, and proposal reviewing.

**RA693
Graduate Project I (2 cr.)**

This independent study course will build 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. As two of four “project” credits, learners can expect to benefit from a thorough understanding of one’s topic that is built from scholarly works of literature and efficient project planning resulting in effective research design. This course will promote 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.)**

Prerequisites: RA693

As the second two of four “project” credits, this course will continue to build upon research established in RA693. This course will promote 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 analyses of data, and/or statistical analyses used in confirming hypotheses or beliefs. Research findings will be written in a professional journal-style project manuscript that conforms to the RA Handbook. The learner will also defend/present their findings and project understanding through a public presentation. It is expected that learners are fully committed to their research topic. Learners must have successfully completed course requirements of RA693. Learners are encouraged NOT to register for this course if there are uncertainties of their project proposal, timelines, and/or if a major change in project scope is envisioned.

**RA695
Graduate Project (4 cr.)**

This course may be taken in place of RA693 and RA694.

This is the capstone course of the Master of Science in Geographic Information Science. Learners are required to complete an investigation appropriate to their interest and one that requires them to collect and interpret data. Furthermore, as a product of this study, learners are expected to write a ‘journal style’ final paper and deliver a professional presentation on the project. The paper is published on the departmental website (www.gis.smumn.edu) and in the department’s annual issue of “Papers in Resource Analysis.”

Disciplinary Courses

**PRM600
Fundamentals of Project Management (3 cr.)**

This foundation course examines the project management framework. Students are introduced to key terms used in project management. Students examine project management knowledge areas and practices and study how they are integrated into the project management process.

**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 in terms of global applications. Special attention

144 Master Degree Programs

is given to defining and interpreting cross-cultural differences and influences. The course emphasizes the approaches of collaboration that especially addresses the expectations, needs and performances of people in organizations and gives attention to the external, internal and global cultures that influence organizational structure, behavior and change.

RA601 Community Growth (3 cr.)

This course focuses on the use of remote sensing and GIS technologies to facilitate urban planning and infrastructure development for community growth. It introduces to students various aspects of urban growth, such as the effect of urbanization on local and regional environments, and the impact of urbanization on the biophysical characteristics that influence human health. Other important issues, such as urban growth and economic development, public health and safety, traffic and transportation infrastructure, and quality of the life are also explored.

PRM601 Project Planning and Estimating (3 cr.)

Prerequisites: GM660 and PRM600

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, communication, risk and procurement are addressed.

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.

RA645 Project Management (3 cr.)

This course will present concepts related to the management/supervisory skills necessary to effectively and proficiently implement multi-sized projects and/or programs. Project Management will not require any prerequisites, although some coursework or experience in GIS, government, or business will be helpful. Course elements will include, but are not limited to: management, administration, strategic planning/controlling/ executing, scheduling, budgeting, GIS project integration, analyzing WBS, report writing/presentation, project infrastructures, and risk management.

RA651 Spatial Analysis of Geohazards Using GIS (1 cr.)

Prerequisites: RA660

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.

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 by way of examination of various financial areas including: types of organizations; sources of capital; investment in the U.S. and in foreign countries; asset management; time value of money; international payments and foreign exchange rates; trade theory and policy; and financial statement analysis.

Elective GIS Courses

RA506 GIS Customization (3 cr.)

Prerequisites: RA554, RA632 and RA660

This course focuses on customization of a GIS through programming and scripting languages utilizing VBA (Visual Basic for Applications). 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.

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.

RA560 ArcView (1 cr.)

This course introduces students to the functionality and applications of the ArcView desktop GIS system. Included are how to access data from ArcInfo for use, conduct queries, and analysis of data, prepare simple and complex graphical analyses and presentations integrating maps. Additionally learners complete a demographic data analysis using ArcView.

RA570 Advanced GIS (3 cr.)

Prerequisites: RA554 and RA660

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 9.x ArcMap environment.

RA Directed Studies (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.

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.

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.

Master of Science in Geographic Information Science (Winona)

The Master of Science in Geographic Information Science (GIS) is a 41 semester credit graduate degree intended to prepare learners 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. Learners not only learn GIS concepts and techniques, but also how to apply these in the disciplinary area of their interest, all in a residential based learning environment.

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 Courses	7 cr.
Required Disciplinary Content Courses	10-11 cr.
Elective GIS Courses	5-6 cr.
Total	41 cr.

Required GIS Courses: 19 cr.

RA554 GIS Analysis	3 cr.
RA556 Spatial Data Methodology	2 cr.
RA632 Programming Languages	3 cr.

RA508 Internet Mapping Services.....	3 cr.
RA642 Database/SQL.....	2 cr.
RA660 Introduction to ArcGIS	1 cr.
RA563 Advanced Modeling and Analysis.....	2 cr.
RA519 Statistical Analysis.....	3 cr.

Required Presentation and Communication Courses: 7 cr.

RA536 Communication Strategies/Grants	3 cr.
RA695 Graduate Project	4 cr.

Disciplinary Content Areas (choose one):

Homeland Security/Emergency Management Required Courses: 10 cr.

RA601 Community Growth.....	3 cr.
RA630 Terrorism.....	3 cr.
RA645 Project Management	3 cr.
RA651 Spatial Analysis of Geohazards Using GIS.....	1 cr.

Natural Resource Management Required Courses: 10 cr.

RA545 Sustainable Resource Management	2 cr.
RA549 Fundamentals of Business	1 cr.
RA645 Project Management	3 cr.
RA651 Spatial Analysis of Geohazards Using GIS.....	1 cr.
RA653 Natural Resource Risk Assessment and Management.....	1 cr.
RA654 Introduction to Urban and Regional Planning	1 cr.
RA655 Creating and Integrating Data for Natural Resource Applications	1 cr.

Business Administration Required Courses: 10 cr.

RA Directed Studies-Explorations	1 cr.
RA574 Entrepreneurship and Small Business	3 cr.
RA577 Market Research	3 cr.
RA645 Project Management	3 cr.

Policy Administration/Criminal Justice Required Courses: 10-11 cr.

RA549 Fundamentals of Business.....	1 cr.
RA586 Field Methods.....	3 cr.

RA587 Planning, Budgeting and Control.....	3 cr.
<i>or</i>	
RA591 Macro Planning and Evaluation.....	4 cr.
RA645 Project Management.....	3 cr.

Elective GIS Courses: 5-6 cr.

RA570 Advanced GIS	3 cr.
RA506 GIS Customization	3 cr.
RA Directed Studies-Explorations	1 cr.

GIS Certificate Program

The person desiring a thorough background in GIS theory and use, but not seeking a degree, may choose to take the GIS Certificate program. This consists of any 18 credits of technology courses. These courses can be taken as regular graduate credit or on a pass/no credit basis. If taken as regular graduate credit, these courses can be taken concurrently with the master’s degree. If taken as pass/no credit courses, they may not be applied to a graduate degree, but will count towards a certificate. Credits earned from credit for previous experience and learning may not be applied towards a GIS certificate.

Resource Fundamentals Concentrations

The Master of Science in Geographic Information Science program on the Winona campus offers supporting content concentrations in Homeland Security/Emergency Management, Natural Resource Management, Business Administration, and Policy Administration/Criminal Justice.

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, you can model spatial ‘what if’ scenarios, create predictive models and learn how to integrate data from varying sources for the public good.

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 output that is accurate and coherent. Join this exciting and expanding field of GIS to prepare for the challenging and exciting future.

Business Administration

Living in the “Technology Age” has altered the way businesses operate in this 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 will become extremely marketable as businesses seek employees with the expertise they need. Get on the leading edge of an exploding employment market in the GIS field.

Policy Administration/Criminal Justice

The Public Administration/Criminal Justice content concentration 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 will also 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 content concentration is designed for those students who want to learn the techniques used to analyze the spatial aspects of crime, giving the specialist the ability to interpret data pertaining to the location, distribution and dispersion of crime.

Credit for Previous Experience and Learning

For the extraordinarily prepared student, up to seven 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 experience and learning and/or transfer credit may not exceed seven. 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, ArcIMS, ArcSDE, and ArcServer. 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 the Master of Science in Geographic Information Science program have earned doctorate or master’s degrees. Faculty are selected for their educational and professional experience and expertise.

Required GIS Course Descriptions

RA508 Internet Mapping Services (3 cr.)

Prerequisites: RA554 and RA660

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 numerical statistics with emphasis on the more sophisticated tests and analysis common to all spatial analyses. Substantial attention is given to correlation and regression analysis as well as experimental design.

RA632 Programming Languages (3 cr.)

This course covers foundational programming skills in applications programming with Visual Basic using Microsoft VB.Net. 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 applications to Microsoft Access databases. Course emphasis will be on working with Visual Basic.Net with introductions to C#.Net.

RA642 Database/SQL (2 cr.)

Prerequisites: RA554 and RA560

This course introduces the core functionalities of the personal DBMS encapsulated in Microsoft Access, as well as the enterprise database management system exemplified by SQL interface communication. Additionally, students learn basic tenets of database development, table creation and the concepts of database "normalization." SQL query development with ESRI ArcSDE is also imbedded in the course.

RA554 GIS Analysis (3 cr.)

This course introduces the concepts of spatial analysis. Emphasis is on developing proficiency with database development, using desktop ArcGIS software and extensions. 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 '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 will include transit and stadia surveying, 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.)

Prerequisites: RA554 and RA660

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 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.

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 will include working with graphical spatial data, tabular data, image data in the geodatabase format and creating simple and somewhat more sophisticated layouts. Additional effort will be directed at learning/reviewing basic GIS principles and concepts, as well as understanding the varying elements of the suite of the Environmental Systems Research Institute (ESRI) mapping software family.

Required Presentation and Communication Courses

RA536 Communication Strategies/Grants (3 cr.)

This course will orient learners with information and practices surrounding research preparation, design, and paper formatting relative to the capstone graduate project. In addition, this course will stress effective communication, with emphasis on speaking, writing and graphics, and varying aspects of grant writing/fund solicitation. Additional emphasis is placed on examining and understanding the graduate portfolio requirement, and understanding practical ethics in day-to-day activities. Fund solicitation studies include discussions of grant and contract sources, writing and reviewing preliminary proposals, writing and reviewing full proposals, and proposal reviewing.

RA693 Graduate Project I (2 cr.)

This independent study course will build 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. As two of four "project" credits, learners can expect to benefit from a thorough understanding of one's topic that is built from scholarly works of literature and efficient project planning resulting in effective research design. This course will promote 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.)

Prerequisites: RA693

As the second two of four "project" credits, this course will continue to build upon research established in RA693. This course will promote 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 analyses of data, and/or statistical analyses used in confirming hypotheses or beliefs. Research findings will be written in a professional journal-style project manuscript that conforms to the RA Handbook. The learner will also defend/present their findings and project understanding through a public presentation. It is expected that learners are fully committed to their research topic. Learners must have successfully completed course requirements of RA693. Learners are encouraged NOT to register for this course if there are uncertainties of their project proposal, timelines, and/or if a major change in project scope is envisioned.

RA695
Graduate Project (4 cr.)

This course may be taken in place of RA693 and RA694.

This is the capstone course of the Master of Science in Geographic Information Science. Learners are required to complete an investigation appropriate to their interest and one that requires them to collect and interpret data. Furthermore, as a product of this study, learners are expected to write a 'journal style' final paper and deliver a professional presentation on the project. The paper is published on the departmental website (www.gis.smumn.edu) and in the department's annual issue of "Papers in Resource Analysis."

Disciplinary Courses

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 the student's appreciation of resource sustainability issues as they apply to human and ecological communities, with the goal of creating a framework for 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 will be more successful employees in the private and public sector.

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.

RA586
Field Methods (3 cr.)

This course will offer a working experience in the purpose and tools of qualitative field methods. The course will cover 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.

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.

RA601
Community Growth (3 cr.)

This course focuses on the use of remote sensing and GIS technologies to facilitate urban planning and infrastructure development for community growth. It introduces to students various aspects of urban growth, such as the effect of urbanization on local and regional environments, and the impact of urbanization on the biophysical characteristics that influence human health. Other important issues, such as urban growth and economic development, public health and safety, traffic and transportation infrastructure, and quality of life are also explored.

RA630
Terrorism (4 cr.)

Terrorism is devoted to the survey, study and analysis of terrorism, both domestic and international. The course will examine 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.

RA645
Project Management (3 cr.)

This course will present concepts related to the management/supervisory skills necessary to effectively and proficiently implement multi-sized projects and/or programs. Project Management will not require any prerequisites, although some coursework or experience in GIS, government, or business will be helpful. Course elements will include, but are not limited to: management, administration, strategic planning/controlling/executing, scheduling, budgeting, GIS project integration, analyzing WBS, report writing/presentation, project infrastructures, and risk management.

150 Master Degree Programs

RA651 Spatial Analysis of Geohazards Using GIS (1 cr.)

Prerequisites: RA660

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.)

Prerequisites: RA660

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 they've learned throughout the course.

RA654 Introduction to Urban and Regional Planning (1 cr.)

Prerequisites: RA660

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.)

Prerequisites: RA660

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.

Elective GIS Courses

RA506 GIS Customization (3 cr.)

Prerequisites: RA554, RA632 and RA660

This course focuses on customization of a GIS through programming and scripting languages utilizing VBA (Visual Basic for Applications). 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.

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.

RA560 ArcView (1 cr.)

This course introduces students to the functionality and applications of the ArcView desktop GIS system. Included are how to access data from ArcInfo for use, conduct queries, and analysis of data, prepare simple and complex graphical analyses and presentations integrating maps. Additionally, learners complete a demographic data analysis using ArcView.

RA570 Advanced GIS (3 cr.)

Prerequisites: RA554 and RA660

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 9.x ArcMap environment.

RA Directed Studies (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.

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.

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 GIS Program Office on the Winona Campus.

Master of Arts in Health and Human Services Administration

The Master of Arts in Health and Human Services Administration Program is designed to prepare graduates for leadership positions in a variety of healthcare or human service settings such as managed care facilities, behavioral health institutions, single and multi-centered hospitals, long-term care centers, governmental health and human service agencies, and non-profit agencies.

The program is intended for both new and seasoned professionals who seek graduate level studies focusing on administration and management in health or human services. Students can choose from two specialization tracks in either Healthcare Administration or Human Services Administration.

This program delivers practical and theoretical coursework in general management, financial management, and health or human service administration providing new perspectives to successfully lead and advance organizations in today's challenging and complex health and human services fields.

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 and human services organizations.
4. Integrate knowledge of organizational design, governance, and public policy into health and human services administration.
5. Communicate effectively to facilitate understanding within today's diverse community.
6. Provide ethical and culturally competent leadership skills with awareness to the legal dimensions.
7. Employ strategic and critical thinking skills related to data-driven decision-making.

Degree Requirements

Required Core Courses.....	14 cr.
Specialization Track	17 cr.
Elective Course	2 cr.
Required Capstone Course.....	3 cr.
Total	36 cr.

Required Core Courses: 14 cr.

HS689 Research Methods	4 cr.
GM620 Communication Skills	2 cr.
GM635 Social Economics	2 cr.
GM643 Multicultural Perspectives.....	2 cr.
GM655 Human Resource Management	2 cr.
MBA610 Organizations and Human Behavior	2 cr.

Required Capstone Course: 3 cr.

HS698 Capstone	3 cr.
----------------------	-------

Specialization Track: 17 cr. (choose one)

Healthcare Specialization Track

HS602 Healthcare Administration	3 cr.
HS612 Health Informatics	2 cr.
HS621 Population Analysis	2 cr.
HS652 Healthcare Ethics and Public Policy.....	4 cr.
HS662 Healthcare Financial Management.....	3 cr.
HS672 Health Systems	3 cr.

Human Services Specialization Track

HS601 Human Service Administration	3 cr.
HS651 Ethics and Public Policy for Human Services	3 cr.
HS671 Human Services Systems	3 cr.
ACM630 Fund Development	3 cr.
ACM645 Marketing for Nonprofit Organizations	2 cr.
ACM660 Financial Management for Nonprofit Organizations.....	3 cr.

Elective Courses: 2 cr.

GM605 Creative Problem Solving and Critical Thinking	2 cr.
GM625 Leadership and Decision Making	2 cr.
GM645 Marketing Management.....	2 cr.
GM667 Information Technology	2 cr.
GM670 Strategic Management	2 cr.

Faculty

The faculty members for the Master of Arts in Health and Human Services Administration program have earned doctorates or master's degrees. Faculty members are selected for their educational and professional experience and expertise.

Required Course Descriptions

HS689 Research Methods (4 cr.)

This course reviews standard methods when designing and conducting qualitative and quantitative research projects in health and human services research. Topics include the research question, the literature review, information technology, components of a research study, and quantitative and qualitative research design, data collection, analysis, write-up, and publication.

GM620 Communication Skills (2 cr.)

The focus of this course is on written and oral communication in professional and academic settings with an emphasis on academic writing. Theories of interpersonal and organizational communication, appropriate writing style based on audience, academic voice and style, literature searches, writing that incorporates sources materials, ethical use of source materials, APA style, and effective presentations are examined.

GM635 Social Economics (2 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 (2 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 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.

GM655 Human Resource Management (2 cr.)

This course examines core areas of staffing, training, motivation, compensation and benefits, and employee relations in both service and product-driven organizations. It emphasizes the understanding of and the application of effective human resource management principles to the issues faced by the human resource manager in today's world.

MBA610 Organizations and Human Behavior (2 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.

Required Capstone Course

HS698 Capstone Project (3 cr.)

Prerequisite or concurrent courses: All other required coursework for the MA in Health and Human Services degree or MBA 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 outcome to the field of health and human services administration and accompanying analysis.

Healthcare Specialization Track Courses

HS602 Healthcare Administration (3 cr.)

Prerequisite MBA610

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.

HS612 Health Informatics (2 cr.)

This course reviews the foundational theories and concepts of health informatics and covers what one meant by information, what constitutes a model, and what defines a system. Roles that information systems play in healthcare, types of computer-based health information systems, and issues related to data privacy, confidentiality, integrity, and availability are addressed.

HS621 Population Analysis (2 cr.)

Prerequisite 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 Ethics and Public Policy (4 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 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.

154 Master Degree Programs

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 Service Specialization Track

HS601 **Human Services Administration (3 cr.)**

Prerequisite MBA610

This course provides skills and applied theories of management and leadership in human services administration. Board governance, vision and mission, strategic planning, decision-making, and promotion of organizational growth and sustainability are explored.

HS651 **Ethics and Public Policy for Human Services (3 cr.)**

This course examines the legal and ethical dimensions of human services administration. Topics include ethical issues, laws, and public policy impacting human services finance and delivery: frameworks for ethical decision-making; socioeconomic impacts on public policy; and strategies for influencing the policy-making process.

HS671 **Human Services Systems (3 cr.)**

This course provides a historical overview of the foundation of human services. 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.

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.

ACM645 **Marketing for Nonprofits (2 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.

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.

Elective Courses

GM605 **Creative Problem Solving and Critical Thinking (2 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.

GM625 **Leadership and Decision Making (2 cr.)**

This course introduces selected models and practices in the exploration and understanding of what is effective leadership and decision-making. Skills necessary for effective decision-making and problem-solving within organizations are emphasized from the role of manager.

GM645 **Marketing Management (2 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 (2 cr.)**

This course provides an overview of planning and managing technology and information flow in organizations. It addresses present and future issues regarding computer systems and their impact on management and operations.

GM670 **Strategic Management (2 cr.)**

This course examines both the theory and application of strategic management tasks. Among the tasks considered are: developing a mission/vision statement, setting objectives, developing and implementing a strategy, and evaluating performance.

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.

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.

Master of Arts in Human Development

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.
HD691 Ethics and Social Responsibility	1 cr.
HD698 The Process of Writing a Position Paper	1 cr.

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.
HD573 Creative Leadership Development.....	2 cr.
HD635 Getting Published.....	1 cr.
HD720 Reengaging our Relationship with Conflict	1 cr.
HD732 Human Development and Spirituality in Coaching and Team Building.....	2 cr.
HD734 The Art and Practice of Executive Coaching.....	2 cr.
HD735 Ethics and Spirituality at Work	2 cr.

Holistic Health/Wellness

HD585 Meditation.....	1 cr.
HD671 Women’s Self-Esteem and Spirituality	2 cr.
HD681 Creativity and Holistic Health	2 cr.
HD694 Emerging Trends in Holistic Health	2 cr.
HD695 Children of Addiction	1 cr.
HD725 Transpersonal Bodywork.....	2 cr.
HD730 Eastern Movement and Philosophy	2 cr.

Spirituality, and Personal and Professional Development

HD565 The Use of Ritual to Celebrate Life	1 cr.
HD603 The Therapeutic Use of Imagery for Psychological and Spiritual Growth.....	1 cr.
HD604 Telling Our Story: Memoir.....	1 cr.
HD626 Science & Spirit: Phenomenological Approaches for Exploring Religious and Spiritual Concerns.....	2 cr.
HD629 Exploring Spiritual Life Through Literature.....	1 cr.
HD633 Many Faces of Art: A Psychological Perspective	2 cr.
HD673 Journaling: Life’s Companion.....	1 cr.

HD693 Psychological Transformation and the Spiritual Journey.....	1 cr.
HD714 Spirituality and Care of the Earth	2 cr.
HD715 Cross-Cultural Ritual	2 cr.
HD717 Grief and Loss.....	2 cr.
HD718 Relationships and Spirituality.....	2 cr.

Faculty

The faculty members and advisers for the Master of Arts in Human Development program have earned doctorates or master’s degrees. Faculty members are selected for their educational and professional experience and expertise.

Required Course Descriptions

HD690

The Process of Human Development (2 cr., P/NC only)

Prerequisite: Acceptance into the Human Development Program

HD690 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: HD690 and 8 credits completed in the program

HD691 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. The 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: HD690, HD 691, and completion of at least 16 credits

HD698 is the final course in a required series of three courses that provides a touchstone for students to meet in 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.

158 Master Degree Programs

Elective/Contract Courses in 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 Team Building (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.

HD735

Ethics and Spirituality at Work (2 cr.)

This course is an overview of ethics and ethical principles in the context of social responsibility. The course also places ethics in a context of spiritual values including the dignity of each person as made in the image

and likeness of the Creator, respect for each person's talents contribute to the common good of the community, and obligations to investors for an equitable return on their investment.

Elective/Contract Courses in 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.

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.

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.

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 describes a theoretical basis which 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.

Elective/Contract Courses in 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 will explore the purpose and structure of such ritual, with an emphasis on small group and individual ritual. In addition to reading and discussion, students will 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
The 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.

HD626
Science and Spirit: Phenomenological Approaches for Exploring Religious and Spiritual Concerns (2 cr.)

This course presents significant subjects of religious and spiritual exploration. It examines qualitative methodologies within human science that permit systematic and rigorous exploration of them. The course reviews contemplative, phenomenological, and systems approaches and ways to select a particular methodology appropriate to the exploration of a particular religious or spiritual concern.

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.

HD673
Journaling: Life's Companion (1 cr.)

This experiential course gives the student an opportunity to journal as a means of self-discovery. After outlining a rationale for the process and psychology of journal writing, this course assists participants in learning and employing a wide variety of journaling techniques for their personal growth.

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.

HD714
Spirituality and Care of the Earth (2 cr.)

This course explores both the exploitation of and return towards a sustainable human/earth balance. An inter-religious approach to scriptural, ethical, liturgical, and spiritual traditions which call for greater human accountability toward earth is used.

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.

HD718
Relationships and Spirituality (2 cr.)

This course focuses on persons as communal individuals who live in relationship with others, nature, and the cosmos. It explores the integral nature of relationships and how we can grow as relational, communal, and spiritual individuals.

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.

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 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.

Master of Arts in Human Resource Management

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. Understand and apply skills in the traditional areas of human resources management, including staffing, employee/labor relations, compensation, benefits, and individual/organizational development.
2. Lead a human resources department.
3. Identify, respond to, and facilitate organizational change as it relates to the organization's mission, vision and strategies.
4. Develop interdepartmental relationships to further strategic leadership goals.
5. Enhance effective utilization of employees and organizational work-life climate.
6. Develop the skills to mediate and resolve organizational conflicts.
7. Use a variety of quantitative and qualitative research techniques.
8. Select and use technology for planning and administering human resource functions and activities.
9. Work effectively with diverse populations.
10. Communicate effectively in a variety of modes.
11. Demonstrate critical thinking skills.
12. Understand the ethical implications of their actions.
13. Develop lifelong learning skills.

Degree Requirements

Required Human Resource Management Courses	18 cr.
Required Management Courses	14 cr.
Required Capstone Course	3 cr.
Elective Courses	3 cr.
Total	38 cr.

Required Human Resource Management Courses: 18 cr.

HRM601 Human Resource Management Strategy	3 cr.
HRM602 Organizational Measurement and Assessment Issues in Human Resources	3 cr.
HRM604 Developing Human Capital	3 cr.
HRM606 Employment Law	3 cr.
HRM607 Managing Reward Systems	3 cr.
HRM612 Conflict Management Skills in Human Resources	3 cr.

Required Management Courses: 14 cr.

GM620 Communication Skills	2 cr.
GM625 Leadership and Decision-Making	2 cr.
GM630 Quantitative Methods	3 cr.
GM660 Financial Management	3 cr.
GM670 Strategic Management	2 cr.
GM675 Managerial Ethics and Issues	2 cr.

Required Capstone Course: 3 cr.

HRM689 Human Resource Management Capstone	3 cr.
---	-------

Elective Courses: 3 cr.

GM600 Management Principles	3 cr.
GM605 Creative Problem Solving and Critical Thinking	2 cr.
GM610 Information and Research	1 cr.
HRM605 Economics and Demographics of Labor Markets	3 cr.
HRM608 Employee Benefits	3 cr.
HRM609 Labor Relations	3 cr.

162 Master Degree Programs

HRM611 Managing International Human Resources Practices	3 cr.
GM643 Multicultural Perspectives.....	2 cr.
GM667 Informational Technology.....	2 cr.

Faculty

The faculty members and advisers for the Human Resource Management program have earned doctorate or master's degrees. Faculty members are selected for their educational and professional experience and expertise.

Required Course Descriptions

HRM601 Human Resource Management Strategy (3 cr.)

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.)

This course examines research design for organizational measurement and assessment. Assessment and evaluation tools are examined for hiring, career development, retention, and termination processes.

HRM604 Developing Human Capital (3 cr.)

This course covers assessing, developing, and aligning the organization's human assets with corporate strategies. Various models of adult learning are examined.

HRM606 Employment Law (3 cr.)

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.

HRM607 Managing Reward Systems (3 cr.)

This course considers various philosophies of reward systems. It focuses on how to conduct job analysis and job evaluations and how to design pay levels and pay structures. This course examines pay for performance, compensation of special groups, and the impact of international pay systems on corporate strategies.

HRM612 Conflict Management Skills in Human Resources (3 cr.)

This course focuses on identifying conditions within organizations that cause conflict, modifying those conditions that contribute to escalation, and identifying appropriate interventions for effective resolution of conflicts. Emphasis is placed on the human resource manager's role as an important strategic partner in mediating conflict within the organization.

Required Management Courses

GM620 Communication Skills (2 cr.)

This course engages students in writing and speaking activities to enhance their personal and professional communication skills. The course also includes study of APA grammar, punctuation, and style requirements as a foundation for all graduate written projects.

GM625 Leadership and Decision-Making (2 cr.)

This course introduces selected models and practices in effective leadership and decision-making. Skills necessary for effective decision-making and problem-solving within organizations are emphasized from the role of the manager.

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, descriptive, and inferential statistics. Significance, Chi Square, correlations, analysis of variance and simple regression, and concepts of reliability, 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 by way of examination of various financial areas including: types of organizations, investment in the U.S. and in foreign countries, asset management, time value of money, international payments and foreign exchange rates, trade theory and policy, and financial statement analysis.

GM670 Strategic Management (2 cr.)

This course examines both the theory and application of strategic management tasks. Among the tasks considered are: developing a mission/vision statement, setting objectives, developing and implementing a strategy, and evaluating performance.

GM675 Managerial Ethics and Issues (2 cr.)

Students examine various theories and methods that can be used to resolve organizational dilemmas involving ethical behavior. Students apply philosophical principles and managerial techniques to the ambiguous and ethical issues facing today's organizations, domestically and globally.

Required Capstone Course

HRM689 Human Resource Management Capstone (3 cr.)

Prerequisite: all other required coursework

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

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 in terms of global applications. Special attention is given to defining and interpreting cross-cultural differences and influences. The course emphasizes the approaches of collaboration that especially addresses the expectations, needs, and performances of people in organizations and gives attention to the external, internal, and global cultures that influence organizational structure, behavior, and change.

GM605 Creative Problem-Solving and Critical Thinking (2 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.

GM610 Information and Research (1 cr.)

This course introduces electronic databases, the Internet, and print materials relevant to the research process and how to use them. It examines how to evaluate information retrieved from those resources and how to integrate that information into various research projects. How information is created and transformed through social, political, economic, and cultural forces is discussed. This course also explores the legal and ethical issues surrounding the use of information in personal, professional, and academic life.

HRM605 Economics and Demographics of Labor Markets (3 cr.)

This course covers the changing nature of the workforce, including race, gender, and other demographic characteristics. It focuses on human resource management tracking and gaining competitive advantage through judicious use of changing workforce characteristics. Human resource information systems are examined.

HRM608 Employee Benefits (3 cr.)

This course considers a broad spectrum of employee benefits. Historical and contemporary issues associated with the design, financing, and legal issues of healthcare benefits will be examined. Various retirement

programs are explored along with their impact on employers and employees. Public policy issues affecting healthcare and pensions and their impact for employers and employees are also discussed.

HRM609 Labor Relations (3 cr.)

This course examines how changes in product and service markets affect the way labor and management relate to each other. The history of collective bargaining and its impact on labor relations, and state and federal employment laws and their impact on labor-management cooperation are explored. Various dispute resolution mechanisms and their impact on due process for all employees are examined.

HRM611 Managing International Human Resources Practices (3 cr.)

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.

GM643 Multicultural Perspectives (2 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 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 (2 cr.)

This course provides an overview of planning and managing technology and information flow in organizations. It addresses present and future issues regarding computer systems and their impact on management and operations.

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.

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.

Master of Science in Information Technology Management

The Master of Science in Information Technology Management program is intended for IT professionals to become better team or department managers and to aspire or advance to leadership positions. The curriculum combines courses on management and business operations with technology-related courses. Communication and critical thinking skills needed to advance ethical decision-making in a technology environment are embedded throughout the curriculum. After completing the core courses in management and technology, students choose a specialization course track, and complete the program with an application project and summary paper.

Program Outcomes

Graduates of the Master of Science in Information Technology Management program are expected to be able to do the following:

1. Analyze the legal requirements and public policies that guide and influence the management of information technology.
2. Align and integrate technology plans with business strategy.
3. Communicate technical information.
4. Lead ethical decision-making.
5. Communicate in a technical environment, respecting differences.
6. Direct individual and team professional improvement and development.
7. Assess and defend the confidentiality, integrity, and availability of organizational information and information systems.
8. Assess the impact of technology on organizational systems and management.
9. Demonstrate scope or depth of knowledge related to information technology management.

Degree Requirements

Technology Core	12 cr.
Management Core.....	10 cr.
Specialization (select from: Network Computing, Technology Leadership, or Customization)	12 cr.
Summative Activity	3 cr.
Total	37 cr.

Core Courses: 22 cr.

Technology Core:

ITM601 Socioeconomic and Regulatory Perspectives.....	3 cr.
ITM602 Convergence.....	3 cr.
ITM603 Technology and Innovation	3 cr.
ITM604 Enterprise Information Security.....	3 cr.

Management Core:

GM620 Communication Skills (to be taken in the first or second semester).....	2 cr.
GM660 Financial Management	3 cr.
GM675 Management Ethics and Issues	2 cr.
PRM600 Fundamentals of Program and Project Management	3 cr.

Specialization: 12 cr.

Choose a specialization or customize your own track with 12 credits from among A or B below:

A. Network Computing: 12 cr.

ITM620 Wireless Technologies and Solutions.....	3 cr.
ITM621 Next Generation Networks.....	2 cr.
ITM622 Data Center Management.....	2 cr.
ITM623 Virtualization.....	2 cr.
ITM624 Technology Law and Policy.....	3 cr.

B. Technology Leadership: 12 cr.

ITM640 Strategic Technology Analysis.....	3 cr.
ITM641 Information Technology Service Management.....	3 cr.
ITM642 Technology Literacy and Employee Development	3 cr.
ITM643 Leadership and Communication Approaches	3 cr.

Summative Activity: 3 cr.

ITM688 Application Project.....	1 cr.
ITM689 Capstone.....	2 cr.

Faculty

The faculty members in the Master of Science in Information Technology Management program have earned doctorate or master's degrees. Faculty members are selected for their combination of educational and professional expertise.

Required Course Descriptions

ITM601

Socioeconomic and Regulatory Perspectives (3 cr.)

This course examines information technology within broad social, economic, and regulatory perspectives. It addresses the ethical implications of evolving information technology as it affects our personal lives, the workplace, and civic governance. The course explores regulation in terms of norms, architecture, law, and markets. Interactions between technological change, the media, and participatory democracy are covered. Reference is made to issues of privacy, free speech, and intellectual property. Implications for the direction of future regulatory policy are addressed.

ITM602

Convergence (3 cr.)

This course examines the drivers, opportunities, and business implications of technology and functional convergence among telephony, data, video, and wireless networks. Practical methodologies and tools to identify, evaluate, and implement converged business solutions are studied.

ITM603

Technology and Innovation (3 cr.)

This course examines the role of the information technology professional as a leader of business innovation and change. Opportunities for creating competitive and inventive business solutions are explored. The leadership approaches and influencing skills needed to galvanize support for and implement organizational change prompted by technology adoption are discussed.

ITM604

Enterprise Information Security (3 cr.)

This course examines information security in the context of business and technology. The three primary control objectives, confidentiality, integrity and availability, are explored. Risk assessment methodologies are reviewed and tested. The creation of information security policies and selection of controls and countermeasures are emphasized. The business impact of recent security incidents is discussed.

Management Core

GM620

Communication Skills (2 cr.)

To be taken in the first or second semester

The focus of this course is on written and oral communication in professional and academic settings with an emphasis on academic writing. Theories of interpersonal and organizational communication, appropriate writing style based on audience, academic voice and style, literature searches, writing that incorporates sources materials, ethical use of source materials, APA style and effective presentations are examined.

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 by way of examination of various financial areas including types of organizations; sources of capital; investment in the U.S. and in foreign countries; asset management; time value of money; international payments and foreign exchange rates; trade theory and policy; and financial statement analysis.

GM675

Management Ethics and Issues (2 cr.)

This course examines various theories and methods that can be used to resolve organizational dilemmas involving ethical behavior. Application of philosophical principles and managerial techniques to the ambiguous and ethical issues facing today's organizations domestically and internationally is emphasized. Students develop skills necessary to identify, analyze, and develop strategies to engage in ethical decision-making.

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.

Specialization: Network Computing

ITM620

Wireless Technologies and Solutions (3 cr.)

This course covers wireless technologies used in personal, local, metro, and wide area networks. It examines wireless Internet solutions, including the function of handheld devices, middleware, and the public carrier segment. Appropriate application of wireless technologies is analyzed, and the business benefits of mobile solutions are investigated.

ITM621

Next Generation Networks (2 cr.)

This course examines the design of Next Generation Networks (NGN), a broadband utility network capable of serving all information and services. The evolution of public networks from a collection of individual networks optimized for voice, data, and video services into a common NGN transport network is examined. The implications of separating information services provided by networks from the underlying connectivity details of the network are investigated.

ITM622

Data Center Management (2 cr.)

This course examines the construction of enterprise computing, network, and storage systems and their supporting power infrastructure, HVAC facilities, and cabling schemes are studied. Best practices for operating and monitoring data centers are appraised. Practices for data center personnel management are investigated.

ITM623
Virtualization (2 cr.)

This course examines the underlying technologies and business applications of virtualization. The benefits and applications of creating multiple, independent, virtual computers operating on a single hardware computer are investigated. The various approaches to virtualization are surveyed and contrasted. The business, environmental, and operational implications of virtualization are analyzed.

ITM624
Technology Law and Policy (3 cr.)

This course examines the U.S. network communication regulatory history, current structure, and the international regulatory environment. It addresses the purpose and objectives of network communication policy and law, and associated information technology laws. Emphasis is placed upon ethics and the implications for the industry of rapidly changing information technology; in particular, the advent of Internet technologies.

Specialization: Technology Leadership

ITM640
Strategic Technology Analysis (3 cr.)

This course examines the strategic development, planning, and management of technology to make an organization's activities and operations efficient, effective, and secure. Methods for environmental analysis, plan development, implementation of strategies, and ongoing assessment are explored.

ITM641
Information Technology Service Management (3 cr.)

This course examines the latest international information technology service management standards (ISO20000) and the accompanying information technology infrastructure library (ITIL). The management of IT as an integrated framework of services and processes, rather than a collection of technology platforms, is explored and evaluated.

ITM642
Technology Literacy and Employee Development (3 cr.)

This course examines how to develop technology literacy in all stakeholders and employees within an organization. The management of human resources and the advancement of the professional technical competencies in IT workers is also a focus.

ITM643
Technology Leadership and Communication Approaches (3 cr.)

This course examines leadership theory as applied to technology scenarios. Adaptive and ethical leadership principles are introduced. In addition, teambuilding, collaboration, interpersonal, and written communication strategies are emphasized.

Summative Activity

ITM688
ITM Application Project (1 cr.)

Prerequisite: All coursework completed or taken simultaneously with this course. Must be taken the semester prior to Capstone.

This course focuses on the development of a work project to apply and demonstrate mastery of the management and technology specialization skills taught in the program. The requirements for project evaluation, analysis, and reporting are identified, and professional and academic resources to support the project are secured.

ITM689
ITM Capstone (2 cr.)

Prerequisite: ITM688 Application Project

This course is the culminating course during which students complete, evaluate, analyze, and present their application project both orally and in a final, written summary paper. Opportunities to discuss and reflect upon projects in progress and upon completion are provided.

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. It is preferred that the applicant have an undergraduate degree or coursework in a technology-related program, or at least five years qualifying work experience in the information technology field. 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.

Master of Arts in Instruction

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 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.

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:

ED156 First Aid and CPR
 H151 American History for Education Majors
 M108 Mathematical Concepts I: Systems
 M109 Mathematical Concepts II: Geometry
 B120 Botany and Zoology II
 P111 Earth and the Solar System
 P155 Foundations of Physics
 PS102 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: 36 cr.

EDUC500 Orientation Session.....	0 cr.
EDUC510 Educational Measurement and Assessment.....	2 cr.
EDUC515 Foundations of Education	2 cr.
EDUC517 Learning, Development, and Exceptionality.....	3 cr.
EDUC520 Reading, Language Arts and Children's Literature Methods: K-8.....	4 cr.
EDUC521 Science Methods: K-8.....	2 cr.
EDUC522 Mathematics Methods: K-8	2 cr.
EDUC523 Artistic Expression Methods: K-8	2 cr.
EDUC524 PE and Health Methods: K-8.....	1 cr.
EDUC528 Social Studies Methods: K-8.....	2 cr.
EDUC533 Technology in the Classroom: K-8	2 cr.
EDUC550 Middle Level Education	2 cr.
EDUC551 Adolescent Literature (Communication Arts only)	1 cr.
EDUC554 Clinical Practicum.....	0 cr.
EDUC555 Student Teaching	6 cr.
EDUC565 Human Relations, Cultural Diversity and American Indian Culture.....	2 cr.
EDUC570 Professional Capstone/Portfolio.....	2 cr.
EDUC575 Substance Abuse and Community Health (Content also required for licensure if not previously taken)	2 cr.
EDUC585 Advanced Literacy Methods for Culturally and Linguistically Diverse Learners	3 cr.
K-8 Licensure Total	36 cr.
	<i>(37 cr. for Communication Arts)</i>

Required Additional Courses for Master of Arts Degree: 9 cr.

EDUC580 Critical Issues in Education.....	3 cr.
EDUC590 Introduction to Educational Research	2 cr.
EDUC595 Philosophy of Education.....	3 cr.
EDUC599 Research Project.....	1 cr.
Master of Arts Degree and K-8 Licensure:	Total 45 cr.
	<i>(46 cr. for Communication Arts)</i>

5-12 Licensure and Degree Requirements Required K-12 Licensure Courses: 27 cr.

EDUC500 Orientation Session.....	0 cr.
EDUC511 Educational Measurement and Assessment.....	2 cr.
EDUC515 Foundations of Education	2 cr.
EDUC517 Learning, Development, and Exceptionality.....	3 cr.
EDUC525 Curriculum and Instruction: 5-12.....	4 cr.
EDUC530 Reading and Writing in the Content Areas:5-12.....	2 cr.
EDUC533 Technology in the Classroom: 5-12.....	2 cr.
EDUC540-549 Special Methods (students take course corresponding to specialty area)	2 cr.
EDUC540 Special Methods: Social Studies	
EDUC543 Special Methods: World Languages and Cultures	
EDUC544 Special Methods: Mathematics	
EDUC546 Special Methods: Physical Science	
EDUC547 Special Methods: Life Science	
EDUC551 Adolescent Literature (Communication Arts only)	1 cr.
EDUC554 Clinical Practicum.....	0 cr.
EDUC558 Students with Special Needs	1 cr.
EDUC560 Student Teaching	6 cr.
EDUC565 Human Relations, Cultural Diversity and American Indian Culture.....	2 cr.
EDUC570 Professional Capstone/Portfolio.....	2 cr.
EDUC575 Substance Abuse and Community Health (Content also required for licensure if not previously taken)	2 cr.
5-12 Licensure Total	27 cr.
	<i>(28 cr. for Communication Arts)</i>

Required Additional Courses for Master of Arts Degree: 9 cr.

EDUC580 Critical Issues in Education.....	3 cr.
EDUC590 Introduction to Educational Research	2 cr.
EDUC595 Philosophy of Education.....	3 cr.
EDUC599 Research Project and Presentation	1 cr.
Master of Arts Degree and 5-12 Licensure Total	36 cr.
	<i>(37 cr. for Communication Arts)</i>

170 Master Degree Programs

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 and advisers for the Master of Arts in Instruction program have earned doctorate or master's degrees. Faculty are selected for their educational and professional experience and expertise.

Required K-8 Licensure Course Descriptions

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 (2 cr.)

Prerequisite: 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 two broad areas of education: 1) the historical, philosophical, and sociological foundations of education including such topics as schooling in a changing pluralistic society, human relations and discrimination issues in education, legal, and political forces which impact American education, and the teacher's professional roles and responsibilities; and 2) the student as "learner", including the psychology of human learning, cognitive/social development, psychology of the exceptional child, and cross-cultural human relations perspectives in psychology. Field experiences emphasize translation of learning theory to classroom practice.

EDUC517 Learning, Development, and Exceptionality (3 cr.)

Must be taken concurrently with EDUC515

Students will 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: 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: 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: 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: EDUC515

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. Students are actively engaged in 1) understanding the developmental characteristics of creativity in children and adolescents; 2) designing and teaching appropriate lessons; 3) artistic production; 4) using art and music as alternative assessment tools; and 5) the reflection process as a means of professional development.

EDUC524
PE and Health Methods: K-8 (1 cr.)

Prerequisite: 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: 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: Grades K-8 (1 cr.)

Prerequisite: EDUC515

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, Power Point); and, 4) assessment and grading tools.

EDUC550
Middle Level Education (2 cr.)

Prerequisites: EDUC520 and EDUC515

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
Adolescence 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 will be featured.

EDUC554
Clinical Practicum (0 cr.)

Students will 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 will be featured.

EDUC555
Student Teaching: Elementary Education (K-6) with an Early Adolescence (5-8) Specialty (6 cr.)

Prerequisite: All other licensing coursework; must be taken concurrently with EDUC570

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 within a reasonable geographic area for supervision.

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 American Indian cultures of the Upper Midwest – Minnesota and Wisconsin.

EDUC570
Professional Capstone/Portfolio (2 cr.)

Prerequisite: All other licensing coursework must be taken concurrent with EDUC555/560

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.

EDUC575
Substance Abuse and Community Health (2 cr.)

This course is a general introduction to the effects of substance abuse and provides basic familiarization with chemical and public health education programs in the school and community. The course is designed to meet the Minnesota statute for obtaining a teaching license.

172 Master Degree Programs

EDUC585

Advanced Literacy Methods for Culturally and Linguistically Diverse Learners (3 cr.)

Prerequisite: EDUC515 and 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. Three major strands are featured: 1) fostering literacy in children who come from non-mainstream cultures and languages; 2) fostering literacy in monolingual English-speaking children with special learning needs (LD, ADD); and 3) evaluating research and integrating research findings in order to foster high literacy development for all learners.

Required 5-12 Licensure Courses

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 Grades 5-12 (2 cr.)

Prerequisite: 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 two broad areas of education: 1) the historical, philosophical, and sociological foundations of education including such topics as schooling in a changing pluralistic society, human relations and discrimination issues in education, legal, and political forces which impact American education, and the teacher's professional roles and responsibilities; and 2) the student as "learner", including the psychology of human learning, cognitive/social development, psychology of the exceptional child, and cross-cultural human relations perspectives in psychology. Field experiences emphasize translation of learning theory to classroom practice.

EDUC517

Learning, Development, and Exceptionality (3 cr.)

Must be taken concurrently with EDUC515

Students will 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: EDUC515

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: Grades 5-12 (2 cr.)

Prerequisite: EDUC515, EDUC525

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 is featured.

EDUC533

Technology in the Classroom: Grades 5-12 (2 cr.)

Prerequisite: EDUC515

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, Power Point); and, 4) assessment and grading tools.

EDUC540

Special Methods: Social Studies 5-12 (2 cr.)

Prerequisite: EDUC515; EDUC525 strongly recommended

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.

EDUC543

Special Methods: World Languages and Cultures 5-12 (2 cr.)

Prerequisite: EDUC515; EDUC525 strongly recommended

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 and Literature 5-12 (2 cr.)

Prerequisite: EDUC515; EDUC525 strongly recommended

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 5-12 (2 cr.)

Prerequisite: EDUC515; EDUC525 strongly recommended

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 5-12 (2 cr.)

Prerequisite: EDUC515; EDUC525 strongly recommended

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 5-12 (2 cr.)

Prerequisite: EDUC515; EDUC525 strongly recommended

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 will also be stressed.

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 will be featured.

EDUC554
Clinical Practicum (0 cr.)

Students will 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 will be featured.

EDUC558
Students with Special Needs (1 cr.)

Prerequisite: 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: All other licensing coursework; must be taken concurrently with EDUC570

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 within a reasonable geographic range for supervision.

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 American Indian cultures of the Upper Midwest – Minnesota and Wisconsin.

EDUC570
Professional Capstone/Portfolio (2 cr.)

Prerequisite: All other licensing coursework; must be taken concurrently with EDUC555/560

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.

EDUC575
Substance Abuse and Community Health (2 cr.)

This course is a general introduction to the effects of substance abuse and provides basic familiarization with chemical and public health education programs in the school and community. The course is designed to meet the Minnesota statute for obtaining a teaching license.

Required Additional Courses for Master of Arts Degree

EDUC580
Critical Issues in Education (3 cr.)

This course will vary in content according to timeliness of issues, instructors' fields of expertise, and the educational interests of the students enrolled. This course will cultivate 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 will conduct a literature review on a research topic of special interest, and design an action research proposal.

EDUC595
Philosophy of Education (3 cr.)

This course is designed to engage the student in intensive study of the ideas of prominent educational philosophers in relation to critical issues in contemporary education. Students will be expected to 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.)

Building on the critical review of literature completed during EDUC590, students perfect and present a plan for testing their hypotheses via classroom-based action research. Research proposal defense is the culminating performance of the Master of Arts in Instruction candidate.

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 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
 - 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.
5. A current résumé listing educational background and work experience.

Master of Arts in International Business

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	7 cr.
Required Synthesis Activities	7 cr.
Elective Courses	2 cr.
Total	41 cr.

Required International Business Courses: 25 cr.

MIB510 International Business Environments.....	3 cr.
MIB519 Global Religions and Belief Systems.....	3 cr.
MIB520 Accounting Information for Global Decision-Making	3 cr.
MIB525 International Economics and Finance.....	3 cr.
MIB530 International Marketing	3 cr.
MIB532 Entrepreneurship	1 cr.
MIB535 International Business Law	3 cr.
MIB545 International Political Economy.....	3 cr.
MIB565 Cultural Awareness	3 cr.

Required Management Courses: 7 cr.

GM600 Management Principles	3 cr.
GM625 Leadership and Decision-Making	2 cr.
GM675 Managerial Ethics and Issues.....	2 cr.
Required Synthesis Activities: 7 cr.	
MIB570 International Field Study	4 cr.
MIB575 International Business Strategy Capstone.....	3 cr.

Elective Courses: 2 cr.

MIBIS Independent Study	1-2 cr.
MIB571 Special Topics in International Business.....	1-2 cr.
GM620 Communication Skills	2 cr.
GM635 Social Economics	2 cr.

Faculty

The faculty members and advisers for the Master of Arts in International Business program have earned doctorate or master's degrees. Faculty members are selected for their educational and professional experience and expertise.

Required Course Descriptions

MIB510 International Business Environments (3 cr.)

This course provides an introduction to the fundamentals and essential components of international business and the environments in which it is conducted. It examines theory and practice of elements that comprise the international environment within the global marketplace. The inner-workings of international business operations through the study of key issues facing international businesses are emphasized.

176 Master Degree Programs

MIB519 Global Religions and Belief Systems (3 cr.)

This course examines beliefs and practices of religious traditions around the world and the effect they have upon culture, geopolitics and business. Students examine and analyze the major religions of the world such as Islam, Christianity, Judaism, Taoism, Buddhism, Hinduism, and Confucianism, their differences, similarities, and how practice of these religions impacts today's world.

MIB520 Accounting Information 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 businesses with respect to utilizing accounting information to develop and utilize effective financial 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 will help the 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 provides a framework for identification and analysis of the international political and economic issues that make up the international business environment. The international political economy is examined in light of national economies, political and demographic trends, social issues and the relationship between power and wealth. Ways in which political, economic, cultural, and religious forces and tensions affect international business are emphasized. The course identifies political forces that affect the economic choices of states, enterprises and individuals in international trade, investment and monetary 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 geo-political borders are developed.

Required Management Courses

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 in terms of global applications. Special attention is given to defining and interpreting cross-cultural differences and influences. The course emphasizes the approaches of collaboration that especially address the expectations, needs and performances of people in organizations and gives attention to the external, internal and global cultures that influence organizational structure, behavior and change.

GM625 Leadership and Decision-Making (2 cr.)

This course introduces selected models and practices in the exploration and understanding of what is effective leadership and decision-making. Skills necessary for effective decision-making and problem-solving within organizations domestically and internationally are emphasized from the role of manager.

GM675 Managerial Ethics and Issues (2 cr.)

This course examines various theories and methods that can be used to resolve organizational dilemmas involving ethical behavior. Application of philosophical principles and managerial techniques to the ambiguous and ethical issues facing today's organizations domestically and internationally is emphasized. Students will develop skills necessary to identify, analyze, and develop strategies to engage in ethical decision making.

Required Synthesis Activities

MIB570 International Field Study (4 cr.)

Prerequisite: 25 credits completed and program director approval. Pre-registration deposit toward course fee required.

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 will 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 geo-political considerations that impact the particular country or region of study.

MIB575 International Business Strategy Capstone (3 cr.)

Prerequisite: This course is taken in student's last semester and/or with program director approval.

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.

Elective Courses

MIBIS Independent Study (1-2 cr.)

Prerequisite: This course is taken with approval of the program director.

Individual work on a topic of special interest to the student is performed. Students determine their own objectives, activities, timeline, and evaluation measures with faculty agreement.

MIB571 Special Topics in International Business (1-2 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.

GM620 Communication Skills (2 cr.)

Prerequisite: It is recommended that this course be taken in the student's first semester

The focus of this course is on written and oral communication in professional and academic settings with an emphasis on academic writing. Theories of interpersonal and organizational communication, appropriate writing style based on audience, academic voice and style, literature searches, writing that incorporates source materials, ethical use of source materials, APA style and effective presentations are examined.

GM635 Social Economics (2 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.

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.

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.

Master of Arts in Lasallian Leadership

The Master of Arts in Lasallian Leadership degree program includes 18 credits of Lasallian foundations and 14 credits of educational administration. The Lasallian foundations part of this program is completed either by completing online coursework based on a curriculum developed by the Lasallian Education Services (LES) in Melbourne, Australia, or by completing individualized independent study contracts with an advisor. The courses and contracts 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 technology-intensive 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.
Leadership Courses	14 cr.
Total	32 cr.

Required Lasallian Foundations Courses: 18 cr.

Plan A: Course Based

LLS500 A Historical Understanding of Lasallian Pedagogy	4 cr
LLS510 A Contemporary Understanding of Lasallian Pedagogy	5 cr.
LLS520 Lasallian Spirituality	5 cr.
LLS530 Lasallian Leadership	4 cr.

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.

Required Leadership Courses: 14 cr.

Plan A: Course Based

LLS600 Leadership Communication	3 cr.
LLS610 Non-profit Finance and Funding	3 cr.
<i>or</i>	
LLS620 Curriculum and Assessment	3 cr.
LLS630 Supervisory Principles	3 cr.
LLS640 Strategies for Ministry Planning	3 cr.
LLS690 Capstone Project	2 cr.

Plan B: Contract Based

Independent study contracts with an advisor to address the program outcomes of leadership within Lasallian Ministries.

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.

Program Implementation

Plan A

Semester 1:

- LLS500 A Historical Understanding of Lasallian Pedagogy (4 cr.)
- LLS600 Leadership Communication (3 cr.)

Semester 2:

- LLS510 A Contemporary Understanding of Lasallian Pedagogy (5 cr.)
- LLS610 Non-profit Finance and Funding (3 cr.)
- or*
- LLS620 Curriculum and Assessment (3 cr.)

Semester 3:

- LLS520 Lasallian Spirituality (5 cr.)
- LLS630 Supervisory Principles (3 cr.)

Semester 4:

LLS530 Lasallian Leadership (4 cr.)

LLS640 Strategies for Ministry Planning (3 cr.)

Semester 5:

LLS690 Capstone Project (2 cr.)

Plan B

Semester 1:

LSS600 Graduate Writing and Research (3 cr.)

or

LLS600 Leadership Communication (3 cr.)

Semester 5:

LLS690 Capstone Project (2 cr.)

Faculty

The faculty members for the Master of Arts in Lasallian Leadership program have earned doctorate or master’s degrees. Faculty members are selected for their combination of educational and professional experience and expertise.

Required Course Descriptions

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. Students are expected to be able to:

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.

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 and 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. Students are expected to be able to:

LLS620

Curriculum and 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.

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. Applicants must complete an interview with a program administrator as part of the admission process.

180 Master Degree Programs

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.

Master of Arts in Lasallian Studies

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.

Faculty

The faculty members for the Master of Arts in Lasallian Studies program have earned doctorate or master’s degrees. Faculty members are selected for their combination of educational and professional experience and expertise.

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 and 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:

Master of Arts in Pastoral Ministries

Master of Arts in Education

Master of Arts in Counseling and Psychological Services

Certificate in Canon Law

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.

Lasallian Study

LSS660-669 Independent Study Contracts

Independent study may be designed for those students who wish to explore a specific area of Lasallian content in more depth. Examples may include: Applied Lasallian Pedagogy, Lasallian History, Lasallian Spirituality, Current Lasallian Contexts, International Lasallian Studies, Special Populations, Catholic Social Justice. Lasallian mentors will work with students to design independent study coursework and assess the completion of the work.

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 (LSS600). Optional community-building experiences are available on campus or online.

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.

Master of Arts in Literacy Education

The Master of Arts in Literacy Education prepares teachers for leadership through immersion in the theory, research, and best practice of literacy development across the lifespan. The first seven courses qualify a classroom teacher for licensure as a Minnesota K-12 or Wisconsin 316 Reading Teacher and may be taken as a stand-alone program graduate certificate. Those who wish to earn a master's degree in literacy education continue with seven additional courses that focus on reading and writing development across the lifespan. Beginning with a focus on literacy development in American children, students also investigate cross-cultural and adult issues. Candidates for the degree have an opportunity to choose and develop a topic of interest across multiple courses, culminating in presentation of a research project.

Program Outcomes

Consistent with the mission of Saint Mary's University of Minnesota and the Board of Teaching requirements for licensure as a reading teacher, the M.A. in Literacy Education/K-12 Reading Teacher expects its graduates to do the following:

1. Understand the reading process and the process of learning to read and design developmentally appropriate instruction that advances students' reading proficiency and encourages them to read.
2. Understand how to assess the reading development of individual students and groups of students, how to use assessment data to design appropriate reading curriculum and instruction based on the assessment data, and how to communicate this information to relevant audiences.
3. Know how to integrate knowledge of reading with the teacher's understanding of pedagogy, students, learning, classroom management, and professional and instructional development and leadership.

Program Delivery

The Graduate Certificate program and the Master of Arts in Literacy Education/K-12 Reading Teacher is designed to fit the schedule of employed persons who desire to take classes on weekends, during the summer, or partially online. The program is delivered on the Winona and Minneapolis campus and at selected Saint Mary's University outreach sites. 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.

Program Structure

K-12 Reading Teacher Program

The first seven courses in the program address the Minnesota standards for K-12 Reading Teacher endorsement. These courses are designed to be completed in 15 months through weekend, partially online, and summer classes. Pre-requisite to enrollment in the K-12 Reading Teacher program is eligibility for a Minnesota classroom teaching license. Those who wish to add the Wisconsin 316 Reading Teacher license must have

two years of full-time teaching before Wisconsin licensure is granted. The courses that meet the requirements for K-12 Reading Teacher endorsement include the following:

EDRD600 Foundations of Reading	3 cr.
EDRD601 Elementary Reading Instruction:K-6	2 cr.
EDRD602 Secondary Reading Instruction: 7-12	2 cr.
EDRD603 Reading Instruction for Linguistically and Culturally Diverse Learners	2 cr.
EDRD604 Diagnosis and Remediation of Reading Difficulties	3 cr.
EDRD605 Clinical Reading Practicum	3 cr.
EDRD606 Development and Supervision of Reading Programs	2 cr.

State Required Testing

In addition to successful mastery of the 46 reading teacher standards, candidates need to pass the Minnesota Teacher Licensing Examination for reading teachers. This test is developed by Pearson Education, and passing scores are determined by the State of Minnesota. More information on testing can be found on the MTLE website (<http://www.mtle.nesinc.com>), or from program staff.

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, culminating in the presentation and defense of a research project. These courses are offered primarily through summer sessions, partially online, and on weekends during the school year. The leadership practicum is completed in an educational setting (K-12 school, technical college, or community-based literacy organization) of the candidate's choice.

Transfer Credits

Students that have completed course work from a Minnesota Department of Education approved K-12 Reading Teacher program 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; all Saint Mary's University master's degree program transfer credit policies will be followed during the transcript analysis process.

EDRD607 Theoretical Models and Processes of Reading	3 cr.
EDRD608 Theory and Research in Writing	3 cr.
EDRD609 Explorations in Children's Literature	1 cr.
or	
EDRD610 Explorations in Adolescent Literature	1 cr.
or	
EDRD 615 Explorations in Adult Multicultural Literature	2 cr.
EDRD611 Leadership Practicum in Literacy Education	3 cr.

184 Master Degree Programs

EDRD612 Advanced Diagnosis and Remediation of Reading and Writing Disabilities.....	3 cr.
EDRD613 Educational Research Design.....	3 cr.
EDRD614 Master's Project Presentation	1 cr.

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.

Master of Arts in Literacy Education/ K-12 Reading Course Descriptions

EDRD600 Foundations of Reading (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 EDRD 600, 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 differentiated 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, class sessions, and weekly online participation via Blackboard.

EDRD606 Development and Supervision of 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.

EDRD607 Theoretical Models and Processes of Reading (3 cr.)

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. Implications for curriculum development are emphasized.

EDRD608 Theory and Research in Writing (3 cr.)

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 familiarity with genres of children's literature, examples of classical and contemporary children's books, and instructional strategies for building a quality literature program at the preschool through sixth grade levels. The course culminates in development of a bibliographic portfolio that includes curriculum applications for literary selections read.

EDRD610
Explorations in Adolescent Literature (1 cr.)

This course is designed for candidates who wish to explore the genres of literature for adolescents and young adults. Genre selections within adolescent/young adult literature and criteria for developing a quality literature program are featured. The course culminates in development of a bibliographic portfolio that includes curriculum applications for works cited.

EDRD611
Leadership Practicum in Literacy Education (3 cr.)

This course is centered on a student-designed practicum in an educational setting that includes individual peer coaching and professional development to groups of teachers and/or service providers in the field of literacy development. The course consists of class meetings and online facilitated discussions via Blackboard.

EDRD612
Advanced Diagnosis and Remediation of Reading and Writing Disabilities (3 cr.)

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. Assessment topics include (1) evaluation of school-level assessment data such as nationally standardized tests or curriculum-based assessments; (2) individual diagnosis and case study development; and (3) implications of Response to Treatment (RTI) for identification of students with literacy disabilities. This course also features advanced topics in design and validation of assessment tools and remediation of literacy disabilities across the lifespan.

EDRD613
Educational Research Design (3 cr.)

This course explores the design, execution, analysis and evaluation of qualitative, empirical, and teacher action research in the field of literacy. 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.

EDRD614
Master's Project Presentation (1 cr.)

The culmination of the master's degree is the presentation and defense of the candidate's research project. Prior to the final presentation candidates receive instructor guidance and peer feedback through online discussions via Blackboard.

EDR 615
Explorations in Adult Multicultural Literature

This course is designed for candidates who wish to explore the genres of adult multicultural literature. Selections will feature works of interest to teachers and tutors working with adults in community colleges, tutoring services, prisons and other social service agencies serving new immigrants, excluded native-born populations, and adults with learning disabilities.

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.

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.) 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 Winona Campus at:

Saint Mary's University of Minnesota
 Attention Literacy Education Program
 700 Terrace Heights #23
 Winona, MN 55987-1399

Master of Arts in Management

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. Understand, integrate, and apply management principles and skills to the management of people and resources within the economic/ financial, technological, social, ethical/legal environments of an organization.
2. Understand and apply leadership principles and skills in an organizational context.
3. Develop management strategies to best achieve an organization's mission by recognizing trends and opportunities and evaluating alternative approaches.
4. Understand the ethical and legal implications of their actions.
5. Communicate in a variety of modes.
6. Demonstrate critical thinking.
7. Work effectively with diverse populations.
8. Continue lifelong learning.

Degree Requirements

Required Management Courses	30 cr.
Required Capstone Course	3 cr.
Elective Courses	3 cr.
Total	36 cr.

Required Management Courses: 29 cr.

GM600 Management Principles	3 cr.
<i>or</i>	
ACM600 Management of Nonprofit Organizations	3 cr.
GM620 Communication Skills	2 cr.
GM625 Leadership and Decision-Making	2 cr.

GM630 Quantitative Methods.....	3 cr.
GM635 Social Economics	2 cr.
GM640 Legal Issues for Managers	2 cr.
GM645 Marketing Management	2 cr.
<i>or</i>	
ACM645 Marketing for Nonprofits	2 cr.
GM655 Human Resource Management	2 cr.
GM660 Financial Management	3 cr.
<i>or</i>	
ACM660 Nonprofit Financial Management	3 cr.
GM667 Information Technology	2 cr.
GM670 Strategic Management	2 cr.
GM675 Managerial Ethics and Issues.....	2 cr.
PRM600 Fundamentals of Project Management	3 cr.

Required Capstone Course: 3 cr.

GM689 Management Capstone	3 cr.
---------------------------------	-------

Elective Courses: 3 cr.

ACM630 Fund Development	3 cr.
GM571 Special Topics in Management.....	1-2 cr.
GM605 Creative Problem Solving and Critical Thinking	2 cr.
GM610 Information and Research: Resources, Strategies, and Issues.....	1 cr.
GM643 Multicultural Perspectives.....	2 cr.
HS636 Research Methods	3 cr.
HS641 Systems Theory and Innovation.....	3 cr.
MIB510 International Business Environments.....	3 cr.
MIB520 Accounting Information for Global Decision-Making	3 cr.
MIB532 Entrepreneurship	1 cr.
MIB545 International Political Economy.....	3 cr.
MIB565 Cultural Awareness	3 cr.
MIB570 International Field Study	2-4 cr.
MIB571 Special Topics in International Business.....	1-2 cr.

Faculty

The faculty members for the Master of Arts in Management program have earned doctorate or master's degrees. Faculty members are selected for their educational and professional experience and expertise.

Required Course Descriptions

GM600 **Management Principles (3 cr.)**

ACM600 may be taken instead

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 in terms of global applications. Special attention is given to defining and interpreting cross-cultural differences and influences. The course emphasizes the approaches of collaboration that especially address the expectations, needs and performances of people in organizations and gives attention to the external, internal and global cultures that influence organizational structure, behavior and change.

ACM600 **Management of Nonprofit Organizations (3 cr.)**

This course is an overview of management of nonprofits and the human capital that is responsible for the operations of nonprofit organizations, including staff, board of directors, members, and volunteers. Presented are models for board governance and internal and external factors that affect how boards function. Discussion also centers on effective nonprofit management practices, building productive relationships with creative personnel, strategies for collaborative leadership, and founder succession.

GM620 **Communication Skills (2 cr.)**

Prerequisite: It is recommended that this course be taken in the student's first semester

The focus of this course is on written and oral communication in professional and academic settings with an emphasis on academic writing. Theories of interpersonal and organizational communication, appropriate writing style based on audience, academic voice and style, literature searches, writing that incorporates source materials, ethical use of source materials, APA style and effective presentations are examined.

GM625 **Leadership and Decision-Making (2 cr.)**

This course introduces selected models and practices in the exploration and understanding of what is effective leadership and decision-making. Skills necessary for effective decision-making and problem-solving within organizations are emphasized from the role of manager.

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, 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.

GM635 **Social Economics (2 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.

GM640 **Legal Issues for Managers (2 cr.)**

This course is an overview of the American legal system and its impact on organizational decision-making in this country and around the world. It emphasizes spotting legal issues in management primarily 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 (2 cr.)**

ACM645 may be taken instead.

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.

ACM645 **Marketing for Nonprofits (2 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.

GM655 **Human Resource Management (2 cr.)**

This course examines core areas of staffing, training, motivation, compensation and benefits, and employee relations in both service and product-driven organizations. It emphasizes the understanding and application of effective human resource management principles to the issues faced by the human resource manager in today's world.

GM660 **Financial Management (3 cr.)**

ACM660 may be taken instead.

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 by way of examination of various financial areas including: types of organizations; sources of capital; investment in the US and in foreign countries; asset management; time value of money; international payments and foreign exchange rates; trade theory and policy; and financial statement analysis.

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.

188 Master Degree Programs

GM667 **Information Technology (2 cr.)**

This course provides an overview of planning and managing technology and information flow in organizations. It addresses present and future issues regarding computer systems and their impact on management and operations.

GM670 **Strategic Management (2 cr.)**

This course examines both the theory and application of strategic management tasks. Among the tasks considered are: developing a mission/vision statement, setting objectives, developing and implementing a strategy, and evaluating performance.

GM675 **Managerial Ethics and Issues (2 cr.)**

This course examines various theories and methods that can be used to resolve organizational dilemmas involving ethical behavior. Application of philosophical principles and managerial techniques to the ambiguous and ethical issues facing today's organizations domestically and internationally is emphasized. Students will develop skills necessary to identify, analyze, and develop strategies to engage in ethical decision-making.

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

GM689 **Management Capstone (3 cr.)**

Prerequisite: All other required coursework.

This course focuses on integrating management knowledge, skills and tools developed in previous management courses. It emphasizes critical analysis, synthesis and evaluation of the theories and application of management. It includes a major research paper and presentation on a management topic of the student's choice.

Elective Courses

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.

GM605 **Creative Problem-Solving and Critical Thinking (2 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.

GM610 **Information and Research: Resources, Strategies, and Issues (1 cr.)**

This course introduces electronic databases, the internet, and print materials relevant to the research process and how to use them. It examines how to evaluate information retrieved from those resources and how to integrate that information into various research projects. How information is created and transformed through social, political, economic, and cultural forces is discussed. This course also explores the legal and ethical issues surrounding the use of information in personal, professional, and academic life.

GM643 **Multicultural Perspectives (2 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 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.

GM571 **Special Topics in Management (1-2 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.

HS636 **Research Methods (3 cr.)**

This course provides an overview of qualitative research and an introduction to creating and implementing research methodologies. Qualitative data-gathering methods studied include literature review, surveys, interviews, observation, focus groups, and content analysis.

HS641 **Systems Theory and Innovation (3 cr.)**

Prerequisite: GM600 and HS616

This course uses systems theory to examine organizational level structure, organization, and processes in health and human service organizations. Systems models are used to provide students with tools to diagnose and solve organizational problems, as well as understand and manage the rapid pace of change.

MIB510 **International Business Environments (3 cr.)**

This course provides an introduction to the fundamentals and essential components of international business and the environments in which it is conducted. It examines theory and practice of elements that comprise the international environment within the global marketplace. The inner-workings of international business operations through the study of key issues facing international businesses are emphasized.

MIB520
Accounting Information 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 businesses concerns with respect to developing and utilizing effective managerial accounting to develop and utilize effective financial accounting and reporting systems. The latest theoretical and technical innovations in accounting and reporting from around the world are examined.

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.

MIB545
International Political Economy (3 cr.)

This course provides a framework for identification and analysis of the international political and economic issues that make up the international business environment. The international political economy is examined in light of national economies, political and demographic trends, social issues and the relationship between power and wealth. Ways in which political, economic, cultural, and religious forces and tensions affect international business are emphasized. The course identifies political forces that affect the economic choices of states, enterprises and individuals in international trade, investment and monetary 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 geo-political borders are developed.

MIB570
International Field Study (2-4 cr.)

Prerequisite: 25 credits completed and program director approval. Pre-registration deposit toward course fee required.

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 will 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 geo-political considerations that impact the particular country or region of study.

MIB571
Special Topics in International Business (1-2 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.

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.

Master of Arts in Marriage and Family Therapy

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 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.
PY607 Theories of Personality	3 cr.
PY608 Psychopathology	3 cr.
PY613 Counseling Theory and Technique	3 cr.
PY620 Statistical Techniques and Research Methods.....	3 cr.
MFT611 Foundations of Family Therapy.....	3 cr.

Marriage and Family Studies: 9 cr.

MFT613 Couples and Families in Society.....	3 cr.
MFT615 Multicultural Studies of the Family	3 cr.
MFT616 Couple Relationships	3 cr.

Marriage and Family Therapy: 14 cr.

MFT622 Advanced Family Therapy	3 cr.
MFT632 Advanced Couples Therapy	3 cr.
MFT635 Assessment and Treatment of Sexual Concerns.....	3 cr.
MFT650 Assessment of Families and Couples.....	3 cr.
MFT660 Special Topics (1 cr. per course, min. 2 courses)	2 cr.

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.
MFT660D Addictions and Family Therapy	1 cr.
MFT660E Spirituality and Family Therapy	1 cr.
MFT660F Assessment and Diagnosis of Children and Adolescents in Family Therapy	1 cr.
MFT660G Marriage and Family Therapy with Immigrant Families	1 cr.
MFT660H In-Home Family Therapy	1 cr.
MFT660J Art Therapy with Families	1 cr.
MFT660K Crossing Over: Building Professional Relationships Between Law Enforcement and Marriage and Family Therapy	1 cr.
MFT660L Grief and Loss in Family Therapy	1 cr.
MFT660M Family Therapy with Families with Disabilities	1 cr.
MFT660N Medical Family Therapy	1 cr.
MFT660P Use of Self in Marriage and Family Therapy	1 cr.
MFT660Q Assessing and Treating Substance Abuse/Dependency from a Systemic Perspective	1 cr.
MFT660R Couple and Family Therapy with Gay and Lesbian Families	1 cr.
MFT660S Family Therapy with African American Families	1 cr.
MFT660T Working with Returning Military Personnel and Their Families from a Systemic Perspective	1 cr.
MFT660U Marriage and Family Therapy in a Rural Setting	1 cr.
MFT660V Working Systemically with the Eating Disorder Population	1 cr.
MFT660W Separating and Divorcing Couples	1 cr.
MFT660X Working with Later Life Families: Aging from a Family Perspective	1 cr.

Professional Issues: 4 cr.

MFT642 Marriage and Family Therapy Professional Issues and Orientation	1 cr.
MFT690 Ethical Issues and Professional Practices in Marriage and Family Therapy	3 cr.

Treatment Planning: 3 cr.

MFT683 Assessment, Diagnosis and Treatment: Planning with Children and Adolescents in Family Therapy	3 cr.
--	-------

Practicum: 6 cr. (minimum)

MFT643 Systemic Interviewing	1 cr.
MFT644 Marriage and Family Therapy Practicum I	1 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 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.
MFT671 Marriage and Family Therapy Practicum II	2 cr.
MFT672 Marriage and Family Therapy Practicum III	*2 cr.
MFT673 Marriage and Family Therapy Practicum IV	*2 cr.

*if necessary

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.

MFT663 Sex Therapy	3 cr.
MFT667B Theory and Practice of Medical Therapy	2 cr.
MFT681 Expressive Arts and Narrative Therapy	2 cr.
PY621 Psychological Assessment	3 cr.
PLT601 Introduction to Play Therapy	2 cr.
PLT611 Theories of Play Therapy	4 cr.
PLT631 Directive Applications of Play Therapy	4 cr.
PLT641 Non-Directive Applications of Play Therapy	4 cr.

Final Requirements

Final requirements of the program include:

**MFT791
Integration Paper and Oral Examination (0 cr.)**

The integration paper and oral demonstrates the student’s ability to integrate his or her coursework, practicum, and other professional experiences with a review of current professional research literature of the student’s choosing approved by the program director or clinical director. The oral examination is based upon 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.

Core Course Descriptions

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: 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 Therapy and Technique (3 cr.)**

Prerequisites: PY605 and PY607; PY608 (pre- or co-requisite)

Major approaches to counseling and psychotherapy are analyzed with emphasis on applications in the therapeutic 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.)**

Prerequisites: PY605 and PY607; PY608 (pre- or 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 are presented.

Marriage and Family Studies

MFT613 **Couples and Families in Society (3 cr.)**

Prerequisite: Completion of core courses or admission to the graduate certificate program.

This course focuses on the history of marriage and families, including the changing forms and demographics of modern couples and families in Western societies, especially the United States. State and national policy issues impacting the health and well-being of couples and families are also addressed. 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.

MFT615 **Multicultural Studies of the Family (3 cr.)**

Pre- or co-requisites: MFT610 or MFT613

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 their clinical biases from interfering with therapeutic relationships with diverse populations are developed. Included is an exploration of various types of couples and families.

MFT616 **Couple Relationships (3 cr.)**

Prerequisites: MFT610 or MFT613

This course introduces historical, contextual, and clinical applications to relationships of couples and systems. Relationships between spouses and 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

MFT622 **Advanced Family Therapy (3 cr.)**

Prerequisite: MFT610 or MFT613

This course provides an opportunity for students to develop skills conducting therapy with couples and families. Awareness of the influence of race, culture, and gender in couple and family therapy is developed. Experiential and didactic approaches are used.

MFT632 **Advanced Couples Therapy (3 cr.)**

Prerequisite: MFT610 or MFT613 and MFT616

This course focuses on current approaches to couples and marriage therapy. Emphasis is on the assessment of couples and development of appropriate interventions to address the concerns presented by couples. Issues regarding marital and divorce therapy as well as working with special populations are explored.

MFT635 **Assessment and Treatment of Sexual Concerns (3 cr.)**

Prerequisites: MFT610 or MFT613 and MFT616 and 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.)**

Pre- or co-requisite: MFT610 or MFT613

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.)

Pre- or co-requisite: MFT610 or MFT611 or MFT613

These courses examine issues in therapy with families presenting with special members and/or special problems. These courses rotate each semester. 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.)

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.)

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.)

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.)

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.)

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.)

This course examines the nature and philosophy of in-home therapy services. We will focus 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 the State Statutes and HMO contracts. Diagnosis, treatment planning, effective models of therapy, and ethical dilemmas will be reviewed.

MFT660J
Art Therapy with Families (1 cr.)

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 Therapists (1 cr.)

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.)

This course provides an introduction to understanding the complexities of grief and loss as clinical issues in family therapy. It examines what we know about grief and loss as well as exploring the beliefs and myths we hold 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.)

This course presents an overview of disabilities, 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.)

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 healthcare 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.)

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 that 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 from a Systemic Perspective (1 cr.)

Families often identify one member and one member only who requires assessment, treatment and therapy for substance abuse/dependency. This course will address the recovery process as a family system collaborative.

MFT660R
Couple and Family Therapy with Gay and Lesbian Families (1 cr.)

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.

194 Master Degree Programs

MFT660S **Family Therapy with African American Families (1 cr.)**

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.)**

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 re-entry 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 a Rural Setting (1 cr.)**

This course examines the practice of marriage and family therapy in a rural setting, including organizational, consumer, ethical, and training issues. Considerable time is devoted to the characteristics of effective rural providers of marriage and family therapy.

MFT660V **Working Systemically with the Eating Disorder Population (1 cr.)**

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.)**

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.)**

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.

MFT660AA **Family Mediation (1 cr.)**

This course introduces family mediation theory; including conflict, principled negotiation, and the psychodynamics of divorce. Mediation knowledge, skills, and strategies are applied in role plays and simulations. Both legal and ethical practices outlined in family law mediation and Minnesota Rules and Statutes are discussed.

MFT660AC **Adoption and Foster Care Issues in Family Therapy (1 cr.)**

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.

MFT660AE **Family Therapy with Children with Special Health Care Needs and Their Families (1 cr.)**

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

MFT690 **Ethical Issues and Professional Practices in Marital and Family Therapy (3 cr.)**

Prerequisite: MFT610 or MFT613 and three (3) additional Marriage and Family Therapy credits completed

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 potentially problematic areas are studied.

MFT642 **Marriage and Family Therapy Professional Issues and Orientation (1 cr.)**

This one credit course is part one of a three credit triad of courses which include the concurrent courses MFT643 and MFT644. This course covers professional issues in the Marriage and Family Therapy field, including information about the licensure process, state and national professional associations, regulatory boards, post-degree supervision requirements and opportunities, and possible employment contexts.

Treatment Planning

MFT683 **Assessment, Diagnosis and Treatment Planning with Children and Adolescents in Family Therapy (3 cr.)**

Prerequisite: MFT610 or MFT613

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 (DSA and others) and the development of appropriate treatment plans for clients based on diagnostic and problem formulation.

Practicum

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 two credit practicum course requires the completion of 150 direct contact hours and each student must complete four 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.

MFT643
Systemic/Relational Interviewing (1 cr.)

Pre or co-requisite: MFT610 or MFT613

This one credit course is part of a triad of courses which include the concurrent courses MFT642 and MFT644. This course focuses on systemic interviewing techniques for assessment and clinical intervention with more than one member of a relational system present concurrently in the clinical session. Opportunities for simulated practice and videotaping are offered.

MFT644
Observational Practicum (1 cr.)

Prerequisite: MFT610 or MFT613

This course is part three of a three credit triad of one credit courses which include the concurrent courses MFT642 and MFT643. This practical course consists of observing clinical therapy sessions and participating in a consultative team with licensed professional therapists.

MFT670
Marriage and Family Therapy Practicum I
(2 cr., 150 hours plus seminar)

Prerequisites: All program course requirements except MFT632, MFT635 and MFT683.

MFT671
Marriage and Family Therapy Practicum II
(2 cr., 150 hours plus seminar)

Prerequisite: MFT670

MFT672
Marriage and Family Therapy Practicum III (2 cr.)

Prerequisites: MFT670 and MFT671

Students unable to complete the required 300 hours of client contact in two semesters of practicum may register for this course. Students continue to take the practicum supervision seminar for each semester needed to complete the hours. This course is P/NC.

MFT673
Marriage and Family Therapy Practicum IV (2 cr.)

Prerequisites: MFT670, MFT671, and MFT672

Students unable to complete the required 300 hours of client contact in two semesters of practicum may register for this course. Students continue to take the practicum supervision seminar for each semester needed to complete the hours. This course is P/NC.

Electives

MFT 663
Sex Therapy (3 cr.)

Prerequisite: MFT613, 616, 632, and 635 or equivalent as approved by MFT Program Director

This course focuses upon theory and methods in the practice of sex therapy. Emphasis is on the techniques of assessment and diagnosis of sex-related disorders among individuals and couples within the context of family or relationship systems. Interdisciplinary collaboration is emphasized.

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 response 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 that family plays in individual health and illnesses and how families adapt and adjust. Psychological and sociological modes are identified and the application of biopsychosocial-spiritual models to clinical work with families dealing with acute/chronic illness, disability and loss/grief is explored.

MFT667B
Theory and Practice of Medical Family Therapy (2 cr.)

Prerequisite: 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 (2 cr.)

Pre or co-requisite: MFT610 or MFT613

Basic concepts and practice of narrative therapy. Primary emphasis is on Expressive Arts and how it is applied to Narrative practice. Non-traditional talk therapy modalities will be explored within an experiential learning environment.

PY621
Psychological Assessment (3 cr.)

Prerequisite: 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.

PLT660
Introduction to Play Therapy (2 cr.)

Prerequisite: PY613

This course provides an introduction to the theory and practice of play therapy, the psychotherapeutic modality of choice for many children.

196 Master Degree Programs

PLT601

Introduction to Play Therapy (2 cr.)

Prerequisites: PY605, PY607, PY613, and PY641 or MFT610 or equivalent graduate credits. All students must take Introduction to Play Therapy or 2 credits of equivalent academic coursework before any other play therapy courses may be taken.

This course provides an introduction to the theory and practice of play therapy, a psychotherapeutic modality of choice for individuals, youth, and families.

PLT611

Theories of Play Therapy (4 cr.)

Prerequisite: PLT601

This course focuses on the major play therapy theories and models and provides the history of play therapy and its relationship to other mental health fields. The relationship of play therapy to principles, assessment, and diagnosis within psychology and family therapy is examined.

PLT631

Directive Applications of Play Therapy (4 cr.)

Prerequisite: PLT611

This course focuses on cognitive, behavioral, and experiential directive psycho-educational play therapy techniques. Didactic interventions to address family, parenting, and attachment concerns are explored.

PLT641

Non-Directive Applications of Play Therapy (4 cr.)

Prerequisite: PLT611

This course focuses on cognitive, behavioral, and experiential non-directive play therapy techniques. Expressive interventions to address trauma and abuse concerns are explored.

Additional courses may be included under electives. Check with the program director for approval prior to taking the course.

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.

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: We do not require that applicants take the Graduate Record Examination (GRE) or the Miller Analogy Test (MAT). Research suggests that these examinations are not the best predictors of graduate student success or success after graduate school.

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

Master of Science in Nurse Anesthesia

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.

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. Core values upheld by all members of this community include academic excellence, professionalism and personal integrity, responsibility and compassion. 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 Medical Center, Amery, WI
- Avera Marshall Regional Medical Center, Marshall, MN
- Children's Health Care, Minneapolis, MN
- Gillette Specialty Children's Hospital, St. Paul, MN
- Glencoe Regional Health Services, Glencoe, MN
- Lake City Medical Center, Lake City, MN
- Ministry St. Joseph's Hospital, Marshfield, WI
- Memorial Health Center, Medford, WI
- Memorial Medical Center, Neillsville, WI
- Mile Bluff Medical Center, Mauston, WI
- Miller Dwan Speciality Hospital, Duluth, MN
- Northfield Hospital, Northfield, MN
- Owatonna Hospital, Owatonna, MN
- Phillip's Eye Institute, Minneapolis, MN
- Queen of Peace Hospital, New Prague, 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, Aitkin, MN
- St. Cloud Hospital, St. Cloud, MN
- St. Croix Regional Medical Center, St. Croix Falls, WI
- St. Elizabeth's Hospital, Wabasha, MN

- St. Luke's Hospital, Duluth, MN
- St. Mary's Medical Center, 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.....	3 cr.
NA640 Chemistry and Physics.....	4 cr.
NA606 Research Design and Statistical Analysis.....	3 cr.
NA635 Professional Communication.....	3 cr.

Semester II (Fall)

NA615 Principles of Anesthesia Practice I.....	6 cr.
NA645 Anatomy and Physiology I.....	6 cr.
NA651 Pharmacology for Nurse Anesthetists.....	3 cr.

Semester III (Spring)

NA650 Anatomy and Physiology II.....	5 cr.
NA661 Pharmacology.....	3 cr.
NA620 Principles of Anesthesia Practice II.....	6 cr.
NA770 Clinical Practicum I (150 hrs.).....	2 cr.

SECOND YEAR

Semester IV (Summer)

NA781 Synthesis Paper Proposal.....	2 cr.
NA771 Clinical Practicum II (480 hrs.).....	2 cr.
NA780 Clinical Integration.....	3 cr.

Semester V (Fall)

NA632 Professional Aspects of Nurse Anesthesia Department Management.....	1 cr.
NA783 Synthesis Paper.....	2 cr.
NA772 Clinical Practicum III (480 hrs.).....	2 cr.

Semester VI (Spring)

NA782 Comprehensive Exams.....	1 cr.
NA773 Clinical Practicum IV (600 hrs.).....	3 cr.

THIRD YEAR

Semester VII (Summer)

NA784 Synthesis Paper Presentation.....	1 cr.
NA774 Clinical Practicum V (600 hrs.).....	3 cr.

Total 64 cr.

Faculty

The faculty members for the Master of Science in Nurse Anesthesia program have earned doctorate or master's degrees. Faculty members are selected for their educational and professional experience and expertise.

Course Descriptions

NA606 Research Design and Statistical Analysis (3 cr.)

Prerequisite: Concurrent enrollment in NA635

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 communication. The course focuses on the interpretation and understanding of research and applied statistical procedures.

NA615 Principles of Anesthesia Practice I (6 cr.)

Prerequisites: NA640, NA635, 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. Concepts of perioperative and psychosocial assessment, care plans, and anesthesia techniques are explored in detail. Anesthesia principles are applied to clinical scenarios.

NA620 Principles of Anesthesia Practice II (6 cr.)

Prerequisite: NA615

This course is a continuance of Principles of Anesthesia Practice I. Differing patient populations, acute and chronic disease states are explored along with concepts of both anesthetic technique and advanced monitoring. Perioperative patient assessment, care plans, general and regional anesthesia techniques are taught. Applications of principles to individual patients is stressed.

NA630 Professional Aspects of 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, healthcare marketplace trends, influencing healthcare 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 decision-making.

NA632 Professional Aspects of Nurse Anesthesia Department Management (1 cr.)

Prerequisites: 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 will be described and real-life case studies will be used to develop a pragmatic approach to department management.

NA635 Professional Communication (3 cr.)

Prerequisite: Concurrent enrollment in NA606

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.

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.

NA645 Anatomy and Physiology I (6 cr.)

Prerequisite: NA640

This course is the first in a series of two courses. The course will concentrate on the anatomy and physiology of cells, muscles, the central and peripheral nervous systems, and the cardiovascular system.

NA650 Anatomy and Physiology II (5 cr.)

Prerequisite: 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.

NA651 Pharmacology for Nurse Anesthetists (3 cr.)

Prerequisite: 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.

NA661 Pharmacology (3 cr.)

Prerequisite: NA651

This course focuses on the pharmacokinetics and pharmacodynamics of major drug classifications. Their interactions with anesthetic agents are discussed.

200 Master Degree Programs

NA780 Clinical Integration (3 cr.)

Prerequisites: 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.

NA781 Synthesis Paper Proposal (2 cr.)

Prerequisites: NA630, NA635, NA661, NA620

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.

NA782 Program Comprehensive Exams (1 cr.)

Prerequisites: 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.

NA783 Synthesis Paper (2 cr.)

Prerequisite: 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.

NA784 Synthesis Paper Presentation (1 cr.)

Prerequisites: 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.

Nurse Anesthesia Clinical Practicum

NA770 Clinical Practicum I (2 cr., 150 clock hrs.)

Prerequisite: 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.

NA771 Clinical Practicum, Summer Semester (2 cr., 480 clock hrs.)

Prerequisite: NA770 (See course description below.)

NA 772 Clinical Practicum, Fall Semester (2 cr., 480 clock hrs.)

Prerequisite: NA771, (See course description below.)

NA 773 Clinical Practicum, Winter Semester (3 cr., 600 clock hrs.)

Prerequisite: NA772, (See course description below.)

NA 774 Clinical Practicum, Summer Semester (3 cr., 600 clock hrs.)

Prerequisite: NA773, (See course description below.)

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.

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:

- \$500 per credit, 64 credits total = \$32,000
- Registration fee \$1,000 (nonrefundable, payable upon acceptance to the program)
- Graduation fee \$190
- Clinical fee \$150 per clinical semester

Other expenses: (estimated)

- Books and supplies \$1,600
- Certification Exam \$725

Master of Science in Nurse Anesthesia — Minneapolis School of Anesthesia

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 — Minneapolis School of Anesthesia

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.
NA617 Principles of Anesthesia Practice II	2 cr.
NA639 Chemistry and Physics.....	5 cr.
NA644 Anatomy, Physiology, Pathophysiology I.....	5 cr.
NA655 Pharmacology I	2 cr.
NA681 Professional Aspects of Anesthesia I	1 cr.

Semester II (Spring)

NA621 Principles of Anesthesia Practice III	2 cr.
NA649 Anatomy, Physiology, Pathophysiology II.....	5 cr.
NA660 Pharmacology II	5 cr.

NA671 Anesthesia Clinical Practicum	240 hours
NA682 Professional Aspects of Anesthesia II	1 cr.
Semester III (Summer)	
NA605 Statistical Techniques and Research Methods.....	3 cr.
NA622 Principles of Anesthesia Practice IV.....	1 cr.
NA626 Principles of Anesthesia Practice V.....	3 cr.
NA627 Principles of Anesthesia Practice VI.....	1 cr.
NA672 Anesthesia Clinical Practicum	240 hours
NA683 Professional Aspects of Anesthesia II	1 cr.

SECOND YEAR

Semester IV (Fall)

NA610 Instructional Design.....	1 cr.
NA628 Anesthesia and Uncommon Diseases	1 cr.
NA673 Anesthesia Clinical Practicum	480 hours

Semester V (Spring)

NA674 Anesthesia Clinical Practicum	480 hours
---	-----------

Semester VI (Summer)

NA678 Anesthesia Clinical Practicum	480 hours
NA680 Theories of Management and Leadership.....	2 cr.

THIRD YEAR

Semester VII (Fall)

NA670 Anesthesia Clinical Practicum	3 cr.
NA679 Anesthesia Clinical Practicum	240 hours
NA690 Research Presentation.....	3 cr.

Total 48 cr.

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.

Required Course Descriptions

- NA605**
Statistical Techniques and Research Methods (3 cr.)
The methods of descriptive and experimental research, the study of statistical procedures, and the development of research methodology will be presented.
- 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.
- 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.)
This course presents the administration of general anesthesia with emphasis on gas machines, vaporizers, and monitoring devices.
- NA621**
Principles of Anesthesia Practice III (2 cr.)
This course presents concepts of pre-, intra-, and post-anesthesia patient assessment; and basic physiologic monitoring.
- 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.
- NA628**
Anesthesia and Uncommon Diseases (1 cr.)
This course presents advanced concepts of uncommon disease processes and the implications for anesthesia care.
- 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. Includes the application of learned principles to various aspects of anesthesia practice. Topics include: the chemistry and physics of anesthetic agents; accessory drugs; therapeutic agents; explosion hazards and electrical safety.
- NA644**
Anatomy, Physiology, 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.
- NA649**
Anatomy, Physiology, 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.
- NA655**
Pharmacology I (2 cr.)
This course is a comprehensive study of specific anesthesia drugs and their clinical use by the anesthetist.
- 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.
- NA670**
Anesthesia Clinical Practicum (3 cr.)
Clinical experience is provided in the member hospitals on a rotating basis. Clinical instructors will guide the student utilizing appropriate principles of anesthesia practice.
- NA671**
Anesthesia Clinical Practicum (240 hrs.)
Clinical experience is provided in the member hospitals on a rotating basis. Clinical instructors will guide the student utilizing appropriate principles of anesthesia practice.
- NA672**
Anesthesia Clinical Practicum (240 hrs.)
Clinical experience is provided in the member hospitals on a rotating basis. Clinical instructors will guide the student utilizing appropriate principles of anesthesia practice.
- NA673**
Anesthesia Clinical Practicum (480 hrs.)
Clinical experience is provided in the member hospitals on a rotating basis. Clinical instructors will guide the student utilizing appropriate principles of anesthesia practice.
- NA674**
Anesthesia Clinical Practicum (480 hrs.)
Clinical experience is provided in the member hospitals on a rotating basis. Clinical instructors will guide the student utilizing appropriate principles of anesthesia practice.
- NA678**
Anesthesia Clinical Practicum (480 hrs.)
Clinical experience is provided in the member hospitals on a rotating basis. Clinical instructors will guide the student utilizing appropriate principles of anesthesia practice.

204 Master Degree Programs

NA679

Anesthesia Clinical Practicum (240 hrs.)

Clinical experience is provided in the member hospitals on a rotating basis. Clinical instructors will 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.

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.

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.

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.

NA690

Research Presentation (3 cr.)

In this course, students will prepare literature based papers that examine and analyze anesthesia related topics. All papers will be in a publishable format using American Medical Association (AMA) style. The student will present and defend one of the papers before a faculty committee and students.

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.

Master of Arts in Organizational Leadership

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 quickly yet intelligently to ongoing change. The program is delivered in five distinct clusters, each cluster establishing a layer of skills and thinking that builds to the next layer, culminating in a synthesis of applicable adaptive leadership principles. Developing their own leadership style, students learn both analytical and interpersonal skills such as influencing, collaborating, and managing conflict. They become agents of organizational effectiveness and change as they learn to think critically and strategically about a myriad of organizational and ethical issues, to communicate and collaborate, to manage talent, to build high performing teams, to become inclusive and responsive, and to be creative in problem solving.

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 Manager 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 Manager builds the relationships and connections essential for successful organizations.
- **Cluster III:** The Global Manager understands and maneuvers among the cultural, economic, political, legal, and social spheres that influence work.
- **Cluster IV:** The Change Manager 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.

Required Courses

Each cluster of classes is taken in sequence and is a prerequisite set for the following cluster.

Cluster I: The Learning Manager: 8 cr. Total

OL614 Leadership & Ethics.....	4 cr
OL615 Critical Thinking & Research	4 cr

Cluster II: The Connected Manager: 7 cr. Total

OL624 Collaboration & Teambuilding.....	4 cr
OL625 Communication Strategies	3 cr

Cluster III: The Global Manager: 7 cr. Total

OL634 Economic & Political Contexts.....	3 cr
OL635 Social, Legal, & Cultural Perspectives	4 cr

Cluster IV: The Change Manager: 7 cr. Total

OL644 Talent Management	3 cr.
OL645 Organizational Change & Development	4 cr.

Cluster V: The Adaptive Leader: 7 cr. Total

OL654 Strategy & Innovation	4 cr
OL655 Capstone Symposium	3 cr

Total	36 cr.
--------------------	---------------

Required Course Descriptions

Cluster I: The Learning Manager

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.

206 Master Degree Programs

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 Manager

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 Manager

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 Manager

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

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.

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.

Master of Arts in Pastoral Ministries

The Institute in Pastoral Ministries (IPM) responds to the educational needs of persons engaged in collaborative ministries in the Roman Catholic Church. Others enroll because they seek to know Catholic doctrine, theology, pastoral practices, and canon law.

The Institute offers three affordable blended-delivery programs (online and short residency) to deacons, laity, and priests from throughout the United States and Canada:

- Master of Arts in Pastoral Ministries (3 years);
- Professional Certificate in Pastoral Ministries (3 years); and,
- Graduate Certificate in Canon Law (2 years).

The Institute in Pastoral Ministries brings lay persons, religious sisters and brothers, deacons, and priests into a community of baptized learners. Each year we enroll about 40 students from about 20 states and provinces into three cohorts (a class that travels together through their studies). About 25 faculty and staff facilitate our “academic retreat,” which incorporates participants from parishes, chanceries, schools, and homes that are both rural and urban. Before enrolling into IPM, some students had not been inside a classroom for decades. But now, at our “mission on the Mississippi,” all of us strive to know and to enjoy God and our Catholic faith.

The Institute in Pastoral Ministries is especially aware of our mission in terms of specifically American guidance offered by the United States Conference of Catholic Bishops:

The Church has always required proper preparation of those who exercise a ministry (see CIC, canons 235 §1, 236, 597 §2). In the same way, CIC, canon 231, states that “lay persons who devote themselves permanently or temporarily to some special service of the Church are obliged to acquire the appropriate formation which is required to fulfill their function properly.” Lay ecclesial ministers, just like the ordained, need and deserve formation of high standards, effective methods, and comprehensive goals... We encourage dioceses and academic institutions to seek creative ways of providing opportunities for the preparation and formation of lay ecclesial ministers, especially in mission and rural areas, and for meeting the needs of various cultural groups. (Co-Workers in the Vineyard [2005], 33)

Rhythm of Learning

Programs begin after Easter and conclude before Advent. They are designed for completion in three years. They proceed each year in three movements that create a learning community through online engagement and a short residency with interested persons from around the United States and Canada:

1. reading and writing to be completed at home in preparation for the summer-residency;
2. the two-week summer-residency in Winona where students and faculty immerse into critical dialogue, common prayer, and relaxation; and,

3. (Master of Arts only), post-residency assignments at home that include additional reading and writing that promote insight from research that can reference the pastoral context of participants’ local churches.

Communication between students, professors and administrators is essential in all aspects of the program. E-mail, telephone and the Internet-based Blackboard Learning System™ provide an array of tools to sustain the learning faith-community established in summer residencies. Students gain access to Blackboard upon admission.

Coursework is completed by November 30 following the summer residency in which courses were started.

Highlights of Pastoral Ministries

One highlight of the Master of Arts in Pastoral Ministries is the Integrated Pastoral Research project that correlates theology and Catholic doctrine with the pastoral situation and imagination of each student. The professional certificate program requires participation in the two-week residency and completion of preparatory reading and writing; Professional Certificate students are not required to do post-residency research or the Integrated Pastoral Research project.

An experienced pioneer in pastoral education, the institute is a learning community of faith. Professors and students ardently practice the Roman Catholic faith. Creative and accessible professors lead by example and clarify by theory. Faculty are drawn from pastoral and academic environments throughout the United States and hold the highest academic credentials. Students present a remarkable zeal for an informed faith and contribute diverse experiences that include, but are not limited to, pastoral care, religious education, youth ministry, campus ministry, teaching, ecclesiastical administration and liturgical ministries. Since 1986 we have graduated or professionally certified more than 325 men and women from 35 states and provinces with Catholic doctrine, theology, and pastoral skills for their local church.

Professional Affiliations

The Institute is a member of the Association of Graduate Programs in Ministry (AGPIM), the National Association for Lay Ministry (NALM), and the National Association of Church Personnel Administrators (NACPA).

Sequence for the Master of Arts (30 cr.)

Students and faculty integrate best organizational practices with doctrines and theologies of the Roman Catholic Church.

Curriculum: Pastoral Ministries

Program Objectives

The Institute in Pastoral Ministries serves pastoral practitioners, ecclesiastical administrators, and educationally-motivated Catholic adults. Our programs in pastoral ministries strive:

1. to equip participants with a deep understanding of Roman Catholic doctrines, corresponding Christian theologies, and pastoral practices that clarify the Gospel for our culture and promote the care of persons in our Church;
2. to demonstrate academic practices of inquiry, discovery, and reflection for professional employees in the Roman Catholic Church and church-related organizations; and,
3. to inspire attitudes and skills that are compatible with Roman Catholic ministerial service, especially facilitating personal transformation in Christ, building faith-community, and developing a pastoral presence grounded in awareness of one's gifts and limitations as a minister.

We coordinate with the guidance of the United States Catholic Conference of Bishops:

Ministry in the Church continues the ministry of Jesus through the ages and throughout the world. Continually, the Spirit calls forth new ministries and new ministers to serve evolving needs, as the history of the Church shows. In our time lay ecclesial ministers have emerged, men and women working in collaboration with bishops, priests, deacons, and other laity, each responding to the charisms bestowed by the Spirit. Because of their secular character, in a particular way they "are the Church in the heart of the world and bring the world into the heart of the Church" as they serve the needs of the community today. Lay people working in and for the Church require support and encouragement in the special task of evangelizing an increasingly incredulous world. (Co-Workers in the Vineyard [2005], 26)

Learner Outcomes

Graduates of programs in pastoral ministry are expected to:

1. Understand essential Catholic doctrines, illuminating theological explorations, and their pastoral applications.
2. Understand and demonstrate the Second Vatican Council's teachings on the universal call to holiness, including the concept of baptismal vocation, as related to their role as leaders of the faith community.
3. Understand and demonstrate the Church's mission in relation to one's vocation to lay ecclesial ministry or diaconal ministry.
4. Understand and be adept at pastoral practices both typical and emergent in the Roman Catholic tradition.

Sequence for the Master of Arts (30 cr.) and the Professional Certificate (30 CEUs) in Pastoral Ministries

The curriculum in Pastoral Ministries for the Master of Arts and Professional Certificate offers six theology courses, three pastoral skills courses (including two electives), and three integrated pastoral research (IPR) courses, for a total of 12 courses. During each of the three summer residencies, learners typically enroll in two theology courses and one pastoral skills course. Required only for the Master of Arts, the integrated pastoral research courses are registered in the three successive years and are self-managed, with completion between summer residencies. The mentorship of a professor and the associate program director are assets to insure each student's success.

Summer I

- PM505 Human Relations in Ministry
- PM540 Foundations in Theology
or
- PM500-502 Introduction to Pastoral Theology
(transfer credit for diocesan-school students)
- PM570 Liturgy
or
- PM500-502 Introduction to Pastoral Theology
(transfer credit for diocesan-school students)
- PM610 Integrated Pastoral Research I*

Thus, one's entry to pastoral studies in IPM is an academic spiritual exercise in three parts. The law of praying (*lex orandi*) is evident in Liturgy. The law of believing (*lex credendi*) is evident in Foundations. The law of living (*lex vivendi*) is evident in Human Relations in Ministry.

Summer II

- PM510 Leadership in the Faith Community
or
- PM520 Church at Prayer
or
- PM525 Christian Spiritualities
or
- PM531 Canon Law for Pastoral Ministers
or
- PM533 Social Action for Pastoral Ministers
or
- PM534-539 Special Topics in Pastoral Ministry
or
- PM580 Sacraments
- PM550 Ecclesiology
- PM560 Scripture
- PM620 Integrated Pastoral Research II*

Summer III

- PM520 Church at Prayer
or
- PM510 Leadership in the Faith Community
or
- PM525 Christian Spiritualities
or
- PM531 Canon Law for Pastoral Ministers
or
- PM533 Social Action for Pastoral Ministers
or
- PM534-539 Special Topics in Pastoral Ministry
or
- PM 580 Sacraments
- PM532 Christ Yesterday and Today
- PM590 The Church and Moral Issues
- PM630 Integrated Pastoral Research III*

*Master of Arts only

Course Descriptions

PM500–502

Introduction to Pastoral Theology (1 cr. or 1.3 CEUs each)

Participants in diocesan lay ministry leadership schools will complete a tailored learning contract with the Institute in Pastoral Ministries. Completion of related contracts results in advanced placement for the Master of Arts in Pastoral Ministries.

PM505

Human Relations in Ministry (2 cr. or 2 CEUs)

Various dynamics of leadership applied to pastoral ministry will be examined, including listening, affirming, and confronting.

PM510

Leadership in the Faith Community (2 cr. or 2 CEUs)

Various styles of leadership and their relevance for invigorating the Catholic community will be examined. Particular emphasis is given to the development of individual leadership and to the organization, purpose, mission, and vision required to develop a faith community.

PM520

The Church at Prayer (2 cr. or 2 CEUs)

Prerequisite: PM570

This course is designed to assist pastoral ministers in preparing and leading the church in communal prayer. Learners examine the principles, patterns of worship, and pastoral goals in liturgical planning. Special attention is given to the role of lay liturgical leadership in the assembly and other settings.

PM525

Christian Spiritualities (2 cr. or 2 CEUs)

Practices that enhance being in relationship to God are examined. Cultural, denominational, doctrinal, physical, and psychological aspects are included.

PM531

Canon Law for Pastoral Ministers (2 cr. or 2 CEUs)

The Code of Canon Law of 1983, which contains 1752 canons, seeks to formulate in as precise terms as possible the governing laws which are necessary to the Church's salvific mission. Participants must first understand the origins and history of canon law. Against this background, the principle points made in the seven books of the Code of Canon Law of 1983 are explored, with greater emphasis given to those areas with practical applications in ministry.

PM532

Christ Yesterday and Today (3 cr. or 4 CEUs)

Catechists, preachers, and other ministers confront a wide array of modern thought on Jesus. This course examines mainstream Catholic thinking on the historical Jesus, the Christ of faith, the foundation of the church, and the meaning of salvation. The course will coordinate with insights learned in PM 540 Foundations in Theology and PM 560 Scripture. Students will find their horizons significantly challenged while still thinking with the church.

PM533

Social Action for Pastoral Ministers (2 cr. or 2 CEUs)

Participants in this course examine the theological underpinnings of seven major themes of Catholic social teaching. The intent of the course is to assist participants in designing practical applications of each theme at the parish level. Emphasis is on parish social action which will build relationships across various social and economic barriers present in communities.

PM534 – 539

Special Topics in Pastoral Ministry (2 cr. or 2 CEUs)

These occasional courses focus on technologies for ministry or other current interests of enrolled students.

PM540

Foundations in Theology (3 cr. or 4 CEUs)

In this introduction to systematic theology participants study the mystery of God as represented in the church's creeds. The historical foundations of faith as well as essential doctrines and their role in questions of contemporary cultures will be explored.

PM550

Ecclesiology (3 cr. or 4 CEUs)

As an examination of the church's self-understanding, participants consider the singularly important doctrines of the Second Vatican Council (1962-65) and subsequent theological investigations and developments. Especially emphasized is the integration of participants' experiences with theological explorations and official Catholic teaching.

PM560

Scripture (3 cr. or 4 CEUs)

Participants explore both the forms and contents of Scripture in order to begin to uncover its theological meaning for the life of the church. The course also will consider the social and historical contexts of biblical books.

PM570

Liturgy (3 cr. or 4 CEUs)

This course introduces learners to the fundamental structures and history of the Roman Catholic liturgy. Particular attention is given to the ritual nature of human experience, the Christian interpretations of ritual, and the liturgy as primary source of Catholic faith and identity.

PM580

Sacraments (2 cr. or 2 CEUs)

This course considers the principle of sacramentality that informs Catholic faith and pastoral theology, and examines the seven sacraments as expressions of this Catholic world view. Theological and historical foundations are emphasized, with particular attention given to their pastoral and catechetical implications.

PM590
The Church and Moral Issues (3 cr. or 4 CEUs)

Participants study the past heritage of and current trajectories in the church that facilitate moral thinking, evaluating, and decision-making. Consideration of current moral issues that arise within the life of the People of God is integral to these investigations.

PM610
Integrated Pastoral Research I (2 cr., Master of Arts only)

Inaugurated with the IPR seminar during Summer I and completed prior to Summer II, the course requires participants to focus on theological and pastoral literature relevant to a pastoral issue of personal significance. Under the direction of faculty mentors, participants examine bibliographic resources, develop an annotated bibliography, and begin to analyze pastoral issues to be developed in IPR II.

PM620
Integrated Pastoral Research II (2 cr., Master of Arts only)

Inaugurated with the IPR seminar during Summer II and usually completed prior to Summer III, the course requires participants to write a proposal for their Integrated Pastoral Research project, to develop and to implement a creative pastoral project, and to prepare a draft of the Integrated Pastoral Research synthesis paper. The assistance of a Faculty Adviser is available throughout all phases of the course.

PM630
Integrated Pastoral Research III (2 cr., Master of Arts only)

Continuing the plan, practices, and writing from PM 620, this course is registered in Year III and concludes one's Integrated Pastoral Research. Assistance and approvals are provided by one's Faculty Adviser, a second faculty reader, and the associate program director. Successful completion of all other courses and approval of the IPR by the program director authorize a student's graduation with the Master of Arts in Pastoral Ministries.

PM640
Continuous Enrollment I: Master in Pastoral Ministries

(0 cr., Master of Arts only)

Learners who continue completion of the Integrated Pastoral Research into a fourth year register for this course in spring after their third residency. Full participation is required at the summer residency for daily library research and commensurate consultation with the Writing Center.

PM650
Continuous Enrollment II: Master in Pastoral Ministries

(0 cr., Master of Arts only)

Learners who extend completion of the Integrated Pastoral Research into a fifth "emergency" year fully participate in the summer residency for daily library research and commensurate consultation with the Writing Center.

Program Delivery

This program combines two weekend residencies with independent study, a summative paper, and presentation. The residencies occur at the beginning and end of the program to correspond with the initial course (LSS600) and the final course (LSS690). Optional community-building experiences are available on campus or online.

Admission Requirements for Master of Arts Degree (30 cr.)

1. An earned bachelor's degree with a GPA of 2.75 or better from an accredited institution; persons with lower than a 2.75 GPA may be admitted provisionally.
2. Two letters of recommendation: one from a pastor, administrator, or supervisor; and another from a colleague.
3. A brief double-spaced typed essay stating one's ministerial goals and aspirations, including one's motivation for enrolling in the institute.
4. Application by April 1 is encouraged but not required.

Admission Requirements for Professional Certificate (30 CEUs)

1. A high school diploma.
2. Five or more years of life-experience beyond high school.
3. Two letters of recommendation: one from a pastor, administrator or supervisor; and another from a colleague.
4. A brief double-spaced typed essay stating one's ministerial goals and aspirations, including one's motivation for enrolling in the institute.
5. Application by June 1 is required.

Requirements for Diocesan Students for Admission to PM500-502: Introduction to Pastoral Theology

1. A diocesan student may apply for PM500 at any time after they have been officially admitted into a diocesan program of pastoral studies.
2. A diocesan student may apply for PM501 after they have completed application for the master of arts at the Institute in Pastoral Ministries.
3. A diocesan student may apply for PM502 after they have been formally accepted to study for the master of arts at the Institute in Pastoral Ministries.

Please Note: Application materials should be sent to the following address:

Institute In Pastoral Ministries
 Saint Mary's University of Minnesota
 700 Terrace Heights #77
 Winona, Minnesota 55987-1399

Master of Arts in Philanthropy and Development

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 credit hours:

- 21 hours of face-to-face classroom work during three (2 week) summer session residencies.
- 9 hours of online/independent study coursework completed between summer session residencies.

The academic content of the program extends beyond courses and summer sessions. An applied Action Research Project 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

Evaluate the history and trends in philanthropy and development.

1. Apply a comprehensive set of development strategies, techniques, and vehicles.
2. Develop and apply procedures for the sound stewardship of contributed resources.
3. Build and enhance relationships with constituencies.
4. Evaluate and develop the human, financial, and technology resources of a nonprofit organization.
5. Lead with an understanding of organizational dynamics and systems.
6. Apply and adapt theory to new and changing contexts by critically analyzing information and situations.
7. Develop listening, speaking, and written communication skills.
8. Incorporate an ethical perspective and legal considerations into all leadership, development, and philanthropic activities.

Course of Study

YEAR ONE

Summer Learning Section (7 cr.)

PHDE607 History of Philanthropy and Development.....	2 cr.
PHDE616 Leadership Skills	2 cr.
PHDE617 Communication Skills I.....	1 cr.
PHDE608 Research Methods	2 cr.

Plus 2-hour Action Research Introductory Seminar

Fall On-line Learning Section (2 cr.) September 1 to December 31

PHDE 618 Communication Skills II.....	1 cr.
PHDE 610 Action Research Project I.....	1 cr.

Winter/Spring On-line Learning Section (2 cr.) January 1 to April 30

PHDE619 Action Research Project II.....	1 cr.
PHDE612 Legal Issues in Philanthropy and Development	1 cr.

YEAR TWO

Summer Learning Section (7 cr.) May 1 to August 31

PHDE613 Globalization of Philanthropy.....	2 cr.
PHDE622 Fund Development Frameworks	2 cr.
PHDE624 Board Governance	2 cr.
PHDE611 Ethics in Philanthropy and Development.....	1 cr.

Plus individual Action Research meetings with Program Director

Fall On-line Learning Section (2 cr.) September 1 to December 3

PHDE628 Resource Management.....	2 cr.
----------------------------------	-------

Winter/Spring On-line Learning Section (2 cr.) January 1 to April 30

PHDE630 Action Research Project III.....	1 cr.
--	-------

YEAR THREE

Summer Learning Section (7 cr.)

PHDE638 Organization Development.....	2 cr.
PHDE634 Major Giving	2 cr.
PHDE627 Cross-Cultural Philanthropy	2 cr.
PHDE631 Trends in Philanthropy and Development	1 cr.

Plus Action Research Presentations

Fall On-line Learning Section (2 cr.)

PHDE635 Strategic Planning	2 cr.
----------------------------------	-------

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.

Course Descriptions

PHDE600 **Program Orientation (0 cr.)**

The orientation overviews the program delivery and content, and introduces the program communication format and writing style. A community of learners is established and introductions to other students and faculty are provided.

PHDE607 **Philanthropy and Development Historical and Critical Contexts (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.

PHDE608 **Research Methods (2 cr.)**

This course provides an overview of qualitative and quantitative research models, but focuses on recognizing, designing, and conducting valid, reliable, and ethical Action Research. Published studies are critiqued by identifying strengths and limitations of the methodology and evaluating potential impact on practice. Action Research design, evaluation of literature and published studies, decision analysis, and methods for communicating and implementing results are practiced.

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 and fundraising programs.

PHDE612 **Legal Issues in Philanthropy and Development (1 cr.)**

This course explores relevant legal issues for development professionals working in non-profit organizations in the U.S. The focus of the course is the regulation of nonprofit organizations by federal and state governments, tax exempt status, reporting requirements and strategies to adhere to the principles of accountability legislation.

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.

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.

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.

PHDE625 **Philanthropy 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.

PHDE627 **Cross-Cultural Philanthropy (2 cr.)**

This course focuses on understanding the distinctive dimensions of giving and volunteering within the diverse cultural groups that increasingly define philanthropic markets. Specific attention is given to the development of cross-cultural competence and its application to philanthropy and development.

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.

PHDE631 **Trends in Philanthropy and Development (1 cr.)**

This course explores trends in philanthropy and the field of development, especially as identified in the professional literature. The emphasis is on analyzing and evaluating trends to maximize donor-organization relationships, improve professional efficiency and effectiveness, and advance the field.

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."

PHDE635 **Strategic Planning (2 cr.)**

This course explores organizational planning with an emphasis on strategic planning. The course defines the appropriate use of strategic planning and outlines each step. Also included in the course is the development professional's role in strategic planning and the impact of strategic planning on the development process.

214 Master Degree Programs

PHDE638

Organizational 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

PHDE626

Communication Skills (2 cr.)

The focus of this course is on written and oral communication in professional and academic settings, with an emphasis on academic writing. Theories of interpersonal and organizational communication, appropriate writing style based on audience, academic voice and style, literature searches, writing that incorporates sources materials, ethical use of source materials, APA style and effective presentations are examined.

Philanthropy and Development Action Research Project Sequence

In this sequence of three 1-credit courses over the course of the program, students synthesize scholarly resources, academic learning, and evidence-based practice through a review of relevant literature and the implementation and analysis of an action research project. Papers are summarized in a visual summary presentation.

PHDE610

Action Research Project I (1 cr.)

In this Action Research Project section the details and stages of a completed paper are outlined. Paper requirements, methodologies, and standards are discussed. The initial aspects of the paper are designed.

PHDE620

Action Research Project II (1 cr.)

In this Action Research Project section a review of the literature relevant to the proposed action research is completed.

PHDE630

Capstone III (1 cr.)

In this Action Research Project section the action research is conducted, the research analyzed, and the paper is completed.

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 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 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

Master of Science in Project Management

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.

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.
PRM601 Project Planning and Estimating	3 cr.
PRM602 Project Human Resource Management	3 cr.
PRM603 Project Communication Management	3 cr.
PRM604 Project Risk and Quality Management	3 cr.
PRM605 Project Procurement and Cost Management	3 cr.
PRM606 Global Project Management	3 cr.

Required Management Courses: 15 cr.

GM600 Management Principles	3 cr.
GM625 Leadership and Decision-Making	2 cr.
GM630 Quantitative Methods	3 cr.
GM660 Financial Management	3 cr.
GM670 Strategic Management	2 cr.
GM675 Managerial Ethics and Issues	2 cr.

Capstone Course: 3 cr.

PRM689 Project Management Capstone	3 cr.
--	-------

Elective Course: 3 cr.

MIB510 International Business Environments	3 cr.
MIB545 International Political Economy	3 cr.
PRM607 Fundamentals of Program and Portfolio Management	3 cr.

Faculty

The faculty members for the Master of Science in Project Management program have earned doctorate or master's degrees. Faculty members are selected for their combination of educational and professional expertise.

Required Course Descriptions

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 Estimating (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, communication, risk and procurement are addressed.

PRM602 **Project Human Resource 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.

PRM603 **Project Communication (3 cr.)**

This course examines various methods used to effectively communicate project information including requirements, project plan, performance, milestone reporting, and project closure. Technical writing and formal presentation techniques are addressed.

PRM604 **Project Risk and Quality Management (3 cr.)**

Prerequisite: PRM600

This course explores the basic principles and practices of risk and quality management. Key concepts in managing uncertainty include developing a risk approach, and identifying, analyzing, responding to, and monitoring risks in projects. Key concepts in quality management include quality planning, quality assurance and quality control.

PRM605 **Project Procurement and Cost Management (3 cr.)**

Prerequisite: PRM600 and 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.

PRM606 **Global Project Management (3 cr.)**

Prerequisites: PRM600 and PRM601

This course focuses on the various considerations project managers must make for successful global projects. It addresses differing political climates and stages of economic development. Social and cultural differences of countries are examined for their impact on project processes.

Required Management Courses

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 in terms of global applications. Special attention is given to defining and interpreting cross-cultural differences and influences. The course emphasizes the approaches of collaboration that especially addresses the expectations, needs and performances of people in organizations and gives attention to the external, internal and global cultures that influence organizational structure, behavior and change.

GM625 **Leadership and Decision-Making (2 cr.)**

This course introduces selected models and practices in the exploration and understanding of what is effective leadership and decision-making. Skills necessary for effective decision-making and problem-solving within organizations are emphasized from the role of manager.

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, 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 by way of examination of various financial areas including: types of organizations, sources of capital, investment in the US and in foreign countries, asset management, time value of money, international payments and foreign exchange rates, trade theory and policy, and financial statement analysis.

GM670 **Strategic Management (2 cr.)**

This course examines both the theory and application of strategic management tasks. Among the tasks considered are: developing a mission/vision statement, setting objectives, developing and implementing a strategy, and evaluating performance.

GM675 **Managerial Ethics and Issues (2 cr.)**

This course examines various theories and methods that can be used to resolve organizational dilemmas involving ethical behavior. Students apply philosophical principles and managerial techniques to the ambiguous and ethical issues facing today's organizations domestically and globally.

Required Capstone Course

PRM689 Project Management Capstone (3 cr.)

Prerequisite: Must be taken in the final semester of the student's coursework

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 either a major research paper and presentation related to a project or the simulation of all phases of a project of interest. The results are formally presented.

Elective Courses

MIB510 International Business Environments (3 cr.)

This course provides an introduction to the fundamentals and essential components of international business and the environments in which it is conducted. It examines theory and practice of elements that comprise the international environment within the global marketplace. The inner-workings of international business operations through the study of key issues facing international businesses are emphasized.

MIB545 International Political Economy (3 cr.)

This course provides a framework for identification and analysis of the international political and economic issues that make up the international business environment. The international political economy is examined in light of national economies, political and demographic trends, social issues and the relationship between power and wealth. Ways in which political, economic, cultural, and religious forces and tensions affect international business are emphasized. The course identifies political forces that affect the economic choices of states, enterprises and individuals in international trade, investment and monetary affairs.

PRM607 Fundamentals of Program and Portfolio Management (3 cr.)

Prerequisite: PRM600 and PRM601

This course examines the program and portfolio framework in which successful projects need to take place. Program and portfolio management foundational knowledge areas, processes, tools and practices, and how they are integrated into successful business and organizational contexts are examined. The course covers the documented set of processes that represent generally recognized world-wide best practices in program and portfolio management.

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.

Master of Arts in Public Safety Administration

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, 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, 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.....	14 cr.
Required Management Courses	15 cr.
Required Capstone Course.....	3 cr.
Elective Courses	4 cr.
Total	36 cr.

Required Public Safety Administration Courses: 14 cr.

PSA600 Public Safety Systems	3 cr.
PSA605 Community Relations	3 cr.
PSA610 Risk Management in Public Safety	2 cr.
PSA615 Homeland Security and Emergency Management Principles.....	3 cr.
PSA620 Public Sector Finance	3 cr.
PSA625 Managing Public Safety Resources	3 cr.

Required Management Courses: 15 cr.

GM600 Management Principles	3 cr.
GM620 Communication Skills	2 cr.
GM625 Leadership and Decision-Making	2 cr.
GM643 Multicultural Perspectives.....	2 cr.
GM670 Strategic Management	2 cr.
GM675 Managerial Ethics and Issues.....	2 cr.

Required Capstone Course: 3 cr.

PSA690 Public Safety Capstone.....	3 cr.
------------------------------------	-------

Elective Courses: 4 cr.

PSA630 Public Safety in Schools.....	2 cr.
PSA680 Public Safety Administration Field Experience.....	2 cr.

Or select from recommended management courses or choose any other master's level course with the approval of the program director.

Faculty

The faculty members for the Master of Arts in Public Safety Administration program have earned doctorate or master's degrees. Faculty members are selected for their educational and professional experience and expertise.

Required Course Descriptions

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 (2 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.

PSA630 **Public Safety in Schools (2 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.

Required Management Courses

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 in terms of global applications. Special attention is given to defining and interpreting cross-cultural differences and influences. The course emphasizes the approaches of collaboration that especially addresses the expectations, needs and performances

of people in organizations and gives attention to the external, internal and global cultures that influence organizational structure, behavior and change.

GM620 **Communication Skills (2 cr.)**

Prerequisite: It is recommended that this course be taken in the student's first semester.

The focus of this course is on written and oral communication in professional and academic settings with an emphasis on academic writing. Theories of interpersonal and organizational communication, appropriate writing style based on audience, academic voice and style, literature searches, writing that incorporates sources materials, ethical use of source materials, APA style and effective presentations are examined.

GM625 **Leadership and Decision-Making (2 cr.)**

This course introduces selected models and practices in the exploration and understanding of what is effective leadership and decision-making. Skills necessary for effective decision-making and problem-solving within organizations are emphasized from the role of manager.

GM643 **Multicultural Perspectives (2 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 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.

GM655 **Human Resource Management (2 cr.)**

This course examines core areas of staffing, training, motivation, compensation and benefits, and employee relations in both service and product-driven organizations. It emphasizes the understanding of and the application of effective human resource management principles to the issues faced by the human resource manager in today's world.

GM670 **Strategic Management (2 cr.)**

This course examines both the theory and application of strategic management tasks. Among the tasks considered are developing a mission/vision statement, setting objectives, developing and implementing a strategy, and evaluating performance.

GM675 **Managerial Ethics and Issues (2 cr.)**

This course examines various theories and methods that can be used to resolve organizational dilemmas involving ethical behavior. Application of philosophical principles and managerial techniques to the ambiguous and ethical issues facing today's organizations domestically and internationally is emphasized. Students will develop skills necessary to identify, analyze, and develop strategies to engage in ethical decision-making.

Required Capstone Course

PSA690
Public Safety Capstone (3 cr.)

Prerequisite: All other required coursework

In this course students integrate public safety knowledge, skills and tools developed in previous public safety and management courses. It emphasizes critical analysis of current topics and trends. It includes a major research paper and presentation on a public safety topic of the student's choice.

Elective Courses

PSA630
Public Safety in Schools (2 cr.)

This course examines public safety issues affecting schools and school activities. 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, maximizing the role of the school resource officer, best practices for before and after school events, dress codes, parental involvement, safety planning models, current juvenile issues, parent and grandparent support, volunteers, and security checks.

PSA675
Public Safety Administration Field Experience (2 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.

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.

Master of Arts in Special Education

The Master of Arts in Special Education program is designed for students who would like to become licensed to teach in the Special Education areas of Learning Disabilities (LD) and/or Emotional Behavioral Disorders (EBD). 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. Students may choose to complete only the courses leading to licensure which results in earning one or both graduate certificates in special education (LD and/or EBD). Those students who wish to earn the Master of Arts in Special Education must also complete the additional 6 credits of the master's completion sequence.

Program Outcomes

Upon completion of the Master of Arts in Special Education program, graduates are expected to do the following:

1. Interpret the central concepts, tools of inquiry, and the history of special education within the context of birth to 21 regular education settings.
2. Manage the use of effective ethical and legal practices to lead the special education team through special education processes.
3. Develop, design, and implement effective individualized programs for students with disabilities using appropriate instructional strategies.
4. Communicate and collaborate effectively with families and professionals.
5. Apply the standards of effective practice in teaching special needs students at primary, intermediate, and high school levels across a range of service delivery models.
6. Analyze current research and apply it to special education curriculum and instruction.
7. Develop leadership skills to guide and direct services for the special education needs of students.
8. Utilize knowledge of disabilities and other conditions to integrate strategies applicable for students, including those with co-existing disabilities.
9. Recognize and plan for personal and professional growth and development.
10. Deliver professional education services in a nondiscriminatory manner with sensitivity to diversity.

Program Requirements

For those students working toward their initial teaching license, the following courses are required for licensure in Learning Disabilities and Emotional Behavioral Disorders:

Standards of Effective Practice Courses:

EDUC515 Foundations of Education	2 cr.
EDUC517 Learning, Development, and Exceptionality.....	3 cr.

EDUC565 Human Relations, Cultural Diversity, and American Indian Culture	2 cr.
EDUC511 Educational Measurement and Assessment	2 cr.
EDUC525 Curriculum and Instruction	4 cr.
EDUC530 Reading in the Content Areas	2 cr.
EDUC534 Technology in the Classroom	2 cr.
EDUC554 Practicum	0 cr.

See Master of Arts in Instruction program information for course descriptions.

Special Education Core Courses:

EDSE601 Special Education Foundations	4 cr.
EDSE602 Survey of Special Populations.....	2 cr.
EDSE603 Individualized Assessment	3 cr.
EDSE604 Transition Planning through Collaboration	3 cr.
EDSE605 Behavior Theories and Practices.....	3 cr.
EDSE606 Characteristics of Students with Learning Disabilities and/or Emotional Behavioral Disorders	3 cr.
EDSE607 Literacy Development and Interventions	3 cr.

Learning Disabilities Course:

EDSE610 Instructional Strategies for Students with Learning Disabilities	2 cr.
---	-------

Emotional/Behavioral Disabilities Course:

EDSE611 Instructional Strategies for Students with EBD	2 cr.
--	-------

Practicum:

EDSE621 Special Education Student Teaching	6 cr.
(for students seeking initial teaching license)	

*The Standards of Effective Practice courses are required by the state of Minnesota for any teaching license. It is not necessary for those courses to be taken prior to the Special Education courses, but it is necessary for those courses to be completed before a recommendation can be made to the state for licensure.

For students who currently hold a Minnesota teaching license, the following courses are required for adding licensure in Learning Disabilities and Emotional Behavioral Disorders:

Special Education Core Courses:

EDSE601 Special Education Foundations	4 cr.
EDSE602 Survey of Special Populations.....	2 cr.
EDSE603 Individualized Assessment	3 cr.
EDSE604 Transition Planning through Collaboration	3 cr.

222 Master Degree Programs

EDSE605 Behavior Theories and Practices.....	3 cr.
EDSE606 Characteristics of Students with Learning Disabilities and/or Emotional Behavioral Disorders	3 cr.
EDSE607 Literacy Development and Interventions	3 cr.

Learning Disabilities Course:

EDSE610 Instructional Strategies for Students with Learning Disabilities.....	2 cr.
---	-------

Emotional/Behavioral Disabilities Course:

EDSE611 instructional Strategies for Students with EBD	2 cr.
--	-------

Practicum:

EDSE62 Special Education Practicum	3 cr.
(for students adding special education licensure to existing teaching license)	

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;

Master's Completion Courses:

EDSE670 Research and Methods	3 cr.
EDSE675 Capstone	3 cr.

Faculty

The faculty members for the Master of Arts in Special Education program have earned doctorate or master's degrees. Faculty members are selected for their combination of educational and professional experience and expertise.

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, power point, etc.

Practicum 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 through a 3 credits 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.

State Required Testing

Three tests are required by the state for teacher licensure. Students must successfully complete all three tests to 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 and pass one of the tests within their level of licensure. Since Special Education licensure is K-12, any of these tests would work. If you have previously passes one or more of the PLT tests, you do not need to retake the test at another level.

A content area test is also required. All students applying for a license in Special Education will take the Education of Exceptional Students: Core Content Knowledge. All tests are developed by the Education 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.children.state.mn.us), or from program staff.

Course Descriptions

EDSE600 Orientation (0 cr.)

The orientation introduces students to the tools, technology, policies, and expectations for the M.A. 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 and practicum parameters and placement.

EDSE601 Special Education Foundations (4 cr.)

Prerequisite to all courses

The course emphasizes the fundamental, philosophical, and organizational history of K-12 special education. The historical evolution, issues, and current trends in special education are analyzed. Organizational structures, available service and placement options, disability classifications, and stereotypes of individuals with disabilities are covered. Additional areas introduced include nonbiased assessment, legal requirements, and professional collaboration.

EDSE602 Survey of Special Populations (2 cr.)

This course examines the characteristics of disabilities and their impact on students' educational and social lives. Learning, developmental cognitive, speech, language, physical, autism spectrum, emotional behavioral, and other health disabilities are discussed along with the requirements for receiving special education.

EDSE603 Individualized Assessment (3 cr.)

This course examines the administration and interpretation of standardized instruments used to identify students with emotional behavioral disorders or specific learning disabilities. The focus is on the technical adequacy and educational viability of assessment instruments in screening, eligibility determinations, student progress monitoring, and data-based instructional planning practices. Scoring and interpretations of assessment tests; informal and observational assessment data

collection and reporting; and the philosophy, procedures, and methodologies used to conduct screening and assessment are also covered.

EDSE604
Transition Planning Through Collaboration (3 cr.)

Prerequisite: EDSE603 Individualized Assessment

This course addresses team teaching, curriculum modification and adaptation, interagency collaboration, career planning, and transition planning. Strategies for collaboration and communication with families and professionals are analyzed and applied. Implications of having a life long disability and how a child with a disability can impact family dynamics are also a focus.

EDSE605
Behavior Theories and Practices (3 cr.)

This course explores proactive and systemic approaches to the assessment and management of behavior problems in the classroom, including functional assessment, behavioral analysis, cognitive strategies, and crisis prevention. The ethical and legal practices in behavior management and the use of positive behavior supports for promoting behaviors in school, home, school, and community settings are covered. The course examines research-based behavioral interventions and interventions based on behavioral, psycho-educational, and ecological theories.

EDSE606
Characteristics of Students with Learning Disabilities and/or Emotional Behavioral Disorders (3 cr.)

This course provides an in-depth theoretical and practical examination of the characteristics, needs, and issues related to two specific student populations: those with learning disabilities and those with emotional behavioral disorders. The course explores expected psychosocial, educational, vocational, and leisure outcomes; the legal responsibilities of schools; collaboration among the school and other agencies; and the community and family.

EDSE607
Literacy Development and Interventions (3 cr.)

This course addresses both normal and atypical development in reading, spelling, and writing. Interventions for students having instructional and/or behavioral difficulties in the regular classroom; diagnostic strategies for developing remediation programs, and scientifically-based programs for remediation of literacy disabilities are covered.

EDSE610
Instructional Strategies for Students with Learning Disabilities (2 cr.)

This course examines instructional strategies, especially in literacy and math, for elementary and secondary age students with learning disabilities, and explores the role of the learning strategy specialist in resource and inclusive settings. Topics include facilitating the inclusion of students with learning deficiencies in general education through instructional modifications, managing classroom behavior, promoting social acceptance, and modifying the classroom environment; and researching and applying effective classroom instructional strategies across delivery models.

EDSE611
Instructional Strategies for Students Identified with EBD (2 cr.)

This course examines the learning needs of students identified with emotional behavioral disorders as a primary or co-existing disability identification. Techniques and strategies to facilitate the inclusion of these students in general education, including instructional modifications, classroom behavior management, promotion of social acceptance, and modification of the classroom environment to accommodate learners with emotional behavioral disorders are covered. Programming models and behavioral and psycho-educational techniques are analyzed. Attention is focused on intervention strategies, reintegration, and follow-up techniques.

EDSE620
Special Education Practicum (3 cr.)

The practicum experience provides the opportunity to apply coursework; plan, organize, and teach lessons; maintain an environment conducive for learning; and become acquainted with school routines and practices, while working closely with a cooperating teacher. The practicum student is expected to demonstrate the professional dispositions of a well organized, effective, and reflective instructor. The 3 credit practicum experience is for licensed teachers who will be adding on a special education license.

EDSE670
Research and Methods (3 cr.)

This course examines both qualitative and quantitative educational research and methodology, and its impact on the development of educational theory and the improvement of educational practices. Focus is on how to develop a research question and identify the relevant literature. The processes for conducting educational action research projects are explored.

EDSE675
Capstone (3 cr.)

The final course for the master's program includes a literature review and action research design. Research findings are developed into an action plan. The action plan highlights current research based practices; ethical principles; teacher resiliency; and cultural competence; and connections to students, families, colleagues, and professionals.

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.

224 Master Degree 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 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 Admission on the Twin Cities Campus.

Graduate Certificate in Addiction Studies

This program is designed to provide students an understanding of the inter-relatedness 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.

Faculty

The faculty and adviser for the Addiction Studies program 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 members are expected to have a clinical practice.

Degree Requirements

Core Courses: 22 cr.

ADS551 Historical & Contemporary Foundations of Addiction Theories.....	2 cr.
ADS552 Applied Research & Evaluation in Addictions	2 cr.
ADS553 Ethical, Legal, and Professional Issues in Addiction Service.....	2 cr.
ADS554 Psychopharmacology & Psychophysiology in Addiction Disorders.....	2 cr.
ADS555 Multicultural Aspects of Addiction 2 cr.	
ADS556 Diagnosis and Assessment of Addictions & Co-occurring Disorders	3 cr.
ADS557 Families & Addictive Related Issues Across the Lifespan	2 cr.
ADS558 Individual & Group Counseling & Case Management	3 cr.
SUBTotal.....	18 cr.

Practicum: 4 cr.

ADS 590 Practicum I	2 cr.
ADS 591 Practicum II	2 cr.
Total	22 cr.

Course Descriptions

Core Courses

ADS551 Historical & 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 socio-cultural 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 & 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.

226 Graduate Certificate Programs

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 underlying professionalism are synthesized and applied, while integrating the 12 Core Functions.

ADS554 Psychopharmacology & Psychophysiology in Addictive 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 socio-cultural dimensions of drug using is explored. Special attention is given to variables of age, ethnicity, spirituality, gender, sexuality, and socio-economic status.

ADS556 Diagnosis and Assessment of Co-occurring Disorders (2 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 bio-psychosocial factors including socio-economics, 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 (2 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 bio-psychosocial 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.

Practicum

ADS590 Practicum I (440 hours, 2 cr.)

(See Practicum II for course description)

ADS591 Practicum II (440 hours, 2 cr.)

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.

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 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 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. 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.

Graduate Certificate in Canon Law

The graduate certificate in Canon Law is designed for persons who do not seek a pontifical degree in canon law (JCL, JCD) but seek canonical knowledge for administrative and pastoral duties, general knowledge of Church teaching, or to enhance one's pastoral ministry.

Program Structure

Our 16-credit program in canon law strives to equip participants with a deep understanding of Roman Catholic canonical principles, relevant doctrines, and consequent relationships to cultures and societies; to demonstrate judicial skills of inquiry, discovery, and reflection relevant for professional employees in the Roman Catholic Church and church-related organizations; and, to inspire attitudes and skills that are compatible with lives of Roman Catholic ministerial service, especially practical participation in the polity of the Church.

Program Delivery

The course of studies for the graduate certificate in Canon Law begins after Easter and concludes before Advent. Studies proceed in three phases within a learning community that travels together through two years, each with a summer residency. Reading and writing to be completed at home in preparation for the summer residency. Two-week summer residency in Winona where students and faculty immerse into critical dialogue, common prayer, and relaxation and post-residency assignments at home that include additional reading and writing that promote insight from research that can reference participants' local churches.

Learner Outcomes

Graduates are expected to:

1. Understand and demonstrate the Catholic Church's salvific mission in terms of canonical structures, principles, and practices;
2. Understand and advocate the rights and duties of members of the Roman Catholic Church;
3. Reconcile essential Catholic doctrines, canonical structures, and the exigencies of civic life; and,
4. Be conversant with the canonical norms associated with various pastoral ministries.

IPM Aptitude Essays for the Study of Canon Law (only C and E above) are brief introductory essays that demonstrate one's understanding of Catholic doctrines and theologies regarding Jesus Christ, the Church, revelation, and morality. Persons who underachieve this requirement may seek remediation in IPM-courses specified by the program director. If a minimum 3.0 GPA is achieved therein, one may continue to courses in canon law in their second year of studies in IPM. If a minimum 3.0 GPA is not achieved, a student may not continue for studies in canon law.

Required Canon Law Core Courses: 12 cr.

PM680 Introduction to Canon Law.....	3 cr.
PM681 Church Structure: Universal and Particular	3 cr.
PM682 Persons and Rights in the Church	3 cr.
PM683 Sacraments in Canon Law.....	3 cr.

Electives: 4 cr.

Two of the following:

PM685 Temporal Administration of the Church.....	2 cr.
PM686 Chancery Ministry	2 cr.
PM687 Tribunal Ministry: Processes and Cases.....	2 cr.
PM688 Penal Law and Disciplinary Proceedings in	2 cr.
Canon Law	

Course Descriptions

PM680

Introduction to Canon Law (3 cr.)

This introduction will focus on the purpose, the concepts, the terms and the historical context of canon law. It will present the basic organization and structure of the Code of Canon Law. It will explain how canon law complements and is complemented by Roman Catholic ecclesiology and moral theology. Participants will experience a team-taught course that especially introduces the rights of a baptized person, the purpose of authority and the limits of the legislation. By using a team-taught approach, the course will provide an introduction to Church law that fosters an appreciation of the breadth of canonical styles. The principles that govern the application and interpretation of canonical regulations will be explained. As an introductory experience, this course will provide the tools to understand subsequent courses.

PM681

Church Structure: Universal and Particular (3 cr.)

This course studies the organizational structure of the Church. The authority of the Roman Pontiff, the college of bishops, cardinals, and the congregations and departments of the Roman Curia will be examined. The nature and organization of a diocese, the pastoral office of the local bishop, and diocesan offices will be studied. Emphasis will be given to the laws concerning parishes, pastors, pastoral ministers, and parish consultative bodies. This course will equip the diocesan and parish ecclesial minister with the knowledge and understanding required for ministry.

PM682

Persons and Rights in the Church (3 cr.)

After an introduction to the concept of juridic persons, this course will cover the essential rights and duties of persons in the Church. Particular attention will be given to Vatican II source documents, the *Lex Fundamental* as now found in Book II of the Code of Canon Law, and the procedural rights which protect persons in the Church.

PM683
Sacraments in Canon Law (3 cr.)

After discussing the principles of liturgical law, this course treats the canonical norms of each of the sacraments of the Church. The recipient of the sacrament, the minister of the sacrament and the laws governing the administration of each sacrament will be explored. Special emphasis is given to the sacrament of matrimony.

PM685
Temporal Administration of the Church (2 cr.)

The goal of this course is for learners to grasp the basic canonical and civil rules which govern the administration of goods possessed by the Catholic Church. The concept of a juridic person both in the canonical and civil sense will be developed. The right to possess and dispose of ecclesiastical and non-ecclesiastical property will be studied, including the distinction between sacred and non-sacred ecclesiastical goods. The relationships of United States civil law and canon law will be studied, especially as they impact contracts, employment relationships, and ecclesiastical office.

PM686
Chancery Ministry (2 cr.)

This course will focus on the norms of the Code that are used in the central administration of the diocese, especially personnel, finances and diocesan policy. The Code of Canon Law will be understood as a resource which provides purpose and direction in diocesan administration as well as a context within which to analyze and frame a solution to specific questions. Areas of study include: faculties for ministry, appointment of a parochial administrator, stipends, removal from ecclesiastical office, sale of Church property, association with the diocese while using the word 'Catholic,' access to files, liturgical practices, and supervision of catechesis.

PM687
Tribunal Ministry: Processes and Cases (2 cr.)

After describing the judicial authority of the diocesan church as exercised by those persons appointed to the diocesan tribunal, this course will focus on the various judicial processes exercised by the tribunal. An emphasis will be placed on marriage cases, which constitute the bulk of a tribunal's caseload. Participants will survey applicable law to include allocutions of the pope, Rotal jurisprudence, and comparisons with United States civil law. The person completing this course will be equipped with a basic knowledge of the tribunal's judicial role and its pastoral function as a primary outreach of the Church to divorced persons.

PM688
Penal Law and Disciplinary Proceedings in Canon Law (2 cr.)

The overarching purpose of the system of criminal law and penalties in Church law is the restoration of communion, that is, to bring back the lost relationship with the community of God's people. Of equal purpose is the protection of the common good. The identification of crimes and the consequent sanctions are intended to reform the sinner as well as to protect the community. Within this context, the entirety of Book VI and the relevant portions of Book VII of the Code of Canon Law will be studied. The distinction between internal and external forum will be emphasized. Technical concepts such as excommunication, interdict and suspension will be clarified. The course will study what is regarded as criminal behavior in the Church and the options that the Church community has for responding. Foundational canonical concepts will be discussed, such as the presumption of innocence, the right of defense, and recourse to a higher authority. The developing jurisprudence and praxis in the area of sexual abuse of minors will be explained.

Admission Requirements

- Two letters of recommendation: one from a bishop or parish-pastor and another from an administrator, supervisor, or colleague.
- A brief double-spaced typed essay stating one's goals and aspirations in these studies, including your motivation for enrolling in the Institute.
- Completed application form.
- Non-refundable application fee of \$25.
- Application by May 1 is required.

Each applicant, according to your previous education (one option from A - E):

Option A

Transcript of master's degree in Catholic theology or licentiate in sacred theology

Option B

Transcript of master's degree in theology or religious studies, including courses in Fundamental Theology, Ecclesiology, and Moral Theology

Option C

Transcript of master's degree in any discipline, either

- a) Certificate of completion for a Roman Catholic diocesan curriculum for the permanent diaconate or lay ministry, or
- b) Passing score on the IPM Aptitude Essays for the Study of Canon Law (see below)

Option D

Transcript of an earned bachelor's degree in Catholic theology with a GPA of 3.25 or better, including courses in Fundamental Theology, Ecclesiology, and Moral Theology (persons with lower than a 3.25 GPA may be admitted provisionally)

Option E

Transcript of an earned bachelor's degree in any discipline with a GPA of 3.25 or better (persons with lower than a 3.25 GPA may be admitted provisionally) Either a) Certificate of completion for a Roman Catholic diocesan curriculum for the permanent diaconate or lay ministry, or b) Passing score on the IPM Aptitude Essays for the Study of Canon Law (see below).

IPM Aptitude Essays for the Study of Canon Law (only C and E above) are brief introductory essays that demonstrate one's understanding of Catholic doctrines and theologies regarding Jesus Christ, the Church, revelation, and morality. Persons who underachieve this requirement may seek remediation in IPM-courses specified by the program director. If a minimum 3.0 GPA is achieved therein, one may continue to courses in canon law in their second year of studies in IPM. If a minimum 3.0 GPA is not achieved, a student may not continue for studies in canon law.

Graduate Certificate in Culturally Responsive Teaching

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.

Program 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.

Course Descriptions

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: 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: 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: 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: 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: GCRT5209

In this course, students complete a comprehensive performance assessment that documents and presents their individual growth, understanding and application of the program outcomes.

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.

Submit application materials to:

Twin Cities Campus
2500 Park Avenue
Minneapolis, MN 55404-4403
(612) 728-5100
Toll-free: (866) 437-2788
Fax: (612) 728-5121
Email: tc-admission@smumn.edu

Graduate Certificate in Educational Administration

Note:

*All certificate requirements for the
Graduate Certificate in Educational Administration program*

— K-12 Principal

— Director of Special Education

— Superintendent

*are located on page 248 under
“Education Specialist in Educational Administration”*

Graduate Certificate in Geographic Information Science (GIS)

The Geographic Information Science (GIS) Graduate Certificate program (18 credits of resource analysis) provides learners with broad exposure to principles and applications of GIS. A learner who has earned the GIS Certificate 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.

Program Structure

This graduate credit certificate program is not just for those who seek a degree, but also for anyone who wishes to acquire professional recognition for studies in the highly marketable field of geospatial analysis/GIS. The graduate certificate program sequence consists of 18 credits of coursework relating to the GIS graduate core curriculum. The GIS certificate is customized for each individual participant. Learners, along with their Faculty Adviser, select courses from the required GIS courses and elective GIS courses to augment the skill-set of the student.

Program Delivery

Education is a key component of the GIS professional certification programs that have been evolving from the GIS Certification Institute and Urban and Regional Information Systems Association (URISA). Both of these professional certifications allow application of credits with an accredited institution to satisfy a significant portion of the points needed to meet certification requirements. Requirements for the Certificate have been designed to parallel skills needed by GIS professionals.

To receive the graduate certificate in GIS, a learner must complete eighteen credit hours of GIS coursework with a passing grade and have an earned bachelor's degree.

Admission into the certificate program is open to any resource analysis student enrolled at Saint Mary's University of Minnesota. Certificate credits earned may be applied to the Master of Science in Geographic Information Science.

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.

Application materials should be sent to the address based on the location applicant chooses:

For Twin Cities Certificate Program:

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404-4403
(612) 728-5100 or (866) 437-2788 (toll-free)

For Winona Certificate Program:

Saint Mary's University of Minnesota
Graduate Admissions
700 Terrace Heights #77
Winona, Minnesota 55987
(507) 457-7500 or (800) 635-5987 (toll-free)

Graduate Certificate in Gifted and Talented Instruction

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.

Certificate Requirements: 15 cr.

GESP680 Gifted and Talented Learners	3 cr.
GESP681 Social and Emotional Needs of Gifted and Talented Learners	3 cr.
GESP682 Program Design for Gifted and Talented Learners: Advanced Differentiation.....	3 cr.
GESP683 Creativity for Gifted and Talented Learners.....	3 cr.
GESP684 Multicultural Giftedness and Talent	3 cr.
Total	15 cr.

Faculty

The faculty and advisers for the programs 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.

Course Descriptions

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 under-represented populations including children from diverse linguistic, geographic, economic, and cultural backgrounds. In addition, twice exceptional populations (ADHD, Prodigies, Highly Gifted) are examined.

Admission Requirements

This graduate certificate program is for mainstream classroom teachers who have earned a minimum of a bachelor's degree and who are interested in learning more about how to work effectively with gifted and talented students in their classrooms.

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 teaching license is not required.
3. Certificate courses may be taken concurrently with the degree in the Master of Arts in Education program or applied to the degree at a later date. Please consult with the program director.

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 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.) 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.

Graduate Certificate in Instruction

The graduate certificate in Instruction is tailored to serve students, like you, who have completed a bachelor's degree with little or no previous coursework in education. It prepares you 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 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
 - 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.

Application materials should be sent to the address based on the location applicant chooses:

Winona

Saint Mary's University of Minnesota
MAI Graduate Program
700 Terrace Heights #23
Winona, MN 55987-1399

Minneapolis

Admissions
Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs
2500 Park Ave
Minneapolis, MN 55404

Graduate Certificate in K-12 Reading Teacher

The K-12 Reading Teacher graduate certificate program qualifies a candidate for Minnesota or Wisconsin licensure as a K-12 Reading Teacher. The program prepares teachers to function as licensed reading specialists who can develop, provide, and supervise reading programs for K-12 students. K-12 reading teachers will also be trained to provide reading consultation and coaching to classroom teachers. By continuing and completing seven additional courses that focus on reading and writing development across the lifespan and within different cultures, you will earn a master's degree in Literacy Education.

Program Structure

Saint Mary's University recognizes that experienced literacy teachers will have likely mastered some of the standards required for K-12 Reading Teacher endorsement prior to admission to the program. The first seven courses in the program address the Minnesota standards for K-12 Reading Teacher endorsement. Pre-requisite to enrollment in the K-12 Reading Teacher program is eligibility for a Minnesota classroom teaching license. Those who wish to add the Wisconsin 316 Reading Teacher license must have two years of full time teaching before Wisconsin licensure is granted. Please see "Course Information" below for courses that meet the requirements for Reading Teacher licensure.

Program Delivery

The program courses are designed to be completed in 15-months through weekend, partially online, and summer classes.

Degree Requirements

EDRD600 Foundations of Reading	3 cr.
EDRD601 Elementary Reading Instruction: K-6	2 cr.
EDRD602 Secondary Reading Instruction: 7-12.....	2 cr.
EDRD603 Reading Instruction for Linguistically and Culturally Diverse Learners.....	2 cr.
EDRD604 Diagnosis and Remediation of Reading Difficulties.....	3 cr.
EDRD605 Clinical Reading Practicum	3 cr.
EDRD606 Development and Supervision of Reading Programs	2 cr.

State Required Testing

In addition to successful mastery of the 46 reading teacher standards, candidates need to pass the Minnesota Teacher Licensing Examination for reading teachers. This test is developed by Pearson Education, and passing scores are determined by the State of Minnesota. More information on testing can be found on the MTLE website (<http://www.mtle.nesinc.com>), or from program staff.

Course Descriptions

EDRD600 Foundations of Reading (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 differentiated 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.

238 Graduate Certificate Programs

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, class sessions, and weekly online participation via Blackboard.

EDRD606

Development and Supervision of 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.

Admission Requirements

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.

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.) 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 Winona Campus at:

Saint Mary's University of Minnesota
Literacy Education Program
700 Terrace Heights #23
Winona, MN 55987-1399

Graduate Certificate in Marriage and Family Therapy

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 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.
MFT615 Multicultural Studies of Family	3 cr.
MFT616 Couple Relationships.....	3 cr.

Marriage and Family Therapy: 7 cr.

MFT622 Advanced Family Therapy	3 cr.
MFT650 Assessment of Couples and Families	3 cr.
MFT660 Special Topics.....	1 cr.

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.
MFT660D Addictions and Family Therapy	1 cr.
MFT660E Spirituality and Family Therapy	1 cr.
MFT660F Assessment and Diagnosis of Children and Adolescents in Family Therapy	1 cr.
MFT660G Marriage and Family Therapy with Immigrant Families	1 cr.
MFT660H In-Home Family Therapy.....	1 cr.
MFT660J Art Therapy with Families.....	1 cr.
MFT660K Crossing Over: Building Professional Relationships Between Law Enforcement and Marriage and Family Therapy	1 cr.
MFT660L Grief and Loss in Family Therapy	1 cr.

240 Graduate Certificate Programs

MFT660M Family Therapy with Families with Disabilities.....	1 cr.
MFT660N Medical Family Therapy	1 cr.
MFT660P Use of Self in Marriage and Family Therapy	1 cr.
MFT660Q Assessing and Treating Substance Abuse/ Dependency from a Systemic Perspective	1 cr.
MFT660R Couple and Family Therapy with Gay and Lesbian Families.....	1 cr.
MFT660S Family Therapy with African American Families.....	1 cr.
MFT660T Working with Returning Military Personnel and Their Families from a Systemic Perspective	1 cr.
MFT660U Marriage and Family Therapy in a Rural Setting.....	1 cr.
MFT660V Working Systemically with the Eating Disorder Population.....	1 cr.
MFT660W Separating and Divorcing Couples.....	1 cr.
MFT660X Working with Later Life Families: Aging from a Family Perspective.....	1 cr.
MFT660AA Family Meditation	1 cr.
MFT660AC Adoption and Foster Care Issues in Family Therapy	1 cr.
MFT660AE Family Therapy with Children with Special Health Care Needs and Their Families	1 cr.
PLT601 Introduction to Play Therapy	2 cr.

Professional Issues: 4 cr.

MFT642 Marriage and Family Therapy: Professional Issues and Orientation.....	1 cr.
MFT690 Ethical and Professional Issues in Marriage and Family Therapy.....	3 cr.

Treatment Planning: 3 cr.

MFT683 Assessment, Diagnosis and Treatment Planning with Children and Adolescents in Family Therapy	3 cr.
---	-------

Practicum: 4 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 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.
MFT671 Marriage and Family Therapy Practicum II.....	2 cr.
MFT672 Marriage and Family Therapy Practicum III (*if necessary)	*2 cr.
MFT673 Marriage and Family Therapy Practicum IV (*if necessary)	*2 cr.

Exit Interview

The final program requirement is an exit interview with the program director or the clinical director.

Faculty

The faculty and adviser 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 members are expected to have a clinical practice.

Marriage and Family Studies Course Descriptions

MFT613 Couples and Families in Society (3 cr.)

Prerequisite: completion of core courses or admission to the graduate certificate program

This course focuses on the history of marriage and families, including the changing forms and demographics of modern couples and families in Western societies, especially the United States. State and national policy issues impacting the health and well-being of couples and families are also addressed. 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.

MFT615 Multicultural Studies of the Family (3 cr.)

Pre- or co-requisite: MFT610 or MFT613

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 their clinical biases from interfering with therapeutic relationships with diverse populations are developed. Included is an examination of various types of couples and families.

MFT616 Couple Relationships (3 cr.)

Pre-requisite: MFT610 or MFT613

This course introduces historical, contextual, and clinical applications to relationships including couples, families, and systems. Relationships between spouses and 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

MFT622 Advanced Family Therapy (3 cr.)

Prerequisite: MFT610 or MFT613

This course provides an opportunity for students to develop skills conducting therapy with couples and families. Awareness of the influence of race, culture, and gender in couple and family therapy is developed. Experiential and didactic approaches are used.

MFT650
Assessment of Couples and Families (3 cr.)

Pre- or co-requisite: MFT610 or MFT613

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.)

Pre- or co-requisite: MFT610 or MFT611 or MFT613

These courses examine issues in therapy with families presenting with special members and/or special problems. These courses rotate each semester.

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.)

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.)

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.)

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.)

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.)

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.)

This course examines the nature and philosophy of in-home therapy services. We will focus 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 the State Statutes and HMO contracts. Diagnosis, treatment planning, effective models of therapy, and ethical dilemmas will be reviewed.

MFT660J
Art Therapy with Families (1 cr.)

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 Therapists (1 cr.)

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 teamwork helps both communities work toward the good of the greater community.

MFT660L
Introduction to Grief and Loss Issues in Family Therapy (1 cr.)

This course provides an introduction to understanding the complexities of grief and loss as clinical issues in family therapy. It examines what we know about grief and loss as well as exploring the beliefs and myths we hold 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.)

This course presents an overview of disabilities, 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.)

This course introduces the student to the interface between family therapy and the health care 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.)

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 that addressed include self awareness, self-care, transference/counter transference, and integration of self into the theory and practice of marriage and family therapy.

242 Graduate Certificate Programs

MFT660Q

Assessing and Treating Substance Abuse/Dependency from a Systemic Perspective (1 cr.)

Families often identify one member and one member only who requires assessment, treatment and therapy for substance abuse/dependency. This course will address the recovery process as a family system collaborative.

MFT660R

Couple and Family Therapy with Gay and Lesbian Families (1 cr.)

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.)

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.)

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 a Rural Setting (1 cr.)

This course examines the practice of marriage and family therapy in a rural setting, including organizational, consumer, ethical, and training issues. Considerable time is devoted to the characteristics of effective rural providers of marriage and family therapy.

MFT660V

Working Systemically with the Eating Disorder Population (1 cr.)

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.)

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.)

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.

MFT660AA

Family Mediation (1 cr.)

This course introduces family mediation theory; including conflict, principled negotiation, and the psychodynamics of divorce. Mediation knowledge, skills, and strategies are applied in role plays and simulations. Both legal and ethical practices outlined in family law mediation and Minnesota Rules and Statutes are discussed.

MFT660AC

Adoption and Foster Care Issues in Family Therapy (1 cr.)

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.

MFT660AE

Family Therapy with Children with Special Health Care Needs and Their Families (1 cr.)

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

MFT642

Marriage and Family Therapy Professional Issues and Orientation (1 cr.)

Prerequisites: Completion of all core courses or admission to the graduate certificate program with MFT611 or its equivalent.

This course covers professional issues in the Marriage and Family Therapy field, including information about the licensure process, state and national professional associations, regulatory boards, post-degree supervision requirements and opportunities, and possible employment contexts.

MFT690

Ethical and Professional Issues in Marital and Family Therapy (3 cr.)

Prerequisite: MFT610 or MFT613 and three additional Marriage and Family Therapy credits completed

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 potentially problematic areas are studied.

Treatment Planning

MFT683

Assessment, Diagnosis and Treatment Planning with Children and Adolescents in Family Therapy (3 cr.)

Prerequisite: MFG610 or MFT613

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 (DSA and others) and the development of appropriate treatment plans for clients based on diagnostic and problem formulation.

Practicum

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.

MFT670 **Marriage and Family Therapy Practicum I (2 cr.)**

Prerequisites: All program course requirements except MFT632, MFT635 and MFT683.

MFT671 **Marriage and Family Therapy Practicum II (2 cr.)**

Prerequisite: MFT 670

MFT672 **Marriage and Family Therapy Practicum III (2 cr.)**

Prerequisites: MFT670 and MFT671

Students unable to complete the required 300 hours of client contact in two semesters of practicum may register for this course. Students continue to take the practicum supervision seminar for each semester needed to complete the hours. This course is P/NC.

MFT673 **Marriage and Family Therapy Practicum IV (2 cr.)**

Prerequisites: MFT670, MFT671, and MFT672

Students unable to complete the required 300 hours of client contact in two semesters of practicum may register for this course. Students continue to take the practicum supervision seminar for each semester needed to complete the hours. This course is P/NC.

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 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.

Graduate Certificate in Project Management

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.

Certificate Requirements

Required Project Management Courses 18 cr.

Total 18 cr.

Required Project Management Courses: 18 cr.

PRM600 Fundamentals of Project Management	3 cr.
PRM601 Project Planning and Estimating	3 cr.
PRM603 Project Communication Management	3 cr.
PRM604 Project Risk and Quality Management.....	3 cr.
PRM605 Project Procurement and Cost Management	3 cr.
PRM606 Global Project Management.....	3 cr.

Faculty

The faculty members for the Graduate Certificate in Project Management program have earned doctorate or master's degrees. Faculty members are selected for their combination of educational and professional expertise.

Required Course Descriptions

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 Estimating (3 cr.)

Prerequisite: PRM600

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, communication, risk and procurement are addressed.

PRM603 Project Communication (3 cr.)

This course examines various methods used to effectively communicate project information including requirements, project plan, performance, milestone reporting, and project closure. Technical writing and formal presentation techniques are addressed.

PRM604 Project Risk and Quality Management (3 cr.)

This course explores the basic principles and practices of risk and quality management. Key concepts in developing a risk management plan include: identifying, analyzing, mitigating, and monitoring risks in projects. Key concepts in quality management include quality planning, quality assurance and quality control.

PRM605 Project Procurement and Cost Management (3 cr.)

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.

PRM606**Global Project Management (3 cr.)**

This course focuses on the various considerations project managers must make for successful global projects. It addresses the differences between differing political climates and stages of economic development. Social and cultural differences of countries are examined for their impact on project processes.

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 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.

Graduate Certificate in Special Education

Note:

*All certificate requirements for the
Graduate Certificate in Special Education program
are located on page 226 under
“Master of Arts in Special Education”*

Education Specialist Degree in Educational Administration

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 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.

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.

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.

248 Specialist Degree Programs

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.

Degree Requirements

Master's Degree Credits21 cr.

Core Course Credits27 cr.

Administrative Track:

Principal or Superintendent 6 cr.

Director of Special Education12 cr.

Specialist Degree Completion Credits6 cr.

Total 60 cr.

Graduate Certificate

Educational Administration – K12 Principal or
Educational Administration - Superintendent
Requirements Core Course Credits27 cr.

Principal or Superintendent Credits.....6 cr.

Total 33 cr.

Graduate Certificate

Educational Administration – Director of Special Education
Requirements Core Course Credits21 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 Assessment0 cr.

EDS705 Advanced Curriculum, Assessment,
and Instructional Design3 cr.

EDS710 Leadership Theory3 cr.

EDS715 Curriculum, Assessment, and Instructional Leadership.....3 cr.

EDS720 Organization and Human Resource Management2 cr.

EDS730 Special Education and Diverse Learners3 cr.

EDS735 Student Management2 cr.

EDS740 Ethical Issues for Administrators3 cr.

* EDS 741 Financial Management3 cr.

* EDS 742 Legal Issues in Education3 cr.

EDS745 Data Collection and Assessment2 cr.

** If pursuing Special Education Director, substitute EDS770 & EDS771*

Principal 6 cr.

EDS750 Principal as Building Leader3 cr.

EDS751 Principal Seminar0 cr.

EDS752 Principal Field Experience I1 cr.

EDS753 Principal Field Experience II1 cr.

EDS754 Principal Field Experience III1 cr.

Superintendent 6 cr.

EDS760 The Superintendency3 cr.

EDS761 Superintendent Field Experience I1 cr.

EDS762 Superintendent Field Experience II.....1 cr.

EDS763 Superintendent Field Experience III 1 cr.

Director of Special Education 12 cr.

EDS770 Finance and Law for Special Education Director	3 cr.
EDS771 Technologies in Special Education	3 cr.
EDS795 The Special Education Director	3 cr.
EDS772 Director of Special Education Seminar	0 cr.
EDS773 Director of Special Education Field Experience I	1 cr.
EDS774 Director of Special Education Field Experience II	1 cr.
EDS775 Director of Special Education Field Experience III	1 cr.

Certificate Completion

EDS799 Exiting Assessment for Administration Program	0 cr.
--	-------

Specialist Degree Completion: 6 cr.

EDS780 Advanced Action Research	3 cr.
EDS798 Action Research Seminar	2 cr.
EDS799 Exiting Assessment with Action Research Presentation for EDS degree	1 cr.

Course Descriptions

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 Advanced Curriculum, Assessment, and Instructional Design (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, include, 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.

250 Specialist Degree Programs

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 (3 cr.)

This course examines action research, student assessments, and their use in educational leadership. Skills administrators need to access, use, and effectively communicate research and assessment data are examined. Information and cause analysis, key element and problem framing are explored.

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.

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.

EDS770

Financial Management and Law for Special Education Directors (3 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.

EDS771

Technologies and Instructional Strategies in Special Education (3 cr.)

This course presents various educational technologies and specialized instructional strategies used in support of special education programs and students. Legal requirements regarding assistive technologies, available psychopharmacological treatments, and potential sources of funding are examined. Technologies and strategies that are likely to produce the desired results are evaluated.

EDS795

The Special Education Director (3 cr.)

In this course the core competencies specifically required of school district leader of special education are analyzed. Among the topics are federal and state laws, rules and procedures governing special education; statutory regulations regarding board meeting procedures that affect special education governance; management of special education program models acceptable in Minnesota; and the use of and accounting procedures for various resource allocation models.

Field Experiences

Principal

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.

EDS751

Principal Seminar (0 cr.)

Prerequisite: 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.) P/NC

Prerequisite: 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.

EDS753

Principal Field Experience II (1 cr.) P/NC

Prerequisite: EDS752 Principal Field Experience I or at least 100 hours. If the student has not completed the seminar, concurrent enrollment in the Principal Seminar is required.

EDS754

Principal Field Experience III (1 cr.) P/NC

Prerequisite: EDS753 Principal Field Experience II or at least 210 hours. If the student has not completed the seminar, concurrent enrollment in the Principal Seminar is required.

Superintendent

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.

EDS761**Superintendent Field Experience I (1 cr.) P/NC**

Prerequisite: Students must apply for the field experience using the application and notification forms in the program manual.

EDS762**Superintendent Field Experience II (1 cr.) P/NC**

Prerequisite: EDS761 Superintendent Field Experience I or at least 100 hours.

EDS763**Superintendent Field Experience III (1 cr.) P/NC**

Prerequisite: EDS762 Superintendent Field Experience II or at least 210 hours.

Director of Special Education

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.

EDS772**Director of Special Education Seminar (0 cr.)**

Prerequisite: Concurrent enrollment in a Director of Special Education 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.

EDS773**Director of Special Education Field Experience I (1 cr.) P/NC**

Prerequisite: Students must apply for the field experience using the application and notification forms in the program manual. Concurrent enrollment in the Director of Special Education Seminar is required.

EDS774**Director of Special Education Field Experience II (1 cr.) P/NC**

Prerequisite: EDS773 Director of Special Education Field Experience I or at least 100 hours. If the student has not completed the seminar, concurrent enrollment in the Director of Special Education Seminar is required.

EDS775**Director of Special Education Field Experience III (1 cr.) P/NC**

Prerequisite: EDS774 Director of Special Education Field Experience II or at least 210 hours. If the student has not completed the seminar, concurrent enrollment in the Director of Special Education Seminar is required.

Completion Requirements

Certificate Completion Credits

EDS799A**Exiting Assessment (0 cr.)**

This Exiting Assessment is the concluding activity for students seeking education administration licensure only to demonstrate achievement of the state-identified competencies. The student presents the portfolio to a committee and responds to questions regarding leadership and problem-solving situations.

Specialist Degree Completion Credits

EDS 780**Advanced Action 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/or district levels. Qualitative and quantitative methods including reflective 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 analyzed. Students generate an action research proposal for their action research thesis.

EDS798**Action Research Seminar (2 cr.)**

This seminar is designed to assist students in the completion of their capstone research project and thesis. 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.

252 Specialist Degree Programs

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.

Applicants who seek to meet the alternate pathway requirement are required to take EDS601, Alternate Pathway Prerequisite course. As part of the alternative pathway, three components must be met, including documentation of 1050 hours in the four major levels of education: pre-kindergarten, elementary, junior high/middle school, and high school; a student teaching experience; and an electronic portfolio documenting the first two components and a presentation of the portfolio an advisory committee.

EDS690, EDS691, EDS692, EDS693

Alternate Pathway Prerequisite (1cr. per course, four credits in Total)

The Alternative Pathway by which candidates may qualify for admittance to the education administration program at SMUMN is an independent study clinical experience. Students who enroll in this pathway are mentored by university faculty and site administrators. Students demonstrate achievement of the requirements of the program by presenting their electronic portfolio of experiences, assignments, knowledge and skills achieved during the internship and student teaching experience.

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.

Doctor of Education in Leadership

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

EDD 800 EDD Student Orientation	0 cr.
---------------------------------------	-------

Required Organizational Leadership Core (12 cr)

EDD 802 Leadership Theory	3 cr.
EDD 805 Ethics in Organizational Leadership	3 cr.
EDD 855 Organization Development	3 cr.
EDD 856 Organizational Effectiveness	3 cr.

Required Education Core (15 cr)

EDD810 Education, Communication, and Power	3 cr.
EDD811 Theories of Adult Learning	3 cr.
EDD812 Advanced Teaching Techniques	3 cr.
EDD813 Systematic Instructional Design	3 cr.
EDD814 Assessment: Theory and	3 cr.

Required Inquiry Core (15 cr)

EDD809 Advanced Research Writing	3 cr.
EDD820 Introduction to Research	3 cr.
EDD821 Techniques for Research	3 cr.
EDD822 Qualitative Research Design	3 cr.
EDD823 Quantitative Research Design	3 cr.

Contextual Electives (12 cr)

EDS 715 Curric., Assess., and Inst. Leadership	3 cr.
EDS 741 Financial Management	3 cr.
EDS 742 Legal Issues in Education	3 cr.
EDD 816 Seminar: Topics in Education	3 cr.
EDD 851 Hist. and Contemp. Perspectives	3 cr.
EDD 852 Policy and Politics in Higher Ed.	3 cr.
EDD 853 Dev. And Eval. of Postsecondary Ed.	3 cr.
EDD 854 Organizational Learning	3 cr.

Required Program Examinations (13 cr)

EDD 830 Dissertation	12 cr.
EDD 899 Comprehensive Examination	1 cr.

Required Orientation

EDD800 EDD Student Orientation (0 cr.)

Prerequisite: Admission to the Ed. D. Program

EDD student orientation sessions will be held prior to the beginning of each semester. Attendance is required before EDD students begin coursework. The orientation sessions will introduce new students to the faculty; provide a thorough description of the program's academic expectations of its students; introduce students to library services, the writing center staff; provide valuable information regarding course registration; demonstrate the use of Blackboard®; and include a discussion of other important administrative matters.

254 Doctorate Degree Programs

Required Organizational Leadership Core

EDD802 **Leadership Theory (3 cr.)**

Prerequisite: EDD809

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: EDD809

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: 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: 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

EDD810 **Communication in Adult Learning Settings (3 cr.)**

Prerequisite: EDD809

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.)**

Prerequisites: EDD802, EDD809

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 **Instructional Strategies for Adult Learners (3 cr.)**

Prerequisites: EDD 809, EDD 811

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 **Systematic Instructional Design (3 cr.)**

Prerequisites: 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: 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

EDD809 **Advanced Research Writing (3 cr.)**

Prerequisite: EDD800

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: 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.)**

Prerequisites: 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.)**

Prerequisites: 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.)**

Prerequisites: EDD809, EDD814, EDD820, EDD821, master's-level statistics course

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

**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. Advocacy for curriculum, assessment, and instruction, is examined. Research based strategies for differentiating learning for special populations, including but not limited to, 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, 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: EDD809

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.

**EDD851
Historical and Contemporary Perspectives on Higher Education (3 cr.)**

Prerequisite: EDD809

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: EDD809

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 Assessment of Postsecondary Education (3 cr.)**

Prerequisites: EDD809, EDD814, EDD820

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: EDD809

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.

256 Doctorate Degree Programs

Required Program Examinations

EDD 899

Comprehensive Examination (1 cr.)

Prerequisites: 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.

EDD830

Dissertation (variable credit)

Prerequisites: Completion of at least 54 credits in EDD program with a minimum GPA of 3.0, EDD 899

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 finished with a minimum of 12 credits required to complete the degree.

EDD900

Dissertation Defense (0 cr.)

Prerequisites: EDD 899, EDD 830, 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.

Doctorate of Psychology in Counseling Psychology

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.

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.

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.

258 Doctorate Degree Programs

Scientific Foundations: 20 cr.

Theory and Research: 11 cr.

PYD801 Historical Foundations of Psychology	2 cr.
PYD802 Physiological Psychology and Psychopharmacology	3 cr.
PYD803 Social and Organizational Psychology	3 cr.
PYD804 Cognitive - Affective Bases of Behavior	3 cr.

Research Methods: 9 cr.

PYD806 Psychometric Theory	3 cr.
PYD807 Quantitative Research and Statistical Analysis	2 cr.
PYD808 Qualitative Research Methods	2 cr.
PYD809 Outcome Research and Program Evaluation	2 cr.

Foundations of Professional Practice: 35 cr.

Assessment and Individual Differences

PYD811 Child Development and Psychopathology	3 cr.
PYD812 Adult Development and Psychopathology	3 cr.
PYD815 Cognitive Assessment	3 cr.
PYD816 Personality Assessment	3 cr.
PYD818 Multiculturalism and Diversity	3 cr.

Evidence-Based Psychological Interventions

PYD820 Common Factors in Counseling and Psychotherapy	3 cr.
PYD821 Advanced Cognitive-Behavioral Theories and Techniques	3 cr.
PYD822 Advanced Psychodynamic/Experiential Theories and Techniques	3 cr.

Professional Roles

PYD825 Ethics and Professional Issues	3 cr.
PYD828 Supervision and Consultation	3 cr.
PYD829 The Contemporary Practice of Professional Psychology	3 cr.
PYD856 Vocational Assessment and Career Counseling	2 cr.

Advanced Training for Professional Practice: 12 cr.

Advanced Assessment and Intervention: 6 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.
PYD852 Neuropsychological Assessment	2 cr.
PYD853 Treatment of Trauma and Abuse	2 cr.
PYD855 Group Therapy	2 cr.

PYD857 Counseling and Human Sexuality	2 cr.
PYD859 Couple and Family Assessment	2 cr.

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.
PYD862 Rural Practice	2 cr.
PYD863 Counseling in the Schools	2 cr.
PYD864 Counseling in Forensic Settings	2 cr.

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.
PYD872 Psychology of Diversity-Age	2 cr.
PYD873 Psychology of Diversity- Gender and Orientation	2 cr.
PYD874 Psychology of Diversity-Economics	2 cr.

Other Requirements: 18 cr.

PYD800 First Year Proseminar	1 cr.
PYD881-2-3 Doctoral Qualifying Examinations	0 cr.

Supervised Training

PYD840-41 Practicum I-A & I-B	4 cr.
PYD842-43 Practicum II-A & II-B	4 cr.
PYD885 Individualized Mentorship	3 cr.
PYD990-1-2 Internship (3 semesters)	3 cr.

Clinical Dissertation

PYD995 Proposal Development	1 cr.
PYD996 Data Analysis and Manuscript Preparation	1 cr.
PYD997 Dissertation Defense and final editing	1 cr.

Required Course Descriptions

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.

**PYD801
Historical Foundations of Psychology (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.)**

Prerequisite: Master's level course in Physiological Psychology

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.)**

Prerequisite: Masters level courses in 1) Statistics and 2) Assessment

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: 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: 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.)**

Prerequisites: 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 will gain skills in both the critical analysis of existing research and in the conduct of research to evaluate the effectiveness of interventions. The course will focus on the practical implementation of outcome assessment and program evaluation strategies in applied clinical settings.

Foundations of Professional Practice: 35 cr.

Assessment of Individual Differences: 15 cr.

**PYD811
Child Development and Psychopathology (3 cr.)**

Prerequisite: Master's level courses in 1) Psychopathology and 2) Developmental Psychology

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: 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.

260 Doctorate Degree Programs

PYD815 Cognitive Assessment (3 cr.)

Prerequisite: 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: 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: 9 cr.

PYD820 Common Factors in Counseling and Psychotherapy (3 cr.)

Prerequisites: Masters Courses 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 will be demonstrated and practiced.

PYD821 Advanced Cognitive-Behavioral Theories and Techniques (3 cr.)

Prerequisite: PY820

Theories and techniques of cognitive behavioral approaches are evaluated and applied to the practice of counseling psychology. Particular emphasis will be placed on empirically supported interventions for specific disorders.

PYD822 Advanced Psychodynamic/Experiential Theories and Techniques (3 cr.)

Prerequisite: PY820

This course will provide advanced training in contemporary psychoanalytic theory and its current application in psychotherapy, psychoanalysis, and consultation. Evidence based models of psychodynamic and experiential practice will be explored and the course will emphasize 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: 9 cr.

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: PYD842

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: PYD842

This course, taken just before the student goes on internship, will critically examine current trends, controversies, and opportunities in the professional practice of psychology. Students will 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 will be 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.)

Prerequisite: PYD881

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: 6 cr.

**PYD855
Group Therapy (2 cr.)**

Prerequisite: PYD881

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: PYD881

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.

**PYD852
Neuropsychological Assessment (2 cr.)**

Prerequisite: PYD881

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: PYD881

This course will cover the nature of trauma, psychological responses to trauma, and treatment of trauma. A variety of types of trauma will be addressed from a bio-psychosocial perspective. This will include trauma related to such events as domestic violence, rape, child abuse, terrorism, civilian and combatant exposure to war, and natural disasters. Attention will also be directed toward vicarious traumatization, how to combat it, and how to treat it.

**PYD851
Counseling with Children and Families (2 cr.)**

Prerequisite: PYD881

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.

**PYD859
Couple and Family Assessment (2 cr.)**

Prerequisite: PYD881

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 in Diverse Settings: 4 cr.

**PYD861
Counseling in Health Care Settings (2 cr.)**

Prerequisite: PYD881

This course will provide 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 will emphasize 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: PYD881

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: PYD881

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: PYD881

This course provides an introduction to forensic psychological practice. Students will: 1) become familiar with the legal basis and structure of the role of psychologists in the judicial system; 2) examine ethical requirements and practice standards in forensic psychological practice; 3) become familiar with specific methodologies and report-writing styles for addressing a number of psycho-legal questions; 4) explore the relationships between law, psychology, and the mental health system, mental illness and criminal conduct; 5) become familiar with the ways in which psychology interacts with the legal and governmental systems.

262 Doctorate Degree Programs

Counseling with Diverse Populations: 4 cr.

PYD872

Psychology of Diversity – Age (2 cr.)

Prerequisite: PYD881

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.

PYD873

Psychology of Diversity – Gender and Orientation (2 cr.)

Prerequisite: PYD881

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.

PYD871

Psychology of Diversity – Ethnicity (2 cr.)

Prerequisite: PYD881

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.

PYD874

Psychology of Diversity – Economics (2 cr.)

Prerequisite: PYD881

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.

PYD840/841

Practicum I-A and I-B (2 cr. each; Total 4 cr.)

Prerequisites: PYD806, PYD811, PYD812, PYD815, PYD816, PYD818, PYD820, PYD825

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 350 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.

PYD842/843

Practicum II-A and II-B (2 cr. each; Total 4 cr.)

Prerequisites: 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 350 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.

PYD881

First Doctoral Qualifying Examination (0 cr.)

Prerequisites: PYD806, PYD811, PYD812, PYD815, PYD816, PYD818, PYD820, PYD825, PYD801, PYD802 or PYD803 or PYD 804

The first doctoral qualifying examination is normally taken in the second year of study after completion of the required prerequisite coursework. The examination is administered in a take-home format, and requires the student to integrate knowledge from coursework with additional research to answer specific questions. The student is expected to demonstrate the ability to think critically and to prepare a well organized, clearly written response to each question. Responses will be evaluated by program faculty according to rubrics developed for each exam question.

PYD882

Second Doctoral Qualifying Examination (0 cr.)

Prerequisite: PYD841

The second doctoral qualifying examination is normally taken in the third year, after completion of the first semester of Practicum II. The student is required to provide a written and an oral presentation of a case from his or her practicum. The oral case presentation will be done as part of the student's practicum seminar. The case presentation will be evaluated by program faculty.

PYD885

Individualized Mentorship (3 cr.)

Prerequisites: 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.

PYD990/991/992

Internship (3 cr. Total)

Prerequisite: Completion of all required coursework except dissertation

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 internship sites must meet the standards set by the Association of Postdoctoral and Psychology Internship Centers (APPIC).

PYD995

Clinical Dissertation: Proposal Development (1 cr.)

Prerequisites: PYD807, PYD808, PYD809

In the first of three required clinical dissertation courses, the student will develop the proposal for the clinical dissertation. Attendance at a weekly Dissertation Seminar is required as part of this course.

**PYD996
Clinical Dissertation: Data Analysis
and Manuscript Preparation (1 cr.)**

Prerequisite: 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 will be conducted independently; however, the student is expected to seek regular consultation with his or her committee chairperson throughout the process.

**PYD997
Clinical Dissertation: Defense and Final Editing (1 cr.)**

Prerequisite: PYD996

Students register for this course in the semester they complete work on the Clinical Dissertation

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).

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

Majors:

Accounting	Global Studies
Art Studio	Graphic Design
Biochemistry	History
Biology	History/Social Studies
Biology Clinical Laboratory Science/Medical Technology	Human Resource Management
Biology Cytogenetic Technology	Human Services
Biology Cytotechnology	IHM Seminary Philosophy
Biology Nuclear Medicine Technology	International Business
Biology Pre-Physical Therapy	Journalism
Chemistry	Life Sciences Education
Chemistry Science Education	Literature
Criminal Justice - Corrections Track	Literature with Writing Emphasis
Criminal Justice - Law Enforcement Track	Liturgical Music
Electronic Publishing	Marketing
Elementary Education	Mathematics
English Education	Mathematics Education
Entrepreneurship	Music
Environmental Biology	Music Education - Classroom & Instrumental Track
	Music Education - Classroom & Vocal Track
	Music Industry - Business Track
	Music Industry - Technology Track
	Music Performance
	Pastoral & Youth Ministry
	Philosophy
	Physics
	Physics with Engineering Emphasis
	Physics with Life Sciences Emphasis
	Physics Science Education
	Political Science - American/International Politics Track
	Political Science - Public Administration/Public Policy Track

266 Programs Offered by the College, Winona

Psychology

Public Relations

Religious Education

Secondary Education

Social Science

Sociology

Software Development

Spanish

Spanish Education

Sport Management

Theatre Arts

Theology

Minors:

Accounting

Art

Biology

Chemistry

Criminal Justice

Dance

English

Entrepreneurship

Environmental Biology

General Business

Global Studies

History

Mathematics

Medieval & Renaissance Studies

Electronic Publishing

Journalism

Music

Philosophy

Physics

Political Science

Psychology

Public Relations

Scientific Computing

Sociology

Spanish

Sport Business

Statistics

Theatre

Theology

Theology of Ministry

Pre-Professional Programs:

Pre-Chemical Engineering

Pre-Dentistry

Pre-Law

Pre-Medicine

Pre-Theology

Pre-Veterinary Science

Board of Trustees — June 2011

BROTHER GUSTAVO RAMIREZ BARBA, FSC
México

MARY BURRICHTER
Winona, MN

BROTHER WILLIAM CLAREY, FSC
Saint Paul, MN

BROTHER MICHAEL COLLINS, FSC
St. Paul, MN

JAMES L. COOGAN
Naples, FL

MICHAEL G. DOUGHERTY, J.D.
Burnsville, MN

THOMAS E. DYER
Winona, MN

MARILYN FROST, PH.D.
Winona, MN 5598

KAREN GEORGE, J.D.
Plymouth, MN

MICHAEL M. GOSTOMSKI
Winona, MN

WILLIAM HERZOG
Apple Valley, MN

MARK JACOBS
Winona, MN

LINDA A. KUCZMA
Park Ridge, IL

BROTHER WILLIAM MANN, FSC
President
Saint Mary's University of Minnesota

BROTHER MICHAEL MCKENERY, FSC
Providence, RI

PAUL MEYER
Phoenix, AZ

BROTHER FREDERICK MUELLER, FSC
Providence, RI

KAYE O'LEARY
Orono, MN

SALVATORE F. POLIZZOTTO
Naperville, IL

BROTHER DAVID POOS, FSC
St. Louis, MO

HAMID QURAIISHI
Winona, MN

RICHARD J. REEDY
Sleepy Hollow, IL

MARY ANN REMICK
Rochester, MN

JOSEPH J. ROSS
Naperville, IL

TERRANCE K. RUSSELL
Mendota Heights, MN

PATRICK A. SALVI
Chicago, IL

BROTHER LARRY SCHATZ, FSC
Burr Ridge, IL

BROTHER ROBERT SCHIELER, FSC
Washington, DC

SANDRA SIMON
Chicago, IL

MICHAEL SLAGGIE
Winona, MN

JOHN SMARRELLI, JR.
Germantown, TN

WALTER E. SMITHE, III
Barrington Hills, IL

CELESTE L. SUCHOCKI
Valley View, OH

Trustee Emeriti

LYLE DELWICHE
Clearwater, FL

THOMAS F. MEAGHER
Burr Ridge, IL

LORAS H. SIEVE
Edina, MN

***DAVID THIES**
Edina, MN

BERNIE WAGNILD
Minneapolis, MN

Council of Regents, Schools of Graduate and Professional Programs

IVY CHANG
Minnetonka, MN

MATT MAHMOOD
Hopkins, MN

KATE WALSH SOUCHERAY
Minneapolis, MN

KENT EKLUND
Minneapolis, MN

RUSSELL V. MICHALETZ
Minneapolis, MN

KATHY R. WILDE
Minneapolis, MN

FARLEY KAUFMANN
Minneapolis, MN

JOHN MONTAGUE
Minneapolis, MN

WILLIE MAE WILSON
St. Paul, MN

ELIZABETH KAUTZ
Burnsville, MN

BROTHER MICHAEL QUIRK
Romeoville, IL

G. CARLOS LOPEZ
Burnsville, MN

LORAS H. SIEVE
Edina, MN

President's Cabinet

BROTHER WILLIAM MANN, FSC
President
B.A., The Catholic University of America
M.A., State University of New York at Stony Brook
M.A., Salve Regina University
D.Min., Colgate Rochester Divinity School
D.Hum., De La Salle University, Manila, Philippines, honoris causa

DONNA ARONSON, PH.D.
Vice President, Academic Affairs
B.F.A., University of Texas, Austin
M.F.A., Ph.D., Florida State University

JAMES M. BEDTKE
Vice President, the College
B.A., Winona State University
M.B.A., Saint Cloud State University

MARCEL DUMESTRE, ED.D.
Vice President, Schools of Graduate and Professional Programs
B.S., The Florida State University
M.R.E., Loyola University
Ed.D., Vanderbilt University

CYNTHIA MAREK
Vice President, Financial Affairs
B.S., M.B.A., Winona State University
Ann E. Merchlewitz, J.D.
Executive Vice President and General Counsel
B.A., Illinois College
M.A., Saint Mary's University of Minnesota
J.D., University of Notre Dame Law School

SISTER JUDITH SCHAEFER, OP, PH.D.
University Dean for University Affairs
B.A., Northeastern Illinois University
M.P.S., Loyola University
M.Div., Aquinas Institute of Theology
Ph.D., Marquette University

STEVEN E. TITUS, J.D., PH.D.
Senior Vice President, University Advancement
B.S., Southwest Minnesota State University
J.D., Marquette University
Ph.D., The University of Virginia

Office of the Chancellor

BROTHER LOUIS DETHOMASIS, FSC

Chancellor
B.S.F.S., Georgetown University,
Edmond A. Walsh School of Foreign Service
Ph.D., The Union Institute and University

Schools of Graduate and Professional Programs Administration

MARCEL J. DUMESTRE, ED.D.

Vice President, the Schools of Graduate and Professional Programs
B.S., The Florida State University
M.R.E., Loyola University
Ed.D., Vanderbilt University

GENA BILDEN

Dean of Enrollment Management and Student Services
B.A., The College of St. Scholastica
M.A., University of Phoenix

BARBARA CROUCHER

Director of Administration
B.S., Saint Mary's University of Minnesota
M.A., Saint Mary's University of Minnesota

DAVE GARRISON

Director of Information Technology
B.S., Saint Mary's University of Minnesota
M.L.S., University of Minnesota, Twin Cities

LINKA HOLEY

Associate Vice President and Academic Dean
R.N., B.S.N., M.S.N., University of Minnesota

REBECCA HOPKINS

Dean of the Graduate School of Education
B.A., M.A., Saint Mary's University of Minnesota

DUSHAN KNEZEVICH, J.D.

Dean of the Graduate School of Business and Technology
B.S., University of Minnesota Duluth
J.D., William Mitchell College of Law

TRACY LEHNERTZ

University Dean for Institutional Effectiveness
B.S., Winona State University
M.A., Saint Mary's University of Minnesota

LINDSAY MCCABE

Executive Director of the Hendrickson Institute for Ethical Leadership
B.A., Winona State University
M.A., University of St. Thomas
M.A., Saint Mary's University of Minnesota

MERRI MOODY

Dean of the Graduate School of Health and Human Services
B.S.N., Northwestern University
M.S., Saint Mary's University of Minnesota

DON ST. DENNIS

Associate Vice President, University Advancement
B.ES., University of Minnesota
M.B.A., University of St. Thomas

DON WINGER

Dean of the School of Professional Programs
B.A., University of Wisconsin River Falls
M.A., University of St. Thomas

Twin Cities Campus Faculty

BRUCE AAMOT

Assistant Professor
B.A.Southwest State University
M.S.Minnesota State University Mankato

LYLE ABELN

Assistant Professor
B.S.St. Cloud State University
M.A.St. Cloud State University

KEVIN ABRAHAMSON

Instructor
B.A.University of Minnesota Duluth
M.S.Bemidji State University

MARYLEE ABRAMS

Assistant Professor
B.S.Hamline University
J.D.William Mitchell College

JOHN ADIE

Instructor
B.S.Kent State University
M.Ed.Kent State University

DAVID ADNEY

Instructor
B.A.Gustavus Adolphus College
M.Ed.University of Minnesota Twin Cities

OMOYEFE AGBAMU

Assistant Professor
Ed.D.Hamline University

RENEE ALEXANDER

Instructor
B.A.Iowa State University
M.A.Drake University

SUZETTE ALLAIRE

Assistant Professor
B.A.University of Michigan
M.B.A.University of Notre Dame

CYNTHIA AMOROSO

Assistant Professor
B.S.Minnesota State University Mankato
M.S.Minnesota State University Mankato
Ed.S.Minnesota State University Mankato

JEFFERY AMUNDSON

Instructor
B.A.Saint Mary's University of Minnesota
M.A.Saint Mary's University of Minnesota

ROBERT ANDERSEN

Assistant Professor
B.S.Valparaiso University
M.S.Polytechnic University

CATHERINE ANDERSON

Instructor
B.S.University of Wisconsin Superior
M.S.University of Wisconsin Eau Claire

DINA ANDERSON

Facilitator
B.A.Concordia College
M.Ed.Saint Mary's University of Minnesota

LAUREL ANDERSON

Director, Health and Human Services
Administration
B.A.Saint Mary's University of Minnesota
M.A.University of Minnesota Twin Cities

GARY ANGER

Instructor
B.S.University of Minnesota Mankato
M.A. University of St. Thomas

SUZANNE AOUN

Assistant Professor
B.S.American University of Beirut
M.D.American University of Beirut

MICHAEL ARFSTEN

Instructor
B.A.California State University Fresno
M.A.California State University Fresno
M.B.A.Saint Mary's University of Minnesota

BRIAN ARNESON

Assistant Professor
B.A.Augsburg College
M.B.A.University of Minnesota Twin Cities

DAVID ATWOOD

Assistant Professor
B.A.State University of New York at
Plattsburgh
M.A.Minnesota State University Mankato

MARY JO AVENDANO DE BEALKA

Assistant Professor
B.A.College of Saint Catherine
M.A.Saint Mary's University of Minnesota
Psy.D.University of St. Thomas

COREY AYLING

Assistant Professor
A.B.Cornell University
J.D.University of Wisconsin Madison
M.A.New York University

KERI BAHAR

Assistant Professor
B.A.Bowdoin College
M.A.University of Iowa

MARSHA BAISCH

Assistant Professor
B.A.Janestown College
M.S.Chadron State College
Ed.D.University of Minnesota Twin Cities

LORI BALLANTYNE

Instructor
A.S.University of St. Catherine
B.S.N.Metropolitan State University

ROBERT BARNETT

Professor
B.A.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

DIANE BARRETT

Assistant Professor
B.A.Boston University
M.A.Oberlin College
M.Ed.Boston University
Ph.D.University of Minnesota Twin Cities

JAMIE BARRIE

Instructor
B.S.St. Cloud State University
M.A.University of St. Thomas

CATHERINE BARTHOLET

Associate Professor
B.S.University of Minnesota Twin Cities
M.A.College of St. Catherine

SHARON BASH

Instructor
M.P.H.University of Minnesota Twin Cities
M.S.W.University of Minnesota Twin Cities

BRYAN BASS

Instructor
B.A.St. Olaf College
Ed.S.University of St. Thomas
M.A.Saint Mary's University of Minnesota

LERA BEAUCHANE

Instructor
B.S.N.Bethel
M.S.Saint Mary's University of Minnesota

LISA BECCHETTI-WILSON

Instructor
B.S.N.California State University
Dominguez Hills
M.S.Saint Mary's University of Minnesota

RODNEY BECKER

Associate Professor
B.A.Wheaton College
M.A.Illinois State University

CHRISTOPHER BEDFORD

Instructor
B.A.Hampden-Sydney College
M.A.University of St. Thomas

KATHERINE BEECHAM

Assistant Professor
B.S.University of Minnesota
M.Ed.Saint Mary's University of Minnesota

KIMBERLY BELCASTRO

Assistant Professor
B.A.University of Minnesota Duluth
M.A.University of Wisconsin Superior
Ph.D.Bethel University

CAROLYN BELL

Instructor
B.A.Keuka College
M.A.State University New York
M.S.Ithaca College

EMMANUEL BENSON

Instructor
B.S.Metro State University
M.B.A.Saint Mary's University of Minnesota

RICHARD BERG

Assistant Professor
B.S.Saint Mary's University of Minnesota
M.S.Saint Mary's University of Minnesota

RICHARD BERNARDO

Instructor
B.A.Connecticut College
M.A.Pacific School of Religion

GRETA BERNATZ

Instructor
B.A.Luther College
M.S.Saint Mary's University of Minnesota

PENNY BIDNE

Instructor
B.S.Winona State University
M.A.University of St. Thomas

TODD BILLE

Instructor
B.S.Winona State University
M.B.A.University of St. Thomas

WILLIAM BJORUM

Assistant Professor
Director, Ed.S. in Educational
Administration
B.S.University of Minnesota Twin Cities
M.Ed.University of Minnesota Twin Cities
Ed.D.University of St. Thomas

MARY BLEGEN

Instructor
B.A.Augustana College

DENNIS BLESS

Instructor
B.S.Iowa State
B.S.N.University of Minnesota Twin Cities
M.S.Saint Mary's University of Minnesota

MATTHEW BLUEM

Instructor
A.A.Rochester Community and Technical
College
B.A.University of Minnesota Twin Cities
M.B.A.Saint Mary's University of Minnesota

THOMAS BODIN

Instructor
B.A.University of Minnesota Twin Cities

P. RICHARD BOHR

Professor
B.A.University of California Davis
M.A.Harvard-Radcliffe
M.Div.Harvard-Radcliffe
Ph.D.University of California Davis

THOMAS BORRUP

Instructor
B.A.Goddard College
M.A.Goddard College

MATTHEW BOSTROM

Assistant Professor
B.S.Northwestern College
M.A.University of St. Thomas
Ph.D.Hamline University

JOHN BOYCE

Instructor
B.A.University of Illinois Chicago
M.A.University of Illinois Chicago

MICHAEL BRADY

Instructor
B.S.University of North Dakota

LISA BRAUER

Associate Professor
B.A.University of Minnesota Twin Cities
Ph.D.University of Chicago

JENNIFER BRAUN

Instructor
B.A.Gustavus Adolphus
M.Ed.Saint Mary's University of Minnesota

JOHN BRAUN

Associate Professor
B.S.St. Cloud State University
M.A.University of St. Thomas
Ed.D.University of St. Thomas

SHEILA BRAY

Assistant Professor
B.A.University of Minnesota Twin Cities
M.A.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

TOM BRENNER

Instructor
B.A.S.University of Minnesota Twin Cities
M.Ed.College of St. Scholastica

GERALD BRIGGS

Assistant Professor
B.S.Ferris State University
M.A.Central Michigan University

ALICE BRILEY

Instructor
A.A.Ventura College
B.S.University of St. Catherine
M.A.University of St. Catherine

MELODIE BRODEN

Assistant Professor
B.A.Bemidji State University
M.S.St. Cloud State University
Ph.D.Loyola University of Chicago

JEAN BRONK

Assistant Professor
B.A.Winona State University
M.A.University of Saint Thomas
Ed.D.Saint Mary's University of Minnesota

BECKY BRODIN

Assistant Professor
Director, Surgical Technology
B.S.University of St. Francis
M.S.Saint Mary's University of Minnesota

ROBERT BROOKE

Instructor
B.S.Saint Mary's University of Minnesota

JOHN BROSE

Associate Professor
B.A.St. Cloud State University
M.S.St. Cloud State University
Ph.D.Fielding Graduate University

JEFFREY BROWN

Assistant Professor
B.S.University of Wisconsin Madison
M.S.Fielding Graduate University
Ph.D.Fielding Graduate University

LANIS BROWN-WORLEY

Associate Professor
B.S.University of Minnesota Twin Cities
M.A.University of St. Thomas

LARRY BRUBAKER

Assistant Professor
B.S.Montana State Univ Northern
M.A.Saint Mary's University of Minnesota

WILLIAM BURMESCH

Instructor
B.S.University of Wisconsin Stout
M.S.University of Wisconsin Stout

DALE BURNS

Assistant Professor
B.S.Saint Mary's University of Minnesota
M.A.Saint Mary's University of Minnesota

KATHLEEN BUSHMAN

Assistant Professor
B.S.University of Wisconsin - Eau Claire
M.A.University of Minnesota Twin Cities
M.S.Mankato State University
Ed.D.Saint Mary's University of Minnesota

TODD BUTLER

Instructor
B.S.N.Grand View College
M.S.Saint Mary's University of Minnesota

PAUL CADY

Assistant Professor
B.A.Minnesota State University Moorhead
J.D.William Mitchell College of Law

RICHARD CALLAWAY

Associate Professor
Associate Director, Master of Business
Administration
B.A.University of Wisconsin-LaCrosse
M.B.A.Indiana University
Ph.D.Indiana University

ADOLFO CARDONA

Assistant Professor
B.A.University of St Thomas
M.B.A.University of St Thomas

JANICE CARNEY

Assistant Professor
B.S.University of Wisconsin Stevens Point
M.S.University of Wisconsin Stevens Point

ALLAN CARSTENS

Professor
B.S.University of New Mexico
M.S.University of New Mexico
Ph.D.University of New Mexico

SCOTT CHASTEK

Instructor
B.A.Concordia College, Moorhead
M.S.Minneapolis School of Anesthesia

ETHAN CHRISTENSEN

Associate Professor
B.S.St. Cloud State University
M.B.A.Minnesota State University Mankato
Ph.D.University of Texas Arlington

PAUL CHRISTENSEN

Assistant Professor
Director, Business, Sales, Sales and
Marketing, and Industrial Technology
B.S.Minnesota State University Mankato
M.B.A.Metropolitan State University

KORINNE CIKANEK

Associate Professor
B.A.Gustavus Adolphus College
Ph.D.University of Minnesota Twin Cities

SHANNON CISEWSKI

Assistant Professor
B.S.Winona State University
M.B.A.University of Wisconsin - La Crosse
Ed.D.Saint Mary's University of Minnesota

JEAN CLARK

Assistant Professor
B.S.University of Minnesota Twin Cities
M.Ed.University of North Dakota
Ed.S.University of North Dakota

SARA COLEMAN

Instructor
B.A.Augsburg College
M.A.Saint Mary's University of Minnesota

BEVERLY COLLINS

Instructor
B.S.Miami University
M.S.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

MARY COLSON-BURNS

Assistant Professor
B.S.Minnesota State University Mankato
J.D.William Mitchell College of Law

LISETT COMAI

Instructor
B.A.Trinity Vermont College of Vermont
M.B.A.Georgian Court College

DENNIS CONROY

Associate Professor
B.A.Metropolitan State University
M.A.Saint Mary's University of Minnesota
Ph.D.Union Institute & University

BROTHER KEVIN CONVEY

Professor
B.A.Christian Brothers College High School
M.Ed.University of Tennessee Memphis
Ed.D.University of San Francisco

JEFFREY COOKSON

Instructor
M.F.A.University of Missouri Kansas City

KATHRYN COONEY

Instructor
B.A.University of Minnesota Twin Cities
M.A.Saint Mary's University of Minnesota

DIANA COOPER

Instructor
A.B.Stanford University
M.B.A.University of California Irvine

KATHLEEN CORLEY

Assistant Professor
B.A.University of Minnesota Twin Cities
B.S.University of Minnesota Twin Cities
J.D.William Mitchell College of Law

THOMAS COUGHLIN

Assistant Professor
B.S.University of Wisconsin La Crosse
M.S.University of Wisconsin Milwaukee

LOUISE COVERT

Instructor
B.A.University of Minnesota Twin Cities
M.A.University of Minnesota Twin Cities

ANDREW COWLEY

Instructor
B.A.University of Minnesota Twin Cities
B.S.N.Brigham Young University
J.D.Villanova University
M.S.Saint Mary's University of Minnesota

STEPHEN COYLE

Associate Professor
B.A.University of Kentucky
Ph.D.University of Kentucky

MICHELLE CRAVEIRO

Instructor
M.A.Saint Mary's University of Minnesota

KATHLEEN CRAWFORD

Assistant Professor
B.S.Minnesota State University Mankato
M.A.Minnesota State University Mankato

MARC CRAWFORD

Instructor
B.S.Minnesota State University Mankato
M.A.Saint Mary's University of Minnesota

SHEILA DALEY

Instructor
B.A.Winona State
M.A.Saint Mary's University of Minnesota

VIRGINIA D'ANGELO

Assistant Professor
B.A.University of West Florida
M.S.Iowa State University

KATY DANIELS

Assistant Professor
Ph.D.University of Minnesota, Twin Cities
M.S.Colorado State University
B.I.S.University of Minnesota, Twin Cities

LANCE DAVIS

Instructor
B.A.Winona State University
M.S.Metropolitan State University

SCOTT DAVIS

Instructor
B.A.Wartburg College
M.B.A.University of St. Thomas

JUDY DAWLEY

Instructor
B.S.W.Winona State University
M.S.W.University of Saint Thomas

KIRSTEN DAWSON

Instructor
B.A.Gustavus
M.A.Saint Mary's University of Minnesota

ISAAC DE LUGO

Instructor
B.A.Trenton State College
M.A.Saint Mary's University of Minnesota

ROSALIE DEHLI

Instructor
B.S.Southwest State University
M.A.St. Cloud State University

PAUL DELANEY

Instructor
B.A.University of Saint Thomas
M.B.A.University of Minnesota

ALEKSANDRA DENISOVA

Instructor
B.A.College of St. Catherine
M.B.A.Saint Mary's University of Minnesota

KEITH DERAAD

Assistant Professor
B.A.Winona State University
M.A.Saint Mary's University of Minnesota
Ph.D.Capella University

SUSANNAH DEVEREUX

Assistant Professor
B.S.Minnesota State University Moorhead
M.A.University of Minnesota Duluth

DAVID DEVRIES

Instructor
B.S.Bemidji State University
M.S.Saint Mary's University of Minnesota

OSCAR DIAZ

Instructor
B.A.Universidad de Occidente, Mexico
M.S.Minnesota State University Mankato

PENNY DIERYCK

Instructor
B.A.University of Minnesota Duluth
M.B.A.University of Minnesota Duluth

NICHOLAS DIMASSIS

Instructor
B.A.University of Minnesota-Twin Cities
M.A.Saint Mary's University of Minnesota

ADRIAN DINGLEY

Instructor
B.A.University Of London
M.A.University of Minnesota Twin Cities

DWIGHT DOBELL

Instructor
B.A.Oral Roberts University
M.Div.Luther Seminary

JOHN DONOVAN

Assistant Professor
M.A.Saint Mary's University of Minnesota

272 Roster

SUSAN DONOVAN

Assistant Professor
B.S.Minnesota State University Mankato
M.A.University of Minnesota Twin Cities
Ed.S.University of Minnesota Twin Cities

STEVEN DOOLEY

Assistant Professor
B.A.St. Johns University
M.A.St. Cloud State University

DAVID DORAVA

Assistant Professor
B.S.University of Wisconsin Stevens Point
M.A.Silver Lake College

THOMAS DOUGHERTY

Instructor
B.S.University of Wisconsin Madison
M.Ed.University of Minnesota Twin Cities

DIANE DOVENBERG LEWIS

Instructor
B.S.Marquette University
M.S.W.Saint Louis University

CAROLE DOYSCHER

Assistant Professor
B.S.University of South Dakota
B.S.N.College of Saint Benedict
M.S.Mount Marty College

FREDERICK DRESSEN

Assistant Professor
B.S.Bemidji State University
M.S.St. Cloud State University
Ed.S.St. Cloud State University
Ed.D.University of Minnesota Twin Cities

LOREN DUNHAM

Instructor
B.A.Augsburg College
M.A.Oberlin College
Ed.S.Minnesota State University Mankato

JANET DUNN

Instructor
Director, Management and Human
Resource Management
B.S.Northern Illinois University
M.A.University of Illinois
M.A.University of St. Thomas

TED DUNNINGTON

Assistant Professor
B.S.University of Iowa
M.Ed.University of Iowa
M.S.University of Iowa

MARY DUNPHY

Instructor
B.A.NAU
M.S.Saint Mary's University of Minnesota

JOHN EBERT

Instructor
Assistant Director, Geographic Information
Science
B.S.Winona State University
M.S.Saint Mary's University of Minnesota

LISA EDWARDS

Instructor
B.A.Wartburg College
M.Ed.Saint Mary's University of Minnesota

SUSANNE EGLI

Assistant Professor
B.A.Metropolitan State University
M.A.Saint Mary's University of Minnesota

DOUGLAS EICHTEN

Assistant Professor
B.A.St. Mary's Univ (unofficial)
M.A.University of Minnesota Twin Cities

DAVID EISENMANN

Assistant Professor
B.A.Concordia College Moorhead
M.A.Hamline University

JOHN EITENMILLER

Associate Professor
B.A.Illinois State University
M.A.Illinois State University
Ed.S.University of Arkansas
Ed.D.University of Arkansas

GERALD ELLIS

Professor
Director, Project Management
B.A.University of Minnesota Twin Cities
M.A.Hamline University
Ed.D.University of St. Thomas

JENNIFER ELMQUIST

Instructor
B.A.Bethel University
M.A.Saint Mary's University of Minnesota

TONJA ENGBERG

Assistant Professor
B.S.University of Wisconsin, Superior
M.S.Winona State University
Ph.D.University of Minnesota

REGENE ENGBRITSON

Instructor
B.A.St. Cloud State University
M.S.St. Cloud State University
PH.D.still in progress University Of MN

CAROL ERICKSON

Instructor
B.S.Saint Cloud State University
M.Ed.Saint Mary's University of Minnesota

JEFFREY ERICKSON

Instructor
B.A.Gustavus Adolphus College
M.A.University of St. Thomas

LAWRENCE ERICKSON

Associate Professor
B.A.University of St. Thomas
M.B.A.Pacific Lutheran University
Ed.D.Seattle University

ROXANNE EUBANK

Professor
Director, Institute for LaSallian Studies
B.S.Iowa State University
M.S.University of South Dakota
Ed.D.University of South Dakota

RAMONA FADNESS

Assistant Professor
B.S.University of Minnesota Twin Cities
M.S.St. Cloud State University
Ed.S.University of Minnesota Twin Cities

JEAN FARRELL

Assistant Professor
B.B.A.University of Wisconsin Whitewater
M.S.University of Wisconsin Milwaukee

SONIA FEDER-LEWIS

Professor
Director, Bachelor's Communication Core
and English Language Academy
B.A.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

LINDA FELLOWS

Instructor
B.S.N.Creighton University
M.S.N.University of Nebraska Medical
Center

RICHARD FIELDS

Instructor
B.S.Saint Cloud State University
M.A.University of Wisconsin

ANNE FIFER

Instructor
B.A.University of St. Catherine
M.A.Hamline University

JANET FINLAYSON

Instructor
Director, Psychology
B.S.Minnesota State University Moorhead
M.Ed.North Dakota State University

SAMUEL FINK

Professor
B.A.Miami University
M.Ed.University of Missouri
Ph.D.Ball State University

MARK FLATEN

Instructor
B.A.University of Minnesota Twin Cities
M.Div.Luther Seminary
M.S.University of Wisconsin Stout

MICHAEL FLOERSCH

Assistant Professor
B.A.University of St. Thomas
M.S.Minnesota State University Mankato

NANCY FLOM

Instructor
B.A.University of Minnesota-Morris, Morris
M.Ed.Saint Mary's University of Minnesota

JILL FLOWER

Associate Professor
M.A.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

WALTER FLYNN

Assistant Professor
B.S.Northern Kentucky University
M.B.A.Xavier University

JOSEPH FORESTER

Instructor
B.S.Saint Mary's University of Minnesota
M.S.Saint Mary's University of Minnesota

MARY FOSS

Associate Professor
B.S.University of Minnesota Twin Cities
M.S.University of North Dakota
Pharm.D.University of Minnesota Twin
Cities

BRIAN FRANKLIN

Instructor
B.A.University of Minnesota- Morris
M.A.Saint Mary's University of Minnesota

STEPHEN FREDRICKSON

Instructor
B.S.Winona State College
M.A.Saint Mary's University of Minnesota

ROBERT FRIE

Assistant Professor
B.A.Concordia College
M.A.Saint Mary's University of Minnesota
Ed.D.Saint Mary's University of Minnesota

LINDA FRISBEE

Associate Professor
B.A.University of Minnesota Twin Cities
M.B.A.University of St. Thomas

JENNIFER FUCHS

Instructor
B.A.Minnesota State University Mankato
M.A.T.Minnesota State University Mankato

DAVID GARRISON

Assistant Professor
Director, Information Technology
B.S.Saint Mary's University of Minnesota
M.L.S.University of Minnesota Twin Cities

JEANINE GELHAUS

Instructor
B.S.University of Wisconsin Stevens Point
M.S.University of Wisconsin Stevens Point

RICHARD GERMUNDSEN

Associate Professor
Associate Director, Doctor of Education in
Leadership
B.S.Minnesota State University
M.A.The American University
Ph.D.University of Minnesota Twin Cities

LINDA GFRERER

Director Nursing and Allied Healthcare
B.S.N.Augsburg College
M.S.University of Minnesota Twin Cities

SCOTT GIFFORD

Instructor
B.B.AWestern Michigan University
M.B.A.Winona State University

JANET GILBERT

Instructor
B.F.AMinneapolis College of Art and
Design
M.A.Saint Mary's University of Minnesota

DEBRA GILLMAN

Associate Professor
B.S.University of Minnesota Twin Cities
M.Ed.University of Minnesota Twin Cities

STUART GLASER

Instructor
B.A.River Falls Wisconsin
M.A.Saint Mary's University of Minnesota

GERALD GOETZ

Assistant Professor
B.S.Winona State University
M.S.Winona State University

REBECCA GOMBKOTO

Associate Professor
Director, Nurse Anesthesia - MSA
M.S.Saint Mary's University of Minnesota
D.N.P.University of Tennessee Memphis

VINAYA GORE

Instructor
M.B.A.Ohio State University

LAWRENCE GORRELL

Associate Professor
Director, Human Development
B.A.Saint Mary's University of Minnesota
M.F.A.Brooklyn College

JENNIE GORRES

Instructor
B.A.University of Wisconsin Eau Claire
M.A.North Dakota State University

JENNIFER GOSTOVIC

Instructor
B.S.Metropolitan State University

HERBERT GRANT

Assistant Professor
M.S.University of St. Thomas

LAWRENCE GREEN

Professor
B.A.Saint Mary's Seminary College
M.A.Saint Louis University
Ph.D.Saint Louis University

HARRY GREENBERG

Instructor
B.A.Metro State University
M.S.W.University of Minnesota

LEE GREMLION

Professor
B.A.Millikin University
B.A.Louisiana State University Baton Rouge
M.B.A.Columbus State University
D.B.A.Harvard-Radcliffe

MELISSA GRIEBEL

Instructor
M.A.University of Minnesota Twin Cities

GEOFFREY GRUDZINSKI

Instructor
B.A.Crown College
M.A.Crown College

LYNN HADLY

Facilitator
B.S.Saint Cloud State University
M.Ed.Saint Mary's University of Minnesota

KARLA HAIDER

Instructor
B.A.St. Paul State
M.A.Saint Mary's University of Minnesota

DAWN HAMEL

Assistant Professor
B.S.University of Wisconsin Madison
M.Ed.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

BILL HANDSCHIN

Assistant Professor
B.A.University of Minnesota Twin Cities
M.A.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

KATHLEEN HANSON

Instructor
M.A.T.University of Wisconsin River Falls

MATTHEW HANSON

Assistant Professor
B.A.St. Johns University
M.A.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

KRISTIAN HAPPE

Instructor
B.A.Arizona State University
M.Ed.Northern Arizona University

LEONARD HARRELL

Instructor
B.A.Metropolitan State University
M.A.Minnesota State University Mankato

PAMELA HARRIS

Assistant Professor
B.A.University of Minnesota Twin Cities
M.A.Saint Mary's University of Minnesota
Ph.D.Walden University

JANEE HARTEAU

Assistant Professor
B.S.Saint Mary's University of Minnesota
M.A.Saint Mary's University of Minnesota

ELAINE HARTSMAN

Professor
B.S.University of Wisconsin Milwaukee
M.S.University of Wisconsin Madison
Ph.D.University of Minnesota Twin Cities

KAY HARVEY

Instructor
B.A.University of Nebraska
M.A.Saint Mary's University of Minnesota

KATHLEEN HAWKINS

Assistant Professor
B.A.College of St. Teresa
M.S.Winona State University
Ph.D.University of St. Thomas

SHELLY HAYES

Instructor
B.A.Winona State
M.Ed.Saint Mary's University of Minnesota

THOMAS HEALEY

Assistant Professor
B.A.Metropolitan State University
M.A.University of St. Thomas

SARA HEINZEN

Assistant Professor
B.S.Mount Senario College
M.A. Saint Mary's University of Minnesota

SARA HEISLER

Instructor
B.A.University of Wisconsin Eau Claire
M.A.Saint Mary's University of Minnesota

MELODY HEJDA

Instructor
B.A.Bemidji State University

ROBERT HENDRICKS

Professor
B.S.University of Wisconsin Stout
M.S.University of Wisconsin Stout
Ph.D.Ohio State University

ERICH HENEKE

Instructor
B.A.Wartburg College
M.B.A.University of Minnesota Duluth

BRUCE HENNING

Instructor
B.A.Concordia University
M.S.Minnesota State University Mankato

JOHN HENRICH

Associate Professor
B.A.Muhlenberg College
Psy.D.Minnesota School of Professional Psychology

SUSAN HERBY

Instructor
M.S.State University of New York Geneseo
Ed.S.University of St. Thomas

DANIEL HEUEL

Assistant Professor
B.A.St. Mary's Winona
J.D.University of Minnesota Twin Cities

CAROLINE HICKETHIER

Assistant Professor
B.A.College of Saint Benedict
M.A.Saint Mary's University of Minnesota

DEBORAH HILDE

Instructor
B.S.College of St. Scholastica
M.A.Bemidji State University

CURTIS HILDEBRANDT

Instructor
B.A.Bethel University
M.A.Bethel University

JOSEPH HILL

Assistant Professor
B.A.University of Minnesota Twin Cities
M.A.St. Cloud State University
Ed.D.University of North Dakota

JENNA HILLMAN

Instructor
B.A.Metropolitan State University
M.A. Saint Mary's University of Minnesota

SHANNON L. HIMANGO

Instructor
B.S.University of Wisconsin River Falls
M.A.Saint Mary's University of Minnesota

MARCIA HINES

Assistant Professor
B.A.Concordia College
M.A.L.S.Hamline University

SUSAN HINES

Assistant Professor
M.A.Saint Mary's University of Minnesota
Ed.D.Saint Mary's University of Minnesota

K. DAVID HIRSCHEY

Associate Professor
B.S.University of Minnesota Twin Cities
M.A.University of Minnesota Twin Cities

GEOFFREY HJERLEID

Instructor
B.A.Luther College
J.D.University of Iowa

MARCIA HOCHHALTER

Instructor
B.A.Bethel University
M.A.University of Wisconsin Superior

SHARON HOILAND

Assistant Professor
B.S.Minnesota State University Mankato
M.A.Saint Mary's University of Minnesota

DOUG HOLTZ

Instructor
B.A.University of Minnesota
M.A.University of Saint Thomas

CLAYTON HOUFF

Instructor
B.A.University of Minnesota Twin Cities
M.A.John Carroll University

CLAYTON HOVDA

Associate Professor
B.A.Luther College
M.A.University of Minnesota Twin Cities
Ph.D.University of Iowa

DIANE HOVEY

Assistant Professor
B.A.University of Minnesota Twin Cities
B.S.University of Minnesota Twin Cities
M.S.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

CHRISTINA HUCK

Associate Professor
Director, Counseling and Psychological Services
B.A. Lawrence University
M.A. University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

JOAN HULTMAN

Associate Professor
B.S.University of Minnesota Twin Cities
M.A.University of Minnesota Twin Cities
Ed.S.University of Minnesota Twin Cities

CAROL HUNTER

Instructor
M.S.Saint Mary's University of Minnesota

HARRY HURLEY

Assistant Professor
B.A.Saint Mary's University of Minnesota

EDNA HUSMAN

Instructor
B.A.Augustana College
M.A.South Dakota State University

HASSEN HUSSEIN

Assistant Professor
B.A.Addis Ababa University
M.B.A.Rochester Institute of Technology

JENNIFER HUTCHINSON

Instructor
B.A.College of St. Catherine
M.Ed.Saint Mary's University of Minnesota

ADELEKE IJIYODE

Instructor
B.A.University of Ibadan, Nigeria
M.B.A.Saint Mary's University of Minnesota

KAREN IRVIN

Associate Professor
B.A.Ball State Teachers' College
M.A.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

CARL ISENHART

Associate Professor
B.A.Depauw University
M.S.Indiana State University
Psy.D.University of Denver

KIMBERLI ISHAUG

Instructor
B.S.University of Minnesota Twin Cities

SUSAN JACK

Assistant Professor
B.S.Pennsylvania State University
M.Ed.Temple University
M.S.W.Virginia Commonwealth University
Ph.D.University of Minnesota Twin Cities

SUSAN JACKSON

Associate Professor
B.S.University of Minnesota Twin Cities
M.A.University of Minnesota Twin Cities

DAVID JACOBSON

Assistant Professor
B.A.Minnesota State University Moorhead
M.S.Iowa State University
Ph.D.University of Minnesota Twin Cities

FRANK JAMKOWSKI

Instructor
A.L.A.University of Minnesota Twin Cities
B.S.Saint Mary's University of Minnesota
M.S.Saint Mary's University of Minnesota

KAMBIZ JAMSHIDI

Assistant Professor
B.S.Northern Michigan University
M.A.Minnesota State University Mankato

JOHN JANKORD

Assistant Professor
B.A.Concordia College Moorhead
M.A.Bethel University

KEVIN JANUSZEWSKI

Assistant Professor
B.A.American University
B.S.Minnesota State University Moorhead
M.A.Catholic University of America
M.B.A.St. Cloud State University
M.L.S.Georgetown University

MARK JENNINGS

Assistant Professor
B.A.University of Minnesota, Duluth
J.D.William Mitchell College

DANIEL JETT

Assistant Professor
B.S.Western Maryland College
M.S.Morgan State University
Ph.D.University of Maryland College Park

ANDREW JOHN

Assistant Professor
B.A.University of St. Thomas
M.A.University of St. Thomas
Psy.D.University of St. Thomas

BONNIE JOHNSON

Assistant Professor
B.S.Augsburg College
M.S.University of St. Thomas
Ed.D.University of Minnesota Twin Cities

BRUCE JOHNSON

Associate Professor
B.E.E.University of Minnesota Twin Cities
J.D.University of Minnesota Twin Cities

ELAINE JOHNSON

Instructor
B.A.University of Minnesota Morris
M.A.Saint Mary's University of Minnesota

GARRY JOHNSON

Instructor
B.A.University of North Dakota
M.B.A.University of St. Thomas

MYLES JOHNSON

Professor
B.A.Minnesota State University Mankato
M.A.Ball State University
Ph.D.University of Minnesota Twin Cities

WILLIE JOHNSON

Professor
B.A.Hamline University
M.A.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

KEVIN JONES

Assistant Professor
B.A.University of Wisconsin Eau Claire
M.A.Duquesne University

RICHARD JONES

Assistant Professor
B.A.Southwest State University
M.S.St. Cloud State University
Ed.D.University of South Dakota

JEAN JORDAN

Assistant Professor
B.A.Iowa State
M.A.University Of Iowa
Ed.D.Hamline University

ANTHONY JOSEPH

Instructor
B.S.University of Pheonix
M.S.Cardinal Stritch University

GARY JUREK

Professor
B.A.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

PAULA JUSTICH

Instructor
Director, Arts and Cultural Management,
and Information Technology Management
B.A.Lawrence University
M.A.Columbia College

ROBERT KAASA

Instructor
A.A.Waldorf College
C.S.T.Anoka Technical College

JANET KADING

Instructor
B.A.College of Saint Benedict
M.A.University of St. Thomas

DAVID KAISER

Associate Professor
B.S.Minnesota State University Mankato
M.A.L.S.Hamline University
M.B.A.Minnesota State University Mankato

TERRI KARIS

Assistant Professor
B.S.University of Minnesota Twin Cities
M.A.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

JULIE KARLEN

Facilitator
B.A.University of Saint Thomas
M.Ed.Saint Mary's University of Minnesota

ANN KASTLER

Assistant Professor
B.S.University of Colorado
M.A.University of St. Thomas
M.A.Iowa State University
Ph.D.University of Minnesota Twin Cities

CRAIG KAY

Assistant Professor
B.S.Minnesota State University Mankato
M.S.Minnesota State University Mankato
Ed.S.Minnesota State University Mankato

KEVIN KELLEHER

Assistant Professor
B.A.University Of Minnesota
M.A.Saint Mary's University of Minnesota

DENNIS KELLY

Instructor
B.A.University of St. Thomas
M.A.Metropolitan State University

WILLIAM KELLY

Professor
B.S.University of Wisconsin Superior
M.Ed.University of Wisconsin Superior
Ph.D.University of Wisconsin Madison

DAWN KEMPPAINEN-OLSON

Assistant Professor
B.A.University of Minnesota Duluth
M.Ed.University of Minnesota Duluth

DOUGLAS KENNEDY

Assistant Professor
B.A.University of St. Thomas
J.D.William Mitchell College of Law

WILLIAM KENNEY

Instructor
B.A.St. Johns University
M.A.University of Minnesota Twin Cities

EILEEN KETTERLING

Instructor
B.S.North Dakota State University
M.A.University of St. Thomas

FATEN KHOURY

Assistant Professor
B.A.University of Haifa, Israel
M.A.University of St. Thomas
Ph.D.University of Minnesota Twin Cities

THOMAS KIEKHAFER

Assistant Professor
B.A.Metropolitan State University
M.A.Saint Mary's University of Minnesota

VELMA (VIKI) KIMSAL

Assistant Professor
Director, Organizational Leadership
B.A.Valparaiso University
J.D.William Mitchell College of Law

TRACIE KINNEY

Instructor
B.S.N.University of St. Catherine
M.S.Saint Mary's University of Minnesota

JOHN KIRKWOOD

Instructor
B.A.University of Nebraska Kearney

CLAUDIA KITTOCK

Professor
B.A.Gustavus Adolphus College
M.A.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

RICHARD KITTOCK

Assistant Professor
B.S.St. Cloud State University
M.A.University of Minnesota Twin Cities

BENJAMIN KNAUS

Instructor
B.A.Gustavus Adolphus College

DUSHAN KNEZEVICH

Associate Professor
Dean, Graduate School of Business and
Technology
Director, International Business
B.S.University of Minnesota
M.A.University of Belgrade, Yugoslavia
J.D.William Mitchell College of Law

BARBARA KNUDSEN

Instructor
M.A.Saint Mary's University of Minnesota

JULIE KNUTSON

Instructor
B.A.Augustana College
M.Ed.University of Minnesota Twin Cities

NANCY KOETS

Assistant Professor
B.M.E.Illinois State University
M.S.Illinois State University
Psy.D.Argosy University

LYLE KOSKI

Assistant Professor
B.S.University of Minnesota Twin Cities
M.A.University of St. Thomas
Ph.D.Iowa State University

CONNIE KOTKE

Instructor
B.A.Concordia University
M.A.University of St. Thomas

NORBERT KREBSBACH

Instructor
B.A.Metropolitan State University
M.B.A.University of St. Thomas

MATTHEW KRESL

Assistant Professor
B.A. St. John's University
Pharm.D.University of Minnesota Twin
Cities

MARY KROGH

Assistant Professor
B.S.South Dakota State University
M.S.Saint Mary's University of Minnesota

ALEX KROMMINGA

Assistant Professor
B.S.Minnesota State University Mankato
E.J.D.Kaplan University Concord Law
School
M.A.Saint Mary's University of Minnesota

MARTHA KRONHOLM

Associate Professor
B.S.University of Wisconsin Madison
M.Ed.University of Wisconsin Madison
Ph.D.Southern Illinois University
Carbondale

ARELA KUMARAEA

Instructor
B.S.University of Wisconsin Madison
M.A.Saint Mary's University of Minnesota

NANCY KURTZMAN

Instructor
B.S.Wright State University
M.Ed.Bethel College

SASHA KUZNETSOV

Instructor
B.A.Moscow Pedagogical State University
M.A.Saint Mary's University of Minnesota

ANGELA LABOUNTY

Instructor
B.A.Luther College
M.A.Saint Mary's University of Minnesota

THOMAS LABOUNTY

Instructor
B.S.St. Cloud State University
M.A.Saint Mary's University of Minnesota

KATHLEEN LAFFERTY

Instructor
B.A.University of Minnesota Twin Cities
M.B.A.University of Minnesota Twin Cities

RICHARD LAHN

Instructor
B.S.North Dakota State University
M.S.St. Cloud State University

STEPHEN LANDER

Professor
B.A.Southern Methodist University
M.A.Antioch University Seattle
Ph.D.Psychological Service Center

PATRICIA LAPLANTE

Professor
B.S.University of North Dakota
M.A.University of North Dakota
Ph.D.University of Minnesota Twin Cities

EMILY LARSEN

Facilitator
B.A.University of Wisconsin
M.A.University of St. Thomas
Ed.D.University of St. Thomas

CAROLE(NICKEY) LARSON

Professor
B.A.Metropolitan State University
M.A.Saint Mary's University of Minnesota
Psy.D.University of St. Thomas

JAMES LAUMEYER

Assistant Professor
B.A.Macalester
M.B.A.University of Minnesota Duluth

ROSEMARY LAWRENCE

Associate Professor
B.S.University of Maryland College Park
M.A.University of St. Thomas
Ed.S.University of St. Thomas
Ed.D.University of St. Thomas

RONALD LEINO

Assistant Professor
B.A.Iowa State University
M.B.A.University of St. Thomas

JAMES LESTE

Instructor
B.A.University of Minnesota Duluth
M.A.University of Minnesota Duluth

JIL LEVERONE

Associate Professor
B.A.Miami University
M.Ed.University of Cincinnati
Ph.D.University of Cincinnati

MICHELLE LIBI

Assistant Professor
B.A.Concordia College
M.A.University of St. Thomas

TERESA LIEN

Assistant Professor
M.Ed.University of Wisconsin La Crosse

PHILIP LIENEMANN

Instructor
B.S.Southern State University
M.S.Southwest Minnesota State University

AMBER LINDEMAN ELDREDGE

Assistant Professor
B.A.College of St. Scholastica
M.A.Minnesota School of Professional Psychology
Psy.D.Minnesota School of Professional Psychology

MICHAEL LINDSTROM

Assistant Professor
B.A.Winona State University
M.A.Winona State University
Ed.D.University of Minnesota Twin Cities

JANE LITTLEFIELD

Instructor
B.A.Willamette University
M.L.S.Dominican University

RICHARD LORENZ

Instructor
B.S.Minnesota State University Mankato
M.S.Winona State University

DANILO LOVINARIA

Assistant Professor
B.A. University of Hawaii
M.S.Saint Mary's University of Minnesota
D.N.P.University of Minnesota Twin Cities

DAVID LUCIA

Associate Professor
B.S.Thomas A. Edison State College
M.A.College of St. Scholastica

TRACY LYNSE

Facilitator
B.A.Concordia College
M.Ed.Saint Mary's University of Minnesota

LAURIE MACKECHNIE

Assistant Professor
B.S.Bemidji State University
M.A.University of St. Thomas
Ph.D.University of Minnesota Twin Cities

JOHN MAGO

Assistant Professor
B.A.UW -Eau Claire
M.A.Cardinal Stritch University
Ed.D.Saint Mary's University of Minnesota

CHARLES MANN

Assistant Professor
B.S.Pacific Lutheran University
M.S.St. Cloud State University

BROTHER WILLIAM MANN, FSC

Professor
B.A.The Catholic University of America
M.A. State University of New York at Stony Brook
M.A. Salve Regina University
D.Min.Colgate Rochester Divinity School
D.Hum.De La Salle University, Manila, Philippines, honoris causa

JULIE MANRIQUE

Assistant Professor
B.S.University of Wisconsin La Crosse
M.Ed.University of Minnesota Twin Cities

JANET MARINELLI

Assistant Professor
M.S.University of Minnesota Twin Cities

ROBERT MATTISON

Assistant Professor
B.A.St. Johns University
J.D.University of Minnesota Twin Cities

AMANDA MATZEK

Instructor
B.A.University of Wisconsin Eau Claire
M.S.University of Missouri Columbia

LISA MAW

Associate Director
B.S.N.University of Minnesota, Twin Cities
M.S.Saint Mary's University of Minnesota

RICHARD MAY

Assistant Professor
Director, Accounting
B.A.Saint Mary's University of Minnesota

THEODORE MAY

Assistant Professor
B.S.St. Cloud State University
M.S.St. Cloud State University
Ed.S.St. Cloud State University

ELIZABETH MCALLISTER

Assistant Professor
B.A.Barat College
M.A.University of Illinois Urbana-Champaign
Ed.S.Minnesota State University Mankato

BRUCE MCBEATH

Associate Professor
B.A.University of Minnesota Twin Cities
M.S.WUniversity of Minnesota Twin Cities
Ph.D.Saybrook Institute

LAURA MCCAULEY

Assistant Professor
B.S.University of Minnesota Twin Cities
M.Ed.University of Minnesota Twin Cities

JOHN MCCLAY

Assistant Professor
B.A.Northwestern University, Evanston, IL
M.A.Northern Illinois University
Ed.D.Northern Illinois University

JOHN MCCLURE

Assistant Professor
B.F.A.Drake University
M.S.University of Wisconsin Stout
Ph.D.University of Minnesota Twin Cities

DAVID MCCONVILLE

Professor
B.S.St. Cloud State University
M.A.St. Cloud State University
Ph.D.University of Minnesota Twin Cities

MARGARET MCCRAY

Assistant Professor
B.A.Vassar College
M. Div.McCormick Theological Seminary
D. Min.Garett Evangelical Theological Seminary

EMILY MCDONALD

Assistant Professor
M.A.Saint Mary's University of Minnesota
Ed.D.Saint Mary's University of Minnesota

ROBERT MCELDRATH

Instructor
B.A.University of Wisconsin, Madison
M.B.A.University of St. Thomas

SUSAN MCGOVERN

Director, Human Services, Human Resource Management, and Information Technology
B.A.St. Cloud State University
M.Ed.St. Cloud State University

CHRISTY MCGUFFEE

Instructor
B.S.University of Minnesota Twin Cities
M.S.Saint Mary's University of Minnesota

JEANNE MCINTEE

Instructor
B.A.College of Saint Benedict
M.A.Saint Mary's University of Minnesota

MARC MCINTOSH

Assistant Professor
B.S.De Paul University
M.B.A.Harvard-Radcliffe
D.B.A.Argosy University

JUDITH MCKAY

Instructor
B.S.Minnesota State University Mankato
M.A.University of Minnesota Twin Cities

WADE MCKITTRICK

Instructor
B.S.Northern State University
M.S.Northern State University

DEBRA MCMANIMON

Assistant Professor
B.S.Saint Mary's University of Minnesota
M.A.Saint Mary's University of Minnesota

STEVEN MCMANUS

Assistant Professor
B.A.University of Wisconsin Madison
M.S.University of Wisconsin Madison

JASON MCNELLIS

Instructor
B.A.Carleton College
M.A.State University of New York Stony Brook

JAY MEEHL

Instructor
M.S.Saint Mary's University of Minnesota

JITESH MEHTA

Instructor
B.A.Maharaja Sayajirao University, Baroda, India
M.B.A.University of Minnesota Twin Cities

DIANNE MEIXNER

Assistant Professor
B.A.University of Minnesota Twin Cities
M.A.Norwich University

ROSEMARY MENGELKOCK

Instructor
B.A.Metro State University
M.A.Bethel University

JANICE MESICH

Instructor
B.S.College of St. Scholastica
M.S.University of Wisconsin Madison

ERIN METOXEN

Instructor
B.A.Bemidji State University
B.S.Bemidji State University
M.Ed.University of Minnesota Twin Cities

THOMAS MEYER

Associate Professor
B.A.United States Air Force Academy
M.A.University of Oklahoma

KRISTINE MEYER-RUBADO

Instructor
B.A.Winona State University
M.A.Saint Mary's University of Minnesota

BRENDA MIDDENDORF

Assistant Professor
B.S.University of Wisconsin Platteville
M.A.Saint Mary's University of Minnesota

SARA MIKKELSON

Instructor
B.S.Lambuth University
M.A.Saint Mary's University of Minnesota

BRUCE MILLER

Instructor
B.S.Emporia State University
M.S.Saint Cloud State University
Ed.S.Saint Mary's University of Minnesota

DANIEL MILLER

Assistant Professor
B.S.Crown College
M.A.Alfred Adler Institute of Minnesota

RALPH MILLER

Assistant Professor
B.S.University of Minnesota Twin Cities
M.A.Minnesota State University Mankato
Ed.S.Winona State University
Ed.D.University of North Dakota

MARK MILNER

Instructor
B.A.Berklee College of Music
M.A.California State University Los Angeles

DIANE MOELLER

Associate Professor
B.S.St. Cloud State University
M.A.St. Cloud State University

SAID MOHAMED

Instructor
M.A.Saint Mary's University of Minnesota

JASON MOLESKY

Instructor
B.A.Gustavus Adolphus College
M.A.Saint Mary's University of Minnesota

TRAVIS MONSON

Instructor
B.A.Gustavus Adolphus College
M.A.University of Iowa

JULIANNE MONTGOMERY

Instructor
B.S.St. Cloud State University
M.S.Minnesota State University Mankato

KARLA MONTGOMERY

Assistant Professor
B.S.Minnesota State University Mankato
M.A.University of St. Thomas

MERRI MOODY

Associate Professor
Dean, Graduate School of Health and Human Services
Director, Nurse Anesthesia
B.S.N.Northwestern University
M.S.Saint Mary's University of Minnesota

SUSAN MOORE

Associate Professor
Director, Instruction
B.S.Minnesota State University Mankato
M.S.Minnesota State University Mankato
Ed.D.Hamline University

JOHN MOORES

Assistant Professor
B.S.University of North Dakota
M.B.A.University of St. Thomas

LARRY MORGAN

Assistant Professor
B.A.Augsburg College
M.A.University of Minnesota Twin Cities

BARBARA MUCKENHIRN

Instructor
B.S.University of North Dakota
M.Ed.University of North Dakota

KATHRYN MUELLER

Assistant Professor
B.S.University of Wisconsin Madison
M.S.University of Wisconsin Madison

NICOLE MUELLER

Instructor
B.A.University of Wisconsin Stout
M.A.Saint Mary's University of Minnesota

DANIEL MURPHY

Instructor
B.A.City University of New York
M.A. St. Marys University

JOHN MUTSCHELKNAUS

Assistant Professor
B.A.Kent State University
M.A.Kent State University
Ed.D.Saint Mary's University of Minnesota

BRIAN NASS

Instructor
B.S.Iowa State University
M.S.Stanford University

JOAN NEATON

Field Placement Coordinator
B.A.Lamar University-Beaumont
M.A.Saint Mary's University of Minnesota

ROBERT NELLIS

Assistant Professor
B.A.Cornell College
M.S.Northwestern University

DAVID NELSON

Instructor
M.S.University of St. Thomas

SIGNE NESTINGEN

Assistant Professor
B.A.Augsburg College
M.A.Adler Institute of Chicago
Psy.D.University of St. Thomas

JOHN NEVEAUX

Associate Professor
B.S.St. Johns University
J.D.William Mitchell College of Law
M.A.San Francisco State University

ADISACK NHOUYVANISVONG

Assistant Professor
B.S.University of California Davis
M.B.A.Carlson School of Management
Ph.D.Carnegie Mellon University

CAPPER NICHOLS

Associate Professor
B.A.San Diego State University
M.A.San Diego State University
Ph.D.University of Minnesota Twin Cities

KELLY NICHOLSON

Instructor
B.A.University of Minnesota Twin Cities
M.S.St. Cloud State University

SUSAN NIELSEN

Instructor
B.S.University of Wisconsin River Falls
M.S.University of Wisconsin Stout

JENNIFER NORLIN-WEAVER

Assistant Professor
B.A.Gustavus
M.A.University of Minnesota Twin Cities
Ed.D.University of Minnesota Twin Cities

DANIEL NORRICK

Instructor
B.S.Purdue University
M.A.Hamline University

MARY NORTH

Instructor
B.S.Siena Heights College
M.S.Minnesota State University Mankato

CATHLEEN NORTON

Instructor
B.S.University of Wisconsin River Falls
M.A.Saint Mary's University of Minnesota

STEVEN NORTON

Associate Professor
B.A.University of Nebraska Lincoln
M.A.Stephen F. Austin State University
Ph.D.University of Denver

REVEREND JAMES NOTEBAART

Associate Professor
M.A.St. Paul Seminary School of Divinity

MATTHEW NOWAKOWSKI

Assistant Professor
Director, Master of Business Administration
B.S.University of Wisconsin La Crosse
M.B.A.Edgewood College
Ed.D.Saint Mary's University of Minnesota

MAGN NYANG

Assistant Professor
M.A.Saint Mary's University of Minnesota
Ed.D.Saint Mary's University of Minnesota

KELLY NYE

Instructor
B.A.Luther College
M.S.WUniversity of Minnesota Twin Cities

ANN O'BRIEN

Instructor
B.A.Saint Mary's University of Minnesota
M.A.University of Minnesota Twin Cities

JANE O'BRIEN

Assistant Professor
B.A.University of St. Catherine
M.A.University of St. Thomas

MICHAEL O'BRIEN

Instructor
B.A.University of Iowa
M.S.WUniversity of Iowa

ALLAN O'BRYAN

Assistant Professor
B.B.A.Evangel College
M.A.Missouri State University

MICHAEL O'DONNELL

Professor
B.S.Illinois Benedictine College
Ph.D.University of Minnesota Twin Cities

DANIEL OEHMKE

Instructor
B.A.St. Johns University
M.B.A.University of St. Thomas

LEE OFFUTT

Instructor
B.S.Saint Mary's University of Minnesota
M.A.Saint Mary's University of Minnesota

KEVIN O'GRADY

Assistant Professor
B.A.University of Saskatchewan
M.A.University of Saskatchewan
Ph.D.Virginia Tech

MEGAN O'HARA

Instructor
B.A.Gustavus
M.B.A.University of Minnesota Twin Cities

DOUGLAS OLSON

Assistant Professor
B.S.University of Minnesota Twin Cities
M.B.A.University of Minnesota Twin Cities

KELLY OLSON

Instructor
B.S.Saint Mary's University of Minnesota

SISTER KATHRYN O'NEIL

Assistant Professor
B.S.Marquette University
M.A.Dominican University
M.Th.Weston Theological Institute

DAVID OPP

Associate Professor
B.A.Macalester College
M.B.A.University of Minnesota Twin Cities

SHARON O'REILLY

Assistant Professor
B.A.University of Wisconsin Eau Claire
M.B.A.University of Wisconsin Madison

PETER ORPUT

Assistant Professor
B.S.University of Minnesota Twin Cities
J.D.William Mitchell College

RICHARD OSCARSON

Assistant Professor
B.S.St. Cloud State University
M.S.St. Cloud State University

CAROL O'TOOLE

Assistant Professor
B.S.North Dakota State University
J.D.University of Minnesota Twin Cities
M.A.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

TERI OTTE

Instructor
B.S.University of Wisconsin River Falls
M.B.A.Saint Mary's University of Minnesota

ANNA OUATTARA

Instructor
B.A.University of Wisconsin Lacrosse
M.A.Saint Mary's University of Minnesota

SUSAN PAASCH

Instructor
B.S.Minnesota State University Moorhead
M.A.Saint Mary's University of Minnesota

BRENDA PARKER

Associate Professor
B.A.University of Illinois Springfield
M.S.Northern Michigan University
D.N.P.Oakland University

TROY PASS

Instructor
B.A.St. Cloud State University
M.A.University of St. Thomas

REX PATTON

Assistant Professor
B.S.University of Iowa
M.B.A.University of St. Thomas
D.B.A.Nova Southeastern University

MARGARET PAVLIK

Director, Accounting
B.A.Saint Mary's University of Minnesota
M.A.Saint Mary's University of Minnesota

ROGER PECKOVER

Professor
B.A.McPherson College
M.S.Kansas State University
Ph.D.University of Kansas

ANNE PEEK

Assistant Professor
B.A.Carleton College
J.D.University of Minnesota Twin Cities
M.A.Saint Mary's University of Minnesota

CHRISTOPHER PELLANT

Instructor
B.S.Minnesota State University Moorhead
M.Ed.Middle Tennessee State University

STEVEN PELTIER

Associate Professor
Director, Marriage and Family Therapy
B.S.University of Minnesota Twin Cities
Ph.D.University of Wisconsin Madison

ROBERT PERDAEMS

Associate Professor
B.A.Southwest State University
M.M.Minnesota State University Mankato
Ed.D.University of South Dakota

THOMAS PESEK

Instructor
B.A.University of Minnesota Twin Cities
M.B.A.University of St. Thomas

JACOB PETERSEN

Instructor
B.S.Winona State University
MBAUniversity of Minnesota Duluth

STEFAN PETERSON

Associate Professor
B.A.University of North Dakota
M.B.A.Gonzaga University
M.S.Gonzaga University

SUSAN PETERSON

Instructor
B.A.Silver Lake College Manitowoc, WI
M.Ed.University of Wisconsin Madison

SUZANNE PETERSON

Director, Master of Education
B.S. Augsburg College
M.Ed.Saint Mary's University of Minnesota

JENNIFER PFEFFER-DITTES

Instructor
B.A.Concordia College
M.Ed.Saint Mary's University of Minnesota

HAROLD PICKETT

Assistant Professor
B.S.North Carolina State University Raleigh
Psy.D.Minnesota School of Professional Psychology

ROBERT PLESHA

Associate Professor
B.A.University of Minnesota Twin Cities
J.D.William Mitchell College of Law

ANNE PODGORAK

Instructor
M.A.College of St. Scholastica

ROBERT POPE

Instructor
B.S.Tennessee Technological University
M.A.University of Kansas

GARY PREST

Assistant Professor
B.S.University of Minnesota Twin Cities
M.Ed.University of Minnesota Twin Cities
Ed.S.University of Minnesota Twin Cities
Ed.D.University of Minnesota Twin Cities

PATRICK PRIBYL

Instructor
B.A.Minnesota State University Mankato
M.A.Minnesota State University Mankato

PAUL PUGSLEY

Instructor
B.A.University of St. Thomas
M.B.A.University of St. Thomas

DAVID PUTRICH

Assistant Professor
B.A.Saint Mary's University of Minnesota
M.S.University of St. Thomas

YVETTE PYE

Assistant Professor
B.A.Chicago State University
M.S.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

DIANA RADEMACHER

Instructor
B.S.University of Wisconsin La Crosse
M.A.Saint Mary's University of Minnesota

JOHN RAFFERTY

Assistant Professor
B.S.Minnesota State University Mankato
M.A.Minnesota State University Mankato

BRIAN RAGATZ

Instructor
B.A.St. Johns University
M.A.Saint Mary's University of Minnesota

KAREN RAINFORD

Assistant Professor
B.A.University of Minnesota Twin Cities
M.B.A.University of Minnesota Twin Cities

SUNIL RAMLALL

Associate Professor
B.A.University of St. Thomas
M.Ed.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

LEON RANKIN

Instructor
B.A.Metropolitan State University
M.A.Saint Mary's University of Minnesota

SHANE RASMUSSEN

Instructor
B.A.S.University of Minnesota
M.Ed.Saint Mary's University of Minnesota

JAMES RAVELL

Instructor
B.S.University of Minnesota Twin Cities

BARBARA RAYE

Instructor
M.B.A.University of St. Thomas

CHERYL REDINGER

Assistant Professor
B.S.University of Wisconsin Stevens Point
M.Ed.University of Minnesota Twin Cities

THOMAS REIS

Associate Professor
B.A.College of St. Scholastica
M.S.Kansas State University
M.S.W.University of Georgia

MICHAEL REMINGTON

Assistant Professor
B.S.University of Minnesota Twin Cities
M.Ed.University of Minnesota Twin Cities

SALINA RENNINGER

Assistant Professor
B.A.University of Minnesota Twin Cities
M.A.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

ROGER REUVERS

Facilitator
B.S.Southwest State University
M.Ed.Saint Mary's University of Minnesota

CHARLES RICK

Assistant Professor
B.S.Minnesota State University Mankato
M.S.Minnesota State University Mankato
Ed.D.Saint Mary's University of Minnesota

PAMELA RICHEY

Instructor
B.S.University of Akron
M.B.A.Cleveland State University

JOY RIKALA

Instructor
B.A.University of Minnesota Duluth
M.A.Saint Mary's University of Minnesota

TALAYA RILEY

Instructor
B.A.Metropolitan State University
M.A.Saint Mary's University of Minnesota

LEANNE RITZ

Instructor
B.A.University of St. Thomas
M.S.Saint Mary's University of Minnesota

CRAIG ROBLE

Assistant Professor
B.A.Gustavus Adolphus College
M.A.Saint Mary's University of Minnesota
Ed.D.Saint Mary's University of Minnesota

JOSEPH RODRIGUEZ

Instructor
B.A.University of California Riverside
M.A.San Diego State University

DELORES ROETHKE

Instructor
M.F.A.Hamline University

DEBORAH ROGERS

Instructor
B.S.California Polytechnic University San Luis Obispo
M.B.A.University of Iowa

MARCIA ROGERS

Assistant Professor
B.A.Northern State University
M.S.North Dakota State University
Psy.D.Argosy University

JUDY ROGOSHESKE

Assistant Professor
B.A.University of Minnesota Twin Cities
J.D.University of Minnesota Twin Cities

SHERRIE ROHWEDER

Instructor
B.S.Saint Mary's University of Minnesota
M.S.Saint Mary's University of Minnesota

DANIEL ROLINE

Instructor
B.A.Minnesota State University Makato
M.A.Saint Mary's University of Minnesota

JOHNNY ROSIER

Instructor
B.S.Florida A&M University
M.S.University of Wisconsin Stout

JAMES ROTH

Assistant Professor
B.A.University of Minnesota Twin Cities
J.D.William Mitchell College of Law

CHRIS ROWLAND

Instructor
B.A.Butler University
M.S.Indiana University

RASHMI ROY

Assistant Professor
B.A.Magadh University
M.A.Magadh University

RICHARD ROY

Assistant Professor
B.B.A.University of ND Grand Forks
M.A.Saint Mary's University of Minnesota

NICHOLAS RUIZ

Professor
B.A.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

KATHY RYAN

Assistant Professor
B.S.Winona State University
M.Ed.University of Mary Hardin-Baylor
Ed.D.Saint Mary's University of Minnesota

SARAH RYAN

Instructor
B.S.St. Cloud State
M.A.Saint Mary's University of Minnesota

THOMAS RYAN

Associate Professor
B.A.University of Minnesota Twin Cities
M.A.University of Minnesota Twin Cities

LEWIS SACKS

Instructor
B.A.Bemidji State University
M.H.R.M.Keller Graduate School of Mgmt-merged

DANIEL SADOWSKI

Associate Professor
B.S.Winona State University
J.D.Hamline University

DIANE SAED

Assistant Professor
B.A.University of Dubuque
M.A.Saint Mary's University of Minnesota

SCOTT SAHS

Assistant Professor
B.A.Iowa State University

ALISA SALEWSKI

Instructor
B.A.University of Minnesota Twin Cities
M.B.A.University of St. Thomas

ANTAR SALIM

Instructor
B.S.University of Michigan
M.B.A.Southern Illinois University

LARRY SALLEE

Professor
B.S.University of Wisconsin Superior
M.B.A.University of Wisconsin La Crosse
D.B.A.United States International University San Diego

SCOTT SCHAUS

Assistant Professor
B.S.Indiana Wesleyan University

MARGARET SCHEIRMAN

Assistant Professor
B.A.University of Kansas
M.A.University of Kansas

MICHELLE SCHICK

Instructor
B.S.Moorhead State University
M.A.Saint Mary's University of Minnesota

LEEANNETTE SCHMIDMAYR

Instructor
B.S.University of Wisconsin Eau Claire
M.Ed.University of Wisconsin Superior

JOSEPH SCHMITT

Instructor
B.S.Saint Mary's University of Minnesota
M.A.Bethel University

DOROTHY SCHOLTZ

Associate Professor
B.S.St. Cloud State University
M.A.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

PATRICIA SCHOON

Associate Professor
B.S.University of St. Catherine
M.P.H.University of Minnesota Twin Cities

SONDRA SCHROEDER-DAVIS

Assistant Professor
B.S.University of Wisconsin Madison
M.S.St. Cloud State University
Ph.D.Walden University

STEPHEN SCHROEDER-DAVIS

Professor
B.S.St. Cloud State University
M.A.St. Cloud State University
Ed.D.University of St. Thomas

THEODORE SCHULTZ

Instructor
B.A.Augsburg College
M.S.Minnesota State University Mankato

MARIANNE SCHWALEN

Assistant Professor
B.S.University of Minnesota Twin Cities
M.A.University of Minnesota Twin Cities
Psy.D.University of St. Thomas

278 Roster

JOHN SCHWEERS

Associate Professor
B.A.Tulane University of Louisiana
M.B.A.University of Wisconsin Madison

ANNETTE SCOTTI

Instructor
B.A.University of Minnesota Twin Cities
M.A.University of Minnesota Twin Cities

REGINA SEABROOK

Instructor
B.A.Hamline University
M.A.Hamline University

DANETTE SEBOE

Instructor
B.S.Concordia College Moorhead
M.Ed.University of Wisconsin Superior

SALAH SEDAROUS

Assistant Professor
M.B.A.University of St. Thomas
Ph.D.North Dakota State University

SHERRIE SEIDENSTICKER

Facilitator
B.A.Augsburg College
M.Ed.Saint Mary's University of Minnesota

VICTORIA SELEP

Instructor
B.S.Marquette University
M.B.A.University of Minnesota Twin Cities
M.L.S.University of Minnesota Twin Cities

JOHN SERIER

Instructor
B.A.Hamline University
M.A.University of St. Thomas

LORA SETTER

Assistant Professor
Director, Security Management and Public Safety Administration
B.S.University of Minnesota Twin Cities
M.A.University of St. Thomas

ALEXIS SHAPIRA

Instructor
B.A.Lewis and Clark College
M.A.Tel Aviv University

PATRICK SHEEDY

Associate Professor
B.A.University of St. Thomas
J.D.St Mary's University of San Antonio
Ph.D.Marquette University

LISA SHELLUM

Instructor
B.S.Minnesota State University Mankato
M.S.Minnesota State University Mankato

JEROME SHIH

Assistant Professor
B.A.University of Northern Iowa
M.A.University of St. Thomas
Ph.D.University of Minnesota Twin Cities

JOHN SHONYO

Instructor
B.S.Minnesota State University Moorhead

JENNIFER SIEBENALER

Instructor
B.S.University of Wisconsin River Falls
M.A.Saint Mary's University of Minnesota

JULIE SIEGLE

Instructor
B.S.College of St. Catherine
M.A.Minnesota State University Mankato

DANIEL SILVERSMITH

Associate Professor
B.A.Grinnell College
M.A.Saint Mary's University of Minnesota

DAWN SIMONE

Associate Professor
B.S.University of Minnesota Twin Cities
M.Ed.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

WENSY SIMS

Instructor
B.S.N.University of Minnesota, Twin Cities
M.S.Minneapolis School of Anesthesia/
Saint Mary's University of Minnesota

MARGARET SISK

Instructor
B.A.University of Chicago

CINDY SKAALRUD

Instructor
B.A.Metropolitan State University
M.A.Saint Mary's University of Minnesota

HUGH SKAJA

Associate Professor
B.S.St. Cloud State University
M.S.St. Cloud State University
Ed.D.University of St. Thomas

MARY SKELLEY

Assistant Professor
B.S.N.University of Iowa
M.S.Saint Mary's University of Minnesota

SUSAN SLATER

Associate Professor
B.A.Gustavus Adolphus College
M.Ed.University of Minnesota Twin Cities
Ed.D.University of St. Thomas

MARY SLINDE

Instructor
B.A.Gustavus Adolphus College
M.S.Minnesota State University Mankato
Ed.S.Minnesota State University Mankato

DEBORAH SMITH

Instructor
B.A. Georgetown University
M.S.College of St. Catherine

PAMELA SNYDER

Instructor
B.S.Bethel University
M.A.Bethel University

KENNETH SOLBERG

Professor
Director, Doctor of Psychology
B.A.Willamette University
M.A.University of Wisconsin Madison
Ph.D.University of Wisconsin Madison

PAULA SOLON

Professor
B.S.W.University of Minnesota Duluth
M.A.University of Minnesota Duluth
Ph.D.University of Minnesota Twin Cities

PHYLLIS SOLON

Associate Professor
B.A.Saint Mary's University of Minnesota
Psy.D.Minnesota School of Professional Psychology

STEPHANIE SOMMERS

Instructor
B.A.University of Minnesota Twin Cities
M.Ed.University of Minnesota Twin Cities

CHRISTINE SONENBLUM

Assistant Professor
M.S.St. Cloud State University
Ph.D.University of Minnesota Twin Cities

STEVEN SORENSEN

Instructor
B.A.St. Cloud State
M.B.A.University of Minnesota Twin Cities

YVONNE SORENSEN

Instructor
B.S.North Dakota State University
M.S.University of Minnesota Duluth

ASHLEY SOVEREIGN

Associate Professor
B.A.University of Iowa
M.A.Saint Mary's University of Minnesota
Psy.D.University of St. Thomas

GREGORY SPATH

Instructor
B.A.Dakota State University
M.Ed.South Dakota State University
Ed.S.Minnesota State University Mankato

ANGELA SPECKETER

Instructor
B.S.University of Wisconsin Stout
M.Ed.College of St. Scholastica

DONALD ST. DENNIS

Associate Professor
B.E.S.University of Minnesota Twin Cities
M.I.M.University of St. Thomas

JON STAMBAUGH

Assistant Professor
B.S.University of Wisconsin
M.B.A.Metropolitan State University
Ph.D.Working on at St. Mary's University

JOSEPH STANGLER

Assistant Professor
B.A.St. Olaf College
M.A.University of St. Thomas
Ed.S.University of St. Thomas

PAMELA STARKEY

Assistant Professor
B.S.University of Minnesota Twin Cities
J.D.William Mitchell College of Law

KAREN STAUBER

Instructor
B.A.Augsburg College
M.L.S.Dominican University

KATHLEEN STEBBINS-HINTZ

Assistant Professor
B.S.University of Wisconsin Madison
J.D.University of Wisconsin Madison

MARK STEDMAN

Professor
B.A.Winona State University
M.S.University of Wisconsin Oshkosh
Ph.D.University of South Dakota

MARK STENSVD

Associate Professor
B.S.University of Wisconsin Green Bay
M.Ed.University of Wisconsin River Falls
Ph.D.University of Iowa

DEBORAH STEPHAN

Assistant Professor
B.A.Hamline University
M.A.Hamline University

JEREMY STEVENS

Assistant Professor
B.A.Luther College
J.D.Hamline University

KENNETH STEWART

Associate Professor
Ph.D.University of Minnesota Twin Cities

NEIL STILLER

Instructor
B.S.University of Minnesota Twin Cities
M.A.Saint Mary's University of Minnesota

THOMAS STINSON

Instructor
B.S.N.Bethel University
M.A.Saint Mary's University of Minnesota

ROGER STIPPEL

Facilitator
B.A.Hamline University
M.A.University of St. Thomas

JAMES STOCCO

Assistant Professor
B.A.University of Minnesota Twin Cities
J.D.William Mitchell College of Law
M.Ed.University of Minnesota Twin Cities

BEVERLY STOFFERAHN

Assistant Professor
B.S.Minnesota State University Mankato
M.S.Winona State University

DANIEL STONE

Instructor
B.S.Minnesota State University Moorhead
M.B.A.University of St. Thomas

JENNIFER STOOS

Instructor
B.A.Carleton College
M.Div.Harvard Divinity School
M.A.Saint Mary's University of Minnesota

JENNIFER STOTESBERY

Instructor
B.S.University of Minnesota Twin Cities
M.S.Saint Mary's University of Minnesota

WILLIAM STROM

Assistant Professor
B.S.Crown College
M.S.Minnesota State University Mankato

JAMES SULLIVAN

Assistant Professor
B.S.St. Norbert College
J.D.William Mitchell College of Law
M.A.Metropolitan State University

LYNDA SULLIVAN

Associate Professor
Director, Education - Wisconsin
B.S.University of Wisconsin Madison
M.S.University of Wisconsin Madison
Ph.D.University of Wisconsin Madison

CRAIG SUNDBERG

Instructor
Director, Educational Leadership
B.A.Bethel University
M.A.Saint Mary's University of Minnesota
Ed.S.Saint Mary's University of Minnesota

MARK SUNDBY

Associate Professor
B.A.St. Olaf College
M.Div.University of Chicago
Ph.D.University of Minnesota Twin Cities

RENEE SURDICK

Associate Professor
B.S.University of Wisconsin Madison
M.S.University of Wisconsin Madison
Ed.D.Saint Mary's University of Minnesota

NICOLE SUTTON

Instructor
B.A.Seton Hall University
M.A.New York University

KEVIN SWANSON

Associate Professor
B.S.University of Wisconsin Eau Claire
D.C.Northwestern College

AMY SWARTZ

Instructor
B.S.N.Grandview College
M.S.Saint Mary's University of Minnesota

MARY SWENSON

Assistant Professor
B.A.University of San Diego
M.A.Saint Mary's University of Minnesota

NATHAN SWENSON

Assistant Professor
B.A.Gustavus Adolphus College
M.Ed.Saint Mary's University of Minnesota

ERIN TALLEY

Instructor
B.S.University of Minnesota Twin Cities
M.A.Hamline University

ATHEL TANNER

Assistant Professor
M.B.A.University of Minnesota Duluth

CAROL TARSA

Instructor
B.A.Lafayette College Easton, PA
M.Ed.Saint Mary's University of Minnesota

ELISA TATTAR

Assistant Professor
B.A.Wittenberg University
M.A.Saint Mary's University of Minnesota
Psy.D.Minnesota School of Professional Psychology

TIMOTHY TENBROEKE BALKE

Assistant Professor
B.S.University of Minnesota Twin Cities
M.A.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

DIANA-CHRISTINE TEODORESCU

Program Director, Organizational Leadership
Assistant Professor
M.A.Saint Mary's University of Minnesota

PAULA THEISEN

Assistant Professor
B.A.Concordia University St. Paul
M.A.Concordia University St. Paul

DAVID THOMALLA

Instructor
A.A.Lakewood Community College
B.A.Metropolitan State University
M.A.University of St. Thomas

DAVID THOMPSON

Assistant Professor
B.A.Minnesota State University Moorhead
M.S.Winona State University
Ed.D.Drake University

RICHARD THOMPSON

Instructor
B.A.University of St. Thomas
M.S.University of Wisconsin Madison

RODNEY THOMPSON

Assistant Professor
B.A.Concordia College Moorhead
M.S.University of Minnesota Twin Cities
Ed.D.University of Minnesota Twin Cities

BRIAN THORSON

Instructor
B.S.University of Minnesota Twin Cities
B.S.N.Winona State University
M.A.University of St. Thomas

ANDREW THRAEN

Assistant Professor
B.A.University of Minnesota Twin Cities
M.B.A.Metropolitan State University

PAUL THURAS

Assistant Professor
B.A.St. Olaf College
M.A.University of California Irvine
Ph.D.University of California Irvine

CORRINE TIMS

Instructor
B.S.St. Cloud State University
M.S.Minnesota State University Mankato

JERRY TOMLINSON

Professor
B.A.Grinnell College
Ph.D.University of Iowa

MELANIE TORBORG

Assistant Professor
B.S.Metropolitan State University
M.B.A.Globe College of Business, Inc

MAARIT TORNIAINEN

Assistant Professor
B.A.University of Minnesota Duluth
B.S.University of Minnesota Duluth
M.A.University of Minnesota Duluth
D.D.International College of Spiritual and
Psychic Sciences

JENNIFER TRAEGER

Instructor
B.S.University of Missouri Columbia
M.A.Saint Mary's University of Minnesota

MICHELLE TROTTER

Assistant Professor
B.A.St. Olaf College
M.A.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

GREGORY TRUDEAU

Full Professor
B.A.University of St. Thomas
M.B.A.University of St. Thomas
Ed.D.University of Minnesota Twin Cities

LARRY TUCKER

Assistant Professor
B.S.St. Johns University
M.S.University of Wisconsin Stout

DAVE TUKEY

Facilitator
B.A.Bemidji State University
B.S.University of Minnesota
M.Ed.Saint Mary's University of Minnesota

LORI TUKEY

Facilitator
B.S.Bemidji State University
M.Ed.Saint Mary's University of Minnesota

KRISTIN TUPA

Instructor
B.A.University of St. Thomas
M.B.A.Carlson School of Management

NELSON UPDAW

Professor
Director, Doctor of Education in Leadership
B.A.State University of New York
Binghamton
M.Ed.North Carolina State University
Raleigh
Ph.D.North Carolina State University
Raleigh

ANN VAN DIEST

Assistant Professor
B.S.St. Olaf College
M.B.A.University of St. Thomas

FRANCIS VARGAS

Assistant Professor
B.A.Harvard-Radcliffe
J.D.University of California Berkeley
M.B.A.University of California Berkeley

DAVID VAUGHAN

Instructor
B.A.Westminster College
M.S.University of Kansas

VIKI VIERTTEL

Instructor
B.A.Viterbo University
B.S.Pacific University

GORDON VLASAK

Instructor
B.S.Minnesota State University Mankato
M.A.Minnesota State University Mankato

SHARON VOTEL

Professor
B.A.College of St. Catherine
M.A.University of St. Thomas
Ed.S.University of Minnesota Twin Cities
Ed.D.University of St. Thomas

CARL WAHLSTROM

Associate Professor
Associate Director, Ed.S. in Educational
Administration
B.S.University of Minnesota Twin Cities
M.A.University of Minnesota Twin Cities
Ed.D.University of Minnesota Twin Cities

THOMAS WALKINGTON

Associate Professor
B.S.Western Illinois University
M.S.Southern Illinois University Carbondale
D.P.A.Hamline University

CHERYL WALL

Assistant Professor
B.A.Macalester College
M.A.Saint Mary's University of Minnesota
Ph.D.Fielding Graduate University

LEAH WALLS

Instructor
B.A.Metropolitan State University
M.A.Saint Mary's University of Minnesota

NANCY WALSH

Assistant Professor
B.A.Carleton College
Ph.D.University of Minnesota Twin Cities

WILLIAM WALSH

Associate Professor
M.A.University of Notre Dame
Ph.D.University of Notre Dame

AARON WAMPACH

Associate Professor
B.S.Winona State
M.S.Saint Mary's University of Minnesota

DAVID WEBER

Instructor
B.S.University of Minnesota Twin Cities
M.A.Metropolitan State University

JAMIE WEBER

Instructor
B.S.University of Minnesota
M.Ed.Saint Mary's University of Minnesota

HEATHER WEGWERTH

Instructor
B.A.Concordia University St. Paul
M.S.Saint Mary's University of Minnesota

DAVID WEIGMAN

Assistant Professor
B.A.Saint Mary's University of Minnesota
J.D.Western New England College

JAMES WEISPFENNING

Assistant Professor
M.B.A.Winona State University
M.S.E.E.North Dakota State University

PAMELA WEISS-FARNAN

Associate Professor
B.S.N.University of Nebraska Omaha
M.S.University of Minnesota Twin Cities
Ph.D.University of Minnesota Twin Cities

STEPHEN WEST

Instructor
M.A.Saint Mary's University of Minnesota
Ed.D.Saint Mary's University of Minnesota

HEIDI WESTBY

Professor
B.A.University of Minnesota Morris
J.D.William Mitchell College of Law

KARLA WHELLER

Instructor
B.S.University of Minnesota
M.Ed.Saint Mary's University of Minnesota
M.A.Saint Mary's University of Minnesota

CARLA WHITE

Assistant Professor
B.A.Augsburg College
J.D.William Mitchell College of Law

SISTER MARY WHITE

Assistant Professor
B.A.College of St. Catherine
M.A.University of Chicago

TERRY WHITMORE

Instructor
B.A.UW River Falls
M.A.University of Wisconsin Stevens Point

KIMBERLEY WHITTLES

Instructor
B.A.St. Cloud State University
M.A.Saint Mary's University of Minnesota

HARLAN WICKRE

Assistant Professor
B.A.University of South Dakota
M.A.Central Michigan University
Psy.D.Central Michigan University

KIRSTIN WIEGMANN

Instructor
M.F.A.University of Kansas
M.A.Saint Mary's University of Minnesota

JEAN WILHELM

Instructor
B.S.University of Wisconsin Madison
M.S.University of Colorado

280 Roster

STEVEN WILLEMS

Instructor
B.A.University of St. Thomas
M.B.A.Augsburg College

MARY FRANCES WILLIAMS

Assistant Professor
M.S.University of Wisconsin Stout
Psy.D.University of St. Thomas

TEDD WILLIAMS

Instructor
M.A.Concordia University St. Paul

SAMANTHA WIMMER

Instructor
B.S.University of Minnesota Twin Cities
M.B.T.University of Minnesota Twin Cities

TAMARA WINDEN

Instructor
B.S.University of Minnesota Twin Cities
M.B.A.University of St. Thomas

DONALD WINGER

Dean, School of Professional Programs
Director, Police Science
B.A.University of Wisconsin River Falls
M.A. University of St. Thomas

MATT WISE

Facilitator
B.S.University of Wisconsin
M.Ed.Saint Mary's University of Minnesota

MARY LOUISE WISE

Professor
Associate Director, Counseling and
Psychological Services
B.A.University of Missouri
M.Ed.University of Missouri
Ph.D.University of Miami

ROBIN WISNIEWSKI

Assistant Professor
B.A.University of Minnesota Twin Cities
M.A.Argosy University
Psy.D.Argosy University

MICHAEL WOJCIK

Instructor
B.S.University of North Dakota
M.A.University of Minnesota Twin Cities
M.B.A.University of Minnesota Twin Cities

RUSTIN WOLFE

Associate Professor
B.A.University of Wisconsin Madison
M.A.University of Chicago
Ph.D.University of Chicago

WENDY WOLFE

Instructor
B.A.St. Olaf College
M.Ed.University of Phoenix

RANDY WOLFMAN

Instructor
B.A.University of Wisconsin Madison
M.A.Minnesota State University Mankato

MARY WOLVERTON

Assistant Professor
B.S.St. Cloud State University
M.A.Saint Mary's University of Minnesota
Ed.D.Bethel University

LARRY WREN

Instructor
B.A.Metropolitan State University
M.A.University of St. Thomas
M.S.University of St. Thomas

SARA WRIGHT

Assistant Professor
Associate Director, Marriage and Family
Therapy
B.A.University of Texas Austin
M.Ed.University of Texas Austin
Ph.D.University of Minnesota Twin Cities

WALTER WYSOPAL

Assistant Professor
B.A.Saint Mary's University of Minnesota

JANET YEATS

Instructor
B.A. Bethel University
M.A.Bethel University

SAMUEL YIGZAW

Assistant Professor
Ph.D.University of Minnesota Twin Cities

MICHAEL YOES

Assistant Professor
B.A.San Diego State University
Ph.D.University of Minnesota Twin Cities

RICHARD YOUNG

Associate Professor
B.S.U.S. Military Academy
M.B.A.University of St. Thomas

SAMANTHA ZAID

Instructor
B.A.Winona State University
M.S.University of Wisconsin Stout

JULIE ZALOUDEK

Instructor
B.S.University of Wisconsin River Falls
M.S.University of Wisconsin Stout

BRIAN ZAMBONI

Assistant Professor
B.A.Reed College
M.A.Loyola University of Chicago
Ph.D.Loyola University of Chicago

TONJA ZIEMANN

Director, Health and Human Services
Administration
B.S.Ohio University
B.A.University of Cincinnati
M.A.Roosevelt University

BENJAMIN ZIEMER

Instructor
B.S.Minnesota State University Makato
M.A.University of Minnesota Twin Cities

PATRICIA ZURLO

Assistant Professor
B.Mus.Indiana University
J.D.William Mitchell College of Law

PAULA ZWICKE

Instructor
B.S.Northland College
M.A.Saint Mary's University of Minnesota
Emily Albrecht
Instructor
B.S.Winona State University
M.Ed.Saint Mary's University of Minnesota

Winona Campus Faculty

NICOLE AMES

Instructor
M.Ed.Saint Mary's University of Minnesota

COURTNEY ANDERSON

Instructor
B.S.Winona State University
M.A.Saint Mary's University of Minnesota

JANE ANDERSON

Professor
Director, Literacy Education and K-12
Reading Teaching
B.A.College of St. Teresa
M.A.Northeastern Illinois University
Ph.D.University of Minnesota Twin Cities

JENNIFER ANDERSON

Instructor
B.S.University of North Dakota
M.S.Winona State University

JEFFREY AYER

Instructor
B.A.St. Johns University
M.Ed.Saint Mary's University of Minnesota

REVEREND TIMOTHY BACKOUS

Assistant Professor
B.A.St. Johns University
S.T.L.Academia Alfonsiana

NANCY BAMBENEK

Assistant Professor
B.A.College of St. Teresa
M.Ed.Saint Mary's University of Minnesota

ROSE BEAL

Assistant Professor
B.A.University of Virginia
M.A.St. Mary's Seminary and University
Ph.D.Catholic University of America

TRENT BENNIG

Instructor
M.A.Azusa Pacific University

REVEREND BENJAMIN BERINTI

Associate Professor
B.S.Saint Joseph's College
M.Div.Catholic Theological Union
D.Min.Boston University

KELLY BRAUN

Instructor
B.S.Winona State University
M.A.Saint Mary's University of Minnesota

BONITA BREZA

Assistant Professor
B.A.Mount Mary College
M.A.Winona State University

LARA CAPPELEN

Instructor
B.A.Bethel University
M.A.Saint Mary's University of Minnesota

ALISSA CASE

Instructor
B.A.University of St. Thomas
M.A.University of St. Thomas

DIANE CASPERS

Associate Professor
B.S.Illinois State University
M.S.Winona State University

DEBRA CASTNER

Assistant Professor
B.A.University of Northern Iowa
M.A.University of Northern Iowa
Ed.D.Hamline University

PATRICIA CHRISTIANSEN

Instructor
Associate Director, Master of Education
B.S.Bemidji State University
M.Ed.Saint Mary's University of Minnesota

ROGER CHRISTENSEN

Instructor
B.S.University of Utah
M.S.Utah State University
Ph.D.Utah State University

MICHELLE COCHRAN

Instructor
B.A.St. Norbert College
M.Ed.Saint Mary's University of Minnesota

PHILIP COCHRAN

Professor
B.A.Saint Mary's University of Minnesota
M.S.University of Minnesota Twin Cities
Ph.D.University of Wisconsin Madison

LESLIE COLANINO

Instructor
B.S.University of Nebraska Omaha
M.Ed.Doane College

JANA CRAFT

Instructor
B.S.California State University Bakersfield
M.A.College of St. Scholastica

JOAN CULLEN

Facilitator
B.S.Iowa State University
M.S.Iowa State University

CAROL DAHL

Instructor
B.S.St. Cloud State University
M.A.University of St. Thomas

EILEEN DAHLIN

Instructor
B.S.Winona State University
M.S.Winona State University

NANCY DALLAVALLE

Associate Professor
B.Mus.Benedictine College
M.A.St. Johns University
Ph.D.University of Notre Dame

WILLIAM DANIEL

Assistant Professor
B.A.Saint Mary's University of Minnesota
J.C.L.St. Paul University

ANNMARIE DEMARAIS

Instructor
Interim Director, Pastoral Ministries
B.A.Saint Mary's University of Minnesota
M.A.Saint Mary's University of Minnesota

JAN DIMMITT-OLSON

Instructor
B.S.University of Wisconsin La Crosse
M.Ed.Saint Mary's University of Minnesota

SARA DOTTY

Instructor
B.A.Concordia College Moorhead
M.Ed.Saint Mary's University of Minnesota

MARCELINE DUBOSE

Assistant Professor
B.A.Macalester College
M.Ed.Harvard-Radcliffe

SHERI EBERT

Instructor
B.A.University of Wisconsin Madison
M.Ed.Lesley College

JANE ENGEL

Instructor
B.S.University of Minnesota Twin Cities
M.Ed.Saint Mary's University of Minnesota

REVEREND PAUL GOLDEN

Professor
B.A.Saint Mary's Seminary College
J.C.L.Pontifical Gregorian University
M.Div.St. Vincent De Paul Seminary

TROY GONZALES

Assistant Professor
B.S.Bob Jones University
M.A.Colorado Christian University

ALANNA GOOGINS

Instructor
M.Ed.Saint Mary's University of Minnesota

LINDA GUST

Instructor
B.S.University of Minnesota Twin Cities
M.A.Saint Mary's University of Minnesota

ELIZABETH HALL

Instructor
B.S.Winona State University
M.A.Winona State University

ELISABETH HANSEN

Instructor
B.S.Dakota State University
M.A.Saint Mary's University of Minnesota

CORY HANSON

Instructor
Associate Director, Literacy Education and
K-12 Reading Teacher
B.S.Minnesota State University, Mankato
M.A.Saint Mary's University of Minnesota

TONY HASTINGS

Instructor
B.S.St. Cloud State University
M.Ed.Saint Mary's University of Minnesota

SARAH HAUGEN

Facilitator
B.A.Winona State University
M.Ed.Saint Mary's University of Minnesota

JEFFREY HEFEL

Professor
B.A.Loras College
M.B.A.University of Dubuque

KAREN HEMKER

Instructor
B.A.Luther College
M.Ed.Saint Mary's University of Minnesota

KEVIN HENNESSY

Instructor
B.A.Viterbo University
M.Ed.University of Wisconsin La Crosse

KATHERINE HIGGINS

Instructor
B.S.University of Wisconsin Eau Claire
M.Ed.Saint Mary's University of Minnesota

PATRICIA HOAGLUND

Instructor
B.S.Minnesota State University Mankato
M.Ed.University of Minnesota Twin Cities

BENJAMIN HUEGEL

Assistant Professor
B.A.Saint Mary's University of Minnesota
M.A.Saint Mary's University of Minnesota

DAVID JACKSON

Assistant Professor
B.S.Winona State University
M.Ed.University of Nevada Reno
Ph.D.University of Iowa

PEGGY JOHNSON

Assistant Professor
B.S.State University New York
M.A.University of North Dakota
Ph.D.Indiana University of Pennsylvania

PHILIP JOHNSON

Instructor
B.S.St. John's University
M.A. Hamline University

SIMONE JOYAUX

Instructor
B.A.Michigan State University
M.A.Michigan State University

MARTIN JUDD

Associate Professor
B.A.Dartmouth College
M.A.West Texas A&M University
Ph.D.Oklahoma State University

SHANNON JUNG

Instructor
B.A.University of Wisconsin River Falls
M.A.Saint Mary's University of Minnesota

DARYL KEHLER

Instructor
M.Ed.Saint Mary's University of Minnesota

LAURIE KELLER

Instructor
B.S.University of Mary
M.A.Saint Mary's University of Minnesota

DAWN KELLY

Instructor
B.A.University of St. Thomas
M.A.University of Wisconsin River Falls

GARY KELSEY

Professor
Director, Philanthropy and Development
B.A.St. Cloud State University
M.A.Saint Mary's University of Minnesota
Ed.D.Saint Mary's University of Minnesota

ANGELA KING

Facilitator
M.Ed.Saint Mary's University of Minnesota

AUDREY KINTZI

Instructor
M.S.Minnesota State University Mankato

RODYA (MATTHEW) KLEBE

Instructor
Director, Instruction
B.S.Iowa State University
M.Ed.University of Minnesota Twin Cities

WILLIAM KNUTSON

Instructor
B.S.University of Wisconsin River Falls
M.Ed.Saint Mary's University of Minnesota

JODY KOCI

Instructor
B.A.Winona State University
M.A.Viterbo University

SUZANNE LAGONI

Instructor
B.A.University of Montana

LINDA LANGE

Instructor
B.S.Southwest State University
M.S.St. Cloud State University

JEFFREY LESCHENSKY

Assistant Professor
B.A.Luther College
M.A.Saint Mary's University of Minnesota

THERESA LEWIS

Facilitator
B.S.University of Minnesota Twin Cities
M.Ed.Saint Mary's University of Minnesota
M.S.University of Minnesota Twin Cities

MARY LIEN

Instructor
B.S.University of Wisconsin Stout
M.Ed.Saint Mary's University of Minnesota

MOLLY LOHNES

Instructor
B.S.Iowa State University
M.A.Iowa State University

MELISSA LUEDTKE

Assistant Professor
B.A.Hamline University
M.A.University of Minnesota Twin Cities
Ed.D.Hamline University

STACY LUFKIN

Instructor
B.A.Gustavus Adolphus College
M.Ed.Saint Mary's University of Minnesota

JASON LUM

Associate Professor
B.A.Washington University
J.D.University of California Berkeley
M.A.Harvard-Radcliffe

DAVID LYNCH

Professor
B.A.Iowa State University
M.A.University of California Santa Barbara
Ph.D.University of California Santa Barbara

MARGARET MARKLOWITZ

Instructor
M.A.Saint Mary's University of Minnesota

THOMAS MARPE

Associate Professor
B.S.Winona State University
M.B.A.Winona State University
Ed.D.Saint Mary's University of Minnesota

SHELLY MCCALLUM

Associate Professor
B.A.University of Western Ontario
M.A.Saint Mary's University of Minnesota
D.B.A.St. Ambrose University

BILLIE MCQUILLAN

Instructor
M.Ed.Saint Mary's University of Minnesota

JAMES MEYER

Instructor
B.S.North Central University
M.A.Saint Mary's University of Minnesota

LORALU MEYER

Facilitator
B.S.Winona State University
M.S.Minnesota State University Mankato

JENNIFER MILLER

Instructor
B.A.Saint Mary's University of Minnesota

MARIANN MILLER

Field Placement Coordinator
B.S.College of St. Teresa
M.Ed.University of Minnesota Twin Cities

WESLEY MILLER

Associate Professor
B.A.Eastern Nazarene College
M.A.Boston College
Ph.D.Loyola University of Chicago

JENNIFER MONROE

Instructor
B.S.St. Cloud State University
M.A.Saint Mary's University of Minnesota

MARY JO NAIRN

Instructor
B.A.University of Wisconsin Madison
M.Ed.Saint Mary's University of Minnesota

STEVEN NEWCOM

Associate Professor
B.A.Graceland University
M.A.United Theological Seminary
Minnesota

LAURI OLIVER

Instructor
M.A.Saint Mary's University of Minnesota

SARAH PAPINEAU

Instructor
B.S.Bemidji State University
M.S.Minnesota State University Mankato

MAUREEN PARKES

Instructor
B.A.College of St. Catherine
M.A.Bethel University

LINDA PFEILSTICKER

Instructor
B.A.College of St. Catherine
M.A.Saint Mary's University of Minnesota

282 Roster

AMY PIERCE

Instructor
B.S.Winona State University
M.Ed.Saint Mary's University of Minnesota

ANN PIETRZAK

Instructor
B.A.Augsburg College
M.S.Southwest State University

JENNIFER PLUCKER

Instructor
B.S.Minnesota State Univ-Moorhead
M.Ed.Saint Mary's University of Minnesota
Ed.D.Argosy University

PAUL PRIBBENOW

Professor
B.A.Luther College
M.A.University of Chicago
Ph.D.University of Chicago

LAWRENCE PRICE

Associate Professor
B.A.University of Miami
J.C.B.Catholic University Leuven
J.C.L.Catholic University Leuven
J.D.University of Miami

SISTER ANN REHRAUER

Instructor
B.A.St. Norbert College
J.C.L.Catholic University of America
M.A.St. Johns University

DENNIS RICKERT

Instructor
B.S.Concordia College Moorhead
M.S.University of Wisconsin River Falls

DAVID RIEBEL

Facilitator
B.A.University of Minnesota Twin Cities
M.Ed.Saint Mary's University of Minnesota

VALERIE ROBESON

Instructor
B.A.Winona State University
M.S.W.University of Wisconsin Madison

JAMES RODGERS

Associate Professor
B.A.Northwestern Oklahoma State University
M.A.Idaho State University
D.A.Idaho State University

MICHAEL ROGERS

Instructor
B.S.St. Cloud State University
M.Ed.Saint Mary's University of Minnesota

RANDON RUGGLES

Instructor
B.A.Wartburg College

SISTER JUDITH SCHAEFER

Associate Professor
B.A.Northeastern Illinois University
M.Div.Aquinas Institute Rochester
M.P.S.Loyola University of Chicago
Ph.D.Marquette University

JOSEPH SCHINGEN

Instructor
B.A.University of Minnesota Duluth
M.Ed.Saint Mary's University of Minnesota

DAVE SCHLEH

Instructor
B.A.University of Wisconsin River Falls
M.Ed.Saint Mary's University of Minnesota

BRADLEY SCHULTZ

Instructor
B.S.St. Cloud State University
M.A.Saint Mary's University of Minnesota

SHELLY SCORE

Facilitator
B.S.Moorhead State University
M.Ed.Saint Mary's University of Minnesota

HEIDI SHABACK

Instructor
B.S.University of Wisconsin Superior
M.Ed.University of Massachusetts Boston

MICHAEL SHANAHAN

Associate Professor
B.A.Creighton University
M.Div.Jesuit School of Theology at Berkeley

LONI SHARP

Instructor
B.S.Augsburg College
M.A.Saint Mary's University of Minnesota

BRIAN SINGER-TOWNS

Associate Professor
B.S.Michigan Technological University
M.T.S.Saint John's Provincial Seminary

LISA SKIFTON

Instructor
B.S.Winona State University
M.S.University of Wisconsin La Crosse

JILLIAN SKLADER

Instructor
B.A.Minnesota State University Mankato
M.Ed.Saint Mary's University of Minnesota

NICHOLAS SMIAIR

Instructor
A.B.St Meinrad College
M.A.University of Chicago
M.S.W.University of Illinois Chicago
Ph.D.University of Illinois Chicago

REVEREND DANIEL SMLANIC

Professor
B.A.Loyola University of Chicago
J.C.D.Pontifical Gregorian University
J.C.L.Pontifical Gregorian University
M.Div.University of St. Mary of the Lake Seminary

GREGORY SOBOLEWSKI

Professor
A.S.Gogebic Community College
B.S.Marian University
Ph.D.Marquette University

KAREN SORVAAG

Assistant Professor
B.A.Augustana College
M.A.South Dakota State University
Ed.D.Saint Mary's University of Minnesota

SCOTT SORVAAG

Associate Professor
B.A.Augustana College
M.A.University of South Dakota
Ed.D.Saint Mary's University of Minnesota

JEROME SPARBY

Instructor
B.S.Minnesota State University Moorhead
M.S.St. Cloud State University

TERESA SPECK

Professor
B.A.College of St. Teresa
M.B.A.University of Wisconsin La Crosse

REBECCA STUART

Instructor
B.A.University of Minnesota Duluth
M.A.Saint Mary's University of Minnesota

SARAH SWAN MCDONALD

Instructor
M.Ed.Saint Mary's University of Minnesota

NATHAN SWENSON

Assistant Professor
B.A.Gustavus Adolphus College
M.Ed.Saint Mary's University of Minnesota

SCOTT THOMAS

Instructor
B.S.Minnesota State University Mankato
M.Ed.Saint Mary's University of Minnesota

ROGER THOMPSON

Instructor
B.A.University of Minnesota Duluth
M.Ed.University of Minnesota Twin Cities

MARIUM TOURE

Instructor
B.S.Southern Illinois University Carbondale
M.Ed.Saint Mary's University of Minnesota

JAMES TOWERS

Professor
B.A.University of Iowa
M.A.University of Iowa
Ed.S.University of Iowa
Ph.D.University of Iowa

EVELYN TURNER

Instructor
B.A.University of Washington
M.Ed.Western Washington University
Ed.D.Saint Mary's University of Minnesota

SISTER M. MAXIMILIA UM

Associate Professor
B.A.Franciscan University
J.C.L.Catholic University of America
M.T.S.Catholic University of America

CHANDU VALLURI

Instructor
B.S.University of Western Ontario
M.A.Saint Mary's University of Minnesota

NANCY VAN ERP

Instructor
B.A.University of Minnesota Morris
M.A.University of St. Thomas

KERI VOLD

Instructor
B.S.Winona State University
M.Ed.Saint Mary's University of Minnesota

LILYA WAGNER

Instructor
B.S.Atlantic Union College
M.A.University of Nebraska Lincoln
Ed.D.University of Florida

CHRISTOPHER WALCHUK

Associate Professor
B.A.University of Minnesota Twin Cities
M.A.Minnesota State University Mankato

SCOTT WALKER

Instructor
Director, Professional Development Initiatives
B.A.Saint Mary's University of Minnesota
M.A.Saint Mary's University of Minnesota

ANDREW WATT

Instructor
B.A.Winchester College
M.A. Edinburgh University

MARGARET WESTLUND

Instructor
B.S.Minnesota State University Mankato
M.A.Saint Mary's University of Minnesota
M.A.Saint Mary's University of Minnesota

KARLA WILLIAMS

Instructor
B.A.Metropolitan State University
M.A.Saint Mary's University of Minnesota

SUSAN WINDLEY-DAOUST

Assistant Professor
B.A.Mary Washington College
M.A.Vanderbilt University
Ph.D.Vanderbilt University

MICHELE WOOD

Facilitator
B.S.Winona State University
M.Ed.Saint Mary's University of Minnesota

KARIN WORTHLEY

Instructor
M.S.University of Wisconsin Stout

BETH YONTS

Instructor
B.A.Winona State University
M.A.University of Minnesota Twin Cities

KATHLEEN ZIMMERMANN

Instructor
B.S.St. Cloud State University
M.A.Saint Mary's University of Minnesota

Maryknoll Institute Faculty Faculty

PAUL P.W. ACHOLA

Professor
B.A., University of Nairobi
M.A., University of Iowa
M.A., University of Nairobi
Ph.D., University of Iowa

JOAN BURKE

Ph.D., Oxford University

MARY GETUI

Professor
Ph.D., Kenyatta University, Kenya

EMMY MWENESI GICHINGA

B.A., University of Nairobi
M.A., Wheaton College Graduate
School, USA
M.S., Saint Mary's University of
Minnesota
Ph.D., American World University

MICHAEL KATOLA

B.Ed., University of Nairobi
M.A., Ph.D., Kenyatta University

KITHURE KINDIKI

LLB, Moi University, Kenya
LLM, Ph.D., University of Pretoria, South
Africa

CYPRIAN KAVIVYA

B.A., M.A., University of Nairobi
Ph.D., Kenyatta University

DANIEL M. KIMINYO

Professor
B.A., M.A., State University of California
Northridge
Ph.D., University of Alberta, Canada

MICHAEL KIRWEN

M.M., Associate Dean and Director
B.A., Maryknoll College
M.Div., Maryknoll School of Theology
M.Th., Maryknoll School of Theology
Ph.D., University of St. Michael's
College, Canada

FREDERICK OCHIENG' ODHIAMBO

B.A. (hons), M.A., Ph.D., University of
Nairobi

EDWARD OYUGI

Professor
M.A., Ph.D. University of Cologne

LAURENTI MAGESA

Ph.D. University of Ottawa, Canada

PETER MPAGI

B.A., Urbaniana University (Rome)
Ph.D., Institute of St. Anselm - Rome

JULIUS MURIKWA

Senior Lecturer
Ph.D., Mississippi Fuller University

HASSAN MWAKIMAKO

B.A. M.A., University of Nairobi
Ph.D., University of Cape Town, Republic
of South Africa

ORIIARE NYARWATH

B.A., M.A., University of Nairobi

EDWARD AKONGO OYUGI

Associate Professor
Ph.D., University of Cologne, Germany

ZACHARIA WANAKACHA SAMITA

B.Ed. University of Nairobi
M.A., Ph.D., Kenyatta University

DOUGLAS WARUTAWANJOHI

Associate Professor
Ed.D., Southwestern Seminary

Index

A

Academic Calendar	7
Academic Dishonesty	26
Academic Misconduct	26
Academic Policies	14
Academic Probation	18
Academic Services	36
Accounting	
B.S.	61
Undergraduate Certificate	51
Accreditation	
of Saint Mary's University	7
of Nurse Anesthesia, M.S.	197
of Nurse Anesthesia, M.S., Minneapolis School of	202
Addiction Studies, Graduate Certificate in	225
Add/Withdraw Policy	16
Administrative Withdrawal from a Course	20
Administrative Withdrawal from the University	19
Admission Policies	7
Admission Requirements, for Master Degree programs	10
for Post-Master/Doctoral Degree programs	10
for Undergraduate Degree programs	9
<i>(for additional information, please see individual program section)</i>	
Admission Status	11
Affiliate Admission	12
Alcohol Policy	33
Allied Health Care, B.S.	64
Appeal for Academic Reinstatement	18
Application Process, for Master Degree programs	10
for Post-Master/Doctoral Degree programs	10
for Undergraduate Degree programs	9
<i>(for additional information, please see individual program section)</i>	
Arts and Cultural Management	108
Attendance Policy	16
Auditing Courses	16

B

Background Checks for Students in Health Care Programs	11
Behavior of Students	26
Billing	24
Board of Trustees	267
Bookstore	40
Business Administration, MBA	112
Business, B.S.	67
Business Office	23

C

Calendar, Academic	7
Canon Law, Graduate Certificate in	228
Cheating	26
CLEP Tests	14
Commencement	19
Communication Core Courses, Undergraduate	58
Computer Services	36
Concurrent and Continuous Enrollment	21
Conditional Admission	11
Conduct, University	26
Conflict of Interest	27
Consensual Relationships	29
Copyright Law	26
Counseling and Psychological Services, M.A.	121
Counseling Psychology, Doctorate of Psychology in	257
Course Credit and Scheduling Policies	21
Course Load, Full-time vs. Part-time students	22
Course Prerequisites	16
Course Withdrawal	20
Culturally Responsive Teaching, Graduate Certificate in	230

D

DANTES Tests	14
Data Collection, Academic Research	27
Deferred Admission and Reapplication	11
Degree Completion, Time Limits	18
Degree Conferral and Graduation	19
Delinquent Accounts, Tuition Payment	24
Double degree	16
Disabilities, Academic Support Services	40
Discrimination, definition of	28
Discrimination, Harassment, and Assault Policy	28
Dishonesty, Academic	26
Doctor of Education in Leadership	253
Double Major Requirements	16
Drug and Alcohol Policy	33

E

E-Mail Accounts	37
Ed.D. in Leadership program	253
Education, M.A.	128
Educational Leadership, M.A.	132
Education, Wisconsin, M.A.	131
Educational Administration, Ed.S.	247

K-12 Principals 248
 Superintendents 248
 Director of Special Education 249
 Educational Leadership, M.A. 132
 Education Specialist in Educational Administration..... 249
 Electives in Other Majors, Undergraduate 60
 Electronic Communication Policy 27
 Employer Reimbursement, Tuition Payment 23

F

Fabrication..... 26
 Facilities, Campus 6
 Faculty, Schools of Graduate and Professional Programs..... 270
 Family Education Rights and Privacy Act (FERPA)..... 42
 Fees and Tuition 23
 Payment of 23
 Refund of 23
 Financial Aid 23

G

General Education Courses 60
 General Education Requirements, Undergraduate 57
 Grading 14
 Graduation (also see Commencement) 19
 Grievance Procedure 27
 Geographic Information Science (GIS):
 Graduate Certificate Program 232
 M.S. Twin Cities 141
 M.S. Winona 146
 Gifted and Talented Instruction 234
 Good Name Policy 27

H

Health and Human Services Administration, M.A. 152
 Health Insurance 42
 History of Saint Mary's University of Minnesota 5
 Human Development, M.A. 156
 Human Resource Management, B.S. 72
 Human Resource Management, M.A. 161
 Human Subjects and Data Collection 27
 Human Services, B.S. 75

I

I-20 Forms 12
 Industrial Technology, B.S. 78
 Informational Technology, B.S. 82
 Insurance, Student Health 42
 Immunizations 11
 Incompletion of Courses, Grading 15
 Policy for Active Military Duty 21

Independent Study Policy 21
 Instruction
 Graduate Certificate 236
 M.A. (Twin Cities and Winona) 168
 Insufficient Funds Checks 24
 Intellectual Property 17
 International Business, M.A. 175
 International Student Services 12

K

K-12 Reading Teacher, Graduate Certificate in 237

L

Lasallian Leadership, M.A. 178
 Lasallian Studies, M.A. 181
 Leadership, Doctor of Education program in 253
 Leadership, Educational 132
 Leadership, Lasallian 178
 Library and Information Resources
 Fitzgerald Library (Winona campus) 36
 Goddard Library (Rochester center) 36
 Off-Campus Instructional Sites 37
 Orientations 39
 PALS (Library) Cards 36
 Twin Cities Campus Library 36
 Literacy Education, M.A. 183
 Loans 42
 Locations, of programs 43

M

Management, M.A. 186
 Marketing, B.S. 84
 Marriage and Family Therapy
 Graduate Certificate 239
 M.A. 190
 M.B.A. 112
 Medical Clearances for Students in Health Care Programs 11
 Military Duty, Course Incompletion for 21
 Ministry (Campus Ministry) 42
 Mission Statement, of Saint Mary's University of Minnesota 3

N

Nurse Anesthesia, M.S. 197
 Nurse Anesthesia, M.S., Minneapolis School of Anesthesia 202
 Nursing, B.S. 90

O

Organizational Leadership, M.A. 205
 Orientations:
 New Student 39

286 Index

Computer Services.....	37	Time Limits, Degree Completion.....	18
Personal Safety.....	41	Transcript Requests.....	25
Twin Cities Campus Library.....	36	Transfer Credits.....	13
P			
Pastoral Ministries, M.A.....	208	Trustees	
Payment.....	23	Board of.....	267
Philanthropy and Development, M.A.....	212	Tuition and Fees.....	23
Plagiarism.....	26	Payment of.....	23
Police Science, B.S.....	93	Refund of.....	23
Prerequisites.....	16	U	
Privacy of Records.....	42	Undergraduate Courses, Shared Core.....	57
Program Time Limits.....	18	Undergraduate Degree Requirements.....	57
Program Locations.....	43	University Roster.....	267
Project Management		V	
Graduate Certificate.....	244	Veterans Benefits.....	23
M.S.....	215	Veterans/Military Credits.....	23
Provisional Admission.....	11	W	
Psychology, B.S.....	98	Weapons Policy.....	33
Public Safety Administration, M.A.....	218	Weather Cancellations.....	42
R			
Readmission.....	11	WebTools.....	37
Reapplication.....	11	Withdrawal Policy.....	19
Refund, Tuition.....	20	Writing Center, Twin Cities Campus.....	39
Regents, Board of.....	268	Writing Style.....	18
Registration.....	19		
Regular Admission.....	11		
Reimbursement, Employer.....	23		
Repeating Courses.....	16		
Roster.....	270		
S			
Sales and Marketing, B.S.....	101		
Security.....	41		
Security Management, B.S.....	105		
Sexual Assault, definition of.....	28		
Sexual Harassment, definition of.....	28		
Special Education			
Graduate Certificate.....	246		
M.S.....	221		
Special Students, Admission Status.....	11		
Student Billing Rights.....	24		
Student Profile.....	7		
Student Services.....	39		
Surgical Technology, Undergraduate Certificate.....	54		
T			
Teaching and Learning, M.Ed.....	137		
Technology Use Policy.....	34		