2018 Catalog and Handbook

Schools of Graduate and Professional Programs

Saint Mary's University
OF MINNESOTA

SMUMN.EDU

Saint Mary's University of Minnesota

Graduate and Professional Programs Catalog and Student Handbook

September 2018

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

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

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

Students are encouraged to familiarize themselves with Saint Mary's University policies and procedures. Every effort has been made to ensure the accuracy of the information in the printed Schools of Graduate and Professional Programs Catalog and Student Handbook; however, when the printed and online versions differ, the official version is the online edition.
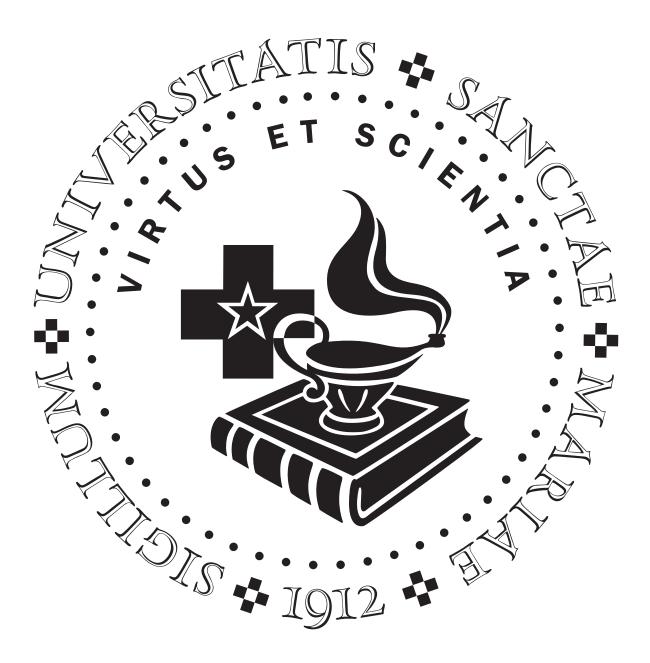
Saint Mary's University of Minnesota reserves the right to revise, supplement, and otherwise amend the policies and procedures contained in this catalog. The university further reserves the right to cancel programs and courses or change the schedule of courses, for any reason. The university reserves the right to change the curriculum of any program and may make such changes without advance notice to students. This catalog should not be read as a guarantee of the classes, courses, or programs set out herein.

Contents

Mission and Vision

Mission

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

Vision

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Degrees/Awards offered by the University

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

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 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 academic program of the College offers courses in general education, including a 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.

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. Each 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 disciplinary knowledge and enhance their skills through critical thinking by:

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

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

Non-discrimination Statement

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

Director of Human Resources
Saint Mary's University of Minnesota
700 Terrace Heights, #38
Winona, MN 55987
(507) 457-1421

The Director of Human Resources may refer discrimination inquiries or complaints to other offices or individuals as appropriate.

Accreditation and Certification

Saint Mary's University of Minnesota is accredited by the Higher Learning Commission.

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
800-621-7440 / 312-263-0456
www.hlcommission.org

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

Saint Mary's University of Minnesota has been approved to provide education to Wisconsin residents as a private postsecondary school, subject to the provisions of Wis. Stat. § 440.52, and all administrative rules adopted pursuant to statutes. Approval includes only those programs and those locations specifically approved by the State of Wisconsin Educational Approval Program (EAP).

Saint Mary's University of Minnesota has been approved to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education; www.nc-sara.org.

Saint Mary's University of Minnesota is approved for veterans training under the relevant public laws.

Specialized accreditations, certifications, and approvals:

- Saint Mary's University of Minnesota is an accredited institutional member of the National Association of Schools of Music (NASM); 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190; 703-437-0700; https://nasm.arts-accredit.org.

- Saint Mary's University of Minnesota's Bachelor of Arts business programs are accredited through the International Assembly for Collegiate Business Education (IACBE); 11374 Strang Line Road, Lenexa, KS 66215; 913-631-3009; www.iacbe.org.

- Saint Mary's University of Minnesota'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.

- Saint Mary's University of Minnesota's Peace Officer Education Program is certified by the Minnesota Board of Peace Officer Standards and Training (POST Board), 1600 University Avenue, Suite 200, Saint Paul, MN 55104-3825; 651-643-3060; https://dps.mn.gov/entity/post.

- Saint Mary's University of Minnesota's undergraduate and graduate teacher licensure preparation programs (Elementary Education major, B.A.; Secondary Education major, B.A; Master of Arts in Teaching; Master of Arts in Special Education; Master of Arts in English as a Second Language; Master of Arts in Literacy Education) are approved by the Minnesota Professional Educator Licensing and Standards Board, Minnesota Department of Education, 1500 Highway 36 West, Ste. 300; Roseville, MN 55113; 651-539-4200; pelsb@state.mn.us; www.mn.gov/pelsb.

- Saint Mary's University of Minnesota's K-12 principal, Director of Special Education, and Superintendent licensure preparation program (Ed.S. in Educational Administration) is authorized by the Board of School Administrators (BOSA), Minnesota Department of Education Building, 1500 Highway 36West, Roseville, MN 55113; 651-582-8796; www.mnbosa.org.

- Saint Mary's University of Minnesota's M.Ed. in Teaching and Learning, offered in Jamaica in collaboration with the Catholic College of Mandeville, is accredited by the University Council of Jamaica, 2nd Floor, HEART/Trust-NTA Building, 6b Oxford Road, Kingston 5, Jamaica; 876-929-7299; www.ucj.org.jm.

- The Baccalaureate Degree Program in Nursing at Saint Mary's University of Minnesota is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036; 202-887-6791.

- The Master of Science in Nurse Anesthesia program at Saint Mary's University of Minnesota is approved by the Minnesota Board of Nursing, 2829 University Avenue SE, #200, Minneapolis, MN 55414-3253; 612-317-3000; Toll-free 888-234-2690; TTY Number 800-627-3529; Fax 612-617-2190; mn.gov/health-licensing-boards/nursing.

- The Master of Science in Nurse Anesthesia program at Saint Mary's University of Minnesota is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 222 S. Prospect Ave., Park Ridge, IL 60068; 847-655-1160; http://home.coa.us.com. The program's next review by the COA is scheduled for May/October 2020.

- The 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) 253-0473; coa@aamft.org. (Master of Arts in Marriage and Family Therapy).

- The Master of Arts in Health and Human Services Administration program is accredited by the Minnesota Board of Examiners for Nursing Home Administrators (MN BENHA), 2829 University Avenue, Ste. 404, Minneapolis, MN 55414; 651-201-2731; benha@state.mn.us; https://mn.gov/boards/nursing-home.

- The Psy.D. in Counseling Psychology program at Saint Mary's University of Minnesota is accredited by the American Psychological Association (APA). Accreditation information can be obtained from the Commission on Accreditation of the American Psychological Association, 750 First Street NE; Washington, D.C. 20002-4242. Phone: 202-336-5979; TDD/TTY: 202-336-6123.

- Saint Mary's University of Minnesota's M.S. in Project Management program is accredited by the Project Management Institute Global Accreditation Center for Project Management (GAC); www.pmi.org.

- Saint Mary's University of Minnesota's B.S. in Human Resource Management and M.A. in Human Resource Management programs have been recognized as fully aligning with the Society for Human Resource Management's Curriculum Guidebook and Templates; 800-283-7476; www.shrm.org.

History

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

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

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

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

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

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

The academic administration of the university was divided into schools during these years in order to more effectively concentrate on the wide range of offerings being made to an increasingly diverse student body. In addition to these many changes, a new campus was established in Nairobi, Kenya, offering a bachelor and master degree programs. In 1995, Saint Mary's College was renamed Saint Mary's University of Minnesota.

Saint Mary's University is accredited by The Higher Learning Commission. Saint Mary's completed its last comprehensive visit in 2016.

Schools of Graduate and Professional Programs

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

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

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

The Schools of Graduate and Professional Programs also offer degree programs on the university's Winona Campus. Currently available are master degree programs.

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, opened in 1985. Currently, master degrees and the doctoral degree programs in Leadership were offered at the center.

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

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

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

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

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

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

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

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

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

In spring 2018, Saint Mary's opened a new 10,000-square-foot addition to the university's Cascade Meadow facility. The addition houses the university's Schools of Graduate and Professional Programs in Rochester.

Locations and 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, Apple Valley center, and Oakdale center. The university also offers courses at off-campus instructional sites in Minnesota, Wisconsin, Nairobi, Kenya, and Jamaica.

Twin Cities Campus

The Twin Cities Campus, established in 1984, is located at 2500 Park Avenue in Minneapolis. The campus administers one undergraduate certificate programs, a bachelor degree completion program with majors, 8 graduate certificate programs, 31 master degree programs, one specialist degree program, three doctoral degree programs, and several professional programs, including graduate continuing education. Classes are held primarily on evenings and weekends, and flexible class scheduling allows students to attend school full- or part-time.

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

The 2500 and 2450 Park Avenue buildings of the campus are named for Roman Catholic saints who represent Saint Mary's University. The original facility at 2500 Park is named La Salle Hall after Saint John Baptist de La Salle, the founder of the De La Salle Christian Brothers and the patron saint of teachers. The 2450 Park building is named Martin de Porres Hall after the Dominican Brother who is known as the patron saint of interracial harmony. Mother Teresa Hall at 2440 Park is named after Agnes Gonxha Bojaxhiu, now known to the world as Mother Teresa. Mother Teresa founded hundreds of clinics, schools, orphanages, homeless shelters and other projects around the world and is a 1979 Nobel Peace Prize recipient. The 2304 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. In 2014, it was renamed Brother Louis Hall in honor of Brother Louis De Thomasis, FSC, President Emeritus of Saint Mary University.

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

Winona Campus

Saint Mary's University of Minnesota Winona Campus is the main campus and offers both graduate and professional programs and a residential, liberal arts, 4-year undergraduate curriculum at its scenic 350-acre campus. Masters, 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.

Apple Valley Center

Saint Mary's began offering graduate school courses in Apple Valley during the summer and fall of 2003. Since then, Saint Mary's Apple Valley Center has expanded to include bachelor-completion and master's degree programs in business and police science as well as advanced degrees in education. The Apple Valley Center is located at 14200 Cedar Avenue, Apple Valley.

Cascade Meadow

On July 2, 2015, the University officially assumed ownership and operation of the Cascade Meadow Wetlands and Environmental Science Center in Rochester. The state-of-the-art facility and wetlands property extends our educational mission to new populations, positively impact enrollment and institutional sustainability, and raise our visibility and reputation in an important market. The first graduate and continuing education courses were offered at the location in May 2016. In spring 2018, Saint Mary's opened a new 10,000-square-foot addition to the university's Cascade Meadow facility. The addition houses the university's Schools of Graduate and Professional Programs in Rochester.

Greater Minnesota and Wisconsin

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

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

Nairobi, Kenya

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

Christ the Teacher Institute for Education (CTIE) provides coursework in teacher education leading to a three-year Diploma in Education and a Bachelor of Education degree. CTIE offers courses during a three-semester academic year that runs year-round. Approximately 175 students attend CTIE annually. For more information, see College Catalog or browse the Institute's website: www.tangaza.org/ctie.

The Maryknoll Institute of African Studies (MIAS), is located in Nairobi, Kenya, and offers intensive, participatory experiences for those wishing to systematically understand and articulate African cultural knowledge. The Institute offers a Master of Arts (M.A.) in African Studies, and a Master of African Studies (M.A.S.). Courses are offered both on a 12-week semester basis, and on a three-week immersion basis of two blocks from the last week of May through mid-July. Concurrent with their classroom work, students do an hour of supervised field research for every hour of class. The research is facilitated by trained assistants who work with students on a one-to-one basis in the field. The research is correlated with the material of the courses being taught. Approximately 100 students are served by MIAS annually. For more information, see program information in this catalog or browse the Institute's websites: www.mias.edu and www.africancultures.org.

Jamaica

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

Admission Policies

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

The students attending the Schools of Graduate and Professional Programs are as diverse as the programs offered. The vast majority of students are working adults who are balancing the demands of career, family, and civic responsibilities. While the gender ratio and age vary within each program, overall, 69% percent of the students are female and 31% percent are male. The median age is 33 years with an age range of 19 to 70 years.

Admission

Saint Mary's University 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, disability, marital status, sexual orientation or status with regard to public assistance.

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: tcadmission@smumn.edu

Graduate Professional Development Initiatives for Educators (GPDE/PDI)

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

Undergraduate Certificate Programs Admission Requirements

Applicants may apply for admission to undergraduate certificate programs at any time during the year and, if accepted, begin the program during any one of the six 8-week terms. 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 six 8-week terms. Applicants must demonstrate the language proficiency necessary for successful undergraduate coursework. Applicants must demonstrate an overall grade point average of 2.00 on a 4.00 scale with evidence of at least 30 transferable semester credits*. These credits must include completion of one basic English composition course with a grade of C or better I**. Applicants may complete an interview with a program administrator as part of the admissions process.

Applicants must submit:

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

1. All official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 semester credits with a basic English composition course. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

*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 conditionally admitted if he or she cannot prove competency in this area, in which case the CLEP College Composition exam with essay or a similar university course must be taken within the first semester of study at Saint Mary's University of Minnesota.

See policy on Awarding a Second Bachelors degree.

See individual programs for additional application requirements.

Master Degree and Graduate Certificate Programs Admission Requirements

Applicants may apply for admission to master degree programs at any time during the year with the exception of the M.S. Nurse Anesthesia, M.A. Marriage and Family Therapy programs. Applicants may 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 may be required to complete an interview with a program administrator as part of the admission process.

Applicants must submit:

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

2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A personal statement which includes:

   a. brief description of the applicant's background, training, and experience and,

   b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program and,

   c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,

   d. personal information the applicant wishes to share.

4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability.

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

See individual programs for additional application requirements.

Specialist Degree Programs Admission Requirements

Applicants may apply for admission to specialist degree at any time during the year. A master degree from a regionally accredited institution, for which applicant maintained at least a 3.0 grade point average on a 4.0 scale, is required for admission. Applicants must demonstrate the language

proficiency necessary for successful graduate coursework. Applicants must complete and interview with a program administrator as part of the admission process.

Applicants must submit:

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

2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed master's degrees and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. All applicants must submit a personal statement which includes:

   a. brief description of the applicant's background, training, and experience and,

   b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to this program and,

   c. description of the areas which the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,

   d. personal information the applicant wishes to share.

4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability.

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

See individual programs for additional application requirements.

Doctoral Degree Programs Admission Requirements

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

Applicants must submit:

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

2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's and master's degrees and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. All applicants must submit a personal statement which includes:

   a. brief description of the applicant's background, training, and experience and,

   b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to this program and,

   c. description of the areas which the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,

   d. personal information the applicant wishes to share.

4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability.

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

See individual programs for additional application requirements.

Application Criteria for Students with International Transcripts

Students with transcripts from universities located outside of the United States, the United Kingdom, Ireland, New Zealand, Australia and Canada (except for the Quebec Province) are required to take and pass English Proficiency testing. Saint Mary's University of Minnesota accepts the Test of English as a Foreign Language (TOEFL) with a minimum score of 72, the International English Language Testing System (IELTS) with a minimum score of 6.0 the Michigan Language Assessment Battery (MELAB) with a minimum score of 74%, the International Test of English Proficiency (ITEP) with a minimum score of 4.0 or Pearson Test of English with a score of 51.

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

Those who do not successfully pass the English Proficiency test as outlined above but score higher than 58 in TOEFL, 5.5 in IELTS 63% in the MELAB, 3.5 in ITEP or Pearson Test of English with a score of 45 are eligible for conditional acceptance into graduate programs with the following conditions. During the first semester, students may take up to 6 graduate credits in predetermined courses as approved by the program director or dean in their selected program

in addition to the English language courses. Students are required to take the courses offered through the De La Salle Language Institute on the Winona Campus or other recognized and approved provider for our Twin Cities Campus. Students are required to take a language assessment at the end of their first semester and if not at the full acceptance level, then during their second semester students would be required to take only English language courses. No additional graduate program courses could be taken until the full language acceptance requirements is met an institutional TOEFL exam or approved equivalent English Language Proficiency exam will be issued at the end of each semester. Students have one year to meet the English Language Proficiency requirement for regular admission.

WES/ECE and TOEFL/IELTS must be sent officially to Saint Mary's through the respective testing organizations, along with the Saint Mary's school code*: 6632

Deferred Admission and Reapplication

Students are expected to begin their coursework in the semester for which they applied. Students may request to delay beginning their coursework by providing written notification to the admission office. If approved, students will be required to meet the degree requirements effective at the time they matriculate into the program. If students do not enroll in courses within one year of admission, they will be withdrawn and will be required to reapply.

See individual program pages for program specific requirements.

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. Students seeking readmission to the bachelor's completion program must resubmit an application, résumé' to initiate the readmission process. Students seeking readmission to the masters, graduate certificate, specialist or doctorate programs must submit application, résumé, and personal statement to initiate the readmission process. The office of admission will determine if additional materials are needed to complete the application process.

Additional transcripts with credits earned since last attendance at Saint Mary's will be evaluated for transfer, based on the Transfer of Credit policy. See Transfer Credit Policy and program for program specific transfer credit policy.

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. An electronic form is provided for students to complete within 45 days after the start of the semester. If the form has not been completed at that point, a registration hold is placed on the student's account. 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, students 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

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

Regular Admission

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

Conditional Admission Requirements

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

Students required to complete prerequisite coursework prior to matriculation into a face-to-face program may request to take the necessary prerequisite coursework via online courses.

See program pages for specific requirements.

Students requiring English Language Proficiency may have one academic year to complete requirement of conditional admission. Students missing prerequisites may have additional time to complete the requirements, upon approval of the program director. Financial aid is available for students admitted conditionally.

Undergraduate Conditional status students must:

1. English Composition course or CLEP exam must be taken within the first semester of study at Saint Mary's University.

2. Earn a GPA of 2.0 cumulative after attempting and completing 6 undergraduate credits following admission.

Graduate Conditional status students must:

1. Earn a GPA of 3.0 cumulative after attempting and completing 6 graduate credits following admission and/or

2. Complete requirements as specified by the program director and/or

3. Participate in specially designed communications and/or skill-building activities.

Students may reapply for the same program or another program at any time after being administratively withdrawn. Students may be re-admitted conditionally upon program director approval. Readmission may include additional academic requirements.

Special Admission

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

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

1. Completed application form and,

2. Nonrefundable application fee and,

3. An official transcript of undergraduate or last degree earned. (An official transcript is one that is sent to the university by the credit-granting institution.)

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

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

Pre-Admit Admission

Applicants who wish to be admitted prior to completion of their degree 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. Students currently enrolled and within one semester of completing a Saint Mary's degree are eligible to register for classes.

International Student Services

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

I-20 Forms

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

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

1. Formally admitted to the university and,

2. Completed application for Form I-20 along with a photocopy of his or her passport and,

3. 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 School 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 $300.00 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 two 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.

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 $1,300 (when the university receives the tuition deposit, student's Form I-20 is released).

International Student Housing

Twin Cities Campus

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

Winona Campus

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

Transfer Credits

Academic credit is accepted based on the degree requirements of the individual program. Degree level policies apply for bachelors, masters, and doctoral programs. General policies for transfer credit include:

Accreditation Status

While accreditation status may signify a standard of excellence in course design and delivery, no single accreditation body is identified as the only source of this quality assessment. Credit may be accepted from institutions that hold specialty or national accreditation if they are recognized by the Council for Higher Education Accreditation (CHEA) and the United States Department of Education (DOE). Saint Mary's University may accept courses that do not meet the CHEA and DOE recognition if the program offering the transfer course has been approved by a Saint Mary's University internal review process. Individual degree levels and programs review the type of accrediting bodies most applicable to their academic outcomes.

Conversion of Credits

All transfer credit awards are made in semester credits. Transcripts for evaluation that use a system other than semester credit are converted to semester credits and rounded to the nearest hundredth.

Duplicate Credit

Since credit for specific learning is awarded only once, courses that duplicate learning in content and level will receive credit only once. The program director will review the similarity of learning in the courses and are approved by the registrar.

Substitutions and Waivers

If a course is accepted in transfer that duplicates the learning of a required course, a substitution is identified. The substituted course facilitates completion of the required number of program credits.

Program prerequisites may be waived if a student meets the course content requirements with transfer credit or at another degree level. A waiver of a requirement does not result in the award of academic credit.

The office of the registrar approves substitutions and waivers upon the recommendation of the program director.

Bachelor of Science Completion Programs

Transfer credit is accepted from traditional, course-based sources and from non-traditional learning mechanisms. The Bachelor of Science degree requires a minimum of 62 credits to be earned from course-based learning, including the Saint Mary's University coursework required for the degree major. These credits must be from regionally-accredited and specialty-accredited institutions according to the following credit restrictions. The remaining 60 credits may be based on alternative modes documenting learning including training, examinations, or documentation of life experience.

Course-based Credit Restrictions

A limit of 24 credits may be transferred into the Bachelor's degree from an academic program for which accreditation was not available at the time of enrollment either by type of school or pre-regional accreditation.

If the accreditation status is within the approved organizations for the individual program, each course is evaluated and transferred separately with the following restrictions:

- A grade of C or higher must be earned.
- A maximum of 2.0 semester credits will be awarded for physical education activity courses.
- No credits will transfer for course which are pre-freshman level or remedial (usually numbered under 100).

American Council on Education (ACE) Credits

Credit allocations for transfer of learning from the military, online sources such as StraighterLine, and other sources providing education and training are made using the recommendations of the American Council on Education (ACE). Only ACE recommended credit is accepted unless it has been approved by a Saint Mary's internal review process. An official transcript from the entity must be presented in order to obtain transfer credit.

Credit by Standardized Examination

Transfer credit is accepted from college-level examinations offered by the College Level Examination Program (CLEP), Dantes Subject Standardized tests (DSST), International (Baccalaureate (IB), and Advanced Placement (AP). An official transcript of the passing score must be submitted for the award of credit.

Credit for Prior Learning (PLA)

Saint Mary's University recognizes that many students come to the Schools of Graduate and Professional Programs (SGPP) with college-level learning that has occurred outside of the traditional college classroom. Students may obtain college credit for this learning by participating in the Prior Learning Assessment (PLA) process.

Students seeking credit through the PLA process must first obtain approval from their program director. Once approved, students take CM325 – Prior Learning Exploration during which they create a portfolio that documents evidence of their learning. PLA assessors then review the portfolio for college credit. Students may be granted up to 35 credits for their PLA portfolios.

Students cannot duplicate credits transferred as part of the PLA process.

General Policies for Bachelors Programs

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

A maximum of 86 semester credits will be accepted in transfer toward the 122 semester credit degree requirement.

Transfer students who have completed the Minnesota Transfer Curriculum or an Associate of Arts degree from a regionally accredited institution with grades of C or higher are considered to have met Saint Mary's University general education requirements.

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

- practical music courses
- writing and composition courses
- practical and other experiential courses such as residencies or internships

Graduate Degree Programs

Credits earned prior to matriculation at the university may be accepted in transfer upon the recommendation of the program director and approved by the registrar. These transfer credits may fulfill program requirements or elective coursework. Independent study courses or dissertation credits are not eligible for transfer. See program handbooks for additional transfer credit policies. Limits on transfer credits are:

- six credits for masters degrees
- six credits at the graduate certificate level for educational administration certificates
- twelve credits for doctoral degrees

Students must seek transfer of credit during the first semester of graduate study. To be considered for transfer, credits must meet all of the following criteria in addition to program-specific requirements as listed in program handbooks or documents:

1. Credits must be listed on an official transcript. (An official transcript is one that is sent to the university by the credit-granting institution.)
2. Credits must have been earned at a regionally accredited institution, at CHEA and DOE recognized institutions, or evaluated according to the criteria for students with international transcripts.
3. Credits must be clearly designated as graduate credits.
4. Credits may not have been used as part of a conferred master's or doctoral degree.
5. The grade earned must be a B, Pass, 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 registrar.
7. Credits must have been earned within five years preceding matriculation.
8. Syllabi or detailed course descriptions may be required.

Specialist Degree Programs

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 approved by the registrar 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 approved by the registrar 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.

Transfer Credit Appeal

Students can appeal transfer credit equivalencies to the office of the registrar within 60 calendar days from date of evaluation. Students must appeal in writing and provide a course description and syllabi to support the nature of the appeal. The office of the registrar will respond with a decision within 15 calendar days.

Academic Policies

Saint Mary's University of Minnesota retains the right to change any policies at any time.

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. The cumulative grade point average (GPA) is determined at each degree level by dividing the total grade points earned by the total credits earned.

Undergraduate Programs Grading Scale

The grades of A, AB, B, BC, C, CD, D, F, NC, WF 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
IGrade	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
WF	Withdrawal *(after mid-term of course)*	0.0
X	Administrative Withdrawal	0.0

Graduate Programs Grading Scale

The grades of A, B, C, NC, WF, 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
IGrade	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 F in GPA	0.0
WF	Withdrawal *(after mid-term of course)*	0.0
X	Administrative Withdrawal	0.0

Incomplete – IGrade

Students may request from their instructor a grade of "I" (Incomplete) in extenuating circumstances when the required work cannot be completed by the end of the term. Incompletes can only be granted to a student who has completed at least 50% of the course work at or above a 3.0. The student must submit a written request to the instructor prior to the final class session. This request must include a list of the work to be completed. If the instructor approves the incomplete request, they will respond to the student in writing (via email) indicating approval and the deadline for the works completion.

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. IN or IC or IB). Submission of the grade of "I" without the corresponding letter grade will be treated as an IN.

If the required work is completed in the specified time, the instructor will report a single final grade to the registrar. Once that is done the submitted 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 by the program director. Students receiving incompletes in prerequisite courses will not be able to register for the subsequent course.

IP Grade

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

Change of Grade

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

Grade Grievance Procedure

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

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

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

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

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

Change of Grade Due to Withdrawal from Program

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

Class Attendance

Students are expected to attend all class meetings, on time, prepared, and for the full entirety of the class. This applies to onground, blended, and online classes. Participation for online and blended courses is defined as demonstrating engagement in the online aspects of the course at least weekly, more if identified by the program or course. 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. The university recognizes both the diverse responsibilities of adult learners, and that unexpected and unavoidable absences may occur during the semester. The student is responsible for all information and course requirements discussed in class and is expected to contact the instructor prior to any absences. Additional class attendance policies and participation requirements may be found in program handbooks or on course syllabi.

Remote Attendance and Participation

Due to an unforeseen emergency and only with prior approval from the instructor, students may remotely participate in onground class sessions. Students may only remotely access their onground course once in a term unless approved by the program director. The student is responsible for making the arrangements for the remote access.

Repeating Courses

Students may take a course up to three 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.

See individual program handbooks for additional policy requirements.

Independent Study

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

Requests to learn through independent study must be submitted to the program director. The program director identifies a faculty member to facilitate the study.

Graduate Students and College Courses

Graduate students may enroll in undergraduate courses at the College with approval of their program director. Graduate students may not take courses for zero credit. Graduate students pay the graduate tuition rate and are responsible for any course fees.

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 and Foundation Courses

Students must have passed all prerequisites and foundation courses prior to beginning subsequent courses. Any exceptions granted must be made in writing from the program director before registration will be processed and approved by the registrar. 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, or changing their delivery method before they complete their current program. The request to change course of study or delivery method must be made in writing to the current program director. To be admitted to the new program, or changed to the new delivery method, the student must satisfy and be approved by the registrar all admission requirements of that program and be admitted upon the recommendation of the program director.

Double Degrees

A double degree program involves a student working on two different degree types in parallel, completing them in less time than it would take to earn them separately. The two degrees might be in the same subject area or in two different subjects. Double degrees are only available at the master's level and are not available at the bachelor's and doctoral levels. Some programs are not eligible for double degrees. Only the double degree programs listed in the catalog are available.

Students must be admitted into each degree program or declare their intent to change their program of study to the double degree with the office of the registrar prior to the end of their second semester of attendance. Failure to do so may result in needing to take additional credits to satisfy double degree program requirements. Upon the recommendation of the Program Director(s) the office of the registrar may substitute or waive a requirement for the double degree or double major.

Double Majors

A double major involves a student working on two different majors within the same degree type. Double majors are available at the bachelor and master's levels. Some programs are not eligible for double majors. Only the double major programs listed in the catalog are available.

Graduate

The double major will be granted upon the successful completion of the following:

1. All required core courses for both programs.

2. The required number of elective credits for one program. Students may take elective courses from both programs to fulfill this requirement. Program requirements for double majors are listed in the program section of the catalog. Programs with specialty accreditation, preparing for licensure or a specialization within a program must take all elective courses from that program.

3. A summative activity, such as the capstone course, for one program that reflects the learning in both disciplines.

4. Upon the recommendation of the program director, the office of the registrar grants substitute or waive a requirement for the double major

Bachelors

Students at the bachelor's level may elect to pursue two Bachelor of Science majors. Double majors will be granted upon successful completion of the following:

1. Required courses for all programs.

2. Students must take a specific number of elected courses, which may be from either program or a combination of program electives.

3. Minimum of 54 credits total completed at Saint Mary's University

4. All other requirements for the Bachelor of Science degree.

5. Upon the recommendation of the program director, the office of the registrar grants substitute or waive a requirement for the double major.

Awarding a Second Bachelor's Degree

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

1. at least 36 credits in residency;

2. all required prerequisite coursework, as determined by the published curriculum; and

3. all required coursework for a degree in which the core program curriculum is distinctly different from that of the initial degree.

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/circ01.pdf.

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

The American Psychological Association (APA) style is required by all programs in SGPP. Students should consult their program policies and/or course syllabi for additional writing style requirements.

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 and the registrar. Extension requests must include a plan to complete the remainder of the degree requirements. If approved, extensions will be granted by the program director.

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 registrar.

Student who cannot meet these requirements must request extensions in writing from their program director.

Doctoral Programs

For students participating in the Doctorate of Education program, the total time to complete the degree may not exceed eight years.

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

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

The plan must be submitted to their adviser and approved by their program director and registrar.

Students who cannot meet these requirements must request extensions in writing from their program director. In consultation with their Dissertation Chair and Program Director, students requesting a program extension must agree to a specific plan and timeline to complete the remainder of the degree requirements.

Academic Probation

Undergraduate students must maintain a minimum cumulative grade point average (GPA) of 2.0 each semester. 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 each semester. 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 nine additional credits within their current degree level. Failure to do so will result in academic dismissal.

Undergraduate or graduate students who have demonstrated deficiencies in academic performance 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 school dean and with input from faculty to address the deficiencies. Failure to complete any provision of the plan may result in academic dismissal.

Extended Probation

A student who is on academic probation may be placed on extended probation for one semester to meet provisions or requirements of an academic plan. Failure to do so will result in academic dismissal.

Appeal for Academic Reinstatement

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

1. A committee composed of the student's program director, the school dean who dismissed the student, and one other dean convenes to review the student's written appeal.

2. The committee, chaired by the other dean, either:
   a. requests additional information or,
   b. recommends or does not recommend reinstatement based on review of the appeal.

3. A recommendation for reinstatement shall include:
   a. specific provisions for making up the academic deficit (e.g. retaking a course) and,
   b. a date for reinstatement (e.g. immediately or the following semester).

4. The school dean of the schools of graduate and professional programs makes the final decision regarding reinstatement and communicates the decision in writing to the student.

5. The program director monitors the progress of any reinstated student and reports to the school dean whether the student has satisfied the stipulated provisions for reinstatement.

6. The school dean writes to the student that all provisions for reinstatement have been met, or that provisions have not been satisfied. If not, the student is dismissed.

7. The decision of the school dean may be appealed to the academic dean of the Schools of Graduate and Professional Programs of Saint Mary's University of Minnesota.

Withdrawal from the University

Voluntary Withdrawal

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

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 are not registered for the next consecutive semester will be administratively withdrawn.

Students who have been administratively withdrawn due to inactivity may reactivate student status by registering for courses on the student portal within 1 year date of administratively withdrawal.

Students who have been administratively withdrawn and do not register within 2 semesters of administratively withdrawal must reapply and be accepted before resuming their studies.

Degree Conferral/Graduation and Commencement

Degrees are conferred when academic requirements are met. The office of the registrar 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 the academic degree requirements deadline to participate in commencement.

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. Commencement is held three times during the year in June, October and January. Candidates for graduation must submit the Application for Graduation and pay the required graduation fee.

Students may not participate in Commencement before they have completed their degree requirements.

Students are eligible to participate in the next Commencement ceremony following their actual degree completion. 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. Commencement is held in May.

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

Diploma Reprint

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

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

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

- a completed Saint Mary's 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)
- $40 is the payment

Registration and Tuition

Registration Instructions

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

Registration requests may be submitted online using student portal. Online registration instructions:

1. Log in to Student Portal.

2. Click on: Registration.

3. Register for classes, add/drop a course, and make any needed changes to class schedule.

4. If problems arise with student portal access, please contact the Helpdesk by email at tchelpdesk@smumn.edu or by phone, toll-free: (800) 372-8176 ext. 7800.

5. For all other course registration problems, contact Student Central.

Priority Registration Guidelines

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

1. Students with the fewest number of credits left to complete.

2. Students with the greatest number of credits in progress (courses being taken currently but not yet completed).

3. The date the registration request is received.

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

Changes in Registration and Course Drop Period

The course drop period is the first seven calendar days of the semester or the first seven days of a course delivered in the first or second eight week term. Courses may be dropped during this period with no financial penalty and will not appear on the student's permanent record.

Changes in registration include adding or dropping from a course. All changes in registration must be made in writing or online through student portal. Tuition refunds for courses dropped are subject to the course drop withdrawal policy.

Changes in registration may be done online through student portal through the defined drop period.

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. Failure to withdraw before the first 50% of the elapsed course time will receive a grade of WF.

Students who drop a course online using the student portal, up through the designated drop period, 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.

Written requests to drop or withdraw from a course must be submitted through the course change withdrawal form found in Blackboard.

Written requests received course or the drop period has ended will be charged a $30.00 drop fee per request and liability for payment will be incurred.

Tuition Refund

Tuition refund for courses are calculated based on the amount of elapsed course time as measured from the start date of the term/semester until the end date of the term/semester.

- 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

Withdrawals requested after the drop period ends and up to 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 WF (No Credit) on the student's transcript.

Tuition Refund Appeal for Extenuating Circumstances

Requests for a refund of all or a portion of tuition charges due to extenuating circumstances must be submitted within 90 calendar days after the semester ends. Requests must include a letter of explanation citing your situation and the reason why tuition should be refunded. Include reasons you were unable to follow the usual refund/drop procedures and attach third party documentation citing the circumstances. Documentation needs to sufficiently justify and address the extenuating situation.

Should a refund be granted, a W (for withdrawal) will remain on your academic record for each course.

Administrative Withdrawal from a Course

Failure to follow course withdrawal procedures will result in administrative withdrawal. Students enrolled in onground or blended programs will be administratively withdrawn after the third consecutive class for non attendance. Students administratively withdrawn after missing the first three

consecutive classes 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 or attendance and will result in an X grade, which negatively impacts the GPA, on the student's transcript.

Continuous Enrollment

Students who complete the degree requirements in a semester with no course registration will be enrolled in BR100 for undergraduate students and GR100 for graduate students; both courses are referred to as continuous registration courses. There is no cost for registration in BR100 or GR100. Selected graduate programs require continuous enrollment courses do incur a charge.

Students who do not register for consecutive semesters due to reasons such as health issues or military service 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 the next consecutive semester. Examples of why a student might request a leave of absence may include the following: military leave, medical emergency, family emergency, work related situations 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 and registrar 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 on an approved leave of absence will be administratively withdrawn from the university.

Course Incompletion Due to Call to Active Military Duty

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

1. If the student is close to completion of the course, he or she may make arrangements with the program director to complete the course or request a grade of Incomplete (I). The student then completes the remaining required work when they return. There are no academic or financial penalties associated with a grade of "I". If the student does not complete the work within 90 calendar days of his or her return, the grade of "I" will be changed to W (Withdraw) and the student will need to re-register and retake the course.

2. The student may request withdrawal from the course. There are no academic or financial penalties associated with withdrawal from a course under these circumstances. No drop fee will be charged and the student will receive a full tuition refund. The course will be removed from the transcript.

3. The student may remain in the course and complete the course for full credit. Class sessions missed due to performing active military service will not negatively impact the student's grade or standing in the course. The student is not automatically excluded from completing assignments while performing active military service.

Military: Annual Duty, Drill Service or Training Leave

Saint Mary's University of Minnesota supports students who are members of the United States armed forces, National Guard, and reserve units. Students who are members of the National Guard or military reserves are encouraged to defer their annual duty, drill service or training leave obligations or register for courses that fall outside of the scheduled duty. If this is not possible, a letter from the commanding officer stating that deferment is not possible must be submitted to the program director and instructor in advance of the needed annual duty, drill service or training leave. All course assignments due during the annual duty, drill service or training leave must be completed within the course dates. If additional time is needed, students must request an incomplete grade from the instructor before the course ends. See I/grade policy.

Clinical Time: Annual duty, drill service and training leave time must be made up hour for hour in the clinical area. The student's semester break time may be used to make up the missed hours at the end of the semester in which the annual duty, drill service or training leave occurred. If the annual duty, drill service or training leave exceeds the time allotted for semester break and/or goes beyond the semester, a grade of "IP" will be granted and the student may arrange to make up the time in consultation with the Clinical Director. Students must be aware that the ability to do extended shifts or "call" shifts to make up time away may not be an option.

Course Incompletion Due to Service Connected Disability

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

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

2. The student may request withdrawal from the course. There are no academic or financial penalties associated with withdrawal from a course under these circumstances. No drop fee will be charged and the student will receive a full tuition refund. Any tuition refunds will be subject to the state or federal financial aid program requirements.

3. The student may remain in the course and complete the course for full credit. Class sessions missed due to medical treatment or medical condition will not negatively impact the student's grade or standing in the course. The student is not automatically excluded from completing assignments while receiving medical treatment or recovering from the medical condition.

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

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

Course Credit and Scheduling Policies

Regular Course Time Standards:

- A class hour is a 50-minute period.

- One traditional graduate credit requires a minimum of 15 contact hours. In addition, it is suggested that students invest a minimum of two hours per contact hour in outside study.

- Courses in the bachelor of science (B.S.) 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 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

Bachelor of Science:

Contact hours per credit: 11
Outside study by student per credit: 33

Master, Ed.S., and Psy.D. degrees:

Contact hours per credit: 15
Outside study by student per credit: 30

DBA and EDD degrees:

Contact hours per credit: 13
Outside study by student per credit: 39

Online and Blended Delivery Course Time Standards

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

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

Undergraduate certificate:

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

Bachelor of Science:

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

Master and Ed.S. degrees:

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

Doctoral degrees:

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

See program requirements for lab, practicum and field experience.

Full-Time/Half-Time Status

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

Undergraduate:

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

Graduate:

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

Addiction Studies:

ADS590 =440 hours = half-time
ADS591 =440 hours = half-time
ADS715 =440 hours = half-time

Counseling and Psychological Services Practicum only:

Half-time:

PY712 2 cr. = 200 hours = half-time
PY708 2 cr. = 350 hours = half-time

Nurse Anesthesia Clinical Practicum only:

NA770 = 2 credits = 480 hours = full-time
NA771 = 2 credits = 480 hours = full-time
NA774 = 2 credits = 480 hours = full-time

Nurse Anesthesia, Minneapolis School Clinical Practicum only:

NA671 = 0 credits = 240 hours = half-time
NA672 = 0 credits = 240 hours = half-time
NA673 = 0 credits = 480 hours = full-time
NA674 = 0 credits = 480 hours = full-time
NA678 = 0 credits = 480 hours = full-time
NA679 = 0 credits = 240 hours = full-time

Marriage and Family Therapy Practicum only:

MFT671 = 2 credits = 300 hours = half-time status
MFT672 = 2 credits = 300 hours = half-time status
MFT673 = 2 credits = 300 hours = half-time status
MFT674 = 2 credits = 300 hours = half-time status

Doctorate of Business Administration:

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

Doctorate of Education:

Full-time = 6+ credits per semester or 2 credits of dissertation EDD830
3/4 time = 4-5 credits of coursework
Half-time = 3 credits of coursework or 1 credit of dissertation EDD830 or EDD899 Comprehensive Examination EDD834 (1 cr.)

Doctorate of Psychology:

Full-time status (satisfied by one of the following)
Registration for 6 credits of coursework
Registration for full-time internship (PYD990, PYD991, PYD992)

Half-time status (satisfied by any one of the following)
Registration for Practicum (PYD840, PYD841, PYD842, or PYD843)

Tuition and Fees

The tuition and fees 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, current students will be notified prior to the effective date of the change.

Billing

Billing statements are available in the student portal. Students are responsible for checking their email account regularly to access their tuition account information. Students are not required to submit payment prior to the course start date. Payment due dates are based on the course start date.

Students in online programs, tuition payment must be paid in full by the 8th day of class. Failure to pay will result in withdrawal from the class.

Financial Agreement Form

Students are financially responsible for all charges incurred on their account regardless of the method of payment. All students are required to sign a financial agreement form online prior to registration.

Tuition Payment

Tuition bills may be paid by personal check, money order, ACH (Automatic Clearing House) or credit card online, or by loan funds directly applied to a student's account. Saint Mary's University uses CashNet to process online payments. CashNet is a PCI Security Standard compliant website. Students may access CashNet through their student portal. Electronic payment can be made in two ways.

ACH TRANSFER (ELECTRONIC CHECK) Students may enter checking account or savings account information. There is NO FEE for this form of payment. A $20 fee will apply to all ACH return items.

CREDIT CARD Visa, MasterCard, Discover, Diners Club, and American Express are accepted. CashNet will assess a 2.75% nonrefundable fee for credit card use. Debit cards are treated the same as credit cards and the fee will apply.

A finance charge of $10 per month 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, students may pay online the same day tuition is due. Payments made online will appear on their Saint Mary's University student account the same day. Students with a hold on their account may pay online to remove the hold which will enable registration online as long as no other hold exists. Registration for classes at Saint Mary's indicates acceptance of this tuition payment policy.

Insufficient Funds

A service charge of $20 will be assessed against their student account for each check returned for insufficient funds. This includes ACH transactions returned for payments made through CashNet.

Employer Tuition Reimbursement

Students whose employers reimburse their tuition costs need to file a tuition reimbursement form each year in September at Student Central. The tuition reimbursement form is available on Blackboard, under the Student Central tab.

Students who have a tuition reimbursement form and employee reimbursement policy on file with Student Central will have 30 calendar days after the end of a semester to pay their bill. Students waiting for reimbursement will not be required to pay finance charges until the 15th of the month following semester end.

Tuition Discounts

Tuition discounts are applied to the student account in the semester following notification and verification of eligibility for the tuition grant. Students eligible for both the tuition discount and corporate grant may not use both at one time. Eligible students need to file a tuition discount form each year in September at Student Central. The tuition discount form is available on Blackboard, under the Student Central tab.

Corporate Grant

Students receiving a corporate grant through the corporate partnership program with Saint Mary's and their employer will need to complete the tuition discount form annually. The tuition discount form is available on Blackboard, under the Student Central tab.

Tuition Discount for Military or Veterans

All current and retired military personnel, as well as veterans, enrolling in a degree or certificate program are eligible for a 10% tuition discount. Eligible students need to file a military and veteran tuition discount form to initiate the discount. The tuition discount form is available on Blackboard, under the Student Central tab. The 10% discount does not apply to the spouse and dependents of any service member on active duty.

Saint Mary's University defines a student eligible for the military tuition rate as one (1) of the following.

- Active duty
- National Guard, Active Duty, Reservists, Retirees, Veterans
- Reservists
- Retirees
- Veterans (discharged under honorable conditions—must provide DD Form 214)
- * All U.S. Military Branches are included under Active Duty, Reservists, Retirees and Veterans. (U.S. Army, U.S. Navy, U.S. Marine Corps, U.S. Air Force and U.S. Coast Guard)

Military Personnel and Veterans Benefits

Montgomery G.I. Bill, Federal Tuition Assistance, Minnesota State Tuition Reimbursement, and the Minnesota G.I. Bill Grant are processed through the certifying official at Student Central.

Students who are enrolled at Saint Mary's University and eligible for Department of Veterans Administration benefits, should contact the certifying official at Student Central regarding application of these benefits for their program.

Students who have benefit forms on file with Student Central will have until the 15th of the month after the semester ends. Students waiting for benefits will not be required to pay service charges until the 15th of the month after the semester ends. Students choosing to also use financial aid must notify the Financial Aid Office regarding this outside funding source.

Business Office

All students are encouraged to make tuition payments online. Payments may be made online through the student portal. Tuition payments not paid online should be sent to the Business Office at the following address.

Business Office
Saint Mary's University of Minnesota
700 Terrace Heights #8
Winona, MN 55987-1399 USA
Telephone: 507-457-6655
Toll free: 877-304-4273

To express concerns, contact:

Student Central
Saint Mary's University of Minnesota
2500 Park Avenue
Minneapolis, MN 55404-4403 USA
Telephone: 612-238-4566
Toll free: 866-437-2788, Ext. 4566
Email: studentcentral@smumn.edu
Web: smumn.edu/studentcentral

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 notice to current students at their Saint Mary's University email address. Students are responsible for checking their email account and for all information sent to their account.

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 billing due date. Payments, credits, or charges received or made after the billing due date will be reflected on the next monthly statement.

If the new balance shown on the monthly statement is paid before the billing due date, no finance charge will accrue. If full payment is not made by the billing due date, a finance charge of $10.00 is imposed on the adjusted balance of the account.

The university applies the $10.00 finance charge balance of the student's account monthly until the balance is paid in full. Students 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 appear 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; dropping registration for future courses; withholding course credits, academic transcripts, and diplomas; remanding the student's account to a collection agency; prepayment for future courses will be required for all future courses; 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 is processed, all outstanding financial accounts with Saint Mary's University must be paid in full (unless an Employer Tuition Reimbursement Policy is on file with Student Central). 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 student portal to settle the account. Student registration for the next session/term/ course will be removed without notification if the student has an account balance from the previous session/term/course.

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:

Student Central
Saint Mary's University of Minnesota
2500 Park Avenue
Minneapolis, MN 55404-4403 USA
Telephone: 612-238-4566 Toll free: 866-437-2788, Ext. 4566
Email: studentcentral@smumn.edu
Web: smumn.edu/studentcentral

Business Office
Saint Mary's University of Minnesota
700 Terrace Heights #8
Winona, MN 55987 USA
Telephone: 507-457-6655 Toll free: 877-304-4273

The student must contact the university in writing within 60 calendar 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 a student's letter within 30 days, unless it has corrected the error. Within 90 calendar days, the university will either correct the error or provide explanation as to why it believes the bill to be correct. After receiving a student's letter, the university 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 and to include 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 that 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 that reflects the amount the student owes.

If the university's explanation does not satisfy the student, the student must inform the university within 10 calendar 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.

Financial Aid Policies and Scholarships

Financial Aid

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) annually, which can be found at www.fafsa.ed.gov. FAFSA forms can be sent electronically to the university's Financial Aid Office by entering Saint Mary's federal school code, 002380, on the form. Additional information regarding financial aid can be found at https://www.smumn.edu/admission/graduate/financial-aid.

STUDENT LOANS
Student financial aid award packages will include Federal Direct Loan products, if the student is eligible. After completing 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.

GRANTS
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 after the drop period. 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.

SCHOLARSHIPS
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 number of scholarships annually. Information regarding scholarships can be found online at www.smumn.edu/sgppfinancialaid.

ALTERNATIVE LOANS
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.

Purchasing Textbooks on Credit with Financial Aid

Students may use financial aid to purchase textbooks through the campus bookstore. To be eligible, students must have a financial aid award on file and have enough financial aid for a refund. You will only be able to use up to the dollar amount of your refund for your textbooks. Textbooks must be purchased prior to the start of the semester either in store or online.

In Store:

- Collect books and/or ask bookseller for help

- Present student ID and course schedule and let the cashier know you'd like to use your financial aid to pay for your courses

- If you do not have your student ID card, present a copy of your schedule that includes your student ID number, and a photo ID

Online:

- Visit the bookstore website or click "Textbooks" on the "My Schedule" page in the Student Portal

- Select books and proceed to checkout

- Click on "Financial Aid" when choosing payment method

- Enter name and student ID number

- Continue process of ordering and submit

Financial Aid Consortium Agreements

A consortium agreement is a binding agreement between two colleges/universities which enables you to receive various types of aid from Saint Mary's University of Minnesota while also being enrolled at another school.

The Consortium Agreement also certifies that only one of the two colleges/universities will administer Title IV financial aid for the student.

The Consortium Agreement refers to the two colleges/universities as the "Home Campus" and the "Host Campus". The "Home Campus" is the school where the student is fully admitted and from which he/she will get a degree. The "Host Campus" is where the student temporarily takes courses, whose credits will be transferred back to his/her "Home Campus".

Consortium Agreements should be completed two weeks prior to the start of the semester. Extra processing time for financial aid may be needed to ensure funds to be available by semester start date.

Additional Information:

All classes using a consortium agreement must transfer back to Saint Mary's University of Minnesota and count toward the degree at Saint Mary's.

Future financial aid disbursements may be held until the transcript verifying completion of the consortium agreement course is received from the "Host Campus"

Correspondence and telecommunications classes are unable to be processed through the consortium agreement process.

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

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

Section 1. SAP Standards

Qualitative Standard

Undergraduate students are required to maintain a minimum GPA of 2.0 each semester and a cumulative program GPA of 2.0. Graduate students are required to maintain a minimum GPA of 3.0 each semester and a cumulative program GPA of 3.0.

Quantitative Standard

Credit Completion

All students must complete a minimum number of credits to successfully meet a cumulative 67% completion rate, both semester and cumulatively. To calculate a student's cumulative rate of progression, please reference the following example:

Cumulative Credits Completed / Cumulative Credits Attempted = Completion Rate

EXAMPLE

	Semester Rate	Cumulative Rate
Semester 1		
6 cr. completed/9 cr. attempted	= 67%	6/9 = 67%
Semester 2		
3 cr. completed/6 cr. attempted	= 50%	9/15 = 60%
Semester 3		
6 cr. completed/6 cr. attempted	= 100%	15/21 = 71%

Credit completion refers to grades of A, AB, B, BC, C, CD, or P. Withdrawals, incompletes, and repeated courses are included in credits attempted.

Maximum Time Frame

All undergraduate and graduate students are expected to finish their degrees within an acceptable period of time. Financial aid recipients may continue to receive federal aid through their cumulative attempted credit that equals 150% of the required number of credits needed to complete their program, including transfer credits from another college that apply to the Saint Mary's program.

Section 2. Definitions/Conditions

Attempted Credit: An attempted credit includes all credits for which you are registered, but do not plan to attend or complete. Grades of I, W, NC, F, WF, and X, or drops are attempted, but not counted as earned credits. Audit credits are not counted as attempted or earned credits.

Consortium/Joint Program Credits: Credits accepted by the University are included with attempted and earned credit totals.

Credit: A credit is the unit by which academic work is measured.

Cumulative Credits: Cumulative credits represent the total number of credits evaluated (attempted and earned) for all periods of enrollment at the University, including any terms for which the student did not receive aid.

Earned credits: Earned credits are those that are successfully completed with a grade of A, AB, B, BC, C, CD, D, and P.

Grade Point Average (GPA): The GPA is calculated using a grade point value outlined in the catalog for grades A, AB, B, BC, C, CD, D, F, WF, and X. Although a grade of P will count as credit earned, it carries no grade point value.

Incompletes: An "I" is included in the cumulative credits attempted. These credits cannot be used as earned credits until a passing grade is assigned.

Post-Secondary Education Options (PSEO): Credits earned while a PSEO student at Saint Mary's University will be included in the cumulative credit completion standard, GPA, and maximum time frame calculation. PSEO credits earned at another post-secondary institution will be treated as transfer credits for federal financial aid purposes.

Program/Major Changes: In regards to program/major changes for SAP purposes, a student may change programs/majors one time. This will result in the re-setting of SAP qualitative and quantitative calculations. However, any credits that are applicable to the new program/major will still be counted. If a student completes a degree program and then enrolls in another degree program, then SAP begins with the start of the new degree program.

Remedial Credits: Remedial credits occur during a student's program of study. The courses are required to progress in the program, but do not count towards the credits earned in the program. These credits are not counted in the SAP calculation.

Repeat Credits: Repeats may be allowed in order to improve a grade or meet program requirements. They are included in credit completion and maximum time frame standards. The most recent grade will become the grade calculated for GPA.

Transfer Credits: Grades associated with transfer credits are not included in the cumulative GPA calculation. Transfer credits accepted by Saint Mary's University that are applicable to the current degree program apply toward the maximum time frame calculation for that program.

Section 3. Implementation

Academic progress for every financial aid applicant will be monitored after each semester. All of a student's academic coursework is considered in the review process, whether the student received aid that term or not. The assessment will be based on the student's entire academic record, including all transfer credit hours accepted.

Financial Aid Warning

If the student does not meet either the GPA or Credit Completion standard, the student will be placed on Financial Aid Warning for the next registered term. While on warning status, students are eligible to receive financial aid. Students on warning status are encouraged to use the many academic support services on campus to improve their academic standing.

To be removed from financial aid warning status the student must meet GPA and credit completion standards. A student who has reached the maximum time frame prior to completing the program will no longer eligible for financial aid.

Financial Aid Suspension

Students who do not meet the minimum cumulative GPA and/or credit completion ratio or do not meet the terms of financial aid warning status will be no longer eligible for federal, state or institutional aid. Students may be eligible for private loan programs and outside assistance that does not require SAP.

Provided the student's academic status allows for registration, s/he may attend the University at his or her own expense until the minimum cumulative GPA and credit completion requirement has been met. Once requirements are met, the student may regain federal, state and/or institutional aid.

Saint Mary's University may immediately deem a student ineligible for financial aid in the event of extraordinary circumstances, such as a student who registers for but does not earn any credits for two consecutive terms, or a student who demonstrates an attendance pattern that abuses the receipt of financial aid.

Students who failed to meet these standards due to unusual circumstances may appeal the financial aid SAP suspension status.

Financial Aid Appeal

A student who is unable to achieve satisfactory academic progress and is suspended from receiving financial aid has the right to complete a one-time appeal based on unusual or extenuating circumstances, such as illness, injury or other special circumstance. The student may appeal the financial aid suspension status at any time during the term if:

- The record shows that the student has now earned the required qualitative and quantitative SAP standards.

- Unusual circumstances interfered with the student's ability to meet SAP standards, including but not limited to:

  - Illness, accident, or injury experienced by the student or a significant person in the student's life.

  - Death of a family member or significant person in the student's life.

  - Divorce experienced by the student or parent.

  - Reinstatement after an academic dismissal or extended break in the student's enrollment.

  - Personal problems or issues with spouse, family, roommate, or other significant person.

To appeal, students must submit to the Financial Aid Office the following:

- A statement from the student explaining the nature of the extenuating circumstances that contributed to the SAP deficiency. This must include an explanation of how the barriers/circumstances to academic success have been removed.

- Third party statement and/or documentation to support the circumstances.

If compliance cannot be achieved in one semester, an approved academic plan must be developed by the student and program director.

SAP appeal documentation is collected by the Financial Aid Office and submitted to an appeal committee for review. The committee reserves the right to deny an appeal.

Financial Aid Probation

If the student successfully appeals the financial aid suspension status, the student will be placed on financial aid probation for the next registered term. While on probation, students are eligible to receive financial aid. Students on probation status are encouraged to use academic support services on campus to improve their academic standing.

Financial Aid Probation with Academic Plan

If the student is on an academic plan, the student must follow the plan exactly. The academic plan supplements the traditional SAP requirements. If a course is not offered during a particular semester, the student may change the course with approval from the Financial Aid Office and program director.

During financial aid probation with academic plan, financial aid will be awarded on a semester-by-semester basis until the student meets the qualitative and quantitative SAP standards.

Financial Aid Termination

If the student does not successfully complete financial aid probation or financial aid probation with academic plan, financial aid eligibility for federal, state, and institutional aid will be terminated without the option for appeal. The only way to regain financial aid eligibility is to pay tuition out-of-pocket until SAP standards are met. Students may be eligible for some private loan programs and outside assistance that does not require SAP.

Withdrawal from the University

Federal law requires institutions and/or the student to return the portion of your financial aid that is considered UNEARNED, called Return to Title IV. This policy applies only when during the term, the student withdraws from ALL classes AND the percentage of the term completed is equal to or less than 60%. Course load reductions that leave a student with at least one remaining class are not affected by this policy, but may result in reduction in Institutional or State aid. Returning of Federal aid must be done within 45 days of the student's withdrawal. The following example illustrates how the policy works:

1. Calculate the percentage of the term completed (# days completed / # days in semester x 100). If greater than 60%, then no return of Federal financial aid is required. If less than or equal to 60%, then proceed to step #2.

2. Determine the percentage of Federal financial aid EARNED by multiplying the total amount of Federal financial aid received for the term by the percentage in step #1. You are permitted to keep this amount in your student account.

3. Determine the amount of UNEARNED Federal financial aid that must be returned to financial aid programs accounts by subtracting the amount of EARNED Federal financial aid (determined in step # 2) from the total amount of financial aid received for the term.

4. There are specific calculations that determine how much of the UNEARNED financial aid must be returned to the federal program(s) by the institution and how much must be returned by the student.

5. There is a prescribed order in which funds must be returned to the programs:

    1. Unsubsidized Direct Stafford Loan
    2. Subsidized Direct Stafford Loan
    3. Federal Perkins Loan
    4. Federal PLUS Loan
    5. Federal Pell Grant
    6. Federal Supplemental Educational Opportunity Grant (SEOG)
    7. Federal TEACH Grant
    8. Iraq/Afghanistan Service Grant

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

If, when the Financial Aid Office is completing the Return to Title IV worksheet, it may be determined that additional aid could have been disbursed to the student and/or parent. A post-withdrawal disbursement will be offered in writing to the student or parent. The student or parent will have 30 days from the date the notice is sent to respond. The notice will include if any of the post-withdrawal disbursement will be used to reduce a student's current tuition bill.

Furthermore, if the withdrawal occurs after the end of ALL refund periods but on or before 60% of the term is completed, the student may be required to repay all or part of the financial aid as determined in steps #1-5 above. If the student is required to repay all or part of your financial aid, they will be notified of the amount required to be repaid. In addition, future registration at Saint Mary's University and requests for academic transcripts may be denied until repayment is complete.

How to Withdraw

To initiate the withdrawal process, obtain a withdrawal form from Student Central. The Financial Aid Office will perform the appropriate calculations to determine the amounts (if any) of the Federal financial aid that must be returned to the program accounts.

Withdrawal Date

The withdrawal date is the date you begin the withdrawal process. If you fail to withdraw officially, the withdrawal date will become the midpoint of the term, unless the institution can document a later date. In certain circumstances if an earlier date of last academic activity is determined, this date may be used in the calculation of "earned" federal aid.

Institutional and State Refund Policy

The Return of Title IV policy, cited above, only considers federal aid. Saint Mary's is also required to determine if any institutional, state or private financial aid must be returned if you completely withdraw. Saint Mary's offers pro-rated tuition refunds and on-campus room refunds through the sixth week of classes. Board will be refunded through twelve weeks.

If you withdraw during a period of time that allows for a refund of tuition, a portion or all of your institutional, state and/or private funding may be reduced or cancelled. If you receive a 100 percent refund on all courses for a particular term, all institutional, state and private funding must be returned to the appropriate aid program(s). If your institutional refund was not used to fully repay the Return of Title IV aid, a proportional share of the remaining institutional refund must be returned to the appropriate non-federal aid program(s).

Transcript Requests

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

Requests for transcripts must be submitted electronically through the National Student Loan Clearing House.

University Conduct

Academic Integrity

When one comes to Saint Mary's, one joins an academic community whose core values are fairness, mutual respect, trust, and honesty. To accomplish its mission to awaken, nurture and empower learners to ethical lives of service and leadership, the Saint Mary's community depends on the personal responsibility and integrity of all its members. Academic integrity should not be understood as merely following certain rules; rather, it is a way of acting based on shared values that lies at the heart of any academic endeavor. A commitment to academic integrity facilitates the pursuit of knowledge and understanding by providing a framework for the open, honest and respectful exchange of ideas and information. It fosters creativity and critical thinking; it allows students to develop the self-confidence that comes from acquiring academic skills; it provides correct information to instructors so that they can give appropriate feedback in the essential relationship between students and teachers; and, ultimately, it ensures the integrity of the Saint Mary's degree.

Academic Dishonesty

Students at Saint Mary's University are expected to maintain the highest standards of academic integrity. Academic dishonesty, in any form, will not be tolerated and will subject the student to disciplinary sanctions up to and including dismissal. Academic dishonesty comes in a variety of forms. The most common forms are plagiarism, fabrication, abuse of Internet sources, cheating, lying and academic misconduct.

- Plagiarism is the presentation 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 his/her name on work submitted, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. Examples of plagiarism include: copying someone else's previously prepared material such as lab reports, class papers, etc.; copying a paragraph or even sentences from other works; and self-plagiarism (turning in for new credit your own work from a previous class without authorization).

- Fabrication is the intentional use of invented information or the falsification of research or other findings with the intent to deceive. Examples include: the citation of information not taken from the source indicated; submission in a lab report of falsified, invented or fictitious data; submitting as the student's own work prepared by another, including purchasing or downloading from the Internet; and falsely representing hours or experience in a field experience or internship.

- Abuse of Internet sources is the acquisition or presentation of information obtained by purchase or downloaded for free from the Internet without explicit written acknowledgment of the source. Examples include: submission of a paper prepared by other persons or agencies, including commercial organizations; and the combination of passages from various sources presented as one's own thoughts or analysis.

- Cheating is an act or attempted act of deception by which a student seeks to misrepresent that he/she has mastered information on an academic exercise that he/she has not mastered. Examples include: 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 or assignment with another student by giving or receiving information without the instructor's permission; or using notes when disallowed.

- Lying is giving false or misleading information to gain an academic advantage.

- Academic misconduct is the intentional violation of university policies by tampering with grades or taking part in obtaining or distributing any part of an administered test. Examples include: accessing academic files without appropriate permission; duplicating computer software that has been copyrighted; and forging another person's signature.

- Self-plagiarism, also referred to as text recycling or "double-dipping," is one form of academic dishonesty. Self-plagiarism is defined as submitting work from a previous class for new credit. The same assignment should never be submitted to more than course without the permission of all instructors; doing so prevents students from engaging with the course material and does not demonstrate new learning. Self-plagiarism is unethical in part because a student is earning two grades for the same work. However, student reuse of previous writing and research is sometimes allowed, such as when the student is working on a long-term project like a thesis or dissertation. Even in these cases, the student is advised to reframe and paraphrase previous writing in order to build upon it rather than merely copy it. If a student must copy exact language from a previous assignment, he or she should cite themselves in APA style as they would for any other direct quote.

The University uses third party review software to ensure academic integrity and to support student learning regarding the appropriate use of source material. Each program with approval from the respective Deans and Academic Deans, determine their implementation of anti-plagiarism third party tools. Student papers may also be submitted for review by the University at any time.

Instructors report suspicion of academic dishonesty to the program director. Adjudication of incidences of academic dishonesty are made by the program director or Dean using Maxient, an online tool for centralized reporting and record keeping of academic integrity infringements. If the student is cleared of the academic infringement, the record in Maxient will be removed. If the incident was ambiguous and no decisions or sanctions were determined, the record will read - no action. If it is determined the student plagiarized the program director will identify the level and the subsequent sanction. Program Directors should complete the Incident Report Form, found in Maxient, within seven (7) work days of a instructor reporting suspicion of academic dishonesty.

The program director and instructor will determine if the plagiarism meets the definition of minor, moderate, or major plagiarism. Levels of infractions:

- Minor infractions occur when the text is not a part of a culminating project (e.g., not a capstone, thesis, or dissertation) AND the student has paraphrased carelessly. For example: one or two sections of the source material may be patched together without quotation marks, or a few words are changed but the style and structure remain too close to the source. The student may or may not have acknowledged the source.

- Moderate infractions occur when the text is not a part of a culminating project (e.g., not a capstone, thesis, or dissertation) AND the student has copied multiple

passages from a source(s), with no apparent attempt at paraphrasing. The student may or may not have acknowledged the source. This copying may include self-plagiarism, defined as submitting work from a previous class for new credit (see SMUMN policy on self-plagiarism), or collusion (working with others but presenting the assignment as individual work).

- Major infractions occur when the text is a part of a culminating project (e.g., capstone, thesis, or dissertation) OR the majority of the submission consists of work, either published or unpublished, that was created by someone else.

The number of instances of plagiarism will be calculated across courses rather than only within individual courses, i.e., a student's second instance might occur in a different course than the first instance.

If the plagiarism is determined to be minor, the instructor meets with the student to provide a fair opportunity for response to the allegation. If the instructor determines that academic dishonesty has occurred, the student will complete the Avoiding Plagiarism module, offered by the Writing Center. The module must be completed in 7 days. At completion of the module, the student will present the certificate of completion to the program director. If student does not complete, they fail the assignment. If this is the first instance of plagiarism in the student's coursework at Saint Mary's University of Minnesota, the student will be given the opportunity to resubmit the assignment or complete another assignment for a minimum passing grade (D for undergraduate course and a C for a graduate course). If infraction occurs on a discussion board, the student must complete another assignment for a minimum passing grade (D for undergraduate course and a C for a graduate course). The due date of the makeup assignment is determined by the instructor. If this is the student's second instance at the SGPP, the program director meets with the student and the student will receive a zero for the assignment. If this is the student's third instance at the SGPP, the student will fail the course. If this is the student's fourth instance, they will be referred to the Dean who will determine the sanction, which could include dismissal from the University.

If the plagiarism is determined to be moderate, the program director meets with the student to provide a fair opportunity for response to the allegation. If the program director determines that academic dishonesty has occurred, the student will complete the Avoiding Plagiarism module, offered by the Writing Center. The module must be completed in 7 days. At completion of the module, the student will present the certificate of completion to the program director. If this is the first instance of moderate plagiarism in the student's coursework at Saint Mary's University of Minnesota, the student will receive a zero for the assignment. If this is the student's second instance minor or moderate plagiarism, the student will fail the course. If this is the student's third instance minor or moderate plagiarism, they will be referred to the Dean who will determine the sanction, which could include dismissal from the University.

If the plagiarism is determined to be major, the program director, or their designate, meets with the student to provide a fair opportunity for response to the allegation. If the program director determines that academic dishonesty occurred and if the major infraction was not a culminating project for the student's program, the student will fail the course. If the major infraction was on a culminating project, or this is the second major infraction on a non-culminating project, the program director, with input from the students committee, will forward the outcome of the meeting to the Dean who will determine the sanction, which could include dismissal from the University.

Change in appeal process for plagiarism

Rationale: I recommend changing the appeal process for the plagiarism process. Currently, the process is to follow the Grade Grievance Procedure if there is an appeal but that is problematic as the Grade Grievance Procedure does not align with the plagiarism process, program director or Dean makes decision not the instructor. To address this, I propose the following change.

The Program Director or Dean will record their decision in Maxient and write a letter outlining their decision and subsequent sanctions. This letter, the Student Outcome Letter, will be sent to students through the Maxient tool. The student may appeal the judgment or sanctions. The appeal must be received within 7 days of receiving the Student Outcome Letter. The student must provide a written justification for the appeal plus copies of all supporting documents to the Dean if the Program Director determined the judgement and to the Academic Dean if the student is not satisfied with the Dean's review of the appeal or the Dean determined the original judgement.

The university reserves the right to revoke a degree if it discovers academic dishonesty that may have impacted the award of the degree initially.

Student Behavior

As members of a Lasallian community of scholars, students are expected to adhere to the highest levels of respect and professionalism in all interactions with other members of the university community or with individuals at practicum, internship, student teaching, etc., sites. 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.

Policy on Children and Guests in the Classroom

The primary mission of the Schools of Graduate and Professional Programs at Saint Mary's University of Minnesota is to educate graduate and degree completion students. To that end, Schools of Graduate and Professional Programs have the responsibility to provide a place of instruction that is free from internal as well as external distraction and conducive to learning. To provide a place of instruction which is free from distraction requires that some restrictions be placed on children and guests in the classroom and on campus. In addition to concerns about the ability to carry out Schools of Graduate and Professional Program's mission, the presence of children and guests in classrooms and in campus facilities raises safety and liability issues.

Policy

This policy statement addresses issues raised by the presence of children and guests in classrooms and on the campus and provides guidance for students and employees of the college.

First and foremost, Schools of Graduate and Professional Programs and its facilities (classrooms, offices, public service areas and grounds) should not be viewed as a substitute for child care arrangements. This policy does not preclude an adult from bringing children on campus for visits, but when the reason for the child's presence is to take the place of child care services, then it is inappropriate for the child to be on site.

Second, at no time may children be unattended or unsupervised on campus. The terms "unattended" and "unsupervised" are used to refer to situations in which the child is on campus or in a campus facility and is not under the immediate physical control of an adult or an instructor. As a practical matter, children may not be left unattended in public areas while the adult is in class. Nor may a child be left to wait or play outside a classroom while the accompanying adult is in class.

Third, only enrolled students may be present in classrooms. Guests and children may not attend class with enrolled students. The presence of children in class is often a disruptive factor, not just because a child might be noisy or active, but because inadvertently attention is centered on the child rather than on the teaching/learning process. Moreover, children may not be present at the employee's work site during an employee's assigned work hours. This does not preclude short visits when the child is accompanied by another responsible adult.

Schools of Graduate and Professional Programs instructors and staff must advise students that it is a violation of Schools of Graduate and Professional Programs policy to allow children in the classroom. Students who do not comply with a request to remove children from class will be dealt with in accordance with the Student Behavior Policy.

Finally, as a safety measure, Schools of Graduate and Professional Programs employees and students should not allow children to be left unattended on campus. Staff or students who observe children who appear to be unattended should contact Campus Security. Campus Security may contact local law enforcement to handle the situation.

Copyright Law

It is a violation of federal law to reproduce or share copyrighted materials, print or digital, without appropriate permission. Sharing materials includes posting content online but does not include sharing links to material posted online by another party. Saint Mary's University of Minnesota considers a violation of copyright law to be academic misconduct.

The Fair Use provision of copyright law permit students to make and distribute copies of traditionally copyrighted materials without seeking permission from the copyright holder in situations related to teaching, scholarship, and research. All decisions to share copyrighted material must be determined on a case-by-case basis, using the fair use factors. Students who determine that their use of copyrighted materials meets fair use guidelines must attribute (cite) the original source. Students may contact the Twin Cities Campus Library for additional information and for a copy of the U.S. Copyright Law (17 U.S.C. § 101).

The University will purchase all proprietary computer software or site licenses. The use of copied software on any university equipment is prohibited.

Updated March 19, 2015

Institutional Review Board (IRB) and Collection of Data from Human Participants

The Institutional Review Board (IRB) 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 IRB 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 IRB review and all faculty members supervising research submitted for IRB review must complete the Collaborative Institute Training Initiative (CITI) research ethics course.

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

Student Complaint Policy and Procedure

Saint Mary's University of Minnesota (SMUMN) is committed to respecting all members of our university community and providing a quality educational experience for all students. The objective of the Student Complaint Policy and Procedure is to ensure that the concerns and complaints of undergraduate or graduate students are addressed fairly and are resolved promptly. Complaints related to this policy are usually the result of behavior that the student feels is unjust, inequitable, or creates an unnecessary hardship.

Students may file complaints if they believe a problem is not governed by SMUMN other complaint or appeal procedures. Many of the other complaint policies may be found in the SMUMN Student Handbooks and Catalogues. If there is a question regarding which appeal or complaint procedure is the most appropriate, students should contact the Associate Vice President for Enrollment Management and Student

Services (School of Graduate and Professional Programs) or the Dean of Students (College). After consulting with the student, the Associate Vice President of the Dean or their representatives will direct the student to the most appropriate procedure.

http://www.smumn.edu/studentcomplaintform

Procedure

Whenever possible, students are encouraged to seek an informal resolution of the matter directly with the faculty or individual(s) involved. Often a complaint can be resolved in this way. However, if an informal approach is neither successful nor advisable, the student should use the following procedure:

- A student complaint form should be submitted to the Associate Vice President for Enrollment Management and Student Services or the Dean of Students. It should contain (at a minimum) the date and time of the alleged conflict or action, the reason(s) for the complaint, a summary of the complaint, a list of other persons who may provide information and any appropriate documentation. The student must also include the resolution or outcome he or she is seeking. The complaint must be submitted within ten (10) business days of the alleged conflict or action.

- Upon receipt of a completed form, a conference will take place with the student and the Associate Vice President for Enrollment Management and Student Services or the Dean of Students or their designees.

- The Associate Vice President for Enrollment Management and Student Services or the Dean of Students or their designees will notify appropriate persons and request any information or documentation needed to resolve the complaint.

- The Associate Vice President for Enrollment Management and Student Services or the Dean of Students or their designees may attempt to resolve the complaint by encouraging discussion between the student(s) and the faculty member/administrator or by taking the appropriate action to resolve complaint.

- A review of the complaint with the supervisor(s) or others in the line of supervision may be used when deemed appropriate and beneficial to the process.

- All relative documentation and possible outcomes must be submitted by the student or other appropriate persons within ten (10) business days of the date the complaint is filed.

- When possible, the final resolution (or a finding of "unresolved") will be filed in the Dean of Students office or the Student Services Office within fifteen (15) business days of the date the complaint is filed. If there are circumstances requiring an extension of this deadline, the staff member assigned to the complaint will notify the parties involved.

- If the student is not satisfied with the outcome of the complaint, a committee will be appointed to review the information and render a final decision. The committee will consist of representatives appointed by the Vice President for the Schools of Graduate and Professional Programs, the Vice President for Academic Affairs (College), and the Vice President for Student Life. Their decision will be final.

A record of all complaints and their resolution will be documented and the records will be kept in the Dean of Students office on the Winona campus and the Student Services Office on the Twin Cities campus.

Grievance Procedure

A grievance is a complaint that may result in disciplinary action against a staff member or student. This grievance procedure only applies where no other university policy provides a process for addressing the subject matter of the grievance.

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. Grievant who wish to address concerns will observe the following procedures:

1. The grievant should discuss the matter with the student, faculty, or staff member concerned. If the concern relates to sexual harassment by the student, faculty, or staff member concerned, the grievant may refer the matter immediately to the program director.

2. If a satisfactory resolution is not achieved, the grievant will discuss the matter with his or her program director. The program director will attempt to resolve the issue between the student, faculty, or staff member.

3. If a satisfactory resolution is not achieved, a dean will attempt to resolve the issue.

4. If a satisfactory resolution is still not achieved, the dean will forward a written statement describing the grievance to the vice president.

5. Upon receiving the dean's statement, the vice president will review the grievance, make a decision, and impose sanctions, if necessary, within a reasonable time. Sanctions may include any action up to and including expulsion, termination, and legal action.

6. If either party is not satisfied with the vice president's decision that party must, within 15 days, submit to the vice president a written request to establish an ad hoc committee of individuals from the university community. The student may select a peer advocate to serve as a member of the committee. The committee will determine its own procedures to hear the case. The case will be heard within a reasonable time. The committee then has a reasonable time to complete its deliberations. A majority vote of the committee is needed to make a recommendation on the grievance.

7. The committee shall notify all parties of its recommendation.

8. The vice president will confirm or modify the recommendation, and notify the parties involved and the student of the decision.

9. The decision of the Vice President is final.

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

Discrimination

Statement

Saint Mary's University of Minnesota prohibits and will not tolerate discrimination against any member of this university community by any other member of the university community 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, familial status, status with regard to public assistance, or disability.

Discrimination

Discrimination is the segregation or separation of individuals based on race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, familial 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 when the differential treatment is based on an individual's race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, familial status, status with regard to public assistance, or disability. Examples of discrimination include the following actions if said actions are based upon the categories listed above : racial/ ethnic/religious slurs or slurs based upon and individual's sexual orientation, racially/ethnically/religiously offensive comments or offensive comments about an individual's sexual orientation, 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.

Any student who believes that she or he has been discriminated against by a member of the university community may request assistance as follows:

Gena Bilden
Associate Vice President, Enrollment
Management & Student Services
gbilden@smumn.edu
612-728-5145

Dr. Sarah Ferguson
Associate Vice President and Academic Dean
(612) 728-5112
114 Martin DePorres Hall
sferguso@smumn.edu

Ann E. Merchlewitz
Title IX Coordinator
amerchle@smumn.edu
507-457-1587

Internal Procedures

Any student who believes that he or she has been discriminated against by another member of the university community may file a complaint with the individuals noted above. The individual to whom the complaint is made will investigate, or designate an individual to investigate, the complaint. The result of an investigation may include action up to and including expulsion. During the investigation, the victim/complainant may ask to be shielded from unwanted contact with the person against whom the complaint is being brought. To shield the complainant, the university adjust class schedules, impose restraining orders, alter work assignments, etc. A detailed copy of the Saint Mary's Discrimination and Sexual Harassment Policy is available on the university's website.

Sexual Harassment

Statement

Saint Mary's University of Minnesota prohibits and will not tolerate the sexual harassment of any member of this university community by any other member of the university community. Saint Mary's University of Minnesota supports federal and state laws that prohibit discrimination against any person because of gender. The university has adopted a Discrimination and Sexual Harassment Policy. A copy of this policy may be found on the university's website.

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 of sexual harassment include the following: nonverbal: 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; touching, pinching, brushing the body, or sexual assault.

Any student who believes that she or he has been sexually harassed by a member of the university community may request assistance as follows:

Ann E. Merchlewitz
Title IX Coordinator
amerchle@smumn.edu
507-457-1587

Dr. Sarah Ferguson
Associate Vice President and Academic Dean
(612) 728-5112
114 Martin DePorres Hall
sferguso@smumn.edu

Gena Bilden
Associate Vice President, Enrollment
Management & Student Services
gbilden@smumn.edu
612-728-5145

Internal Procedures

Any student who believes that he or she has been sexually harassed by another member of the university community may file a complaint with one the parties noted above. The individual to whom the complaint is made will investigate, or designate an individual to investigate, the complaint. The result of an investigation may include action up to and including expulsion. During the investigation, the victim/complainant may ask to be shielded from unwanted contact with the person against whom the complaint is being brought. To shield the complainant, the university adjust class schedules, impose restraining orders, alter work assignments, etc.

Sexual Assault and Misconduct

Statement

Saint Mary's University of Minnesota prohibits all forms of sexual misconduct, including sexual assault, stalking, and relationship violence, and provides support and reporting mechanisms for all members of the university community. Saint Mary's University has a zero tolerance for sexual misconduct in any form.

As a Lasallian Catholic institution of higher education, Saint Mary's University of Minnesota is committed to the belief that students are "entrusted to our care." As such, the university strives to create an environment where the dignity of each person is respected and honored. Sexual assault and other forms of sexual misconduct violate the dignity of the person and are inconsistent with the mission and values of the university.

The university believes that no person should bear the effects of sexual misconduct alone. When such conduct occurs, the university's paramount concern is for the safety and well-being of those impacted.

Saint Mary's University of Minnesota will investigate and promptly seek the equitable resolution of all allegations of sexual misconduct.

Definitions

Sexual misconduct incorporates a variety of behaviors, including sexual assault, sexual violence, stalking, domestic violence, dating violence, sexual exploitation, sex-based cyber harassment, and any other conduct of a sexual nature that is nonconsensual or has the purpose or effect of threatening, intimidating, coercing or interfering with the rights of another person or persons. Photographs, video, or other visual or auditory records of sexual activity made or shared without explicit consent constitute sexual misconduct, even if the activity documented was consensual.

Sexual assault is defined as actual, attempted or threatened sexual contact with another person without that person's consent. Sexual assault often is a crime that can be prosecuted under Minnesota state law.

Sexual contact shall have the same meaning as it has under Minnesota law. "Sexual contact" includes, but is not limited to, the intentional touching by the respondent of the complainant's breasts, inner thighs, genitals and/or groin area, whether clothed or unclothed; or the coerced touching by the complainant of another's intimate parts. Sexual contact includes the intentional removal or attempted removal of clothing covering the complainant's intimate parts. It also includes all forms of sexual penetration.

Consent has the same meaning as it has under Minnesota law. "Consent" is defined as:

- Words or overt actions by a person indicating a freely given present agreement to perform a particular sexual act with the actor. Consent must be informed and freely and actively given.

- Consent requires more than the existence of a prior or current social or sexual relationship between the actor and the complainant.

- Consent to one sexual act does not imply consent to another. Consent has to be specific to the act. Past consent to sexual activity does not imply ongoing future consent. Consent can be revoked at any time.

Although consent does not need to be verbal, verbal communication is the most reliable form of asking for and gauging consent.

- Simple silence, the lack of a negative response, or failure to resist is not consent. It is the responsibility of the actor to obtain consent to any and all sexual involvement that occurs.

- The use or threatened use of force or other forms of coercion or intimidation take away a person's ability to give consent to sexual contact. Consent is not present when another person fears the consequences of not consenting. Coercion includes intimidation, threats, misuse of authority, manipulation, tricking or bribing with actions and/or words.

- A person who is asleep, unconscious or substantially impaired by drugs, alcohol, disability, or other means, or who lacks full knowledge or information of what is happening cannot consent to a sexual act. This is true regardless of whether the person voluntarily or involuntarily consumed the drugs or alcohol. Use of drugs or alcohol by the respondent, however is not a defense against allegations of sexual misconduct and does not diminish personal accountability or criminal liability.

- A person who has not reached the legal age of consent may not give consent. The legal age of consent may vary depending on the circumstances and the applicable state law. In Minnesota, the legal age of consent is 18.

- Where there is otherwise credible evidence to support a finding of nonconsent, corroborating testimony is not required.

Sexual Exploitation occurs when one person takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:

- Invasion of sexual privacy;

- Prostituting another person;

- Non-consensual digital, video or audio recording of nudity or sexual activity;

- Unauthorized sharing or distribution of digital, video or audio recording of nudity or sexual activity;

- Engaging in voyeurism;

- Going beyond the boundaries of consent (such as letting your friend hide in the closet to watch you having consensual sex);

- Knowingly exposing someone to or transmitting an STD or HIV to another person;

- Intentionally or recklessly exposing one's genitals in non-consensual circumstances; inducing another to expose their genitals;

- Sexually-based stalking and/or bullying may also be forms of sexual exploitation.

Dating Violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of the following factors: (i) the length of the relationship; (ii) the type of relationship; and (iii) the frequency of interaction between the persons involved in the relationship. Any incident meeting this definition is considered a crime for purposes of Clery Act reporting.

Domestic Violence includes the felony or misdemeanor crimes of violence committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of Minnesota, or by any other person against an adult or youth victim who is protected from that person's acts under domestic or family violence laws. Any incident meeting this definition is considered a crime for purposes of Clery Act reporting.

Stalking means engaging in conduct which the individual knows or has reason to know would cause the victim under the circumstances to feel frightened, threatened, oppressed, persecuted, or intimidated, and causes this reaction on the part of the victim regardless of the relationship between the actor and victim. In addition, stalking means engaging in a course or pattern of unwelcome and unwanted conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or to suffer substantial emotional distress. Stalking behavior includes, but is not limited to:

- Repeated, unwanted, intrusive, and frightening communications by phone, mail, and/or email;

- Repeatedly leaving or sending victim unwanted items, presents, or flowers;

- Following or lying in wait for the victim at places such as home, school, work, or recreation place;

- Making direct or indirect threats to harm the victim, the victim's children, relatives, friends, or pets;

- Damaging or threatening to damage the victim's property;

- Posting information or spreading rumors about the victim on the Internet, in a public place, or by word of mouth;

- Unreasonably obtaining personal information about the victim by accessing public records, using internet search services, hiring private investigators, going through the victim's garbage, following the victim, contacting victim's friends, family work, or neighbors, etc.

- Directly or indirectly, or through third parties, manifesting a purpose or intent to injure the person, property, or rights of another by the commission of an unlawful act;

- Following, monitoring, or pursuing another, whether in person or through any available technological or other means;

- Returning to the property of another if the actor is without claim of right to the property or consent of one with authority to consent;

- Repeatedly makes telephone calls, sends text messages, or induces a victim to make telephone calls to the actor, whether or not conversation ensues;

- Making or causing the telephone of another repeatedly or continuously to ring; or

- Repeatedly mailing or delivering or causing the delivery by any means, including electronically, of letters, telegrams, messages, packages, through assistive devices for people with vision impairments or hearing loss, or any communication made through any available technologies or other objects.

For purposes of this definition, a "pattern of stalking conduct" means two or more acts within a five-year period. "Substantial emotional distress" means significant mental suffering or anguish that may, but does not necessarily, require medical or professional treatment or counseling.

Any incident meeting this definition is considered a crime for purposes of Clery Act reporting.

Reporting

Saint Mary's University strongly encourages students who have been sexually assaulted or been the victim or sexual misconduct to report the assault to the university and proper legal authorities, as well as to seek out any needed support.

Students may request assistance as follows:

Reporting a sexual assault or a sexual misconduct incident does not require the complainant to initiate or participate in an investigation or complaint. When the university receives a report of sexual misconduct, it has a legal obligation to respond in a timely and appropriate manner. The response of the university will vary depending on the circumstances, including the seriousness of the alleged offense, the facts reported, and the complainant's preferences on responsive actions. (A complainant's preferences cannot be followed in every circumstance, but the university will consider and will take reasonable steps to accommodate the complainant's preferences to the extent possible consistent with the legal obligations of the university). The university may determine that it has a responsibility to initiate an investigation or complaint (even without the complainant's participation). The university will conduct an appropriate investigation of all reports of sexual misconduct received.

Support

Saint Mary's University of Minnesota will also seek to support any person adversely impacted by sexual misconduct that violates this policy. Support services that may be available include, but are not limited to, connecting the individual with appropriate on-campus and off-campus counseling and support services, making changes to academic, living, transportation, and/or working arrangements to protect the individual from contact with the respondent, assistance in filing a criminal complaint, and providing information about restraining orders and other available protections and services. An individual does not need to report sexual misconduct to law enforcement in order to receive support services from the university.

Non-confidential Resources

Non-confidential resources are all faculty or staff members who are not medical or counseling professionals or clergy, and are therefore not permitted to honor requests for confidentiality. Non-confidential resources who learn of an incident of sexual misconduct involving a student are required to report that information to the Title IX Coordinator.

Internal Procedures

A complainant of sexual assault or sexual misconduct has the option to pursue a criminal complaint with the appropriate law enforcement agency, to pursue a complaint through the appropriate university complaint procedure, or to pursue both processes simultaneously. Regardless of the option chosen, the university will investigate all reports.

Students may report sexual assaults or sexual misconduct to anyone on campus. The following individuals are trained to received and investigate reports of sexual misconduct:

Gena Bilden
Associate Vice President, Enrollment Management and Student Services
612-728-5145
166 La Salle Hall
gbilden@smumn.edu

Dr. Sarah Ferguson
Associate Vice President and Academic Dean
(612) 728-5112
114 Martin DePorres Hall
sferguso@smumn.edu

Ann E. Merchlewitz
Title IX Coordinator
507-457-1587
Executive Offices, Heffron Hall
(Winona Campus)
amerchle@smumn.edu

Upon receipt of a report of sexual assault or sexual misconduct, the university will investigate the report as outlined in its Sexual Misconduct Policy which can be found on the university's website. The university will use a preponderance of the evidence standard in assessing whether sexual misconduct has occurred. The result of the investigation may result in sanctions up to and including expulsion. If in the judgment of the investigating official, the safety or the general welfare of a person or the community is endangered or sufficiently upset, the respondent may be required to leave campus immediately.

Interim Measures

The Title IX Coordinator or his or her designee may provide interim measures intended to address the short-term effects of sexual misconduct, i.e., to redress harm to the alleged victim and the community and to prevent further violations. The university will keep interim measures and actions as private as possible.

These measures may include, but are not limited to:

- No Contact Orders restricting encounters and communications between the parties

- Academic accommodations, including but not limited to deadline extensions, incompletes, course changes or late drops, or other arrangements as appropriate;

- Changing transportation or working arrangements or providing other employment accommodations, as appropriate;

- Assisting the individual in accessing support services, including, as available, victim advocacy, academic support, fair and respectful counseling, disability, health or mental health services, visa and immigration assistance, student financial aid services, and legal assistance

- Informing the individual of the right to report a crime to local law enforcement and/or seek orders of protection, restraining orders, or relief from abuse orders from United States courts or courts outside of the United States as applicable, and providing assistance if the individual wishes to do so. Referral to counseling and health services

- Referral to the Employee Assistance Program

- Education to the community

- Providing campus escorts
- Information about resources at a new institution if the complainant elects to transfer.

The university may suspend a student, employee or organization, on an interim basis, pending the completion of the sexual misconduct investigation, particularly when in the judgment of the Title IX Coordinator or his or her designee, the safety or well-being of any member(s) of the campus community may be jeopardized by the presence on-campus of the respondent or the ongoing activity of a student organization whose behavior is in question.

External Procedures

A student desiring to report a sexual assault may also contact the appropriate police department for his or her jurisdiction. (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 may be referred to a 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.

If a student or someone a student knows has been sexually assaulted, telephone Campus Security at 612-728-5159. If requested by the victim, contact the law enforcement by telephoning 911 or asking a staff member to call. Emergency care at the hospital will treat any physical injuries, provide emotional support, and gather evidence.

It is strongly recommended that the victim of a sexual assault seek support and assistance from professionals as soon as possible.

Sanctions

Any of the following sanctions, or combinations of sanctions, may be imposed on a student or employee responsible for a violation of this policy. Disciplinary action other than those outlined below may be taken as the situation warrants. Failure to abide by the imposed sanction may result in additional violations/sanctions.

1. Oral Reprimand: An oral statement to a student that he or she is violating or has violated institutional rules. No reprimand shall be entered as a permanent part of the student's record unless issued by the appropriate accountability body.

2. Written Reprimand: Notice in writing that continuation or repetition of inappropriate conduct within a period of time stated in the warning may be cause for more severe disciplinary action.

3. Forced Change of Residency: A requirement that the student move from one residence hall area to another.

4. Removal from Campus Housing: A requirement that the student vacate campus housing by a designated time.

5. No Contact Orders restricting encounters and communications between the parties after the investigation and disciplinary proceeding

6. Trespass Warning: The student is prohibited from visiting or returning to a part or all of any designated area of campus. If the student returns, he/she is subject to arrest and additional action.

7. Fines: An appropriate fine may be levied for policy violations or damages incurred.

8. Restitution: A restitution order may be entered requiring the student to reimburse the complainant or university for any loss as a result of the student's sexual misconduct violation.

9. Campus Work: The student may be required to participate in educational programs or projects may be assigned.

10. Loss of Privileges: The student may be denied access to campus technology, recreational facilities, etc.

11. Disciplinary Probation: The student may be excluded from participation in privileged or extracurricular university activities as set forth in the notice of probation.

12. Interim Suspension: The student may be temporarily suspended by an official of the university for a designated period of time. Students who are placed on interim suspension are judged to be disruptive in conduct to the educational mission and/or pose a substantial threat to the health or safety of themselves or others. An interim suspension is made pending a hearing on the alleged offense.

13. Deferred Suspension: Students are suspended but are allowed to continue as a student under specific conditions as outlined by the Office of Residence Life and agreed upon by the student.

14. Suspension: The student is excluded from classes and other privileges or activities or from the university, as set forth in the notice of suspension, for a definite period of time.

15. Expulsion: The student's status as a student is terminated for an indefinite period of time. The following sanctions may be imposed upon any member of the university community found to have violated this policy.

16. Withholding Diploma: A student's diploma may be withheld for a specified period of time.

17. Revocation of Degree: A student's degree may be revoked by the university.

Retaliation

The university strictly prohibits retaliation against any person who complains in good faith of a sexual misconduct policy violation. In addition, the university strictly prohibits retaliation against any respondent. Finally, the university strictly prohibits retaliation against any person because of their good faith involvement in an investigation or hearing as part of the complaint process. Encouraging others to retaliate also violates this policy.

Retaliation is any materially adverse action, or threat thereof, against an individual because of the individual's good faith report or complaint of a potential policy violation or his/her good faith participation in an investigation or hearing. Retaliatory acts may include, but are not limited to: adverse changes in employment status or opportunities; adverse academic action; adverse changes to academic, educational and extra-curricular opportunities; harassment; intimidation; acts or comments intended to embarrass the individual; and seeking out or attempting to discover the parties and witnesses involved in a report or complaint process for the

purpose of influencing their participation or testimony or taking adverse action against them. Retaliatory conduct by university community members and third-parties is prohibited regardless of whether it occurs on or off campus, in person, or through social media, e-mail, or other form of communication. Retaliation by campus authorities, the respondent, organizations affiliated with the respondent, other students, and other employees is prohibited.

Any retaliation should be reported to the Title IX Coordinator immediately. The university cannot stop retaliation unless it knows about it.

Those who harass a witness, a complainant or the respondent after a report is made will be subject to appropriate disciplinary action.

A complete copy of the university's Sexual Misconduct Policy can be found at http://www.smumn.edu/about/offices/title-ix-coordinator.

Romantic and Sexual Relationships Policy

Long-established standards of professional ethics discourage personal relationships of a romantic or sexual nature between persons who are in a supervisor-subordinate relationship on campus, especially between faculty or staff personnel and students. No non-academic or personal ties should be allowed to interfere with the academic integrity of the teacher-student relationship or the general integrity of the supervisor-subordinate working relationship at Saint Mary's University of Minnesota. With respect to sexual relationships, in particular, what might appear to be consensual, even to the parties involved, may, in fact, not be so due to the inherent differential in authority.

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

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

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

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

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

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. 5159)

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. 5159)

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 Library delivers dynamic services to Saint Mary's University of Minnesota Graduate and Professional Programs students, ensuring equitable access, relevant resources, user-friendly discovery, and nurturing learning environments.

Library Resources

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

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

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

Research Assistance

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

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

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

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

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

Fitzgerald Library, Winona Campus

Saint Mary's students may also use Fitzgerald Library, which is located on Saint Mary's Winona Campus. Students may access electronic resources (on- and off-campus) and request interlibrary loan materials by logging in with their Saint Mary's username and password. Print materials may be checked out using a Saint Mary's student I.D.

Fitzgerald librarians also teach students how to find, evaluate, and use information. Visit the website or contact a librarian for further information.

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

Writing Center — Twin Cities Campus

Purpose

The Writing Center for the Schools of Graduate and Professional Programs provides instructional support for academic writing in any program administered through the Schools of Graduate and Professional Programs, whether the classes meet on the Twin Cities campus or another location. The Writing Center staff develop students' writing ability through a variety of services: individual consultations, workshops, and online resources. The Writing Center is located in La Salle Hall.

Individual Consultations

Writing consultants answer writing questions, provide informed feedback as a reader, and make suggestions when appropriate. Consultants do not proofread entire student papers, but can help students to identify some of their writing problems, help them improve their proofreading skills, and teach them to correct their own errors.

If students cannot meet with a consultant on campus, they can submit their paper electronically when they make an appointment. A member of the Writing Center staff will read and respond by e-mail or set up a telephone conference.

Consultations are free, but appointments are required; please see the Writing Center website to schedule an appointment.

Workshops

Each term the Writing Center offers fee-based workshops on writing topics including APA style, word processing for APA, content development and organization, and résumé writing. These workshops are described on the Writing Center's website.

Online Resources

The Writing Center website at www.smumn.edu/tcwrite provides another means of access to our services, particularly if you attend classes outside the Twin Cities. The website features a variety of resources, including guides to types of writing assignments, grammar and punctuation rules, information on APA citation style, and learning modules on various writing topics.

Introduction to the APA Handbook

The Writing Center handbook Introduction to the APA is the required style guide for students in the bachelor's completion programs and is often recommended for graduate students. The handbook is an introduction and guide to the Publication Manual of the American Psychological Association, 6th ed. and provides materials to supplement the manual. The handbook can be purchased for less than $10 at the campus bookstore, or downloaded from the Writing Center's website.

Policies

Consultations are limited to 90 minutes per student per week and two consultations per paper when appointments are available. Students who are working on capstones, dissertations, and other longer projects, or who have a documented learning disability, may request exceptions to this policy by contacting the Writing Center. If you are more than 10 minutes late to an appointment the Writing Center reserves the right to open the appointment to another student.

Writing Center consultants' session notes are in most cases kept confidential. If an instructor detects plagiarism in a class assignment, however, the Writing Center Director may release the consultant's session notes to the student's program director. If a student wishes to provide proof of a consultation, they may request a copy of their session notes from their consultant or the Writing Center Director. Detailed policies can be found on the Writing Center's website.

Contact Information
Telephone: (612) 728-5154
Toll-free (866) 437-288, Ext. 5154
E-mail: tcwrite@smumn.edu
Website: http://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.

Computer and Technology Services

Appropriate Use of Technology Policy

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

Information Technology Services (IT) HelpDesk Contact Information

Saint Mary's University of Minnesota
Minneapolis Campus
La Salle Hall Room #218
2500 Park Avenue
Minneapolis, MN 55404-4403
Phone: (612) 728-5100 Ext. 7800
Toll-free (866) 437-2788 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, projector, document camera, and an external hook up for personal laptop use. If your laptop does not have a VGA connection, you must provide your own adapter.

Video conference rooms are available in La Salle Hall and Brother Louis Hall. The computer labs are generally open during building hours, but may be in use during the evening classes. Computers are also available in the student lounge and library for use when labs are occupied by classes.

Computers/Software

The Twin Cities campus currently has four computer labs located in La Salle Hall Rooms 212, 224, 56, and Brother Louis Hall 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 10
- Microsoft Office (Word, Excel, PowerPoint, Access, Visio, Publisher, Project)
- Internet Explorer
- Google Chrome
- Minitab

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

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

Student Portal

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

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

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

Access student portal at: https://student.smumn.edu

Google Apps for Education

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

Gmail (Email) powered by Google

Students are required to maintain and use a Saint Mary's University of Minnesota email account at no charge. This account can be accessed via http://mail.google.com. New students will receive their email address in the admission packet once they are accepted for admission. Students are responsible to check their Saint Mary's University of Minnesota email regularly.

When logging in on Google's page, the student's username is the full email address (username@smumn.edu) and Saint Mary's University of Minnesota password.

Blackboard

Blackboard is a learning management system used by most of the courses offered by Saint Mary's University of Minnesota. Using Blackboard, course-specific information (i.e., course syllabi, handouts, assignments, Internet links, discussion forums, and contact information) can be accessed.

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

Access Blackboard at: http://courses.smumn.edu

Wired and Wireless Network Access

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

Guidelines for the use of Simulation Labs

The intent of this policy is to address the use of the Brother Louis Hall (BLH), 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 capturing, audio capturing 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 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

Student Central

Student Central, our one-stop student service model, is designed to provide students with all the services needed to be successful in one place – with a strong commitment to relationship driven and, solution oriented customer service. The Student Central team provides services to prospective, current and former students for programs administered by the Schools of Graduate and Professional Programs (SGPP).

The student services offered include; new student orientation, financial aid, scholarships, program and degree requirements, educational planning and course selection, registration, withdrawing from classes/school, university information, veteran services, international student services, graduation and information on Saint Mary's policies and procedures. This team assists academic programs with outreach to students to increase retention.

Registrar's Office

The registrar's office is committed to serving the needs of all prospective and current students, faculty, staff, alumni and external constituents. We provide services in the areas of course and, classroom scheduling, registration, commencement coordination, degree completions, and reporting, as well as ensuring the integrity and confidentiality of the university's academic records. We ensure that the policies outlined in the student handbook and catalog are consistently followed across all academic units.

The registrar's office ensures the integrity, accuracy, and security of all academic records of current and former students; facilitates effective student registration and enrollment; builds secure student data files and sets policy and procedure for their responsible use; maintains up-to-

date course schedules, catalogs, final examination schedules; manages efficient use of classrooms; and supervises and maintains the degree audit system. The registrar supervises the processes for the articulation of transfer credits, graduation and certification of degrees, enrollment and degree verification, production of official transcripts, and diplomas. The registrar's office counsels and advises students, faculty, and staff on academic matters; and interprets and enforces policies and regulations of the University and FERPA.

Official University Communication

Saint Mary's University provides students with an email account upon acceptance to the university. Email is the official mode of communication for the Schools of Graduate and Professional Programs and students are responsible for checking their email regularly. Students are responsible for all information sent to them via the university email account. If the student issued email is forwarded to another email account, you are responsible for all information sent to any other email account.

New Student Orientation

Upon acceptance, students are given access to an online student orientation. 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 an orientation session for their programs.

Access Services for Students 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 the specific services for eligible students will be made by the disability services coordinator or Associate Vice President of Enrollment Management and Student Services 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."

Requests to determine eligibility may occur at any time during the student's career at the university. Students who need accommodations are expected to contact the Access Services office as soon as possible upon admission or as soon as an access issue is identified. Accommodations may take several weeks to arrange and cannot be made retroactively.

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
Access Services Coordinator
2500 Park Avenue
Minneapolis, MN 55404-4403
612-728-5120

Students enrolled in programs through the Winona campus:

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

Textbooks

All students may purchase textbooks at the Saint Mary's University Bookstore located in La Salle Hall on the Twin Cities Campus or online though stmarys-grad.bncollege.com. 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 or visit our website st-marys.bncollege.com

Security

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

Campus Crime Statistics

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

Twin Cities Campus Security Services

General Security Information

Parking

Parking on the Twin Cities Campus is free and available in clearly marked campus parking lots as well as on the public streets near campus. Additional parking, for a fee, is available at the Phillips Eye Institute parking ramp on the corner of Park Avenue and 24th Street.

Emergency Numbers

Minneapolis Police/Fire/Medical Emergency 911

This service will allow individuals to text their emergency to dispatch if they are unable to call or it is unsafe to call - **Text to 911**

If you are outside of Minneapolis city limits, but need an immediate Minneapolis Police response, call 612-348-2345

Snow Emergency Information

612-348-SNOW (7669)
TTY 612-673-2157

Hennepin County Emergency Management

612-596-0250
emergency.mgmt@hennepin.us

Minneapolis Non-emergency Police Information and Impound Lot

612-673-3000 or 311

Non-emergency Phone Numbers for Saint Mary's University

Twin Cities Campus

866-437-2788 or 612-728-5100

Apple Valley Center

612-238-4551

Cascade Meadow

507-252-8133
877-768-4545 or 507-457-8600

Winona Campus

Operator 800-635-5987 or 507-452-4430

Twin Cities Campus Security Services

At Saint Mary's, a university safety and security committee is in place to review and discuss safety and security policies and also to update, engage in training, and implement the university's Emergency Response Plan. In addition, the committee works to mitigate crime and security risks on campus and conduct periodic threat assessments and emergency drills.

Saint Mary's University contracts its security services with Whelan Security. The security staff is available to provide non-emergency escorts from buildings to vehicles. The security staff is available by radio, located at each building's main entry reception desk, or by calling the La Salle Hall receptionist at 612-728-5100 Ext. 4585.

612-728-5159 or Ext. 5159 or Security Speed dial button from Saint Mary's phone system

612-720-0417 (mobile phone monitored during business hours)

Security radio located in each building

Notification Systems

Blackboard Connect

The university's notification system is the primary means of emergency notification. All students, faculty members, and staff are encouraged to sign up for text and voicemail alerts to receive notifications regarding emergencies on campus. This system is intended for immediate transmission of specific information regarding an emergency to all areas of the university, including campus closure due to severe weather. Information will be sent via voice messages to home phone, work phone, and mobile phone numbers; messages to email

addresses; text messages to mobile phone, PDAs, and other text-based devices; and TTY/TDD receiving devices for the hearing impaired.

Voice messages and emails are not optional and will be delivered to the contact information you provide. To enable text messages and ensure Saint Mary's University of Minnesota has the most up-to-date contact information, please verify and update your emergency contact information in student portal at student portal.smumn.edu:

- Log into student portal: student portal.smumn.edu

- Select Change Personal Information

- Select Change Emergency Contact Information

- Fill in your information

- Select Submit

On-campus Public Address (PA) System

All classrooms are equipped with telephones. In the event of an emergency, the phone system will be used to send a page message to all office and classroom phones.

Severe Weather Related Closing

Twin Cities Campus and Oakdale Center

Weather alerts are posted to the Saint Mary's website homepage. Students attending classes on the Twin Cities Campus may also dial the general number, 612-728-5100, and listen to the answering system's broadcast message that is updated to communicate weather-related cancellation information after an official decision has been made. Class cancellations are also broadcast on WCCO-AM 830 or KSTP-AM 1500.

Apple Valley

Students attending classes at the Apple Valley Center may call or listen to WCCO-AM 830 or KSTP-AM 1500.

Cascade Meadow

Saint Mary's students attending the Rochester Center may Saint Mary's students attending the Cascade Meadow may listen to KROC (FM 106.9 and AM 1340) for announcements or visit www.kroc.com. Weather-related cancellations will also be posted on the Cascade Meadow Blackboard page and the center's voicemail system at 507-457-8600 or 507-252-8133.

Off-campus Sites

An individual decision is made for each site. Site liaisons and faculty members will be notified of the decision to cancel at a particular site. Voicemail, email, and calling trees, if previously arranged, will be activated.

FOR MORE INFORMATION

Campus Buildings

Brother Louis Hall: 2304 Park Avenue South
La Salle Hall: 2500 Park Avenue South
Martin De Porres Hall: 2450 Park Avenue South
Mother Teresa Hall: 2440 Park Avenue South
Saint Mary's University Center: 2540 Park Avenue South

Building Hours of Operation

Business hours vary depending on the University Academic Calendar. See website at smumn.edu/academics/academic-calendar

If you have questions about safety and security at Saint Mary's University at any time other than during an emergency situation, contact:

Twin Cities Campus Whelan Security Account Manager
Email: dranalls@smumn.edu
Phone 612-728-4582

or

Gena Bilden, Associate Vice President, Enrollment Management and Student Services
Email: gbilden@smumn.edu
Phone 612-728-5145

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.

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

With more than 20 student-led groups and programs, the Office of Campus Ministry is dedicated to developing student leadership and campus-wide involvement. Every event hosted or sponsored by the Office of Campus Ministry is open to all Saint Mary's students, and we have many opportunities for you to build relationships of faith, service, and community.

The Office of Campus Ministry is located in the Vlazny Hall, Room 126. The office is staffed during regular business hours (8 a.m. – 4:30 p.m.) throughout the undergraduate College academic schedule.

Confidentiality of Records

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

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

- A student has the right to request that the university amend his/her records that the student believes are inaccurate or misleading. The student must request the amendment in writing, clearly identifying the part of the record he/she wants changed, and specify why it is inaccurate or misleading. If the university decides to not amend the record as requested by the student, the university must notify the student of the decision and advise the student of his/her rights to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when the student is notified of the right to a hearing. Any request for grade changes must follow the procedure as outlined elsewhere in this catalog.

- The student has the right to consent to the disclosure of personally identifiable information contained in his/her records, except where FERPA authorizes disclosure without consent. School officials with a legitimate educational interest may have access without the student's consent. A school official is a person employed by the university in an administrative, professional, supervisory, academic, research, or support staff position; a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the board of trustees; or a student serving on an official committee (such as a disciplinary committee) or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility to the university. Upon request, the university may disclose education records without consent to officials of another school in which the student seeks to enroll or is already enrolled.

- The university designates the following information as directory information, which may be released without student consent and is not subject to the above regulations: student name; state of residence; gender; major field of study; classification as a first year student, sophomore, junior, senior, or graduate student dates of attendance; graduation and degree(s) earned; the most recent educational institution attended, participation in officially recognized activities and sports; weight and height of members of athletic teams; honors and awards received; photographic, video, or electronic images of students taken and maintained by the university.

- A student may prevent the release of any or all of the categories of Directory Information outlined above by notifying the registrar, in writing, of the categories of information the student does not want disclosed. Notification must occur within ten (10) calendar days of the first scheduled day of classes for the fall, spring, or summer terms. The university will honor all written requests for nondisclosure for one (1) academic year; therefore, students must request nondisclosure annually.

- A student may file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605.

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

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 do the following:

1. Engage in collegial learning that reflects the values of a professional learning community where they learn from and with one another.

2. Follow an inquiry-based model that connects their professional development needs to their classrooms.

3. Participate in inquiry that deepens their understanding of teaching and learning in a meaningful, complex, and sustainable manner.

4. Engage in ongoing reflection and dialogue to develop and demonstrate understanding about their practice.

5. Connect their learning to their curriculum by deepening their understanding of their subject matter.

6. Connect professional practice to educational research and standards for learning and content areas (as appropriate to the 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 general elective courses for the Master of Education in Teaching and Learning program at Saint Mary's University. Participants in other master degree programs 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 GPDI program serves the professional development needs of teachers and schools as schools move toward more school/district initiated professional learning. The GPDI program collaborates with schools and districts to support the professional development needs of teachers and schools by aligning 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 within their own school settings.

MN Teacher License Renewal Seminars

The PDI Program offers seminars once each semester which fulfill the state-required areas of study for Minnesota Teacher Relicensure, including Reading Preparation; Key Signs of Mental Illness with Suicide Prevention; Accommodation, Modification & Adaptation of Curriculum; and Positive Behavior Intervention Strategies. PDI also aligns graduate credit options for further investigation and implementation of any seminar for those who may require additional professional development for relicensure.

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 non-degree-seeking students. Visit gpde.smumn.edu or pdi.smumn.edu to learn more about registration and admission processes.

Accounting Certificate

Saint Mary's University developed the Accounting Certificate program to provide those who already have an undergraduate degree with a foundation for the CMA and CPA exams. The certificate program consists of 36 credits, including 24 upper-division accounting credits and courses in Managerial Ethics and Business Law. Certificate students who transfer in AC301 and AC302 can complete the certificate program with 30 credits.

Program Outcomes

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

1. Record, analyze, interpret, and report financial information using Generally Accepted Accounting Principles (GAAP).

2. Analyze and interpret financial and non-financial information to aid decision makers within an organization.

3. Understand and follow the laws and regulations applicable to accounting practice.

4. Apply internal control procedures based on auditing principles and risk analysis.

5. Prepare tax returns based on accurate understanding of tax laws.

6. Understand the global and economic business environment in which an organization operates.

7. Incorporate an ethical perspective into the accounting environment.

8. Use appropriate technology to maintain systems, analyze data, and communicate results.

Degree Requirements

Required Accounting or Transfer Courses	6 cr.
Required Accounting Courses	21 cr.
Required Elective Course	3 cr.
Required Management Courses	6 cr.
Total	**36 cr.***

(*Students who transfer in AC301 and AC302 can complete the program with 30 program credits.)

Required Accounting or Transfer Courses: 6 cr.

AC301 Financial Accounting Principles (3 cr.)

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

AC302 Managerial Accounting Principles (3 cr.)

Prerequisite(s): AC301 Co-requisite

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.

Required Accounting Courses: 21 cr.

AC303 Intermediate Accounting I (3 cr.)

Prerequisite(s): AC301

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

AC305 Intermediate Accounting II (3 cr.)

Prerequisite(s): AC303

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.

AC308 Individual Taxation (3 cr.)

Prerequisite(s): AC301

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

AC315 Cost Accounting (3 cr.)

Prerequisite(s): AC302

The course emphasizes strategic aspects of cost and managerial accounting. Topics include cost behavior, relevant information for decision analysis, budgeting and the role of accounting in business strategy. The course also covers current management accounting theories.

AC400 Advanced Accounting (3 cr.)

Prerequisite(s): AC305

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

AC405 Auditing (3 cr.)

Prerequisite(s): AC303

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

AC410 Corporate Finance (3 cr.)

Prerequisite(s): AC302

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 Course: 3 cr.

AC310 Business Taxation (3 cr.)

Prerequisite(s): AC308

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.

AC415 International Accounting (3 cr.)

Prerequisite(s): AC305

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

AC420 Forensic Accounting and Auditing (3 cr.)

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

Required Management Courses: 6 cr.

MG305 Managerial Ethics (3 cr.)

This course examines the ethical issues and social responsibilities to be considered by business managers in the global economy. Also examined are the frameworks and reasoning skills relevant for understanding and addressing ethical dilemmas in business organizations. The social, political, global, and economic environments within which ethical issues occur are assessed. Finally, the legal and regulatory implications of decision making in business organizations are examined.

BU400 Business Law (3 cr.)

This introductory course examines the legal context for business, including the legal and regulatory system, the law of contracts, property laws and torts, and forms of business organization, including partnerships and corporations.

The course also introduces law and regulation which affect business activities, including employment law, securities, antitrust, bankruptcy, consumer protections, and environmental laws.

Faculty

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

Admission Requirements

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

Application Process

Applicants must submit:

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

2. Evidence of a bachelor's degree.

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Undergraduate Requirements and Shared Core Courses

Undergraduate Degree Requirements

1. A minimum of 122 semester credits is required for graduation with a bachelor of science degree from Saint Mary's University of Minnesota.

2. Students must demonstrate competency in 5 thematic general education areas prior to graduation. No course can fulfill more than one general education requirement.

3. At least 36 classroom-based semester credits must be completed at Saint Mary's University as designated by specific program requirements.

4. At least 62 of the total 122 degree credits must be transcripted credit from regionally-accredited or specialty-accredited institutions of higher learning.

5. A minimum of 60 credits must be in a classroom, online, or blended setting.

6. Six credits must be in coursework identified as Communication courses.

7. Students must have at least a 2.0 grade point average to graduate.

Double Major Requirements

Students at the bachelor's level may elect to pursue double majors in the Bachelor of Science program. Available double majors are listed at the end of the catalog. Double majors will be granted upon the successful completion of the following:

- required courses for all programs;

- minimum of 54 credits total completed at Saint Mary's University; and

- all other requirements for the Bachelor of Science degree.

University Delivery

Each of the three semesters of Saint Mary's University's academic year are divided into two eight-week sessions. Fall semester August 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, at approved off-campus locations, and some are offered online. Students are free to take courses at any of the sites unless the schedule indicates that the site is open to employees only.

Students enrolled in BS programs with a GPA of 3.0 or higher may take up to 6 graduate-level credits within the bachelor's program from a specified list of courses offered by Saint Mary's University. The courses must be part of their final 12 credits taken in the bachelor's candidate program. These courses will satisfy the residential credits as part of both bachelor's and master's degrees. To receive graduate credit, the student must earn a grade of B or higher.

General Education Requirements

Saint Mary's recognizes that its bachelor's completion students arrive with educational, work, and life experiences that have already informed their perspectives. As adult learners, students build upon their prior experiences by engaging in coursework that fosters individual development, humanizes practices in the field, and meets the responsibilities and challenges of 21st century citizenship. Coursework in the five general education thematic areas complements professional program expertise and encompasses critical thinking, ethical deliberation, and communicative sensitivity, reflecting Saint Mary's mission to "awaken, nurture, and empower learners to ethical lives of service and leadership."

To earn the B.S. degree, a minimum of 30 semester credits for general education must be distributed among the themes as follows:

Creativity and Human Expression: 12 cr.

To explore and reflect upon the human spirit and condition by imaginative and expressive means through

- humanities and fine arts (6 cr.), and

- oral and written communications (6 cr.).

Global Human Perspectives: 3 cr.

To learn from and with diverse others through

- human diversity, cultural competence, or global viewpoints (3 cr.).

Ethics and Civic Responsibility: 6 cr.

To develop a sense of civic responsibility that promotes ethical leadership directed toward social justice and sustainability through

- ethical and civic responsibility (3 cr.), and

- history and social or behavioral science (3 cr.).

The Natural World: 6 cr.

To apply quantitative reasoning and evidence-based inquiry to describe or explain the natural world through

- mathematics (3 cr.) and

- science (3 cr.).

Engaging the Future: 3 cr.

To apply integrative problem-solving approaches through

- information literacy, creative problem solving, or interdisciplinary learning (3 cr.).

The general education requirements can be met by

- transferring credit for coursework and/or training (transfer students who have completed the Minnesota Transfer Curriculum with course grades of C or higher are considered to have met Saint Mary's University general education requirements);

- completing the prior learning assessment (PLA) process to recognize competence through life experiences;

- successfully completing standardized examinations such as CLEP or DSST; and/or
- completing a Saint Mary's University course aligned with a general education theme.

Creativity and Human Expression

Humanities and Fine Arts

GN330 Arts and Social Change (3 cr.)

This course examines the aesthetic and contribution of performing, visual, and literary artists in creating social change. Intentions of the artist, controversy around censorship, involvement of stakeholders, and the transformative impact of the arts are explored. Fieldwork is required; students attend one event in their community to complete the coursework.

GN350 Humanities Studies: The Global Roots of Our American Identity (3 cr.)

This course explores the diverse voices of our fellow Americans (both immigrant and Native), considering the promises and disappointments of American life through reading fiction, essays, memoirs, and poetry; viewing film and videos; and developing a personal narrative using digital storytelling. With the exception of Native Americans (for whom immigration was displacement), Americans have all come from somewhere else. These journeys were both voluntary, due to economic or political hardships or the promise of a different life in America, and involuntary, as slaves or servants or dispossessed peoples. Students reflect on and share what an American identity means in light of these voices.

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.

PSCI424 Forensic Photography (3 cr.)

This course examines the use of forensic photography in today's criminal justice system. It addresses the history of photography and evolution of photographic equipment. It explores the use and legalities of forensic photography in documenting evidence, and the difference between artistic and scientific photography. Students apply technical and artistic principles to the photographic process.

Written Communications

COM330 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. The course is taught around a humanities theme, which assignments focus upon. Themes vary by semester.

COM309 Professional Writing (3 cr.)

Prerequisite(s): English Composition or equivalent

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

HHSM302 Writing in the Health Professions (3 cr.)

This course provides strategies for developing academic and professional writing skills relevant to professions in health and human services. Topics include effective written communication in the workplace and appropriate communication styles based on audience. Academic writing is addressed, including use of American Psychological Association (APA) formatting, and library and web research resources. The skills learned prepare the student for written communications in other courses and in multiple occupational settings.

NUR302 Communication Skills for Nurses (3 cr.)

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

Oral Communications

COM310 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.

HHSM303 Communicating in the Health Professions (3 cr.)

Prerequisite(s): HHSM302

This course builds upon the work in HHSM302, with a focus on accountability via planning, organizing, and tailoring messages for a variety of internal and external audiences; responsibility for information literacy; and honing the communication and presentation skills necessary in dynamic and diverse workplaces. Technology is utilized to effectively create and deliver these messages.

BPH435 Public Health Communication (3 cr.)

Prerequisite(s): BPH400, HHSM302

This course explores fundamentals of public health communication's role in the healthcare delivery structures, the evolution of healthcare reform, and emergency preparedness. Students explore the roles that health literacy and overall public understanding of health-related concepts and data play in development and implementation of communication strategies.

Global Human Perspectives

GN350 Humanities Studies: The Global Roots of Our American Identity (3 cr.)

This course explores the diverse voices of our fellow Americans (both immigrant and Native), considering the promises and disappointments of American life through reading fiction, essays, memoirs, and poetry; viewing film and videos; and developing a personal narrative using digital storytelling. With the exception of Native Americans (for whom immigration was displacement), Americans have all come from somewhere else. These journeys were both voluntary, due to economic or political hardships or the promise of a different life in America, and involuntary, as slaves or servants or dispossessed peoples. Students reflect on and share what an American identity means in light of these voices.

HHSM325 Cultural Competency for Health and Human Service Professionals (3 cr.)

This course examines best practices in the delivery of health and human services that meet the social, cultural, and linguistic needs of those served. The vital link between cultural competency and access to quality care is examined in both healthcare and human services fields. Special attention is given to underserved communities.

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.

NUR325 Cross Cultural Competence for Nurses (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.

PSCI302 Demographic Influences on Policing (3 cr.)

This course examines the ever changing landscape facing law enforcement today. It focuses on the changing role and societal expectations of law enforcement agencies in dealing with the challenges of an aging population, managing multiple generations, and the continued growth of new immigrant populations. The course also addresses the need for collaborative partnerships with all sectors of the community and government entities.

PSY359 Multicultural Psychology (3 cr.)

Prerequisite(s): or co-requisites: COM330 or COM309 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.

Ethics and Civic Responsibility

Ethics

BPH415 Health Policy and Ethics (3 cr.)

Prerequisite(s): BPH400, HHSM302

This course explores the concepts of legal, ethical, economical, and regulatory dimensions of healthcare and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government.

IT309 Information Ethics (3 cr.)

This course provides a foundation in the moral and ethical issues of doing business in the technological age. Topics include the role of information in an organization, ownership of information, and the rights of the corporation and the rights of the employees. Moral and political implications of doing business globally in an economically sustainable and culturally sensitive way are also covered.

MG305 Managerial Ethics (3 cr.)

This course examines the ethical issues and social responsibilities to be considered by business managers in the global economy. Also examined are the frameworks and reasoning skills relevant for understanding and addressing ethical dilemmas in business organizations. The social, political, global, and economic environments within which ethical issues occur are assessed. Finally, the legal and regulatory implications of decision making in business organizations are examined.

NUR320 Nursing Ethics (3 cr.)

Prerequisite(s): HHSM302 or concurrent enrollment

This course is designed to develop a caring response to the ethical issues nurses face in nursing practice. A foundation is provided in basic ethical theories, principles, and decision-making frameworks including the Code of Ethics for Nursing. Legal, regulatory, and policy implications are also explored as an important factor in guiding ethical decision making for the professional nurse. Reflection specific to one's own personal values and beliefs (morality) serve as an underpinning to understanding fundamental ethical principles and approaches in the complex healthcare environment.

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.

History and Social or Behavioral Sciences

BPH430 Community and Behavioral Aspects of Public Health (3 cr.)

Prerequisite(s): BPH400, HHSM302

This course introduces students to theories and approaches behind health behavior change. It is an overview of health behaviors that contribute most dramatically to morbidity and mortality. This course emphasizes public health interventions and strategies to transform unhealthy behaviors into healthy behaviors, how to promote that change, and barriers to affecting such change. Behaviors are examined from multiple

perspectives – individual, social, environmental – with a systems perspective in mind. Current research and theory are applied to behavior change interventions to better understand the roles of health disparities, policy, current political environments, and contemporary research.

HHSM317 Lifespan Psychology (3 cr.)

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.

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.

PSCI425 Violence in American Society (3 cr.)

This course examines violence in American society from a variety of perspectives. The history and causal factors of situations of violence in America are analyzed. This course also examines why violence is perpetuated in many environments and how societies are impacted. This course is designed to develop and expand knowledge and techniques needed by law enforcement to investigate crimes pertaining to child sex abuse, stalking, family member abuse, family violence, and other forms of violence.

PSY329 Social Psychology (3 cr.)

Prerequisite(s): COM309 or COM330

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.

The Natural World

Mathematics

BPH405 Measurement and Statistics for Health Professionals (3 cr.)

This course introduces students to the use of data, measurement, and basic statistics in the field of public health. This introduction to biostatistics provides an overview of data collection, sample sizes, normality of data sets, basic measurement statistics, parametric and non-parametric statistical comparisons, and statistical significance. Students apply concepts through in-class labs and real world data collection.

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.

NUR310 Pharmacology and Applied Mathematics (3 cr.)

Prerequisite(s): HHSM302 or concurrent enrollment

This course focuses on general concepts in pharmacokinetics and pharmacodynamics related to drug actions and interactions, metabolism and distribution, and adverse effects. Concepts in applied mathematics are applied to solution preparation, dosing, and various drug delivery systems.

PSCI305 Criminal Justice Statistics (3 cr.)

This course presents theory, procedures, and practical application for data formulation and analysis. The focus is on criminology and crime related statistics that measure central tendency and dispersion, probability, and critical thinking skills regarding analysis of data sets.

Accounting and finance coursework (3 cr.)

Courses on financial management and from the accounting program also fulfill this theme.

Science

BPH300 Human Biology (3 cr.)

This course introduces fundamental aspects of human physiology with emphasis on organ systems, their components, and their functions. Students compare states of health and disease across the lifespan spectrum. Topics include introductions to human physiology, organ systems, cell biology, and genetics. The molecular bases for physiologic processes are introduced. The roles of exercise, nutrition, lifestyle, aging, and the environment on states of health are introduced in relation to fundamental physiological principles.

BPH410 Introduction to Epidemiology (3 cr.)

Prerequisite(s): BPH400, BPH405, HHSM302

This introductory course considers the meaning, scope, and applications of epidemiology to public health practice and the uses of vital statistical data in the scientific appraisal of community health. Students learn and apply basic epidemiology concepts within a population-based framework, and examine the study of determinants and distributions of disease in the population. More broadly, students analyze and research health outcomes using a population health lens. Students actively apply epidemiological concepts to current health environments, health trends, emerging research, acute and chronic diseases, infectious diseases, and evolving public health concerns/problems.

GN380 Contemporary Environmental Issues (3 cr.)

This course examines the impact of human activity on the earth's physical environment. A variety of environmental considerations and issues such as energy conservation and global warming are analyzed. Environmental issues are reviewed from a variety of political, economic, and media contexts. Consideration is given to a variety of energy sources, affordability and environmental impact, as well as analysis of energy and environmental issues portrayed through the media.

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.

PSCI308 Forensic Science in Crime Scene Investigation (3 cr.)

This course examines the use of forensic science methodologies in the examination of crime scenes. It addresses the use of forensic science to aid in the investigation of crimes. Students learn to apply these principles to conduct ethical and objective examinations of crime scenes. Foundational principles in the use of science in a variety of criminal investigations are discussed and applied.

Engaging the Future

AC490 Strategic Management Capstone (3 cr.)

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

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

BPH490 Applied Public Health Experience-Capstone (3 cr.)

Prerequisite(s): Completion of all required BPH courses and general education requirements must be completed or taken concurrently.

This summative course integrates the skills and knowledge developed in previous coursework and applies them to a practice-based project. Students select a focused problem, challenge, or question pertaining to the practice of public health. This full semester course includes a public health field experience, a research paper, and a final presentation related to the student's professional goals.

BU490 Strategic Management Capstone (3 cr.)

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

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

HHSM490 Health and Human Services Capstone (3 cr.)

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

This capstone course integrates knowledge and skills developed in previous courses and provides an opportunity to apply them to a selected topic in an area of interest.

Students and instructor 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.

IT490 Bachelor of Science Completion Capstone (3 cr.)

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

This course provides an opportunity for students to integrate knowledge and skills developed in the Information Technology program and to apply them to a relevant topic. Students select a problem or controversial issue in their area of specialization, research the issue, analyze and critique material related to the topic, and design an application or approach that addresses the issue. Additionally, students demonstrate the educational outcomes of the Information Technology program. The capstone is presented in a business context.

PSCI490 Police Science Capstone (3 cr.)

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

This course integrates knowledge, skills, and tools developed in previous courses and provides an opportunity to apply them to a selected topic. Each student selects an issue currently confronting law enforcement professionals, clearly defines the question using appropriate references and resources, and creates a proposal which addresses the question. The proposal must be suitable for formal presentation to police administrators or a professional organization and the student presents the proposal to classmates.

Prior Learning Assessment (PLA)

Saint Mary's University recognizes that many students come to the Schools of Graduate and Professional Programs (SGPP) with college-level learning that has occurred outside of the traditional college classroom. Students may obtain college credit for this learning by participating in the Prior Learning Assessment (PLA) process.

Students seeking credit through the PLA process must first obtain approval from their program director. Once approved, students take COM325 Prior Learning Exploration during which they create a portfolio that documents evidence of their learning. PLA assessors then review the portfolio for college credit. Students may be granted up to 35 credits for their PLA portfolios.

Students who transfer PLA credits from other colleges or universities are ineligible for Saint Mary's University's PLA process.

Management Core Courses

MG305 Managerial Ethics (3 cr.)

This course examines the ethical issues and social responsibilities to be considered by business managers in the global economy. Also examined are the frameworks and reasoning skills relevant for understanding and addressing ethical dilemmas in business organizations. The social, political, global, and economic environments within which ethical issues occur are assessed. Finally, the legal and regulatory implications of decision making in business organizations are examined.

MG311 Economics for Managers (3 cr.)

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

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.

MG410 Applied Leadership and Management (3 cr.)

This course explores the application of leadership and management theory in today's business organizations. Contemporary organizational leadership theories and practices are examined. Also examined are management functions such as planning, organizing, and decision making. The course emphasizes the analysis of leadership and management skills needed by professionals in various organizational situations. Leadership and management practices in the context of various organizational trends are evaluated.

MG412 Critical Thinking for Organizational Leaders (3 cr.)

This course examines the relevance and application of critical thinking and decision-making techniques for leadership and management in various organizations. Students identify and evaluate the leadership and management capabilities of themselves and others. The course focuses on eliciting new leadership insights, and on improving problem solving and decision-making skills. Finally, the course emphasizes the skills leaders and managers in organizations need to articulate reasoned solutions to organizational problems and opportunities.

MG415 Total Quality and Team Development (3 cr.)

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

MG450 Operations Management (3 cr.)

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

Accounting, B.S.

Accounting is considered the language of business; it is the analysis and recording of economic data and the subsequent preparation of reports and information used in the decision-making process in the management of a company. The Bachelor of Science in Accounting program is designed to prepare individuals for careers in corporations, public accounting firms, government, and nonprofit organizations. The program develops the technical competencies, communication skills, and ethical frameworks 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. Identify and follow the laws and regulations applicable to accounting practice.

4. Identify and apply audit methods and techniques used in practice today.

5. Research and apply federal tax rules and prepare tax returns.

6. Describe and use management accounting principles in making business recommendations.

7. Consider the global and economic business environment in which an organization operates.

8. Incorporate an ethical perspective into the accounting environment.

9. Assess the importance of accounting technology to maintain systems, analyze data, and communicate results.

10. Communicate effectively both orally and in writing.

11. Work effectively with diverse populations and groups.

12. Demonstrate critical thinking skills.

13. Develop strategies for learning new skills and updating knowledge.

Program Structure and Delivery

Most courses in the program are delivered in a blended format, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner.

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	21 cr.
Elective Course	3 cr.
Required Management Courses	15 cr.
Required Communication Courses	6 cr.
Required Capstone	3 cr.
Total	**54 cr.**

Students who transfer in AC301 and AC302 can complete the program with 48 program credits.

Required Accounting Courses or Transfer Courses: 6 cr.

AC301 Financial Accounting Principles (3 cr.)

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

AC302 Managerial Accounting Principles (3 cr.)

Prerequisite(s): AC301 Co-requisite

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.

Required Accounting Courses: 21 cr.

AC303 Intermediate Accounting I (3 cr.)

Prerequisite(s): AC301

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

AC305 Intermediate Accounting II (3 cr.)

Prerequisite(s): AC303

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.

AC308 Individual Taxation (3 cr.)

Prerequisite(s): AC301

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

AC315 Cost Accounting (3 cr.)

Prerequisite(s): AC302

The course emphasizes strategic aspects of cost and managerial accounting. Topics include cost behavior, relevant information for decision analysis, budgeting and the role of accounting in business strategy. The course also covers current management accounting theories.

AC400 Advanced Accounting (3 cr.)

Prerequisite(s): AC305

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

AC405 Auditing (3 cr.)

Prerequisite(s): AC303

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

AC410 Corporate Finance (3 cr.)

Prerequisite(s): AC302

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

Electives: 3 cr.

AC310 Business Taxation (3 cr.)

Prerequisite(s): AC308

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.

AC415 International Accounting (3 cr.)

Prerequisite(s): AC305

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

AC420 Forensic Accounting and Auditing (3 cr.)

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

ACCT620 Accounting Information Systems (3 cr.)

Prerequisite(s): Program Director approval

This course is designed to present an understanding of accounting information systems and their role in the accounting environment. Particular attention is paid to accounting information systems with regard to organizational goals, relational databases, internal control processes, risks, and management reports.

ACCT640 Nonprofit and Government Accounting (3 cr.)

Prerequisite(s): Program Director approval

This course introduces the concepts and practices of accounting for nonprofit entities and for state and local governments. Topics include the role and process of budgeting in governmental and nonprofit organizations and financial analysis.

B.S. in Accounting completion students who anticipate enrolling in the M.S. in Accountancy program at Saint Mary's University may take one of the 600 level graduate courses listed above as an elective. The B.S. completion program director must advise the student and approve enrollment in the graduate course. The graduate course must be taken within the final 12 credits of the B.S. completion degree. The 3 graduate credits can also be applied to the program requirements for the M.S. in Accountancy degree at Saint Mary's University of Minnesota, if the student earns a grade of B or higher in the course.

Required Management Courses: 15 cr.

BU400 Business Law (3 cr.)

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

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.

MG305 Managerial Ethics (3 cr.)

This course examines the ethical issues and social responsibilities to be considered by business managers in the global economy. Also examined are the frameworks and reasoning skills relevant for understanding and addressing ethical dilemmas in business organizations. The social, political, global, and economic environments within which ethical issues occur are assessed. Finally, the legal and regulatory implications of decision making in business organizations are examined.

MG311 Economics for Managers (3 cr.)

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

MG410 Applied Leadership and Management (3 cr.)

This course explores the application of leadership and management theory in today's business organizations. Contemporary organizational leadership theories and practices are examined. Also examined are management functions such as planning, organizing, and decision making. The course emphasizes the analysis of leadership and management skills needed by professionals in various organizational situations. Leadership and management practices in the context of various organizational trends are evaluated.

Required Communication Courses: 6 cr.

COM309 Professional Writing (3 cr.)

Prerequisite(s): English Composition or equivalent

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

COM310 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.

Required Capstone: 3 cr.

AC490 Strategic Management Capstone (3 cr.)

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

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

Requirements for Double Major

For those students seeking both the Accounting and Business Administration, B.S. please see the double major requirements at the end of the catalog.

Accounting/Business Administration, B.S.

Faculty

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

Admission Requirements

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

Application Process

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

2. All official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 transferable semester credits with a Basic English composition course. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Business Administration, B.S.

The goal of the Bachelor of Science in Business Administration program is to prepare individuals with the financial, managerial, and operational skills required to work at a professional level in a rapidly changing 21st century business environment. The program also prepares individuals with the foundational business coursework required by many graduate business programs.

Program Outcomes

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

1. Examine business operation practices in a contemporary global economy.

2. Apply financial principles to business decisions and projects.

3. Analyze the economic forces that influence business operations.

4. Demonstrate management and leadership skills required in contemporary business organizations.

5. Develop marketing strategies required for business organizations.

6. Interpret the ethical and legal perspectives and forces that impact contemporary business operations.

7. Communicate effectively both orally and in writing as a business professional.

8. Work effectively with diverse populations in various business contexts.

9. Develop strategies for learning new skills and updating knowledge needed to be an effective business leader.

Program Structure and Delivery

Most courses in the program are delivered in an accelerated format. Courses are delivered fully online, and either face-to-face or blended. Blended courses incorporate face-to-face and online activities.

Additional Specialization Program Outcomes

Management - Demonstrate various leadership and management skills needed in business organizations.

Operations & Technology Management - Demonstrate specialized leadership and information technology skills in various manufacturing and service organizations.

Degree Requirements

A minimum of 122 credits is required for graduation with a Bachelor of Science degree from Saint Mary's University. All students must meet the general education credit requirements. A minimum of 36 credits is required to complete the B.S. in Business Administration program.

Students may complete the general B.S. in Business Administration program (36 core program credits) or choose to add either the Management or Operations & Technology Management specialization. Students choosing to specialize take an additional 12 credits (36 core program credits + 12 specialization credits = 48 credits total).

Required Business and Management Courses	24 cr.
Required Capstone Course	3 cr.
Required Communication Courses	6 cr.
Elective Course	3 cr.
Total credits: Business Administration Program	**36 cr.**
Add: Specialization (if desired) 12 credits with designated courses as substitutions for required and/or elective business/management courses	12 cr.
Total credits: Business Administration Program with Specialization	**48 cr**.

Required Business and Management Courses: 24 cr.

BU300 Accounting Principles (3 cr.)

This course is designed to give students the foundations of financial accounting and reporting practices used by decision makers in today's business environments. Financial accounting methods, the accounting cycle, internal controls, and accounting practices for different types of business entities are examined. Also examined are Generally Accepted Accounting Principles (GAAP) used in the preparation of financial statements.

BU400 Business Law (3 cr.)

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

BU403 Applied Business Statistics (3 cr.)

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

BU407 Financial Management (3 cr.)

This course is an introduction to the theory and practice of financial management of organizations. Topics covered include the assessment of types of business entities and capital acquisition sources, basic financial statement analysis,

the assessment of how income taxes impact the financial decision-making process, the evaluation of capital projects using the time value of money concepts, management of an entity's current assets and current liabilities, and the maximization of shareholder wealth.

MK300 Principles of Marketing (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 examines the ethical issues and social responsibilities to be considered by business managers in the global economy. Also examined are the frameworks and reasoning skills relevant for understanding and addressing ethical dilemmas in business organizations. The social, political, global, and economic environments within which ethical issues occur are assessed. Finally, the legal and regulatory implications of decision making in business organizations are examined.

MG311 Economics for Managers (3 cr.)

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

MG410 Applied Leadership and Management (3 cr.)

This course explores the application of leadership and management theory in today's business organizations. Contemporary organizational leadership theories and practices are examined. Also examined are management functions such as planning, organizing, and decision making. The course emphasizes the analysis of leadership and management skills needed by professionals in various organizational situations. Leadership and management practices in the context of various organizational trends are evaluated.

OR

MG412 Critical Thinking for Organizational Leaders (3 cr.)

This course examines the relevance and application of critical thinking and decision-making techniques for leadership and management in various organizations. Students identify and evaluate the leadership and management capabilities of themselves and others. The course focuses on eliciting new leadership insights, and on improving problem solving and decision-making skills. Finally, the course emphasizes the skills leaders and managers in organizations need to articulate reasoned solutions to organizational problems and opportunities.

Required Capstone Course: 3 cr.

BU490 Strategic Management Capstone (3 cr.)

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

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

Required Communication Courses: 6 cr.

COM309 Professional Writing (3 cr.)

Prerequisite(s): English Composition or equivalent

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

COM310 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.

Required Elective Course: 3 cr.

BUxxx Elective Choices (cr.)

Students may select any 300 or 400-level business, human resource management, or marketing course as an elective. Courses may be found at Undergraduate Requirements and Shared Core Courses, Human Resource Management, B.S., and Marketing, B.S. Students can also select one of the following information technology courses: IT301 Information Technology Perspectives, IT312 Emerging Trends in Business Technology, IT440 Business Intelligence Fundamentals, IT457 Cloud Computing Fundamentals, or IT305 Enterprise Architecture Fundamentals. Courses may be found at Information Technology, B.S.

Students who anticipate enrolling in the Master of Business Administration (MBA) at Saint Mary's University may take MBA610 Organizations and Human Behavior or MBA613 Ethical Leadership. The B.S. completion program director must advise the student and approve enrollment in the graduate course. The graduate course must be taken within the final 12 credits of the B.S. completion degree. The graduate course may be applied to the program requirements for Saint Mary's MBA program, if the student earns a grade of B or higher in the course.

Management Specialization: 12 cr.

The Management specialization provides the management skills needed by leaders working in a variety of organizations. In addition to the comprehensive business curriculum provided by the core business administration program courses, the Management specialization helps prepare students with additional managerial skills needed in a variety of business-related disciplines. The specialization consists of the following four additional courses:

HR340 Strategic Human Resource Management (3 cr.)

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

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.

MG410 Applied Leadership and Management (3 cr.)

This course explores the application of leadership and management theory in today's business organizations. Contemporary organizational leadership theories and practices are examined. Also examined are management functions such as planning, organizing, and decision making. The course emphasizes the analysis of leadership and management skills needed by professionals in various organizational situations. Leadership and management practices in the context of various organizational trends are evaluated.

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.

In addition, as part of the 36-credit core program, students must substitute the following required course:

MG412 Critical Thinking for Organizational Leaders (3 cr.)

This course examines the relevance and application of critical thinking and decision-making techniques for leadership and management in various organizations. Students identify and evaluate the leadership and management capabilities of themselves and others. The course focuses on eliciting new leadership insights, and on improving problem solving and decision-making skills. Finally, the course emphasizes the skills leaders and managers in organizations need to articulate reasoned solutions to organizational problems and opportunities.

Operations & Technology Management Specialization: 12 cr.

The Operations & Technology Management specialization provides the management and technology skills needed by leaders working in various business operations environments. In addition to the comprehensive business curriculum provided by the core Business Administration program courses, the Operations Management & Technology specialization provides students with additional total quality, business operations, and technology curriculum applicable to a variety of manufacturing and service organization environments. Four additional courses are required, with some core Business Administration, program elective, and Capstone courses being replaced by other course requirements.

MG415 Total Quality and Team Development (3 cr.)

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

MG450 Operations Management (3 cr.)

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

IT457 Cloud Computing Fundamentals (3 cr.)

This course introduces the fundamental building blocks of cloud computing and virtualized data centers, with an emphasis on the design, implementation, and operation of real-world cloud-based systems. Students examine the meaning of the term "cloud computing" and its proper context; evaluate the financial, strategic and risk implications of various solutions; develop design methodologies for evaluating, planning and implementing cloud computing; and select the optimal blend of cloud applications and services for solving common business problems.

IT490 Bachelor of Science Completion Capstone (3 cr.)

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

This course provides an opportunity for students to integrate knowledge and skills developed in the Information Technology program and to apply them to a relevant topic. Students select a problem or controversial issue in their area of specialization, research the issue, analyze and critique material related to the topic, and design an application or approach that addresses the issue. Additionally, students demonstrate the educational outcomes of the Information Technology program. The capstone is presented in a business context.

IT301 Information Technology Perspectives (3 cr.)

This course provides an overview of the information technology industry. Information systems, information security, cloud computing, business analytics, database management, and related systems are discussed. Trends and viable career options in the field are identified and explored. Important technological shifts in the industry are examined.

IT305 Enterprise Architecture Fundamentals (3 cr.)

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.

Requirements for Double Major

For those seeking a Double Major for Business Administration/ Business Intelligence and Data Analytics, Business Administration/Marketing, Business Administration/Human Resource Management, Accounting/Business Administration, or Information Technology/Business Administration please see the double majors requirements at the end of the catalog.

Business Administration/Business Intelligence and Data Analytics, B.S.

Business Administration/Marketing, B.S.

Business Administration/Human Resource Management, B.S.

Accounting/Business Administration, B.S.

Information Technology/Business Administration, B.S.

Faculty

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

Admission Requirements

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

Application Process

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

2. All official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 transferable semester credits with a basic English composition course. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Business Intelligence and Data Analytics, B.S.

The Bachelor of Science in Business Intelligence and Data Analytics equips students with the foundational business knowledge and the application skill set for analyzing large data sets to create usable decision information for businesses and organizations. The program provides up-to-date knowledge and technical skills for analyzing in a "Big Data" business environment. Students will be prepared to manage and analyze large data sets in all business, nonprofit, healthcare, government, educational, and other sectors.

Program Outcomes

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

1. Apply economic and financial principles to business decisions and projects.

2. Use analytics tools and techniques to support common business decisions and processes.

3. Analyze data in order to optimize business operations.

4. Interpret the ethical perspectives and forces that impact business operations.

5. Incorporate the principles of project management into business processes.

6. Communicate with clarity and coherence.

7. Work toward common goals within diverse teams.

Program Structure and Delivery

The Bachelor of Science in Business Intelligence and Data Analytics program is delivered in a blended format, with some business and management courses also available in an online format.

Degree Requirements

Required Management Courses	18 cr.
Required Communication Courses	6 cr.
Required Business Intelligence and Data Analytics Courses	15 cr.
Required Capstone Course	3 cr.
Total	**42 cr.**

Required Management Courses: 18 cr.

BU403 Applied Business Statistics (3 cr.)

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

BU407 Financial Management (3 cr.)

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

MG305 Managerial Ethics (3 cr.)

This course examines the ethical issues and social responsibilities to be considered by business managers in the global economy. Also examined are the frameworks and reasoning skills relevant for understanding and addressing ethical dilemmas in business organizations. The social, political, global, and economic environments within which ethical issues occur are assessed. Finally, the legal and regulatory implications of decision making in business organizations are examined.

MG311 Economics for Managers (3 cr.)

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

MG410 Applied Leadership and Management (3 cr.)

This course explores the application of leadership and management theory in today's business organizations. Contemporary organizational leadership theories and practices are examined. Also examined are management functions such as planning, organizing, and decision making. The course emphasizes the analysis of leadership and management skills needed by professionals in various organizational situations. Leadership and management practices in the context of various organizational trends are evaluated.

MK300 Principles of Marketing (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.

Required Communication Courses: 6 cr.

COM309 Professional Writing (3 cr.)

Prerequisite(s): English Composition or equivalent

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

COM310 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.

Required Business Intelligence and Data Analytics Courses: 15 cr.

BI343 Business Computer Applications (3 cr.)

Prerequisite(s): BU403 and BU407, or Program Director approval

This course provides in-depth coverage of Microsoft Excel and Access in the context of business applications. Excel topics include formulas and functions, charting, large datasets, pivot tables, and what-if analysis. Access topics include relational database concepts, database design, basic query construction, and report generation. This course combines online and hands-on learning.

BI351 Information Systems for Business Intelligence (3 cr.)

Prerequisite(s): BI343

This course focuses on the fundamentals of information systems and their foundational technologies as they can be used for business analysis and intelligence. Areas studied include hardware, operating systems, database systems, knowledge management, decision support systems, and networked computing concepts. Data oriented techniques for business intelligence and decision making are introduced.

BI352 Data Analysis and Business Modeling (3 cr.)

Prerequisite(s): BI343

This course is designed to introduce the concept of business analytics. Analytics helps businesses make better decisions by using sound judgment and data. This is a skill development class that explores how statistics are used in business. Students in this course develop a specialized skill set used in a variety of roles within an organization.

BI354 Data Mining for Decision Making (3 cr.)

Prerequisite(s): BI351, BI352

This course provides both the theoretical and practical knowledge of data mining topics. Students have the opportunity to work with a number of exercises to practice and understand the uses of data mining in business organizations. Students complete a data mining project as part of the course requirements.

BI420 Business Analytics (3 cr.)

Prerequisite(s): BI351, BI352, BI354

This course examines methods that have been studied in previous Business Intelligence major courses and those from the business core proven to be of value in recognizing patterns and making predictions from an applications perspective. Course learning involves utilizing a variety of software to aid in the review of analytical cases to improve understanding of enterprise level analytics. Students build a data warehouse, using data profiling and quality skills, and lifecycle models introduced in the course.

Required Capstone Course: 3 cr.

BU490 Strategic Management Capstone (3 cr.)

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

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

Requirements for Double Major

For those students seeking both the Business Administration/Business Intelligence and Data Analytics or Marketing/Business Intelligence and Data Analytics, please see the double major requirements at the end of the catalog.

Business Administration/Business Intelligence and Data Analytics

Marketing/Business Intelligence and Data Analytics

Faculty

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

Admission Requirements

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

Application Process

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

2. All official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 transferable semester credits with a

Basic English composition course. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Healthcare and Human Services Management, B.S.

The goal of the Bachelor of Science in Healthcare and Human Services Management degree is to prepare individuals for various entry-level positions in health and human services. This degree focuses on delivery and management of health and human services to diverse populations in the context of the socioeconomic, political, and regulatory environments. The program prepares individuals to advance in the health and human services field or to continue on to graduate studies in their field.

Program Outcomes

Graduates of the Bachelor of Science in Healthcare and Human Services Management are expected to be able to do the following:

1. Demonstrate awareness, respect, and adaptability for sociocultural diversity in an ever-changing healthcare and human services environment.

2. Integrate effective and professional written, verbal, and interpersonal communication skills into daily practice.

3. Act through an ethical and professional mindset with accountability for one's own actions.

4. Demonstrate management skills required in today's workplaces.

5. Incorporate research skills, information literacy, and data analysis into evidence-based practices.

6. Analyze the impact and interaction between public policy issues and healthcare and human services.

7. Evaluate the implications and benefits of health information systems.

Program Structure and Delivery

Courses in the program are delivered in a blended format, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner. The Human Services Specialization courses are only offered online.

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 Healthcare and Human Services Management program.

Required Communication Courses	6 cr.
Required Core Courses	18 cr.
Required Specialization Courses	12 cr.
Total	**36 cr.**

Required Communication Courses: 6 cr.

HHSM302 Writing in the Health Professions (3 cr.)

This course provides strategies for developing academic and professional writing skills relevant to professions in health and human services. Topics include effective written communication in the workplace and appropriate communication styles based on audience. Academic writing is addressed, including use of American Psychological Association (APA) formatting, and library and web research resources. The skills learned prepare the student for written communications in other courses and in multiple occupational settings.

HHSM303 Communicating in the Health Professions (3 cr.)

Prerequisite(s): HHSM302

This course builds upon the work in HHSM302, with a focus on accountability via planning, organizing, and tailoring messages for a variety of internal and external audiences; responsibility for information literacy; and honing the communication and presentation skills necessary in dynamic and diverse workplaces. Technology is utilized to effectively create and deliver these messages.

Required Core Courses: 18 cr.

BPH415 Health Policy and Ethics (3 cr.)

Prerequisite(s): HHSM302 or program director permission

This course explores the concepts of legal, ethical, economical, and regulatory dimensions of healthcare and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government.

HHSM325 Cultural Competency for Health and Human Service Professionals (3 cr.)

This course examines best practices in the delivery of health and human services that meet the social, cultural, and linguistic needs of those served. The vital link between cultural competency and access to quality care is examined in both healthcare and human services fields. Special attention is given to underserved communities.

HHSM410 Current Issues in Health: Research and Practice (3 cr.)

This course provides strategies needed to make informed decisions in the field of healthcare and human services. Emphasis is placed on gathering and evaluating research on one chosen critical global issue, and developing creative solutions to the topic. An issue chosen could be, but is not limited to, health disparities, aging, immigrant needs, and mental health.

HHSM430 Quality and Performance Improvement for Service Providers (3 cr.)

This course provides an overview of the administration and organization of quality improvement strategies and patient safety practices and processes within health and human service organizations. An analysis of issues faced by the health

sector and the administrative responsibilities and structures with respect to production and service quality, including the function and roles of professional and non-professional staff.

HHSM405 Healthcare Information Management (3 cr.)

This course provides an overview of information management in health and human service organizations. It examines the evolution of informatics, the rules, regulations, and ethical concerns that impact the health and human service practitioner. An analysis of the principles and processes of information management tools for healthcare and human service systems is included.

HHSM490 Health and Human Services Capstone (3 cr.)

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

This capstone course integrates knowledge and skills developed in previous courses and provides an opportunity to apply them to a selected topic in an area of interest. Students and instructor 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.

Specialization - Healthcare Management: 12 cr.

HHSM400 Workplace Training Strategies in Healthcare (3 cr.)

This course examines how to facilitate concepts of training in the development of professionals in healthcare using adult learning strategies. The course includes assessing learning needs, designing and facilitating training, and measuring learning effectiveness.

HHSM420 The U.S. Healthcare System (3 cr.)

Prerequisite(s): BPH400, HHSM302

This course covers the core structure of the U.S. healthcare system, including components of the system, financing, delivery of healthcare, and the consumer perspective. Emerging healthcare trends and issues in the 21st century are explored, including the impact of healthcare and other policies and legislation on patients, providers, and payers.

HR340 Strategic Human Resource Management (3 cr.)

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

MG410 Applied Leadership and Management (3 cr.)

This course explores the application of leadership and management theory in today's business organizations. Contemporary organizational leadership theories and practices are examined. Also examined are management functions such as planning, organizing, and decision making. The course emphasizes the analysis of leadership and management skills needed by professionals in various organizational situations. Leadership and management practices in the context of various organizational trends are evaluated.

Specialization - Human Services: 12 cr.

HHSM301 Human Service Systems (3 cr.)

Prerequisite(s): HHSM302

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.

HHSM310 Care Management for Human Service Professionals (3 cr.)

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.

HHSM375 Counseling Theory and Skills (3 cr.)

This course provides students with an overview of the major theories in counseling and psychotherapy and is designed to expose students to essential skills and techniques needed for client engagement, follow-through, completion, and overall therapeutic effectiveness. This course is highly experiential in its format, utilizing role plays, interviews, and the opportunity for the students to identify their own values, interpersonal style, and increased self-awareness.

HHSM317 Lifespan Psychology (3 cr.)

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.

Graduate Level Elective Courses

HHSM Graduate Level Electives

Students who anticipate enrolling in the M.A. in Health and Human Services Administration, M.A. in Counseling and Psychological Services, Addiction Studies graduate certificate, M.A. in Marriage and Family Therapy, or M.A. in Integrated Studies at Saint Mary's University may take up to 6 graduate-level credits within the bachelor's program from a specified list of courses offered by Saint Mary's University. The B.S. completion program director must advise the student and approve enrollment in the graduate course. The graduate course must be taken within the final 12 credits of the B.S. completion degree. These courses will satisfy the residential credits as part of both bachelor's and master's degrees. To receive graduate credit, the student must earn a grade of B or higher.

Requirements for Double Major

For those students seeking both the Public Health, B.S. and Healthcare and Human Services Management, B.S. please see the double major requirements at the end of the catalog.

Public Health/Healthcare and Human Services Management, B.S.

Faculty

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

Admission Requirements

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

Application Process

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

2. All official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 transferable semester credits with a Basic English composition course. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Human Resource Management, B.S.

The goal of the Bachelor of Science in Human Resource Management program is to prepare individuals with the human resource management skills required to work effectively at a professional level in continually changing organizational environments. The program's focus is on the development of individual skill sets to prepare students for a variety of human resource careers with an emphasis on becoming valued partners within organizations.

Program Outcomes

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

1. Demonstrate the skill and knowledge necessary to perform human resource management functions.

2. Identify human resource initiatives to improve employee engagement.

3. Develop human resource management initiatives aligned with organizational strategy.

4. Display cultural competence and analyze its role in human resource management.

5. Communicate effectively to diverse audiences in a variety of modes.

6. Incorporate an ethical and legal perspective into one's work environment.

Program Structure and Delivery

Most courses in the program are delivered in an accelerated format. Courses are delivered fully online, and either face-to-face or blended. Blended courses incorporate face-to-face and online activities.

Degree Requirements

A minimum of 122 credits is required for graduation with a Bachelor of Science degree from Saint Mary's University. All students must meet the general education credit requirements. A minimum of 36 credits is needed to complete the B.S. in Human Resource Management.

Required Human Resource Management Courses	18 cr.
Required Management Courses	9 cr.
Required Communication Courses	6 cr.
Elective Courses	3 cr.
Total	**36 cr.**

Required Human Resource Management Courses: 18 cr.

HR340 Strategic Human Resource Management (3 cr.)

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

HR370 Employee Rewards and Recognition Systems (3 cr.)

This course presents an analysis of employee motivation, compensation, benefits, recognition, and reward systems. Topics include compensation theory and practices, equity and market factors, pay delivery systems, job analysis methods, and job evaluation techniques. Also covered are the theoretical, legal, and financial impact of benefit planning, design, and plan implementation.

HR380 Employee Engagement (3 cr.)

This course examines organizational theories and practices relating to employee engagement and productivity. Business strategy, organizational leadership, change management, team building, and motivational practices relating to employee engagement are examined.

HR440 Employee and Labor Relations (3 cr.)

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

HR455 Human Resource Development (3 cr.)

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

BU490 Strategic Management Capstone (3 cr.)

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

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

Required Management Courses: 9 cr.

BU407 Financial Management (3 cr.)

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

MG305 Managerial Ethics (3 cr.)

This course examines the ethical issues and social responsibilities to be considered by business managers in the global economy. Also examined are the frameworks and reasoning skills relevant for understanding and addressing ethical dilemmas in business organizations. The social, political, global, and economic environments within which ethical issues occur are assessed. Finally, the legal and regulatory implications of decision making in business organizations are examined.

MG410 Applied Leadership and Management (3 cr.)

This course explores the application of leadership and management theory in today's business organizations. Contemporary organizational leadership theories and practices are examined. Also examined are management functions such as planning, organizing, and decision making. The course emphasizes the analysis of leadership and management skills needed by professionals in various organizational situations. Leadership and management practices in the context of various organizational trends are evaluated.

OR

MG412 Critical Thinking for Organizational Leaders (3 cr.)

This course examines the relevance and application of critical thinking and decision-making techniques for leadership and management in various organizations. Students identify and evaluate the leadership and management capabilities of themselves and others. The course focuses on eliciting new leadership insights, and on improving problem solving and decision-making skills. Finally, the course emphasizes the skills leaders and managers in organizations need to articulate reasoned solutions to organizational problems and opportunities.

Required Communication Courses: 6 cr.

COM309 Professional Writing (3 cr.)

Prerequisite(s): English Composition or equivalent

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

COM310 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.

Elective Courses: 3 cr.

HR Elective Choices

Students may select any 300 or 400 level business, management, or marketing course as an elective.

Courses may be found at Undergraduate Requirements and Shared Core Courses, Business Administration, B.S., and Marketing, B.S.

Students who anticipate enrolling in the Master of Arts in Human Resource Management or the Master of Arts in Management at Saint Mary's University may take either GM600 Management Principles or GM643 Multicultural Perspectives. The B.S. completion program director must advise the student and approve enrollment in the graduate course. The graduate course must be taken within the final 12 credits of the B.S. completion degree. The graduate course may be applied to the program requirements for Saint Mary's M.A. in Human Resource Management or M.A. in Management, if the student earns a grade of B or higher in the course.

Requirements for Double Major

For those students seeking both the Business Administration and Human Resource Management, B.S. please see the double major requirements at the end of the catalog.

Business Administration/Human Resource Management, B.S.

Faculty

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

Admission Requirements

Applicants may apply for admission to undergraduate certificate and degree programs at any time during the year and, if accepted, begin the program during any one of the three semesters. Applicants must demonstrate the language proficiency necessary for successful undergraduate coursework. Applicants must provide evidence of at least 30 transferable semester credits upon acceptance, including completion of a Basic English composition course. Applicants may 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 their immediate family).

2. All official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 transferable semester credits with a Basic English composition course. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Information Technology, B.S.

The Bachelor of Science in Information Technology (IT) program prepares students with both the business awareness and IT expertise to contribute to the strategic success of an organization. The 45-credit program is designed both for individuals entering the information technology field as a career and those seeking to advance into organizational leadership.

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. Recognize the ethical implications of their actions.

7. Work effectively with diverse populations from a culturally competent perspective.

8. Continue professional and personal development

9. Demonstrate critical thinking skills.

Program Structure and Delivery

The program offers information technology courses in blended format, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner. As the program consists of a well-rounded curriculum of core courses in latest technologies, such as Cloud Computing, Information Security, Business Intelligence, Database Management, Enterprise Architecture, and Mobile, Network, and Communication Technologies, there is no specialization in this program.

Degree Requirements

A minimum of 122 semester credits are required for graduation with the Bachelor of Science degree from Saint Mary's University. All students must meet the general education credit requirements. A minimum of 45 credits are required to complete the B.S. in Information Technology.

Required Information Technology Courses	27 cr.
Required Management Courses	6 cr.
Required Communication Courses	6 cr.
Required Capstone Course	3 cr.
Electives	3 cr.
Total Credits	**45 cr.**

Required Information Technology Courses: 27 cr.

IT301 Information Technology Perspectives (3 cr.)

This course provides an overview of the information technology industry. Information systems, information security, cloud computing, business analytics, database management, and related systems are discussed. Trends and viable career options in the field are identified and explored. Important technological shifts in the industry are examined.

IT303 Data and Database Management Systems (3 cr.)

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.

IT415 Mobile, Network, and Communication Technologies (3 cr.)

This course introduces technologies behind mobile devices, networks, internet of things, and communication applications. Topics include the roles of financial institutions, operators, content providers, and other key parties in the commerce value chain; core communication technologies; and the differences between m-commerce and e-commerce. The current mobile and other communication networks infrastructure, technology trends, and emerging business opportunities are covered.

IT305 Enterprise Architecture Fundamentals (3 cr.)

This course covers the fundamentals of enterprise architecture concepts, including the purpose and importance of architecture in the enterprise. It discusses current problems with efforts to establish and maintain architectures, and methods to overcome the obstacles.

IT312 Emerging Trends in Business Technology (3 cr.)

This course surveys the technical advancements and innovations that are reshaping business technology. Students examine techniques for identifying technology trends, develop methodologies for evaluating new technologies for specific business use, craft effective presentations that solicit managerial buy-in, and model adoption strategies that minimize the risk of implementation failure.

IT309 Information Ethics (3 cr.)

This course provides a foundation in the moral and ethical issues of doing business in the technological age. Topics include the role of information in an organization, ownership of information, and the rights of the corporation and the rights of the employees. Moral and political implications of doing business globally in an economically sustainable and culturally sensitive way are also covered.

IT432 Advanced Information Security Tools and Methods (3 cr.)

This course introduces students to the information security technology and tools needed to implement security measures for a variety of information systems. Students spend time working in computer labs to analyze and evaluate security

threats that have the potential to impact various information systems. Students also recommend strategies and policies to improve the security of these systems.

IT440 Business Intelligence Fundamentals (3 cr.)

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.

IT457 Cloud Computing Fundamentals (3 cr.)

This course introduces the fundamental building blocks of cloud computing and virtualized data centers, with an emphasis on the design, implementation, and operation of real-world cloud-based systems. Students examine the meaning of the term "cloud computing" and its proper context; evaluate the financial, strategic and risk implications of various solutions; develop design methodologies for evaluating, planning and implementing cloud computing; and select the optimal blend of cloud applications and services for solving common business problems.

Required Management Courses: 6 cr.

MG408 Project Management (3 cr.)

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

MG412 Critical Thinking for Organizational Leaders (3 cr.)

This course examines the relevance and application of critical thinking and decision-making techniques for leadership and management in various organizations. Students identify and evaluate the leadership and management capabilities of themselves and others. The course focuses on eliciting new leadership insights, and on improving problem solving and decision-making skills. Finally, the course emphasizes the skills leaders and managers in organizations need to articulate reasoned solutions to organizational problems and opportunities.

Required Communication Courses: 6 cr.

COM309 Professional Writing (3 cr.)

Prerequisite(s): English Composition or equivalent

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

COM310 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.

Required Capstone Course 3 cr.

IT490 Bachelor of Science Completion Capstone (3 cr.)

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

This course provides an opportunity for students to integrate knowledge and skills developed in the Information Technology program and to apply them to a relevant topic. Students select a problem or controversial issue, research the issue, analyze and critique material related to the topic, and design an application or approach that addresses the issue. Additionally, students demonstrate the educational outcomes of the Information Technology program. The capstone is presented in a business context.

Elective Course: 3 cr.

IT458 Advanced Cloud Computing Techniques (3 cr.)

This course reviews the fundamental building blocks of a viable cloud computing software application. Students design a scalable prototype application that minimizes local storage and processing. Students implement and manage their own cloud computing application. This course also explores the use of mobile devices to access cloud computing resources.

IT Elective Choices

Students may select any 300 or 400 level business, management, or marketing course as an elective.

Courses may be found at Undergraduate Requirements and Shared Core Courses, Business Administration, B.S., and Marketing, B.S.

Students who anticipate enrolling in the Master of Science of Information Technology Management at Saint Mary's University may take ITM615 Managing Technology Teams toward the completion of the 122 credits needed for the B.S. degree. The B.S. completion program director must advise the student and approve enrollment in the graduate course. The graduate course must be taken within the final 12 credits of the B.S. completion degree. The graduate ITM course may be applied to the program requirements for Saint Mary's M.S. in Information Technology Management if the student earns a grade of B or higher in the course. Please note the ITM program is in temporary suspension and will not accept students after fall 2018 classes begin.

Requirements for Double Major

For those students seeking the B.S. in Information Technology/Business Administration double major please see the double major requirements at the end of the catalog.

Information Technology/Business Administration, B.S.

Faculty

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

Admission Requirements

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

Application Process

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

2. All official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 transferable semester credits with a Basic English composition course. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Marketing, B.S.

The Bachelor of Science in Marketing program is designed to provide the theoretical, practical, technical, strategic, and ethical foundation needed for success in a variety of marketing careers. Key processes in the planning and executing of marketing activities aimed at creating exchanges that satisfy both customer and organizational objectives are addressed. The program also focuses on the issues and trends relevant to marketing efforts in the 21st century.

The emphasis of the Bachelor of Science in Marketing program is three-fold. First, the program provides the foundational theories and frameworks of marketing practice in the 21st century. Second, it emphasizes the use of technology and digital strategies as integral to the success of contemporary marketing initiatives. Finally, in alignment with Lasallian values the program examines the use of marketing theory to enact social change and conduct business in an ethical manner.

Program Outcomes

Graduates of the Bachelor of Science in Marketing 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 various factors that influence consumer behavior.

4. Integrate knowledge of consumer behavior into market planning.

5. Assess from an ethical perspective the impact of various types of marketing efforts on society.

6. Select appropriate means of influencing target markets.

7. Utilize technology to analyze markets and promote products and services.

8. Identify current marketing trends in a variety of industries.

9. Develop a marketing plan.

10. Communicate effectively in a variety of modes.

11. Continue learning throughout their lives.

Program Structure and Delivery

All required Marketing program coursework is offered fully online. Some coursework is also offered in a face-to-face or blended delivery format.

Degree Requirements

A minimum of 122 semester credits is required for graduation with the Bachelor of Science degree from Saint Mary's University. All students must meet the general education requirements. A minimum of 36 credits is needed to complete the B.S. in Marketing program.

Required Marketing Courses	18 cr.
Required Business and Management Courses	9 cr.
Required Communication Courses	6 cr.
Required Capstone Course	3 cr.
Total	**36 cr.**

Required Marketing Courses: 18 cr.

MK300 Principles of Marketing (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.

MK304 Consumer Behavior and Trend Analysis (3 cr.)

This course explores the theories and frameworks that business and marketing strategists need for assessing purchasing behavior trends. The impact of consumer and business buying behaviors on markets and marketing initiatives is analyzed. The course also examines the contributions of the social sciences in understanding buying behaviors. Students utilize geographic information systems (GIS) technology to explore consumer behaviors and trends that impact business decisions.

MK306 Digital Marketing (3 cr.)

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.

MK309 Marketing, Society, and the Environment (3 cr.)

This course explores the relationship between company marketing efforts and the earth's human and ecological environments. Societal-based marketing concepts and strategies that can benefit initiatives that address issues ranging from health and safety to environmental concerns are examined. The use of marketing concepts and strategies for encouraging people to change behaviors to improve their lives and benefit society are analyzed. Also analyzed are earth-friendly marketing efforts and sustainability concepts.

MK310 Integrated Marketing Promotions (3 cr.)

This course examines the integrated promotion and communication strategies used in organizational marketing efforts. Topics include the use of advertising, direct marketing, sales promotions, public relations, personal selling, and social media to promote products and services. Message development and communication approaches for various types of promotional strategies are discussed. Legal and ethical issues related to marketing promotions and communications are also considered.

MK406 Mobile and Search Engine Marketing (3 cr.)

This course examines the use of current mobile platforms and Internet search engine marketing as part of a digital marketing strategy. The role of technology for mobile device promotions and communications is analyzed. Internet search engine strategies and analytics used for business growth are evaluated. This course also explores associated digital marketing industry standards and best practices.

Required Business and Management Courses 9 cr.

MG305 Managerial Ethics (3 cr.)

This course examines the ethical issues and social responsibilities to be considered by business managers in the global economy. Also examined are the frameworks and reasoning skills relevant for understanding and addressing ethical dilemmas in business organizations. The social, political, global, and economic environments within which ethical issues occur are assessed. Finally, the legal and regulatory implications of decision making in business organizations are examined.

MG410 Applied Leadership and Management (3 cr.)

This course explores the application of leadership and management theory in today's business organizations. Contemporary organizational leadership theories and practices are examined. Also examined are management functions such as planning, organizing, and decision making. The course emphasizes the analysis of leadership and management skills needed by professionals in various organizational situations. Leadership and management practices in the context of various organizational trends are evaluated.

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.

Communication Courses: 6 cr.

COM309 Professional Writing (3 cr.)

Prerequisite(s): English Composition or equivalent

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

COM310 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.

Required Capstone: 3 cr.

BU490 Strategic Management Capstone (3 cr.)

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

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

Requirements for Double Major

For those students seeking both the Marketing/Business Intelligence and Data Analytics or Business Administration/Marketing, B.S. please see the double major requirements at the end of the catalog.

Marketing/Business Intelligence and Data Analytics

Business Administration/Marketing, B.S.

Faculty

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

Admission Requirements

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

Application Process

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

2. All official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 transferable semester credits with a Basic English composition course. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Nursing, B.S.

Mission

The Bachelor of Science in Nursing degree completion program provides a quality, relevant, and rigorous nursing education based on Lasallian principles to prepare Registered Nurses for professional nursing practice and graduate study.

Program Goals

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 baccalaureate-prepared Registered Nurse.

- Synthesize concepts from the natural sciences, humanities, and social sciences into professional practice.
- Advance critical thinking skills.
- Communicate effectively.
- Demonstrate professionalism.
- Continue to learn throughout their careers.

Program Faculty Outcomes

The B.S. in Nursing faculty outcomes articulate teaching and professional/scholarly/service requirements aligned with the university and program missions.

Nursing faculty members are expected to do the following:

- Encourage diversity of thought and experience in teaching.
- Demonstrate current knowledge in the subject area taught.
- Develop effective teaching plans and assessments and updated and innovative classroom experiences.
- Maintain an area of expertise through continuing education, community service, and/or research production.
- Participate in program faculty meetings and faculty development workshops.

Program Learning Outcomes

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

1. Synthesize knowledge from liberal education with professional nursing (BSN Essential I)
2. Apply concepts from federal, state, and institutional healthcare policy and regulatory systems to ensure the advancement of safe patient care and professional practice. (BSN Essential V)
3. Apply scientific and evidence-based practice models to nursing practice. (BSN Essential III)
4. Incorporate the concepts from the sciences of information management and patient care technology to improve the quality of patient care. (BSN Essential IV)
5. Use critical thinking to integrate quality assurance allocation, and financial management policies into basic and systems leadership. (BSN Essential II)
6. Apply principles of health promotion and disease prevention to diverse individuals, groups, and communities as necessary to improve population health. (BSN Essential VII)
7. Integrate professional values including integrity, autonomy, human dignity, and social justice into all aspects of professional nursing practice. (BSN Essential VIII)
8. Collaborate and communicate, using a variety of modalities, with patients, families, and interdisciplinary team members to optimize healthcare system efficiency and improve patient outcomes. (BSN Essential VI)
9. Apply nursing process, knowledge, and skills to changes in population demographics, healthcare economics, and service across the lifespan and the increasingly complicated healthcare continuum. (BSN Essential IX)

Standards:

Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)

Standards Quality and Safety Education for Nurses (QSEN)

Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (CCNE, 2013)

Program Structure and Delivery

Courses in the program are delivered fully online.

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 Nursing.

Required Nursing Courses	24 cr.
Required Healthcare Management Courses	3 cr.
Required Communication Courses	6 cr.
Required Capstone Course	3 cr.
Total	**36 cr.**

Required Nursing Courses: 24 cr.

NUR310 Pharmacology and Applied Mathematics (3 cr.)

Prerequisite(s): NUR302 or concurrent enrollment

This course focuses on general concepts in pharmacokinetics and pharmacodynamics related to drug actions and interactions, metabolism and distribution, and adverse effects. Concepts in applied mathematics are applied to solution preparation, dosing, and various drug delivery systems.

NUR320 Nursing Ethics (3 cr.)

Prerequisite(s): NUR302 or concurrent enrollment

This course is designed to develop a caring response to the ethical issues nurses face in nursing practice. A foundation is provided in basic ethical theories, principles, and decision-making frameworks including the Code of Ethics for Nursing. Legal, regulatory, and policy implications are also explored as an important factor in guiding ethical decision making for the professional nurse. Reflection specific to one's own personal values and beliefs (morality) serve as an underpinning to understanding fundamental ethical principles and approaches in the complex healthcare environment.

NUR330 Healthcare Delivery Systems (3 cr.)

Prerequisite(s): NUR302 or concurrent enrollment, all general education requirements

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.

NUR340 Nursing Research (3 cr.)

Prerequisite(s): NUR302 or concurrent enrollment, all general education requirements

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.

NUR405 Introduction to Healthcare Finance (3 cr.)

Prerequisite(s): All 300 level courses or approval from the Program Director

This course introduces nurses to concepts in financial management. Students are exposed to different types of budgets, financial forecasting, determination of assets, valuation of nursing services, and preparation of nursing unit budgets across different types of nursing units.

NUR415 Nursing Leadership and Management (3 cr.)

Prerequisite(s): All 300 level courses or approval from the Program Director

This course examines managerial and leadership concepts applied to the role of the professional nurse.

NUR425 Integrative Healthcare (3 cr.)

This course introduces integrative therapies as components of routine nursing care. Nurses explore how transformational care therapies such as massage, guided imagery, meditation, and acupressure can be used to promote wellness and pain control in all patients.

NUR435 Community Health Assessment (3 cr.)

Prerequisite(s): All 300 level courses or approval from the Program Director

This course examines the major causes of morbidity and mortality facing state and community populations. Intervention with communities through prevention and health education/counseling are explored.

Required Healthcare Management Courses: 3 cr.

NUR410 Healthcare Information Management (3 cr.)

This course provides an overview of information management in health and human service organizations. It examines the evolution of informatics, the rules, regulations, and ethical concerns that impact the health practitioner. An analysis of the principles and processes of information management tools for healthcare is included.

Required Communication Courses: 6 cr.

NUR302 Communication Skills for Nurses (3 cr.)

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

NUR325 Cross Cultural Competence for Nurses (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.

Required Capstone Course: 3 cr.

NUR490 Capstone (3 cr.)

Prerequisite(s): All General Education and required courses (119 credit hours), and Program Director approval.

This summative course integrates the skills and knowledge developed in previous coursework and applies them to a project. Students select an area of interest and location that can accommodate at least 40 hours. After completing an approved proposal and demonstrating compliance with the stipulations for off-site experiences, a preceptor and/or advisor is assigned. Students are required to submit a paper based on journal entries and learning throughout the 40-hour experience, identifying an aspect for improved patient care at their location.

Faculty

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

Admission Requirements

Applicants may apply for admission to undergraduate certificate and degree programs at any time during the year and, if accepted, begin the program during any one of the three semesters. Applicants must demonstrate the language proficiency necessary for successful undergraduate coursework. All applicants must have achieved an overall GPA of 2.5 in their associates Degree in Nursing program, have taken a basic English composition course, and have an unencumbered registered nurse licensure. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

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

2. All official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 transferable semester credits with a Basic English composition course. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Police Science, B.S.

The challenges and responsibilities of the modern police officer have undergone tremendous changes. Today's police officer must be prepared to meet the needs and expectations of an ever-changing, complex, and diverse society. The Bachelor of Science in Police Science program provides officers an opportunity to become better prepared for meeting these new challenges. Together with other working professionals, officers study the management, leadership, and communication skills and law enforcement tools necessary to continue their personal and professional development and respond to societal needs.

Program Outcomes

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

1. Incorporate community involvement in the creation of a safe environment.

2. Apply leadership and management skills to law enforcement.

3. Develop organizational systems that foster problem solving within their local communities.

4. Interpret the laws, rules, regulations, and policies of the criminal justice system.

5. Communicate effectively in a variety of modes.

6. Work effectively with diverse populations.

7. Examine the ethical implications of professional and personal actions in law enforcement.

8. Recognize the need for lifelong learning.

Program Structure and Delivery

Courses in the program are delivered face-to-face.

Degree Requirements

A minimum of 122 semester credits are required for graduation with the Bachelor of Science degree from Saint Mary's University. All students must meet the general education credit requirements. A minimum of 36 credits is needed to complete the B.S. in Police Science program.

Required Police Science Courses	21 cr.
Required Capstone Course	3 cr.
Required Communication Courses	6 cr.
Elective Courses	6 cr.
Total Credits: Police Science Program	**36 cr.**

Required Police Science Courses: 21 cr.

PSCI302 Demographic Influences on Policing (3 cr.)

This course examines the ever changing landscape facing law enforcement today. It focuses on the changing role and societal expectations of law enforcement agencies in dealing with the challenges of an aging population, managing multiple generations, and the continued growth of new immigrant populations. The course also addresses the need for collaborative partnerships with all sectors of the community and government entities.

PSCI303 Application of Rules of Evidence (3 cr.)

This course examines the application of the rules of evidence based on constitutional, statutory, and jurisdictional matters. This course is designed to build on the basic skills of the officers. Methods of interviewing and methods of maintaining crime scene integrity are discussed.

PSCI306 Police Officer Wellness (3 cr.)

This course is designed to foster individual wellness through examining the effect of work environment upon officers. It examines post-traumatic stress disorder (PTSD) and strategies for creating a sense of well-being.

PSCI400 21st Century Policing (3 cr.)

This course examines short and long-term strategies for law enforcement agencies to implement for the purpose of increasing public safety and confidence in law enforcement. Recommendations regarding law enforcement practices as outlined by the U.S. Department of Justice are reviewed. Also reviewed is the need for law enforcement to build trust and legitimacy in the communities in which they serve. The course explores the importance of policy and oversight, technology and the use of social media, training and education, and officer wellness and safety.

PSCI401 Police Ethics (3 cr.)

This course reviews various ethical philosophies to be used as a foundation for analysis and discussion of current ethical issues facing peace officers. Strategies to deal with these issues, the effect of departmental expectations upon conduct, and the impact of officer behavior upon the community are discussed.

PSCI402 Emerging Techniques and Technologies of Policing (3 cr.)

This course in policing identifies techniques and technologies used for implementing community problem solving strategies. Students develop strategies to meet community needs and utilizing the emerging techniques and technologies.

PSCI403 Police Management and Leadership (3 cr.)

This course examines police leadership and management practices. It introduces selected management and leadership models and theories. This course also looks at the difference between management and leadership, formal and informal leadership, and the impact of effective leadership/management practices on police organizational environments.

Required Capstone Course: 3 cr.

PSCI490 Police Science Capstone (3 cr.)

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

This course integrates knowledge, skills, and tools developed in previous courses and provides an opportunity to apply them to a selected topic. Each student selects an issue currently confronting law enforcement professionals, clearly defines the question using appropriate references and resources, and creates a proposal which addresses the question. The proposal must be suitable for formal presentation to police administrators or a professional organization and the student presents the proposal to classmates.

Required Communication Courses: 6 cr.

COM310 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.

COM309 Professional Writing (3 cr.)

Prerequisite(s): English Composition or equivalent

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

OR

COM330 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. The course is taught around a humanities theme, which assignments focus upon. Themes vary by semester.

Elective Courses: 6 cr.

PSCI305 Criminal Justice Statistics (3 cr.)

This course presents theory, procedures, and practical application for data formulation and analysis. The focus is on criminology and crime related statistics that measure central tendency and dispersion, probability, and critical thinking skills regarding analysis of data sets.

PSCI307 Workplace Violence: Prevention and Response (3 cr.)

This course examines workplace violence as it relates to organizations, employees and public safety responders. Topics include internal and external acts of violence, legal aspects, organizational influences, prevention, and response strategies.

PSCI308 Forensic Science in Crime Scene Investigation (3 cr.)

This course examines the use of forensic science methodologies in the examination of crime scenes. It addresses the use of forensic science to aid in the investigation of crimes. Students learn to apply these principles to conduct ethical and objective examinations of crime scenes. Foundational principles in the use of science in a variety of criminal investigations are discussed and applied.

PSCI407 Criminal Justice and the Media (3 cr.)

This course examines the roles and responsibilities of the media and law enforcement when reporting crime and responding to criminal justice issues. Students identify, analyze, and describe the media relationships of various criminal justice agencies, discuss data privacy laws, explore media influence, and understand its impact on policing.

PSCI409 Violent Crimes Against the Person (3 cr.)

This course focuses on serial criminals, homicide, criminal sexual assault, and other violent crimes. Methods of investigation, preventative techniques, and access to advocacy groups are discussed.

PSCI410 Police Instructor Development (3 cr.)

This course focuses on instructor techniques for the delivery of police officer training. Topics include adult learning theory, Minnesota Police Officer Standards and Training Board rules and regulations, goals and objectives, testing and evaluation, methods of instruction, lesson plan design, presentation skills, use of instructional aids, and the role of the police instructor.

PSCI412 Gangs in America (3 cr.)

This course examines Minnesota gangs as related to development, historical, and sociological concepts, impact on individuals and communities, and enforcement strategies for gang suppression.

PSCI413 Legal Issues for Law Enforcement Leaders (3 cr.)

This course examines the legal issues that impact law enforcement leaders. Topics include human resource law, performance management, data practices, and liability issues, along with discussing proactive partnerships with unions, city councils, the community, and the courts.

PSCI415 Special Investigations (3 cr.)

This course focuses on organized crime, gang activity, cyber crime, and terrorism. Methods of investigation and preventative techniques are discussed.

PSCI416 Emergency Management Principles (3 cr.)

This course examines the fundamental elements of emergency management: mitigation, planning, response, and recovery. The function and interoperability of local, county, regional, and state programs are explored. Students plan, conduct, and participate in emergency management exercises.

PSCI424 Forensic Photography (3 cr.)

This course examines the use of forensic photography in today's criminal justice system. It addresses the history of photography and evolution of photographic equipment. It explores the use and legalities of forensic photography in documenting evidence, and the difference between artistic and scientific photography. Students apply technical and artistic principles to the photographic process.

PSCI425 Violence in American Society (3 cr.)

This course examines violence in American society from a variety of perspectives. The history and causal factors of situations of violence in America are analyzed. This course also examines why violence is perpetuated in many environments and how societies are impacted. This course is designed to develop and expand knowledge and techniques needed by law enforcement to investigate crimes pertaining to child sex abuse, stalking, family member abuse, family violence, and other forms of violence.

Faculty

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

Admission Requirements

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

Application Process

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

2. All official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 transferable semester credits with a Basic English composition course. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Psychology, B.S.

The Bachelor of Science in Psychology program is designed to provide an academic foundation for the study of human behavior and psychological processes. Students can prepare for graduate-level study in psychology or for entry level positions in mental health, human services, and other fields.

Program Outcomes

Graduates of the Bachelor of Science in Psychology program are expected to be able to demonstrate competency in the following areas:

1. Knowledge Base of Psychology: Explain the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

2. Research Methods in Psychology: Identify and apply basic research methods in psychology, including research design, data analysis, and interpretation.

3. Critical Thinking Skills in Psychology: Use critical thinking, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes.

4. Application of Psychology: Apply psychological principles to personal, social, and organizational issues.

5. Values in Psychology: Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

6. Information and Technological Literacy: Use information and technology to identify resources, solve problems, and communicate.

7. Communication Skills: Communicate effectively in a variety of formats.

8. Sociocultural and/or International Awareness: Recognize, understand, and respect the complexity of sociocultural and international diversity.

The B.S. in Psychology program in no longer accepting students into the program.

Program Structure and Delivery

Courses in the program are delivered in a blended format, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner.

Degree Requirements

A minimum of 122 semester credits is required for graduation with the Bachelor of Science degree from Saint Mary's University. All students must meet the general education requirements. A minimum of 36 credits is needed to complete the B.S. in Psychology program.

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

Foundational Courses: 12 cr.

PSY230 Abnormal Psychology (3 cr.)

This course investigates the dynamics of abnormal behavior and overviews the spectrum of psychiatric disorders. Etiology, diagnosis, prognosis, research, prevention, and therapy are considered. The interactions among biological, psychological, social, and cultural factors are emphasized.

PSY315 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.

PSY317 Lifespan Development (3 cr.)

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

BU403 Applied Business Statistics (3 cr.)

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

Communication Courses: 6 cr.

COM309 Professional Writing (3 cr.)

Prerequisite(s): English Composition or equivalent

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

OR

COM330 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. The course is taught around a humanities theme, which assignments focus upon. Themes vary by semester.

COM310 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: 24 cr.

PSY320 Research Methods & Statistics (3 cr.)

This course is designed to give students an opportunity to develop knowledge and basic skills associated with research, including reading research, collecting data, interpreting data analysis, and reporting results. Emphasis is placed on experimental design, interpretation of statistics, and reporting results, and research ethics.

PSY329 Social Psychology (3 cr.)

Prerequisite(s): COM309 or COM330

Social psychology is the scientific study of the perception of people and social events and how people influence and relate to one another. The linking of psychological processes to social and environmental influences is studied. Applications of social psychology to academics, the workplace, the media, and social relations are examined.

PSY340 Brain, Behavior, and Health (3 cr.)

This course provides an overview of physiological, genetic, and evolutionary explanations of behavior and health. Topics include genetics, the basic structure and function of the central nervous system, and how basic neural events function and influence behavior. The course focuses on the interaction among biological, psychological, and social factors on mental and physical health.

PSY350 Cognitive Psychology (3 cr.)

The discipline of cognitive psychology examines how humans perceive, encode, store, transform, retrieve, and use information. This course is designed to introduce the field of cognitive psychology, focusing on both classic and current issues. Topics include attention, perception, multiple memory systems, encoding and retrieval processes, knowledge, and decision making. The course explores both behavioral and neuropsychological approaches to understanding cognition.

PSY359 Multicultural Psychology (3 cr.)

Prerequisite(s): or co-requisites: COM330 or COM309 and PSY329

The course examines culture's influence on human behavior with particular emphasis on multiculturalism in a global context. Of key significance is integrating primary readings in cross-cultural psychology. Particular attention is devoted to acquiring the skills necessary to live and adapt successfully in diverse communities.

PSY449 Personality Psychology (3 cr.)

Prerequisite(s): or co-requisites: COM330 or COM309 and all PSY300 level core courses

This course includes historical ways of understanding human persons. Classical personality theories, including psychodynamic, cognitive, behavioral, trait, and humanistic/existential, are studied and evaluated. Contemporary research in personality areas, such as attachment, temperament, the big five traits, and psychological well-being, is studied and integrated with historical and classical approaches.

PSY460 Individual and Group Counseling (3 cr.)

Prerequisite(s): or co-requisites: COM330 or COM309 and PSY449

This course offers an introduction to basic and advanced interviewing skills in individual and group counseling. Ethical and professional issues are examined. Students consider research and theory, and apply them to diverse populations. Some hands-on experience with basic skills in individual and group formats is included.

PSY489 History and Systems of Psychology (3 cr.)

Prerequisite(s): Pre- or co-requisite: COM330 or COM309 and PSY449

This course focuses on the historical bases of contemporary psychology, including philosophical, scientific, and cultural developments, with emphasis on the nineteenth and twentieth centuries. Significant systems, schools, and movements within the field of psychology are covered and related to contemporary issues in psychology.

Elective Courses: 6 cr.

PSY330 Childhood and Adolescent Psychology (3 cr.)

This course focuses on the major theoretical viewpoints and research approaches in the field of developmental psychology, specifically from the prenatal period through adolescence. Students consider social, emotional, cognitive, and physical development of children and teens. Theories of development for behavior in infancy, childhood, and adolescence, including sensory and motor development and processes such as learning, motivation, and socialization are studied.

PSY335 Evolutionary Psychology (3 cr.)

This course provides an introduction to evolutionary psychology: the scientific study of human nature focusing on the psychological adaptations that evolved to solve ancestral challenges to survival and reproduction. Topics covered include principles of natural selection, sexual selection, human universals, key concepts from evolutionary biology, kin relationships, altruism and cooperation, cultural transmission, fear, aggression, conflict, and social dominance.

PSY344 Psychology of Gender (3 cr.)

This course examines biological and cultural factors that influence the development of gender roles and identities. Students explore current research and theory regarding the validity and utility of commonly accepted gender differences and how those affect our lives at the personal, social, and institutional levels. Emphasis is placed on the social construction of gender identity.

PSY345 Psychology of Human Sexuality (3 cr.)

This course examines the fundamentals of the development and practice of sexuality in the human being and the historical, psychological, and psychosocial aspects of human sexuality from childhood to old age. Sexual behaviors and values in contemporary society from both a psychological and sociological perspective are explored.

PSY355 Psychology of Religion (3 cr.)

This course explores the psychological influences of religion on thinking, emotions, morality, and social behavior. Topics include the science-versus-religion issue, a comparison of

selected Eastern and Western approaches to human identity and social relationships, and an examination of the impact of religion on experience, attitudes, behavior, and mental health.

PSY360 Forensic Psychology (3 cr.)

This course explores the interplay of psychology and the legal system including exploration of the sources and causes of criminal behavior and the legal and psychological responses. The class also examines the psychological theories and research that address legal issues and the role psychologists play in the criminal justice system. Topics include criminal investigations, competency to stand trial, confessions, criminal profiling, and other criminal issues. Also covered are the ethical issues confronted by psychologists in the criminal justice system.

PSY370 Educational Psychology (3 cr.)

This course provides an introduction to the application of modern psychological principles to educational theory and practice. Emphasis is placed on research in educational psychology, models of learning, motivation, intelligence, applications of psychological theories to the development of instructional techniques, diversity, and special populations.

HHSM375 Counseling Theory and Skills (3 cr.)

This course provides students with an overview of the major theories in counseling and psychotherapy and is designed to expose students to essential skills and techniques needed for client engagement, follow-through, completion, and overall therapeutic effectiveness. This course is highly experiential in its format, utilizing role plays, interviews, and the opportunity for the students to identify their own values, interpersonal style, and increased self-awareness.

PSY450 Animal Assisted Therapy (3 cr.)

This course explores animal assisted therapy as a psychological approach to improve the physical, social, emotional, and/or cognitive functioning of an individual using the planned inclusion of an animal in a treatment plan. This course is a combination of classroom learning and hands on activities with animals to explore trends in assisted therapy for children, adolescents, individuals, families, couples and groups. Applications of animal assisted therapy to mental health issues such as depression, grief and loss, trauma, addictions, anger management, divorce, and anxiety are examined.

PSY455 Introduction to Chemical Dependency (3 cr.)

This course provides an introduction to addictions and related human services, including physiology of chemical dependency, interviewing, group dynamics, and the impact of chemical dependency on family members. Specific treatments and an overview of state and community treatment resources are examined.

PSY465 Psychology of Aging (3 cr.)

This course explores the theories, concepts, perspectives, and research in the study of gerontology. Psychological and sociological changes experienced during late adulthood are explored. Topics covered include methodological and theoretical issues regarding the study of aging, social issues that older adults often face, societal implications of aging population, and death and dying.

PSY466 Psychology of Death and Dying (3 cr.)

Prerequisite(s): PSY317

This course explores the psychological issues and concepts related to death including emotions, behaviors, beliefs, and attitudes towards the process of dying. Cultural and historical differences in concepts of death, dying grief, and bereavement are explored, as well as individual differences related to preparations, adjustments, and coping with death. Developmental perspectives on death (children, adolescents, adults, and elderly) are examined as well as the personal and social implications of loss over the entire lifespan. Topics include coping with grief and loss, cultural approaches to death and funeral practices, hospice care, suicide and physician-assisted suicide, and media coverage of death and dying.

PSY472 Psychology of Trauma (3 cr.)

This course offers an introduction to the phenomenon of psychological trauma. The course includes the history and current theories in the field, the nature of trauma, and its impact on the developing individual across various domains of functioning. Cognitive, neuropsychological, developmental, social, and clinical approaches to understanding trauma are covered. Topics include childhood trauma, sexual assault, domestic violence, terrorism, combat, and natural disasters.

PSY480 Organizational Psychology (3 cr.)

Prerequisite(s): PSY320, PSY359

Organizational psychology is the application of psychological methods and principles to industrial and organizational behavior. The course studies psychological constructs related to personnel selection, training, and placement in organizations and industries. Topics include organizational theory and development; personnel evaluation and assessment; theory of motivation and leadership; teams in organizations; attitudes and emotions relevant to work; and fairness and diversity within organizations.

PSY490 Psychology Field Experience (3 cr.)

This course is designed to allow students to develop knowledge in an individual interest area or career path in psychology. Students create an approved plan to gain both practical and theoretical knowledge. A minimum of 20 hours of experiential learning in the field, such as informational interviewing, job shadowing, volunteering, project-based service learning, etc. is required. Readings, workshops/ seminars, auditing free online courses, etc. complement the experiences. Students keep a reflective journal throughout, and summarize the learning and future directions in an integration paper. Students must meet established criteria and receive program director approval to take the course.

Note:

Three elective credits may also come from a select list of business and human resource management courses. Please contact staff for more information.

Students enrolled in B.S. programs with a GPA of 3.0 or higher may take up to 6 graduate-level credits within the bachelor's program from a specified list of courses offered by Saint Mary's University. The courses must be part of their final 12 credits taken in the bachelor's candidate program. These courses will satisfy the residential credits as part of both Bachelor's and Master's degrees. To receive graduate credit, the student must earn a grade of B or higher.

The approved courses are as follows:

PY605 Developmental Psychology (3 cr.)

PY607 Theories of Personality (3 cr.)

ADS551 Historical & Contemporary (2 cr.)

ADS552 Applied Research & Evaluation (2 cr.)

ADS553 Ethical, Legal, and Professional Issues in Addiction Services (2 cr.)

HS606 Common Diseases and Treatments (1 cr.)

HS616 Health Informatics (2 cr.)

HS671 Human Services Systems (3 cr.)

HS672 Health Care Systems (3 cr.)

Faculty

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

Admission Requirements

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

Application Process

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

2. All official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 transferable semester credits with a Basic English composition course. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Public Health, B.S.

The Bachelor of Science in Public Health coursework prepares individuals for diverse entry-level positions in governmental, healthcare delivery, and non-governmental agencies whose missions are to improve the health of the public. The degree focuses on foundational principles in the theory and practice of public health. Emphases threaded throughout the curriculum include the concepts of cultural competence, health disparities, and social justice. Students develop skills in relevant data acquisition and analysis strategies, public health program development and evaluation approaches, and communication systems that impact attempts to affect health-related behavioral changes. The program prepares individuals for immediate work in the highly diverse field of public health as well as for admission into graduate degrees in public health and related disciplines and practices.

Program Outcomes

1. Incorporate the scientific basis of health and of disease into perspectives on wellness across the lifespan.

2. Describe the social and behavioral frameworks of public health to promote positive change.

3. Analyze the impact of public health strategies on local, regional, and global challenges.

4. Apply epidemiological methods to produce evidence-based approaches to health problems.

5. Demonstrate the ability to assess, plan, implement, and evaluate public health strategies to improve the health and quality of life for people in their communities.

6. Incorporate regulatory, ethical, and legal aspects when developing and implementing public health.

7. Design technical and professional communication strategies to promote effective public health initiatives.

8. Demonstrate cultural competence with diverse populations.

9. Examine the ethical implications of personal and professional actions.

Program Structure and Delivery

The Bachelor of Science in Public Health is delivered in blended format. Blended courses combine face-to-face and online instruction.

Degree Requirements

Initial Course	3 cr.
Required Courses	30 cr.
Required Communication Courses	6 cr.
Capstone Course	3 cr.
Total	**42 cr.**

Initial Course: 3 cr.

BPH300 Human Biology (3 cr.)

This course introduces fundamental aspects of human physiology with emphasis on organ systems, their components, and their functions. Students compare states of health and disease across the lifespan spectrum. Topics include introductions to human physiology, organ systems, cell biology, and genetics. The molecular bases for physiologic processes are introduced. The roles of exercise, nutrition, lifestyle, aging, and the environment on states of health are introduced in relation to fundamental physiological principles.

* Students can either transfer in a human biology course or take it at Saint Mary's.

Required Courses: 30 cr.

BPH400 Foundations of Public Health (3 cr.)

This course provides an overview of the discipline of public health by introducing concepts and structures essential to the promotion of a healthy society. Emphasis is placed on viewing health and disease from a population perspective in comparison to that of the individual. The history of the field of public health, the major institutions in the U.S. and worldwide, and critical concepts such as the roles of communication, human behavior, and cultural competence are introduced.

BPH405 Measurement and Statistics for Health Professionals (3 cr.)

This course introduces students to the use of data, measurement, and basic statistics in the field of public health. This introduction to biostatistics provides an overview of data collection, sample sizes, normality of data sets, basic measurement statistics, parametric and non-parametric statistical comparisons, and statistical significance. Students apply concepts through in-class labs and real world data collection.

BPH410 Introduction to Epidemiology (3 cr.)

Prerequisite(s): BPH400, BPH405, HHSM302

This introductory course considers the meaning, scope, and applications of epidemiology to public health practice and the uses of vital statistical data in the scientific appraisal of community health. Students learn and apply basic epidemiology concepts within a population-based framework, and examine the study of determinants and distributions of disease in the population. More broadly, students analyze and research health outcomes using a population health lens. Students actively apply epidemiological concepts to current health environments, health trends, emerging research, acute and chronic diseases, infectious diseases, and evolving public health concerns/problems.

HHSM325 Cultural Competency for Health and Human Service Professionals (3 cr.)

This course examines best practices in the delivery of health and human services that meet the social, cultural, and linguistic needs of those served. The vital link between cultural competency and access to quality care is examined in both healthcare and human services fields. Special attention is given to underserved communities.

BPH415 Health Policy and Ethics (3 cr.)

Prerequisite(s): BPH400, HHSM302

This course explores the concepts of legal, ethical, economical, and regulatory dimensions of healthcare and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government.

HHSM420 The U.S. Healthcare System (3 cr.)

Prerequisite(s): BPH400, HHSM302

This course covers the core structure of the U.S. healthcare system, including components of the system, financing, delivery of healthcare, and the consumer perspective. Emerging healthcare trends and issues in the 21st century are explored, including the impact of healthcare and other policies and legislation on patients, providers, and payers.

BPH425 Principles of Population Health and Disease (3 cr.)

Prerequisite(s): BPH300, BPH400, HHSM302

This course provides an introduction to common diseases and their biological and behavioral bases. The relationship between individual health and behavior, and population health and behavior are explored. Acute and chronic diseases, infectious diseases, and their prevention and treatments are described and discussed. The roles that social determinants play in health and diseases are examined.

BPH430 Community and Behavioral Aspects of Public Health (3 cr.)

Prerequisite(s): BPH400, HHSM302

This course introduces students to theories and approaches behind health behavior change. It is an overview of health behaviors that contribute most dramatically to morbidity and mortality. This course emphasizes public health interventions and strategies to transform unhealthy behaviors into healthy behaviors, how to promote that change, and barriers to affecting such change. Behaviors are examined from multiple perspectives – individual, social, environmental – with a systems perspective in mind. Current research and theory are applied to behavior change interventions to better understand the roles of health disparities, policy, current political environments, and contemporary research.

BPH440 Introduction to Public Health Program Planning and Development (3 cr.)

Prerequisite(s): BPH400, BPH410, BPH435, HHSM302

This class provides students with the tools for planning effective public health interventions. Students learn about conducting needs assessments, developing intervention strategies involving community stakeholders, project and budget management, and writing grant proposals.

BPH445 Introduction to Public Health Program Implementation and Evaluation (3 cr.)

Prerequisite(s): BPH400, BPH410, BPH430, BPH435, HHSM302

This class provides students with the tools for implementing and evaluating public health programs, following the planning and development stages. Students learn applicable skills such as project management, working with community stakeholders, and collecting and analyzing data. Effective program evaluation, compliance, reporting, and quality improvement techniques are explored.

Required Communication Courses: 6 cr.

HHSM302 Writing in the Health Professions (3 cr.)

This course provides strategies for developing academic and professional writing skills relevant to professions in health and human services. Topics include effective written communication in the workplace and appropriate communication styles based on audience. Academic writing is addressed, including use of American Psychological Association (APA) formatting, and library and web research resources. The skills learned prepare the student for written communications in other courses and in multiple occupational settings.

BPH435 Public Health Communication (3 cr.)

Prerequisite(s): BPH400, HHSM302

This course explores fundamentals of public health communication's role in the healthcare delivery structures, the evolution of healthcare reform, and emergency preparedness. Students explore the roles that health literacy and overall public understanding of health-related concepts and data play in development and implementation of communication strategies.

Capstone Course: 3 cr.

BPH490 Applied Public Health Experience-Capstone (3 cr.)

Prerequisite(s): Completion of all required BPH courses and general education requirements must be completed or taken concurrently.

This summative course integrates the skills and knowledge developed in previous coursework and applies them to a practice-based project. Students select a focused problem, challenge, or question pertaining to the practice of public health. This full semester course includes a public health field experience, a research paper, and a final presentation related to the student's professional goals.

Requirements for Double Major

For those students seeking both the Public Health, B.S. and Healthcare and Human Services Management, B.S. please see the double major requirements at the end of the catalog.

Faculty

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

Admission Requirements

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

Application Process

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

2. All official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 transferable semester credits with a basic English composition course. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Sales and Marketing, B.S.

The Bachelor of Science in Sales & Marketing 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 program is three-fold. First, the program provides the foundational theories and frameworks of marketing practice in the 21st century. Second, it emphasizes the use of technology and digital strategies as integral to the success of contemporary marketing initiatives. Finally, in alignment with LaSallian values the program examines the use of marketing theory to enact social change and conduct business in an ethical manner. Finally, the program provides the sales curriculum needed by persons in this profession.

The B.S. in Sales and Marketing program in no longer accepting students into the program.

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.

Program Structure and Delivery

Courses in the program are delivered in a blended format, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner.

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.**

The Bachelor of Science in Sales and Marketing program is no longer accepting students into the program.

Required Marketing Requirements: 18 cr.
(Take 2 of the 3 ethics courses MK300, MK302, or MK307)

MK300 Principles of Marketing (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.

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 Consumer Behavior and Trend Analysis (3 cr.)

This course explores the theories and frameworks that business and marketing strategists need for assessing purchasing behavior trends. The impact of consumer and business buying behaviors on markets and marketing initiatives is analyzed. The course also examines the contributions of the social sciences in understanding buying behaviors. Students utilize geographic information systems (GIS) technology to explore consumer behaviors and trends that impact business decisions.

MK306 Digital Marketing (3 cr.)

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 Integrated Marketing Promotions (3 cr.)

This course examines the integrated promotion and communication strategies used in organizational marketing efforts. Topics include the use of advertising, direct marketing, sales promotions, public relations, personal selling, and social media to promote products and services. Message development and communication approaches for various types of promotional strategies are discussed. Legal and ethical issues related to marketing promotions and communications are also considered.

Required Sales Courses: 9 cr.

MK440 Business Sales (3 cr.)

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

MK441 Professional Selling Strategies (3 cr.)

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.)

This course examines the process of managing sales representatives, accounts, and resources in the context of the legal, ethical, and global business environment. It covers the sales force recruiting and hiring process; approaches to sales force training, compensation, and motivation; techniques used in sales forecasting; and approaches to establishing and managing sales territories. Strategies for managing resources and measuring sales goals are also explored.

Required Business Course: 3 cr.

BU407 Financial Management (3 cr.)

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

Required Capstone: 3 cr.

BU490 Strategic Management Capstone (3 cr.)

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

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

Communication Courses: 6 cr.

COM309 Professional Writing (3 cr.)

Prerequisite(s): English Composition or equivalent

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

COM310 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.

Elective Courses: 6 cr.

Students select two elective courses (6 credits). Elective courses options include any 300 or 400-level Business (BU), Human Resource Management (HR), Management (MG), or Marketing (MK) courses. Marketing courses electives available for students include the following:

MK400 Market Research (3 cr.)

This course covers the fundamentals of the theory and design of market research and the analysis and use of research results in making marketing decisions. Applications of market research for various sizes and types of companies are considered.

MK420 Advertising Design (3 cr.)

This course involves the study of art and design used in the marketing of products and services. The principles of artistic composition, color, shape, and form used in commercial art is examined. Emphasis is placed on the need for business professionals to understand the fundamental aesthetic principles of advertising design to help ensure successful promotional campaigns.

MK430 Product Life Cycle Management (3 cr.)

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.

Note:
B.S. in Sales and Marketing completion students who anticipate enrolling in the Masters of Business Administration should take BU300 Accounting Principles and MG311 Economics for Managers as electives.

Faculty

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

Admission Requirements

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

Application Process

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

2. All official transcripts issued to Saint Mary's University of Minnesota from all previous institutions attended with a minimum of 30 transferable semester credits with a Basic English composition course. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Accountancy, M.S.

The demand for accounting leaders continues to increase nationally in both public and private sectors specifically, accountants that are business partners. The M.S. in Accountancy program provides students with the skills and knowledge to move into accounting management positions. The program focuses on professional skills, confidence, lifelong learning, and continuous improvement, in addition to enhanced accounting proficiencies. This program also builds upon the successes of the Bachelor Completion Accounting Program and provides an avenue for students to continue their accounting education.

Accounting Certification

This program provides students the opportunity to work toward the 150 credits required to become a Certified Public Accountant (CPA). This program is also designed to provide content knowledge to help prepare students for the CPA exam and/or the Certified Management Accountant (CMA) exam. Students should be aware that CPA requirements vary by state; it is the responsibility of individual students to review all requirements and criteria for the state in which they are seeking certification.

Program Outcomes

Upon completion of the program, graduates should be able to do the following:

1. Use advanced accounting knowledge to address organizational issues.
2. Evaluate complex accounting situations.
3. Assess emerging and global accounting issues that can contribute to organizational success.
4. Articulate a process for making ethical decisions.
5. Manage accounting teams to achieve established goals.
6. Communicate complex financial information in a clear and concise manner.

Program Structure and Delivery

The Master of Science in Accountancy program is offered in a blended format or fully online. Courses delivered in the blended format integrate face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner.

Degree Requirements

Foundation Courses*	9 cr.
Core Courses	24 cr.
Elective Courses	3 cr.
Capstone Course	3 cr.
Total	**30 cr.**

* Foundation courses do not count toward the degree.

Foundation Courses - 9 cr.

ACCT500 Auditing (3 cr.)

Prerequisite(s): This course does not count toward the degree.

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. Other assurance, attestation and internal auditing services are also covered.

ACCT505 Business Taxation (3 cr.)

Prerequisite(s): This course does not count toward the degree credits.

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.

ACCT510 Intermediate Accounting (3 cr.)

Prerequisite(s): This course does not count toward the degree credits.

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.

Required Core Courses: 24 cr.

ACCT600 Financial Communication (3 cr.)

This course provides students with an understanding of how accounting and other information necessary to assess a firm's economic status is created, packaged, and disseminated to a company's management team and external users such as investors, customers, analysts, and the financial media. The course also covers academic writing used in the program and information literacy required for research.

ACCT610 Leadership and Ethics (3 cr.)

This course covers how accounting leaders assist a company in making strategic financial decisions and explores the relationship between ethics and leadership. Students learn behaviors to accelerate high performance and create an ethical environment.

ACCT620 Accounting Information Systems (3 cr.)

Prerequisite(s): ACCT510

This course is designed to present an understanding of accounting information systems and their role in the accounting environment. Particular attention is paid to accounting information systems with regard to organizational goals, relational databases, internal control processes, risks, and management reports.

ACCT630 Advanced Audit and Internal Controls (3 cr.)

Prerequisite(s): ACCT500, ACCT510

This course builds upon previous auditing course work through the use of case studies, and provides an in-depth analysis of selected advanced topics in auditing, including developing an understanding of the (1) code of professional ethics of the auditing professions, (2) fundamental principles underlying an audit performed in accordance with generally accepted auditing standards, (3) impact of information technology in the conduct of an audit, and (4) how audit sampling is used in an audit. In addition, the factors that impact audit risk are analyzed, and the impact of internal controls on the conduct of an audit are evaluated.

ACCT650 Forensic Accounting and Fraud Analysis (3 cr.)

Prerequisite(s): ACCT510

This course examines fraud schemes and addresses fraudulent financial reporting, misappropriation of assets, and corruption. Students learn how to develop evidence to assist a fraud case through litigation support and expert testimony techniques.

ACCT660 Strategic Management Accounting (3 cr.)

Prerequisite(s): ACCT510

This course emphasizes cost accounting as a source of data for measuring and improving the economic condition of the business. Topics include strategic planning and control, cost analysis, overhead allocation, and financial statement analysis.

ACCT670 Taxation and Business Decisions (3 cr.)

Prerequisite(s): ACCT505, ACCT510

This course examines the relationship between managerial decision making and taxes. Topics include the different types of entities and the impact of tax considerations in business decisions such as corporate structure, reorganization, and compensation.

ACCT680 Contemporary and Emerging Issues (3 cr.)

Prerequisite(s): ACCT510

This course identifies developing areas in accounting and encourages students to research the issues, think critically, evaluate alternatives, and communicate conclusions orally and in writing. The course addresses the role of the contemporary accountant, international accounting standards, the future of the Financial Accounting Standards Board (F.A.S.B.), standard setting and regulation, ethics, and other developing issues.

Elective Courses: 3 cr.

ACCT640 Nonprofit and Government Accounting (3 cr.)

This course introduces the concepts and practices of accounting for nonprofit entities and for state and local governments. Topics include the role and process of budgeting in governmental and nonprofit organizations and financial analysis.

HRM601 Human Resource Management Strategy (3 cr.)

Prerequisite(s): Prerequisite to all other HRM courses

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, and using technology for planning and administering human resource functions.

PRM600 Foundations of Project Management (3 cr.)

This foundation course covers key terminology, project management context, and the project management framework. This framework includes the project management knowledge areas and the project process groups.

Required Capstone Course: 3 cr.

ACCT690 Master's Capstone (3 cr.)

This course blends accounting theory, practice, and research. Students demonstrate leadership and strategic decision-making skills along with advanced knowledge of accounting. Students present findings to colleagues and professionals in the field.

Faculty

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

Admission Requirements

Applicants may apply for admission to master's degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must also provide transcript(s) demonstrating successful completion of coursework from a regionally accredited institution in three areas–intermediate accounting, audit, and tax–as prerequisites to program admission. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit the following:

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

2. 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 to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

    a. brief description of the applicant's background, training, and experience; and

    b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

    c. description of the areas the applicant considers to be their 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. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

African Studies, M.A.

The Master of Arts in African Studies is offered in collaboration with the Maryknoll Institute of African Studies (MIAS) located in Nairobi, Kenya. The collaboration is referenced as the Maryknoll Institute of African Studies of Saint Mary's University (MIASMU). The program is offered only in Nairobi, Kenya. The degree is a thirty-credit academic program rooted in systematic field research – an hour of field research, facilitated by a tutorial assistant, is required for every hour of lecture – and it is focused on African cultural knowledge and domains. The student takes six courses worth twenty-four credits and writes a publishable quality field-researched/integrated thesis of a minimum of 150 pages worth six credits.

The students become Africanists, that is, people able to teach from an African perspective, and do field research on a regular basis in order to keep up to date with the current trends in African cultures and religion. The students must show above-average competence in their field research exams, field research reports, classroom participation, and the quality of their field researched/integrated course papers. Students must maintain a "AB" average in course work in order to be accepted into the Master of Arts (MA) degree program.

Program Outcomes

Upon completion of the Masters of Arts in African Studies program, graduates are expected to be able to do the following:

1. Understand and address contemporary African issues as an Africanist with an adult perspective of African cultural knowledge.

2. Apply an adult, insider's perspective and understanding of the African issues addressed in each course.

3. Understand, appreciate, and articulate their own cultural knowledge of origin, and remain open to participating in the cultural values, attitudes, and activities of other cultures without imposing their own values.

4. Teach, celebrate, and critique their cultures of origin from an adult, professional perspective.

Degree Requirements

Required Courses	12 cr.
Thesis Course	6 cr.
Elective Courses	12 cr.
Total	**30 cr.**

Required Courses 12 cr.

AFST510 African Culture: An Overview (4 cr.)

The course gives an overview of the African traditional cultures by studying some of the significant aspects of these cultures. Some of the aspects studied are social groupings, supernatural beliefs, religious systems, communication systems, political systems, economic systems, education system, health systems, and rites of passage. Special attention is given to the traditional features of these aspects, though the contemporary changes affecting them are also mentioned. Special attention is also given to the challenges these cultures pose to Christians in Africa.

Select one of these 3 courses.

AFST530 African Traditional Religion: Major Beliefs, Practices, & Contemporary Forms (4 cr.)

The course is designed to introduce students to an African world view and African religious heritage. The purpose of the course is to teach about religion as a social and cultural factor. The students are exposed to different theories, both from the traditional African societies and to those originating from the upsurge of the twentieth century. The course also seeks to see how African religious traditions can and must be a springboard for any religious dialogue with Africans. The students are required to compare and contrast what they learn in class and what they observe in the community through professional quality field research. The students should try to answer such questions as the following: What does African traditional religions have to contribute to the whole humanity today? What role does religion play in African society today? Must Africans always look for proofs and justification for their existence?

OR

AFST546 African Traditional Religion Interprets the Bible (4 cr.)

The course presupposes that most Bible commentaries and everyday written exposition of scriptural texts generally assume European and North American cultural thought patterns. This is quite evident in the much-accepted historical critical method. As an alternative to this way of interpretation, this course offers students a chance to investigate the African way of understanding biblical culture and milieu in terms of African culture and milieu. It investigates whether it is possible to arrive at concrete African hermeneutic principles. It asks how Africans read the Bible and profitably enculturate the ever-enduring biblical message into their existential situation without an historical critique of the biblical settings. It asks what Africans understand the Bible to say on issues such as marriage and the family, African contemporary culture, bride wealth, rites of passage, death, and rites of Incorporation into life after death.

OR

AFST552 Moral Teachings and Practices of African Traditional Religion (4 cr.)

The course is intended for pastoral agents with a background in theology and some experience of African cultures. It starts with an introduction to the development of African moral traditions up to the present time. Then it investigates several moral themes in the forefront of the contemporary African scene: sexuality (with particular reference to AIDS); death and dying (with particular reference to HEALING); inter-tribal/ethnic relations (with particular reference to VIOLENCE). All of these are considered in the context of trying to understand what sin and salvation are from the African viewpoint and how this understanding of morality continues to influence (ethically) peoples' lives in contemporary Africa.

- Select one AFST course appropriate to the thesis as the final required course.

Thesis Course 6 cr.

AFST590 Thesis (6 cr.)

Elective Courses 12 cr.

Elective courses selected must include both a social science and a theological perspective to ensure students have a broad academic approach to African studies.

AFST506 Field Research Principles and Practice (Foundational) (1 cr.)

This dimension of the program is designed to train students how to do professional field research on the issues pertinent to the particular courses they are taking. The research is facilitated by University students who are assigned to each participant on a one-to-one basis and function as their field assistants. The research is intertwined with all courses being taught each session.

AFST508 Field Research Principles and Practice (Advanced) (1 cr.)

This dimension of the program is designed to further develop the research skills of students who have participated in the previous years. Like the foundational dimension, this training is intertwined with courses being taught each session.

AFST515 Introduction to Islam in Eastern Africa (4 cr.)

The course introduces the study of Islam in East Africa in its historical and doctrinal aspects. Islam as a lived religion in Africa is discussed in the various ways through which it has interacted with its African believer.

AFST520 Justice and Peace in East Africa (4 cr.)

The course explores the concepts of justice, peace, and reconciliation in East Africa. It deals with the various components, and the place each occupies in the spectrum of the various social science conflict-handling mechanisms. Its aim is to arrive at a working definition of justice and peace, fundamental human rights and freedom, reconciliation and peaceful resolution of conflicts, people's empowerment and concentrations, democracy, and civil society.

AFST524 African Marriage and Family: Challenge and Change (4 cr.)

The course covers various aspects of African marriage and family focusing primarily on the traditional forms. Emphasis is placed on cross-cultural studies, which illustrate the similarities and diversities in values, attitudes, and practices within Africa.

AFST526 Contemporary Political and Economic Realities in Kenya (4 cr.)

The course studies political and economic foundations, past and present, of African society intensively; clan based political allegiances and communal economic systems; colonial-imposed changes; and post-independence attempts to create nation-states. It focuses on the conflicts and crises, which are disrupting effective government and economic development.

AFST528 Sage Philosophy: The Root of African Philosophy and Religion (4 cr.)

The course focuses on the general nature of philosophy and its connection with philosophy and religion in Africa through the study of ethnophilosophy and African traditional religions. Particular areas of interest include folk sagacity and philosophical sagacity. Particularly the course addresses sage philosophy in relation to culture, western debate over reason, ethnophilosophy, professional philosophy, African political philosophy, Kenyan sages and rationality, and finally sage philosophy in contemporary Africa. During the course, students are guided in analysis of the views of scholars such as J. S. Mbiti and Placide Tempels, and African leaders such as Kwame Nkurumah and Julius Nyerere.

AFST532 Spirituality, Personhood, and Psychotherapy in an African Context (4 cr.)

The course is aimed at people with some experience in studying African spirituality. The course includes both lectures and workshops. The content includes an introduction to the African psychotherapy, introduction to African personhood and personality development and importance of transitional ceremonies, and the importance of the ancestors, the family, and the clan in the formation of the African personality.

AFST538 Missions in Africa Today: Methods, Concepts, Practices, and Challenges (4 cr.)

The course is a study of Christian missions in Africa today. Special attention is paid to various methods that should be used in doing missions, different concepts of what missions mean, and various practices that should be in missions. The course also pays attention to some issues and challenges missions should address well in order to be effective. Included in these challenges are development, partnership with local churches, ecumenism, and globalization.

AFST540 African Christian Theology: Historical and Systematic Development (4 cr.)

The course is aimed at covering the following topics: Christianity and African cultural heritage, an examination of what is African Christian theology and the historical development of the discipline, a systematic presentation of the basic sources of African Christian theology, inculturation, the meaning of liberation theology in Africa, and the guidelines for Christian theology in Africa. The course includes guided field research related to the veneration of ancestors, the African Independent Churches, worship, and street preachers.

AFST542 African Feminist Theology: A Source for African Christian Theology (4 cr.)

The course commences with a brief historical survey of womanist theology as a liberating theology including its origin, development, and its spread around the world. Then the course analyzes the challenge womanist theology poses for African cultures and African religious tradition and how womanist theology could be a tool for recapturing the African values, e.g., that of holistic approach to human life in relation to the divine and the cosmos.

AFST544 Towards the Inculturation of Religious Community Life in Africa (4 cr.)

The course explores topics relevant to the inculturation of religious life in Africa. It examines the dynamics of inculturation from the 'bottom up', i.e., the experience of religious women and men themselves in defining the evolving expression of their lives as Africans.

AFST548 African Independent Churches: Authentic Integration or Separation from Christianity (4 cr.)

The course introduces Christian workers to the major African Independent Churches. All Christian workers, missionary or African, can benefit from the course, but the course is geared particularly to those who have no previous study of the African Independent Churches (it is a foundational course). The course examines some of the significant aspects of the African Independent Churches with the belief that 1) African Independent Churches (AICs) have something to teach missionary planted churches (MPCs) and visa versa. For example, AICs can teach MPCs how to contextualize the Gospel in African cultures, so that the Gospel can be rooted in Africa. One of the AICs most precious assets is its experience of being rooted in its own African cultures. And the MPCs can teach AICs various methods of Bible study, an element that seems to be lacking among the AICs. 2) AICs have formed a major Christian force that cannot be ignored by the universal church of Christ.

AFST550 Gospel and Culture: The African Experience (4 cr.)

The course begins by examining the resilience of African culture when challenged by Christianity. This has been the case wherever the Gospel has been preached. In turn, Christianity has challenged African culture as it has done everywhere and throughout the ages. This course is geared towards articulating this mutual challenge in terms of the resultant African Christian culture that is still evolving. It assesses how far it contributes to the continuing mission of God in Africa through Christianity.

AFST570 Introduction to East African Literature: Focus on Religious Conflicts (4 cr.)

The course utilizes the wealth of both African oral and written literature to analyze the religious ideas of various African cultures. Such issues as the nature of creation; the relationship between human beings and their God; the religious and cultural similarity and synthesis among African, Judeo-Christian, and Islamic religions; and the tasks of contemporary church are scrutinized. We also have individual and group field trips for research, attending theatre, cultural activities, and poetry reading.

AFST572 Introduction to East African Art (4 cr.)

The course is designed to make students explore, understand, and appreciate the complex dimensions of East African art. Relationships of various art forms such as sculpture, painting, architecture, graphics, weaving, and pottery are examined. Their development in different cultures from ancient to modern times is explored. Critical analysis of cross-cultural influences is undertaken.

AFST580 Ideology & Practice of Health Ministry in Contemporary Africa (4 cr.)

The course is designed to help participants fulfill their vocation as healers and builders of healing Christian communities in contemporary Africa. This vocation is studied in the perspective of the definition of health by WHO as "a state of physical, mental, and social well-being" and of the Alma Ata Declaration on Primary Health Care for all in the year 2000. The course focuses on community based and preventive healthcare while taking into account the evolution of curative medicine since the recent appearance of a new incurable illness. This ministry has to take into account the patients' view of health and illness due to invisible powers and the importance of prayer healing.

AFST584 Church in Contemporary Africa: Its Political, Social, and Economic Situation (4 cr.)

The course analyzes the role of the church in contemporary African situations. The course encourages and enables students to do further studies on the role the church can play in contemporary Africa. The central focus of the course is to analyze and describe some of the major issues found in Africa today. These issues are political, social, and cultural in nature. The whole thrust is to show that the church is operating in a wider social context and it is in such context that she is called to serve. The analysis and description are mainly sociological in nature, that is, the tools for analysis are drawn from that discipline although some theological ideas are referenced.

AFST586 Sociology of Development/ Underdevelopment and African Religion (4 cr.)

The course presupposes that until recently religion was seen from various perspectives as insignificant in the economic and political dimensions of life. Many Marxists dismissed it as a mere ideological tool of the ruling classes over the poor. Modernizers on the other hand saw the connection at most as an indirect one with religion contributing to the changing of people's attitudes and personalities. This course aims at showing the direct connection between religion and the economic and political development of the peoples of East Africa. It does this based upon a theoretical framework of articulated modes of production. Both the explicit and implicit connections between traditional, Christian, and Islamic religions with economic and political development are explored. Students also participate in field research aimed at understanding the various approaches to development at both micro and macro levels. This includes interviews with ministerial level personnel and international aid agencies as well as people involved in grassroots socioeconomic projects.

Admission Requirement

Only students with undergraduate degrees, who are officially enrolled as MIASMU students through the ordinary application process, may apply by a separate MA application process to register for the MA programs in African Studies.

The official thesis proposal can be submitted as early as the end of the third course; the proposal is approved by the entire MIASMU faculty. A faculty supervisor is appointed. The maximum time for completion of course work and thesis is five years from the time of registration for the MA degree program unless an extension is granted.

Application Process

1. After successfully completing two MIASMU courses with at least an AB average, the MA candidate fills out the application forms, orders official copies of transcripts to be sent directly to MIASMU, includes a $30.00 non-refundable application fee, and submits copies of the course papers already written. These documents and papers are handed to the Program Director.

2. The MA application is scrutinized by the MA committee which recommends to the director that the candidate either be admitted to the MA degree program without condition, admitted with certain conditions, or not be admitted.

3. The director meets with each applicant and informs him or her of the committee's decision. The director interviews each recommended student regarding the viability of the MA program in terms of the student's finances, time, and work situation.

4. If the director finds the student able and willing to successfully pursue an MA degree, the student is officially enrolled in the MA program, and an official acceptance letter is sent in that regard.

5. Application is through the MIAS website: http://www.mias.edu
   Or by e-mail
   miasmu@tangaza.org/MIAS@maf.or.ke
   or by Post
   MIASMU
   P.O. Box 15199 Lang'ata 00509
   Nairobi, Kenya

African Studies, M.A.S.

The Master of African Studies is offered in collaboration with the Maryknoll Institute of African studies (MIAS) located in Nairobi, Kenya. The collaboration is referenced as the Maryknoll Institute of African Studies of Saint Mary's University (MIASMU). The program is offered only in Nairobi, Kenya. The degree is a professional terminal degree that is not intended as a building block for further graduate studies. The student takes seven courses worth twenty-eight credits and writes a publishable quality essay of a minimum of 50 pages worth two credits. It does not require a thesis but is rooted in systematic field research such that it requires an hour of field research, facilitated by a tutorial assistant, for every hour of lecture and is designed for the following types of students:

1. Professionals who already have academic degrees at the master or doctoral level and for whom a professional master's degree can complement their skills by adding an Africanist dimension to their field of expertise.

2. Students who have no interest in an academic career or cannot afford the MA degree but wish for a master level recognition for their graduate in-depth studies in African cultural knowledge and religion.

3. Those who did not maintain the required "AB" average in their course work but managed to maintain a "B" average.

Program Outcomes

Upon completion of the Master of African Studies program, graduates are expected to be able to do the following::

1. Understand and address contemporary African issues as an Africanist with an adult perspective of African cultural knowledge.

2. Apply an adult, insider's perspective and understanding of the African issues addressed in each course.

3. Understand, appreciate, and articulate their own cultural knowledge of origin, and remain open to participating in the cultural values, attitudes, and activities of other cultures without imposing their own values.

4. Teach, celebrate, and critique their cultures of origin from an adult, professional perspective.

Degree Requirements

Required Courses	12 cr.
Essay Course	2 cr.
Elective Courses	16 cr.
Total	**30 cr.**

Required Courses 12 cr.

AFST510 African Culture: An Overview (4 cr.)

The course gives an overview of the African traditional cultures by studying some of the significant aspects of these cultures. Some of the aspects studied are social groupings, supernatural beliefs, religious systems, communication systems, political systems, economic systems, education system, health systems, and rites of passage. Special attention is given to the traditional features of these aspects, though the contemporary changes affecting them are also mentioned. Special attention is also given to the challenges these cultures pose to Christians in Africa.

Select one of these 3 courses.

AFST546 African Traditional Religion Interprets the Bible (4 cr.)

The course presupposes that most Bible commentaries and everyday written exposition of scriptural texts generally assume European and North American cultural thought patterns. This is quite evident in the much-accepted historical critical method. As an alternative to this way of interpretation, this course offers students a chance to investigate the African way of understanding biblical culture and milieu in terms of African culture and milieu. It investigates whether it is possible to arrive at concrete African hermeneutic principles. It asks how Africans read the Bible and profitably enculturate the ever-enduring biblical message into their existential situation without an historical critique of the biblical settings. It asks what Africans understand the Bible to say on issues such as marriage and the family, African contemporary culture, bride wealth, rites of passage, death, and rites of Incorporation into life after death.

OR

AFST552 Moral Teachings and Practices of African Traditional Religion (4 cr.)

The course is intended for pastoral agents with a background in theology and some experience of African cultures. It starts with an introduction to the development of African moral traditions up to the present time. Then it investigates several moral themes in the forefront of the contemporary African scene: sexuality (with particular reference to AIDS); death and dying (with particular reference to HEALING); inter-tribal/ethnic relations (with particular reference to VIOLENCE). All of these are considered in the context of trying to understand what sin and salvation are from the African viewpoint and how this understanding of morality continues to influence (ethically) peoples' lives in contemporary Africa.

OR

AFST530 African Traditional Religion: Major Beliefs, Practices, & Contemporary Forms (4 cr.)

The course is designed to introduce students to an African world view and African religious heritage. The purpose of the course is to teach about religion as a social and cultural factor. The students are exposed to different theories, both from the traditional African societies and to those originating from the upsurge of the twentieth century. The course also seeks to see how African religious traditions can and must be a springboard for any religious dialogue with Africans. The students are required to compare and contrast what they learn in class and what they observe in the community through professional quality field research. The students should try to answer such questions as the following: What does African traditional religions have to contribute to the whole humanity today? What role does religion play in African society today? Must Africans always look for proofs and justification for their existence?

Select one AFST course appropriate to the essay as the final required course.

Essay Course 2 cr.

AFST592 Essay (2 cr.)

Elective Courses 16 cr.

Elective courses selected must include both a social science and a theological perspective to ensure students have a broad academic approach to African studies.

AFST506 Field Research Principles and Practice (Foundational) (1 cr.)

This dimension of the program is designed to train students how to do professional field research on the issues pertinent to the particular courses they are taking. The research is facilitated by University students who are assigned to each participant on a one-to-one basis and function as their field assistants. The research is intertwined with all courses being taught each session.

AFST508 Field Research Principles and Practice (Advanced) (1 cr.)

This dimension of the program is designed to further develop the research skills of students who have participated in the previous years. Like the foundational dimension, this training is intertwined with courses being taught each session.

AFST515 Introduction to Islam in Eastern Africa (4 cr.)

The course introduces the study of Islam in East Africa in its historical and doctrinal aspects. Islam as a lived religion in Africa is discussed in the various ways through which it has interacted with its African believer.

AFST520 Justice and Peace in East Africa (4 cr.)

The course explores the concepts of justice, peace, and reconciliation in East Africa. It deals with the various components, and the place each occupies in the spectrum of the various social science conflict-handling mechanisms. Its aim is to arrive at a working definition of justice and peace, fundamental human rights and freedom, reconciliation and peaceful resolution of conflicts, people's empowerment and concentrations, democracy, and civil society.

AFST524 African Marriage and Family: Challenge and Change (4 cr.)

The course covers various aspects of African marriage and family focusing primarily on the traditional forms. Emphasis is placed on cross-cultural studies, which illustrate the similarities and diversities in values, attitudes, and practices within Africa.

AFST526 Contemporary Political and Economic Realities in Kenya (4 cr.)

The course studies political and economic foundations, past and present, of African society intensively; clan based political allegiances and communal economic systems; colonial-imposed changes; and post-independence attempts to create nation-states. It focuses on the conflicts and crises, which are disrupting effective government and economic development.

AFST528 Sage Philosophy: The Root of African Philosophy and Religion (4 cr.)

The course focuses on the general nature of philosophy and its connection with philosophy and religion in Africa through the study of ethnophilosophy and African traditional religions. Particular areas of interest include folk sagacity and philosophical sagacity. Particularly the course addresses sage philosophy in relation to culture, western debate over reason, ethnophilosophy, professional philosophy, African political philosophy, Kenyan sages and rationality, and finally sage philosophy in contemporary Africa. During the course, students are guided in analysis of the views of scholars such as J. S. Mbiti and Placide Tempels, and African leaders such as Kwame Nkurumah and Julius Nyerere.

AFST532 Spirituality, Personhood, and Psychotherapy in an African Context (4 cr.)

The course is aimed at people with some experience in studying African spirituality. The course includes both lectures and workshops. The content includes an introduction to the African psychotherapy, introduction to African personhood and personality development and importance of transitional ceremonies, and the importance of the ancestors, the family, and the clan in the formation of the African personality.

AFST538 Missions in Africa Today: Methods, Concepts, Practices, and Challenges (4 cr.)

The course is a study of Christian missions in Africa today. Special attention is paid to various methods that should be used in doing missions, different concepts of what missions mean, and various practices that should be in missions. The course also pays attention to some issues and challenges missions should address well in order to be effective. Included in these challenges are development, partnership with local churches, ecumenism, and globalization.

AFST540 African Christian Theology: Historical and Systematic Development (4 cr.)

The course is aimed at covering the following topics: Christianity and African cultural heritage, an examination of what is African Christian theology and the historical development of the discipline, a systematic presentation of the basic sources of African Christian theology, inculturation, the meaning of liberation theology in Africa, and the guidelines for Christian theology in Africa. The course includes guided field research related to the veneration of ancestors, the African Independent Churches, worship, and street preachers.

AFST542 African Feminist Theology: A Source for African Christian Theology (4 cr.)

The course commences with a brief historical survey of womanist theology as a liberating theology including its origin, development, and its spread around the world. Then the course analyzes the challenge womanist theology poses for African cultures and African religious tradition and how womanist theology could be a tool for recapturing the African values, e.g., that of holistic approach to human life in relation to the divine and the cosmos.

AFST544 Towards the Inculturation of Religious Community Life in Africa (4 cr.)

The course explores topics relevant to the inculturation of religious life in Africa. It examines the dynamics of inculturation from the 'bottom up', i.e., the experience of religious women and men themselves in defining the evolving expression of their lives as Africans.

AFST548 African Independent Churches: Authentic Integration or Separation from Christianity (4 cr.)

The course introduces Christian workers to the major African Independent Churches. All Christian workers, missionary or African, can benefit from the course, but the course is geared particularly to those who have no previous study of the African Independent Churches (it is a foundational course). The course examines some of the significant aspects of the African Independent Churches with the belief that 1) African Independent Churches (AICs) have something to teach missionary planted churches (MPCs) and visa versa. For example, AICs can teach MPCs how to contextualize the Gospel in African cultures, so that the Gospel can be rooted in Africa. One of the AICs most precious assets is its experience of being rooted in its own African cultures. And the MPCs can teach AICs various methods of Bible study, an element that seems to be lacking among the AICs. 2) AICs have formed a major Christian force that cannot be ignored by the universal church of Christ.

AFST550 Gospel and Culture: The African Experience (4 cr.)

The course begins by examining the resilience of African culture when challenged by Christianity. This has been the case wherever the Gospel has been preached. In turn, Christianity has challenged African culture as it has done everywhere and throughout the ages. This course is geared towards articulating this mutual challenge in terms of the resultant African Christian culture that is still evolving. It assesses how far it contributes to the continuing mission of God in Africa through Christianity.

AFST570 Introduction to East African Literature: Focus on Religious Conflicts (4 cr.)

The course utilizes the wealth of both African oral and written literature to analyze the religious ideas of various African cultures. Such issues as the nature of creation; the relationship between human beings and their God; the religious and cultural similarity and synthesis among African, Judeo-Christian, and Islamic religions; and the tasks of contemporary church are scrutinized. We also have individual and group field trips for research, attending theatre, cultural activities, and poetry reading.

AFST572 Introduction to East African Art (4 cr.)

The course is designed to make students explore, understand, and appreciate the complex dimensions of East African art. Relationships of various art forms such as sculpture, painting, architecture, graphics, weaving, and pottery are examined. Their development in different cultures from ancient to modern times is explored. Critical analysis of cross-cultural influences is undertaken.

AFST580 Ideology & Practice of Health Ministry in Contemporary Africa (4 cr.)

The course is designed to help participants fulfill their vocation as healers and builders of healing Christian communities in contemporary Africa. This vocation is studied in the perspective of the definition of health by WHO as "a state of physical, mental, and social well-being" and of the Alma Ata Declaration on Primary Health Care for all in the year 2000. The course focuses on community based and preventive healthcare while taking into account the evolution of curative medicine since the recent appearance of a new incurable illness. This ministry has to take into account the patients' view of health and illness due to invisible powers and the importance of prayer healing.

AFST584 Church in Contemporary Africa: Its Political, Social, and Economic Situation (4 cr.)

The course analyzes the role of the church in contemporary African situations. The course encourages and enables students to do further studies on the role the church can play in contemporary Africa. The central focus of the course is to analyze and describe some of the major issues found in Africa today. These issues are political, social, and cultural in nature. The whole thrust is to show that the church is operating in a wider social context and it is in such context that she is called to serve. The analysis and description are mainly sociological in nature, that is, the tools for analysis are drawn from that discipline although some theological ideas are referenced.

AFST586 Sociology of Development/Underdevelopment and African Religion (4 cr.)

The course presupposes that until recently religion was seen from various perspectives as insignificant in the economic and political dimensions of life. Many Marxists dismissed it as a mere ideological tool of the ruling classes over the poor. Modernizers on the other hand saw the connection at most as an indirect one with religion contributing to the changing of people's attitudes and personalities. This course aims at showing the direct connection between religion and the economic and political development of the peoples of East Africa. It does this based upon a theoretical framework of articulated modes of production. Both the explicit and implicit connections between traditional, Christian, and Islamic religions with economic and political development are explored. Students also participate in field research aimed at understanding the various approaches to development at both micro and macro levels. This includes interviews with ministerial level personnel and international aid agencies as well as people involved in grassroots socioeconomic projects.

Admission Requirement

Only students with undergraduate degrees, who are officially enrolled as MIASMU students through the ordinary application process, may apply by a separate MAS application process to register for the MAS programs in African Studies.

The official essay proposal can be submitted as early as the end of the third course; the proposal is approved by the entire MIASMU faculty. A faculty supervisor is appointed. The maximum time for completion of course work and essay is five years from the time of registration for the MAS degree program unless an extension is granted.

Application Process

1. After successfully completing two MIASMU courses with at least a B average the MAS candidate fills out the application forms, orders official copies of transcripts to be sent directly to MIASMU, includes a $25.00 nonrefundable application fee, and submits copies of the course papers already written. These documents and papers are handed to the Program Director.

2. The MAS application is scrutinized by the MAS committee which recommends to the director that the candidate either be admitted to the MAS degree program without condition, admitted with certain conditions, or not be admitted.

3. The director meets with each applicant and informs him or her of the committee's decision. The director interviews each recommended student regarding the viability of the MAS program in terms of the student's finances, time, and work situation.

4. If the director finds the student able and willing to successfully pursue an MAS degree, the student is officially enrolled in the MAS program, and an official acceptance letter is sent in that regard.

Arts and Cultural Management, M.A.

The M.A. in Arts and Cultural Management provides students with the necessary skills and experiences to lead cultural programs and institutions and respond effectively to the various environments and global context in which arts and cultural organizations operate. Through a blend of coursework and practical application the program focuses on strategic thinking and management, resource development (monetary, artistic, and human), and the ability to recognize and analyze evolving trends in the culture industry.

Completion of the program prepares students to advance into program and leadership positions within a broad array of cultural organizations, including nonprofits, for profits, and other organizational collaborations. The program is designed for current cultural organization staff members seeking to deepen their management and organizational skills, those planning to move into the cultural management field, and college graduates with an arts related background.

The Master of Arts in Arts and Cultural Management program in no longer accepting students into the program.

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.

Program Structure and Delivery

The 39-credit program can be completed on a part-time, or intensive full-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.

Courses are delivered face-to-face.

Degree Requirements

Required Arts and Cultural Management Courses	33 cr.
Required Summative Activities	6 cr.
Total	**39 cr.**

Required Arts and Cultural Management Courses: 33 cr.

ACM600 Management of Nonprofit Organizations (3 cr.)

This course is an overview of management of nonprofit organizations within the broader societal context. The course examines the broad historic and current context for work in the nonprofit sector; strategic leadership, including board governance and executive leadership within an organizational life cycles framework; concepts of business strategy, strategic planning, benchmarking, and evaluation; and an overview of operations planning. Strategic linkages between an organization's mission and values, strategic direction, and programming are examined.

ACM605 Cultural Workplace Dynamics (3 cr.)

This course examines areas of human resource management and workplace dynamics specific to nonprofit organizations. The curriculum addresses the knowledge and skills necessary to lead and work with individuals and teams, including staff, volunteers, board members, and other nonprofit stakeholders. Students learn about organizational culture, workplace dynamics and conflict, generational differences, stakeholder roles and responsibilities, and labor negotiations. Also explored is the development and management of internal and external stakeholders who provide governance and leadership to nonprofit organizations, including a focus on adaptive competencies such as interpersonal skills, supervision, and ethical decision making.

ACM610 Cultural Studies (3 cr.)

This course examines the role of the arts and culture in global societies, how managers facilitate and present artists' work, and the roles played by various stakeholders in cultural development in diverse communities. The role of arts criticism and how art is assessed in diverse cultures is also discussed.

ACM615 Cultural Policy and Leadership (3 cr.)

This course examines the challenges to cultural managers presented by political, economic, and social conditions both nationally and internationally. The policy and leadership roles of cultural managers and an overview of organizational and operational models are presented. Other topics include development of public policy, the role of advocacy and political engagement, leadership theories, strategies for effective engagement with institutional and community decision makers, and the current and emerging trends affecting cultural organizations.

ACM620 Communications for Cultural Managers (3 cr.)

This course strengthens students' communication skills for a career in arts management, focusing both on skills needed in the field and in academic communications. The course covers requirements for academic research, synthesis of

research, organization of writing, and proper citation. Using analysis and problem-solving methods, students consider what communication approaches to employ in a variety of situations arts managers face. Also explored is the students' ability to speak confidently and effectively in a variety of public speaking situations.

ACM625 Cultural Programming & Evaluation (3 cr.)

Prerequisite(s): ACM600

This course explores the concept planning, design, decision making, and evaluation processes during the start-up, implementation, and completion phases of cultural programs and projects. Linkages between an organization's strategic direction and artistic programming are examined. Artistic and management staffing, marketing and budget planning, community involvement, and evaluation methods appropriate to measure the success of cultural programming are covered.

ACM630 Fund Development (3 cr.)

This course examines techniques, tools, and strategies needed for the development of contributed revenue in nonprofit organizations. Topics include development and assessment of an organization's fund development plan; preparation of grant proposals, other type of appeals, and special events; coordination of capital campaigns and planned giving; and examination of how different types of organizations manage fund development needs. Also discussed are the donor's viewpoint and emerging trends in philanthropy, and the ethics and legalities of fundraising.

ACM635 Ethics and Arts Law (3 cr.)

This course examines the various laws and standards that have been developed to guide, monitor, and/or regulate the behavior of individuals and organizations in the arts, and the various legal structures created to deliver and manage art. The tensions between artistic expression, property rights, and privacy are explored, as well as the diverse responsibilities of the arts organization and management.

ACM645 Marketing for Nonprofits (3 cr.)

The course examines practical strategies and trends in marketing for small and mid-sized nonprofit organizations. Topics include the role of marketing in nonprofits, marketing research and planning, marketing's impact on organizational revenue, relationship between marketing and fund development, types of marketing tools and strategies, audience identification and development, and role of staff and board of directors in nonprofit marketing. Also explored is the role of technology and social media in marketing.

ACM660 Nonprofit Financial Management (3 cr.)

This course presents generally accepted financial management principles and practices applicable to nonprofit organizations. Financial statements and reports are interpreted and analyzed, and financial analysis tools are applied to describe and evaluate the financial condition of nonprofit organizations. Related topics include budgeting, description of financial systems, and legal reporting requirements for nonprofit organizations.

ACM650 Arts Education (3 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.

OR

ACM655 Arts and Community Development (3 cr.)

This course explores vitality in geographic communities and the unique role played by culture. The dynamic relationships that exist between artists, cultural organizations, and communities and ways that culture can be an active agent or catalyst for economic, social, and civic development are explored. Topics include a historical overview of the community development field, concepts of creative community building, and how the civic and economic impact of the arts can be measured. Case studies of cooperative partnerships are explored. Specific areas of concentration include arts-based community-building strategies, and how indicators are used to measure outcomes are explored.

Required Summative Activities: 6 cr.

ACM680/681 Residency/Capstone Progression (3 cr.)

Students are expected to complete all hours of the residency working at one cultural organization. The residency is a culminating program experience of at least 240 hours in a cultural organization that prepares students for employment or advancement in the field of arts and cultural management. Knowledge and skills acquired through coursework are applied and evaluated. Plans for additional personal and professional development are considered. Research on the capstone topic continues during the course of the residency.

ACM690 Capstone Seminar (3 cr.)

This culminating course provides the opportunity for students to synthesize and present the concepts, knowledge, and experiences gained from completion of all coursework and the residency.

Faculty

The faculty members and advisers for the Arts and Cultural Management program have earned doctorate or master's degrees. Faculty members are selected for their educational and professional experience and expertise.

Admission Requirements

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

Application Process

Applicants must submit

1. Competed 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 to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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 their reasons for seeking admission to the program and,

    c. description of the areas the applicant considers to be their 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.

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Business Administration, M.B.A.

The Saint Mary's University Master of Business Administration combines scholarship, application, and experiences to elevate student skill sets with the professional capital valued by firms today - transferable knowledge, judgment, perspective, professional insight, and character. Students will find a flexible program that immerses them in the quantitative and ethical realities of business. The forward-thinking curriculum imparts solid core knowledge with unique professional experiences - field study and real-time projects conducted in partnership with firms from one of the nation's premier business communities. Students can choose from two curricular options: a customizable general management MBA or an MBA with a specialization.

An international perspective is integrated across the MBA curriculum. Ethical dimensions of managerial actions and decisions are examined throughout as students are engaged in corporate social and environmental responsibility, sustainable economic enterprise, and issues of business character. Saint Mary's University 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. Communicate effectively in a variety of modes.
2. Act with integrity and ethics.
3. Make evidence-based decisions.
4. Lead for the common good, looking beyond self to build better organizations.
5. Contribute to organizational success through a broad knowledge of business.
6. Perform quantitative analysis.

Program Structure and Delivery

Students can choose from three curricular options: a customizable general management MBA (39 credits), an MBA with a specialization (45 credits), or an accelerated online MBA (30 credits). The accelerated online MBA program is for those with extensive experience or skills in both quantitative analysis and writing and has special admission requirements.

The Master of Business Administration program is offered in a blended format or fully online. Courses delivered in the blended format integrate face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner.

Option 1: Business Administration, MBA Without Specialization

Degree Requirements

MBA Core Courses	33 cr.
Electives	6 cr.
Total	**39 cr.**

Option 2: Business Administration, MBA With Specialization

Degree Requirements

MBA Core Courses	33 cr.
Specialization	12 cr.
Total	**45 cr.**

Option 3: Business Administration, Accelerated Online

The accelerated online MBA program is for those with extensive experience or skills in both quantitative analysis and writing. See special admission requirements below.

Degree Requirements

Core Courses*	18 cr.
Special Topics	3 cr.
Area of Emphasis or General MBA Curriculum	9 cr.
Total	**30 cr.**

MBA Core Courses

MBA600 Quantitative Decision Making (3 cr.) *

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.

MBA604 Managerial Economics (3 cr.) *

This course focuses on the application of economic theory to examine how an organization can efficiently achieve its aims or objectives. The tools and applications used by organizations to make decisions and assess their outcomes in a global context are covered. Topics include advanced supply and demand analysis and estimation, production and cost analysis, market structure and price analysis, regulation and risk analysis, and global pricing practices.

MBA609 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, and facility location.

MBA640 Managerial Accounting (3 cr.) *

This course examines on the principles and techniques of managerial cost accounting. It covers various cost accounting techniques and the effective use of accounting information for business decision making. Topics include cost-volume-profit analysis, activity based costing, activity based management, inventory costing and capacity analysis, cost allocation, and budgeting.

MBA643 Corporate Finance (3 cr.) *

This course examines the principles of corporate finance and the tools and practices used in financial decision making. It examines the treasury function of an organization and the decisions made by the treasurer. Topics include long term financing, capital budgeting decisions, beta, debt-equity options, dividend policy analysis, and IPOs.

MBA669 MBA Strategic Management Capstone (3 cr.) *

Prerequisite(s): All other core courses

This course is the capstone for the MBA program. Students integrate knowledge from previous courses to analyze and evaluate competitive strategies used by firms. The case method is applied to a wide variety of industries and business issues. In addition, students have the live case experience of working with a sponsoring organization. Students assess the external and internal environments of the organization and develop a strategic plan.

Students take one course from the following three communication courses.

MBA612 Executive Communication (3 cr.)

This course gives students the opportunity to study effective organizational communication essential for executive and transformational leadership. Organizational communication structure, ethical communication styles, and executive summary techniques are examined. Strategies for effective leadership communication are explored at all levels of the organization.

GM623 Academic Research and Writing (3 cr.)

This course focuses on graduate academic writing skills, including voice and style, writing that incorporate source material, ethical use of source material, APA writing guidelines, and the revision process. Students learn to locate and evaluate resources relevant to the research and writing process.

MBA619 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 APA style. Course content includes (a) forms of graduate discourse; (b) APA rules of grammar, punctuation, and usage; and (c) methods and resources for graduate research through the Saint Mary's University Library.

Students take one course from the following two leadership courses.

MBA610 Organizations and Human Behavior (3 cr.)

This course examines human behavior and social relationships in the workplace setting from a domestic and intercultural perspective. The theories, history, and practice of promoting effective individual and group behavior in organizations across cultures are covered. Topics include groups and teams, multicultural teams, power and influence, trust, gender and equality, the impact of culture on work behavior, and creating cultural synergy in a multicultural work environment.

MBA613 Ethical Leadership (3 cr.)

This course provides a theoretical framework to analyze and evaluate the ethical dimension of leadership practices. Topics include the implementation of ethical leadership models and practices, ethical considerations in multinational organizational strategy, and building and maintaining international partnerships. The case method is employed to analyze and evaluate the leaders of firms diverse in their perspective and scope.

Students take one course from the following two marketing courses.

MBA616 Business and Marketing Concepts (3 cr.)

This course is designed to give students an overview of the principles of marketing function within an organization. Students examine market structures, business cycle and SWOT analysis, and the impact of government economic policy on business. The marketing techniques used by firms operating in a global environment are also covered.

GM645 Marketing Management (3 cr.)

This course emphasizes a practical and comprehensive application of key marketing concepts as they apply to businesses and organizations. Major marketing principles and strategies are explored from a managerial perspective as they apply to the marketplace.

Students take one course from the following two finance courses.

MBA617 Finance and Accounting Concepts (3 cr.)

This course introduces the essential financial tools, principles, and practices used by business. The course addresses risk and rates of return, time value of money, capital budgeting techniques, and working capital management. Accounting topics include financial accounting methods, preparation of financial statements, internal control, and accounting for partnerships and corporations.

GM660 Financial Management (3 cr.)

This course introduces, discusses, and analyzes financial issues facing diverse organizations in today's business environment. Included is examination of various financial areas: types of organizations; sources of capital; capital management; financial statement analysis; time value of money; risk management; and asset valuation.

Students take one course from the following two quantitative courses.

MBA618 Business Statistics (3 cr.)

This course is designed to give students a 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. Additionally, concepts in algebra, trigonometry, and pre-calculus as used in the analysis of business problems are covered.

GM630 Quantitative Methods (3 cr.)

This course focuses on statistical analysis of data for professional applications or research with an emphasis on quantitative methodologies. The course covers populations, sample selection, and descriptive and inferential statistics. Significance, Chi Square, correlations, analysis of variance and simple regression, and concepts of reliability, validity, and levels of measurement are addressed.

Electives

MBA610 Organizations and Human Behavior (3 cr.)

This course examines human behavior and social relationships in the workplace setting from a domestic and intercultural perspective. The theories, history, and practice of promoting effective individual and group behavior in organizations across cultures are covered. Topics include groups and teams, multicultural teams, power and influence, trust, gender and equality, the impact of culture on work behavior, and creating cultural synergy in a multicultural work environment.

MBA612 Executive Communication (3 cr.)

This course gives students the opportunity to study effective organizational communication essential for executive and transformational leadership. Organizational communication structure, ethical communication styles, and executive summary techniques are examined. Strategies for effective leadership communication are explored at all levels of the organization.

MBA613 Ethical Leadership (3 cr.)

This course provides a theoretical framework to analyze and evaluate the ethical dimension of leadership practices. Topics include the implementation of ethical leadership models and practices, ethical considerations in multinational organizational strategy, and building and maintaining international partnerships. The case method is employed to analyze and evaluate the leaders of firms diverse in their perspective and scope.

MBA614 Practicum (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 is submitted to the Program Director.

MBA615 Independent Study (1 cr.)

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

GM600 Management Principles (3 cr.)

This course provides an overview of key organizational and behavioral concepts, which underlie effective management practice in diverse organizations. Management strategies are examined and compared. Special attention is given to defining and interpreting cross-cultural differences and influences. The course gives attention to the trends, both existing and emerging, that influence organizational structure, and change management.

GM605 Creative Problem Solving and Critical Thinking (3 cr.)

This course gives students the opportunity to learn and practice higher level thinking skills such as curiosity and imagination, divergent thinking, idea generation, creative problem solving, evaluation, synthesis, critical thinking and analysis. Students develop strategies to identify challenges and problems, produce creative ideas, and design innovative solutions.

GM640 Legal Issues for Managers (3 cr.)

This course is an overview of the American legal system and its impact on organizational decision making. It emphasizes identifying legal issues in management in the areas of torts, contracts, employment, environmental, real estate and discrimination law. In addition, this course surveys and discuss impact on current trends and issues in business law.

GM643 Multicultural Perspectives (3 cr.)

This course focuses on how diversity of all kinds influences both organizational behavior and outcomes. The place of culture in society, the marketplace, and the workplace is examined. The importance of cultural competence is explored along with the knowledge and skills needed to work with, manage, and serve diverse groups of stakeholders.

MBA642 International Financial Management (3 cr.)

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.)

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.)

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.)

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.

HS662 Financial Practices in the Health and Human Services Sectors (3 cr.)

This course explores the skills required for effective, ethical financial management within the health sector. Students analyze and interpret financial statements, create and evaluate operating and capital budgets, and incorporate general principles of financial management.

HS712 Health and Human Service Systems (3 cr.)

This course evaluates the fundamentals of current healthcare and human services delivery systems in the U.S. Topics include health sector regulatory and financial systems, delivery operations, and organizational design theories.

HS715 Advanced Health Policy and Ethics (3 cr.)

Prerequisite(s): HS710, HS662, HS712, HS713

This course examines the ethical, legal, and culturally relevant dimensions of the U.S. health sector, including nonprofit, for-profit, and public health systems. Topics include ethical issues, public policy, stewardship, and compliance standards impacting healthcare finance and delivery; frameworks for ethical decision making; socio-economic impacts on public policy; and strategies for influencing the policy-making process within the health sector.

HS716 Health and Human Service Administration (3 cr.)

Prerequisite(s): HS710, HS662, HS712, HS713

This course explores applied theories and skills of leadership and management within the health and human service sectors. Leadership styles and culturally responsive approaches to decision making are examined. Topics such as governance, vision and mission, strategic planning, business decision support, and promotion of sustainable, ethical organizational growth, and organization stewardship are explored.

HRM601 Human Resource Management Strategy (3 cr.)

Prerequisite(s): Prerequisite to all other HRM courses

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, and using technology for planning and administering human resource functions.

HRM606 Employment Law (3 cr.)

Prerequisite(s): HRM601

This course examines employment law and its impact on business. It reviews employment law practices and trends, the statutory framework, major court cases, how the law of contract and tort apply to employment situations, and anti-discrimination laws.

HRM613 Total Reward Systems (3 cr.)

Prerequisite(s): HRM601

This course analyzes theories of total reward systems, including compensation, benefits, retirement, other rewards, motivation, and equity theories. Contemporary issues associated with the design, financing, communication, education, and legal issues of total reward systems are examined. Public policy and legal/regulatory issues affecting compensation, healthcare, and pensions and their impact for employers and employees are also discussed.

HRM614 Internal Consulting in Human Resources (3 cr.)

Prerequisite(s): HRM601

This course examines the concepts and the application of internal consulting in the human resources function of any organization. It draws from thought leaders in the practice and leverages real world situations. The goal is to equip human resource professionals to be strategic business partners. Also included are conflict resolution and alternative dispute resolution methods.

PRM600 Foundations of Project Management (3 cr.)

This foundation course covers key terminology, project management context, and the project management framework. This framework includes the project management knowledge areas and the project process groups.

PRM601 Project Scope and Scheduling (3 cr.)

Prerequisite(s): PRM600

This course examines activities related to project planning and estimating project scope and schedule. It also examines processes for managing project resources.

PRM613 Project Quality and Quantitative Methods (3 cr.)

Prerequisite(s): PRM600, PRM601 and PRM611

This course examines and applies methods used for planning, managing, and controlling quality. It explores statistical analysis of data for professional applications with an emphasis on quantitative methodologies.

PRM614 Project Risk Management (3 cr.)

Prerequisite(s): PRM600, PRM601 and PRM611

This course explores the principles and practices of risk management. Key concepts in managing uncertainty include developing a risk approach and identifying, analyzing, responding to, and monitoring risks in projects in traditional and adaptive project management environments.

Specialization
Finance Specialization

MBA642 International Financial Management (3 cr.)

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.)

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.)

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.)

This course explores the tools and techniques used to evaluate equity securities, and the management of the risk and return of portfolios. The role of portfolio theory in the construction of portfolios and performance measurement is examined. Topics include industry and competitive strategy analysis, alternative valuation methods, investment policy, asset allocation and protection, and ethical issues in security analysis and portfolio management.

Healthcare Administration Specialization

HS662 Financial Practices in the Health and Human Services Sectors (3 cr.)

This course explores the skills required for effective, ethical financial management within the health sector. Students analyze and interpret financial statements, create and evaluate operating and capital budgets, and incorporate general principles of financial management.

HS712 Health and Human Service Systems (3 cr.)

This course evaluates the fundamentals of current healthcare and human services delivery systems in the U.S. Topics include health sector regulatory and financial systems, delivery operations, and organizational design theories.

HS715 Advanced Health Policy and Ethics (3 cr.)

Prerequisite(s): HS710, HS662, HS712, HS713

This course examines the ethical, legal, and culturally relevant dimensions of the U.S. health sector, including nonprofit, for-profit, and public health systems. Topics include ethical issues, public policy, stewardship, and compliance standards impacting healthcare finance and delivery; frameworks for ethical decision making; socio-economic impacts on public policy; and strategies for influencing the policy-making process within the health sector.

HS716 Health and Human Service Administration (3 cr.)

Prerequisite(s): HS710, HS662, HS712, HS713

This course explores applied theories and skills of leadership and management within the health and human service sectors. Leadership styles and culturally responsive approaches to decision making are examined. Topics such as governance, vision and mission, strategic planning, business decision support, and promotion of sustainable, ethical organizational growth, and organization stewardship are explored.

Human Resource Management Specialization

HRM601 Human Resource Management Strategy (3 cr.)

Prerequisite(s): Prerequisite to all other HRM courses

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, and using technology for planning and administering human resource functions.

HRM602 Organizational Measurement and Assessment Issues in Human Resources (3 cr.)

Prerequisite(s): HRM601

This course examines research design for organizational measurement and assessment. Assessment and evaluation tools are examined for hiring, performance management, career development, retention, and termination processes. An emphasis is on creating and implementing a human resource scorecard using predictive analytics.

HRM613 Total Reward Systems (3 cr.)

Prerequisite(s): HRM601

This course analyzes theories of total reward systems, including compensation, benefits, retirement, other rewards, motivation, and equity theories. Contemporary issues associated with the design, financing, communication, education, and legal issues of total reward systems are examined. Public policy and legal/regulatory issues affecting compensation, healthcare, and pensions and their impact for employers and employees are also discussed.

HRM614 Internal Consulting in Human Resources (3 cr.)

Prerequisite(s): HRM601

This course examines the concepts and the application of internal consulting in the human resources function of any organization. It draws from thought leaders in the practice and leverages real world situations. The goal is to equip human resource professionals to be strategic business partners. Also included are conflict resolution and alternative dispute resolution methods.

Project Management Specialization

PRM600 Foundations of Project Management (3 cr.)

This foundation course covers key terminology, project management context, and the project management framework. This framework includes the project management knowledge areas and the project process groups.

PRM601 Project Scope and Scheduling (3 cr.)

Prerequisite(s): PRM600

This course examines activities related to project planning and estimating project scope and schedule. It also examines processes for managing project resources.

PRM613 Project Quality and Quantitative Methods (3 cr.)

Prerequisite(s): PRM600, PRM601 or program director permission

This course examines and applies methods used for planning, managing, and controlling quality. It explores statistical analysis of data for professional applications with an emphasis on quantitative methodologies.

PRM614 Project Risk Management (3 cr.)

Prerequisite(s): PRM600, PRM601 or program director permission

This course explores the principles and practices of risk management. Key concepts in managing uncertainty include developing a risk approach and identifying, analyzing, responding to, and monitoring risks in projects in traditional and adaptive project management environments.

Special Topics: 3 cr.

MBA505 Special Topics: Project Planning (1 cr.)

MBA506 Special Topics: Project Scheduling (1 cr.)

MBA507 Special Topics: Quality Management (1 cr.)

MBA508 Special Topics: Risk Management (1 cr.)

MBA509 Special Topics: International Development (1 cr.)

MBA511 Special Topics: Enterprise Architecture (1 cr.)

MBA512 Special Topics: Technology Portfolio Management (1 cr.)

MBA513 Special Topics: Enterprise Security (1 cr.)

MBA514 Special Topics: Derivative Securities (1 cr.)

MBA515 Special Topics: Financial Portfolio Management (1 cr.)

MBA516 Special Topics: Financial Markets and Institutions (1 cr.)

MBA517 Special Topics: International Finance (1 cr.)

MBA518 Special Topics: Healthcare Policy (1 cr.)

MBA519 Special Topics: Healthcare Systems (1 cr.)

MBA521 Special Topics: Benefits and Compensation (1 cr.)

MBA522 Special Topics: Employment Law (1 cr.)

MBA523 Special Topics: Consumer Behavior (1 cr.)

MBA524 Special Topics: Issues in E-Commerce (1 cr.)

MBA525 Special Topics: Marketing Research Strategies (1 cr.)

MBA526 Special Topics: Advertising (1 cr.)

MBA527 Special Topics: Forensic Accounting (1 cr.)

MBA528 Special Topics: Emerging Issues in Accounting (1 cr.)

MBA529 Special Topics: Decision Modeling (1 cr.)

MBA530 Special Topics: Web Analytics (1 cr.)

MBA531 Special Topics: Measuring the Value of Social and Environment Responsibility (1 cr.)

MBA532 Capitalism in the 21st Century (1 cr.)

Data Analytics Emphasis

MBA631 Data Visualization (3 cr.)

This course reviews the data analytics lifecycle, and provides practical application of advanced analytic theory. Methods for classifying and predicting relationships within the data are examined. Students learn to translate data into a narrative for communicating to key stakeholders.

MBA632 Case Studies in Business Analytics Strategy (3 cr.)

This course focuses on managing analytics at the enterprise level. Topics include leveraging proprietary data, analytics on the web, predictive analytics in the cloud, and technology and organizational performance. Case studies allow students to apply principles to actual business scenarios.

MBA633 Ethics in Data Analytics (3 cr.)

This course examines the next generation of business analytics and opportunities to use data for the greater good. Concepts such as social marketing, fraud, risk management, mobile intelligence, human capital, and data privacy are explored.

Social Media Management & Marketing Emphasis: 9 cr.

MBA634 Digital Storytelling (3 cr.)

This course explores storytelling techniques and media development processes. Students review industry cases involving a variety of story genres that use platforms such as video games, mobile apps, interactive books, and social media.

MBA653 Case Studies in Brand Strategy (3 cr.)

This course emphasizes a brand's ability to simplify customer decision-making, set expectations, and reduce risk. Students gain a deeper understanding of the importance of maintaining, strengthening, and evolving a brand's value over time.

MBA636 Ethics in Social Marketing (3 cr.)

In this course, students work through a model of ethical and policy decision-making for social marketing campaigns and learn how emerging technologies raise ethical considerations. The concept of privacy and security with regard to social media is also explored. Topics involving photojournalism, morality, truth in art, and social responsibility are discussed.

Environment Management, Sustainability Emphasis

MBA637 Sustainability Marketing (3 cr.)

This course focuses on the social, technical and cultural environment that shapes marketing practice and thought. Concepts such as sustainability marketing mission, objectives, strategies, and mix are explored. Students also understand the development of sustainability brands and transformative marketing.

MBA638 Case Studies in Corporate Social Responsibility (3 cr.)

This course provides an overview of the core concepts and practical challenges of corporate social responsibility. Case studies illustrate the impact of corporate social responsibility on company behavior and strategic planning. A stakeholder model integrating the government, media, non-profits, communities, and environment is applied to business, industry, and organizational scenarios.

MBA652 Law and Ethics in Environmental Management (3 cr.)

This course studies the role of ethics on environmental management. Aesthetics, political philosophy, and legal considerations are addressed. The key performance indicators provided by the Global Reporting Initiative are also explored.

General MBA Curriculum (no emphasis)

Students will take MBA610, MBA613 plus one of the following electives; MBA612, PRM600, or HRM601.

MBA610 Organizations and Human Behavior (3 cr.)

This course examines human behavior and social relationships in the workplace setting from a domestic and intercultural perspective. The theories, history, and practice of promoting effective individual and group behavior in organizations across cultures are covered. Topics include groups and teams, multicultural teams, power and influence, trust, gender and equality, the impact of culture on work behavior, and creating cultural synergy in a multicultural work environment.

MBA613 Ethical Leadership (3 cr.)

This course provides a theoretical framework to analyze and evaluate the ethical dimension of leadership practices. Topics include the implementation of ethical leadership models and practices, ethical considerations in multinational organizational strategy, and building and maintaining international partnerships. The case method is employed to analyze and evaluate the leaders of firms diverse in their perspective and scope.

MBA612 Executive Communication (3 cr.)

This course gives students the opportunity to study effective organizational communication essential for executive and transformational leadership. Organizational communication structure, ethical communication styles, and executive summary techniques are examined. Strategies for effective leadership communication are explored at all levels of the organization.

PRM600 Foundations of Project Management (3 cr.)

This foundation course covers key terminology, project management context, and the project management framework. This framework includes the project management knowledge areas and the project process groups.

HRM601 Human Resource Management Strategy (3 cr.)

Prerequisite(s): Prerequisite to all other HRM courses

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, and using technology for planning and administering human resource functions.

Faculty

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

Admission Requirements

For all applicants:

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 conditional status.

Additional admission requirements for accelerated MBA applicants:

a. GMAT exam score of 500 or higher; or

b. 5 years of work experience including quantitative and writing responsibilities, demonstrated through a résumé which shows 5 years of progressive responsibility in an area that includes both writing and quantitative analysis; AND a work sample, such as a business plan that shows written work as well as financial analysis.

c. Applicant's letters of recommendation should include comments related to applicant's ability to write and perform quantitative analysis.

Note: Once admitted, students cannot switch back and forth between the online MBA and on-ground MBA options.

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 degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

   a. a brief description of the applicant's background, training, and experience; and

   b. a statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

   c. a description of the areas the applicant considers to be their strengths and areas in which the applicant wishes to develop greater strengths and abilities; and

   d. a personal information the applicant wishes to share.

4. Two letters of recommendation that verify professional and/or volunteer experience and academic ability and, for accelerated program applicants, note the ability to write and perform quantitative analysis.

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

6. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

7. For accelerated program applicants:

   a. GMAT score of 500 or better; or

   b. Evidence on résumé of 5 years of work experience involving progressive responsibility in quantitative and writing analysis, and a work sample. An ideal work sample would be a business plan that shows written work as well as financial analysis.

   c.

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Business Intelligence and Data Analytics, M.S.

The Master of Science in Business Intelligence and Data Analytics prepares students for effective business intelligence, analytics, data science, and leadership roles by focusing on business acumen, ethics and leadership, data command, technology, and storytelling communication. The degree is application-oriented with every course designed to connect the student to real world situations and scenarios. Students engage in the study and implementation of advanced analytic techniques and enterprise-level business intelligence design. Students construct an operational data store, identify stakeholder needs, assess resource needs, and present projects to experienced business intelligence professionals and industry leaders. Students completing the program are prepared to complete advanced data mining models, and lead, support and develop business intelligence and data science capabilities at small, medium, and large companies.

Program Outcomes

Graduates of the Master of Science in Business Intelligence and Data Analytics are expected to be able to do the following:

1. Research and articulate the key issues, environmental situations, and trends.

2. Apply principles and skills of economics, marketing, and decision making to contexts and environments in data science.

3. Adapt appropriate technology and software solutions to build and enhance business intelligence capabilities.

4. Analyze legal and ethical principles applied to contexts and environments of data science and decision making.

5. Design tested and effective advanced analytics models and simulations for decision making.

6. Communicate effectively in a variety of modes and contexts.

Program Structure and Delivery

The Master of Science in Business Intelligence and Data Analytics program is delivered fully online.

Degree Requirements

Required Courses	36 cr.
Total	**36 cr.**

Core Courses: 36 cr.

MBA616 Business and Marketing Concepts (3 cr.)

This course is designed to give students an overview of the principles of marketing function within an organization. Students examine market structures, business cycle and SWOT analysis, and the impact of government economic policy on business. The marketing techniques used by firms operating in a global environment are also covered.

MBA618 Business Statistics (3 cr.)

This course is designed to give students a 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. Additionally, concepts in algebra, trigonometry, and pre-calculus as used in the analysis of business problems are covered.

MBA633 Ethics in Data Analytics (3 cr.)

This course examines the next generation of business analytics and opportunities to use data for the greater good. Concepts such as social marketing, fraud, risk management, mobile intelligence, human capital, and data privacy are explored.

GIS605 GIS Methods (3 cr.)

This course introduces the concepts of spatial data creation, editing, and analysis using GIS software. Emphasis is placed on spatial concepts and understanding and utilizing standard operating procedures. Topics covered include coordinate systems, data creation, derivation, editing, metadata, proximity and overlay analysis, and cartography. Technical proficiency is a primary objective of the course, reinforced by significant practical exercises utilizing GIS software. Examples of how the geospatial industry provides location intelligence to a variety of disciplines are explored.

BIA620 Business Analytics (3 cr.)

This course focuses on the complex nature of analytics at the enterprise level. Emphasis is placed on the techniques companies use to turn information into an asset. Leadership and communication techniques are examined. Additional topics include leveraging proprietary data, technology and organizational performance. Best practices in project management are explored.

BIA630 Data Analysis and Business Modeling (3 cr.)

Prerequisite(s): MBA616, MBA618

This course provides an introduction to advanced concepts in predictive modeling and techniques to discover patterns in data, identify variables with the most predictive power, and develop predictive models. Students are introduced to descriptive, predictive, prescriptive analytics and optimization models. The course utilizes Microsoft Excel and Tableau to engineer and analyze business models. Students identify the proper use of and complete regression, optimization, and exponential smoothing models.

BIA640 Data Visualization and Storytelling (3 cr.)

This course explores best-practice data visualization techniques. Professional storytelling and graphic design skills are introduced. Students study effective strategies and visualization tools to communicate with business decision makers.

BIA645 Communications and Content Strategies (3 cr.)

Prerequisite(s): MBA616, MBA618, BIA630

This course focuses on explaining complex datasets, models, and analysis to a variety of stakeholders including internal and external organizations and personnel of various disciplines. Audience analysis, effective and strategic communication are studied. Students identify and analyze problems. Professionalism in both oral and written communication is expected.

BIA650 Data Mining for Decision Making (3 cr.)

Prerequisite(s): MBA616, MBA618, BIA630

Supervised and unsupervised machine learning is explored. Discussion covers standard data mining techniques using machine learning algorithms, including correlation and association, discriminant analysis, naïve Bayes, nearest neighbor, cluster analysis, decision trees, and neural networks. Text mining is also covered.

BIA661 Programming for Data Science: R Programming Language (3 cr.)

Prerequisite(s): MBA616, MBA618

This course provides an introduction to the framework for utilizing the R programming language and framework for developing advanced analytical models and statistical studies. The course features R Studio as an interface and application for performing, creating, and scripting. Students practice importing external data to study a business problem and produce a method for communicating an analysis.

OR

BIA662 Programming for Data Science: Python Programming Language (3 cr.)

Prerequisite(s): MBA616, MBA618

This course focuses on the framework for utilizing the Python programming language and structure for developing advanced analytical models and statistical studies. The course features an interface and application for performing, creating, and scripting. Students practice importing external data to study a business problem and produce a method for communicating an analysis.

BIA665 Decision Support Systems (3 cr.)

Prerequisite(s): Co-requisite: Should be taken in the same semester as BIA661 or BIA662

Student learn how to build, assess, and support decision support systems such as data warehouses and data marts for data science. Students build a data warehouse. Project management strategies are discussed.

BIA690 Capstone Project (3 cr.)

Prerequisite(s): MBA616, MBA618, BIA650

This course is a culmination of all the knowledge and skills learned in this program. Students may work with a company to complete a significant project. Students may create their own individual project of significance with a proposal approved by your program director.

Faculty

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

Admission Requirements

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

Application Process

Applicants must submit the following:

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

2. 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 to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

   a. brief description of the applicant's background, training, and experience; and

   b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

   c. description of the areas the applicant considers to be their 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. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Counseling and Psychological Services, M.A.

The Master of Arts in Counseling and Psychological Services prepares graduates for professional work in counseling, psychotherapy, and other psychological services. It is designed to enhance the student's understanding of the complex nature of human behavior and social interaction, and to develop tools for assessing human problems and assisting individuals in developing greater understanding and acceptance of themselves and their relationships with others. Graduates work in a wide variety of settings applying their education.

The program is designed to help students meet the educational requirements for Minnesota licensure for Licensed Professional Counselors (LPC). In addition coursework is offered for the educational requirements for Minnesota Licensure for Licensed Professional Clinical Counselors (LPCC). Students planning to seek licensure with the Minnesota Board of Psychology after earning a doctorate can work toward some of their educational requirements in the master's program.

Program Outcomes

Graduates of the Master of Arts in Counseling and Psychological Services program are expected to be able to do the following:

1. Use appropriate written, verbal, and nonverbal communication skills with counseling clients and professionals.

2. Counsel clients of diverse backgrounds based upon an awareness and appreciation of diversity.

3. Demonstrate critical thinking skills including providing reasoning in support of diagnosis and treatment interventions.

4. Apply the fundamentals of research in counseling psychology to practice.

5. Apply ethics to counseling, incorporating the rules and regulations of the profession, critical thinking, and compassion.

6. Articulate appropriate plans for future professional development that include ongoing supervision/consultation.

7. Apply knowledge and theory of counseling to practice.

8. Assess client strengths, attributes, and problems.

9. Apply knowledge and skills to selected areas of psychological practice.

Program Structure and Delivery

Courses are delivered in a blended format, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner.

Students complete a supervised practicum experience in a counseling or mental health setting under direct supervision as part of the degree requirements. This experience consists of a minimum of 700 hours, usually two semesters of 350 hours each, with a practicum supervision seminar class taken at the same time.

Degree Requirements

Core Courses	18 cr.
Assessment Courses	7 cr.
Counseling Courses	8 cr.
Additional Required Courses	9 cr.
Required Practicum Experience	6 cr.
Integration Paper and Oral Examination	0 cr.
Total	**48 cr.**

Core Courses: 18 cr.

PY605 Developmental Psychology (3 cr.)

The course examines characteristic changes in behavior and functioning in each stage of life from conception to death. Physical, cognitive, affective, and social bases of behavior are explored. The elements of professional writing are applied.

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 writing are examined.

PY608 Psychopathology (3 cr.)

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.)

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.

PY641 Marriage and Family Counseling (3 cr.)

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

Assessment Courses: 7 cr.

PY621 Psychological Assessment (3 cr.)

Prerequisite(s): PY620

This course investigates the principles and history of psychological testing, both individual and group, and assessment. Theories of measurement and selected psychological tests and inventories are covered.

PY631 Personality Assessment: Adolescent and Adult (2 cr.)

Prerequisite(s): PY621

The course examines and compares various methods of personality assessment of adolescents and adults, including standardized tests, behavioral analyses, and interview techniques.

PY632 Child Assessment (2 cr.)

Prerequisite(s): PY621

The course provides a detailed overview of various methods used in assessing social, intellectual, and personality development of children, including standardized testing, behavioral ratings, observations, and interview techniques. Practical problems occurring in child assessment are examined.

OR

PY633 Personnel and Vocational Assessment (2 cr.)

Prerequisite(s): PY621

This course includes a study of vocational and personnel assessment, including the history, theory, and current utilization of testing. The course covers testing and non-testing approaches to career assessment in a variety of settings.

Counseling Courses: 8 cr.

PY604 Career Counseling: Theory and Procedures (2 cr.)

This course provides a comprehensive overview of the history and theories of career development as well as an introduction to the procedures used in career development and lifestyle counseling. Career counseling tools and techniques are examined. The interrelationships of life roles are emphasized in career and lifestyle planning.

PY642 Group Therapy (2 cr.)

The course covers the history and practice of group therapy grounded in social psychology. Students study the basic tasks and methods of the group therapist, the design of effective therapy groups, and the therapeutic factors and problems commonly encountered in group therapy and counseling.

PY648 Multicultural Counseling (2 cr.)

This course provides a comprehensive overview of psychology multicultural counseling. Developmental, social, and cultural contributions of ethnic and minority groups are explored. Ethnocentrism, acculturation, communication patterns, and racial conditioning are discussed. Emphasis is placed on implications of counseling in a culturally diverse society.

PY665 Counseling Skills and Practice (2 cr.)

Prerequisite(s): PY613

Students practice the fundamental skills associated with effective helping relationships. Counseling skill acquisition and application are emphasized. Ethics and diversity are integrated into counseling skills acquisition and application.

Additional Required Courses: 9 cr.

PY575 Orientation to the Profession of Counseling (1 cr.)

This course provides an orientation to the profession of counseling. The history and philosophy of the field are covered as well as the roles and settings of professional counselors. Additionally, the developmental process involved with acquiring an identity as a professional counselor is addressed.

PY576 Social Psychology (2 cr.)

This course is an introduction to the perspectives, research, and empirical findings of social psychology. Topics covered include self and identity, social influence, attribution theory, attitudes and attitude change, personal relationships, gender, age and race, and their application in mental health.

PY606 Psychophysiology (3 cr.)

Prerequisite(s): PY608

This course examines the basic anatomy of the nervous system, the normal physiological functions of the nervous systems, the biological bases of behavior, behavioral disorders, and brain diseases. The course reviews current research on the role of biological basis of behavior.

PY625 Ethics and Professional Issues in Psychology (3 cr.)

Ethical principles and issues underlying the professional practice of psychology are examined. Attention is focused on the Ethical Principles of the American Psychological Association (APA), the American Counseling Association (ACA) Code of Ethics, standards of practice and the related State of Minnesota statutes and rules, and current issues of concern to the field.

Required Practicum Experience: 6 cr.

The student completes a supervised practicum experience in a counseling or mental health setting under direct supervision. This experience consists of a minimum of 700 hours, usually two semesters of 350 hours each. A practicum supervision seminar class must be taken concurrently.

PY710 Practicum I (3 cr.)

Prerequisite(s): Core, PY625, PY621, (PY631 or PY632 or PY633), 3 of PY665, PY642, PY604, PY648

Students work in a counseling or mental health setting under the supervision of a licensed psychologist, for a minimum of 30 hours per week for a total of 350 hours. Half of the hours at the practicum site must be in counseling and other direct client services. A practicum seminar must be taken concurrently as part of the practicum requirements. The supervision seminar provides an environment for discussion of case material as well as problems and concerns that arise in the practicum setting. Personal and professional issues relevant to the practicum experience are examined. Planning for the integration paper is introduced.

PY711 Practicum II (3 cr.)

Prerequisite(s): PY710

Students work in a counseling or mental health setting under the supervision of a licensed psychologist, for a minimum of 30 hours per week for a total of 350 hours. Half of the hours at the practicum site must be in counseling and other direct client services. A practicum seminar must be taken concurrently as part of the practicum requirements. The supervision seminar provides an environment for discussion of case material as well as problems and concerns that arise in the practicum setting. Personal and professional issues relevant to the practicum experience are examined.

PY712 Practicum III (2 cr.)

Prerequisite(s): PY691 or PY711

This course is available for students to facilitate completion of practicum hours required for LPC or LPCC licensure in the State of Minnesota. Registration in PY712 requires attendance in a seminar section or individual faculty supervision, depending on number of registrants in the semester. Please consult the Practicum Coordinator to arrange registration.

PY students dually enrolled in PY and ADS programs register in the following sequence of practicum courses, consisting of a minimum of 880 hours, two semesters of 440.

PY713 Counseling and Psychological Services and Addiction Studies Practicum I (3 cr.)

Prerequisite(s): Completion of Counseling and Psychological Services core coursework: PY605, PY607, PY608, PY613, PY621, PY625, PY641, PY642, PY648, PY665, and PY620 AND Completion of all Addiction Studies Coursework: ADS551 through ADS558

Students work in a setting which emphasizes the treatment of individuals with addictions, alcohol and drug abuse problems, and co-occurring mental health concerns. This practicum must consist of a minimum of 880 total hours with the experience divided into two 440 hours at a site licensed by the State of Minnesota to provide alcohol and drug and mental health treatment. The accompanying on-campus seminar sessions, facilitated by a dually-licensed mental health professional, provide opportunities for discussion of case materials and concerns related to the practicum setting. Personal and professional issues relevant to the practicum experience are examined and discussed. Planning for the integration paper is introduced.

This dual-licensed practicum provides a combined clinical experience that meets the Board of Behavioral Health and Therapy's practicum hour requirements for applications for the LADC and the LPCC. .A dually-licensed mental professional (LADC and LPCC or LP) provides student supervision on site. In addition, the supervisor must be on the BBHT approved list for supervision.

ADS714 Counseling and Psychological Services and Addiction Studies Practicum II (3 cr.)

Prerequisite(s): PY713

Students work in a setting which emphasizes the treatment of individuals with addictions, alcohol and drug abuse problems, and co-occurring mental health concerns. This practicum must consist of a minimum of 880 total hours, with the experience divided into two semesters of 440 hours each, at a site licensed by the State of Minnesota to provide alcohol and drug as well as mental health treatment.

The accompanying on-campus seminar sessions, facilitated by a dually-licensed mental health professional, provide opportunities for discussion of case materials and concerns related to the practicum setting. Personal and professional issues relevant to the practicum experience are examined and discussed. Planning for the integration paper is introduced.

This Counseling Psychology and Addiction Studies Practicum provide a combined clinical experience that meets the Board of Behavioral Health and Therapy's practicum hour requirements for applications for the LADC and the LPCC licenses. A dually-licensed mental health professional (LADC and LPCC/LP) must provide the student supervision on site. In addition, the on-site supervisor must be on the BBHT approved list for supervision.

ADS715 Counseling and Psychological Services and Addiction Studies Practicum Completion (0 cr.)

Prerequisite(s): PY713, ADS714

Students work in a setting which emphasizes the treatment of individuals with addictions, alcohol and drug abuse problems, and co-occurring mental health concerns. This practicum must consist of a minimum of 880 total hours, with the experience divided into two semesters of 440 hours each, at a site licensed by the State of Minnesota to provide alcohol and drug as well as mental health treatment.

The accompanying on-campus seminar sessions, facilitated by a dually-licensed mental health professional, provide opportunities for discussion of case materials and concerns related to the practicum setting. Personal and professional issues relevant to the practicum experience are examined and discussed. Planning for the integration paper is introduced.

This Counseling Psychology and Addiction Studies Practicum provide a combined clinical experience that meets the Board of Behavioral Health and Therapy's practicum hour requirements for applications for the LADC and the LPCC licenses. A dually-licensed mental health professional (LADC and LPCC/LP) must provide the student supervision on site. In addition, the on-site supervisor must be on the BBHT approved list for supervision.

Integration Paper and Oral Examination

The final requirements of the program include the following:

1. A paper in which the student integrates their education, practicum, and other professional experience with a review of current professional research literature.

2. A final one-hour oral examination based upon the integration paper.

General Electives:

Students may wish to take electives to fulfill licensure requirements or return as special students to take electives for this purpose.

PY599 Professional Psychological Writing (2 cr.)

This course provides students with an introduction to professional psychological writing and includes (a) an overview of American Psychological Association (APA) format, (b) writing experiences typical of those encountered in the coursework in the counseling and psychological services program, organized around typical professional issues, (c) writing necessary for the professional practice of psychology.

PY600 General Psychology (3 cr.)

This course provides an overview of the discipline of psychology including basic psychological processes, concepts, and methods. Major theories and contributors are studied. This course MAY BE REQUIRED for students with minimal undergraduate credit in psychology, but cannot count toward total number of credits needed to complete the degree.

PY630 Advanced Research Methods (2 cr.)

Prerequisite(s): PY620

In this course students develop skills in designing, conducting, and analyzing psychological research.

PY636 Early Childhood Mental Health (2 cr.)

This course provides students with an overview of early childhood mental health. Early Childhood development, attachment, and mental health concerns of young children are reviewed. Assessment of early childhood disorders and treatment options are also explored.

PY637 Dialectical Behavioral Therapy Counseling Approaches (2 cr.)

Prerequisite(s): PY636

This course provides an introduction to the general principles, techniques, and practice of Dialectical Behavior Therapy (DBT). Emphasis is placed on learning with which clinical populations and psychological disorders this evidence based therapy can be used, accruing basic clinical skills used in a DBT practice, and learning the mode of delivery of this therapy. This course is not intended to be a replacement for formal DBT training.

PY643 Humanistic/Existential Counseling Approaches (2 cr.)

Prerequisite(s): PY613

The course includes a study of the basic concepts of humanistic and existential psychology, and of well-known contributors to this philosophical and therapeutic approach.

PY644 Cognitive/Behavioral Counseling Approaches (2 cr.)

Prerequisite(s): PY613

This course provides an introduction to the theory and practice of cognitive behavioral counseling. Various forms of cognitive-behavioral therapy are reviewed with emphasis on the approaches of Beck and Ellis.

PY645 Introduction to Psychodynamic Psychotherapy (2 cr.)

Prerequisite(s): PY613

This course provides an introduction to the general principles, techniques, theory, and process of psychodynamic psychotherapy. Emphasis is placed on identifying and understanding psychodynamic principles through presentation of case material and illustrations in the process of psychotherapy.

PY654 Chemical Dependency (2 cr.)

Addiction and recovery are examined from the perspectives of the clinician and the recovering individual, including assessment, intervention, treatment, and recovery.

PY656 Psychopharmacology (2 cr.)

Prerequisite(s): PY606, PY608

This course provides a comprehensive survey of the basic psychiatric conditions for which psychoactive medication represents an appropriate intervention strategy. It is intended to be an introduction to the field and is designed to provide a working knowledge base to enable students to more competently address the experiences of their clients taking prescribed psychiatric medications.

PY657 Aging: A Behavioral Sciences Perspective (2 cr.)

This course presents several theories of adult development and outlines broad issues that the presently old experience. Personal issues regarding aging are identified.

PY658 Human Sexuality (2 cr.)

This course covers theories of sexuality, the role of attitudes and values, and the importance of self-awareness. A variety of perspectives (ethical, psychological, legal, theological) related to clinical and educational settings are discussed.

PY659 Brief Therapy (2 cr.)

Prerequisite(s): PY613

This course provides an introduction to the methods of brief therapy. The focus is on client strengths rather than pathology and on the empowering of clients to develop solutions to problems.

PY669 Advanced Psychopathology (2 cr.)

Prerequisite(s): PY608

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, stress-related and disruptive behaviors. Etiology/underlying psychopathology, differential diagnosis, psychosocial difficulties, treatment issues, and ethical dilemmas are examined.

PY674 Living with Experiences of Trauma (2 cr.)

This course covers a spectrum of human responses to traumatic experiences. Conceptual understanding of the therapeutic needs of trauma survivors are emphasized. Particular types of traumatic experiences and the impact of trauma on psychological, interpersonal, and societal systems are explored.

PY701 Supervising Counselors and Psychotherapists: Theories of Supervision (1 cr.)

Prerequisite(s): Completed PY710

This course examines theoretical models and related approaches in supervision of counselors and psychotherapists. Goals of supervision, relationships, and roles emphasize theoretical conceptualization and application of theory to supervision structure, dynamics and process. Opportunities to examine one's own developmental learning needs and style in supervision are provided.

PY702 Supervising Counselors and Psychotherapists: Clinical Skills and Practice in Supervision (1 cr.)

Prerequisite(s): Completed PY710

In this course, students learn and practice fundamental skills associated with the effective supervision of counselors and psychotherapists. The acquisition and application of supervision skills are emphasized. Ethics and diversity issues are addressed in the context of acquiring and applying supervision skills.

PY703 Issues, Ethics, & Research in Supervision (1 cr.)

Prerequisite(s): Completed PY710

This course examines some of the primary issues, ethical challenges, and research areas focused on the supervisory process from both the supervisor and supervisee standpoint. Issues addressed include multicultural awareness, transference and counter-transference, sexual and other attractions, and gender misunderstandings. Students also explore the components of critical thinking as it applies to the supervisory process. Opportunities to examine the self in the supervisory process are provided.

PY704 Clinical Treatment Planning (2 cr.)

Prerequisite(s): PY608, PY613

This course examines the therapeutic process of clinical treatment planning. Emphasis is placed on the integration of assessing client needs and readiness, case conceptualization, counseling techniques and strategies, treatment models, and therapeutic relationships. Current professional issues about use of evidence-based treatments and culturally competent interventions are examined in the context of measurable and meaningful treatment goals.

PY705 Evaluation Methodologies (2 cr.)

Prerequisite(s): PY620

This course examines a range of evaluation methodologies to assess the effectiveness and efficiency of a range of clinical interventions, including individual and group therapy and programmatic services. The course focuses on critically evaluating and utilizing information from existing research literature, implementing and evaluating best practice guidelines and evidence-based practices (EBP), and conducting original evaluation projects.

PY706 Writing for Professional Practice (1 cr.)

Prerequisite(s): PY608

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(s): PY648

This course builds on the knowledge and skills developed in the first multicultural counseling course, PY648. Students practice advanced multicultural counseling skills intended to develop multicultural counseling competencies applicable to specific populations. Students have the opportunity to focus their learning on a specific ethnic group.

PY709 Integrative Wellness: Using Mind-Body and Psychotherapeutic Approaches for Healing (1 cr.)

This course covers mind-body and creative approaches to clinical practice in counseling psychology. Practice and scholarly research are used to explore clinical interventions, including mindfulness meditation, guided imagery, relaxation techniques, creative writing, and creative/art based interventions to promote healing. The course has an experiential component through which students practice the various interventions being studied.

PY714 Supervising Counselors and Psychotherapists: A Comprehensive Approach (Rochester only) (3 cr.)

Prerequisite(s): PY710

In this course, students learn and apply theoretical models and fundamental skills for supervision of counselors and psychotherapists. Goals of supervision and relationship roles are discussed and opportunities to examine one's own developmental learning needs and styles are provided. Primary issues, ethical challenges, and research areas focused on the supervisory process from both the supervisor and supervisee standpoint are addressed, including multicultural awareness, transference and counter-transference, sexual and other attractions, and gender misunderstandings.

PY716 Practice in Counseling Skills (1 cr.)

Prerequisite(s): PY665

This course builds on the knowledge and skills developed in the first skills course in the program. The course provides an opportunity for students to further develop their counseling skills and apply an understanding of the influence of race, culture, gender, as well as self-of-the-therapist in therapy.

PY799 Psychosocial Challenges to the Management of Anxiety in the Modern Era (2 cr.)

This multidisciplinary course contributes to students' development of cultural competency by examining challenges to managing existential anxiety that both underlie and emanate from the social construction of culture amid discontinuous and/or violent contexts in modern history. Strategies to manage anxiety--as articulated in selected approaches to cultural anthropology, social psychology, philosophy, and multigenerational systemic therapies--are emphasized.

Representative Electives

The following titles are representative of short (one-credit) general elective courses available. See the semester course schedule for current offerings.

PY649 Psychology and the Law (1 cr.)

This course presents an introduction and overview of the interface between psychology and the law. Topics such as criminal responsibility, police psychology, and mental health law are addressed.

PY668 Introduction to Correctional Psychology (1 cr.)

This course presents an overview of correctional psychology. Topics range from common psychopathology found among correctional populations to divergent roles that correctional psychologists may undertake.

PY671 Child Sexual Abuse (1 cr.)

This course provides an overview of the current research and practice in the recognition, evaluation, and treatment of sexual abuse of children. Topics to be included are history and prevalence, characteristics, evaluation, treatment, and ethical considerations.

PY672 Employee Assistance Counseling: Theory and Practice (1 cr.)

This course provides an introduction to and an overview of the field of employee assistance. Emphasis is placed on the role of the counselor. Topics include the history, structure, and purpose of employee assistance; an introduction to employee assistance professional organizations; and an introduction to current employee assistance enterprises.

PY673 Clinical Use of Hypnosis (1 cr.)

This class provides an introduction to the basic concepts of hypnosis, corrects misconceptions about hypnosis, and presents the more common uses of hypnosis in the practice of psychology.

PY675 Clinical Issues: Bereavement (1 cr.)

This course covers the stages of grieving and the reorganization of self and social systems in the bereavement process. The effects of particular types of losses and factors affecting the bereavement process are examined.

PY679 Psychology of HIV/AIDS (1 cr.)

This course presents information about the biology and clinical course of the illness and the attendant psychosocial, case management, special population, and self-care issues. The course also focuses on working with gay and bisexual men.

PY680 Stress Management (1 cr.)

This course offers participants an opportunity to understand stress and stress management concepts, and to develop skills to assist themselves and others. The focus is on exploring how the mind and body interact to create a stress response and on learning specific tools to regulate this response. Current research, techniques, and applications are considered.

PY683 Theory & Applications of Sport Psychology (1 cr.)

This course explores the theories and principles of applied sport psychology within the mission and vision of Saint Mary's University. Psychological issues surrounding participation in sports, including obligatory exercise and addictive behavior, emotional cognitive distress of an athlete, effects of injury, and parental pressure on youth sport participants are explored. Knowledge gleaned from this course may be applied in counseling practice, education, or coaching.

Requirements for Double Degree

For those students seeking both the Counseling and Psychology, M.A. and the Addiction Studies Certificate, please see the double degree requirements at the end of the catalog.

Faculty

The majority of the faculty members and advisers for the Master of Arts in Counseling and Psychological Services program have earned doctorate degrees. Faculty members are selected for their educational and professional experience and expertise.

Admission Requirements

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

Application Process

Applicants must submit the following:

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

2. 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 to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

   a. brief description of the applicant's background, training, and experience; and

   b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

   c. description of the areas the applicant considers to be their 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.

6. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Cybersecurity, M.S.

The Master of Science in Cybersecurity equips students to manage information security programs in organizations. The program provides up-to-date knowledge and skills in the technology and application of cybersecurity. Students learn to apply risk management frameworks, methods, and strategies; enhance the protection of enterprise-wide information assets; and detect and plan for cyber-attacks on networks and computer systems. Students prepare to manage security information functions and teams in all business, nonprofit, healthcare, government, educational, and other sectors.

Program Outcomes

Upon completion of the program, graduates are expected to be able to do the following:

1. Demonstrate business management skills relevant to administering information security programs in organizations.

2. Apply leadership skills in information security operations.

3. Demonstrate proficiency in communicating technical information.

4. Develop a strategic balance between business needs and overall information security architecture planning.

5. Evaluate risk management frameworks, methods, and strategies.

6. Plan for cyber-attacks on networks and computer systems.

7. Protect enterprise-wide information assets.

Program Structure and Delivery

The Master of Science in Cybersecurity program is delivered fully online.

Degree Requirements

Foundation Course*	3 cr.
Core Courses	36 cr.
Total	**36 cr.**

*Foundation course does not count toward the degree.

Foundation Course: 3 cr.

CYBR590 Computer Networking is provided for those who need the prerequisite knowledge.

Students must have a transcripted undergraduate or graduate computer networking course completed before taking CYBR610.

CYBR590 Computer Networking (3 cr.)

The course introduces the foundations of network infrastructures and network technology. It covers the OSI model in depth, including TCP/IP, and introduces basic switching and routing concepts. Students investigate the standards, design, architecture, and operation of LAN, WAN, and telecommunications.

Core Courses: 36 cr.

CYBR600 Foundations of Cybersecurity (3 cr.)

This course provides an overview and foundational understanding of concepts essential to the cybersecurity professional to evaluate best practices in implementing security systems within the enterprise. This course covers key bodies of knowledge in security, privacy, and compliance. Topics include security planning, risk management, security technologies, basic cryptography, digital forensics, application security, intrusion detection and prevention, physical security, and privacy issues.

CYBR605 Security Architecture (3 cr.)

Prerequisite(s): CYBR600

This course introduces the student to the importance of security architecture design in enterprise security. Students are presented with a structured approach to the steps and processes involved in developing comprehensive and layered security architectures. Students evaluate the principles, attributes, and processes used in designing and deploying architecture that supports the business objectives of the enterprise.

CYBR610 Network Security and Intrusion Detection (3 cr.)

Prerequisite(s): CYBR590 Computer Networking or equivalent

This course provides a comprehensive overview of network security and intrusion detection. Students focus on methods for securing networks, and utilize these methods in basic architectural design. Students apply these methods into a cohesive network security strategy. Topics include investigation of areas such as network analysis, perimeter defense strategies, network monitoring, vulnerability and intrusion detection, and security in mobile and wireless environments.

CYBR615 Cybersecurity Change Management (3 cr.)

This course describes the business context in which a cybersecurity professional must function within an organization. Students examine the interplay between business process and cybersecurity issues in mitigating security threats. An overview of audit, compliance, regulation, and liability for business security, along with how to construct effective continuity and disaster recovery plans, is provided.

CYBR620 Operational Security Policy (3 cr.)

In this course, students examine the role of security policies, standards, and procedures in addressing business and technical security risks. Students explore the types of policies that are part of an overall security strategy. Policies are discussed that drive computer security, including discretionary access control, mandatory access control, and role-based access control types of policies, and how these are used in organizations. Students develop policies and deployment plans as part of the comprehensive strategic plan for the enterprise.

CYBR625 Risk Management (3 cr.)

This course includes a study of the existing risk management frameworks, models, processes, and tools to provide students with the theory and practical knowledge to operationalize risk management in an organization or government agency. Additionally, fundamental concepts in information technology

security audit and control processes for an organization are discussed. Students learn to create a control structure and audit an information technology infrastructure.

CYBR630 Communication for Cybersecurity Professionals (3 cr.)

This course introduces students to the foundations of communication in a business setting as a critical component for success in the workplace. Students develop a foundation for designing effective messages, both written and oral, from concept to delivery. This course emphasizes elements of persuasive communication: how to design messages for diverse and possibly resistant audiences and how to present that information in a credible and convincing way.

CYBR635 Data Privacy (3 cr.)

This course introduces techniques for information distribution in such a way that data privacy is protected. It discusses models and frameworks for privacy protection that support privacy enhancements from economic, legal, and policy perspectives. Fundamentals of cryptographic theory and practice along with its applications are introduced in topics such as classical and contemporary ciphers, encryption and decryption, breaking ciphers, cryptographic protocols, and analysis tools.

CYBR640 Leadership and Ethics (3 cr.)

This course focuses on the development of leadership skills used in managing a successful security program. Students analyze the role of a leader in business with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Ethics and social responsibility are emphasized throughout the course.

CYBR645 Incident Response and Investigation (3 cr.)

This course introduces the principles and best practices for incident response, along with an overview of digital forensics. Students understand the goals of incident response and learn how to prepare and respond to information security incidents and understand how the incident occurred. Students understand the process of collecting and analyzing data, and the process of remediation. The course outlines the investigative and analysis process, tools, digital evidence, and applicable law with a focus on computer, mobile, network, and database forensics.

CYBR650 Ethical Hacking and Defense (3 cr.)

This course includes a study of theoretical and practical aspects of network and web application penetration testing. Students are able to evaluate the security of a network or system's infrastructure and outline how hackers find and attempt to exploit any vulnerabilities. Included in the course are in-depth details on ethical hacking, including reconnaissance, vulnerability assessment, exploitation, maintaining access, and covering tracks. Current tools and methodologies are stressed.

CYBR690 Security Operations and Leadership Capstone (3 cr.)

Prerequisite(s): All required coursework completed or co-requisite

This course provides an opportunity for students to integrate their learning across the program in a case study project. Students complete a risk analysis, vulnerability and threat analysis, security infrastructure requirements, logical design, physical design, management design, pricing, and implementation planning.

Faculty

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

Admission Requirements

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

Application Process

Applicants must submit the following:

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

2. 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 to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

   a. brief description of the applicant's background, training, and experience; and

   b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

   c. description of the areas the applicant considers to be their 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. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Data Intelligence and GeoAnalytics, M.S.

The Master of Science in Data Intelligence and GeoAnalytics is a technology-enriched 36-credit graduate degree. The degree is intended to prepare learners with a solid foundation of hands-on technology to leverage new, exciting approaches in analytics and intelligence fields: 1) data acquisition, 2) data engineering, 3) principles of data science, and 4) geoanalytics and visual intelligence. These key areas are designed to provide a solid foundation in understanding technology, data development, data analysis, research, decision making, and presentation/communication skills vital for organizational effectiveness. Data intelligence provides insight to address questions about data: where to find it, how to assess it, what it means, how to organize it, how to display it, how to create meaning from it, how to leverage it for decision making, and how to share it. Geoanalytics provides a powerful combination of information and analytics with geographic information systems (GIS) to meet growing demands sought after in today's market of integrated technology solutions.

The integration of data intelligence and geoanalytics is ideal for a wide range of data-rich fields, such as public health analytics, natural resource management, business applications, urban planning, public safety, public policy, political science, demographics, and government applications. For example, it is possible to assess impacts to healthcare populations by forecasting illness or disease outbreaks, such as influenza, that will escalate in geographic areas. Evaluating data intelligence on how outbreaks will respond makes it easier to strategize localized planning logistics for providing vaccines. In learning how to couple GIS technology with growing data intelligence capabilities, graduates will be more versatile in integrating technology and data science platforms, addressing issues, and solving real-world problems to generate more informed perspectives in decision making.

Program Outcomes

Upon completion of the program, students are expected to be able to do the following:

1. Analyze geospatial data.
2. Apply skills in data collection, data engineering, and database administration.
3. Develop custom applications and scripts for visualization and analytics.
4. Engage in complex critical thinking.
5. Design effective projects and research.
6. Communicate with clarify and coherence.
7. Evaluate the ethical and legal implications of decision making.

Program Structure and Delivery

Courses are delivered in the blended format, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner.

Degree Requirements

Required Core Program Courses	33 cr.
Contextual Application Elective Courses	3 cr.
Total	**36 cr.**

Required Core Program Courses: 33 cr.

DIGA605 Fundamentals of Geographic Information Systems (GIS) (3 cr.)

This course introduces the concepts of spatial data creation, editing, and analysis using GIS software. Emphasis is placed on spatial concepts and understanding and utilizing standard operating procedures. Topics covered include coordinate systems, data creation, derivation, editing, metadata, proximity and overlay analysis, and cartography. Technical proficiency is a primary objective of the course, reinforced by significant practical exercises utilizing GIS software. Examples of how the geospatial industry provides location intelligence to a variety of disciplines are explored.

GM630 Quantitative Methods (3 cr.)

This course focuses on statistical analysis of data for professional applications or research with an emphasis on quantitative methodologies. The course covers populations, sample selection, and descriptive and inferential statistics. Significance, Chi Square, correlations, analysis of variance and simple regression, and concepts of reliability, validity, and levels of measurement are addressed.

DIGA610 Relational Database Design and Administration (3 cr.)

Prerequisite(s): DIGA605

This course follows a logical progression from basic data types into normalization and relational geodatabase design. The course explores the role of various tabular structures, from simple flat files to the relational geodatabase. The course explores implementing methods to promote spatial and tabular data integrity and facilitate analytical workflows. Standard query language (SQL) for querying, modifying, and managing data is also covered. The course includes enterprise geodatabase topics such as permissions, versioning, replication, and archiving.

DIGA615 Data Acquisition and Location of Things (3 cr.)

This course introduces methods centered around data collection in a geo-relational context. Data collection topics include applications centered around mobile global positioning systems (GPS), land and parcel data, sensors and drone data acquisition, and data generated within the Internet of Things (IoT). The course discusses concepts in understanding workflow, critical appraisal of data, and applications for various industries.

DIGA620 Data Engineering (3 cr.)

Prerequisite(s): DIGA605 or equivalent or consent of program director

The course utilizes data processing requirements necessary to implement technology-based analytics. The course explores strengths and limitations of various data formats to make better decisions. The importance of structured and unstructured data formats as well as performing methods of data extraction, transformation, and loading are covered. Data wrangling methodologies explore constructing custom data pipelines to support efficient analysis. These methods include cleaning, filtering, standardizing, and categorizing

data. Processes to review data for accuracy, consistency, and completeness are covered as well as techniques to mitigate error and improve data integrity.

DIGA625 Python Programming for Technology Applications (3 cr.)

Prerequisite(s): DIGA605 or equivalent or consent of program director

The course focuses on core programming concepts such as classes and objects, controlling flow, user input, batch processing, and error handling while working in the context of data processing, analysis, and visualization. The course explores a variety of Python packages and integration for project development. Custom workflows and visualizations for both spatial and tabular data are also discussed.

DIGA630 Advanced GeoSpatial Data and Location Analytics (3 cr.)

Prerequisite(s): DIGA605 or equivalent or consent of program director

This course promotes exploration and utilization of advanced functionality of GIS technology. Substantial effort is directed toward developing proficiency in understanding data at complex levels with an emphasis on advanced raster and spatial analysis. The course covers advanced GIS analysis, image analysis techniques, and geospatial topic-specific areas of study.

DIGA635 Data Modeling and Forecasting with Geo-AI (Artificial Intelligence) (3 cr.)

This course promotes problem solving, data modeling, and critical thinking related to data intelligence, data classifications, and predictive analysis. The course explores designing conceptual models to effectively explore and forecast data unique to spatial and other analytical challenges. The course addresses challenges in various disciplines. Problem-solving approaches are accomplished using an array of technology and software options.

DIGA640 Technical Research Writing, Design, and Ethics (3 cr.)

This course examines effective research methodologies used in understanding requirements and expectations associated with the capstone project. This includes formatting and graphic requirements, literature review development, proposal design, and expectations of the final project paper. Additional emphases include applied ethics of technology use and research design. The course prepares and provides progress for students on their capstone project.

DIGA645 R Programming for Technology Applications (3 cr.)

Prerequisite(s): GM630

The course focuses on R programming concepts for analytical and statistical applications involving spatial data and non-spatial data used in various technology fields. The course features scripts and data model applications useful in promoting decision making, integrating R into technology software platforms, and focusing on effective communication through visual intelligence.

DIGA694 Capstone Project (3 cr.)

Prerequisite(s): DIGA640 or equivalent or consent of program director

In this course, students implement the project proposal created in DIGA640, write the capstone paper, and present findings. Research Project tasks may include, but are not limited to collecting or mining data, developing appropriate evaluations of data and/or technology, and to infer meaningful outcomes of the project goals/results. Research Project findings are written in a scientific journal-style project paper that conforms to the program handbook.

Contextual Application Elective Courses: 3 cr.

DIGA607 Public Health Analytics (3 cr.)

Prerequisite(s): DIGA605 or equivalent or consent of program director

This course explores the role of location analytics and its impact in public health to address and explore health-related issues and their geo-centered relationships. Course discussions focus on understanding tabular and spatial data, as well as organizational data strategies organizations can follow for improved awareness of public health needs and analytics. Applications may include patient care location-based information, demographics, industry effectiveness in reaching populations in need, insurance, community planning, competition of resources, etc. The course utilizes processes, software, and data requirements necessary to implement technology-based analytics.

DIGA608 Cloud Architecture, Web-Programming, and Visualization Analytics (3 cr.)

Prerequisite(s): DIGA605 or equivalent or consent or program director

This course introduces students to effective use of the internet and technology for sharing spatial and non-spatial data, visualizations, and interactive applications via the web. The course examines cloud data architecture for managing, analyzing, and serving data over the Internet. Students are introduced to web-based programming languages and interfaces (APIs) for presentation, visual analysis/intelligence, and communication/presentation of data via the web.

DIGA609 Policy and Political Analytics (3 cr.)

Prerequisite(s): DIGA605 or equivalent or consent of program director

This course explores integrating location-based analytics with institutional policy-making impacts on stakeholders or public demographics. Demographic and policy analysis is key for understanding decision-making efforts on local, state, or national levels. Course applications and discussions include various topics to include but are not limited to political and policy strategies and impacts on participation in policies or programs, statistical and qualitative analyses of elections, registration, and voter turnout, understanding relationships and impacts of various local, state, and federal agencies, grassroots movements, and advocacy organizations. The course utilizes processes, software, and data requirements necessary to implement technology-based analytics.

Faculty

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

Admission Requirements

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

Application Process

Applicants must submit the following:

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

2. 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 to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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 their reasons for seeking admission to the program and,

    c. description of the areas the applicant considers to be their 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. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Education–Wisconsin, M.A.

The Master of Arts in Education-Wisconsin program encourages the integration of personal and professional experience into the structure of graduate work. The program is based on the premise that much growth occurs in the context of self-directed learning and that rigorous, scholarly study must be balanced with experience and personal goals. The program is approved by the Wisconsin Department of Public Instruction (DPI).

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. Use relevant, current educational effectiveness research to design and implement coherent instruction and learning activities.

2. Align content, pedagogy, and knowledge of students to engage diverse learners in achieving developmentally appropriate learning objectives.

3. Assess student learning progress and performance compared to education standards, using appropriate measurement tools and methods.

4. Promote recognition of bias, fairness, and equity to create an environment of respect and rapport.

5. Use technology and information systems in communication, instructional design, and lesson delivery to enhance student achievement.

6. Demonstrate proficient levels of written, verbal, and non-verbal communication skills in a variety of situations.

7. Model professionalism through ethical, reflective practice and documented service, leadership, and positive collaboration.

Program Structure and Delivery

The Master of Arts in Education-Wisconsin program is a total of 32 semester credits. Instructors bring the core classes to the students at convenient sites throughout Wisconsin in a combination of blended learning with online delivery. Independent learning progresses online through one-on-one mentoring with a faculty advisor.

During the program, students develop comprehensive portfolios addressing the 10 Wisconsin State Teaching Standards and present the portfolio to a panel of professionals as their culminating activity.

Degree Requirements

Required Courses	20 cr.
Independent Study Courses	12 cr.
Total	**32 cr.**

Required Courses: 20 cr.

EDUW690 The Process of Education (1 cr.)

This course provides a comprehensive overview to the Master of Arts in Education Program/Wisconsin. Course content examines the philosophy and design of the graduate program, the structure of learning, personal and professional goals, and the expectations for graduate level work. Processes of source location, evaluation, and integration are investigated. This course is a prerequisite for all other courses.

EDUW691 Professional Skills Development (4 cr.)

Prerequisite(s): EDUW690, EDUW692

Professional Skills Development investigates tools to engage in ongoing improvement of educational effectiveness. This course emphasizes a research-based learning process, developmental assessment, and professional communication skills to demonstrate improvement in aligning content and learning expectations (WTS 1) with diverse student growth (WTS 2). Students use a seven-step professional development process to guide improvements in their instructional delivery and professional communication. Students also investigate educator standards, along with research ethics, expectations, methods, resources, and APA style.

EDUW692 Technology and Communication (4 cr.)

Prerequisite(s): EDUW690

This course provides learners the opportunity to be better prepared practitioners in a 21st century learning environment. It is designed to give participants the knowledge and confidence to implement emerging technologies to foster active inquiry, collaboration, and provide supportive interaction in the classroom. Learners use instructional media and technology to encourage development of critical thinking, problem solving, and performance skills.

EDUW693 Instructional Design and Assessment (4 cr.)

Prerequisite(s): EDUW691, EDUW692

This course presents an overview for aligning instructional design, delivery, and assessment to maximize each student's developmental capabilities. Lesson design coordinates content, pedagogy, and resources to achieve curricular goals guided by performance evidence. Standards-based assessment criteria, tools, and practices emphasize self-correction and instructional adjustments for proficiency at each learning step. A professional inquiry learning process guides students in improving design and implementation of coherent instruction.

EDUW694 The Classroom Environment (3 cr.)

Prerequisite(s): EDUW690, EDUW691

This course presents an overview of the current research and best practices that define classroom environment. Approaches for developing a climate of positive social interaction, creating a culture of respect, managing classroom procedures and effectively engaging students, as well as providing a safe learning environment are explored. Information is shared that considers the implications of student learning styles, brain-based research, parent engagement, the needs of diverse students, and the organization of the classroom's physical environment.

EDUW695 Ethics and Issues in Education (3 cr.)

Prerequisite(s): EDUW690

This course focuses on ethical behavior and decision making in an educational environment. Philosophical theories, legal decisions, ethical frameworks, and behavior codes are identified. Bias, values, and cultural norms are examined as an influence. Current educational issues are examined. Students leave the course with a critical thinking framework for making ethical decisions as educators.

EDUW696 Portfolio Production and Presentation (1 cr.)

In this course a comprehensive portfolio is prepared for presentation to a panel of professionals as the capstone project for this master's program. The portfolio includes evidence of mastery of the Ten Wisconsin Teaching Standards. As part of the portfolio, evidence is also presented that demonstrates improvement in student learning within their classrooms.

Faculty

The faculty members and advisers for the Master of Arts in Education—Wisconsin program have earned doctorate or master's degrees. Faculty members are selected for their educational and professional experience and expertise. The directors, advisors, and faculty are apprised of the current Wisconsin standards for teachers, and they intentionally structure course content around these standards. Advisers work with students in the development and evaluation of independent study courses and with their portfolios.

Admission Requirements

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

Application Process

Applicants must submit the following:

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

2. 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 to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

    a. brief description of the applicant's background, training, and experience; and

    b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

    c. description of the areas the applicant considers to be their strengths and areas in which the applicant wishes to develop greater strengths and abilities; and

    d. personal information the applicant wishes to share.

4. Two letter(s) of recommendation that verify professional and/or volunteer experience and academic ability; and

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

6. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Education, M.A.

The Master of Arts in Education program has been a vital part of Saint Mary's University of Minnesota Twin Cities campus since 1989. The 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. Students select a specialization area for deeper exploration of a content area or instruction.

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.

10. Integrate the ethical and professional implications regarding the use of technology in the classroom as it aligns with equity in the classroom for all students.

Program Structure and Delivery

Students will complete specialization credits followed by 18 credits of core courses. Three core credits may be transferred, with program director approval, if the content is equivalent. Cohorts select specializations from options designed specifically for the Master of Arts in Education program.

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 attend classes at facilities near their workplace. Most class sessions are held in the late afternoon and early evening.

Most courses are delivered in a blended format, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner. Students who possess the following skills benefit most from blended learning programs: good time management, the ability to work independently, strong written communications, and the ability to solve minor computer issues. The discipline specializations are fully online, after which the core courses may also be completed online.

Degree Requirements

Choose one specialization:

Discipline specializations: Math or English	18 cr.
Education specializations:	
Culturally Responsive Teaching, or	
Curriculum and Instruction	15 cr
Core Courses	18 cr.
Total	**33 or 36 cr.**

English Specialization: 18 cr.

E600 Ways of Reading (3 cr.)

In this course students examine the role of the reader in literary interpretation. The course considers how diverse audience perspectives as well as the application of theoretical and other critical lenses help construct the life of the text.

E605 The Text in Focus (3 cr.)

In this course students examine how primary texts can be said to generate their own meaning. Particular attention is given to formal qualities, the relationship between literary elements and the text as a whole, classification by genre, and a text's incorporation of other texts.

E610 Authors and Authorship (3 cr.)

In this course students examine the significance of the author in one's interpretation of texts. The course explores a variety of potential authorial functions, such as writer of a body of work, spokesperson of a culture, member of a particular tradition or movement, and arbiter of the text's meaning.

E615 Literature in English from Around the Globe (3 cr.)

In this course students explore texts that attest to the richness and variety of literature composed in English. Texts from within and beyond the British Isles are examined individually and in relation to each other, especially with regard to Britain's colonial history and the globalization of the English language.

E620 Literatures of the United States (3 cr.)

In this course students explore various voices and literary practices that have contributed to narratives of American culture and identity. With particular attention paid to the perspectives of neglected or marginalized groups, canonical and non-canonical texts are put in conversation with each other.

E625 Ways of Writing (3 cr.)

In this course students explore various writing genres through examination of representative primary texts and through practice in composing original works. Elements such as audience, rhetorical situation, and voice are highlighted.

Math Specialization: 18 cr.

M600 Advanced Calculus (3 cr.)

This course provides a formal exploration of elementary topology of both R and Rn, differentiability and Riemann integrability of functions in R and Rn, infinite series of real numbers, sequences of functions, and uniform convergence.

M605 Matrix Theory (3 cr.)

This course provides an introduction to abstract vector spaces and linear transformations, including basis and dimension, inner product spaces, determinants, eigenvalues and eigenvectors, matrices, and canonical forms.

M610 Complex Analysis (3 cr.)

This course provides a formal exploration of functions of a complex variable, including analytic functions, contour integrals, residues, and power series.

M615 Combinatorics and Graph Theory (3 cr.)

This course provides an introduction to combinatorics and graph theory, including the Pigeonhole Principle, generating functions, permutations, combinations, principle of inclusion-exclusion, recurrence relations, Ramsey theory, graphs and directed graphs, paths, trees, and graph coloring.

M620 Geometry (3 cr.)

This course provides a formal comparison of non-Euclidean geometry with Euclidean geometry, including results in advanced Euclidean, hyperbolic, elliptic, and projective geometry.

M625 Probability (3 cr.)

This course provides a formal exploration of the modern theory of probability, including Markov chains, generating functions, discrete/continuous probability distributions, expectation, random variables, conditional probability, independence, and joint distributions.

Culturally Responsive Teaching Specialization: 15 cr.

GCRT5205 Understanding Race and Culture (3 cr.)

Course participants explore their beliefs and educational experts' perspectives on culture and race and their impact on teaching and learning. Emphasis is also placed on the systemic nature of the role of race in educational environments.

GCRT5206 Principles of Culturally Responsive Classrooms and Teaching (3 cr.)

Prerequisite(s): GCRT5205

This course examines strategies to create an inclusive classroom environment that is responsive and relevant to students and their families and the ways in which all students learn. The course focuses on the linguistic, social, emotional, and academic systems in school communities for creating a community of learners.

GCRT5208 Designing Culturally Responsive Teaching (3 cr.)

Prerequisite(s): GCRT5206

In this course, the principles of culturally responsive teaching are applied to instructional planning and assessment. Topics include determining instructional objectives, aligning principles of culturally responsive teaching to district/local standards and frameworks, and designing and/or differentiating culturally responsive assessments.

GCRT5209 Eliminating Racial Disparities in Student Achievement (3 cr.)

Prerequisite(s): GCRT5208

This course addresses the specific issues that contribute to the disparities in student achievement that exist among K-12 student groups. Concepts, professional knowledge, and research-based strategies designed to address these disparities are discussed, analyzed, and applied through a case study approach.

GCRT5210 Comprehensive Application of Principles (3 cr.)

Prerequisite(s): GCRT5209

In this course, students complete a comprehensive performance assessment that documents and presents their individual growth, understanding, and application of the program outcomes.

Curriculum and Instruction Specialization: 15 cr.

EDMA612 Engaging Learning Environment (3 cr.)

Effective classroom management methods which establish positive environments focused on learning are studied. Dispositions of mindset, brain compatible learning, and culturally responsive teaching are applied as well as exploring personal assumptions and biases to create an equitable, student-centered environment.

EDMA614 Communication and Collaboration (3 cr.)

In this course, students review and practice skills of written and oral communication for a variety of purposes and audiences. Students develop effective collaboration skills to facilitate consensus and promote conflict resolution. Students learn and apply processes of academic writing using the APA style.

EDMA620 Curriculum Design (3 cr.)

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, focusing on Stage 1 of Understanding by Design (UbD) within a student's specific academic area.

EDMA622 Assessment and Evaluation (3 cr.)

Prerequisite(s): EDMA620

Methods and tools for diagnosis, evaluation, and grading of student learning are studied. Strengths and limitations of various types of assessments are examined. Classroom assessments that are aligned to standards, curriculum, and

instruction are planned, created, and used. Assessment data to monitor student progress, inform continuing instruction, and assign grades are analyzed and interpreted.

EDMA624 Effective Instruction (3 cr.)

Prerequisite(s): EDMA622

This course focuses on researched-based best practice principles for meeting the needs of diverse learners. Methods of planning and designing differentiated instruction based on pre-assessment and achievement indicators are applied. Stage 3 of Understanding by Design (UbD) is applied using information on student readiness, interest, and ability to be appropriate to the outcomes of content and a variety of best practices techniques. Methods to foster 21st century and higher level thinking skills among all students are explored and applied.

Core Courses: 18 cr.

EDMA600 Orientation Session (0 cr.)

This orientation session provides an introduction to the outcomes for the Master of Arts in Education program. As reflected in the Lasallian philosophy, self-evaluation leads to setting personal goals and the establishment of a plan for lifelong learning. The initial expectations for academic writing, APA style, and portfolio development are presented.

EDMA610 Child Growth and Development (3 cr.)

The educational theories, including those of Maslow, Piaget, Kohlberg, Jensen, Erikson, and Vygotsky, Bronfenbrenner and others are studied to describe the typical and abnormal development patterns of children from birth to adolescence. These theories are used to describe students in the current work environment. Early warning signs of mental health disorders, abuse, and/or addiction are identified.

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.

EDMA637 Integrating Technology in the Curriculum (3 cr.)

Instructional technology models are analyzed. A variety of technology tools for enhancing productivity, teaching, and learning and their professional and ethical implications are explored. Projects, lessons, and teaching materials to integrate technology into the curriculum are examined and created.

EDMA630 Educational Research (3 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. Much of this course requires online, independent research, writing, and revision based on electronic correspondence with instructor and peers.

EDMA634 Action Research Project (3 cr.)

Prerequisite(s): EDMA630

In this summative course students apply research skills relevant to professional settings. Published studies are critiqued by identifying strengths and limitations of the methodology and evaluating potential impact on educational practice. The action research project results in a written paper, which includes an introduction, a review of current literature, research questions, a description of the methodology and means of evaluation, the findings and interpretation of results, and possible questions for further study. Research designs, evaluation of published studies, decision analysis, and methods for communicating and implementing results are practiced through several experiences.

EDMA604 Reflection and Resiliency (3 cr.)

In this seminar, processes for critical thinking and reflection are applied to significant changes in professional practice. Strategies for maintaining personal resiliency in a field of rapidly continuing change are explored. The purpose, criteria, and methods of reflection are introduced and applied.

Faculty

The faculty members for the Master of Arts in Education program have earned doctorate, education specialist, or master degrees. Faculty members are selected for their combination of educational and professional experience and expertise.

Admission Requirements

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

Application Process

Applicants must submit the following:

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

2. 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 to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

    a. brief description of the applicant's background, training, and experience; and

    b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

    c. description of the areas the applicant considers to be their 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. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Educational Leadership, M.A.

Meaningful and sustainable change is dependent upon strong leadership. The Master of Arts in Educational Leadership program at Saint Mary's University of Minnesota is designed to prepare educational professionals to become effective leaders and administrators in organizational training and development, higher education, and/or K-12 education. This degree provides a strong foundation in leadership, management, and supervisory practice; educational strategies for learners of all ages; communication, creativity, and personal coaching skills; today's diversity issues; and current trends in ethics and law. Students develop strategies for becoming effective change agents within an organization.

This degree opens career opportunities in

1. higher education administration;

2. administration in private, parochial, and charter schools;

3. dean of students, administrative intern, team leader, or athletic director; and

4. organizational trainers and developers or chief learning officers.

Program Outcomes

Graduates of the Master of Arts in Educational Leadership are expected to be able to do the following:

1. Innovative Leadership: Provide educational leadership through the use of leadership principles and technology applicable to educational organizations.

2. Communication and Collaboration: Communicate effectively to facilitate professional learning communities.

3. Curriculum and Instruction: Evaluate and design curriculum and instruction to ensure and enhance the growth of all learners, especially adults.

4. Today's Diversity: Foster cultural competency by leveraging diversity to ensure growth of the educational organization.

5. Management: Manage a safe and effective learning environment utilizing creative supervisory principles and research-based management styles.

6. The Ethical Leader and the Law: Embrace ethical values to act with responsibility and accountability.

7. Assessment: Assess educational effectiveness by utilizing data-driven practices and technological strategies.

8. Educational Research: Examine ways to improve education through quality data collection and analysis.

9. Developing Self and Others: Empower and nurture employees through effective staff development principles and adult learning theories.

Program Structure and Delivery

The Master of Arts in Educational Leadership program consists of 33 semester credits. Students may transfer up to six graduate semester credits from regionally accredited institutions of higher education if the credits were earned during the 5 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 subsequent 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. 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.

Courses in the program are delivered fully online.

Degree Requirements

Administration, Coaching, and Team Building	24 cr.
Process of Change	9 cr.
Total	**33 cr.**

Administration, Coaching, and Team Building: 24 cr.

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 (3 cr.)

In this course students develop academic written and oral skills, interpersonal communication skills, and technology skills for presentations and organizational communication. The relationship between communication and organizational culture is 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.

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 (3 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.

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.

EL652 Adult Learning (3 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 androgogy and pedagogy.

EL670 Multicultural Leadership and Team Building (3 cr.)

This course focuses on becoming a culturally-aware leader able to integrate diversity for educational and organizational growth. Students investigate ways to strengthen and advance organizations through effective team building and collaborative skills, and to promote organizational cultural awareness while garnering community involvement and political support.

Process of Change: 9 cr.

EL630 Educational Research (3 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.

EL634 Action Research Project (3 cr.)

Prerequisite(s): EL630

In this summative course, participants conduct an in-depth study of action research, data collection and data analysis processes, ethical implications of research, and research as a continuous improvement tool. This learning is applied to various professional settings through the creation of an individualized action research project and a written paper, which includes an introduction, a review of current literature, research questions, a description of the methodology and means of evaluation, the findings and interpretation of results, and possible questions for further study.

EL662 Promoting Change (3 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.

Faculty

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

Admission Requirements

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

Application Process

Applicants must submit the following:

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

2. 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 to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

   a. brief description of the applicant's background, training, and experience; and

   b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

   c. description of the areas the applicant considers to be their 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. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

English as a Second Language, M.A.

The English as a Second Language (ESL) program qualifies candidates for K-12 ESL teacher licensure in Minnesota. The program prepares graduates to meet the English language and literacy needs of K-12 students for whom English is not their native language. The master's degree includes courses on ESL literature and creating a thesis proposal.

Program Outcomes

Upon completion of the M.A. in ESL, graduates are expected to do the following:

1. Employ a variety of methods, techniques, and program models suitable for second language instruction with diverse learners, including adapting existing materials to meet the needs of the students with limited English proficiency.

2. Use various content-based methodologies and integrate language acquisition and use of language functions across learning experiences to facilitate full inclusion of students with limited English proficiency in the school setting.

3. Communicate successfully with students, parents, colleagues, and community members.

4. Develop communication instruction in the second language context, including listening, speaking, reading, and writing across the curriculum.

5. Use formal and informal second language assessment techniques to determine student readiness for and appropriate placement in limited English proficiency programs, and to evaluate student progress.

6. Analyze the contributions of general and applied linguistics to second language education.

7. Identify the fundamentals of the first and second language acquisition processes and their similarities and differences.

8. Interpret how the historical, social, and political aspects of language and cultural patterns in the United States influence second language instruction.

9. Integrate an understanding of English as a second language with an understanding of pedagogy, students, learning, classroom management, and professional development.

10. Evaluate, synthesize, and disseminate research related to ESL educational practices.

Program Structure and Delivery

Students can complete the program in three different ways. The first option (32 credits) is for currently licensed teachers who do not plan to seek Minnesota English as a Second Language as an additional licensure upon completion of the program. The second option (32 credits) is for currently licensed teachers who plan to seek Minnesota English as a Second Language as an additional licensure upon completion of the program. The third option (55 credits) allows students without teaching credentials to prepare for initial teacher license while also preparing for Minnesota English as a Second Language licensure.

The program is designed to fit the schedule of working persons, and those available for course meetings on weekends (mostly Saturday) and during the summer months. Courses are delivered in a blended format, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner.

Option 1: English as a Second Language — M.A. Degree Without Licensure

Degree Requirements

This degree option is for currently licensed teachers who do not plan to seek Minnesota English as a Second Language as an additional licensure upon completion of the program.

ESL Courses	27 cr.
Master's Completion Courses	5 cr.
Total	**32 cr.**

Option 2: English as a Second Language — M.A. Degree With Additional Licensure

Degree Requirements

This degree option is for currently licensed teachers who plan to seek Minnesota English as a Second Language as an additional licensure upon completion of the program.

ESL Courses	27 cr.
Master's Completion Courses	5 cr.
Total	**32 cr.**

Option 3: English as a Second Language — M.A. Degree With Initial Teacher Licensure

Degree Requirements

This degree option allows students without teaching credentials to prepare for initial teacher license while also preparing for Minnesota English as a Second Language licensure.

ESL Courses	27 cr.
Standards of Effective Practice	23 cr.
Master's Completion Courses	5 cr.
Total	**55 cr.**

ESL Courses: 27 cr.

ESL600 Foundations of Language and Literacy Development (1-3 cr.)

This course explores the theoretical and scientific underpinnings of literacy development as a basis for developing effective K-12 reading programs. Major topics include knowledge of the relationships between spoken and written language, the historical evolution of English, processes of reading, motivational aspects, stages of reading, spelling, and writing development, and major historical and current instructional approaches and programs for literacy development. Qualitative and quantitative research regarding literacy acquisition and applications to designing balanced reading programs are addressed. This course is also an applied introduction to the study of linguistics as it relates to the teaching of English to non-native speakers. It is divided into language as a system (phonology, morphology, syntax, semantics), the social factors affecting language acquisition and development, and the relationship of learning English to that of learning other languages.

ESL601 Second Language Acquisition (3 cr.)

Prerequisite(s): ESL600

This course addresses major topics of second language acquisition, including the processes of first and second language acquisition; the similarities and differences among child, adolescent, and adult language acquisition; the developmental progression of students with limited English proficiency; and methods, techniques, and program models for second language instruction.

ESL602 Language and Culture (3 cr.)

Prerequisite(s): ESL600

This course focuses on the concepts and skills needed to develop cultural understanding of and communication with speakers of other languages. The impact of cultural, linguistic, ethnic, regional, and gender differences in the classroom is examined. Various strategies to involve non-English speaking families in the school community are considered.

ESL603 Reading Instruction for Linguistically and Culturally Diverse Learners (1-3 cr.)

Prerequisite(s): ESL600

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. Gender differences in literacy acquisition are also explored.

ESL620 International Perspectives and Principles of Second Language Teaching (3 cr.)

Prerequisite(s): ESL600

This course focuses on international perspectives of English language teaching, the ways the English language has been impacted by modern globalization, and principles of English language instruction in worldwide contexts. Major topics include sociocultural and sociolinguistic issues and pedagogical implications, the impact of global perspectives of English as an international language, World Englishes, and underlying implications of trends in international beliefs about English language teaching.

ESL605 Reflective Language Teaching (3 cr.)

Prerequisite(s): ESL600

This course focuses on the development and practice of competencies for teaching in the elementary and secondary classroom. The three areas of emphasis are 1- planning, implementing, and evaluating learning in the school environment; 2- critical reflection, monitoring, and adjustment of professional practice; and 3- observation and understanding of administrative and instructional policies and procedures.

ESL606 Methods Instruction for English Language Learners (3 cr.)

Prerequisite(s): ESL600

This course covers historical, recent, and innovative methods, theories, and models of instruction for English language learners. Instructional design approaches for listening, speaking, reading, and writing consider culture, language and educational backgrounds, individual differences, and English level. Emphasis is on teaching English through academic content and collaboration with mainstream staff.

ESL607 School and Community Collaborations for English Language Learners (3 cr.)

Prerequisite(s): ESL600

This course includes a clinical experience for application of best practices for K-12 education for English language learners, including content-based methodologies, communication skills in curricular and co-curricular learning experiences, and involvement of the community as active partners in creating educational opportunities and programs.

ESL608 Writing Instruction (3 cr.)

Prerequisite(s): ESL600

This course focuses on the concepts and skills needed to develop strong writing programs for students who differ in how they acquire literacy because of language and/or cultural differences. Major topics include exploring the history of the English language; strengthening students' use of academic language (including grammar, usage, mechanics, style); writing for varying purposes and audiences across content areas; deepening the understanding of the role of technology in writing; and formal and informal assessment of writing.

Master's Completion Courses: 5 cr.

ESL614 Contemporary Immigrant Literature (1 cr.)

This course explores contemporary writings about and by immigrants adjusting to life in American society. Common themes include struggles with dual identities, feelings of helplessness and re-entry to childhood, homesickness, experiences with prejudice, and difficulties with learning English and gaining employment. Genres include contemporary fiction, memoir, ethnographic studies, picture books, film media, and journalistic accounts.

ESL617 Researching Critical Issues of English Language Learners (2 cr.)

In this course ESL master's degree candidates integrate their knowledge of current practices and policies in education of English learners with an understanding of historical and contemporary underlying immigration issues in American society. Candidates choose a topic of interest to research in depth to demonstrate their ability to evaluate the role of schools as organizations within the larger community and the political context for integration of English learners in American society. This course includes an overview of research topics, including data collection, analysis, research ethics, as well as a focus on the following methodologies: action research, narrative inquiry, survey research, case studies, ethnographies, and discourse analysis.

ESL618 Research Paper and Presentation (2 cr.)

Prerequisite(s): ESL617

This course involves continued instruction on the fundamentals of ESL research-writing and further exploration of the student's individual research topic. Each student develops the ESL 617 research proposal into a full-length 3-chapter thesis proposal, and delivers and defends an oral presentation on the thesis proposal.

Standards of Effective Practice: 23 cr.

EDUC511 Educational Measurement and Assessment: 5-12 (2 cr.)

Prerequisite(s): EDUC515

The purpose of this course is to help students understand and apply assessment theory to real-world situations. Appropriate practices for the construction, analysis, and interpretation of teacher-made and standardized assessment instruments are examined. Methods of monitoring student progress, evaluating student work, and grading are practiced through a variety of student activities.

EDUC515 Foundations of Education (2 cr.)

This course emphasizes historical, philosophical, and sociological foundations of education. Students examine connections between theory and practice on topics within these contexts. Topics include today's students, teachers, school systems, teacher effectiveness, current issues, school reform, and professionalism. Throughout the course an emphasis is placed on communication skills and reflective practice in teaching.

EDUC517 Learning, Development, and Exceptionality (3 cr.)

Prerequisite(s): EDUC515

This course examines the concept of learning through the cognitive, social-emotional, moral, and physical development stages of learners. Principles of teaching and learning are developed in the context of learning theory, teacher effectiveness, learner differences, and building a positive classroom climate. Students engage in the central question: What do highly effective teacher leaders know, think, and do with respect to learning, development, and learner differences?

EDUC525 Curriculum and Instruction: Grades 5-12 (4 cr.)

Prerequisite(s): EDUC515

This course prepares 5-12 pre-service teachers to incorporate current research-based instructional strategies and learn how to effectively build a positive classroom climate at the middle/high school level. Students learn to effectively incorporate standards into unit development, design daily lesson plans that align with standards, and construct assignments that support diverse learners. An emphasis is placed on developmentally appropriate practices and meeting the diverse needs of learners. Middle and secondary school philosophy, classroom management, motivation, and student developmental differences are examined.

EDUC534 Technology in the Classroom: 5-12 (2 cr.)

This course is designed to prepare future teachers to utilize 21st century technology tools in and out of the classroom to improve student learning opportunities. Pre-service teachers learn how to engage with the current technologies for instruction, identify multimedia tools to support student learning, and become familiar with tools of technology that can be used to communicate effectively with parents and students.

EDUC565 Human Relations, Cultural Diversity, and American Indian Culture (2 cr.)

This course provides a general introduction to human relations, cultural diversity, and Indian cultures as these concepts relate to teaching and learning in the K-12 classroom. Emphasis is placed on providing the students with additional knowledge, expertise or skills in creating a classroom learning climate conducive to supporting differences in cultural, ethnic, racial, and gender backgrounds. Special emphasis is placed on gaining an understanding of Minnesota and Wisconsin Indigenous cultures.

EDUC570 Professional Capstone/Portfolio (2 cr.)

Prerequisite(s): All other licensing coursework

This course provides teacher education candidates completing the Teacher Performance Assessment (edTPA) with mentoring in a largely self-directed experience. The experience is designed to assist teacher education candidates in integrating their professional identity along program-based dimensions of theory and practice. Reflection and consolidation of personal understanding is accomplished through planning, instructing and engaging students, assessing student learning, and critical reflection of student learning and teaching. This course also addresses professionalism and continued professional development for teachers.

ESL560 Student Teaching (6 cr.)

Prerequisite(s): All other licensing coursework

While working closely with a cooperating teacher, the student begins to assume the role of teacher in an actual classroom setting, gradually becoming fully responsible for planning, organizing, and teaching lessons, maintaining a conducive learning environment, and becoming acquainted with school routines and practices. The pre-service teacher is expected to demonstrate development of professional dispositions of a well-organized, effective, and reflective instructor. Teacher candidates student teach for a semester in an area school. Mastery of the Minnesota State Standards of Effective Practice is expected by the end of student teaching.

OR

ESL570 International Student Teaching (6 cr.)

Prerequisite(s): All other licensing coursework

While working closely with a cooperating teacher, the student begins to assume the role of teacher in an actual classroom setting, gradually becoming fully responsible for planning, organizing, and teaching lessons, maintaining a conducive learning environment, and becoming acquainted with school routines and practices. The pre-service teacher is expected to demonstrate development of professional dispositions of a well-organized, effective, and reflective instructor. Teacher candidates student teach for a semester in a school located outside of the United States. Mastery of the Minnesota State Standards of Effective Practice is expected by the end of student teaching.

Faculty

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

Admission Requirements

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

Application Process

Applicants must submit the following:

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

2. 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 to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

   a. brief description of the applicant's background, training, and experience; and

   b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

   c. description of the areas the applicant considers to be their 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. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Geographic Information Science, M.S.

The Master of Science in Geographic Information Science (M.S. GIS) is a technology-enriched 39-credit graduate degree offered in both Winona, Minnesota and Minneapolis, Minnesota campuses. The degree is intended to prepare learners with robust knowledge of cutting-edge geospatial technology, research, and contextual applications to help meet increasing workplace demands for efficient technology use and geospatial decision making.

Learners are exposed to the latest software, technology, and resources for applied geographic information systems (GIS) and related technologies in fields such as natural resources, business intelligence, emergency management, surveying, urban planning, programming, public safety, and project management. In addition, experiences are enhanced by enveloping theory, research, law, and grant writing around the core emphasis of the degree. The principle focus of the degree is rooted strongly in science and technology applications whereby learners expand their knowledge of the latest in geospatial data development, analysis, and data evaluation.

The program is structured to help maximize all experience levels and backgrounds – whether a person has a rich background in GIS or is completely new to the field. With geospatial technology's ability to be applied to limitless fields and its increasing demand as a current and emerging career, it is a valuable science to possess within the digital technology era.

The Master of Science in Geographic Information Science program is no longer accepting students into the program. Please see the new program taking its place: Master of Science in Data Intelligence and GeoAnalytics.

Program Outcomes

Graduates of the Master of Science in Geographic Information Science program are expected to be able to do the following:

1. Use and analyze geospatial data.

2. Demonstrate proficiency in data collection and database administration.

3. Develop custom applications and scripts to optimize GIS functionality.

4. Engage in complex critical thinking.

5. Design effective research and communication.

6. Plan and implement processes for managing technical projects.

7. Evaluate ethical and legal implications of decision making.

Program Structure and Delivery

The degree, comprised of 39 credits, is offered at both the Winona and Minneapolis campuses. Courses are delivered in the blended format, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner.

Degree Requirements

Required Initial Course	3 cr.
Required Technology Courses	18 cr.
Required Research and Management Courses	15 cr.
Contextual Application Elective Courses	3 cr.
Total	**39 cr.**

Required Initial Course 3 cr.

GIS605 GIS Methods (3 cr.)

This course introduces the concepts of spatial data creation, editing, and analysis using GIS software. Emphasis is placed on spatial concepts and understanding and utilizing standard operating procedures. Topics covered include coordinate systems, data creation, derivation, editing, metadata, proximity and overlay analysis, and cartography. Technical proficiency is a primary objective of the course, reinforced by significant practical exercises utilizing GIS software. Examples of how the geospatial industry provides location intelligence to a variety of disciplines are explored.

Required Technology Courses 18 cr.

GIS608 Internet Mapping (3 cr.)

Prerequisite(s): GIS605 or equivalent

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 and GIS capabilities 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.

GIS632 Programming Principles (3 cr.)

This course on foundational programming skills addresses variables, loops, conditions, functions, arrays, objects, methods, forms, event handling, and web-based programming.

GIS642 Database Design and Administration (3 cr.)

Prerequisite(s): GIS605 or equivalent

This course follows a logical progression from basic data types into normalization and relational geodatabase design. The course explores implementing methods to promote spatial and tabular data integrity and facilitate analytical workflows. Standard query language (SQL) for querying, modifying, and managing data is also covered. The course includes enterprise geodatabase topics such as permissions, versioning, replication, and archiving.

GIS656 Spatial Data Collection (3 cr.)

This field and laboratory course introduces methods basic to the collection of data in a manner suitable for spatial analysis. Topics include basic orienteering, land navigation, total station and topographic surveying, use of global positioning systems (GPS) and mobile GPS, and preparation of data for conversion to a digital format.

GIS663 Advanced Modeling and Analysis (3 cr.)

Prerequisite(s): GIS605 or equivalent

This course builds on fundamental and advanced GIS concepts that promote problem solving, modeling, and critical thinking. The course explores research and use of designing models to effectively solve 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 are accomplished using an array of software options.

GIS670 Advanced GIS and Imagery Analysis (3 cr.)

Prerequisite(s): GIS605 or equivalent

This course promotes exploration and utilization of advanced functionality of GIS technology. Substantial effort is directed toward developing proficiency in understanding data at complex levels with an emphasis on advanced raster and spatial analysis. The course covers advanced GIS analysis, image analysis techniques, and geospatial topic-specific areas of study.

Required Research and Management Courses 15 cr.

GIS619 Statistical Analysis (3 cr.)

This course introduces basic and fundamental statistics with emphasis on the more sophisticated tests and analysis common to sciences and technology researchers. Substantial attention is given to analysis of variance and experimental design.

GIS636 Advanced Research Methods (3 cr.)

This course examines effective research methodologies used in understanding requirements and expectations associated with the capstone project. This includes formatting and graphic requirements, literature review development, proposal design, and expectations. Additional emphases include applied ethics of technology use and research design. The course prepares and provides progress for students on their capstone project.

GIS645 Project Management (3 cr.)

This is a basic introductory course which presents concepts related to the management and supervisory skills necessary to effectively and proficiently implement multi-sized projects and/or programs. Course elements include management, administration, strategic planning/controlling/execution, scheduling, budgeting, GIS project integration, analyzing WBS, report writing/presentation, and project infrastructure.

OR

PRM600 Foundations of Project Management (3 cr.)

This foundation course covers key terminology, project management context, and the project management framework. This framework includes the project management knowledge areas and the project process groups.

GIS693 Graduate Project I (3 cr.)

Prerequisite(s): GIS636 or consent of program director

This course is grounded in developing a sound literature review, research proposal, and initial data augmentation as the first phase of the final graduate research project.

GIS694 Graduate Project II (3 cr.)

Prerequisite(s): GIS693

This course implements the graduate proposal, writing the final research manuscript, and presenting research findings through a defense/public presentation. Research tasks may include, but are not limited to refining and /or automating data, developing appropriate analysis of data, and/or statistical analysis used in confirming hypotheses or beliefs. Research findings are written in a professional journal-style project manuscript that conforms to the program handbook.

GIS675 Graduate Project Completion (0 cr.)

Prerequisite(s): GIS693 or GIS694 and program director permission

This course is for students requiring additional time to complete the graduate project, as agreed upon with the program director. Course fee charged.

Contextual Application Elective Courses 3 cr.

GIS671 GIS Customization (3 cr.)

Prerequisite(s): GIS605 or equivalent and GIS632 or consent of program director

The course focuses on customization of a GIS through programming and scripting languages. Emphasis of the course is on customization of the ArcGIS software, including modifications of the user interface, automation of workflows, and building custom applications.

GIS672 GeoDesign (3 cr.)

Prerequisite(s): GIS605 or equivalent

This course covers how to use GIS tools to address real-world social, economic, and environmental planning scenarios. The skills and techniques presented in the course provide an effective and efficient means of carrying out spatial planning tasks. Learners are able to focus their learning from among the following geodesign implementations: business, natural resources, emergency management, or urban and regional planning.

GIS673 GIS Legal Fundamentals (3 cr.)

This course explores the basics of the legal system and legalities associated with the collection, use, and sharing of spatial data, non-spatial data, and technology. Learners are exposed to legal considerations in specific areas of the law, including privacy and data practices, administrative law, criminal law, environmental law, intellectual property, liability, and other areas.

GIS674 Location Analytics (3 cr.)

This course explores the principles of location analytics useful to business intelligence and the role location analytics plays in seeking a competitive market advantage. Applications may include marketing, consumer behavior, customer relationships, demographics, sales, insurance, community planning,

competition, etc. The course utilizes processes, software, and data requirements necessary to implement technology-based location analytics.

Faculty

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

Admission Requirements

Applicants may apply for admission to master's degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants may 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 degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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 their reasons for seeking admission to the program and,

    c. description of the areas the applicant considers to be their 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. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

Please Note: Application materials should be sent to the attention of the GIS Program Office on the Twin Cities Campus.

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

Health and Human Services Administration, M.A.

The Master of Arts in Health and Human Services Administration program is intended for both new and more experienced professionals, and delivers practical and theoretical coursework in quality and performance improvement, strategic leadership, finance, policy, health and human services administration and systems, human resources, research, writing and communication, and a thorough overview of aging, illness, and the continuum of care. New perspectives are provided to successfully lead and advance organizations in the challenging and complex healthcare, long-term care, and human services fields.

Post-degree Opportunities

The M.A. in Health and Human Services Administration program prepares graduates for leadership positions in a variety of healthcare and human service settings, such as multi-specialty medical groups, health systems and hospitals, health plans, device manufacturers and pharmaceutical companies, long-term care centers, home care and hospice agencies, federally qualified clinics and veterans services, nonprofit health related agencies and organizations, and more.

Program Accreditation and State Licensure

Minnesota: As of July 24, 2013, the M.A. in Health and Human Services Administration program has been accredited by the Minnesota Board of Examiners for Nursing Home Administrators (MN BENHA) as meeting education requirements for Nursing Home Administrator to prepare students to take the Minnesota Nursing Home Administrators licensing exam in the state of Minnesota. Students who wish to pursue licensure as a Nursing Home Administrator in Minnesota must meet the state's practicum requirements and pass state and national exams.

Other States: It is the responsibility of individual students to verify requirements with their state licensing board and with the National Association of Examiners of Long Term Care Administrators Board (NAB) http://www.nabweb.org/state-licensure-requirements.

Minnesota BENHA Requirements	MAHHSA 2016-17 courses	MAHHSA Courses Effective August 1, 2018
1. Organization Management	HS671	HS712
2. Managerial Accounting	HS662	HS662 & HS711
3. Gerontology	HS604	HS713
4. Health Care and Medical Needs	HS606	HS713
5. Nursing Facility Services	HS601	HS716
6. Human Resources	GM655	HS658
7. Regulatory Management	HS651	HS715
8. Information Uses	HS612	HS612
Practicum	HS693, HS693, HS694, HS695	HS750, HS751, HS752, HS753

Program Outcomes

Graduates of the Master of Arts in Health and Human Services Administration Program are expected to be able to do the following:

1. Provide operational leadership and management to promote organizational quality and sustainability.

2. Provide effective human resource management skills to enhance organizational performance.

3. Develop financial acumen to contribute to the vitality and viability of health care or long-term care/human services organizations.

4. Integrate knowledge of organizational design, governance, and public policy into health care or long-term care/human services administration.

5. Develop ethical leadership skills and dispositional attitudes to manage projects and collaborations, with a focus on system redesign and application of advanced technologies.

6. Implement plans, partnerships, and policies that address related local and national regulations and community needs.

Program Structure and Delivery

The M.A. in Health and Human Services Administration program is delivered fully online or in a blended format at the Minneapolis or Rochester locations. Courses delivered in the blended format integrate face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner.

Degree Requirements

Required Core Courses	33 cr.
Required Capstone Course	3 cr.
Total	**36 cr.**

Required Core Courses: 33 cr.

HS710 Advanced Research, Writing, and Communication (3 cr.)

This course focuses on graduate academic and professional writing skills within the health sector, including voice and style, ethical use of source material, and revision. Students learn to identify and evaluate resources relevant to the research, writing, and communication process with an emphasis in the health sector.

HS662 Financial Practices in the Health and Human Services Sectors (3 cr.)

This course explores the skills required for effective, ethical financial management within the health sector. Students analyze and interpret financial statements, create and evaluate operating and capital budgets, and incorporate general principles of financial management.

HS712 Health and Human Service Systems (3 cr.)

This course evaluates the fundamentals of current healthcare and human services delivery systems in the U.S. Topics include health sector regulatory and financial systems, delivery operations, and organizational design theories.

HS713 Aging, Illness, and the Continuum of Care (3 cr.)

This course provides a culturally responsive overview and comparison of the aging process and illness. Identification of resources designed to support healthy aging as well as understanding various health and human service agencies that meet the needs of the disabled, acute and chronically ill, and the medically complex are covered. This course covers the language and basic understanding of healthcare and human services needs for clients, patients, and residents across the continuum of care.

HS658 Human Resources in the Health and Human Services Sectors (3 cr.)

Prerequisite(s): HS710, HS662, HS712, HS713

This course examines core areas of talent acquisition and retention, compensation and benefits, employee relations, and employee development, including culturally responsive practice and system design. It emphasizes the application of effective and ethical human resource management principles for organizations within the health and human service sectors.

HS715 Advanced Health Policy and Ethics (3 cr.)

Prerequisite(s): HS710, HS662, HS712, HS713

This course examines the ethical, legal, and culturally relevant dimensions of the U.S. health sector, including nonprofit, for-profit, and public health systems. Topics include ethical issues, public policy, stewardship, and compliance standards impacting healthcare finance and delivery; frameworks for ethical decision making; socio-economic impacts on public policy; and strategies for influencing the policy-making process within the health sector.

HS716 Health and Human Service Administration (3 cr.)

Prerequisite(s): HS710, HS662, HS712, HS713

This course explores applied theories and skills of leadership and management within the health and human service sectors. Leadership styles and culturally responsive approaches to decision making are examined. Topics such as governance, vision and mission, strategic planning, business decision support, and promotion of sustainable, ethical organizational growth, and organization stewardship are explored.

HS612 Health Informatics and Application (3 cr.)

Prerequisite(s): HS710, HS662, HS712, HS713

This course covers collection and analysis of data to support administrative, operational, financial, clinical decision making, and regulatory compliance. Roles that information systems and technologies serve in the health sector; types of computer-based health information systems; and issues related to data privacy, confidentiality, integrity, stewardship, and availability are addressed.

HS717 Health Sector Quality and Performance Improvement (3 cr.)

Prerequisite(s): HS612, HS658, HS715, HS716, HS710, HS662, HS712, HS713

This course examines the project management and quality improvement frameworks and processes in the health sector. The frameworks and processes outline key terminology, context, sequencing and life cycles, organizational designs and evaluation, and the roles of stakeholders.

HS711 Finance for Health Services Administrators (3 cr.)

Prerequisite(s): HS612, HS658, HS662, HS710, HS712, HS713, HS715, HS716

This course examines the practices and procedures associated with ethical financial practices in the health sector. Public policy, ethics, stewardship, and the economic forces that influence organizations within the health sector are explored.

HS720 Strategic Health and Human Services Leadership (3 cr.)

Prerequisite(s): HS612, HS658, HS715, HS716, HS710, HS662, HS712, HS713

This course focuses on leadership principles designed to create and sustain organizations and programs in the health and human services sectors through the creation and implementation of vision, mission, and reflective practices. Leadership styles coupled with personal, cultural, and ethical awareness are evaluated.

Required Capstone Course: 3 cr.

HS698 Capstone (3 cr.)

Prerequisite(s): All required coursework.

In this course, students integrate theory and findings from contemporary practices and literature identified in an in-depth study of a health sector administrative topic.

Electives for MN Nursing Home Practicum 1-4 cr.

NOTE: These courses are for students wishing to prepare for Minnesota Nursing Home Licensure and are not required for the master's degree.

HS750 Nursing Home Practicum 1 (200-250 hours) (1 cr.)

Prerequisite(s): Permission of the Program Director

This practicum course is designed to meet the requirements set out by the Minnesota Board of Examiners for Nursing Home Administrators (BENHA) and National Association of Long Term Care Administrator Boards (NAB). This course provides practical learning experiences within the context of a nursing facility to complement the student's academic training and work or volunteer experience in long-term care, general healthcare, and management. Please contact BENHA (http://mn.gov/boards/nursing-home/) to determine if this course meets the (http://www.nabweb.org/) for national or state-by-state requirements.

HS751 Nursing Home Practicum 2 (250 hours) (1 cr.)

Prerequisite(s): HS750

This practicum course is designed to meet the requirements set out by the Minnesota Board of Examiners for Nursing Home Administrators (BENHA) and National Association of Long Term Care Administrator Boards (NAB). This course provides practical learning experiences within the context of a nursing facility to complement the student's academic training and work or volunteer experience in long-term care, general healthcare, and management. Please contact BENHA (http://mn.gov/boards/nursing-home/) to determine if this course meets the (http://www.nabweb.org/) for national or state-by-state requirements.

HS752 Nursing Home Practicum 3 (250 hours) (1 cr.)

Prerequisite(s): HS751

This practicum course is designed to meet the requirements set out by the Minnesota Board of Examiners for Nursing Home Administrators (BENHA) and National Association of Long Term Care Administrator Boards (NAB). This course provides practical learning experiences within the context of a nursing facility to complement the student's academic training and work or volunteer experience in long-term care, general healthcare, and management. Please contact BENHA (http://mn.gov/boards/nursing-home/) to determine if this course meets the (http://www.nabweb.org/) for national or state-by-state requirements.

HS753 Nursing Home Practicum 4 (250 hours) (1 cr.)

Prerequisite(s): HS752

This practicum course is designed to meet the requirements set out by the Minnesota Board of Examiners for Nursing Home Administrators (BENHA) and National Association of Long Term Care Administrator Boards (NAB). This course provides practical learning experiences within the context of a nursing facility to complement the student's academic training and work or volunteer experience in long-term care, general healthcare, and management. Please contact BENHA (http://mn.gov/boards/nursing-home/) to determine if this course meets the (http://www.nabweb.org/) for national or state-by-state requirements.

Faculty

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

Admission Requirements

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

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 degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A one-two page personal statement which includes:

    a. A brief description of your background, training, and including any experience in healthcare, human services or long term care.

    b. A statement indicating your career goals and which degree specialization you would like:

        1. Healthcare Administration

        2. Long-Term Care/Human Services Administration

        3. a blend of both of the above

        4. a double specialization and completing both specialties

4. Two letters of recommendation that verify professional and/or volunteer experience and academic ability.

5. A current résumé listing educational background as well as volunteer and work experience. Please include all education and experience in health care, human services and long term care.

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Ave S
Minneapolis, MN 5540

Human Development, M.A.

The Master of Arts in Human Development was established by Saint Mary's University of Minnesota in 1972. It is a 35-credit, low-residency interdisciplinary graduate program that allows students to combine academic interests with career goals. The wholly unique combination of scholarship, mentoring, and program flexibility allows individuals to custom design programs that lead to personal and professional enhancement. Students in the human development program have secured major grants, published both creative and scholarly works, produced commissioned works of art, and received public recognition for their accomplishments.

Possible programs include, but are not limited to, concentrations in adult education, social justice, career counseling, employee assistance counseling, transformational leadership, organizational and individual coaching, writing, organizational development, holistic health/wellness, spiritual studies, music therapy, and ecological studies.

The Master of Arts in Human Development program is no longer accepting student into the program. Please see the new program taking its place: Master of Arts in Integrative Studies.

Program Outcomes

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 and Delivery

The program is designed to meet the individualized needs of adult learners.

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 Courses	31 cr.
Total	**35 cr.**

Required Human Development Courses: 4 cr.

HD690 The Process of Human Development (2 cr.)

Prerequisite(s): Acceptance into the Human Development program

This course is the first in a series of three required courses that provides a touchstone for students to meet in community as they progress through their individualized programs. This first course covers the history, Lasallian charism, philosophy, ethical expectations, and design of the program; the structure of learning contracts; the delineation and evaluation of learning objectives; the use of appropriate graduate-level resources; guidelines for graduate-level work and credits; reflective writing; and the establishment of professional, educational, and personal goals/vocation. This course is a prerequisite for all other courses.

HD691 Ethics and Social Responsibility (1 cr.)

This course is the second in a series of three required courses that provides a touchstone for students to meet in community as they progress through their individualized programs. This course integrates a deeper examination of the Lasallian philosophy, ethics, and social responsibility into an application

to the student's field. This course environment fosters a renewal of meaning and purpose in the student's graduate work along with a further articulation of vocation and service to the community.

HD698 Writing a Position Paper (1 cr.)

Prerequisite(s): HD690, HD691, completion of at least 16 credits

HD698 is the final course in a required series of three courses that provide a touchstone for students to meet in community as they progress through their program. In this course, students explore integration of their previous coursework and begin closure for their program. The course provides students with a forum for searching scholarly literature and connecting it to their own experience and stories. Students make significant progress on their position paper and begin to plan their colloquium.

Elective Courses: 31 cr.

The Human Development program offers courses in the following key areas, as identified through student interest and friends among the general population. Students may take independent study courses in addition to those listed below.

Electives: Personal Development

HD511 Authentic and Courageous Leadership (2 cr.)

In this course, students learn leadership development strategies that guide them to become more authentic and courageous leaders. Students synthesize a cohesive body of knowledge so they can lead from the future as it emerges. The leadership development concepts taught in this class allow students to more effectively lead, transform, engage, and influence organizations, communities, and the world around them.

HD513 Confronting Personal Mortality (2 cr.)

This course explores the reality of one's finite existence in the physical dimension, focusing on reconciling participants to the inevitability of their own death, and instilling a personal plan for living lives of purpose, meaning, vibrancy, and fulfillment.

HD514 Emotional Intelligence: A Reflective Experience in Self Awareness (2 cr.)

This class is an in-depth exploration into self-awareness and self-management. Using emotional intelligence students learn how to become more self-aware and learn how to regulate themselves. These capabilities promote effective decision making, impulse management, health and well-being, and happiness. Self-awareness is also linked to creativity, critical thinking, and collaboration, and life balance.

HD515 Storytelling and Myth (2 cr.)

By examining myth and its symbolization process, this course explores the significance of stories—spanning from the ancient Greek stories to modern epics. Anthropological and psychological theories on the function of stories and the origins of mythology are emphasized. The course utilizes cross-cultural as well as comparative examples from contemporary fine arts and popular culture.

HD517 Purpose, Meaning, and Uncertainty (2 cr.)

This course discusses the constructs of purpose and meaning in life, from a psychological perspective. Readings and discussions explore what meaning in life is, and how people who have meaning are different from those whose meaning architecture is weak or fragile. The course emphasizes the building of meaning resiliency, especially in times of uncertainty and transition.

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.

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.

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.

HD702 Knowing What You Know (1 cr.)

This course examines the foundational philosophies of Western culture and the effects on individual action and thought. Students are challenged to examine assumptions around knowing and understanding truth through a focus on cultures of inquiry or methods of research and their philosophical bases. Students explore how information becomes bodies of knowledge, how knowledge can improve understanding, and the value of seeking wisdom.

HD707 The Versatile Image: Imagery for Symptom Reduction, Personality Integration, and Spiritual Development (2 cr.)

This course examines the theory and practice of imagery as a technique for psychological and spiritual growth and incorporates opportunities for practice and personal experience. An overview of the therapeutic use of imagery is presented, highlighting the philosophical framework, history, and general features. Comparing imagery approaches used in Cognitive-Behavioral, Mindfulness-Based Cognitive Behavioral, Existential/Humanistic/Transpersonal, and Psychodynamic orientations is a main focus of study, with applications to specific therapeutic issues and spiritual practices demonstrated.

HD708 Mid-life Career Makeover (2 cr.)

This course provides a comprehensive, creative exploration of how to identify core values and transferable work skills, and market for success as a mature worker in today's highly competitive job market. Students consider their core values, professional skills, and self-care practices in addressing the challenges and questions of midlife.

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 the 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.

HD732 Human Development and Spirituality in Coaching and Teambuilding (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.

HD760 International Seminar in Guyana (3 cr.)

This course gives students the opportunity to experience various institutions in Guyana, South America. This seminar allow students to engage in business, ecology, geography, sustainability, and indigenous cultures. The cross-cultural and interdisciplinary experiences allow students to have broad involvements but, with a focus on a particular area of learning.

HD761 Seminar in Guyana (1 cr.)

This course gives students the opportunity to experience various institutions in Guyana, South America. This seminar allow students to engage in business, ecology, geography, sustainability, and indigenous cultures. The cross-cultural and interdisciplinary experiences allows students to have broad involvements but with a focus on a particular area of learning.

Electives: Professional and Organizational Development

HD512 Engagement and Motivation in the Workplace (2 cr.)

In this course, students learn how sustainable change in organizations is linked to strategies to increase engagement and motivation in the workplace. Students synthesize a cohesive body of knowledge and research in business strategy, organizational leadership, change management, team building, and motivational practices relating to employee engagement. Students are encouraged to apply course frameworks and strategies to real-life situations.

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 students' internal development and creative leadership competencies such as attention, presence, and collaborative inquiry, and applies these competencies to complex challenges.

HD709 The Art and Science of Problem Solving (2 cr.)

This course explores the process of making effective decisions at both the personal and organizational level. Students apply models of problem solving, examining the interrelationship among intuition, collaboration, innovation, and emotion. The normal, and sometimes counterintuitive, processes of decision making are investigated.

HD719 Building a Consulting Practice (2 cr.)

This course explores the advantages, disadvantages, and critical success factors involved in building a business. It explores accounting, marketing, and strategic positioning for a solo practitioner.

HD723 Igniting Innovation in Your Organization (1 cr.)

This course helps the learner understand innovation - the creative process that leads to new procedures or products that are useful and marketable. Students learn how to build an organizational culture that supports innovation, as well as improve their own skills for creative vision.

Electives: Spirituality and Holistic Thought

HD596 Creating Optimal Healing Environments (1 cr.)

This course focuses on those factors that facilitate the healing process within the individual. It explores the states of individual consciousness that contribute to or detract from the healing experience and the approaches that create these states. It examines relationship patterns that support healing and the qualities in the environment that contribute to health, balance, and well-being.

HD633 Many Faces of Art: A Psychological Perspective (2 cr.)

This course focuses on psychological aspects of the visual arts. Topics include the normative development of artistic ability, the impact of developmental and environmental challenges, mental illness, and health-related issues on the production of visual art. Relevant theory and artistic production are examined.

HD671 Women's Self-Esteem and Spirituality (2 cr.)

This course focuses on the effects of the religious traditions and contemporary culture on women's self-esteem and spirituality. Issues surrounding women's development of adequate self-esteem and spiritual maturity are addressed. Alternative visions for women's self-affirmation, full human development, and spirituality are investigated in theoretical and practical ways.

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 a holistic lifestyle. Impediments to creative expression are identified along with methods that free creativity for expression in one's personal and professional life.

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.

HD703 The Energy of Conflict Resolution (1 cr.)

This course uses the principles of aikido to view conflict as a block to the natural flow of energy between people, and examines individual power to keep energy flowing. This class examines and critiques cultural beliefs and assumptions relating to conflict and explores more effective ways to

respond to personal, family, workplace, community, and world conflict. Students learn numerous strategies for resolving conflict at physical, mental, emotional, and spiritual levels.

HD704 Creating Ceremonies to Celebrate Life--at Home and at Work (1 cr.)

In this course students explore ceremonies' structure and purpose that add mindfulness, gratitude, healing, and beauty to life and connect to values and goals, nature, others, and the sacred. Students experience and evaluate ceremony in class, consider the myriad ways ceremony and ritual can be used in personal and professional life, and begin to create their own rituals and ceremonies.

HD706 The Spiritual Life of Family (2 cr.)

This course focuses on the theoretical and personal aspects of spiritual development through examining primary relationships within the family unit. Through use of poetry, autobiography, and small group discussion students explore these earliest sacred connections.

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.

HD725 Transpersonal Bodywork (2 cr.)

This course introduces the student to transpersonal bodywork, a holistic approach which integrates physical, emotional, mental, and spiritual processes. The course includes such concepts as the holistic paradigm of health and healing, models of transformation, the new science, and the body as an energy system. Students are introduced to techniques including therapeutic touch, imagery, and the expressive therapies as related to transpersonal bodywork. The experiential component of the course gives students an opportunity for personal exploration in relation to course topics.

HD730 Eastern Movement and Philosophy (2 cr.)

This course explores the holistic wisdom embedded in Eastern movement forms such as Tai Chi, Qi Gong, Akido, or Yoga. Students are introduced to several different forms with a focus on the beginning practice of depending on the instructor's expertise. The Eastern philosophy underlying the movement form is discussed as well as health benefits and the translation of Eastern movement forms into a Western lifestyle.

Faculty

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

Admission Requirements

Applicants may apply for admission to master's degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants may 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 degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A Supplemental Application.

4. A current résumé listing educational background and work experience.

5. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.).

Supplemental Application

On separate pages, please answer each of the following as concisely as possible:

6. 1Write 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?

7. 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.

8. In what areas of your intended plan of study, as described in question #2, would you need close supervision or advising?

9. 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.

10. 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.

Saint Mary's University of Minnesota
Office of Admission
2500 Park Ave S
Minneapolis, MN 55404

Human Resource Management, M.A.

The human resource professional is a critical, strategic team member in today's quickly changing business environment. In addition to directing the major disciplines within human resource management, this professional must be able to provide leadership for changes within an organization. This leadership involves addressing the social, ethical, environmental, and economic contexts of today's domestic and internationally focused organizations. The Master of Arts in Human Resource Management program prepares graduates for this challenging role through a series of courses designed to provide essential leadership knowledge and skills. In addition, courses in general management principles and skills are required along with elective course topics. The program's focus is on maximizing individual and team efforts and developing and applying leadership skills within a human resources department and within the organization.

Program Outcomes

Graduates of the Master of Arts in Human Resource Management program are expected to be able to do the following:

1. Analyze the role of human resources in supporting organizational strategy.

2. Develop interdepartmental relationships to further strategic leadership goals.

3. Evaluate human resource programs in key functional areas.

4. Create systems for talent management in partnership with organizational leaders.

5. Collect and interpret data for organizational assessment.

6. Model and teach effective cross-cultural competence.

7. Demonstrate critical thinking skills.

8. Incorporate ethical and legal perspective into all human resource activities.

Program Structure and Delivery

The Master of Arts in Human Resource Management program is offered in a blended format or fully online. Courses delivered in the blended format integrate face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner.

Degree Requirements

Required Human Resource Management Courses	24 cr.
Required Management Courses	9 cr.
Required Capstone Course	3 cr.
Elective Courses	3 cr.
Total	**39 cr.**

Required Human Resource Management Courses: 24 cr.

*Students who possess and can document current certification for either the SPHR (Senior Professional in Human Resources) or the SHRM-SCP (Society for Human Resource Management, Senior Certified Professional) prior to admission to the M.A. in Human Resource Management Program may substitute an additional elective course for the HRM601 course, keeping the 39 total credit requirement. For more details contact program staff.

HRM601 Human Resource Management Strategy (3 cr.)

Prerequisite(s): Prerequisite to all other HRM courses

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, and using technology for planning and administering human resource functions.

HRM602 Organizational Measurement and Assessment Issues in Human Resources (3 cr.)

Prerequisite(s): HRM601

This course examines research design for organizational measurement and assessment. Assessment and evaluation tools are examined for hiring, performance management, career development, retention, and termination processes. An emphasis is on creating and implementing a human resource scorecard using predictive analytics.

HRM604 Developing Human Capital (3 cr.)

Prerequisite(s): HRM601

This course examines recruitment, appraisal, development, and talent management strategies critical to a company's success. Concepts related to adult learning are also examined.

HRM606 Employment Law (3 cr.)

Prerequisite(s): HRM601

This course examines employment law and its impact on business. It reviews employment law practices and trends, the statutory framework, major court cases, how the law of contract and tort apply to employment situations, and anti-discrimination laws.

HRM609 Labor Relations (3 cr.)

Prerequisite(s): HRM601

This course provides an in-depth study of the history of collective bargaining including how changes in product and service markets affect the way labor and management relate to each other. State and federal employment laws and their impact on labor-management cooperation are explored. Students trace how collective bargaining has adapted to economic, social, political, technical, and sector-specific needs. Various dispute resolution mechanisms and bargaining strategies are examined.

HRM611 Globalization and Diversity (3 cr.)

Prerequisite(s): HRM601

This course examines the interplay of various factors associated with evaluating managers, employees, and customers from different cultures. 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.

HRM613 Total Reward Systems (3 cr.)

Prerequisite(s): HRM601

This course analyzes theories of total reward systems, including compensation, benefits, retirement, other rewards, motivation, and equity theories. Contemporary issues associated with the design, financing, communication, education, and legal issues of total reward systems are examined. Public policy and legal/regulatory issues affecting compensation, healthcare, and pensions and their impact for employers and employees are also discussed.

HRM614 Internal Consulting in Human Resources (3 cr.)

Prerequisite(s): HRM601

This course examines the concepts and the application of internal consulting in the human resources function of any organization. It draws from thought leaders in the practice and leverages real world situations. The goal is to equip human resource professionals to be strategic business partners. Also included are conflict resolution and alternative dispute resolution methods.

Required Management Courses: 9 cr.

Students take GM623 Academic Research and Writing (3 cr.) or MBA612 Executive Communication (3 cr.)

GM623 Academic Research and Writing (3 cr.)

This course focuses on graduate academic writing skills, including voice and style, writing that incorporate source material, ethical use of source material, APA writing guidelines, and the revision process. Students learn to locate and evaluate resources relevant to the research and writing process.

MBA612 Executive Communication (3 cr.)

This course gives students the opportunity to study effective organizational communication essential for executive and transformational leadership. Organizational communication structure, ethical communication styles, and executive summary techniques are examined. Strategies for effective leadership communication are explored at all levels of the organization.

GM675 Managerial Ethics and Issues (3 cr.)

This course examines philosophical theories and ethical practices that can be used to resolve organizational dilemmas. The course emphasizes the role of managers to strengthen the ethical culture of the organization. Focus is given to application of ethical principles and models to deal with complex organizational issues. Students develop skills in values-based decision making built upon integrity and accountability.

GM680 Leadership and Strategic Management (3 cr.)

This course introduces selected models and practices in the exploration of what effective leadership is including understanding one's own leadership style. The course also examines both the theory and application of strategic management tasks of leaders, including conducting a strategic analysis, developing a strategic plan, designing the organization, and implementing strategic change.

Required Capstone Course: 3 cr.

HRM689 Human Resource Management Capstone (3 cr.)

Prerequisite(s): Must be taken in student's final semester

This course focuses on integrating human resource management knowledge, skills, and tools developed in previous courses. It emphasizes critical analysis, synthesis, and evaluation of the theories and application of human resource management. The course culminates in a final project. Students are also prepared to begin the certification process for the Senior Professional in Human Resources (SPHR) exam.

Elective Courses: 3 cr.

Online HRM students may also take 3 1-credit MBA500 level Special Topics courses.

GM600 Management Principles (3 cr.)

This course provides an overview of key organizational and behavioral concepts, which underlie effective management practice in diverse organizations. Management strategies are examined and compared. Special attention is given to defining and interpreting cross-cultural differences and influences. The course gives attention to the trends, both existing and emerging, that influence organizational structure, and change management.

GM605 Creative Problem Solving and Critical Thinking (3 cr.)

This course gives students the opportunity to learn and practice higher level thinking skills such as curiosity and imagination, divergent thinking, idea generation, creative problem solving, evaluation, synthesis, critical thinking and analysis. Students develop strategies to identify challenges and problems, produce creative ideas, and design innovative solutions.

GM630 Quantitative Methods (3 cr.)

This course focuses on statistical analysis of data for professional applications or research with an emphasis on quantitative methodologies. The course covers populations, sample selection, and descriptive and inferential statistics. Significance, Chi Square, correlations, analysis of variance and simple regression, and concepts of reliability, validity, and levels of measurement are addressed.

GM643 Multicultural Perspectives (3 cr.)

This course focuses on how diversity of all kinds influences both organizational behavior and outcomes. The place of culture in society, the marketplace, and the workplace is examined. The importance of cultural competence is explored along with the knowledge and skills needed to work with, manage, and serve diverse groups of stakeholders.

GM660 Financial Management (3 cr.)

This course introduces, discusses, and analyzes financial issues facing diverse organizations in today's business environment. Included is examination of various financial areas: types of organizations; sources of capital; capital management; financial statement analysis; time value of money; risk management; and asset valuation.

MBA610 Organizations and Human Behavior (3 cr.)

Prerequisite(s): MBA619

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.

MBA614 Practicum (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 is submitted to the Program Director.

Requirements for Double Major

For those students seeking both the Human Resource Management/Management, M.A. please see the double major section at the end of the catalog.

Faculty

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

Admission Requirements

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

Application Process

Applicants must submit the following:

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

2. 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 to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

   a. brief description of the applicant's background, training, and experience; and

   b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

   c. description of the areas the applicant considers to be their 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. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Information Technology Management, M.S.

The Master of Science in Information Technology Management program is designed for technology-oriented professionals who aspire to technical leadership roles within public or private organizations. The curriculum blends the study of strategic planning, team building, and managerial ethics with a hands-on examination of emerging technology, IT-oriented quantitative methods, and technology portfolio management techniques. Upon completion of the degree program, students possess the skills and knowledge necessary to manage the technical infrastructure supporting an ongoing enterprise.

Program Outcomes

Graduates of the Master of Science in Information Technology Management program are expected to be able to do the following:

1. Assess technology trends that can contribute to organizational success.

2. Integrate technology plans with business strategy.

3. Communicate credibly and persuasively with colleagues, end-users, and corporate leadership.

4. Influence ethical decision making at the managerial level.

5. Manage the complexity of a technology portfolio.

6. Use quantitative techniques to develop, support, and evaluate the full range of IT projects.

7. Manage technology teams to achieve established goals.

8. Develop hands-on familiarity with leading edge technology.

Program Structure and Delivery

Courses in the program are delivered in a blended format, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner.

The M.S. in Information Technology Management program is in temporary suspension and will not accept students after fall 2018 classes begin until further notice.

Degree Requirements

Required Courses	33 cr.
Required Capstone Course	3 cr.
Total	**36 cr.**

Required Courses: 33 cr.

ITM605 Business Intelligence for IT Professionals (3 cr.)

This course examines the role of business intelligence in an IT organization with an emphasis on identifying IT key performance indicators, analyzing data, and presenting results. Analytics and other quantitative methods such as predictive modeling are utilized to discover non-intuitive trends in data in an effort to anticipate business opportunity.

ITM606 Business Driven Information Technology (3 cr.)

This course examines the relationship between information technology (IT) and business processes and the importance of aligning business information systems with business strategy. Topics of discussion include the modern IT-driven business value chain, business process improvement (BPI), and the role of IT in organizational change and business transformation.

ITM607 Enterprise Architecture for Managers (3 cr.)

Prerequisite(s): ITM606

This course introduces the foundational concepts underlying enterprise architecture and discusses the value that enterprise architecture brings to an organization. The fundamentals of planning enterprise architecture initiatives, modeling the different layers of the enterprise, and building and maintaining a results-oriented architecture are examined.

ITM608 Technology Portfolio Management (3 cr.)

Prerequisite(s): ITM607

This course introduces the notion of an end-to-end value chain of information technology investments, from initial idea inception through budgeting, prioritization, delivery, management, optimization, and retirement. The tools and techniques for managing this portfolio are identified and evaluated.

ITM609 Strategic Planning for Technologists (3 cr.)

This course provides an overview of the strategic planning process, from the basics of strategy formulation to the implementation of technology strategies.

ITM611 Academic and Technical Communications (3 cr.)

Prerequisite(s): Must be taken in the first semester of program start

This course strengthens and deepens communication skills for technical professionals. Organization of information for multiple audiences and purposes is engaged for project managers and technologists. Students work hands-on with technological tools to document and present project outcomes. Professionalism in both oral and written communication is expected.

ITM615 Managing Technology Teams (3 cr.)

This course examines the best practices for recruiting and retaining a talented staff, defining and applying measurable performance metrics, and delegating effectively. The use of efficient time management methods, leveraging different personality types, and results-oriented motivational techniques are studied.

ITM631 Enterprise Security for Managers (3 cr.)

This course is a comprehensive overview of information security and the technology that supports it. Topics include the legal issues related to enterprise security, policy development, and the return on investment expected from security services in relation to the overall corporate risk assessment process.

ITM643 Technology Leadership and Communication Approaches (3 cr.)

In this course, leadership theory is applied to technology scenarios. Adaptive and ethical leadership principles are introduced. In addition, team building, collaboration, interpersonal, and written communication strategies are emphasized.

ITM675 Society, Ethics, and Technology (3 cr.)

This course examines the role that science and technology play in shaping our society locally and globally. Historical perspectives as well as future implications of technology implementation are covered. Topics include security and surveillance, artificial intelligence and robotics, nanotechnology, internet and social media, as well as energy and the environment.

PRM620 Agile Projects (3 cr.)

This course develops the skills, techniques, and mindset to build consensus, collaborate with stakeholders, and support self-managed teams in continuous testing of efficiency and effectiveness through agile project management methods.

Required Capstone Course 3 cr.

ITM689 ITM Capstone (3 cr.)

Prerequisite(s): Taken in the last semester

This course provides an opportunity for the student to integrate knowledge gained throughout their degree program via a project completed in sponsorship with the student's employer or Saint Mary's University. The project focuses on a business problem that requires a technological solution. The solution is researched, planned, and implemented by the student with the recommended implementation strategy presented in a format appropriate for delivery to the top management of the company or organization.

Faculty

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

Admission Requirements

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

Applicants for the M.S. in Information Technology Management must also provide evidence of at least ONE of the following:

- Undergraduate degree in technology-related program: telecommunications, information science, computer science, information technology, or similar degree.

- At least three years of qualifying work experience in a business environment where technology was/is a core component of the product or service being offered.

- A technology certificate (CCNA, MCSE, etc.)

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 degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

    a. brief description of the applicant's background, training, and experience; and

    b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

    c. description of the areas the applicant considers to be their 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. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Integrated Studies, M.A.

The Master of Arts in Integrated Studies is a 39-credit self-designed, interdisciplinary graduate program for students to explore real-world issues, problems, or topics that cross disciplinary boundaries and are not addressed in other graduate programs. Students design an individual program plan in conjunction with an advisor that uses theories, concepts, and ways of thinking from more than one discipline to focus study on an area of interest. The combination of scholarship, mentoring, and program flexibility allows individuals to create programs leading to professional enhancement and community contributions.

Areas of study are customized and diverse. Students have focused their studies on interdisciplinary issues related to adult education, social justice, employee assistance, programming, transformational leadership, organizational and individual coaching, health/wellness, spiritual life, music therapy, and ecological studies.

Program Outcomes

Graduates of the Master of Arts in Integrated Studies program are expected to be able to do the following:

1. Evaluate diverse perspectives, comparing and critiquing positions and assumptions encountered in the course of academic study.

2. Synthesize knowledge understanding of principles, theories, and concepts from more than one disciplinary field of study.

3. Create a self-directed, integrated course of academic study.

4. Address a focused area of study using an interdisciplinary approach.

5. Communicate effectively and ethically in a variety of modes.

Program Structure and Delivery

The program is designed to meet the individualized needs of adult learners.

Degree Requirements

Required Integrated Studies Courses	9 cr.
Student Selected Courses	30 cr.
Total	**39 cr.**

Required Integrated Studies Courses: 9 cr.

MAIS600 Introduction to Integrated Studies (3 cr.)

This course introduces students to the philosophy of integrated study. Students design an individualized program of study by identifying a focus and the relevant disciplines, locating key information and resources, and outlining graduate-level learning objectives and activities. A discussion of ethical responsibilities related to integrated studies is included.

GM623 Academic Research and Writing (3 cr.)

This course focuses on graduate academic writing skills, including voice and style, writing that incorporate source material, ethical use of source material, APA writing guidelines, and the revision process. Students learn to locate and evaluate resources relevant to the research and writing process.

MAIS698 Integrated Studies Capstone (3 cr.)

Prerequisite(s): must be taken final semester

This culminating course is designed for students to synthesize and present the concepts, knowledge, and ethical considerations learned from completion of their integrated studies. Students complete a summative paper/project and give a colloquium presentation.

Student Selected Courses: 30 cr.

Students can take any MAIS electives below, or any other SGPP courses with approval, or create independent studies that fit with their Integrated Studies Plan.

MAIS511 Authentic and Courageous Leadership (3 cr.)

In this course, students learn leadership development strategies that guide them to become more authentic and courageous leaders. Students synthesize a cohesive body of knowledge so they can lead from the future as it emerges. The leadership development concepts taught in this class allow students to more effectively lead, transform, engage, and influence organizations, communities, and the world around them.

MAIS513 Confronting Personal Mortality (3 cr.)

This course explores the reality of one's finite existence in the physical dimension, focusing on reconciling participants to the inevitability of their own death, and instilling a personal plan for living lives of purpose, meaning, vibrancy, and fulfillment.

MAIS514 Emotional Intelligence: A Reflective Experience in Self Awareness (3 cr.)

This class is an in-depth exploration into self-awareness and self-management. Using emotional intelligence students learn how to become more self-aware and learn how to regulate themselves. These capabilities promote effective decision making, impulse management, health and well-being, and happiness. Self-awareness is also linked to creativity, critical thinking, and collaboration, and life balance.

MAIS515 Storytelling and Myth (3 cr.)

By examining myth and its symbolization process, this course explores the significance of stories—spanning from the ancient Greek stories to modern epics. Anthropological and psychological theories on the function of stories and the origins of mythology are emphasized. The course utilizes cross-cultural as well as comparative examples from contemporary fine arts and popular culture.

MAIS517 Purpose, Meaning, and Uncertainty (3 cr.)

This course discusses the constructs of purpose and meaning in life, from a psychological perspective. Readings and discussions explore what meaning in life is, and how people

who have meaning are different from those whose meaning architecture is weak or fragile. The course emphasizes the building of meaning resiliency, especially in times of uncertainty and transition.

MAIS573 Creative Leadership Development (3 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 students' internal development and creative leadership competencies such as attention, presence, and collaborative inquiry, and applies these competencies to complex challenges.

MAIS596 Creating Optimal Healing Environments (3 cr.)

This course focuses on those factors that facilitate the healing process within the individual. It explores the states of individual consciousness that contribute to or detract from the healing experience and the approaches that create these states. It examines relationship patterns that support healing and the qualities in the environment that contribute to health, balance, and well-being.

MAIS633 Many Faces of Art: A Psychological Perspective (3 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.

MAIS635 Getting Published (3 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.

MAIS671 Women's Self-Esteem and Spirituality (3 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.

MAIS681 Creativity and Holistic Health (3 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 a holistic lifestyle. Impediments to creative expression are identified along with methods that free creativity for expression in one's personal and professional life.

MAIS693 Psychological Transformation and the Spiritual Journey (3 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.

MAIS695 Children of Addiction (3 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.

MAIS706 The Spiritual Life of Family (3 cr.)

This course focuses on the theoretical and personal aspects of spiritual development through examining primary relationships within the family unit. Through use of poetry, autobiography, and small group discussion students explore these earliest sacred connections.

MAIS709 The Art and Science of Problem Solving (3 cr.)

This course explores the process of making effective decisions at both the personal and organizational level. Students apply models of problem solving, examining the interrelationship among intuition, collaboration, innovation, and emotion. The normal, and sometimes counterintuitive, processes of decision making are investigated.

MAIS725 Transpersonal Bodywork (3 cr.)

This course introduces the student to transpersonal bodywork, a holistic approach which integrates physical, emotional, mental, and spiritual processes. The course includes such concepts as the holistic paradigm of health and healing, models of transformation, the new science, and the body as an energy system. Students are introduced to techniques including therapeutic touch, imagery, and the expressive therapies as related to transpersonal bodywork. The experiential component of the course gives students an opportunity for personal exploration in relation to course topics.

Faculty

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

Admission Requirements

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

Application Process

Applicants must submit the following:

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

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 to the university by the credit-granting institution.

Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A Supplemental Application.

4. Two Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability.

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 Integrated Studies 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.

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

International Development, M.A.

A Master of Arts in International Development is an experiential program which prepares its graduates with knowledge and practical skills to work with, through, and alongside domestic and international organizations to apply innovative solutions to improving human and social conditions. International development acts at the nexus of civil society, the market, and government through global and local applications. Sustainable responses to societal challenges lie at the intersection of business entrepreneurship and social change, resulting in formative systematic change.

Program Outcomes

Graduates of the Master of Arts in International Development Program are expected to be able to do the following:

1. Integrate knowledge and modes of thinking from multiple disciplines to articulate problems and create sustainable solutions in the international environment.

2. Develop theoretical knowledge pertaining to international problems or themes.

3. Use ethical, culturally inclusive, and sustainable approaches to problem solving.

4. Engage resources, stakeholders, and organizations in addressing barriers to sustainable development.

5. Lead, communicate, and think critically and entrepreneurially within an intercultural context.

6. Analyze and utilize the flow of information from evolving media.

7. Embrace both ambiguity and ethics in global problem solving.

Program Structure and Delivery

Courses in the program are delivered fully online.

Degree Requirements

Required Courses	36 cr.
Electives	3 cr.
Total	**39 cr.**

Required Courses: 36 cr.

MID600 International Development Environments (3 cr.)

This course introduces the fundamentals of international development and analyzes the global environments in which this pursuit is conducted. It explores the history, evolving definitions, theories, management, and synergies of international development. The course also explores tools of information, policy, and sustainability. Additionally, an overview of legal, ethical, and cultural competency issues in international development are provided.

MID605 Global Religions and Belief Systems (3 cr.)

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

MID610 International Political Economy (3 cr.)

This course identifies the international political and economic elements shaping international development, including domestic economies; regional economic integration; demographic trends; and social, cultural, religious, ethnic, and related tensions. The course also identifies political forces affecting the economic choices of states, non-state actors, enterprises, and individuals involved in international trade, investment, monetary, and development affairs.

GM623 Academic Research and Writing (3 cr.)

This course focuses on graduate academic writing skills, including voice and style, writing that incorporate source material, ethical use of source material, APA writing guidelines, and the revision process. Students learn to locate and evaluate resources relevant to the research and writing process.

MID615 Global Trends & Solutions in International Development (3 cr.)

This course analyzes global trends and issues of current significance to which international development tools offer creative solutions. Topics range from emergency assistance, humanitarian intervention, refugee management, and poverty reduction to sustainable economic and social development, human rights, health, education, and the environment.

MID620 International Financing Mechanisms (3 cr.)

This course explores the fundamentals of international development finance policy and practice. It examines the potential of government contracts and such donor sources as multilateral development banks, bonds, loan guarantees, tax increment, tax credits, seed and venture capital, public finance, and microfinance. Funding opportunities through private foundations, corporations, and government, including federal, state, incentive, and grants programs are covered.

MID625 International Development Project Management (3 cr.)

Prerequisite(s): MID600 and MID610

This course overviews project management elements specifically related to international development. Aspects of developing and managing projects from planning and estimating to dealing with risk and uncertainty to monitoring and evaluation are included. Culturally competent communications, dealing with unknown variables and ambiguity, and the politics and bureaucracy encountered in the international development arena are emphasized.

MID635 Social Entrepreneurship (3 cr.)

This course explores the skills and resources which enable entrepreneurs to respond to complex social needs by providing practical and innovative solutions to social, economic, environmental, and other problems locally and worldwide. It also introduces the theory and practice of organizational mission, strategy, management, marketing, finance, decision making, organizational behavior, and evaluation within an ethical framework.

MID640 Social Marketing for International Development (3 cr.)

This course examines how marketing concepts and techniques can be utilized to address social problems and to influence individual and group behavior. Strategies and campaigns to promote international development projects designed for social and economic improvement are studied. Optimization of both traditional and online/social media for the intended purpose and audience is considered.

GM630 Quantitative Methods (3 cr.)

This course focuses on statistical analysis of data for professional applications or research with an emphasis on quantitative methodologies. The course covers populations, sample selection, and descriptive and inferential statistics. Significance, Chi Square, correlations, analysis of variance and simple regression, and concepts of reliability, validity, and levels of measurement are addressed.

MID680 International Development Organizational Strategy (3 cr.)

Prerequisite(s): All required coursework, except MID690

This course surveys the broad spectrum of international development through the lens of organizational strategy. It examines the diverse tools, strategies, and best practices of today's international development organizations in implementing long-term sustainable solutions in developing countries. The course pays particular attention to strategic organizational management, theories and methods of program monitoring and evaluation, recent innovations in organizational approaches to empowering women, building local economies, and caring for the environment.

MID690 International Development Field Project (3 cr.)

Prerequisite(s): All required courses

In this course, students apply learning in the field through individually designed projects focused on international development. Projects may include exploration trips abroad, internships, or other practical opportunities for students to discover how concepts, theories, and strategies play out in real-world applications and organizations.

Electives: 3 cr.

GM600 Management Principles (3 cr.)

This course provides an overview of key organizational and behavioral concepts, which underlie effective management practice in diverse organizations. Management strategies are examined and compared. Special attention is given to defining and interpreting cross-cultural differences and influences. The course gives attention to the trends, both existing and emerging, that influence organizational structure, and change management.

GM643 Multicultural Perspectives (3 cr.)

This course focuses on how diversity of all kinds influences both organizational behavior and outcomes. The place of culture in society, the marketplace, and the workplace is examined. The importance of cultural competence is explored along with the knowledge and skills needed to work with, manage, and serve diverse groups of stakeholders.

GM675 Managerial Ethics and Issues (3 cr.)

This course examines philosophical theories and ethical practices that can be used to resolve organizational dilemmas. The course emphasizes the role of managers to strengthen the ethical culture of the organization. Focus is given to application of ethical principles and models to deal with complex organizational issues. Students develop skills in values-based decision making built upon integrity and accountability.

GM680 Leadership and Strategic Management (3 cr.)

This course introduces selected models and practices in the exploration of what effective leadership is including understanding one's own leadership style. The course also examines both the theory and application of strategic management tasks of leaders, including conducting a strategic analysis, developing a strategic plan, designing the organization, and implementing strategic change.

Faculty

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

Admission Requirements

Applicants may apply for admission to master's degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants may 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 degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

   a. brief description of the applicant's background, training, and experience; and

   b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

    c. description of the areas the applicant considers to be their 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. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Lasallian Leadership, M.A.

The Lasallian heritage is rich with opportunities for personal growth including practical strategies to positively influence organizational culture within the context of mission. This 32-credit master's degree is a step on the Lasallian journey and includes coursework in Lasallian formation, leadership communication, focused electives, and a 2-credit capstone project. There are several options available to complete this degree.

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 lifelong study for personal and professional development.

Program Structure and Delivery

Courses in the program are delivered fully online.

Degree Requirements

Option One: Buttimer Institute 32 cr.

Option One is a combination of credit for participation in the Buttimer Institute and online or independent study. Students are required to submit reflection papers to earn credit for Buttimer.

LLS504 Lasallian Historical Context (6 cr.)

In this course students reflect on the theme of the Lasallian vocational journey of the educator through an examination of Saint John Baptist's de La Salle's life and the writings of contemporary scholars.

LLS505 Lasallian Educational Philosophy (6 cr.)

In this course students analyze the pedagogical and catechetical writings of De La Salle in terms of the contemporary Lasallian educational mission.

LLS506 Lasallian Spirituality (6 cr.)

In this course students integrate Lasallian spirituality with the previous historical and educational themes to influence and enhance their own personal spirituality.

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.

LLS690 Capstone Project (2-3 cr.)

The capstone project includes a reflective portfolio that documents the learning in each course. Students create an online 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.

LLS Focused Electives (9-12 cr.)

Choose courses in one of four thematic areas:

- Educational Administration

- Theology and Spirituality or Pedagogy and Childcare

- Lasallian Formation Presenter

- Accompaniment for Mission

Option Two: John Johnston Institute for Contemporary Lasallian Practice 32 cr.

Option Two is a combination of credit for participation in the John Johnston Institute and online or independent study. Students are required to submit reflection papers to earn credit for the Johnston Institute.

LLS501 Lasallian Mission, Vision, Educational Service to the Poor (5 cr.)

In this course students examine the responsibility, depth, and richness of the Institute of the Brothers of the Christian Schools and the vast network of Lasallian Ministries.

LLS502 Lasallian Vocation, Spirituality and Association (5 cr.)

In this course students explore the Lasallian spirituality and charism in order to articulate their Lasallian vocation commitment through a critical reflection on their own ministry.

LLS503 Lasallian Formation Capstone (4 cr.)

In this course students integrate learning from the entire John Johnson Institute to animate and energize interest and involvement of members of their local ministry, faculty, and staff in formation activities around Lasallian charism and spirituality.

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.

LLS690 Capstone Project (2-3 cr.)

The capstone project includes a reflective portfolio that documents the learning in each course. Students create an online 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.

LLS Focused Electives (9-12 cr.)

Choose courses in one of four thematic areas:

- Educational Administration

- Theology and Spirituality or Pedagogy and Childcare

- Lasallian Formation Presenter

- Accompaniment for Mission

Option Three: Initial Lasallian Formation: 32 cr.

LLS500 A Historical Understanding of Lasallian Pedagogy (4 cr.)

This course presents the historical understandings of Lasallian pedagogy, which have formed the basis of modern education in most countries in the western world. Students draw on the writings of De La Salle (patron saint of teachers), in particular The Conduct of Schools, and identify a range of underpinning pedagogies of the Lasallian tradition.

LLS510 A Contemporary Understanding of Lasallian Pedagogy (5 cr.)

In this course, the implications for the leadership and management of the Catholic School in a pluralist society are explored. The relevance and application of Lasallian pedagogies in the contemporary Lasallian school are critically examined, particularly in the context of religious education and the application of teaching and learning strategies.

LLS520 Lasallian Spirituality (5 cr.)

This course explores the spirituality of the teacher through examining a number of De La Salle's texts, and the Scriptures on which they are based. Particular emphasis is given to studying the text Meditations for the Time of Retreat. Contemporary views of spirituality are examined, with particular emphasis on Catholic education, and the ways in which an authentic Lasallian Catholic culture can be developed in today's pluralistic school or workplace.

LLS530 Lasallian Leadership (4 cr.)

This course presents a range of skills, attitudes and behaviors directed toward personal, group, and organizational levels that contribute to, or detract from, socially responsible and professional leadership. Strategies for developing high levels of personal and institutional integrity and authenticity are presented.

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.

Choose electives from one of the 4 thematic areas

Focused Elective Area: Educational Administration

LLS610 Nonprofit Finance & Funding (3 cr.)

This course presents the components of nonprofit finance and investigates various forms of ministry funding. Fundraising strategies, alternative sources of funding, and budget development are discussed.

LLS620 Curriculum & Assessment (3 cr.)

Curriculum design models and assessment principles appropriate for Lasallian ministries are discussed. Design, articulation, and assessment of curriculum for adult and student audiences are explored.

LLS630 Supervisory Principles (3 cr.)

This course explores supervising staff in Lasallian ministries. Formative supervision, accompaniment, and adult learning principles are presented.

LLS640 Strategies for Ministry Planning (3 cr.)

This course explores the process of school (ministry) planning. Topics include stakeholder analysis, facilitating change, project management, and planning models.

Focused Elective Area: Theology and Spirituality or Pedagogy and Childcare

LLS Theology and Spirituality or Pedagogy and Childcare (12 cr.)

Students choosing this area work with a mentor to design a course of study.

Focused Elective Area: Lasallian Formation Presenter

LLS540 Curriculum Development (3 cr.)

This course focuses on designing and evaluating curriculum and instructional strategies to create Lasallian formation programs.

LLS541 Presentation Skills (3 cr.)

This course covers strategies for researching, organizing, and developing presentations and techniques for confident delivery.

LLS542 Teaching and Learning Technology (3 cr.)

In this course students combine content knowledge, instructional goals, and learning technology capabilities to create meaningful learning opportunities.

LLS543 Adult Learning and Development (3 cr.)

This course is designed to study and apply learning theories to engage diverse adult learners in professional and personal development.

LLS544 Assessment of Formation Effectiveness (3 cr.)

This course provides methods to gather and interpret data on programmatic and institutional activity to improve formation offerings.

Focused Elective Area: Accompaniment for Mission

LLS Accompaniment for Mission

Students choosing this area work with a mentor to design a course of study.

Faculty

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

Admission Requirements

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 degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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 goals of the applicant and their reasons for seeking admission to the program

    c. description of the areas the applicant considers to be their 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.

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Lasallian Studies, M.A.

The Master of Arts in Lasallian Studies degree program is designed to enhance the effectiveness of students participating in contemporary society as Lasallian educators – instruments for social good in a global society. The program is applicable to professionals in all forms of Lasallian ministries.

Program Outcomes

Upon completion of the program, students are expected to be able to do the following:

1. Integrate Lasallian heritage with a variety of organizational and/or personal responsibilities.

2. Integrate Lasallian spirituality with a variety of organizational and/or personal responsibilities.

3. Synthesize the elements of Lasallian pedagogy into an approach for addressing societal concerns.

4. Synthesize the components of Lasallian studies into an understanding of Lasallian and personal charism.

5. Demonstrate a commitment to social responsibility and ethical practices.

6. Communicate effectively in a variety of modes.

7. Incorporate diverse perspectives, contexts, cultures, and ways of knowing into their intellectual pursuits.

8. Demonstrate the ability to continue learning through self-directed, integrated, interdisciplinary scholarship.

Program Structure and Delivery

Courses in the program are delivered fully online.

Degree Requirements

Lasallian Studies Courses	5 cr.
Required Lasallian Foundations	18 cr.
Electives	9 cr.
Total	**32 cr.**

Required Lasallian Studies Courses: 5 cr.

LSS600 Graduate Writing and Research (3 cr.)

This course provides a comprehensive overview of the Lasallian studies approach. The course prepares students for graduate study by providing an overview of independent learning, emphasizing academic writing and research, structuring the process of writing integration papers, and demonstrating the use of instructional technology.

LSS690 Summative Paper & Presentation (2 cr.)

In order to provide evidence of integrated learning and achievement of the program outcomes, students write a paper that applies the program of study to their Lasallian ministry. The form of this paper is varied and may include completing a research study, an application project, and/or another form of contribution to the Lasallian scholarship. This final work is presented to a group of peers and faculty, and formal dissemination is encouraged.

Required Lasallian Foundations: 18 cr.

LSS Lasallian Foundations

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 courses. 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 elective 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.

LSS Elective Choices

Saint Mary's University graduate courses are available in various programs such as the following:

- Education, M.A.

- Counseling and Psychological Services, M.A.

Independent study courses 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.

Faculty

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

Admission Requirements

Students can apply for admission to master degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must also have access to high speed internet technology. All applicants must complete an interview with a program administrator

Application Process

Applicants must submit:

1. A completed application and the non-refundable application fee

2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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 goals of the applicant and their reasons for seeking admission to the program

    c. description of the areas the applicant considers to be their 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.

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Learning Design and Technology, M.Ed.

In the Master of Education in Learning Design and Technology program educators learn to optimize the intersection among content, learning theory, and technology, individually and collectively redefining what constitutes learning in the 21st century. Instruction becomes student-centered and customized. Learners become co-creators of knowledge, joining with educators in joint inquiry. A disposition for learning is cultivated; learners are encouraged to awaken and enliven their innate sense of imagination, curiosity, self-awareness, passion, courage, adaptability, and perseverance.

The program prepares educators to connect learners to digitally-mediated modes of learning, thinking, and knowing. Technology is used to redefine instruction and create new learning tasks, moving beyond technology as a direct substitution tool. Instructional technology becomes a mind tool to enable learning that could not happen in any other way.

Pairs of courses focus on transformative learning areas related to research, the educator's new role, instruction through technology, collaboration, and change.

Program Outcomes

Upon completion of the program, graduates are expected to be able to do the following:

1. **Ignite** learning by incorporating new knowledge

   - Value inquiry and information needs in order to engage in lifelong learning.

   - Apply a repertoire of creative and flexible information seeking strategies to navigate the unfamiliar, take action, or solve a problem.

   - Re-ignite passion for educating and learning through scholarship.

   - Engage in research to create something new, acquire insight, transform values, or expand knowledge base.

   - Validate understanding and interpretation of information through discourse with others, including experts and practitioners.

   - Employ multimedia, hypermedia, and electronic literature resources to gather and distribute knowledge and information.

2. **Center** the learner by creating individual capacity

   - Develop dispositions: the mindset and ethical habits needed to advance learning in both educator and learner.

   - Relate the science of learning to learner development.

   - Evaluate how technology transforms learning.

   - Cultivate reflective practices and redefine the educator's role.

   - Develop culturally relevant educational awareness.

   - Model and promote self-directed learning.

3. **Design** instruction for individualizing learning

   - Develop a design mindset and process for improvement.

   - Structure environments to ignite creativity.

   - Craft instructional design with an awareness of how learning occurs.

   - Integrate learning theory, content knowledge, and technological knowledge to deepen learning.

   - Create conditions to optimize engagement and motivation for all learners.

   - Develop authentic learning by intentionally aligning standards, assessment practices, and instructional strategies.

4. **Exchange** and communicate to create shared solutions

   - Develop the language and practices to break down the isolationism of teaching/training.

   - Create learning solutions in consultation with colleagues and the community.

   - Apply global lenses to understanding learning.

   - Create a professional support network.

   - Capture ideas, data, and relationships visually.

   - Employ clear writing and speaking skills appropriate to the audience, including multimedia formats and web publishing.

5. **Initiate** organization-wide change

   - Analyze system changes required for innovative program adoptions.

   - Work with policy leaders as change agents.

   - Advocate for updated educational/training approaches to improve learning.

   - Evaluate relevant trends and approaches from non-education arenas (the arts, science, business, etc.).

   - Promote educational equity.

Program Structure and Delivery

Neither transfer credits nor electives are accepted into the program.

Courses are delivered fully online.

Degree Requirements

Required courses:	30 cr.
Total	**30 cr.**

IGNITE: Incorporate New Knowledge

LDT600 Inquiry and Information (3 cr.)

In this course students learn to advance their own learning, practice, and the profession by uncovering, critiquing, synthesizing, and incorporating new information into current knowledge, experience, and values. Students integrate technology and multimedia communications as continuous learning tools.

LDT602 Investigations of Learning and Teaching (3 cr.)

In this course students explore how to re-invigorate themselves and their teaching by developing research skills and habits to contribute to their success as learners and professionals. The course focuses on research-based rationale and study of the selection and utilization of technologies for designing, implementing, or evaluating instruction.

CENTER: Create Individual Capacity

LDT610 Dispositions and Mindsets (3 cr.)

In this course students examine the changing role of the teacher, student and teacher engagement, and the dispositions required for continual learning and discovery. Students develop creative processes for play, exploration, reflection, and design thinking, especially around how technology transforms learning.

LDT612 How Learning Occurs (3 cr.)

In this course students examine the social, physical, and psychological conditions to optimize learning and ignite creativity. Students explore ideas and contexts to create and sustain deep learning while exploring theories and practices to bring meaning to learning via collaboration, intention, and the use of technology as a mind tool to enable learning that could not happen in any other way.

DESIGN: Create Personalized Learning

LDT620 Designs for Learning (3 cr.)

In this course students meld an understanding of how learning occurs with content knowledge, pedagogical knowledge, technological knowledge, and design principles to create meaningful learning opportunities for students. Students use a design process to integrate and optimize enduring and conceptual understandings, assessment practices, and instructional strategies.

LDT622 Personalizing Learning with Digital Technology (3 cr.)

In this course students combine culturally relevant awareness and adapted or created digital applications for personalizing learning and promoting self-directed learning. Assessment data and learning analytics are used to refine and tailor instruction. Trends in online social networking, game-based learning, and other technological advances challenge students to transform their practices and achieve new levels of media literacy.

EXCHANGE: Create Shared Solutions

LDT630 Interdependence and the Collective Advantage (3 cr.)

In this course students use collaboration strategies focused on student success to enhance teaching and learning perspectives, techniques, and connections. Students explore their own self-efficacy as a team member, promoting educational success for all pre K-12 learners, and learn to identify and integrate available resources from the school and community. Students utilize collaborative technologies to communicate, problem solve, and showcase learning excellence.

LDT632 The Networked Global Community (3 cr.)

In this course students seek and use global resources and international examples of innovative teaching and learning approaches. Students utilize technologies and electronic resources to broaden their understanding of the global community, contribute to academic idea exchange internationally, and develop global competencies to analyze the opportunity gap and benefit preK-12 learners. Students analyze cultural contexts to discover ideas transferable to student achievement in their own classrooms and schools as they continue to develop an annotated bibliography.

INITIATE: Create Change

LDT640 Rethinking Education (3 cr.)

In this course students analyze educational institutions and expectations to foster policy and systemic changes. Students evaluate change processes to engage colleagues and the school community in educational innovation. The role of an ethical educational leader in a school community is explored. Relevant trends from arenas such as the arts, science, or business enrich the possible approaches.

LDT642 Advocacy and Sustainability (3 cr.)

In this course students consider how to use their own design thinking project as a dynamic learning opportunity to initiate change. Students propose an advocacy plan, which includes how to sustain the project and a professional support network during change.

Faculty

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

Admission Requirements

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

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 degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

    a. brief description of the applicant's background, training, and experience; and

    b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

    c. description of the areas the applicant considers to be their 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. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Literacy Education, M.A.

The Master of Arts in Literacy Education focuses on development of reading and writing from kindergarten through community college, with an emphasis on research-based intervention strategies for struggling readers. The first seven courses have been approved by the Minnesota Board of Teaching as a K-12 Reading Teacher program. Licensed teachers who complete this seven-course sequence and pass the corresponding Minnesota Teacher Licensing Examination (MTLE) qualify for the Minnesota K-12 Reading Teacher license. Wisconsin K-12 Reading Teachers with two or more years of teaching experience are also eligible for the Wisconsin 316 reading license. More information on testing can be found on the MTLE website (http://www.mtle.nesinc.com).

Additional courses leading to the M.A. in Literacy Education require another 15 months and focus on literacy development. The leadership practicum is completed in an educational setting (K-12 school, technical college, or community-based literacy organization) of the candidate's choice. Candidates for the degree have an opportunity to choose and develop a topic of interest in reading or writing across multiple courses, culminating with an opportunity to present a personally-designed research project.

Program Outcomes

Consistent with the mission of Saint Mary's University of Minnesota and the Board of Teaching requirements for licensure as K-12 reading teachers and reading leaders, the M.A. in Literacy Education program expects its graduates to be able to do the following upon program completion:

1. Understand the foundations of reading processes and instruction.

2. Employ a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction with elementary, middle, and high school students.

3. Apply a variety of assessment tools and practices to plan and evaluate effective reading instruction.

4. Create a literate environment that fosters reading.

5. Value professional development as a career-long effort and responsibility.

6. Communicate and collaborate effectively through appropriate modalities across a range of situations.

7. Evaluate, synthesize, and apply research related to educational practice.

Program Structure and Delivery

The K-12 Reading Teacher courses, which may be taken as a stand-alone certificate program, can be completed in 15 months. Additional courses leading to the M.A. in Literacy Education require another 15 months to complete.

The program is designed to fit the schedule of employed persons who want to take classes on weekends and during the summer. Courses are delivered in a blended format, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner.

Students can complete the program at the Winona campus, Minneapolis campus, or at selected Saint Mary's University outreach sites.

Degree Requirements

K–12 Reading Teacher Courses	17 cr.
Literacy Education Completion Courses	17 or 18 cr.
Total credits	**34 or 35 cr.**

K-12 Reading Teacher Courses: 17 cr.

EDRD600 Foundations of Language and Literacy Development (1-3 cr.)

This course explores the theoretical and scientific underpinnings of literacy development as a basis for developing effective K-12 reading programs. Major topics include knowledge of the relationships between spoken and written language, the historical evolution of English, processes of reading, motivational aspects, stages of reading, spelling, and writing development, and major historical and current instructional approaches and programs for literacy development. Qualitative and quantitative research regarding literacy acquisition and applications to designing balanced reading programs are addressed. This course is also an applied introduction to the study of linguistics as it relates to the teaching of English to non-native speakers. It is divided into language as a system (phonology, morphology, syntax, semantics), the social factors affecting language acquisition and development, and the relationship of learning English to that of learning other languages.

EDRD601 Elementary Reading Instruction: K-6 (2 cr.)

Prerequisite(s): EDRD600

Drawing on the conceptual framework for understanding literacy processes, stages, and major instructional approaches developed in EDRD600, this course features instructional techniques, materials, and programs that have been validated as effective for developing competent and joyful readers and writers in grades K-6. The focus is on creating a balanced literacy program that incorporates the strengths of a whole language approach and the findings of the National Reading Panel.

EDRD602 Secondary Reading Instruction: 7-12 (2 cr.)

Prerequisite(s): EDRD600, EDRD601

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.)

Prerequisite(s): EDRD600, EDRD601, EDRD602

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.)

Prerequisite(s): EDRD600, EDRD601, EDRD602, EDRD603

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 Language and Reading Practicum (3 cr.)

Prerequisite(s): EDRD604

After assessing the literacy skills and needs of three students--one each at elementary, middle, and high school levels--candidates for the licensure design and carry out individualized intervention programs. The course includes 45 hours of student contact, three class sessions, and weekly online participation via Blackboard.

EDRD606 Development and Supervision of K-12 Reading Programs (2 cr.)

Prerequisite(s): EDRD605

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.

Literacy Education Completion Courses: 17 or 18 cr.

EDRD607 Theoretical Models and Processes of Reading (3 cr.)

Prerequisite(s): Completion of K-12 Reading Teacher program coursework or concurrent enrollment in final K-12 Reading Teacher program course.

This course explores the theoretical models and research that inform contemporary understandings of reading development across the lifespan. Exploration and critical review of research in areas of interest (e.g., literacy policy, language and cognition in sociocultural contexts, foundations for literacy development, comprehension development, motivation and engagement, and instructional effects on literacy development) are featured. Syntheses of research as it relates to implications for curriculum development and organization are emphasized.

EDRD608 Theory and Research in Writing (3 cr.)

Prerequisite(s): EDRD607 and EDRD613

The theoretical and research base for current trends in writing instruction in K-12 and post-secondary schools are explored. Topics of study include spelling, grammar, and composition across the lifespan. Student choice in completing a review of the research literature in an area of interest is featured.

EDRD609 Explorations in Children's Literature (1 cr.)

This course is designed for candidates who wish to increase their personal familiarity with genres of children's literature while supporting colleagues in their use of high-quality literature and instructional strategies for building quality literature programs at the preschool through sixth grade levels. The course culminates in development of a plan for helping teachers at a selected grade level match students' reading levels, interests, cultural, and linguistic backgrounds.

OR

EDRD610 Explorations in Adolescent/Young Adult Literature (1 cr.)

This course reviews the various genres of adolescent and young adult literature and approaches to building a quality literature program through consideration of the reading interests and life issues of adolescents and young adults, particularly for those who are struggling readers. Contemporary issues and controversies in teaching adolescent literature are featured. The course culminates in a coaching plan for incorporating quality literature across the curriculum applications.

EDRD611 Leadership Practicum in Literacy Education (3 cr.)

Prerequisite(s): EDRD606

This course features the use of school and or district achievement data to design a practicum in an educational setting. The practicum addresses the areas of data and goal setting, barriers to student achievement, assessment planning and evaluation, dissemination of research, and professional development of staff relating to instructional best practices.

EDRD612 Advanced Diagnosis and Remediation of Reading and Writing Disabilities (3 cr.)

Prerequisite(s): EDRD604 (EDRD607/608 Recommended)

Investigation of the nature, causes, and course of reading and writing disabilities across the lifespan, including frequently co-occurring conditions that impact literacy acquisition, is the focus of this course. Topics include (1) design and/or evaluation of assessment tools and; (2) individual diagnosis and case study development; and (3) implications of Response to Treatment (RTI) for early intervention and remediation of literacy disabilities across the lifespan.

EDRD613 Educational Research Design (3 cr.)

Prerequisite(s): EDRD607

This course explores the design, execution, analysis, and evaluation of qualitative, empirical, and teacher action research in the field of literacy across the lifespan. Seminar discussions of issues in literacy education lead to individual research proposals that include a literature review and a methodology/action plan for investigation of a targeted area of interest regarding literacy development, culminating in a leadership plan for facilitating learning communities focused on critical analysis and engagement in teacher action research.

EDRD614 Master's Project Presentation (1 cr.)

Prerequisite(s): EDRD608

The culmination of the master's degree in Literacy Education is the presentation and defense of the candidate's research project. Prior to the final presentation, candidates receive instructor guidance and peer feedback via Blackboard.

K-12 Reading Leader

Graduates of the Saint Mary's University M.A. in Literacy Education who are literacy leaders at a district level may apply for the portfolio process leading to recommendation for licensure as a Reading Leader. Candidates for the Reading Leader endorsement will be those licensed K-12 Reading Teachers who have spent considerable time working with adults--colleagues, administrators, and parents--to foster literacy development at a district level. A mastery test is not required for licensure as a Reading Leader.

EDRD616 Reading Leader Portfolio Development (2 cr.)

Prerequisite(s): EDRD607-614, Licensure as a K-12 Reading Teacher; and employed or sponsored by a school district in a reading leadership situation that involves data analysis, curriculum consultation, coaching, and professional development of teachers, paraprofessionals, parents, and administrators.

This portfolio development course is a part one of a two-part process of documenting application of the Reading Leader standards at a district level school environment and assembling a reading leader portfolio. Essential components of the portfolio documentation include (1) description of leadership experience(s), (2) discussion of how these experiences demonstrate mastery of the standards; (3) reflection on how these experiences have contributed to the preparation needed to be a Reading Leader; and (4) supporting artifacts.

EDRD617 Reading Leader Portfolio Defense (1 cr.)

Prerequisite(s): EDRD607-614, 616; Licensure as a K-12 Reading Teaching, employed or sponsored by a school district in a reading leadership situation that involves data analysis, curriculum consultation, coaching, and professional development of teachers, paraprofessionals, parents, and administrators; and advisor recommendation.

This portfolio presentation course is part two of the two-part process of completing application of the Reading Leader standards at a district/school level environment and defending their reading leader portfolio. Essential components of the portfolio documentation include (1) description of leadership experiences(s); (2) discussion of how these experiences demonstrate mastery of the standards; (3) reflection on how these experiences have contributed to the preparation needed to be a Reading Leader; and (4) supporting artifacts.

Faculty

The faculty and advisers for the K-12 Reading Teacher/Master of Arts in Literacy Education program have earned doctorate or master's degrees. Faculty are selected for their educational and professional experience and expertise and proven ability to teach adult students.

Admission Requirements

The Master's degree in Literacy Education is open to individuals who have completed an undergraduate degree. Applicants who wish to qualify for the K-12 Reading Teacher endorsement must have or be eligible for a Minnesota classroom teacher license.

Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall GPA of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. All applicants must complete an interview with a program administrator.

Transfer Credits

Students may transfer up to 6 graduate credits of Saint Mary's University of Minnesota GPDE continuing education coursework designed to align with Minnesota reading standards or 6 other reading graduate credits into the program. For the latter, course syllabi will be evaluated in comparison to current Minnesota Reading Teacher standards and Saint Mary's University of Minnesota K-12 Reading Teacher program learning objectives.

Application Process

Applicants must submit 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 degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

    a. brief description of the applicant's background, training, and experience; and

    b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

    c. description of the areas the applicant considers to be their 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. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Management, M.A.

Contemporary organizations need to respond to fundamental changes affecting the nature and delivery of their products and services. Chief among these changes are the demands of an increasingly competitive world economy, the need to apply complex information and production technologies in the workplace, and the need to design stimulating work environment for a better-educated and more diverse workforce. 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 distinguished from the Master of Business Administration degree and graduate-level business or public administration programs by placing equal emphasis on analytical and interpersonal skills that are applicable to a broad range of organizations.

Program Outcomes

Graduates of the Master of Arts in Management program are expected to be able to do the following:

1. Manage and assess organizational operations and planning in complex business structure.

2. Make decisions in light of changing internal and external social, economic, and financial environments.

3. Apply sound strategy to complex business decisions.

4. Communicate in ways that influence and motivate others.

5. Analyze the ethical and legal implications of one's actions.

Program Structure and Delivery

All courses in the program are delivered in the blended format, integrating face-to-face classroom meetings and online activities or interactions in a planned instructionally valuable manner.

Degree Requirements

Required Management Courses	27 cr.
Required Capstone Course	3 cr.
Total	**30 cr.**

Required Management Courses: 27 cr.

GM600 Management Principles (3 cr.)

This course provides an overview of key organizational and behavioral concepts, which underlie effective management practice in diverse organizations. Management strategies are examined and compared. Special attention is given to defining and interpreting cross-cultural differences and influences. The course gives attention to the trends, both existing and emerging, that influence organizational structure, and change management.

GM605 Creative Problem Solving and Critical Thinking (3 cr.)

This course gives students the opportunity to learn and practice higher level thinking skills such as curiosity and imagination, divergent thinking, idea generation, creative problem solving, evaluation, synthesis, critical thinking and analysis. Students develop strategies to identify challenges and problems, produce creative ideas, and design innovative solutions.

GM623 Academic Research and Writing (3 cr.)

This course focuses on graduate academic writing skills, including voice and style, writing that incorporate source material, ethical use of source material, APA writing guidelines, and the revision process. Students learn to locate and evaluate resources relevant to the research and writing process.

GM630 Quantitative Methods (3 cr.)

This course focuses on statistical analysis of data for professional applications or research with an emphasis on quantitative methodologies. The course covers populations, sample selection, and descriptive and inferential statistics. Significance, Chi Square, correlations, analysis of variance and simple regression, and concepts of reliability, validity, and levels of measurement are addressed.

GM640 Legal Issues for Managers (3 cr.)

This course is an overview of the American legal system and its impact on organizational decision making. It emphasizes identifying legal issues in management in the areas of torts, contracts, employment, environmental, real estate and discrimination law. In addition, this course surveys and discuss impact on current trends and issues in business law.

GM645 Marketing Management (3 cr.)

This course emphasizes a practical and comprehensive application of key marketing concepts as they apply to businesses and organizations. Major marketing principles and strategies are explored from a managerial perspective as they apply to the marketplace.

GM660 Financial Management (3 cr.)

This course introduces, discusses, and analyzes financial issues facing diverse organizations in today's business environment. Included is examination of various financial areas: types of organizations; sources of capital; capital management; financial statement analysis; time value of money; risk management; and asset valuation.

GM675 Managerial Ethics and Issues (3 cr.)

This course examines philosophical theories and ethical practices that can be used to resolve organizational dilemmas. The course emphasizes the role of managers to strengthen the ethical culture of the organization. Focus is given to application of ethical principles and models to deal with complex organizational issues. Students develop skills in values-based decision making built upon integrity and accountability.

GM680 Leadership and Strategic Management (3 cr.)

This course introduces selected models and practices in the exploration of what effective leadership is including understanding one's own leadership style. The course also examines both the theory and application of strategic management tasks of leaders, including conducting a strategic analysis, developing a strategic plan, designing the organization, and implementing strategic change.

Required Capstone Course: 3 cr.

GM689 Management Capstone (3 cr.)

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.

Requirements for Double Major

For those students seeking both the Human Resource Management/Management, M.A. please see the Double Major section.

Faculty

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

Admission Requirements

Applicants may apply for admission to master's degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants may 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 degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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 their reasons for seeking admission to the program and,

    c. description of the areas the applicant considers to be their strengths and areas in which the applicant wishes to develop greater strengths and abilities and,

    d. personal information the applicant wishes to share.

4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability.

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

6. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Marriage and Family Therapy, M.A.

Licensed Marriage and Family Therapists (LMFTs) are mental health professionals trained in psychotherapy and family systems, and licensed to diagnose and treat mental and emotional disorders within the context of marriage, couples, and family systems. Marriage and family therapists treat a wide range of serious clinical problems including depression, marital problems, anxiety, individual psychological problems, and child-parent problems. Marriage and family therapists take a holistic perspective to health care; they are concerned with the overall long-term well-being of individuals and their families.

Saint Mary's University offers a Master of Arts degree in Marriage and Family Therapy. 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 and use of systemic and relational interventions with diverse individuals, couples, and families who are dealing with mental, emotional, and relational issues. The curriculum meets the educational requirements for licensure with the Minnesota Board of Marriage and Family Therapy.

From FAQs on MFTs, www.aamft.org, June 2006

Professional Accreditation

The Master of Arts in Marriage and Family Therapy Program at Saint Mary's University of Minnesota is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT), 112 S. Alfred Street, Alexandria, VA 22314, (703) 838-9808.

Program Mission and Outcomes

Mission: Recognizing the relational and systemic qualities of all life, the Marriage and Family Therapy program at Saint Mary's University exists to aid students in deepening their own understanding of relational health and their own skills in facilitating relational health in all kinds of human systems.

The MFT program goals reflect both the professional skills and practice required of program graduates and embody the result of effective core learning outlined for programs in the Schools of Graduate and Professional Programs and the requirements of the Minnesota Board of Marriage and Family. Student Learning Outcomes are indicators of program goals.

Upon completion of the program, students are expected to be able to do the following:

Program Goal 1: Reflect an understanding of and respect for cultural diversity through professional relationships and communication with diverse clients, peers, and organizations by

> SLO 1.1: articulating effects of their own social identities and power (social location) and experiences in professional relationships and practice.

> SLO 1.2: analyzing sociopolitical, socioeconomic, and historical factors that can shape clients' lives.

> SLO 1.3: integrating cultural diversity-centered assessment and intervention into clinical practice.

Program Goal 2: Integrate knowledge of MFT theory and models to clinical practice by

> SLO 2.1: demonstrating knowledge of a variety of systemic/relational theories and models of C/MFT practice.

> SLO 2.2: applying systemic/relational theory and models to clinical case conceptualizations.

> SLO 2.3: integrating systemic/relational theories and models with other conceptual frameworks (e.g. biological, psychological, sociological).

Program Goal 3: Develop a systemic perspective for the treatment of mental health issues of individuals, couples, and families by

> SLO 3.1: demonstrating knowledge of a variety of systemic/relational assessment methods.

> SLO 3.2: demonstrating knowledge of the DSM-V diagnostic framework.

> SLO 3.3: integrating systemic/relational assessment and DSM-V diagnostic systems into clinical practice.

> SLO 3.4: designing treatment plans derived from integrative systemic/relational and DSM-V diagnostic assessment.

Program Goal 4: Create effective interventions to promote well-being in clients through preventative, developmental, systemic and/or remedial services by

> SLO 4.1: constructing interventions that derive from conceptualization and treatment planning.

> SLO 4.2: applying a wide variety of developmental, systemic, preventative, and/or remedial services interventions.

Program Goal 5: Conduct clinical practice within an ethically-informed framework based on the AAMFT Code of Ethics, legal requirements, sound judgment, and professional compassion by

> SLO 5.1: evaluating clinical situations for ethical, legal, and professional issues affecting therapy.

> SLO 5.2: intervening with clinical situations to maintain ethical, legal and professional standards of behavior.

Program Goal 6: Demonstrate familiarity with MFT research literature and the relationship between MFT literature and practice by

> SLO 6.1: analyzing MFT research literature for its strength and limitations and sociocultural implications.

> SLO 6.2: applying relevant research findings to clinical practice.

Program Goal 7: Develop and articulate their professional development plans and skills by

> SLO 7.1: articulating steps for future professional development.

> SLO 7.2: demonstrating written, verbal, and nonverbal communication skills with clients and professionals.

Additionally, the MFT program will annually attain accreditation achievement levels:

Program Goal 8: The Student Achievement Criteria reflecting student/graduate achievement data will meet COAMFTE requirements by

SLO 8.1: Student cohorts' graduation rates will comply with COAMFTE reporting requirements for

- Minimum rate of graduation (2.3)
- Advertised rate of graduation (3 years)
- Maximum rate of graduation (5 years)

SLO 8.2: Student cohorts' job placement rate will comply with COAMFTE reporting requirements.

SLO 8.3: Student cohorts' licensure exam pass rate will comply with COAMFTE reporting requirements.

Program Structure and Delivery

Students complete a supervised practicum experience in a counseling or mental health setting under direct supervision. This experience consists of a minimum of 500 clinical contact hours. This experience must include at least 200 hours of direct clinical service with couples and families.

Courses in the program are delivered in a blended format, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner.

Degree Requirements

Human Development	9 cr.
Marital Studies	14 cr.
Marriage and Family Therapy (including Contemporary Issue courses)	9 cr.
Research	3 cr.
Professional Issues	4 cr.
Practicum	8 cr.
Capstone Course	1 cr.
Theory of Change Paper and Oral Examination	0 cr.
Total	**48 cr.**

Human Development: 9 cr.

MFT605 Individual and Family Lifespan and Development (3 cr.)

Prerequisite(s): Pre/Co-requisites: admission to the MFT program

This course explores the biopsychosocial development and transitions across the individual and family lifespan. The course focuses on the relational, systemic, and generational effects of physical, cognitive, social, emotional, cultural, and gender development. Developmental theories are examined through a systemic lens.

MFT608 Psychopathology and Treatment Planning in Developmental Systems (3 cr.)

Prerequisite(s): MFT605, MFT615, MFT620

This course examines the assessment and diagnostic process for working with children, adolescents, adults, couples, and families utilizing a developmental systems approach and the criteria from the Diagnostic and Statistical Manual of Mental Disorders (DSM). It explores theoretical and practical contexts which define the concepts of mental health disorders and diagnosis. This course also focuses on principles of case formulation and treatment planning across diverse and developing systems.

MFT635 Systemic Assessment and Treatment of Sexual Concerns (3 cr.)

Prerequisite(s): MFT605, MFT608, MFT615, MFT616, MFT650, MFT628
Pre/Co-requisite: MFT690

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.

Marital Studies: 14 cr.

MFT615 Multicultural Studies of the Family (3 cr.)

Prerequisite(s): MFT605, MFT620,
Pre/Co-requisite MFT617

This course focuses on the study of culturally diverse couples and families with special emphasis on understanding the significance of cultural contexts in working with people of different cultures. Issues of racism, sexism, heterosexism, ageism, and other -isms are explored. Dynamics of power and privilege are explored. Strategies to prevent biases from interfering with therapeutic relationships are developed. Included is an exploration of various types of couples and families.

MFT616 Therapy with Couples and Intimate Partners (3 cr.)

Prerequisite(s): MFT605, MFT615, MFT617, MFT618, MFT619

This course introduces historical, contextual, and clinical applications to relationships, including couples and couple systems. Relationships between diverse spouses/partners are explored and analyzed in order to create an understanding of the dynamics that enhance relationships from a therapeutic context. Issues regarding communication, conflict resolution, and emotional and behavioral interactions are included.

MFT617 Foundations of Family Therapy I: Theoretical and Conceptual Origins (3 cr.)

Prerequisite(s): Admission to the MFT program

This course examines the structure and function of families and relationships, connecting foundational theoretical and research underpinnings to the major models of family therapy. Family development, roles, and interactions are studied as foundational in the practices of systemic/relational therapy interventions. Efficacy research for individual models and for common factors across models is presented.

MFT618 Introduction to Trauma and Crisis Intervention in MFT (2 cr.)

Prerequisite(s): MFT605, MFT617, MFT620
Pre/Co-requisite: MFT615

This course provides an introduction to the topic of trauma in Marriage and Family Therapy by discussing crisis intervention, assessment, and management strategies, and provides certification for Psychological First Aid. The course examines

the theoretical and research underpinnings of trauma, presents diagnoses and interventions common to trauma, and discusses trauma within a systemic context.

MFT619 Foundations of Family Therapy II: Contemporary Theories and Models (3 cr.)

Prerequisite(s): Admission to the MFT program

This course examines the structure and function of families and relationships, connecting contemporary theoretical and research underpinnings to the major models of family therapy. Family development, roles, and interactions are studied as foundational in the practices of systemic/relational therapy interventions. Efficacy research for individual models and for common factors across models is presented.

Marriage and Family Therapy: 9 cr. (including Contemporary Issues courses)

MFT628 Advanced Applications of Relational Theory and Systemic Interventions (3 cr.)

Prerequisite(s): MFT605, MFT608, MFT616, MFT617, MFT618, MFT619

This course provides an opportunity for students to apply and develop skills in assessing and conducting systemic therapeutic interventions with relational units. The influence of race, culture, and gender in couple and family dynamics and therapy are explored. Experiential and didactic approaches are used.

MFT650 Assessment of Couples and Families (3 cr.)

Prerequisite(s): MFT605, MFT608, MFT616, MFT617, MFT618, MFT619, MFT620

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.

Contemporary Issues in MFT (1 cr. per course, min. 3 courses)

Prerequisite(s): MFT605, MFT620
Pre/Co-requisite: MFT615

These courses examine current concerns for MFTs regarding professional development of specialization and competency through the examination of contemporary issues in MFT with individuals, couples, and families. The course covers summarized information on the topic assigned, including applied theories, multicultural implications and responsiveness, multidisciplinary collaboration, and ethical considerations.

MFT568 Advanced Diagnostic Assessment and Treatment Planning from a Systemic Perspective (1 cr.)

MFT569 Psychopharmacology and Couple and Family Therapy (1 cr.)

MFT570 Systemic and Relational Group Therapy (1 cr.)

MFT571 Attachment Theory in Couple and Family Therapy (1 cr.)

MFT572 Clinical Hypnosis (1 cr.)

MFT573 Introduction to Play Therapy (1 cr.)

MFT574 Parenting Interventions (1 cr.)

MFT575 Spirituality and Family Therapy (1 cr.)

MFT576 Marriage and Family Therapy with Immigrant Families (1 cr.)

MFT577 In-Home Family Therapy (1 cr.)

MFT578 Art Therapy with Families (1 cr.)

MFT579 Introduction to Grief and Loss Issues in Family Therapy (1 cr.)

MFT580 Family Therapy with Families with Disabilities (1 cr.)

MFT581 Medical Family Therapy (1 cr.)

MFT582 Use of Self in Marriage and Family Therapy (1 cr.)

MFT583 Assessing and Treating Substance Abuse/ Dependency (1 cr.)

MFT584 Couple and Family Therapy with Gay and Lesbian Families (1 cr.)

MFT585 Family Therapy with African American Families (1 cr.)

MFT586 Working with Returning Military Personnel and Their Families from a Systemic Perspective (1 cr.)

MFT587 Marriage and Family Therapy in Rural Areas (1 cr.)

MFT588 Working systemically with the Eating Disorder Population (1 cr.)

MFT589 Separating and Divorcing Couples (1 cr.)

MFT590 Working with Later Life Families: Aging from a Family Perspective (1 cr.)

MFT591 Family Mediation (1 cr.)

MFT592 Neuroscience in Couple Therapy (1 cr.)

MFT593 Adoption and Foster Care Issues in Family Therapy (1 cr.)

MFT594 Impact of Trauma in First Responders and Their Families (1 cr.)

MFT595 Premarital Counseling (1 cr.)

MFT596 Hoarding Disorder and Families (1 cr.)

MFT597 Trauma and Play Therapy (1 cr.)

MFT598 Mindfulness Based Couples and Family Therapy (1 cr.)

MFT599 The Business and Practice of MFT (1 cr.)

Research: 3 cr.

MFT620 Statistical Techniques and Research Methods in MFT (3 cr.)

Prerequisite(s): Admission to the MFT program

This course provides an overview of research methods and statistical analyses commonly used in Marriage and Family Therapy research. The course focuses on the interpretation and understanding of research and applied statistical procedures to inform clinical practice.

Professional Issues: 4 cr.

MFT642 Marriage and Family Therapy: Professional Issues and Orientation (1 cr.)

Prerequisite(s): Admission to the MFT program; required in the first term of admission.

This course provides an orientation to the profession of marriage and family therapy. The history of the profession is covered as well as the roles and settings of Marriage and Family therapists. Additionally, the developmental process involved with acquiring an identity as a Marriage and Family therapist is addressed.

MFT690 Ethical Issues and Professional Practices in Marriage and Family Therapy (3 cr.)

Prerequisite(s): MFT642, MFT615, MFT618
Pre/Co-requisite: MFT608

This course examines professional, legal, and ethical issues in the practice of couples and family therapy. The AAMFT Code of Ethics, Minnesota Board of Marriage and Family Therapy Rules and selected Minnesota statutes pertaining to work with children, couples, and families are studied. Case studies are used to interpret, examine, and integrate ethical, legal (state and federal), and professional issues such as confidentiality, dual relationships, and informed consent into ongoing MFT practice.

Practicum: 8 cr. (minimum)

MFT645 Couple and Family Therapy Community Practicum (2 cr.)

Prerequisite(s): MFT605, MFT608, MFT615, MFT616, MFT617, MFT618, MFT619, MFT620, MFT642
Pre/Co-requisites: MFT628, MFT650

In this course students observe/shadow diverse clinical therapy sessions as they occur in a community clinic (through in-room, live video feed, and/or one-way mirror). Students have the opportunity to serve as part of a live reflecting team with therapists and supervisors at the clinical setting. Special attention is given to forming diagnostic impressions, writing case notes, developing and implementing treatment plans, and building professional skills as a therapeutic team member.

MFT671 Couple and Family Therapy Clinical Practicum I (required) (2 cr.)

Prerequisite(s): All program course requirements except MFT635, Contemporary Issues courses, and the Capstone

This course is for students to complete the 500 hours of clinical Marriage and Family Therapy (MFT) practicum which meets or exceeds requirements of the Minnesota Board of MFT. Students work under the on-campus supervision of a Minnesota Board of MFT and American Association of Marriage and Family Therapy (AAMFT) Approved Supervisor for a minimum of 30 hours per semester, as well as the off-campus supervision of an AAMFT Approved supervisor or equivalent licensed mental health professional with documented clinical experience with families. All practicum hours must be completed at an approved practicum site. The on-campus practicum seminar provides an environment for observation of taped clinical work, discussion of case material, and discussion of problems and concerns that arise in the practicum setting. Personal and professional issues relevant to the practicum experiences are also explored.

MFT672 Couple and Family Therapy Clinical Practicum II (required) (2 cr.)

Prerequisite(s): MFT671

This course is for students to complete the 500 hours of clinical Marriage and Family Therapy (MFT) practicum which meets or exceeds requirements of the Minnesota Board of MFT. Students work under the on-campus supervision of a Minnesota Board of MFT and American Association of Marriage and Family Therapy (AAMFT) Approved Supervisor for a minimum of 36 hours per semester, as well as the off-campus supervision of an AAMFT Approved supervisor or equivalent licensed mental health professional with documented clinical experience with families. All practicum hours must be completed at an approved practicum site. The on-campus practicum seminar provides an environment for observation of taped clinical work, discussion of case material, and discussion of problems and concerns that arise in the practicum setting. Personal and professional issues relevant to the practicum experiences are also explored.

MFT673 Couple and Family Therapy Clinical Practicum III (required) (2 cr.)

Prerequisite(s): MFT671, MFT672

This course is for students to complete the 500 hours of clinical Marriage and Family Therapy (MFT) practicum which meets or exceeds requirements of the Minnesota Board of MFT. Students work under the on-campus supervision of a Minnesota Board of MFT and American Association of

Marriage and Family Therapy (AAMFT) Approved Supervisor for a minimum of 36 hours per semester, as well as the off-campus supervision of an AAMFT Approved supervisor or equivalent licensed mental health professional with documented clinical experience with families. All practicum hours must be completed at an approved practicum site. The on-campus practicum seminar provides an environment for observation of taped clinical work, discussion of case material, and discussion of problems and concerns that arise in the practicum setting. Personal and professional issues relevant to the practicum experiences are also explored.

MFT674 Couple and Family Therapy Clinical Practicum IV (as needed) (2 cr.)

Prerequisite(s): MFT671, MFT672, MFT673

This course is for students to complete the 500 hours of clinical Marriage and Family Therapy (MFT) practicum which meets or exceeds requirements of the Minnesota Board of MFT. Students work under the on-campus supervision of a Minnesota Board of MFT and American Association of Marriage and Family Therapy (AAMFT) Approved Supervisor for a minimum of 36 hours per semester, as well as the off-campus supervision of an AAMFT Approved supervisor or equivalent licensed mental health professional with documented clinical experience with families. All practicum hours must be completed at an approved practicum site. The on-campus practicum seminar provides an environment for observation of taped clinical work, discussion of case material, and discussion of problems and concerns that arise in the practicum setting. Personal and professional issues relevant to the practicum experiences are also explored.

MFT675 Couple and Family Therapy Practicum Completion (0 cr.)

Prerequisite(s): MFT673 or MFT674

This course is a continuation of MFT673 or MFT674 for students who need additional time to complete the 500 hours of client contact. A maximum of 50 client contact hours can be earned during this course. Students needing to complete more than 50 client contact hours will be required to register for another semester of Clinical Practicum (either a first semester of MFT674 or a second semester of MFT674).

This course is a run as an independent study with weekly meetings with a practicum faculty member. Once all hours of client contact are completed the timeline of the course is completed. If a group of students need this class every effort will be made to schedule a regular time for the group to meet together as a class. It is estimated that students will spend 5-8 weeks in this completion course. Permission to register for this class will need to be granted by the Associate and Clinical Director of the MFT program.

Final Requirements

Final requirements of the program include the following:

MFT680 Capstone Course in MFT (1 cr.)

Prerequisite(s): MFT671

This course is designed to assist students in developing their personal theory of change for the final program integration paper and oral exam. Students spend time crafting their theory of change, articulating examples of this in their clinical work, working on library literature searches to support this work, reviewing APA usage, and crafting a well-written résumé for their job search.

MFT791 Integration Paper and Oral Examination (0 cr.)

The integration paper and oral examination demonstrate the student's ability to integrate coursework, practicum, and other professional experiences with scholarly literature in order to articulate a personal theory of therapeutic change with individuals, couples, and families. The oral examination is based on the integration paper.

Faculty

The faculty members and advisers for the Marriage and Family Therapy programs have earned doctorate or master's degrees. Faculty members are selected for their educational and professional experience and expertise. All Marriage and Family Therapy faculty are expected to engage in clinical practice.

Admission Requirements

Applicants may apply for admission to the Marriage and Family Therapy program during the summer and fall semesters, and applications are due by February 1 of that 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 to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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.

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Nurse Anesthesia, M.S.

This is a program offered by Saint Mary's University of Minnesota Graduate School of Health and Human Services. The qualified Registered Nurse is admitted to Saint Mary's University of Minnesota and is directed toward the goal of earning a Master of Science in Nurse Anesthesia. 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 National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA). 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.

Program Outcome Objectives

Patient safety is demonstrated by the ability of the graduate to:

1. Be vigilant in the delivery of patient care and refrain from any activity that could interfere with vigilance.

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 graduate to:

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. Perform a comprehensive history and physical assessment.

Critical thinking is demonstrated by the graduate's ability to:

1. Apply knowledge 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' (CCNA) certification examination in accordance with CCNA policies and procedures.

Communication skills are demonstrated by the graduate's ability to:

1. Effectively communicate with individuals influencing patient care.

2. Utilize appropriate verbal, nonverbal, and written communication in the delivery of perianesthetic care.

3. Communicate effectively through case records, written reports, written correspondences, and professional papers.

4. Interact competently with diverse populations.

Professional responsibility is demonstrated by the graduate's ability to:

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.

7. Demonstrate knowledge of wellness and chemical dependency in the anesthesia profession through completion of content in wellness and chemical dependency.

Program Structure and Delivery

Students earn a minimum of 64 semester credits in a 28-month (seven semester) program by combining clinical and academic experiences. Courses in the program are delivered primarily face-to-face.

Program Philosophy

The Master of Science program in Nurse Anesthesia originated in response to the request of leaders in the healthcare field for graduate level education in the field of Nurse Anesthesia. With this need in mind, Saint Mary's University of Minnesota developed this program.

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 and 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://home.coa.us.com/Pages/default.aspx)

Affiliate Hospitals

- Abbott Northwestern Hospital, Minneapolis, MN
- Amery Regional Medical Center, Amery, WI
- CentraCare Surgery Center, St. Cloud, MN
- Children's Hospital and Clinics, Minneapolis, MN
- Essentia Health-Duluth (Miller-Dwan Building), Duluth, MN
- Essentia Health-St. Mary's Medical Center, Duluth, MN
- Gillette Specialty Children's Hospital, St. Paul, MN
- Glencoe Regional Health Center, Glencoe, MN
- Hayward Area Memorial Hospital, Hayward, WI
- Lakeview Medical Center, Rice Lake, WI
- Lakewood Health System, Staples, MN
- Marshfield ASC Eau Claire Center, WI
- Marshfield ASC Marshfield Center, WI
- Marshfield ASC Minocqua Center, WI
- Marshfield ASC Wausau Center, WI
- Mayo Clinic Health System in New Prague, New Prague, MN
- Memorial Health Center, Medford, WI
- Memorial Medical Center, Neillsville, WI
- Ministry St. Mary's Hospital, Rhinelander, WI
- Northfield Hospital, Northfield, MN
- Owatonna Hospital, Owatonna, MN
- Phillip's Eye Institute, Minneapolis, MN
- Regions Hospital, St. Paul, MN
- Rice Memorial Hospital, Willmar, MN
  - Ridgeview Medical Center, Waconia, MN
  - River Falls Area Hospital, River Falls, WI
  - Riverwood Health Care Center, Aitkin, MN
  - Saint Cloud Hospital, St. Cloud, MN
  - Saint Croix Regional Medical Center, St. Croix Falls, WI
  - Saint Elizabeth's Hospital, Wabasha, MN
  - Saint Luke's Hospital, Duluth, MN
  - Shawano Medical Center, Shawano, WI
  - Winona Health, Winona, MN

Degree Requirements

The program is 64 credits.

First Year: Semester I (Summer)

NA630 Professional Aspects of Nurse Anesthesia (3 cr.)

This course provides the graduate nurse anesthesia student an opportunity to focus on a variety of professional practice components. Reading and discussion topics include the evolution of the professional inclusive of regulation, policy, and credentialing; ethical and legal implications associated with practice; delivery systems, informatics, and reimbursement. Professional resources and maintaining wellness are also discussed.

NA640 Chemistry and Physics for Nurse Anesthesia (3 cr.)

This course examines the principles of inorganic chemistry, organic chemistry, biochemistry, and physics as they apply to the practice of anesthesia and anesthetic pharmacology. Topics include anesthesia delivery systems, delivery of inhalation anesthetics, fluid and gas mechanics, laser technology, radiology and nuclear medicine, ultrasonography, electricity, and magnetism, among others.

NA606 Research Design and Statistical Analysis (3 cr.)

This course provides an overview of research methods and statistical procedures commonly used in healthcare research, with particular focus on research related to practice as a nurse anesthetist. The course emphasizes analysis of research studies and applied statistical procedures as the foundation for evidence-based practice.

NA635 Professional Writing for Nurse Anesthetists (3 cr.)

Prerequisite(s): Concurrent enrollment in NA606

This course introduces the student to the expectations of graduate and professional writing and research in the medical field. Topics include: modes of professional communication, APA standards and conventions, essential elements of medically-related reports such as clinical case studies, integrative and systematic reviews, and meta-analysis. Other forms of professional communication will be addressed including correspondence, insurance, incident, and quality assurance reports. Library research tools and use of databases for topic searches will be covered. The ethical and legal ramifications of professional communication are addressed.

First Year: Semester II (Fall)

NA614 Advanced Health Assessment for Nurse Anesthesia (2 cr.)

Prerequisite(s): NA630

This course builds upon health assessment skills of the practicing critical care nurse and focuses on health assessment across the human lifespan. Skills for efficiently obtaining a patient's history with regard to psychosocial and cultural differences are discussed. Performing a focused history and physical assessment, incorporating diagnostic information, assessing ongoing patient status using relevant monitoring techniques, and determining appropriate and timely intervention during the anesthetic continuum are emphasized.

NA618 Principles of Anesthesia I (4 cr.)

Prerequisite(s): NA630, NA640; Concurrent enrollment NA614

This course begins an in-depth study of the introductory principles of anesthesia including the basic tenants of care for the anesthetized patient. The safe use of anesthesia delivery systems and related equipment is emphasized and applied to individual patient care. Anesthetic techniques are demonstrated with their application to surgical procedures.

NA645 Advanced Physiology and Pathophysiology I (6 cr.)

Prerequisite(s): NA640, Concurrent enrollment NA614 and NA618

This course builds on the Registered Nurse's prior baccalaureate curriculum in anatomy, physiology, and pathophysiology to provide an advanced study in physiology and pathophysiology across the lifespan. This course is the first in a series of two courses. Topics covered in this course include the upper and lower respiratory systems, cellular biology, genetics, neurology, endocrinology, human reproductive systems, pregnancy, and neonatology.

NA651 Pharmacology for Nurse Anesthetists (3 cr.)

Prerequisite(s): NA640

This course introduces basic principles of pharmacology and focuses on those drugs most often used in the practice of anesthesia. The course provides an overview of drug actions, interactions, metabolism, methods of administration, dosages, side effects, precautions, and contraindications.

First Year: Semester III (Spring)

NA650 Advanced Physiology and Pathophysiology II (6 cr.)

Prerequisite(s): NA645

This course is the second in a series of two courses. This course builds on the Registered Nurse's prior baccalaureate curriculum in anatomy, physiology, and pathophysiology to provide an advanced study in physiology and pathophysiology across the lifespan. Topics covered in this course include cardiology, pulmonology, nephrology, urology, immunology, hematology, the stress/disease response systems, and the gastro-intestinal system.

NA661 Pharmacology (3 cr.)

Prerequisite(s): NA651

This course focuses on the pharmacokinetics and pharmacodynamics of major drug classifications. Their interactions with anesthetic agents are discussed.

NA620 Principles of Anesthesia II (6 cr.)

Prerequisite(s): NA618

This course is a continuance of NA614 Advanced Health Assessment for Nurse Anesthesia and NA618 Principles of Anesthesia Practice I. Differing patient populations with acute and chronic conditions or disease states are explored in-depth, resulting in a comprehensive surgical care plan. This care plan is based on the perioperative patient assessment and application of general and regional anesthesia techniques. The application of general principles to individual patients is emphasized.

NA770 Clinical Practicum I (2 cr.)

Prerequisite(s): Concurrent enrollment in 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 by spending time observing anesthesia and surgery in an urban medical center.

Second Year: Semester IV (Summer)

NA771 Clinical Practicum II (2 cr.)

Prerequisite(s): NA770

Clinical practicum provides the student with the opportunity to apply the principles of anesthesia to direct patient care. Students provide supervised care in a variety of settings and specialty rotations to demonstrate proficiency in advanced anesthetic techniques.

NA780 Clinical Integration (3 cr.)

Prerequisite(s): Concurrent enrollment in NA771

This course focuses on the application of evidence-based research principles to nurse anesthesia practice. Discussions are facilitated by practitioners in a care conference format. Activities include reviewing principles of evidence-based practice interventions and critical analysis of actual case scenarios and professional issues.

NA795 Portfolio I (1 cr.)

Prerequisite(s): Successful completion of all academic coursework and concurrent enrollment in NA771, NA772, or NA773

In this course students document their preparation to assume the role of a CRNA through the creation of a professional portfolio over a period of time. The purpose of the portfolio is to provide evidence and analysis of personal and professional growth, reflect on achievement in relation to learning needs, critically address contemporary clinical and professional issues and demonstrate progress towards the program outcome objectives.

Second Year: Semester V (Fall)

NA772 Clinical Practicum III (3 cr.)

Prerequisite(s): NA771

Clinical practicum provides the student with the opportunity to apply the principles of anesthesia to direct patient care. Students provide supervised care in a variety of settings and specialty rotations to demonstrate proficiency in advanced anesthetic techniques.

NA796 Portfolio II (1 cr.)

Prerequisite(s): Successful completion of NA795

In this course students document their preparation to assume the role of a CRNA through the creation of a professional portfolio over a period of time. The purpose of the portfolio is to provide evidence and analysis of personal and professional growth, reflect on achievement in relation to learning needs, critically address contemporary clinical and professional issues, and demonstrate progress towards the program outcome objectives.

Second Year: Semester VI (Spring)

NA773 Clinical Practicum IV (3 cr.)

Prerequisite(s): NA772

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 and specialty rotations to demonstrate proficiency in advanced anesthetic techniques.

NA797 Portfolio III (1 cr.)

Prerequisite(s): Successful completion of NA796

 In this course students document their preparation to assume the role of a CRNA through the creation of a professional portfolio over a period of time. The purpose of the portfolio is to provide evidence and analysis of personal and professional growth, reflect on achievement in relation to learning needs, critically address contemporary clinical and professional issues and demonstrate progress towards the program outcome objectives.

Third Year: Semester VII (Summer)

NA798 Portfolio IV (3 cr.)

Prerequisite(s): Successful completion of NA797

In this course students document their preparation to assume the role of a CRNA through the creation of a professional portfolio over a period of time. The purpose of the portfolio is to provide evidence and analysis of personal and professional growth, reflect on achievement in relation to learning needs, and critically address contemporary clinical and professional issues, and demonstrate progress towards the program outcome objectives.

NA782 Program Comprehensive Exams (1 cr.)

Prerequisite(s): All formal didactic coursework

The student's mastery of their anesthesia knowledge base is assessed via a series of comprehensive examinations. Examination topics include basic and advanced principles of anesthesia practice, basic sciences (anatomy, physiology, biochemistry, chemistry and physics), professional aspects of anesthesia practice, pharmacology, advanced monitoring, technology, and equipment. There are five examinations in this series.

NA774 Clinical Practicum V (480 hours) (2 cr.)

Prerequisite(s): NA773

Clinical practicum provides the student with the opportunity to apply the principles of anesthesia to direct patient care. Students provide supervised care in a variety of settings and specialty rotations to demonstrate proficiency in advanced anesthetic techniques.

Total: 64 cr.

Faculty

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

Admission Requirements

Applicants seeking admission to this program must meet the admission requirements for Saint Mary's University of Minnesota Schools of Graduate and Professional Programs and for the Master of Science in Nurse Anesthesia Program. Applicant must have:

1. Completed an appropriate baccalaureate degree from a regionally accredited institution. Degrees must be completed and final transcripts must be submitted by the April 1 deadline. Appropriate degrees include the areas of nursing, biophysical, biological or behavioral sciences.

2. Overall GPA of 2.75 on a 4.0 scale or higher.

3. Current unencumbered licensure as a Professional Registered Nurse in the State of Minnesota, or eligible for reciprocity.

4. A minimum of one year of experience in a critical care setting.

5. A completed application submitted by the application deadline. 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. Proof of receiving the Tdap vaccine (protection against diphtheria, tetanus, and pertussis) that extends to the date of the student's graduation from the program is also required.

These requirements meet or exceed the Standards and Guidelines set by the Council on Accreditation of Nurse Anesthesia Educational Programs.

Application Process

Persons applying to the nurse anesthesia program must submit:

1. A completed online application. The process can be found on the Saint Mary's website. The application process MUST be completed by April 1.

2. An official transcript issued to Saint Mary's University from each undergraduate college or university attended since high school, including an official transcript from the institution posting the applicant's completed bachelor's degree.

3. A transcript for an organic or inorganic chemistry course completed with a letter grade of "B" or better in the last 5 years. Entry level community or junior college level courses will not be accepted.

4. A completed Professional Goal Statement. Guidance on how to prepare this can be downloaded from the Saint Mary's On-line Application System or the "Prospective Student" section of the Saint Mary's Nurse Anesthesia website. Once completed, this document must be loaded into the electronic application as directed by April 1.

5. A current résumé or curriculum vitae listing educational background and work experience.

6. A completed Academic Evaluation form. Guidance on how to prepare this can be downloaded from the Saint Mary's website or the "Prospective Student" section of the Saint Mary's Nurse Anesthesia website. Once completed, this document must be loaded into the electronic application as directed by April 1.

All application materials are to be submitted through the website application system.

Submission of all applicable college and nursing school transcripts to be sent directly to:

Saint Mary's University of Minnesota
Office of Admissions
2500 Park Avenue
Minneapolis, MN 55404-4403

All application materials must be received by the program before April 1 for candidates to be considered. The program reviews applications once a year and accepts qualified applicants into the next available class.

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:

• The completed application and supporting material.

• Previous academic performance.

• Demonstrated success as a professional Registered Nurse in a critical care area.

• The ability to perform all anticipated tasks relevant to the practice of Nurse Anesthesia.

TRANSFER INTO THE PROGRAM

Transfer into the Nurse Anesthesia Program is handled on an individual basis. Credit for previous anesthesia education is not guaranteed.

Nurse Anesthesia,
Minneapolis School of Anesthesia, M.S.

Saint Mary's University has a second program leading to the Master of Science degree in Nurse Anesthesia. This program is a partnership program with the Minneapolis School of Anesthesia 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 National Board of Certification and Recertification for Nurse Anesthetists. Successful completion of the National Certification Examination entitles the graduate to be known at 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.

The Master of Science in Nurse Anesthesia, Minneapolis School of Anesthesia program at Saint Mary's University is no longer accepting students into the program.

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, http://home.coa.us.com, a specialized accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

Program Structure and Delivery

Students must earn 48 semester credits to receive the Master of Science 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). Of the 48 credits, 38 credits are delivered by Saint Mary's University and 10 credits are delivered by Minneapolis School of Anesthesia.

Degree Requirements

Students must earn 48 semester credits in order to receive the master's degree.

Semester I (Fall)

NA616 Principles of Anesthesia Practice I (1 cr.)

This course presents the physiology of various positions for anesthesia, various care plans, and the importance of universal precautions.

NA617 Principles of Anesthesia Practice II (2 cr.)

The course presents the administration of general anesthesia with emphasis on gas machines, vaporizers, and monitoring devices.

NA639 Chemistry and Physics (5 cr.)

This course presents aspects of inorganic and organic chemistry, biochemistry, and physics, which are applicable to the science and practice of anesthesia. The course covers the application of learned principles to various aspects of anesthesia. Topics include the chemistry and physics of anesthetic agents, accessory drugs, therapeutic agents, explosion hazards, and electrical safety.

NA644 Advanced Physiology and Pathophysiology I (5 cr.)

This course presents aspects of anatomy, physiology, and pathophysiology, which are relevant to the science and practice of anesthesia. Topics include cell physiology, nervous system, and respiratory system.

NA655 Advanced Pharmacology I (2 cr.)

This course is a comprehensive study of specific anesthesia drugs and their clinical use by the anesthetist.

NA667 Advanced Health Assessment (1 cr.)

This course focuses on the development of advanced practice nursing skills in health assessment, including assessment of all human systems, advanced assessment techniques, diagnosis, concepts, and approaches.

NA681 Professional Aspects of Anesthesia I (1 cr.)

This course presents a series of topics directly related to the professional discipline of nurse anesthesia including ethical, legal, and policy issues.

Semester II (Spring)

NA621 Principles of Anesthesia Practice III (2 cr.)

This course presents concepts of pre-, intra-, and post-anesthesia patient assessment; and basic physiologic monitoring.

NA649 Advanced Physiology and Pathophysiology II (5 cr.)

This course continues the in-depth analysis of the body systems relevant to the science and practice of anesthesia. Topics include circulatory system, endocrine system, and excretory system.

NA660 Advanced Pharmacology II (5 cr.)

This course presents pharmacological principles as applied to the clinical practice of anesthesia. Topics include pharmacodynamics, anesthetic agents, accessory drugs, and drug interactions.

NA671 Anesthesia Clinical Practicum (240 hrs.) (0 cr.)

Clinical experience is provided in the member hospitals on a rotating basis. Clinical instructors guide the student utilizing appropriate principles of anesthesia practice.

NA682 Professional Aspects of Anesthesia II (1 cr.)

This course is a continuation of topics related to the professional discipline of nurse anesthesia.

Semester III (Summer)

NA605 Statistical Techniques & Research Methods (3 cr.)

The methods of descriptive and experimental research, the study of statistical procedures, and the development of research methodology are presented.

NA622 Principles of Anesthesia Practice IV (1 cr.)

This course presents advanced concepts of practice including, anesthesia techniques for head and neck, abdominal, and orthopedic surgery.

NA626 Principles of Anesthesia Practice V (3 cr.)

This course presents advanced concepts of practice including, anesthesia techniques for pediatrics, obstetrics, neuro-, and regional anesthesia.

NA627 Principles of Anesthesia Practice VI (1 cr.)

This course presents advanced concepts of cardiovascular anesthesia including, intrathoraic and open heart.

NA672 Anesthesia Clinical Practicum (240 Hours) (0 cr.)

Clinical experience is provided in the member hospitals on a rotating basis. Clinical instructors guide the student utilizing appropriate principles of anesthesia practice.

NA683 Professional Aspects of Anesthesia III (1 cr.)

This course is a continuation of topics related to the professional discipline of nurse anesthesia.

Semester IV (Fall)

NA610 Instructional Design (1 cr.)

This course examines the learning process and how it influences instructional design. Topics include current trends in instruction and evaluation, and planning for the teaching/learning process.

NA628 Anesthesia and Uncommon Diseases (1 cr.)

This course presents advanced concepts of uncommon disease processes and the implications for anesthesia care.

NA673 Anesthesia Clinical Practicum (480 Hours) (0 cr.)

Clinical experience is provided in the member hospitals on a rotating basis. Clinical instructors guide the student utilizing appropriate principles of anesthesia practice.

Semester V (Spring)

NA674 Anesthesia Clinical Practicum (480 Hours) (0 cr.)

Clinical experience is provided in the member hospital on a rotating basis. Clinical instructors guide the student utilizing appropriate principles of anesthesia practice.

Semester IV (Summer)

NA678 Anesthesia Clinical Practicum (480 Hours) (0 cr.)

Clinical experience is provided in the member hospitals on a rotating basis. Clinical instructors guide the student utilizing appropriate principles of anesthesia practice.

NA680 Theories of Management and Leadership (1 cr.)

This course is designed to educate the student in current theories and approaches to management and leadership.

Semester VII (Fall)

NA670 Anesthesia Clinical Practicum (3 cr.)

Clinical experience is provided in the member hospitals on a rotating basis. Clinical instructors guide the student utilizing appropriate principles of anesthesia practice.

NA679 Anesthesia Clinical Practicum (240 Hours) (0 cr.)

Clinical experience is provided in the member hospitals on a rotating basis. Clinical instructors guide the student utilizing appropriate principles of anesthesia practice.

NA690 Research Presentation (3 cr.)

In this course, students prepare literature-based papers that examine and analyze anesthesia-related topics. All papers are prepared in a publishable format using American Psychological Association (APA) style. The student presents and defends one of the papers before a faculty committee and students.

Faculty

The faculty have earned doctorate, master's degrees, or equivalent preparation in the subjects they teach. Faculty are selected for their combination of educational and professional expertise.

Admission Requirements

Applicants for the Master of Science degree program must meet the admission requirements of Saint Mary's University graduate program and the admission requirements of the Minneapolis School of Anesthesia.

Application Process

1. Be accepted into the Minneapolis School of Anesthesia. (www.nurseanesthesia.org)

2. Following acceptance into the Minneapolis School of Anesthesia, an application for Saint Mary's University must be completed.

Organizational Leadership, M.A.

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 six 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 organization development and effectiveness 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.

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 outcomes.

4. Collaborate in complex work teams utilizing effective communication techniques.

5. Develop and integrate creative, adaptive strategies that promote positive change and innovation.

6. Evaluate the ethical 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.

The program is organized by themes. Six clusters of skills and knowledge are examined that combined create a contemporary organizational leader. A cohort of students moves through the program together, taking courses in sequential order.

- Cluster I: The Learning Leader reflects on individual experience, preferences, and attitudes to build a growing awareness of how a leader influences outcomes with personal style and skills.

- Cluster II: The Connected Leader builds the relationships and connections essential for successful organizations.

- Cluster III: The Global Leader understands and maneuvers among the cultural, economic, political, legal, and social spheres that influence work.

- Cluster IV: The Organizational Leader considers both the art and science of managing talent and exploring the dynamics of power and influence to create a positive and progressive environment in organizations.

- Cluster V: The Change Leader considers both organization development and organizational effectiveness to address opportunities for positive impact on organizations and their missions.

- Cluster VI: The Adaptive Leader synthesizes and applies leadership principles from the previous clusters to create a strategic, innovative, and competitive organization.

Program Structure and Delivery

The Master of Arts in Organizational Leadership program is offered in a blended format or fully online. Courses delivered in the blended format integrate face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner.

Degree Requirements

Each cluster of classes is taken in sequence and is a prerequisite set for the following cluster.

Cluster I: The Learning Leader: 6 cr. total

This course cluster examines individual experience, preferences, and attitudes in developing a leader's personal competence. Emotional intelligence and critical and strategic thinking are introduced as vital development skills throughout the program. Formulating significant questions within the discipline become the foundation for research methods in organizational leadership.

OL614 Leadership and Ethics (3 cr.)

This course focuses on theories and styles of leadership and the ways in which outcomes are influenced through increased awareness of personal style and skills. Personal and professional ethics are analyzed, and ethical issues in organizations are explored.

OL615 Critical Thinking and Research (3 cr.)

This course focuses on exploring, analyzing, and evaluating information in order to think critically when creating leadership strategy.

Cluster II: The Connected Leader: 6 cr. total

This course cluster focuses on building relationships and connections necessary for leading successful organizational operations. Communication strategies and approaches for influencing, negotiating, advocating, and teambuilding are emphasized. Collaborative relationships are examined.

OL624 Collaboration and Teambuilding (3 cr.)

This course focuses on collaboration skills in developing high performing teams. Personal power, conflict, and influence are examined. Team building communication techniques are also included.

OL625 Communication Strategies (3 cr.)

This course focuses on tools, techniques, and strategies for effective communication in organizational excellence. Presentation, negotiation, and advocacy are examined.

Cluster III: The Global Leader: 6 cr. total

This 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 and Cultural Perspectives (3 cr.)

This course focuses on the 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 Organizational Leader: 6 cr. total

This course cluster focuses on managing talent and exploring the dynamics of power and influence to create a positive and progressive environment in organizations, utilizing holistic thinking and technical skills.

OL640 Power and Influence (3 cr.)

This course focuses on the dynamics of power and influence within organizations. It explores the role of power in leadership and how to appropriately exercise it. An overview of the nature and types of power in leadership roles is examined, along with the relationship between power and influence. Communication, relationship building, and organizational politics are also addressed in relation to power and influence.

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.

Cluster V: The Change Leader: 6 cr. total

This course cluster focuses on organization development and organizational effectiveness and the skills and strategies to address opportunities for positive impact on organizations and their missions.

OL646 Organization Development (3 cr.)

This course focuses on an overview of the fundamental components of organization development. It is designed to provide students with different perspectives on organization development at the individual, group, and organizational levels of analysis. Students learn theoretical models to evaluate organizational performance, as well as techniques that develop the organization's ability to manage change.

OL650 Organizational Effectiveness (3 cr.)

This course focuses on assessing the overall effectiveness of various organizations and their approaches to change. Students learn how to apply theoretical models to evaluate organizational performance, techniques to manage interventions, and methods of evaluating and institutionalizing change.

Cluster VI: The Adaptive Leader: 6 cr. total

This course cluster focuses on synthesizing and applying leadership principles from the previous clusters to create a strategic, innovative, and competitive organization. The previously studied areas of personal, collaborative, global, and change awareness are integrated into a comprehensive view of contemporary leadership.

OL654 Strategy and Innovation (3 cr.)

This course focuses on strategic thinking and creativity in organizational leadership. Innovation is examined as a process to develop the strengths of a system or organization, and to deliver positive results. Evaluation, analysis, and integration based on previous course learning is expected.

OL655 Capstone Symposium (3 cr.)

This course focuses on integrating the knowledge, skill, and experience from all leadership coursework through research, writing, and a proposal for creative change.

Total: 36 cr.

Admission Requirements

Applicants may apply for admission to master's degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants may 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 degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A personal statement which includes:

   a. a brief description of the applicant's background, training, and experience and,

   b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program and,

    c. description of the areas the applicant considers to be their strengths and areas in which the applicant wishes to develop greater strengths and abilities and,

    d. personal information the applicant wishes to share.

4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability.

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

6. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Philanthropy and Development, M.A.

The Philanthropy and Development Program curriculum focuses on the transformational role a philanthropy professional plays in today's society by utilizing innovative and ethical fundraising strategies. Saint Mary's is one of the only programs in North America to focus curriculum on donor-centered communication as it relates to stewardship and donor engagement. The program remains one of the most unique and innovative master's programs in the country.

The program is designed for experienced philanthropy professionals who, shaped by their ethical values, embrace the opportunity to become agents of change in the community through the stewardship of philanthropic resources.

Program Outcomes

1. Demonstrate an understanding of the significance of philanthropy within a global society.

2. Exhibit the leadership skills and governance oversight necessary to achieve the mission and vision of nonprofit organizations.

3. Incorporate an ethical perspective and knowledge of legal requirements and regulations into all leadership, development, and philanthropic activities.

4. Employ critical components of a development operation to identify, cultivate, solicit, and steward donors.

5. Evaluate nonprofit performance and outcomes in order to meet financial goals of the organization.

6. Develop a nuanced understanding of communications within the nonprofit sector.

Program Structure and Delivery

The program consists of 30 semester credits, completed over four semesters in 13 months.

- 18 credits of blended coursework during two summer session residencies.

- 12 credits of online coursework completed between summer session residencies.

Degree Requirements

Required courses: 30 cr.

Summer 1 (9 cr.)

PHDE607 Introduction to Philanthropy and Development (3 cr.)

This course examines two areas key to the work of today's development professional. The first is an understanding of the historical contexts, the theological and philosophical traditions, and the 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.

PHDE622 Foundations of Development (3 cr.)

This course provides an overview of the foundational concepts of fund development, explore the critical components of a comprehensive fund development program, provide the framework for developing an integrated development plan, and examine the infrastructure necessary to support a strong development effort. The course focuses on understanding organizational readiness for a successful development program, establishing the key elements of a development program, and creating a development plan.

PHDE660 Fundraising Communications (3 cr.)

This course focuses on what the world's leading researchers know about the subtle science of persuading people to give and stay loyal to an organization. In addition, students analyze several recent successful direct mail campaigns, and learn how direct mail and other donor communication vehicles really work, how to set achievable expectations, and how to write an appeal that engages the reader.

Fall 1 (6 cr.)

PHDE661 Legal and Ethical Issues in Nonprofit Organizations (3 cr.)

This course explores the role of ethics and values in our lives as philanthropic leaders as well as the legal concepts and principles that regulate nonprofit organizations.

GM623 Academic Research and Writing (3 cr.)

This course focuses on graduate academic writing skills, including voice and style, writing that incorporate source material, ethical use of source material, APA writing guidelines, and the revision process. Students learn to locate and evaluate resources relevant to the research and writing process.

Spring 1 (6 cr.)

PHDE662 Program Assessment and Evaluation (3 cr.)

This course addresses the criteria and process for creating programs with measurable outcomes. Students learn to articulate and assess program results to demonstrate effectiveness in meeting stated outcomes.

PHDE698 Capstone (3 cr.)

This course provides an opportunity for students to synthesize and present the concepts, knowledge and experiences gained from coursework and a literature review on a topic that contributes new knowledge to the field.

Summer 2 (9 cr.)

PHDE656 Strategic Planning (3 cr.)

This course focuses on designing and implementing the strategic planning process. The final course project challenges students to create a plan outlining how they would implement the strategic planning process within a nonprofit organization of their choice.

PHDE624 Board Governance (3 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 strategies for recruiting, motivating and developing an effective board.

PHDE634 Strategic Giving (3 cr.)

This course provides an overview of major and capital gift fundraising including the design, planning and successful implementation of a major gifts program for nonprofit organizations. The course focuses on developing an effective case for support, establishing the major gifts program, developing a donor stewardship program and making the ask. Students are expected to participate in simulated cultivation and solicitation calls as part of this class.

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 during the summer residency.

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 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.

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 degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

    a. brief description of the applicant's background, training, and experience; and

    b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

    c. description of the areas the applicant considers to be their 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 recommendations 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. References may submit either a letter of recommendation or arrange a phone call with the Program Director.

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.

Saint Mary's University of Minnesota
Office of Graduate Programs
700 Terrace Heights #77
Winona, MN 55987

Project Management, M.S.

The Master of Science in Project Management is designed for individuals seeking advanced education for leading complex projects in a variety of work settings. Foundation courses provide core knowledge of financial and ethical business practices. Based on global project management standards, the program provides an interactive, comprehensive exploration of initiating, planning, and managing projects. Interpersonal skills, leadership, and communications are emphasized both with individuals and teams. 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.

Mission

It is our mission to educate students to become project management professionals and future leaders in their field.

Vision

Our vision is to provide students with the ability to utilize real-world tools and techniques, along with the practical knowledge of project management best practices, in order to become project management professionals and leaders in their chosen field.

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. Develop plans to implement quality and resource management processes.
4. Manage project risk.
5. Manage project procurement for project resources.
6. Manage stakeholders and communications for complex projects.
7. Manage project cost and budget baselines.
8. Evaluate project environment and select traditional and/or agile approaches.
9. Communicate effectively both verbally and in writing.
10. Incorporate an ethical perspective in all professional activities.
11. Work effectively with diverse populations.

Program Structure and Delivery

The Master of Science in Project Management program is delivered in an online or blended format. Courses delivered in a blended format integrate face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner.

Degree Requirements

Required Project Management Courses	27 cr.
Required Management Courses	6 cr.
Required Capstone Course	3 cr.
Total	**36 cr.**

* Students who hold PMP Certification at the time they are admitted to the program may waive the PRM600 Fundamentals of Project Management and substitute another 3 credit course from the list provided. All PRM degree seeking students must complete 36 transcripted credits. Up to 6 credits may be transferred into the program at the time of admission if the course previously taken matches a required course.

Required Project Management Courses: 27 cr.

PRM600 Foundations of Project Management (3 cr.)

This foundation course covers key terminology, project management context, and the project management framework. This framework includes the project management knowledge areas and the project process groups.

PRM601 Project Scope and Scheduling (3 cr.)

Prerequisite(s): PRM600

This course examines activities related to project planning and estimating project scope and schedule. It also examines processes for managing project resources.

PRM611 Technical Communication (3 cr.)

This course strengthens and deepens communication skills for technical professionals. Organization of information for multiple audiences and purposes is engaged for project managers and technologists. Students work hands-on with technological tools to document and present project outcomes. Professionalism in both oral and written communication is expected.

PRM612 Project Leadership Team and Stakeholder Management (3 cr.)

Prerequisite(s): PRM600, PRM601 and PRM611

This course examines strategies used to effectively complete projects through people and stakeholder groups and the role of the project manager as leader.

PRM613 Project Quality and Quantitative Methods (3 cr.)

Prerequisite(s): PRM600, PRM601 and PRM611

This course examines and applies methods used for planning, managing, and controlling quality. It explores statistical analysis of data for professional applications with an emphasis on quantitative methodologies.

PRM614 Project Risk Management (3 cr.)

Prerequisite(s): PRM600, PRM601 and PRM611

This course explores the principles and practices of risk management. Key concepts in managing uncertainty include developing a risk approach and identifying, analyzing, responding to, and monitoring risks in projects in traditional and adaptive project management environments.

PRM615 Project Procurement Management (3 cr.)

Prerequisite(s): PRM600, PRM601 and PRM611

This course examines the full life cycle of project procurement, which includes both buyer and seller perspectives and explores cost estimating techniques to develop proposals.

PRM616 Project Cost and Performance Management (3 cr.)

This course examines project cost and schedule performance management required for proactive financial decision making by the project manager. This course covers key Earned Value Management (EVM) concepts, including measuring actual performance against performance management baselines.

PRM620 Agile Projects (3 cr.)

This course develops the skills, techniques, and mindset to build consensus, collaborate with stakeholders, and support self-managed teams in continuous testing of efficiency and effectiveness through agile project management methods.

Required Management Courses: 6 cr.

GM660 Financial Management (3 cr.)

This course introduces, discusses, and analyzes financial issues facing diverse organizations in today's business environment. Included is examination of various financial areas: types of organizations; sources of capital; capital management; financial statement analysis; time value of money; risk management; and asset valuation.

GM675 Managerial Ethics and Issues (3 cr.)

This course examines philosophical theories and ethical practices that can be used to resolve organizational dilemmas. The course emphasizes the role of managers to strengthen the ethical culture of the organization. Focus is given to application of ethical principles and models to deal with complex organizational issues. Students develop skills in values-based decision making built upon integrity and accountability.

Capstone Course: 3 cr.

PRM689 Project Management Capstone (3 cr.)

This course focuses on integrating project management knowledge, skills, and techniques developed in previous courses. It emphasizes critical analysis, synthesis, and evaluation of the theories and application of project management. It includes a major research paper and presentations as well as opportunities for reflection.

Courses Available for Those with Waived PRM600

Students may take other graduate courses in the School of Business and Technology.

PRM650 Project Management for IT Professionals (3 cr.)

Prerequisite(s): PRM600, PRM601 and PRM611

This course examines the project management framework through the eyes of the IT professional using case studies and scenario-based learning. Topics include the PMI defined project management knowledge areas, project life cycles, and implementation within varying organizational designs.

Requirements for Double Major

For those students seeking both the Project Management, and Information Technology Management, M.S. please see the Double Major section of the catalog.

Faculty

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

Admission Requirements

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

Application Process

Applicants must submit:

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

2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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.

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Public Administration, M.A.

The Master of Arts in Public Administration focuses on the skills, behaviors, and approaches needed to administer agencies and implement policy on behalf of the public. The program is designed to develop and advance students from a variety of backgrounds in both nonprofit and governmental administrative positions. Public and nonprofit administration leaders need to envision new possibilities, act ethically amidst constant change, structure alliances within and between organizations, manage limited resources, and lead through respectful and responsive communications. The M.A. in Public Administration program includes coursework to develop three capacities in nonprofit and public administrators: managerial analysis, the artistry of leadership, and ethical service. Shared coursework allows students to view both nonprofit and public perspectives, while also working on projects specific to their area of interest.

Students with an interest in nonprofit or government agencies in the areas of education, health/human services, or international development may best be served by one of the following focused master's programs also offered online by Saint Mary's University of Minnesota: M.A. in Educational Leadership, M.A. in Health and Human Services Administration, or M.A. in International Development.

Program Outcomes

Upon completion of the program, graduates are expected to be able to do the following:

1. Apply critical thinking and problem-solving skills to complex strategic decisions.

2. Analyze issues through the collection and use of qualitative and quantitative data.

3. Interact with respect and fairness with diverse and changing internal and external constituencies.

4. Manage financial resources responsibly.

5. Analyze the implementation and effects of public policies and laws.

6. Govern in collaboration with other leaders, employees, volunteers, and the public.

7. Use ethical leadership in transparent, accountable decision making for the common good.

8. Create and evaluate strategic plans to promote organizational effectiveness and minimize risk.

9. Communicate organizational needs and decisions effectively in written and oral forms.

Program Structure and Delivery

The Master of Arts in Public Administration is offered in a fully online format.

Degree Requirements

Required Courses	33 cr.
Capstone Course	3 cr.
Total	**36 cr.**

Required Courses: 33 cr.

MAPA600 Public and Nonprofit Administration (3 cr.)

This course focuses on the essence of public administration as it relates to public and nonprofit administration. Special attention is given to the history and scope of public and nonprofit administration, and how they relate to one another. An overview of the economic and political contexts and contemporary issues that confront public and nonprofit organizations is introduced.

MAPA605 Leading with Effective Communications (3 cr.)

This course focuses on tools, techniques, and strategies for effective communication in public and nonprofit administrations. Organizational communication structure, ethical communication styles, and executive summary techniques are also examined. Students also focus on graduate academic writing skills, including voice and style; writing that incorporates source material; ethical use of source materials; and APA writing guidelines.

MAPA610 Leading in Diverse Public Environments (3 cr.)

This course introduces selected theories and styles of leadership, the concept of followership, and understanding one's own leadership style. Application of leadership theories in diverse environments is examined. This course also focuses on how diversity of all kinds influences organizational behavior, including internal/external client relationships within public and nonprofit organizations. The importance of cultural competency is explored along with the knowledge and skills needed to work with, manage, and serve diverse groups of individuals.

MAPA615 Community Engagement and Partnerships (3 cr.)

This course examines various strategies for collaboration and engagement in the community. It focuses on diverse collaborated solution strategies, facilitation skills, and transparent decision-making processes. This course addresses problem-solving techniques that encourage community involvement, along with facilitation of critical conversations. Media relations, crisis communications, and use of social media are also discussed.

MAPA620 Managing Public Finances (3 cr.)

This course overviews the components related to managing public finances, including the sources of revenue from various taxes and fees, and the determinations for sharing revenues across competing government priorities. Cash management, debt management, and government accounting are covered. This course also examines creating and using budgets for planning and decision making, along with transparent processes for internal and external review of budgets.

OR

MAPA625 Nonprofit Fund Development and Financial Management (3 cr.)

This course overviews the components related to raising and managing nonprofit financial resources, including fund development through grants and alternative funding sources. Cash management, debt management, audit principles, and nonprofit accounting are addressed. This course also examines creating and using budgets for planning and decision making, along with transparent processes for internal and external review of budgets.

MAPA630 Public Human Resource Management (3 cr.)

This course focuses on human resource management in the public sector, including the legal and practical contexts for recruitment, selection, development, retention, compensation and benefits, performance evaluation, and labor relations. Current issues such as diversity training, sexual harassment policies, and rising benefit costs are analyzed.

OR

MAPA635 Nonprofit Human Resource Management (3 cr.)

This course focuses on human resource management in the nonprofit sector, including working with volunteers, boards of directors, contractors, clients/constituents, and external stakeholders. Staffing and hiring processes within an organization, compensation, performance evaluation, and compliance with federal law are covered.

MAPA640 Critical and Design Thinking (3 cr.)

This course focuses on exploring, analyzing, evaluating, and becoming aware of our personal assumptions that frame our actions and thought processes. Critical thinking, design thinking, and creative strategies are explored as a process to develop solutions to complex and emerging problems.

MAPA645 Effective Strategic Leadership (3 cr.)

This course examines how to develop strategic thinking in response to ongoing change and direct strategic activity toward agreed upon outcomes. An understanding of organizational culture and organizational lifecycles are key aspects of effective strategic leadership. Information on organizational risk management strategies is also included.

MAPA650 The Practice of Ethics (3 cr.)

This course examines various philosophical theories and ethical practices that help guide a student's ability to think and act ethically. Personal and professional ethics are analyzed, and ethical issues in public and nonprofit organizations are explored. Ethical principles and models, including normative concepts and principles for moral reasoning are examined.

MAPA655 Principles of Policy (3 cr.)

This course takes a critical look at the design and evaluation of public policy through policy topics and issues in a wide range of areas. Also covered are regulatory and administrative law, the role of advocacy, legalities of lobbying, and the effect of policy on nonprofits.

MAPA660 Inquiry and Data Analysis (3 cr.)

This course explores evaluating the research methodology and findings of relevant literature and reports as well as analysis of data. Students learn outcome-based approaches to create and conduct program evaluation.

Capstone Course: 3 cr.

MAPA690 Capstone: Integrating the Capacities (3 cr.)

This course focuses on integrating knowledge, skills, and tools developed during the program. It emphasizes critical analysis, synthesis, and evaluation of public and nonprofit administration theory and practice.

Faculty

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

Admission Requirements

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

Application Process

Applicants must submit the following:

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

2. 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 to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

   a. brief description of the applicant's background, training, and experience; and

   b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

   c. description of the areas the applicant considers to be their 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. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Public Health, M.P.H.

Mission

Saint Mary's University prepares public health leaders who understand persistent and emerging public health issues and advocate for systemic solutions for improvement of public health and health equity in all communities.

Vision

Saint Mary's University students, graduates, and faculty will have positive impacts on: local, regional, and national health; disease prevention; and health equity. Through ethical and socially responsive learning experiences and community engagement activities, the impacts of these actions will help all communities, especially those underserved, achieve effective long-lasting improvements.

Program Outcomes

Upon completion of the Master of Public Health, graduates are expected to be able to do the following:

Program Outcomes related to university mission and vision

1. Define the presence of a community or potential community and its subgroups to ensure appropriate place-based public health initiatives.

2. Promote health equity through culturally competent community-level communication and engagement plans.

3. Integrate public health behavior change theories, interventions, and strategies into community engagement, organizing, and outreach.

4. Evaluate, analyze, and report community-level behavior and health change as it pertains to policy, programming, and advocacy activities.

5. Apply ethical leadership skills to promote inclusive and respectful collaboration with communities.

Foundational Outcomes

Evidence-based Approaches to Public Health

6. Apply epidemiological methods to the breadth of settings and situations in public health practice.

7. Select quantitative and qualitative data collection methods appropriate for a given public health context.

8. Analyze quantitative and qualitative data using biostatistics, informatics, and computer-based programming and software, as appropriate.

9. Interpret results of data analysis for public health research, policy or practice.

Public Health and Health Care Systems

10. Compare the organization, structure and function of healthcare, public health and regulatory systems across national and international settings.

11. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.

Planning and Management to Promote Health

12. Assess population needs, assets and capacities that affect communities' health.

13. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.

14. Design a population-based policy, program, project or intervention.

15. Explain basic principles and tools of budget and resource management.

16. Select methods to evaluate public health programs.

Policy in Public Health

17. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.

18. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.

19. Advocate for political, social or economic policies and programs that will improve health in diverse populations.

20. Evaluate policies for their impact on public health and health equity.

Leadership

21. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.

22. Apply negotiation and mediation skills to address organizational or community challenges.

Communication

23. Select communication strategies for different audiences and sectors.

24. Communicate audience-appropriate public health content, both in writing and through oral presentation.

25. Describe the importance of cultural competence in communicating public health content.

Interprofessional Practice

26. Perform effectively on interprofessional teams.

Systems Thinking

27. Apply systems thinking tools to a public health issue.

Degree Requirements

Foundation Courses*	6 cr
Core Courses	15 cr.
Application Courses	21 cr.
Summative Courses	6 cr.
Total	**42 cr.**

*Foundation or equivalent courses are required but do not count toward the degree.

Foundation Courses: 6 cr.

BPH300 Human Biology (cr.)

BPH405 Measurement & Statistics for Health Professionals (3 cr.)

Core Courses: 15 cr.

MPH600 History and Philosophy of Public Health (3 cr.)

This course provides an overview of the public health field to begin to explore the gaps and inequities in health outcomes. Students consider the history of public health practice and research, national and global structural institutions, and basic concepts and theories that inform public health practice. Emphasis is placed on healthy equity from a population perspective. Major data and research resources are reviewed to support future research endeavors.

MPH605 Foundations of Biostatistics (3 cr.)

This course covers the appropriate use of data in characterizing the health of a population and provides an overview of probability and statistical inference in public health. Students learn the principles of collecting, analyzing, and presenting data. Topics include random variation, confidence intervals, hypothesis testing, chi-square distribution and linear regression. Students apply concepts through in-class labs that evaluate statistics used in public health publications.

MPH610 Social and Behavioral Aspects of Public Health (3 cr.)

This course provides an overview of social, cultural, and behavioral aspects that influence public health. Students examine socio-cultural structures related to behavioral health and apply concepts and theories to begin to address community health issues.

MPH615 Principles of Epidemiology (3 cr.)

This course provides basic epidemiologic concepts and methods for public health practitioners, including an understanding of various measures of risk, disease, and mortality in populations. Students learn types of epidemiologic strategies used to examine associations between risk factors and morbidity and mortality and how to distinguish between a statistical association and a causal relationship. The course includes an overview of chronic and infectious disease epidemiology using historical and current public health challenges. In addition to studying various aspects of disease in populations, the importance and types of disease prevention are included.

MPH620 Environmental Determinants of Health (3 cr.)

This course examines how urban and rural environmental factors, including social, physical, and chemical, are examined as determinants of health, with an emphasis on current topics related to national issues and laws and strategies used to reduce or eliminate health threats and provide health equity.

Application Courses: 21 cr.

MPH630 Public Health Research and Analysis (3 cr.)

Prerequisite(s): all MPH core courses

This course provides an overview of quantitative and qualitative research study design, data collection, and analysis. Ethical issues in health studies and research are explored within the context of research studies and data algorithms.

MPH635 Design of Community Health Programs and Interventions (3 cr.)

Prerequisite(s): all MPH core courses

This course explores the research and process of designing effective public health programs and interventions. Students use tools and techniques to engage and involve communities, assess community needs, and create appropriate, evidence-based programs and interventions with an emphasis on health equity. Topics include behavior change theory, logic models, community engagement and participation, rationale development, and timeline and budget creation.

MPH640 Evaluation of Community Health Programs and Interventions (3 cr.)

Prerequisite(s): all MPH core courses and MPH635

This course builds upon concepts and experiences of MPH635 Community Health Program Design and Interventions. Qualitative and quantitative evaluation methods for design and implementation are explored using real examples and experiential learning. Topics include survey development and execution, interview and focus group design and practice, return on investment, reporting and communicating evaluation results.

MPH645 Population Health and Community Organizing (3 cr.)

Prerequisite(s): all MPH core courses

In this course, students focus on community organizing as a process for collaborative efforts among communities and organizations to identify public health issues, set mutual goals, assess and gather resources, and develop actions to address them in a culturally-competent manner.

MPH650 Health Promotion and Communication (3 cr.)

Prerequisite(s): all MPH core courses and MPH645

In this course, students learn to plan educational, political, environmental, regulatory, and organizational mechanisms that promote and support wellness conditions and activities for individuals, populations, or communities. Social media and technology use, marketing methods, and visual and group communication strategies are explored as means to create and disseminate understandable public health information and data.

HS715 Advanced Health Policy and Ethics (3 cr.)

Prerequisite(s): HS710, HS662, HS712, HS713

This course examines the ethical, legal, and culturally relevant dimensions of the U.S. health sector, including nonprofit, for-profit, and public health systems. Topics include ethical issues, public policy, stewardship, and compliance standards impacting healthcare finance and delivery; frameworks for ethical decision making; socio-economic impacts on public policy; and strategies for influencing the policy-making process within the health sector.

HS720 Strategic Health and Human Services Leadership (3 cr.)

Prerequisite(s): HS612, HS658, HS715, HS716,HS710, HS662, HS712, HS713

This course focuses on leadership principles designed to create and sustain organizations and programs in the health and human services sectors through the creation and implementation of vision, mission, and reflective practices. Leadership styles coupled with personal, cultural, and ethical awareness are evaluated.

Summative Courses: 6 cr.

MPH680 Field Experience Part I (1 cr.)

Prerequisite(s): program director permission

Students select a public health agency, nonprofit, or private institution in which to apply and integrate skills and knowledge gained in the program. At least 240 hours over the 4 field credit experience must be completed on a field project arranged with the organization and meeting program guidelines, preferably at one site. A portfolio approach is used to assess student performance and demonstration of competencies.

MPH681 Field Experience Part II (1 cr.)

Prerequisite(s): Pre/co-requisite: MPH680

Students select a public health agency, nonprofit, or private institution in which to apply and integrate skills and knowledge gained in the program. At least 240 hours over the 4 credits must be completed on a field project arranged with the organization and meeting program guidelines, preferably at one site. A portfolio approach is used to assess student performance and demonstration of competencies.

MPH682 Field Experience Part III (1 cr.)

Prerequisite(s): Pre/co-requisite: MPH681

Students select a public health agency, nonprofit, or private institution in which to apply and integrate skills and knowledge gained in the program. At least 240 hours over the 4 credits must be completed on a field project arranged with the organization and meeting program guidelines, preferably at one site. A portfolio approach is used to assess student performance and demonstration of competencies.

MPH683 Field Experience Part IV (1 cr.)

Prerequisite(s): Pre/co-requisite: MPH682

Students select a public health agency, nonprofit, or private institution in which to apply and integrate skills and knowledge gained in the program. At least 240 hours over the 4 credits must be completed on a field project arranged with the organization and meeting program guidelines, preferably at one site. A portfolio approach is used to assess student performance and demonstration of competencies.

MPH690 Integrative Learning Capstone (2 cr.)

Prerequisite(s): All MPH requirements; co-requisite MPH681 or MPH682

Students conduct a critical review of a public health issue, usually based on the field experience. Students examine current published research and available data to identify trends, explore underlying factors, analyze data, and make recommendations. Student write a journal article summary and present a poster presentation to peers and professionals.

Faculty

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

Admission Requirements

Applicants may apply for admission to master's degree programs at any time during the year. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants may 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 degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

    a. brief description of the applicant's background, training, and experience; and

    b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

    c. description of the areas the applicant considers to be their 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. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Special Education, M.A.

The Master of Arts in Special Education degree program provides the skills, theories, and tools to develop an inclusive learning environment for learners at all ability levels. Individuals who would like to become licensed to teach in the special education areas of learning disabilities (LD), emotional/behavioral disorders (EBD), and/or autism spectrum disorder (ASD) take additional coursework, including field placement. The main focus of the program is development of intercultural competence. The special education coursework is based on the standards required by the Minnesota Board of Teaching. All standards and requirements must be successfully completed by licensure candidates prior to recommendation to the Minnesota Board of Teaching.

Program Outcomes

Upon completion of the Master of Arts in Special Education program, graduates are expected to do the following:

1. Analyze educational principles, structures, and systems to identify and meet the needs of learners with exceptionalities.

2. Apply due process procedures within legal parameters for learners with exceptionalities.

3. Create and implement learner-specific instructional strategies.

4. Maintain professionalism to cultivate collaborative relationships with learners, families, educators, other professionals, and the community.

5. Develop intercultural competence to understand and inform educational practice for all learners, specifically learners from culturally and linguistically diverse backgrounds.

6. Demonstrate critical thinking and reflection in analysis and decision making.

7. Identify and continue to explore ethical frameworks to inform practice.

Program Structure and Delivery

Students can complete the program in one of three ways. The first option (36 credits) is for those who are seeking to fully understand special education issues and approaches, but do not wish to obtain a license in special education. Option 2 (42 credits minimum) is for already licensed teachers in Minnesota who want to add licensure in one or more special education area: emotional behavioral disorders (EBD), learning disabilities (LD), and/or autism spectrum disorder (ASD). The third option (65 credits minimum) is for those without teacher licensure who want to be licensed to teach special education in Minnesota.

This program has a blended delivery model for all three options, plus fully online delivery for option 1. The blended delivery model gives students the benefits of face-to-face instruction with the flexibility of online class sessions.

Option 1: Special Education - M.A. Degree without Licensure

Degree Requirements

This degree option is intended for individuals seeking a full understanding of special education issues and approaches, but does not include the coursework to obtain a license in special education. Minimum degree credits = 36.

Special Education Core Courses	18 cr.
Disability Specific Courses in at least one area	12 cr.
Master's Completion Courses	6 cr.

Option 2: Special Education - M.A. Degree with Additional Licensure

Degree Requirements

This degree option is for already licensed teachers in Minnesota who want to add licensure in one or more special education area: emotional behavioral disorders (EBD), learning disabilities (LD), and/or autism spectrum disorder (ASD). Minimum degree credits = 42.

Special Education Core Courses	18 cr.
Disability Specific Courses in at least one area	15 cr.
EBD/LD Practicum	3 cr.
or	
ASD Practicum	3 cr.
Master's Completion Courses	6 cr.

Option 3: Special Education - M.A. Degree with Initial Teacher Licensure

Degree Requirements

This option is for those without teacher licensure who want to be licensed to teach special education in Minnesota. Minimum credits = 65.

Education Foundation Courses	18 cr.
Special Education Core Courses	18 cr.
Specialization	15 cr.
EBD/LD/ASD Student Teaching (Choose 1 or 2 areas)	6 cr.
Capstone	2 cr.
Master's Completion Courses	6 cr.

Special Education Core Courses: 18 cr.

EDSE600 Orientation (0 cr.)

Orientation introduces learners to the tools, technology, policies, and expectation for the program. The delivery approach, instructional methods, and use of technology are reviewed. Program expectations are discussed, including APA style for written academic work, practicum parameters, and placement. Orientation is a requirement prior to beginning the first class (EDSE631).

EDSE631 Foundations of Special Education (3 cr.)

This course evaluates the fundamental, philosophical, and organizational history of learners with exceptionalities, within the context of human growth and development. Content includes current issues and trends in the field of special education, legislation, available service and placement options, disability classifications, assessment, educational strategies, stereotypes of individuals with exceptionalities, support services, and ethical considerations regarding special education. Field experience is required.

EDSE607 Literacy Development and Interventions (3 cr.)

This course addresses both typical and atypical development in reading, spelling, and writing. Diagnostic and intervention strategies for accelerating literacy growth, and scientifically-based programs for literacy instruction are covered.

EDSE634 Assistive Technology, Instruction, & Interventions (3 cr.)

This course emphasizes the use of evidence based instruction and grade-level content standards. Content includes implementation of assistive technology to meet the needs of learners with exceptionalities. Field experience is required.

EDSE639 Social Emotional Learning and Well-Being (3 cr.)

This course examines the social, emotional, and behavioral development in students with exceptionalities and a corresponding range of interventions to support these areas of development. These skills comprise personal development, interpersonal skills and interactions including identifying and managing emotions, empathy, building and sustaining positive relationships, positive problem solving skills, goal setting, managing stress, and addressing challenging situations positively.

EDSE637 The IEP Process (3 cr.)

This course provides an in-depth study of special education due process as it relates to individual education plan (IEP) development and service delivery. Content includes collaboration with other professionals, legal and ethical issues in special education, the development and implementation of technically adequate IEPs, working with families, scientifically-based interventions, and current best practices.

EDSE638 Transition and Collaboration (3 cr.)

This course covers the background, knowledge base, experience, and personal contact necessary to work collaboratively with professionals and parents. Content includes learning consultation and collaboration skills to ensure that the needs of individuals with exceptionalities are addressed throughout their school careers. The course enhances the view of special educators as specialists and a resource to colleagues for instruction, inclusion, transition, and collaboration with outside agencies.

Emotional/Behavioral Disorders Courses 12-15 cr.

EDSE641 Characteristics: Emotional/Behavioral Disorders (3 cr.)

Prerequisite(s): all EDSE core courses

This course addresses the characteristics, etiology, prevalence, and educational needs of learners with emotional/behavioral disorders. Special emphasis is given to identification and classification, recent and historical developments in the field, and critical issues and trends. Field experience is required.

EDSE642 Strategies and Assessment: Emotional/Behavioral Disorders (3 cr.)

Prerequisite(s): EDSE641

This course examines instructional strategies, with an emphasis in behavioral intervention, for learners with emotional/behavioral disorders, with mild to moderate needs. Content includes a study of the measurements used to determine special education eligibility, and identify needs for implementation of educational plans for learners through assessment practices and application, in addition to discussion of non-biased assessment practices. This course includes basic psychometric principles of measurement, assessment, and evaluation procedures through interpreting informal and formal norm and criterion referenced tests.

EDSE646 Assessment and Application: Emotional/Behavioral Disorders (3 cr.)

Prerequisite(s): EDSE641 unless seeking an EBD anchor license only

This course examines concepts and strategies of behavior in special education settings for learners with emotional/behavioral disorders, with moderate to severe needs. Content includes a study of the measurements used to determine special education eligibility, and identify needs for implementation of educational plans for learners through assessment practices and application, in addition to discussion of non-biased assessment practices. This course includes basic psychometric principles of measurement, assessment, and evaluation procedures through interpreting informal and formal norm and criterion referenced tests.

EDSE647 Introduction to Behavioral Theories: Emotional/Behavioral Disorders (3 cr.)

Prerequisite(s): EDSE641

This course examines concepts and strategies of behavior in special education settings for learners with emotional/behavioral disorders, with mild to moderate needs. Content includes behavioral and affective approaches with a focus on basic behavioral principles, preventative techniques, behavior enhancement and reduction techniques, and use of rewards. Additional topics include functional behavioral assessment, preparation and implementation of behavior intervention plans, and the classroom environment. The course addresses research-based behavioral interventions and interventions based on behavioral, psycho-educational, and ecological theories.

EDSE648 Applied Behavioral Interventions: Emotional/Behavioral Disorders (3 cr.)

Prerequisite(s): EDSE641

This course examines concepts and strategies of behavior in special education settings for learners with emotional/behavioral disorders, with moderate to severe needs. Content includes behavioral and affective approaches with a focus on basic behavioral principles, preventative techniques, behavior enhancement and reduction techniques, and use of rewards. Additional topics include functional behavioral assessment, preparation and implementation of behavior intervention plans, and the classroom environment. The course addresses research-based behavioral interventions and interventions based on behavioral, psycho-educational, and ecological theories.

Learning Disabilities Courses 12-15 cr.

EDSE651 Characteristics: Learning Disabilities (3 cr.)

Prerequisite(s): all EDSE core courses

This course addresses the characteristics, etiology, prevalence, and educational needs of learners with learning disabilities. Special emphasis is given to identification and classification, recent and historical developments in the field, and critical issues and trends. Field experience is required.

EDSE652 Strategies and Assessment: Learning Disabilities (3 cr.)

Prerequisite(s): EDSE651

This course examines instructional strategies, with an emphasis in literacy and math, for learners with learning disabilities, with mild to moderate needs. Content includes a study of the measurements used to determine special education eligibility, and identify needs for implementation of educational plans for learners through assessment practices and application, in addition to discussion of non-biased assessment practices. This course includes basic psychometric principles of measurement, assessment, and evaluation procedures through interpreting informal and formal norm and criterion referenced tests.

EDSE656 Assessment and Application: Learning Disabilities (3 cr.)

Prerequisite(s): EDSE651

This course examines concepts and strategies of behavior in special education settings for learners with learning disabilities, with moderate to severe needs. Content includes a study of the measurements used to determine special education eligibility, and identify needs for implementation of educational plans for learners through assessment practices and application, in addition to discussion of non-biased assessment practices. This course includes basic psychometric principles of measurement, assessment, and evaluation procedures through interpreting informal and formal norm and criterion referenced tests.

EDSE657 Advanced Instruction and Methods: Learning Disabilities (3 cr.)

Prerequisite(s): EDSE651

In this course students increase their understanding and knowledge of the academic, social, and planning needs of students who have been identified with specific learning disabilities. Specific skill proficiency is developed using evidence-based practices in mathematics, reading, and written language instruction, with emphasis given to fidelity and efficacy of treatment, planning, teaching, and monitoring student progress. This course addresses cognitive characteristics in areas of attention, memory, and information processing, and the academic needs of students in writing, reading, math, and social competence focusing on learning strategies, scientifically based research instruction and related approaches.

EDSE658 Adolescence to Post-Secondary: Learning Disabilities (3 cr.)

Prerequisite(s): EDSE651

The impact of learning disabilities on adolescents through adulthood is studied in this course. Students review appropriate definitions, interventions, and integration of individuals with learning disabilities in educational settings and post-secondary environments. Students explore transitions beginning in middle school through post-secondary settings to develop individualized pathways and instructional strategies from a strengths based mindset. Content focuses on the unique challenges for persons who have sustained learning disabilities over time, emphasizing language and processing, advocacy skills, and how they may influence academic achievement and relationships.

Autism Spectrum Disorders Courses 12-15 cr.

EDSE661 Characteristics: Autism Spectrum Disorder (3 cr.)

Prerequisite(s): all EDSE core courses

This course addresses the characteristics, etiology, prevalence, and educational needs of learners with autism. Special emphasis is given to identification and classification, recent and historical developments in the field, and critical issues and trends. Field experience is required.

EDSE662 Strategies and Assessment: Autism Spectrum Disorder (3 cr.)

Prerequisite(s): EDSE661

This course examines instructional strategies for learners with autism, with mild to moderate needs. Content includes a study of the measurements used to determine special education eligibility, and identify needs for implementation of educational plans for learners through assessment practices and application, in addition to discussion of non-biased assessment practices. This course includes basic psychometric principles of measurement, assessment, and evaluation procedures through interpreting informal and formal norm and criterion referenced tests.

EDSE663 Assessment and Application: Autism Spectrum Disorder (3 cr.)

Prerequisite(s): EDSE661

This course examines instructional strategies for learners with autism, with moderate to severe needs. Content includes a study of the measurements used to determine special education eligibility, and identify needs for implementation of educational plans for learners through assessment practices and application, in addition to discussion of non-biased assessment practices. This course includes basic psychometric principles of measurement, assessment, and evaluation procedures through interpreting informal and formal norm and criterion referenced tests.

EDSE667 Introduction to Behavioral Theories: Autism Spectrum Disorder (3 cr.)

Prerequisite(s): EDSE661

This course examines concepts and strategies of behavior in special education settings for learners with autism, with mild to moderate needs. Content includes behavioral and affective approaches with a focus on basic behavioral principles, preventative techniques, behavior enhancement and reduction techniques, and use of rewards. Additional topics include functional behavioral assessment, preparation and implementation of behavior intervention plans, and the classroom environment. The course addresses research-based behavioral interventions and interventions based on behavioral, psycho-educational, and ecological theories.

EDSE668 Applied Behavioral Interventions: Autism Spectrum Disorder (3 cr.)

Prerequisite(s): EDSE661

This course examines concepts and strategies of behavior in special education settings for learners with autism, with moderate to severe needs. Content includes behavioral and affective approaches with a focus on basic behavioral principles, preventative techniques, behavior enhancement and reduction techniques, and use of rewards. Additional topics include functional behavioral assessment, preparation and implementation of behavior intervention plans, and the classroom environment. The course addresses research-based behavioral interventions and interventions based on behavioral, psycho-educational, and ecological theories.

EBD/LD Practicum 3 cr.

EDSE681 EBD/LD Practicum 1 (1 cr.)

Prerequisite(s): Approved coursework and approval of program staff

This course provides supervised, structured experiences in a school setting with learners with emotional/behavioral disorders, learning disabilities, and/or learners on the autism spectrum. School placements vary based on program setting (i.e. inclusion, resource, self-contained).

EDSE682 EBD/LD Practicum 2 (1 cr.)

Prerequisite(s): Approved coursework and approval of program staff

This course provides supervised, structured experiences in a school setting with learners with emotional/behavioral disorders, learning disabilities, and/or learners on the autism spectrum. School placements vary based on program setting (i.e. inclusion, resource, self-contained).

EDSE683 EBD/LD Practicum 3 (1 cr.)

Prerequisite(s): EDSE682 and approval of program staff

This course provides supervised, structured experiences in a school setting with learners with emotional/behavioral disorders, learning disabilities, and/or learners on the autism spectrum. School placements vary based on program setting (i.e. inclusion, resource, self-contained).

ASD Practicum 3 cr.

EDSE684 ASD Practicum 1 (1 cr.)

Prerequisite(s): Approved coursework and approval of program staff

The practicum is a supervised, structured experience in a school setting with learners on the autism spectrum. School placements vary based on program setting (co-teaching, inclusion, resource, self-contained). The practicum consists of placements in three grade levels: elementary, middle/junior high school, and high/senior high school.

EDSE685 ASD Practicum 2 (1 cr.)

Prerequisite(s): EDSE684 and approval of program staff

The practicum is a supervised, structured experience in a school setting with learners on the autism spectrum. School placements vary based on program setting (co-teaching, inclusion, resource, self-contained). The practicum consists of placements in three grade levels: elementary, middle/junior high school, and high/senior high school.

EDSE686 ASD Practicum 3 (1 cr.)

Prerequisite(s): EDSE685 and approval of program staff

The practicum is a supervised, structured experience in a school setting with learners on the autism spectrum. School placements vary based on program setting (co-teaching, inclusion, resource, self-contained). The practicum consists of placements in three grade levels: elementary, middle/junior high school, and high/senior high school.

Master's Completion Courses 6 cr.

EDSE698 Research Methods (3 cr.)

Prerequisite(s): All core courses and specialization courses for selected degree

This course examines both qualitative and quantitative educational research and methodology, with an emphasis on action research. Content includes how to develop a research question and how to identify the relevant literature. This course also explores the process for conducting educational action research.

EDSE699 Action Research (3 cr.)

Prerequisite(s): EDSE698

Action research involves description, implementation, reflection, and analysis of scientific research-based interventions related to special education. Summative presentation of action research is required.

Education Foundation Courses: 18 cr.

EDUC515 Foundations of Education (2 cr.)

This course emphasizes historical, philosophical, and sociological foundations of education. Students examine connections between theory and practice on topics within these contexts. Topics include today's students, teachers, school systems, teacher effectiveness, current issues, school reform, and professionalism. Throughout the course an emphasis is placed on communication skills and reflective practice in teaching.

EDUC525 Curriculum and Instruction: Grades 5-12 (4 cr.)

Prerequisite(s): EDUC515

This course prepares 5-12 pre-service teachers to incorporate current research-based instructional strategies and learn how to effectively build a positive classroom climate at the middle/high school level. Students learn to effectively incorporate standards into unit development, design daily lesson plans that align with standards, and construct assignments that support diverse learners. An emphasis is placed on developmentally appropriate practices and meeting the diverse needs of learners. Middle and secondary school philosophy, classroom management, motivation, and student developmental differences are examined.

EDUC511 Educational Measurement and Assessment: 5-12 (2 cr.)

Prerequisite(s): EDUC515

The purpose of this course is to help students understand and apply assessment theory to real-world situations. Appropriate practices for the construction, analysis, and interpretation of teacher-made and standardized assessment instruments are examined. Methods of monitoring student progress, evaluating student work, and grading are practiced through a variety of student activities.

EDUC517 Learning, Development, and Exceptionality (3 cr.)

Prerequisite(s): EDUC515

This course examines the concept of learning through the cognitive, social-emotional, moral, and physical development stages of learners. Principles of teaching and learning are developed in the context of learning theory, teacher effectiveness, learner differences, and building a positive classroom climate. Students engage in the central question: What do highly effective teacher leaders know, think, and do with respect to learning, development, and learner differences?

EDUC539 Scientifically-Based Reading Instruction for Elementary Teachers (3 cr.)

This course meets the K-6 reading standards for all elementary teachers licensed in Minnesota. Learning modules include (1) foundations of reading processes, development, and instruction: (2) instructional practices, approaches, methods, and curriculum materials that support reading instruction; (3) assessment tools and practices for planning and evaluating effective reading instruction; and (4) creating a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. An associated practicum includes observation, assessment, and intervention with an elementary student.

EDUC534 Technology in the Classroom: 5-12 (2 cr.)

This course is designed to prepare future teachers to utilize 21st century technology tools in and out of the classroom to improve student learning opportunities. Pre-service teachers learn how to engage with the current technologies for instruction, identify multimedia tools to support student learning, and become familiar with tools of technology that can be used to communicate effectively with parents and students.

EDUC565 Human Relations, Cultural Diversity, and American Indian Culture (2 cr.)

This course provides a general introduction to human relations, cultural diversity, and Indian cultures as these concepts relate to teaching and learning in the K-12 classroom. Emphasis is placed on providing the students with additional knowledge, expertise or skills in creating a classroom learning climate conducive to supporting differences in cultural, ethnic, racial, and gender backgrounds. Special emphasis is placed on gaining an understanding of Minnesota and Wisconsin Indigenous cultures.

For Initial Teacher Licensure

EDUC570 Professional Capstone/Portfolio (2 cr.)

State Required Testing

In order to be recommended for licensure in the State of Minnesota, you must pass the Minnesota Teacher Licensing Examination (refer to the MA in SPED handbook for details on the examinations).

Field Placement

Experience applying theoretical concepts in real life settings is crucial to a teacher's development as a professional. Saint Mary's categorizes these experiences through three credits of practicum experience for those teachers adding a special education license, or a 6-credit student teaching experience for those students working on their initial teaching license.

All students in the program, regardless of if they are seeking licensure, will be expected to access K-12 classrooms for observational practicum in order to complete course assignments and activities during the length of their program. Students can expect a minimum of 3 hours and maximum of 15 hours of observational practicum per course.

Faculty

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

Admission Requirements

Applicants may apply for admission to 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 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 degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

   a. brief description of the applicant's background, training, and experience; and

   b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

   c. description of the areas the applicant considers to be their 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. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Teaching, M.A.

The Master of Arts in Teaching program 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, Early Adolescence/ Young Adult (5-12), or Elementary/Early Adolescent/Young adult (K-12). The program is designed for both the recent graduate with a bachelor's degree who subsequently decides to pursue a teaching career, or 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 Professional Educator Licensing and Standards Board. All standards and requirements must be satisfactorily completed prior to recommendation to the state for licensure.

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, Chemistry), Music (Vocal, Instrumental), Visual Arts or World Languages and Cultures (Spanish).

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 Teaching program expects its graduates to be able to do the following:

1. Plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

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. Create learning experiences that make the central concepts, tools of inquiry, and structures of the disciplines taught meaningful for students.

8. 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 well-being.

11. Evaluate and synthesize research related to educational practice.

12. Evaluate critical teaching and learning issues and practices based on diverse educational philosophies and approaches

Program Structure and Delivery

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 or lower. Content courses 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 content coursework while enrolled in the master's program.

Courses held at the Twin Cities campus meet in a blended format during weekday evenings, while courses held at the Winona campus meet full-time during the day. In addition to time spent in class, students are expected to spend a significant amount of time in K-12 schools in conjunction with their coursework.

Option 1: Teaching, M.A. with Elementary Licensure Preparation Degree Requirements

Degree Requirements

Elementary Licensure Required Courses	37 cr.
Master of Arts Degree Completion Courses	9 cr.
Total	**46 cr.**

Option 2: Teaching, M.A. with Secondary Licensure Preparation Degree Requirements

Degree Requirements

Secondary Licensure Required Courses	26 cr.
Special Methods Courses	2 cr.
Master of Arts Degree Completion Courses	9 cr.
Total	**37 cr.**

Elementary Licensure Required Courses: 37 cr.

EDUC500 Orientation Session (0 cr.)

This orientation session provides an introduction to the outcomes for the Master of Arts in Instruction program. As reflected in the Lasallian philosophy, self-evaluation leads to setting personal goals and the establishment of a plan for lifelong learning. The initial expectations for academic writing, APA style, and portfolio development are presented.

EDUC510 Educational Measurement and Assessment: K-8 (2 cr.)

Prerequisite(s): EDUC515

The purpose of this course is to help students understand and apply assessment theory to real-world situations. Appropriate practices for the construction, analysis, and interpretation of teacher-made and standardized assessment instruments are examined. Methods of monitoring student progress, evaluating student work, and grading are practiced through a variety of student activities.

EDUC515 Foundations of Education (2 cr.)

This course emphasizes historical, philosophical, and sociological foundations of education. Students examine connections between theory and practice on topics within these contexts. Topics include today's students, teachers, school systems, teacher effectiveness, current issues, school reform, and professionalism. Throughout the course an emphasis is placed on communication skills and reflective practice in teaching.

EDUC517 Learning, Development, and Exceptionality (3 cr.)

Prerequisite(s): EDUC515

This course examines the concept of learning through the cognitive, social-emotional, moral, and physical development stages of learners. Principles of teaching and learning are developed in the context of learning theory, teacher effectiveness, learner differences, and building a positive classroom climate. Students engage in the central question: What do highly effective teacher leaders know, think, and do with respect to learning, development, and learner differences?

EDUC520 Reading, Language Arts, and Children's Literature Methods: K-8 (4 cr.)

Prerequisite(s): EDUC515

Students participate in constructivist learning experiences to master the knowledge, dispositions, and skills needed to teach literacy from kindergarten through middle school, with a focus on phonological awareness, phonics, fluency, vocabulary, and comprehension. National, state, and Common Core 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 literacy content standards. Field experiences augment classroom readings, discussion, and activities of developmental stages of listening, speaking, reading, and writing in children.

EDUC521 Science Methods: K-8 (2 cr.)

Prerequisite(s): EDUC515

This course is designed to help pre-service teachers develop knowledge, methods, and evaluative tools to become competent in teaching science in kindergarten through eighth grade. Students learn how to plan science programs, to choose from a range of effective teaching techniques, and to evaluate student learning using the Minnesota performance assessment model (Science content standards for primary, intermediate, and middle school).

EDUC522 Mathematics Methods: K-8 (2 cr.)

Prerequisite(s): EDUC515

This course covers the instructional methods that enable students to learn 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. Topics include lesson and unit planning, the Minnesota content standards, national standards, and questioning skills.

EDUC523 Artistic Expression Methods: K-8 (2 cr.)

Prerequisite(s): 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 actively engage in 1) understanding the developmental characteristics of creativity in children and adolescence, 2) designing and teaching appropriate lessons, 3) appreciating artistic production, 4) using art and music as alternative assessment tools and 5) reflecting and writing as a means of professional development. Topics include lesson and unit planning, the Minnesota content standards, national standards, and questioning skills.

EDUC524 Physical Education and Health Methods: K-8 (1 cr.)

Prerequisite(s): EDUC515

This course presents learning activities and methodologies for teaching children and early adolescents health, physical education, and outdoor education. Topics include lesson planning, the Minnesota content standards, national standards, and questioning skills.

EDUC528 Social Studies Methods: K-8 (2 cr.)

Prerequisite(s): EDUC515

This course is designed to help pre-service teachers develop knowledge, methods, and evaluative tools to become competent in teaching social studies in kindergarten through eighth grade. Students learn how to plan social studies programs, choose from a range of effective teaching techniques, and to evaluate student learning using current informal and formal assessment practices. Topics include lesson and unit planning, the Minnesota content standards, national standards, questioning skills, and sample activities in each strand of social studies.

EDUC533 Technology in the Classroom: K-8 (2 cr.)

Prerequisite(s): EDUC515

This course is designed to prepare future teachers to utilize 21st century technology tools in and out of the classroom to improve student learning opportunities. Pre-service

teachers learn how to engage with the current technologies for instruction, identify multimedia tools to support student learning, and become familiar with tools of technology that can be used to communicate effectively with parents and students.

EDUC550 Middle Level Education (2 cr.)

Prerequisite(s): EDUC515, EDUC520

This course covers philosophy, organizational structure, student motivation, and knowledge and skills in methods central to middle level education. Particular emphasis is placed upon interdisciplinary planning, team teaching, student advising, and cooperative and exploratory learning. Students learn to effectively incorporate standards into unit development, design daily lesson plans that align with standards, and construct assignments that support developmentally appropriate practices and address diverse learners. The pre-service teacher is expected to demonstrate professional dispositions of a principled and purposeful instructional decision-maker.

EDUC554 Clinical Practicum (0 cr.)

Students work under a cooperating teacher in an area school for a significant field experience. Pre-service students are placed at a grade level within the licensure area and at the opposite level of where student teaching take place. The practicum experience allows the pre-service student to apply the knowledge obtained in their coursework to real life experience in the classroom setting, connecting theory, research, and practice. The experience helps to increase the pre-service student's understanding of student learning, teaching practice and professionalism through observation, conversation, and participation. This practicum experience gives the pre-service teacher the experience necessary to develop as a thoughtful, confident, and knowledgeable educator before entering into the student teaching experience.

EDUC555 Student Teaching: Elementary Education (K-6)with optional Middle Level Endorsement (6 cr.)

While working closely with a cooperating teacher, the student begins to assume the role of teacher in an actual classroom setting, gradually becoming fully responsible for planning, organizing, and teaching lessons, maintaining a conducive learning environment, and becoming acquainted with school routines and practices. The pre-service teacher is expected to demonstrate development of professional dispositions of a well-organized, effective, and reflective instructor. Teacher candidates student teach for a semester in an area school. Mastery of the Minnesota State Standards of Effective Practice is expected by the end of student teaching.

EDUC565 Human Relations, Cultural Diversity, and American Indian Culture (2 cr.)

This course provides a general introduction to human relations, cultural diversity, and Indian cultures as these concepts relate to teaching and learning in the K-12 classroom. Emphasis is placed on providing the students with additional knowledge, expertise or skills in creating a classroom learning climate conducive to supporting differences in cultural, ethnic, racial, and gender backgrounds. Special emphasis is placed on gaining an understanding of Minnesota and Wisconsin Indigenous cultures.

EDUC570 Professional Capstone/Portfolio (2 cr.)

Prerequisite(s): All other licensing coursework

This course provides teacher education candidates completing the Teacher Performance Assessment (edTPA) with mentoring in a largely self-directed experience. The experience is designed to assist teacher education candidates in integrating their professional identity along program-based dimensions of theory and practice. Reflection and consolidation of personal understanding is accomplished through planning, instructing and engaging students, assessing student learning, and critical reflection of student learning and teaching. This course also addresses professionalism and continued professional development for teachers.

EDUC585 Advanced Literacy Methods for Diverse Learners (3 cr.)

Prerequisite(s): EDUC515, EDUC520

This course focuses on the concepts and skills needed to teach kindergarten through eighth grade children who differ in how they acquire literacy because of learning, attention, language, and cultural differences.

Secondary Licensure Required Courses: 26 cr.

EDUC500 Orientation Session (0 cr.)

This orientation session provides an introduction to the outcomes for the Master of Arts in Instruction program. As reflected in the Lasallian philosophy, self-evaluation leads to setting personal goals and the establishment of a plan for lifelong learning. The initial expectations for academic writing, APA style, and portfolio development are presented.

EDUC511 Educational Measurement and Assessment: 5-12 (2 cr.)

Prerequisite(s): EDUC515

The purpose of this course is to help students understand and apply assessment theory to real-world situations. Appropriate practices for the construction, analysis, and interpretation of teacher-made and standardized assessment instruments are examined. Methods of monitoring student progress, evaluating student work, and grading are practiced through a variety of student activities.

EDUC515 Foundations of Education (2 cr.)

This course emphasizes historical, philosophical, and sociological foundations of education. Students examine connections between theory and practice on topics within these contexts. Topics include today's students, teachers, school systems, teacher effectiveness, current issues, school reform, and professionalism. Throughout the course an emphasis is placed on communication skills and reflective practice in teaching.

EDUC517 Learning, Development, and Exceptionality (3 cr.)

Prerequisite(s): EDUC515

This course examines the concept of learning through the cognitive, social-emotional, moral, and physical development stages of learners. Principles of teaching and learning are developed in the context of learning theory, teacher effectiveness, learner differences, and building a positive

classroom climate. Students engage in the central question: What do highly effective teacher leaders know, think, and do with respect to learning, development, and learner differences?

EDUC525 Curriculum and Instruction: Grades 5-12 (4 cr.)

Prerequisite(s): EDUC515

This course prepares 5-12 pre-service teachers to incorporate current research-based instructional strategies and learn how to effectively build a positive classroom climate at the middle/high school level. Students learn to effectively incorporate standards into unit development, design daily lesson plans that align with standards, and construct assignments that support diverse learners. An emphasis is placed on developmentally appropriate practices and meeting the diverse needs of learners. Middle and secondary school philosophy, classroom management, motivation, and student developmental differences are examined.

EDUC530 Reading and Writing in the Content Areas (2 cr.)

Prerequisite(s): EDUC515

This course is based on the premise that every teacher is a reading teacher, and that teaching students how to learn from textbooks is as important as teaching them what to learn in specific disciplines. Major objectives of this course include using data to diagnose literacy difficulties, remediation of reading/writing deficits, effective instructional strategies for developing strategic readers and competent writers in the content areas, and planning processes necessary to meet the literacy needs of students.

EDUC534 Technology in the Classroom: 5-12 (2 cr.)

This course is designed to prepare future teachers to utilize 21st century technology tools in and out of the classroom to improve student learning opportunities. Pre-service teachers learn how to engage with the current technologies for instruction, identify multimedia tools to support student learning, and become familiar with tools of technology that can be used to communicate effectively with parents and students.

EDUC554 Clinical Practicum (0 cr.)

Students work under a cooperating teacher in an area school for a significant field experience. Pre-service students are placed at a grade level within the licensure area and at the opposite level of where student teaching take place. The practicum experience allows the pre-service student to apply the knowledge obtained in their coursework to real life experience in the classroom setting, connecting theory, research, and practice. The experience helps to increase the pre-service student's understanding of student learning, teaching practice and professionalism through observation, conversation, and participation. This practicum experience gives the pre-service teacher the experience necessary to develop as a thoughtful, confident, and knowledgeable educator before entering into the student teaching experience.

EDUC558 Students with Special Needs (1 cr.)

Prerequisite(s): EDUC515

This course examines the characteristics of disabilities and their impact on learners' education and social lives. The foundations of special education are discussed, including identification, modifications, and requirements for receiving special education services. Working with parents, universal design for learning, and research-based practices for effective teaching and learning for all learners are also be addressed. The following special needs are addressed in this course: learning disabilities, cognitive developmental delays, speech disabilities, language disabilities, English language learners, physical disabilities, autism spectrum, emotional/behavioral disabilities, other health impairments and talented and gifted. Special emphasis is placed on how teachers can effectively meet the needs of all learners in the K–12 classroom.

EDUC560 Student Teaching: Early Adolescence/Young Adult 5-12 (6 cr.)

Prerequisite(s): All other licensing coursework

While working closely with a cooperating teacher, the student begins to assume the role of teacher in an actual classroom setting, gradually becoming fully responsible for planning, organizing, and teaching lessons, maintaining a conducive learning environment, and becoming acquainted with school routines and practices. The pre-service teacher is expected to demonstrate development of professional dispositions of a well-organized, effective, and reflective instructor. Teacher candidates student teach for a semester in an area school. Mastery of the Minnesota State Standards of Effective Practice is expected by the end of student teaching.

EDUC565 Human Relations, Cultural Diversity, and American Indian Culture (2 cr.)

This course provides a general introduction to human relations, cultural diversity, and Indian cultures as these concepts relate to teaching and learning in the K-12 classroom. Emphasis is placed on providing the students with additional knowledge, expertise or skills in creating a classroom learning climate conducive to supporting differences in cultural, ethnic, racial, and gender backgrounds. Special emphasis is placed on gaining an understanding of Minnesota and Wisconsin Indigenous cultures.

EDUC570 Professional Capstone/Portfolio (2 cr.)

Prerequisite(s): All other licensing coursework

This course provides teacher education candidates completing the Teacher Performance Assessment (edTPA) with mentoring in a largely self-directed experience. The experience is designed to assist teacher education candidates in integrating their professional identity along program-based dimensions of theory and practice. Reflection and consolidation of personal understanding is accomplished through planning, instructing and engaging students, assessing student learning, and critical reflection of student learning and teaching. This course also addresses professionalism and continued professional development for teachers.

Special Methods Courses: 2 cr.

EDUC540 Special Methods: Social Studies (2 cr.)

Prerequisite(s): EDUC515, EDUC525

This course addresses curriculum, skills, and knowledge needed to teach social studies in grades 5-12. Topics studied include, but are not limited to, national and state content standards for middle and high school, lesson and unit planning, best practices, and evaluation procedures. Classroom management, effective teaching strategies, utilization of technology, diverse learners, and assessment to guide instruction are stressed.

EDUC542 Special Methods: Music (2 cr.)

Prerequisite(s): EDUC515, EDUC525

This course addresses curriculum, skills, and knowledge needed to teach music in grades 5-12. Topics studied include, but are not limited to, national and state content standards for middle and high school, lesson and unit planning, best practices, and evaluation procedures. Classroom management, effective teaching strategies, utilization of technology, diverse learners, and assessment to guide instruction are stressed.

EDUC543 Special Methods: World Languages and Cultures (2 cr.)

Prerequisite(s): EDUC515, EDUC525

This course addresses curriculum, skills, and knowledge needed to teach world languages and culture in grades 5-12. Topics studied include, but are not limited to, national and state content standards for middle and high school, lesson and unit planning, best practices, and evaluation procedures. Classroom management, effective teaching strategies, utilization of technology, diverse learners, and assessment to guide instruction are stressed.

EDUC544 Special Methods: Communication Arts & Literature (2 cr.)

Prerequisite(s): EDUC515, EDUC525

This course addresses curriculum, skills, and knowledge needed to teach communicatin arts and literature in grades 5-12. Topics studied include, but are not limited to, national and state content standards for middle and high school, lesson and unit planning, best practices, and evaluation procedures. Classroom management, effective teaching strategies, utilization of technology, diverse learners, and assessment to guide instruction are stressed.

EDUC545 Special Methods: Mathematics (2 cr.)

Prerequisite(s): EDUC515, EDUC525

This course addresses curriculum, skills, and knowledge needed to teach mathematics in grades 5-12. Topics studied include, but are not limited to, national and state content standards for middle and high school, lesson and unit planning, best practices, and evaluation procedures. Classroom management, effective teaching strategies, utilization of technology, diverse learners, and assessment to guide instruction are stressed.

EDUC546 Special Methods: Physical Science (2 cr.)

Prerequisite(s): EDUC515, EDUC525

This course addresses curriculum, skills, and knowledge needed to teach physical science in grades 5-12. Topics studied include, but are not limited to, national and state content standards for middle and high school, lesson and unit planning, best practices, and evaluation procedures. Classroom management, effective teaching strategies, utilization of technology, diverse learners, and assessment to guide instruction are stressed.

EDUC547 Special Methods: Life Science (2 cr.)

Prerequisite(s): EDUC515, EDUC525

This course addresses curriculum, skills, and knowledge needed to teach life science in grades 5-12. Topics studied include, but are not limited to, national and state content standards for middle and high school, lesson and unit planning, best practices, and evaluation procedures.

Classroom management, effective teaching strategies, utilization of technology, diverse learners, and assessment to guide instruction are stressed.

EDUC548 Special Methods: Art Education (2 cr.)

Prerequisite(s): EDUC515, EDUC525

This course addresses curriculum, skills, and knowledge needed to teach art education in grades 5-12. Topics studied include, but are not limited to, national and state content standards for middle and high school, lesson and unit planning, best practices, and evaluation procedures. Classroom management, effective teaching strategies, utilization of technology, diverse learners, and assessment to guide instruction are stressed.

Additional courses as needed for Licensure

EDUC551 Adolescent Literature (Communication Arts only 1 cr.)

This course surveys literature appropriate to the needs, interests, and abilities of middle and secondary school students. Methods for use of adolescent literature in the classroom are featured along with critical literary terms and applications. The course also focuses on the selection, effective presentation and the developmental value of currently available reading material based on specific developmental tasks, and identifiable characteristics, traits, special problems, and reading abilities of adolescents. This course is required for those seeking Communication Arts and Literature 5-8 or 5-12 licensure in the state of Minnesota.

EDUC575 Substance Abuse and Community Health (1 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 required to meet the Minnesota statute for obtaining a teaching license.

Master of Arts Degree Completion Courses: 9 cr.

Final Research Project (3 cr. total, choose one of two options) EDUC590 with EDUC599 or EDUC598

EDUC580 Critical Issues in Education (3 cr.)

Prerequisite(s): EDUC515

This course varies in content according to timeliness of issues, instructors' fields of expertise, and the educational interests of the students enrolled. This course cultivates teacher leadership, integrating both educational goals and responsiveness to community issues.

EDUC595 Philosophy of Education (3 cr.)

This course is designed to engage the student in intensive study of the ideas prominent educational philosophers in relation to critical issues in contemporary education. Students present and defend a personal philosophy of education that reflects their beliefs relevant to philosophical writings and current issues.

EDUC590 Introduction to Educational Research (2 cr.)

This course introduces the student to the fundamentals of designing and conducting educational research. Each student conducts a literature review on a research topic of special interest, and designs an action research proposal.

EDUC599 Research Project and Presentation (1 cr.)

The Research Project is the culminating activity leading to the M.A. in Teaching degree, and is graded on a pass/fail basis. Students are expected to present and defend their research.

EDUC598 Research Project (3 cr.)

This online course introduces the student to the fundamentals of designing and conducting educational research. Each student conducts a literature review on a research topic of special interest and designs an action research proposal. Students are expected to present and defend their research. This project is the culminating activity leading to the M.A. in Teaching degree.

Content Requirements

Additional coursework in a content specialty area(s) is required, depending upon the license. See the program director for specific information.

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-6, K-8, 5-8, K-12, 5-12, or 9-12).

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.

State Required Testing

In order to be recommended for licensure in the State of Minnesota, students must pass the Minnesota Teacher Licensing Examinations, as well as meet the basic skills requirements in math, reading, and writing.

Faculty

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

Admission Requirements

Applicants may apply for admission to master 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 degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

   a. brief description of the applicant's background, training, and experience; and

   b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

   c. description of the areas the applicant considers to be their 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. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404.

Teaching and Learning, M.Ed.

The Master of Education in Teaching and Learning program is designed for licensed, practicing teachers and educators, who want to earn a master's degree while supported by experienced facilitators in a learning community. The 36-credit program allows teachers to identify, investigate, and transform their teaching and learning. Learners will connect inquiry to their discipline and apply their learning directly to their classroom.

M.Ed. learners explore aspects of teacher identity and examine best practices and theory as part of individual, community, and program-wide learning experiences.

Program Outcomes

By the end of the Master of Education in Teaching and Learning program graduates are expected to be

1. self-aware individuals, understanding the influence of unique talents, personalities, perspectives, biases, and experiences;

2. reflective practitioners, integrating metacognition and coaching thinking into practice;

3. scholarly educators, understanding and negotiating the complexities of teaching and learning;

4. designers, approaching design with intention;

5. collaborators, utilizing various skills that foster positive interdependent relationships;

6. inquirers, leading with curiosity, being open to wonder and ambiguity; and

7. leaders, validating and embracing the role as teacher leaders.

Program Structure and Delivery

The M.Ed. program requires learning community members to complete 36 credits, 30 of which are completed in the learning community. The remaining six elective/transfer credits can be graduate level courses transferred in prior to the acceptance to the M.E. program, or credits earned from elective courses during the program. Credits taken after the start of the program must be taken through the GPDE or GPDI program at Saint Mary's University of Minnesota to be accepted as elective credits.

Courses that count toward the M.Ed. degree are offered at sites convenient for learners, meeting one Saturday a month. A 1-day conference is held on the Saint Mary's Twin Cities Campus during each of the spring semesters, with a fall conference for year two communities held during the second year of the program. The weekend conferences are part of the community learning experience as they allow learners to engage in dialogue and networking beyond the individual learning community.

Courses in the program are delivered in a blended format, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner. Individuals who posses the following skills benefit most from the M.Ed program: an openness toward collaboration and a willingness to work with others, good time management, the ability to work independently, strong written communication, and the willingness to work with technology.

Degree Requirements

Required Courses	30 cr.
Transfer Credits/GPDE or GPDI Elective Courses	6 cr.
Total	**36 cr.**

Required Courses: 30 cr.

Students starting in spring 2019 take MED633 and MED634 instead of MED625.

MED615 Becoming a Community of Learners (4 cr.)

In this first semester, learners engage in social emotional learning experiences to learn how self-awareness influences learning, teaching, and interactions with others. Learners engage in reflection of current beliefs and practices to develop a vision of personal and professional growth as an educator. Learners gain an appreciation of what it means to be a member of a learning community by experiencing learning with, from, and for others. This learning, together in association with one another deepens appreciation of the diverse perspectives that are a part of a learning community model. Study and application of research based practices that span the duration of the program begin in exploration of concepts and the impact of classroom environment on learning.

MED616 Applying Social Emotional Learning and Principles of Community (2 cr.)

In this practicum course learners apply principles of community and social emotional learning to the everyday classroom experience. Application of learning is captured and documented through reflective thinking.

MED625 Developing Principles for Practice (4 cr.)

In this learning experience, learners continue the journey of self-study, engaging in critical reflection on beliefs and current practices. While growing together toward true community, learners practice skills of coaching thinking and feedback, designed to build the capacity of others. Learners begin to explore intentional design and examine the action research process, while deepening their understanding of the concepts uncovered in semester one of community and environment. Within curriculum design, learners experience, explore, and implement multiple assessment and instructional strategies.

MED626 Applying Principles for Practice (2 cr.)

In this practicum course learners apply the learning from MED 625 to everyday classroom experience. Application of learning is captured and documented through reflective thinking.

MED633 Developing Principles for Practice Part 1 (2 cr.)

Prerequisite(s): MED615 and MED616 (concurrent courses)

In this course, learners practice coaching thinking and feedback skills, while growing toward true community. Learners practice these skills while engaged in problem posing and problem solving dialogue at the M.Ed. Spring Conference. In addition, learners begin to explore intentional design and examine the action research process, while deepening their understanding of the concepts of community and environment.

MED634 Developing Principles for Practice Part 2 (2 cr.)

Prerequisite(s): MED615 and MED616 (Runs concurrently with MED 626 and 635)

In this learning experience, learners continue the journey of self-study, engaging in critical reflection on beliefs and current practices. Within curriculum design, learners experience, explore, and implement multiple assessment and instructional strategies.

MED635 Research and Design (4 cr.)

Learners formalize the approach to research and design, building on learnings from previous semesters. Learners gain a deeper understanding of the integration of pedagogy across the IDEA (instruction, discipline, environment, and assessment) spectrum. Design of assessment and data collection tools is a primary focus. Employing the concept of adaptation, learners apply the nuances of being a power searcher through extensive independent research. Research is centered on concepts derived from sensed needs and curiosity.

MED636 Applying Research to Design (2 cr.)

In this practicum course learners apply the learning from MED625 to everyday classroom experience. Application of learning is captured and documented through reflective thinking.

MED645 Integrating Principles of Design into Practice (4 cr.)

Building on previous semesters, learners begin the implementation of a research-based classroom environment plan and action research process. Learners work collaboratively with community members, applying coaching thinking approaches to problem pose and problem resolve, and to construct a deeper understanding of strategies that enhance student learning. Learners apply previous course learnings and best practice to curricular design. Through examination of best practice and building upon curricular design work from previous semesters, learners apply this knowledge to curricular design. Learners begin forming beliefs around the concept of leadership, and examine the concept of presence and the role it plays in being a Lasallian educator.

MED646 Application of Research and Design (2 cr.)

In this practicum course, learners apply the learning from MED645, implementing your action research and classroom environment design. Application of learning is captured and documented through reflective thinking.

MED655 Becoming a Teacher Leader (4 cr.)

In this culminating semester, learners prepare themselves to be learning leaders. They identify an approach to leadership, identifying opportunities to embrace and practice the role as a teacher leader. Learners expand their circle of influence by continuing to develop their personal learning network and facilitating dialogue amongst other educators at the spring conference. Leading with curiosity and gratitude, learners use concept-centered dialogue to cultivate leadership qualities. Learners incorporate real life, authentic learning experiences into their practice by integrating design, collaboration, and community-based processes, while applying the habit of reflection. Learners write an intentional plan of continued growth and application of learning as they embark on being a master teacher.

MED656 Applying Principles of Leadership (2 cr.)

In this practicum course, learners apply the learning from MED655 to everyday classroom experience. Application of learning is captured and documented through reflective thinking.

Faculty

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

Application Process

Applicants must submit:

1. Application and Fee - Completed online application and nonrefundable $25 application fee. (Fee not required for alumni, students seeking readmission or veterans and active military personnel.)

2. Official Transcripts - An official transcript issued to Saint Mary's University from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. Personal Statement - A one-two page personal statement which includes:

   a. A brief description of the applicant's background, training, and experience

   b. A statement indicating the career goals of the applicant and their reasons for seeking admission to the program

   c. A description of the area(s) which the applicant considers to be their strengths and areas in which the applicant wishes to develop greater strengths and abilities

   d. Personal information the applicant wishes to share

4. Letters of Reference - Two letters of recommendation that verify professional and/or volunteer experience and academic ability

5. Résumé - A current résumé listing educational background and work experience

Once all materials are submitted the applicant will be contacted by program staff for a possible enrollment interview.

Letters of reference, résumé and personal statement can be sent to tcadmission@smumn.edu.

Other application materials can be sent to:

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404
(612) 728-5100 or (866) 437-2788.

Teaching and Learning, M.Ed. - Jamaica

The Master of Education in Teaching and Learning program in Jamaica is designed for practicing teachers and education professionals who want to earn a master's degree while supported by experienced facilitators in a learning community. The 36-credit program allows educators to identify, investigate, and transform their teaching and learning. Learners will connect inquiry to their discipline and apply their learning directly to their own educational setting.

M.Ed. learners explore aspects of teacher identity and examine best practices and theory as part of individual, community, and program-wide learning experiences.

Program Outcomes

By the end of the Master of Education in Teaching and Learning program graduates are expected to be

1. self-aware individuals, understanding the influence of unique talents, personalities, perspectives, biases, and experiences;

2. reflective practitioners, integrating metacognition and coaching thinking into practice;

3. scholarly educators, understanding and negotiating the complexities of teaching and learning;

4. designers, approaching design with intention;

5. collaborators, utilizing various skills that foster positive interdependent relationships;

6. inquirers, leading with curiosity, being open to wonder and ambiguity;

7. and leaders, validating and embracing the role as teacher leaders.

Program Structure and Delivery

The M.Ed. program requires learning community members to complete 36 credits, 30 of which are completed in the learning community. The remaining six elective/transfer credits can be graduate level courses transferred in prior to the acceptance to the M.Ed. program, or credits earned by successful completion of the two summer Jamaica GPDE elective courses.

Courses that count toward the M.Ed. degree are offered at the Catholic College of Mandeville, meeting one weekend a month. Two program wide conferences, one in the fall and one in the spring, allow for an intentional focus on the action research process. The weekend conferences are part of the community learning experience as they allow learners to engage in dialogue and networking beyond the individual learning community.

Courses in the program are delivered in a traditional format, allowing for integration of face-to-face classroom meetings and between weekend reflective practice activities. Individuals who possess the following skills benefit most from the M.Ed program: an openness toward collaboration and a willingness to work with others, good time management, the ability to work independently, strong written communication, and the willingness to work with technology.

Degree Requirements

Required Courses	30 cr.
GPDE Summer Elective Courses/Transfer Credits	6 cr.
Total	**36 cr.**

Required Courses: 30 cr.

- MED615 Becoming a Community of Learners (4 cr.)
- MED616 Applying Social Emotional Learning and Principles of Community (2 cr.)
- MED625 Developing Principles for Practice (4 cr.)
- MED626 Applying Principles for Practice (2 cr.)
- MED635 Research and Design (4 cr.)
- MED636 Applying Research to Design (2 cr.)
- MED645 Integrating Principles of Design into Practice (4 cr.)
- MED646 Application of Research and Design (2 cr.)
- MED655 Becoming a Teacher Leader (4 cr.)
- MED656 Applying Principles of Leadership (2 cr.)

Elective Courses/Transfer Credits: 6 cr.

Students are required to complete six semester elective/transfer credits. Transfer credits from other institutions completed prior to official registration for the M.Ed. program will be accepted as stated in the Schools of Graduate and Professional Programs transfer credit policy. Elective credits must be completed through the GPDE program.

Faculty

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

Application Process

Applicants applying for the program offered in Jamaica must submit the following:

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

2. Official Transcripts - An official transcript issued to the Catholic College of Mandeville from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting potential transfer credits. (An official transcript is one that is sent to the Catholic College of Mandeville by the credit-granting institution and must be deemed by Saint Mary's University to be equivalent to accredited U.S. university standards). Applicants to the M.Ed. in Teaching and Learning Jamaica program are not required to complete an English language proficiency exam due to the partnership with the Catholic College of Mandeville.

3. Personal Statement - A one-two page 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 their reasons for seeking admission to the program

    c. A description of the area(s) which the applicant considers to be their 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; and

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

Application materials should be sent to:

Catholic College of Mandeville
Attn: M.Ed. Program
Williamsfield
Mandeville, Manchester
Jamaica, West Indies

Addiction Studies Certificate

This program is designed to provide students an understanding of the interrelatedness of addictions and chemical use and dependency on individuals, families, and society. A goal of the program is to provide students with the knowledge and skills needed to be able to recognize and treat individuals with chemical and co-occurring concerns. A variety of treatment approaches are studied with an emphasis on chemical health. Through their coursework and practicum experiences, students are 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 psycho-pharmacology associated with addiction and chemical dependency.

3. Provide varied counseling techniques focusing on the inclusion of family, systems, and sociocultural 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 and Delivery

The 22 required program credits are made up of 18 credits of coursework in addiction studies and an 880-hour, 4-credit practicum. Courses are delivered face-to-face.

Degree Requirements

Core Courses	18 cr.
Practicum Courses	4 cr.
Total	**22 cr.**

Core Courses: 18 cr.

ADS551 Historical and Contemporary Foundations of Addiction Theories (2 cr.)

This course explores various contemporary and historic theories that account for the etiology of addiction to psychoactive substances. Emphasis is on psychological, biological, and sociocultural theories of drug addiction. Topics include the role of family and society, roles/responsibilities of the therapist, addiction as a disease, the 12-Step Framework, abstinence, and harm reduction.

ADS552 Applied Research and Evaluation in Addictions (2 cr.)

This course examines the development and implementation of research and evaluation methodologies to assess the effectiveness and efficiency of clinical services for individuals impacted by substance abuse and addiction. The course focuses on using current information technology to locate and critically evaluate the assessment and treatment literature, the implementation and evaluation of evidence-based practices (EBP), program evaluation and needs assessment strategies, and neuropsychological and psychopharmacological research.

ADS553 Ethical, Legal, and Professional Issues in Addiction Services (2 cr.)

This course examines the ethical, legal, and professional issues in the continuum of care in addictions work. The Board of Behavioral Health and Therapy code of ethics, selected federal and state law pertaining to the addictions field, and overlying professionalism are synthesized and applied, while integrating the 12 core functions.

ADS554 Psychopharmacology and Psychophysiology in Addiction Disorders (2 cr.)

This course examines the types and actions of substances of abuse, including street drugs, prescribed medications, over-the-counter compounds, herbs and other supplements, and toxic materials. Emphasis is placed on integrating counseling skills with pharmacotherapy while addressing the needs of clients from a variety of cultural and sub-cultural groups. The neurobiological components of abuse and addiction are examined and synthesized with social and psychological variables and risk factors. The effects of abuse and addiction on neuroanatomy and neurophysiology are analyzed to incorporate into treatment planning and program development.

ADS555 Multicultural Aspects of Addiction (2 cr.)

This course provides an integrated overview of the psychology and sociology of psychoactive drug use, abuse, addiction, and evidenced-based treatment approaches in contemporary American society and other world cultures. The complex relationships between individual, family, group, and sociocultural dimensions of drug using are explored. Special attention is given to variables of age, ethnicity, spirituality, gender, sexuality, and socioeconomic status.

ADS556 Diagnosis and Assessment of Co-occurring Disorders (3 cr.)

This course examines effective applications of current theories and models in the diagnosis, intervention, and treatment of addictions and co-occurring disorders and associated issues. The incorporation of biopsychosocial factors including socioeconomics, race, ethnicity, culture and subcultures, and mental health are addressed.

ADS557 Families & Addictive Related Issues across the Lifespan (2 cr.)

The course explores the impact of substance abuse and other addictions on the family, individually and systemically. It seeks to offer current understanding of the impacts of developmental effects throughout the lifespan. Historical and contemporary theory and techniques used in the treatment and recovery for individuals and family systems are studied.

ADS558 Individual & Group Counseling & Case Management (3 cr.)

This course focuses on providing an understanding of the unique considerations when working within an individual and group format in the continuum of care of alcohol and drug problems. The biopsychosocial model is used to conceptualize addiction, and prevailing modalities such as Cognitive Behavioral, Solution-Focused Brief, Motivational Interviewing, 12-Step Facilitation, and Harm Reduction strategies. The 12 core functions of addictions counseling provide a framework for navigating the treatment process.

Practicum: 4 cr.

ADS590 Practicum I (2 cr.)

(440 hours) Students work in a setting which emphasizes the treatment of individuals with addictions and alcohol and drug abuse problems. This work must consist of a minimum of 880 total hours with the experience divided into two 440 hours of practicum. The student is supervised by an experienced Licensed Alcohol and Drug Counselor at a site licensed by the State of Minnesota to provide alcohol and drug counseling. A practicum seminar is taken concurrently with this work and provides an opportunity for discussion of case materials and concerns related to the practicum setting.

ADS591 Practicum II (2 cr.)

(440 hours) Students work in a setting which emphasizes the treatment of individuals with addictions and alcohol and drug abuse problems. This work must consist of a minimum of 880 total hours with the experience divided into two 440 hours of practicum. The student is supervised by an experienced Licensed Alcohol and Drug Counselor at a site licensed by the State of Minnesota to provide alcohol and drug counseling. A practicum seminar is taken concurrently with this work and provides an opportunity for discussion of case materials and concerns related to the practicum setting.

ADS592 Practicum Completion Seminar (0 cr.)

Prerequisite(s): ADS551, ADS552, ADS553, ADS554, ADS555, ADS556, ADS557, ADS558, ADS590, ADS591

Students work in a setting, which emphasizes the treatment of individuals with addictions, alcohol and drug abuse problems, and co-occurring mental health concerns. This work must consist of a minimum of 880 total hours with the experience divided into two 440 hours of practicum at a site licensed by the State of Minnesota to provide alcohol and drug counseling. An experienced, Licensed Alcohol and Drug Counselor (LADC), who is approved by the BBHT to provide supervision, supervises the student on-site. A practicum seminar course is taken concurrently with this field experience, providing opportunities for discussion of case materials and concerns related to the practicum setting. Personal and professional issues relevant to the practicum experience are examined.

Requirements for both M.A. in Counseling and Psychological Services and Addiction Studies Certificate

For those students seeking both the M.A. in Counseling and Psychological Services and Addiction Studies Certificate please see the double degree requirements at the end of the catalog.

Faculty

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

Admission Requirements

Applicants may apply for admission to the program 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 the following prerequisite coursework completed and have earned a grade of "B" or better:

- Developmental Psychology;
- Theories of Personality;
- Counseling theory;
- Counseling skills or Helping skills;
- Psychopathology or Abnormal psychology; and
- 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 degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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 their reasons for seeking admission to the program and,

    c. description of the areas the applicant considers to be their 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.

6. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB).

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Culturally Responsive Teaching Certificate

The Graduate Certificate in Culturally Responsive Teaching at Saint Mary's University offers educators in all school settings the opportunity to work collaboratively with their colleagues to explore and integrate their students' cultures and prior experiences into instructional design. The 15-credit program provides educators the foundational theory and research as well as proven, practical strategies to enhance instruction for all learners. Intentional work on awareness, sensitivity, and professional disposition are embedded throughout the program.

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 Structure and Delivery

Courses in the program are delivered in a blended format, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner.

Degree Requirements

The certificate is 15 credits; all courses are required. The courses are designed to build upon one another and are taken in numerical sequence.

Required Courses: 15 cr.

GCRT5205 Understanding Race and Culture (3 cr.)

Course participants explore their beliefs and educational experts' perspectives on culture and race and their impact on teaching and learning. Emphasis is also placed on the systemic nature of the role of race in educational environments.

GCRT5206 Principles of Culturally Responsive Classrooms and Teaching (3 cr.)

Prerequisite(s): GCRT5205

This course examines strategies to create an inclusive classroom environment that is responsive and relevant to students and their families and the ways in which all students learn. The course focuses on the linguistic, social, emotional, and academic systems in school communities for creating a community of learners.

GCRT5208 Designing Culturally Responsive Teaching (3 cr.)

Prerequisite(s): GCRT5206

In this course, the principles of culturally responsive teaching are applied to instructional planning and assessment. Topics include determining instructional objectives, aligning principles of culturally responsive teaching to district/local standards and frameworks, and designing and/or differentiating culturally responsive assessments.

GCRT5209 Eliminating Racial Disparities in Student Achievement (3 cr.)

Prerequisite(s): GCRT5208

This course addresses the specific issues that contribute to the disparities in student achievement that exist among K-12 student groups. Concepts, professional knowledge, and research-based strategies designed to address these disparities are discussed, analyzed, and applied through a case study approach.

GCRT5210 Comprehensive Application of Principles (3 cr.)

Prerequisite(s): GCRT5209

In this course, students complete a comprehensive performance assessment that documents and presents their individual growth, understanding, and application of the program outcomes.

Additional Available Course

GCRT5212 Equity Leadership and Systemic Change (2 cr.)

Prerequisite(s): Due to the nature of this work, at the end of the current CRT program not all students will be at the same level of competency regarding leading in culturally responsive teaching. Therefore, this course is an invitational elective based on two measures: a) a score of Acceptance or higher on the IDI development model and b) a recommendation from the CRT faculty team. Students who are not eligible immediately following their initial program can continue to work on their cultural competence and become eligible for this course in the future.

Each participant must get a signed consent of support from his/her building principal and/or district leader. The instructors will provide this consent form electronically prior to the course start date.

In this course, students gain an understanding of systems change models and leadership frameworks, focus on building equity plans on a K-12 system level and learn strategies for equitable leadership in our K-12 schools.

Admission Requirements

1. Applicants must have completed an undergraduate degree from a regionally accredited institution and must have maintained an overall GPA of 2.75 on a 4.00 scale. If GPA is below 2.75 or GPA is not available, provisional status may be granted.

2. A valid teaching license and one full year teaching experience are required.

Admission Process

Applicants must submit:

1. Completed application form.

2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree.

3. A one/two page reflective essay which includes the following:

   a. Brief description of the applicant's background, training, and experience

   b. The career/teaching goals of the applicant and reasons for seeking admission to the program.

   c. Description of the areas the applicant considers to be their strengths and areas in which the applicant wishes to develop greater strengths and abilities.

4. A résumé listing educational background and teaching experience.

Submit application materials to:

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404-4403

Educational Administration –
Director of Special Education Certificate

The Educational Administration – Special Education Director Graduate Certificate program is designed for students who already have earned a master's degree to develop school administrative leadership and management skills. Minnesota State requirements for special education directors are embedded in the courses. The curriculum is practitioner-focused with an emphasis on applying organizational leadership theories with practical skills needed by school administrators to become leaders of effective learning organizations.

Program Outcomes

The following outcomes are state-identified competencies for educational administration in special education director preparation.

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

10. Integrating current research appropriate for all learners.

11. Human Resource Management: Interpret, apply, and manage policies and procedures which foster positive and productive performance from faculty and staff.

12. Values and Ethics of Leadership: Practice ethical leadership, ensuring the best interest of all learners.

13. Judgment and Problem Analysis: Implement and facilitate problem-solving strategies integrating critical thinking, creativity, logic, and collaboration.

14. Safety and Security: Create safety and security plans to sustain an emotionally and physically safe educational environment for all.

Special Education Director Specific Outcomes

SED1. Policy and Law: Interpret and apply laws and policies regulating special education programs.

SED2. Organizational Management: Identify and explain policies and procedures regulating districts, boards, and special education.

SED3. Resource Allocation: Identify and explain programs, resources, and agencies related to special education.

Program Structure and Delivery

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 special education director 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.

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. Courses in the program are delivered in blended format, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructively valuable manner.

Degree Requirements

Core Educational Administration Credits	17 cr.
Special Education Director Courses	12 cr.
Certificate Completion	0 cr.
Total	**29 cr.**

Core Educational Administration Credits: 17 cr.

EDS701 Orientation and Assessment (0 cr.)

This mandatory session acquaints students beginning their academic work 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.

EDS706 Student Assessment and Program Evaluation (2 cr.)

This course explores the components of effective program evaluation models and examines assessment processes of and for student learning. The skills administrators need to access, interpret, and effectively communicate assessment data are practiced. Strategies to develop an inclusive environment and culturally responsive teaching practices are examined with respect to student learning, with a focus on literacy and numeracy.

EDS710 Leadership Theory (3 cr.)

This course explores the history of leadership theory and focuses on applied theories of leadership behavior. Leaders as change agents and leaders as servants are emphasized to effectively lead educational organizations characterized by complex and changing global and educational environments. Key concepts of leadership including courage, ethics, motivation, power and influence, vision and mission, and culture are analyzed through the lens of change.

EDS716 Leadership for Teaching and Learning (2 cr.)

The complex role of the instructional leader is defined through the exploration and analysis of staff development programs and instructional improvement strategies. Advocacy for curriculum, assessment, and instruction is examined. Supervision of instruction is emphasized based upon current statutes and regulations pertaining to staff development and evaluation. Research-based strategies for differentiating learning for special populations are investigated. The necessity for building communities of professional practice is studied as a key component in the development of a continuous school improvement model.

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 and systems, and communication and negotiation skills to foster positive and productive performance from faculty and staff are analyzed using traditional and technological tools and resources.

EDS731 Shaping an Inclusive School Culture (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 effects of mental health conditions on the learning environment, including the roles and responsibilities of mental health professionals, are examined. Responses to contemporary issues facing school leaders, including student bullying, sexual orientation, gender identification, chemical dependency, suicide, and assault, are explored.

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.

Special Education Director Courses: 12 cr.

EDS772 Resource Allocation for Special Education Directors (3 cr.)

The emphasis of this course is on budget planning, allocation, monitoring, reporting, and auditing practices as applied to special education programs and school districts in Minnesota. Financial systems at the state, district, and school levels are examined. Implementation of the Individuals with Disabilities Education Act (IDEA), as revised, is studied specifically as it relates to financial support. Potential sources of funding for educational technologies and specialized instructional strategies used to support special education programs and students are examined.

EDS773 Legal Issues in Special Education (3 cr.)

This course identifies and analyzes the laws and rules governing special education programs and school districts in Minnesota. Implementation of the Individuals with Disabilities Education Act (IDEA), as revised, is studied specifically as it relates to legal requirements. Education case law, contract law, labor relations, policies, and regulations pertinent to special education in Minnesota are discussed. Program options and dispute resolution processes and resources are examined.

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.

EDS791 Director of Special Education Field Experience I (1 cr.)

Prerequisite(s): Students must apply for the field experience using the application and notification forms in the program manual. Students identify the site(s) for their field experience in the application materials. Concurrent enrollment in the Director of Special Education Seminar is required.

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an onsite 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.

EDS792 Director of Special Education Field Experience II (1 cr.)

Prerequisite(s): EDS791 Director of Special Education Field Experience I (1 cr.) or at least 100 hours. If the student has not completed the seminar, concurrent enrollment in the Director of Special Education Seminar is required.

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on-site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at a second education organization at the top leadership level. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

EDS793 Director of Special Education Field Experience III (1 cr.)

Prerequisite(s): EDS792 Director of Special Education Field Experience II (1 cr.) or at least 210 hours. If the student has not completed the seminar, concurrent enrollment in the Director of Special Education Seminar is required

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on-site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at a second education organization at the top leadership level. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

EDS794 Director of Special Education Seminar (0 cr.)

Prerequisite(s): 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, résumé development, and job search strategies. An introduction to creating the student's required electronic portfolio is provided.

Certificate Completion: 0 cr.

EDS777 Exit Assessment Meeting (0 cr.)

This course is the concluding activity for a student seeking education administration licensure as a director of special education in Minnesota. Achievement of the state-identified competencies is evaluated based on the student's portfolio presentation to a committee and responses to questions raised regarding leadership and problem-solving situations. Students are required to submit evidence of competencies; a personal assessment of their growth in the competencies; and a competency reflection in which they relate their preparation, growth, increased insight, and understanding for each competency. A record of the hours logged during the three-credit field experience is also submitted.

Alternative 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 graduate certificate program in Educational Administration through an alternate pathway option. Upon successful completion of the alternate pathway course students will be considered for regular admission.

There are three major components of the pathway contained within four 1-credit graduate level courses including 1050 hours of school classroom experience, a required guided teaching experience of 8 weeks (240 hours), and an electronic portfolio documenting completion of the pathway requirements.

Component 1: 1050 hours

Candidates are required to log time served studying and learning about pre-kindergarten, elementary, junior high/middle school, and high school levels, gaining knowledge and skills in 12 areas described in the student learning objectives.

Component 2: Guided Teaching Component

Candidates will log a minimum of 8 weeks (240 hours) of guided teaching. This is expected to be a graduated direct teaching experience under a mentoring administrator, but may not be limited to a single course, class, subject, or group.

Component 3: Electronic Portfolio

In order to demonstrate basic knowledge and skills as required by the Minnesota Rule (MR) 3512.0700, the culmination of the pathway is the presentation of an electronic portfolio. The portfolio should demonstrate the appropriate teaching knowledge, skills, and experiences of the 12 student learning objectives and will be presented to a panel consisting of university and K-12 school advisors and staff.

EDS691, EDS692, EDS693, EDS694 Alternate Pathway Prerequisite courses (1 cr. per course, four credits in total)

Faculty

Faculty members for the Educational Administration Certificate have earned doctorates, education specialist, or master's degrees. Faculty members are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants must possess a master's degree in an education-related field, including at least 21 credits from among any of the following: teaching techniques, curriculum design, communication skills, education research/assessment, education leadership or administration. If additional credits are required to meet the entrance requirement, those credits must be earned before starting the Educational Administration – Special Education Director program coursework. According to the Board of School Administrators for the State of Minnesota, an applicant for licensure as a 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 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 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 degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

   a. brief description of the applicant's background, training, and experience; and

   b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

   c. description of the areas the applicant considers to be their 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. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Educational Administration – K–12 Principal Certificate

The Educational Administration – K-12 Principal Graduate Certificate program is designed for students who already have earned a master's degree to develop school administrative leadership and management skills. Minnesota State requirements for elementary and secondary principals are embedded in the courses. The curriculum is practitioner-focused with an emphasis on applying organizational leadership theories with practical skills needed by school administrators to become leaders of effective learning organizations.

Program Outcomes

The following outcomes are state-identified competencies for educational administration in principal preparation.

Core Program Outcomes

Leadership: Lead educational institutions and departments through collaborative, visionary planning, and decision making.

Organizational Management: Manage and evaluate organizational operations including human, monetary, and physical resources for institutional improvement.

Diversity Leadership: Promote, create, and monitor appreciation and cultivation of diversity.

Policy and Law: Interpret, develop, and implement local, state, and federal policy and law.

Political Influence and Governance: Nurture a cooperative alliance of key stakeholders to influence the politics and governance of educational institutions.

Communication: Utilize communication skills essential to inform and facilitate effective organizational communication.

Community Relations: Establish and maintain positive and effective community relations relative to educational institutions.

Curriculum Planning and Development for the Success of All Learners: Facilitate the planning and development of curriculum, assessment, and instruction.

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.

Human Resource Management: Interpret, apply, and manage policies and procedures which foster positive and productive performance from faculty and staff.

Values and Ethics of Leadership: Practice ethical leadership, ensuring the best interest of all learners.

Judgment and Problem Analysis: Implement and facilitate problem-solving strategies integrating critical thinking, creativity, logic, and collaboration.

Safety and Security: Create safety and security plans to sustain an emotionally and physically safe educational environment for all.

Principal Specific Outcomes

P1. Instructional Leadership: Apply school and district-wide literacy and numeracy systems.

P2. Monitor Student Learning: Develop and manage effective learning environments and experiences for all students.

P3. Leadership: Lead the community within K-12 institutions, promoting inclusiveness and effective communication.

Program Structure and Delivery

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 principal 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.

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. Courses in the program are delivered in blended format, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructively valuable manner.

Degree Requirements

Core Educational Administration Credits	17 cr.
Principal Courses	12 cr.
Certificate Completion	0 cr.
Total	**29 cr.**

Core Courses: 17 cr.

EDS701 Orientation and Assessment (0 cr.)

This mandatory session acquaints students beginning their academic work 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.

EDS706 Student Assessment and Program Evaluation (2 cr.)

This course explores the components of effective program evaluation models and examines assessment processes of and for student learning. The skills administrators need to access, interpret, and effectively communicate assessment data are practiced. Strategies to develop an inclusive environment and culturally responsive teaching practices are examined with respect to student learning, with a focus on literacy and numeracy.

EDS710 Leadership Theory (3 cr.)

This course explores the history of leadership theory and focuses on applied theories of leadership behavior. Leaders as change agents and leaders as servants are emphasized to effectively lead educational organizations characterized by complex and changing global and educational environments. Key concepts of leadership including courage, ethics, motivation, power and influence, vision and mission, and culture are analyzed through the lens of change.

EDS716 Leadership for Teaching and Learning (2 cr.)

The complex role of the instructional leader is defined through the exploration and analysis of staff development programs and instructional improvement strategies. Advocacy for curriculum, assessment, and instruction is examined. Supervision of instruction is emphasized based upon current statutes and regulations pertaining to staff development and evaluation. Research-based strategies for differentiating learning for special populations are investigated. The necessity for building communities of professional practice is studied as a key component in the development of a continuous school improvement model.

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 and systems, and communication and negotiation skills to foster positive and productive performance from faculty and staff are analyzed using traditional and technological tools and resources.

EDS731 Shaping an Inclusive School Culture (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 effects of mental health conditions on the learning environment, including the roles and responsibilities of mental health professionals, are examined. Responses to contemporary issues facing school leaders, including student bullying, sexual orientation, gender identification, chemical dependency, suicide, and assault, are explored.

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.

Principal Courses: 12 cr.

EDS741 Financial Management (3 cr.)

The emphasis of this course is on budget allocation, planning, reporting, and auditing laws and rules governing schools and school districts in Minnesota. Financial systems at the state, district, and school levels are evaluated. The course reviews the historical development of state funding for public education in Minnesota.

EDS742 Legal Issues in Education (3 cr.)

The emphasis of this course is on the identification, interpretation, and implementation of state and federal laws and legal issues affecting schools and school systems. Education case law, contract law, labor relations, policies, and regulations pertinent to school districts are discussed. Dispute resolution processes and resources are examined.

EDS750 Principal as Building Leader (3 cr.)

This course examines the role of the building principal as instructional leader who can build effective teams, shape a vision for success for all students, cultivate leadership in others, communicate effectively, help staff upgrade skills, and use data to foster school improvement. Related topics of importance are explored, including building safety and security systems and student guidance programs available in Minnesota schools. Organizational structures related to the principal's role in providing oversight for special education programs are examined. Various models and issues impacting the building master schedule are critically evaluated.

EDS756 Principal Field Experience I (1 cr.)

Prerequisite(s): Students must apply for the field experience using the application and notification forms in the program manual. Students identify the site(s) for their field experience in the application materials. Concurrent enrollment in the Principal Seminar is required.

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on-site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at each level: elementary, junior/middle level, and high school. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

EDS757 Principal Field Experience II (1 cr.)

Prerequisite(s): EDS756 Principal Field Experience I (1 cr.) I or at least 100 hours. If the student has not completed the seminar, concurrent enrollment in the Principal Seminar is required.

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on-site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at each level: elementary, junior/middle level, and high school. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

EDS758 Principal Field Experience III (1 cr.)

Prerequisite(s): EDS757 Principal Field Experience II (1 cr.) or at least 210 hours. If the student has not completed the seminar, concurrent enrollment in the Principal Seminar is required.

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on-site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at each level: elementary, junior/middle level, and high school. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

EDS759 Principal Seminar (0 cr.)

Prerequisite(s): Concurrent enrollment in a principal field experience.

These graded seminar sessions are intended to provide a forum in which to reflect on events, circumstances, and responsibilities experienced in the field experience internship. Requirements mandated by Minnesota statutes and the university are reviewed. Job acquisition skills are developed, including cover letter composition, interviewing, résumé development, and job search strategies. An introduction to creating the student's required electronic portfolio is provided.

Certificate Completion: 0 cr.

EDS775 Exit Assessment Meeting (0 cr.)

This course is the concluding activity for a student seeking education administration licensure as a K-12 principal in Minnesota. Achievement of the state-identified competencies is evaluated based on the student's portfolio presentation to a committee and responses to questions raised regarding leadership and problem-solving situations. Students are required to submit evidence of competencies; a personal assessment of their growth in the competencies; and a competency reflection in which they relate their preparation, growth, increased insight, and understanding for each competency.

Alternative 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 graduate certificate program in Educational Administration through an alternate pathway option. Upon successful completion of the alternate pathway course students will be considered for regular admission.

There are three major components of the pathway contained within four 1-credit graduate level courses including 1050 hours of school classroom experience, a required guided teaching experience of 8 weeks (240 hours), and an electronic portfolio documenting completion of the pathway requirements.

Component 1: 1050 hours

Candidates are required to log time served studying and learning about pre-kindergarten, elementary, junior high/middle school, and high school levels, gaining knowledge and skills in 12 areas described in the student learning objectives.

Component 2: Guided Teaching Component

Candidates will log a minimum of 8 weeks (240 hours) of guided teaching. This is expected to be a graduated direct teaching experience under a mentoring administrator, but may not be limited to a single course, class, subject, or group.

Component 3: Electronic Portfolio

In order to demonstrate basic knowledge and skills as required by the Minnesota Rule (MR) 3512.0700, the culmination of the pathway is the presentation of an electronic portfolio. The portfolio should demonstrate the appropriate teaching knowledge, skills, and experiences of the 12 student learning objectives and will be presented to a panel consisting of university and K-12 school advisors and staff.

EDS691, EDS692, EDS693, EDS694 Alternate Pathway Prerequisite courses (1 cr. per course, four credits in total)

Faculty

Faculty members for the Educational Administration Certificate have earned doctorates, education specialist, or master's degrees. Faculty members are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants must possess a master's degree in an education-related field, including at least 21 credits from among any of the following: teaching techniques, curriculum design, communication skills, education research/assessment, education leadership or administration. If additional credits are required to meet the entrance requirement, those credits must be earned before starting the Educational Administration – K-12 Principal Program coursework. According to the Board of School Administrators for the State of Minnesota, an applicant for licensure as a principal 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 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 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 degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

    a. brief description of the applicant's background, training, and experience; and

    b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

    c. description of the areas the applicant considers to be their 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. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Educational Administration – Superintendent Certificate

The Educational Administration – Superintendent Graduate Certificate program is designed for students who already have earned a master's degree to develop school administrative leadership and management skills. Minnesota State requirements for superintendents are embedded in the courses. The curriculum is practitioner-focused with an emphasis on applying organizational leadership theories with practical skills needed by school administrators to become leaders of effective learning organizations.

Program Outcomes

The following outcomes are state-identified competencies for educational administration in superintendent preparation.

Core Program Outcomes

Leadership: Lead educational institutions and departments through collaborative, visionary planning, and decision making.

Organizational Management: Manage and evaluate organizational operations including human, monetary, and physical resources for institutional improvement.

Diversity Leadership: Promote, create, and monitor appreciation and cultivation of diversity.

Policy and Law: Interpret, develop, and implement local, state, and federal policy and law.

Political Influence and Governance: Nurture a cooperative alliance of key stakeholders to influence the politics and governance of educational institutions.

Communication: Utilize communication skills essential to inform and facilitate effective organizational communication.

Community Relations: Establish and maintain positive and effective community relations relative to educational institutions.

Curriculum Planning and Development for the Success of All Learners: Facilitate the planning and development of curriculum, assessment, and instruction.

Instructional Management for the Success of All Learners: Design, implement, and support instruction and assessment strategies and behavior management, integrating current research appropriate for all learners.

Human Resource Management: Interpret, apply, and manage policies and procedures which foster positive and productive performance from faculty and staff.

Values and Ethics of Leadership: Practice ethical leadership, ensuring the best interest of all learners.

Judgment and Problem Analysis: Implement and facilitate problem-solving strategies integrating critical thinking, creativity, logic, and collaboration.

Safety and Security: Create safety and security plans to sustain an emotionally and physically safe educational environment for all.

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.

Program Structure and Delivery

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 superintendent 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.

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. Courses in the program are delivered in blended format, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructively valuable manner.

Degree Requirements

Core Educational Administration Credits	17 cr.
Superintendent Courses	12 cr.
Certificate Completion	0 cr.
Total	**29 cr.**

Core Educational Administration Credits: 17 cr.

EDS701 Orientation and Assessment (0 cr.)

This mandatory session acquaints students beginning their academic work 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.

EDS706 Student Assessment and Program Evaluation (2 cr.)

This course explores the components of effective program evaluation models and examines assessment processes of and for student learning. The skills administrators need to access, interpret, and effectively communicate assessment data are practiced. Strategies to develop an inclusive environment and culturally responsive teaching practices are examined with respect to student learning, with a focus on literacy and numeracy.

EDS710 Leadership Theory (3 cr.)

This course explores the history of leadership theory and focuses on applied theories of leadership behavior. Leaders as change agents and leaders as servants are emphasized to effectively lead educational organizations characterized by complex and changing global and educational environments. Key concepts of leadership including courage, ethics, motivation, power and influence, vision and mission, and culture are analyzed through the lens of change.

EDS716 Leadership for Teaching and Learning (2 cr.)

The complex role of the instructional leader is defined through the exploration and analysis of staff development programs and instructional improvement strategies. Advocacy for curriculum, assessment, and instruction is examined. Supervision of instruction is emphasized based upon current statutes and regulations pertaining to staff development and evaluation. Research-based strategies for differentiating learning for special populations are investigated. The necessity for building communities of professional practice is studied as a key component in the development of a continuous school improvement model.

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 and systems, and communication and negotiation skills to foster positive and productive performance from faculty and staff are analyzed using traditional and technological tools and resources.

EDS731 Shaping an Inclusive School Culture (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 effects of mental health conditions on the learning environment, including the roles and responsibilities of mental health professionals, are examined. Responses to contemporary issues facing school leaders, including student bullying, sexual orientation, gender identification, chemical dependency, suicide, and assault, are explored.

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.

Superintendent Courses: 12 cr.

EDS741 Financial Management (3 cr.)

The emphasis of this course is on budget allocation, planning, reporting, and auditing laws and rules governing schools and school districts in Minnesota. Financial systems at the state, district, and school levels are evaluated. The course reviews the historical development of state funding for public education in Minnesota.

EDS742 Legal Issues in Education (3 cr.)

The emphasis of this course is on the identification, interpretation, and implementation of state and federal laws and legal issues affecting schools and school systems. Education case law, contract law, labor relations, policies, and regulations pertinent to school districts are discussed. Dispute resolution processes and resources are examined.

EDS760 The Superintendency (3 cr.)

This course provides a forum in which to demonstrate the core competencies specifically required of school district superintendents, including policy and law in school district governance and operations; political influence with local and state government and other agencies; communication with the school board in the district and community; organizational management of school district finances and operations; and judgment in promoting the vision and mission of the district.

EDS761 Superintendent Field Experience I (1 cr.)

Prerequisite(s): Students must apply for the field experience using the application and notification forms in the program manual.

Students identify the site(s) for their field experience in the application materials. The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on-site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at a second education organization at the top leadership level. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

EDS762 Superintendent Field Experience II (1 cr.)

Prerequisite(s): EDS761 or at least 100 hours.

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on-site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours

must be logged at a second education organization at the top leadership level. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

EDS763 Superintendent Field Experience III (1 cr.)

Prerequisite(s): EDS762 or at least 210 hours.

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on-site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at a second education organization at the top leadership level. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

Certificate Completion: 0 cr.

EDS776 Exit Assessment Meeting (0 cr.)

This course is the concluding activity for a student seeking education administration licensure as a superintendent in Minnesota. Achievement of the state-identified competencies is evaluated based on the student's portfolio presentation to a committee and responses to questions raised regarding leadership and problem-solving situations. Students are required to submit evidence of competencies; a personal assessment of their growth in the competencies; and a competency reflection in which they relate their preparation, growth, increased insight, and understanding for each competency.

Alternative 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 graduate certificate program in Educational Administration through an alternate pathway option. Upon successful completion of the alternate pathway course students will be considered for regular admission.

There are three major components of the pathway contained within four 1-credit graduate level courses including 1050 hours of school classroom experience, a required guided teaching experience of 8 weeks (240 hours), and an electronic portfolio documenting completion of the pathway requirements.

Component 1: 1050 hours

Candidates are required to log time served studying and learning about pre-kindergarten, elementary, junior high/middle school, and high school levels, gaining knowledge and skills in 12 areas described in the student learning objectives.

Component 2: Guided Teaching Component

Candidates will log a minimum of 8 weeks (240 hours) of guided teaching. This is expected to be a graduated direct teaching experience under a mentoring administrator, but may not be limited to a single course, class, subject, or group.

Component 3: Electronic Portfolio

In order to demonstrate basic knowledge and skills as required by the Minnesota Rule (MR) 3512.0700, the culmination of the pathway is the presentation of an electronic portfolio. The portfolio should demonstrate the appropriate teaching

knowledge, skills, and experiences of the 12 student learning objectives and will be presented to a panel consisting of university and K-12 school advisors and staff.

EDS691, EDS692, EDS693, EDS694 Alternate Pathway

Prerequisite courses (1 cr. per course, four credits in total)

Faculty

Faculty members for the Educational Administration Certificate have earned doctorates, education specialist, or master's degrees. Faculty members are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants must possess a master's degree in an education-related field, including at least 21 credits from among any of the following: teaching techniques, curriculum design, communication skills, education research/assessment, education leadership or administration. If additional credits are required to meet the entrance requirement, those credits must be earned before starting the Educational Administration – Superintendent Program coursework. According to the Board of School Administrators for the State of Minnesota, an applicant for licensure as a superintendent 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 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 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 degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

   a. brief description of the applicant's background, training, and experience; and

   b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

    c. description of the areas the applicant considers to be their 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. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Geographic Information Science (GIS) Certificate

The Graduate Certificate in Geographic Information Science (GIS) is a technology-centered certificate program for those seeking professional geospatial technology skills to support increasing workplace demands for geospatial technology use and decision making. The certificate is comprised of 15 credits. Courses offered in the certificate parallel skills and knowledge needed for continued professional certification from the GIS Certification Institute. All courses are offered at the graduate level.

Learners are exposed to the latest software, technology, and resources for applied geographic information systems (GIS) and related technologies in fields such as natural resources, business intelligence, emergency management, surveying, urban planning, programming, public safety, and data management. In addition, experiences are enhanced by providing core training in operating GIS hardware/software, development of databases, GIS data analysis, and foundations of programming.

The program is structured to help maximize all experience levels and backgrounds - whether a person has a rich background in GIS or is completely new to the field. With geospatial technology's ability to be applied to limitless fields and its increasing demand as a current and emerging career, it is a valuable science to possess within the digital technology era.

Program Outcomes

Graduates of the Graduate Certificate in GIS are expected to be able to do the following:

1. Analyze geospatial data.

2. Demonstrate proficiency in data collection and database administration.

3. Develop custom applications and scripts for visualization and analytics.

4. Engage in complex critical thinking.

Degree Requirements

All students complete 15 credits to earn the Graduate Certificate in GIS.

Required Courses (15 cr.)

DIGA605 Fundamentals of Geographic Information Systems (GIS) (3 cr.)

This course introduces the concepts of spatial data creation, editing, and analysis using GIS software. Emphasis is placed on spatial concepts and understanding and utilizing standard operating procedures. Topics covered include coordinate systems, data creation, derivation, editing, metadata, proximity and overlay analysis, and cartography. Technical proficiency is a primary objective of the course, reinforced by significant practical exercises utilizing GIS software. Examples of how the geospatial industry provides location intelligence to a variety of disciplines are explored.

DIGA610 Relational Database Design and Administration (3 cr.)

Prerequisite(s): DIGA605

This course follows a logical progression from basic data types into normalization and relational geodatabase design. The course explores the role of various tabular structures, from simple flat files to the relational geodatabase. The course explores implementing methods to promote spatial and tabular data integrity and facilitate analytical workflows. Standard query language (SQL) for querying, modifying, and managing data is also covered. The course includes enterprise geodatabase topics such as permissions, versioning, replication, and archiving.

DIGA615 Data Acquisition and Location of Things (3 cr.)

This course introduces methods centered around data collection in a geo-relational context. Data collection topics include applications centered around mobile global positioning systems (GPS), land and parcel data, sensors and drone data acquisition, and data generated within the Internet of Things (IOT). The course discusses concepts in understanding workflow, critical appraisal of data, and applications for various industries.

DIGA625 Python Programming for Technology Applications (3 cr.)

Prerequisite(s): DIGA605 or equivalent or consent of program director

The course focuses on core programming concepts such as classes and objects, controlling flow, user input, batch processing, and error handling while working in the context of data processing, analysis, and visualization. The course explores a variety of Python packages and integration for project development. Custom workflows and visualizations for both spatial and tabular data are also discussed.

DIGA630 Advanced GeoSpatial Data and Location Analytics (3 cr.)

Prerequisite(s): DIGA605 or equivalent or consent of program director

This course promotes exploration and utilization of advanced functionality of GIS technology. Substantial effort is directed toward developing proficiency in understanding data at complex levels with an emphasis on advanced raster and spatial analysis. The course covers advanced GIS analysis, image analysis techniques, and geospatial topic-specific areas of study.

Admission Requirements

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

Application Process

Applicants must submit:

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

2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program pre- requisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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.

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

K–12 Reading Teacher Certificate

The K-12 Reading Teacher program qualifies candidates for Minnesota or Wisconsin K-12 Reading Teacher licensure. The program prepares graduates to develop, implement, and supervise K-12 reading curriculum in district level positions or to coach and consult with teacher colleagues. The addition of seven courses, focused on research-based intervention strategies for the development of reading and writing from kindergarten through community college, results in an M.A. in Literacy Education.

Program Outcomes

Consistent with the mission of Saint Mary's University of Minnesota and the Board of Teaching requirements for licensure as K-12 Reading Teachers, the K-12 Reading Teachers graduate certificate program expects its graduates to be able to do the following:

1. Understand the foundations of reading processes and instruction.

2. Employ a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction with elementary, middle, and high school students.

3. Apply a variety of assessment tools and practices to plan and evaluate effective reading instruction.

4. Create a literate environment that fosters reading.

5. Value professional development as a career-long effort and responsibility.

Program Structure and Delivery

The K-12 Reading Teacher program can be completed in 15 months and is designed to fit the schedule of employed persons who want to take classes on weekends and during the summer. Courses are delivered in a blended format, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner.

Degree Requirements

Required Courses: 17 cr.

EDRD600 Foundations of Language and Literacy Development (1-3 cr.)

This course explores the theoretical and scientific underpinnings of literacy development as a basis for developing effective K-12 reading programs. Major topics include knowledge of the relationships between spoken and written language, the historical evolution of English, processes of reading, motivational aspects, stages of reading, spelling, and writing development, and major historical and current instructional approaches and programs for literacy development. Qualitative and quantitative research regarding literacy acquisition and applications to designing balanced reading programs are addressed. This course is also an applied introduction to the study of linguistics as it relates to the teaching of English to non-native speakers. It is divided into language as a system (phonology, morphology, syntax, semantics), the social factors affecting language acquisition and development, and the relationship of learning English to that of learning other languages.

EDRD601 Elementary Reading Instruction: K-6 (2 cr.)

Prerequisite(s): EDRD600

Drawing on the conceptual framework for understanding literacy processes, stages, and major instructional approaches developed in EDRD600, this course features instructional techniques, materials, and programs that have been validated as effective for developing competent and joyful readers and writers in grades K-6. The focus is on creating a balanced literacy program that incorporates the strengths of a whole language approach and the findings of the National Reading Panel.

EDRD602 Secondary Reading Instruction: 7-12 (2 cr.)

Prerequisite(s): EDRD600, EDRD601

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.)

Prerequisite(s): EDRD600, EDRD601, EDRD602

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.)

Prerequisite(s): EDRD600, EDRD601, EDRD602, EDRD603

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 Language and Reading Practicum (3 cr.)

Prerequisite(s): EDRD604

After assessing the literacy skills and needs of three students--one each at elementary, middle, and high school levels--candidates for the licensure design and carry out

individualized intervention programs. The course includes 45 hours of student contact, three class sessions, and weekly online participation via Blackboard.

EDRD606 Development and Supervision of K-12 Reading Programs (2 cr.)

Prerequisite(s): EDRD605

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.

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, expertise and proven ability to teach adult students.

Transfer Credits

Students may transfer up to 6 graduate credits of Saint Mary's University of Minnesota GPDE continuing education coursework designed to align with Minnesota reading standards into the program.

Admission Requirements

Applicants who wish to qualify for the K-12 Reading Teacher Program must have or be eligible for a Minnesota classroom teacher license. Applicants must have completed an undergraduate degree from a regionally accredited institution and have maintained an overall GPA of 2.75 on a 4.0 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework.

Application Process

Applicants must submit 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 f 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 to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

    a. brief description of the applicant's background, training, and experience; and

    b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

    c. description of the areas the applicant considers to be their 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. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Educational Administration, Ed.S.

The Education Specialist Degree (Ed.S.) in Educational Administration program is designed for students who already have earned a master's degree to develop school administrative leadership and management skills and research techniques. Minnesota State requirements for elementary and secondary principals, superintendents, or special education directors are embedded in the courses and the program completion options. The curriculum is practitioner-focused with an emphasis on action research. Instruction focuses on applying organizational leadership theories with practical skills needed by school administrators to become leaders of effective learning organizations.

Program Outcomes

The following outcomes are state-identified competencies for educational administration:

Core Program Outcomes

Leadership: Lead educational institutions and departments through collaborative, visionary planning, and decision making.

Organizational Management: Manage and evaluate organizational operations including human, monetary, and physical resources for institutional improvement.

Diversity Leadership: Promote, create, and monitor appreciation and cultivation of diversity.

Policy and Law: Interpret, develop, and implement local, state, and federal policy and law.

Political Influence and Governance: Nurture a cooperative alliance of key stakeholders to influence the politics and governance of educational institutions.

Communication: Utilize communication skills essential to inform and facilitate effective organizational communication.

Community Relations: Establish and maintain positive and effective community relations relative to educational institutions.

Curriculum Planning and Development for the Success of All Learners: Facilitate the planning and development of curriculum, assessment, and instruction.

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.

Human Resource Management: Interpret, apply, and manage policies and procedures which foster positive and productive performance from faculty and staff.

Values and Ethics of Leadership: Practice ethical leadership, ensuring the best interest of all learners.

Judgment and Problem Analysis: Implement and facilitate problem-solving strategies integrating critical thinking, creativity, logic, and collaboration.

Safety and Security: Create safety and security plans to sustain an emotionally and physically safe educational environment for all.

Principal Specific Outcomes

P1.   Instructional Leadership: Apply school and district-wide literacy and numeracy systems.

P2.   Monitor Student Learning: Develop and manage effective learning environments and experiences for all students.

P3.   Leadership: Lead the community within K-12 institutions, promoting inclusiveness and effective communication.

Superintendent Specific Outcomes

S1.   Policy and Law: Interpret and explain local, state, and federal public policy and law.

S2.   Political Influence and Governance: Identify and explain the influencing politics and governance of educational institutions.

S3.   Communication: Promote effective relations with school boards, districts, and community members.

S4.   Organizational Management: Identify factors affecting school finances.

S5.   Judgment and Problem Analysis: Carry out the mission and vision with attention to competing interests.

Special Education Director Specific Outcomes

SED1.   Policy and Law: Interpret and apply laws and policies regulating special education programs.

SED2.   Organizational Management: Identify and explain policies and procedures regulating districts, boards, and special education.

SED3.   Resource Allocation: Identify and explain programs, resources, and agencies related to special education.

Program Structure and Delivery

Minnesota State requirements for elementary and secondary principals, superintendents, or special education directors are embedded in the courses and the program completion options.

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 they desire. If students want licensure in more than one area, additional coursework is required.

In addition, three final courses are required to earn the Education Specialist degree. These course include 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.

At the end of the program students present their action research and a 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.

Students may transfer a maximum of six graduate semester credits from a regionally accredited institution. Credits must have been earned during the five years prior to admission, be 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 subsequent courses must be earned at Saint Mary's University.

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. Courses in the program are delivered in a blended format, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner.

Option 1: Education Specialist Degree - K-12 Principal

Degree Requirements

Core Courses	17 cr.
Principal Courses	12 cr.
Specialist Degree Completion Courses	6 cr.
Total	**35 cr.**

Option 2: Education Specialist Degree - Superintendent

Degree Requirements

Core Courses	17 cr.
Superintendent Courses	12 cr.
Specialist Degree Completion Courses	6 cr.
Total	**35 cr.**

Option 3: Education Specialist Degree - Director of Special Education

Degree Requirements

Core Courses	17 cr.
Director of Special Education Courses	12 cr.
Specialist Degree Completion Courses	6 cr.
Total	**35 cr.**

Core Courses: 17 cr.

EDS701 Orientation and Assessment (0 cr.)

This mandatory session acquaints students beginning their academic work 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.

EDS706 Student Assessment and Program Evaluation (2 cr.)

This course explores the components of effective program evaluation models and examines assessment processes of and for student learning. The skills administrators need to access, interpret, and effectively communicate assessment data are practiced. Strategies to develop an inclusive environment and culturally responsive teaching practices are examined with respect to student learning, with a focus on literacy and numeracy.

EDS710 Leadership Theory (3 cr.)

This course explores the history of leadership theory and focuses on applied theories of leadership behavior. Leaders as change agents and leaders as servants are emphasized to effectively lead educational organizations characterized by complex and changing global and educational environments. Key concepts of leadership including courage, ethics, motivation, power and influence, vision and mission, and culture are analyzed through the lens of change.

EDS716 Leadership for Teaching and Learning (2 cr.)

The complex role of the instructional leader is defined through the exploration and analysis of staff development programs and instructional improvement strategies. Advocacy for curriculum, assessment, and instruction is examined. Supervision of instruction is emphasized based upon current statutes and regulations pertaining to staff development and evaluation. Research-based strategies for differentiating learning for special populations are investigated. The necessity for building communities of professional practice is studied as a key component in the development of a continuous school improvement model.

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 and systems, and communication and negotiation skills to foster positive and productive performance from faculty and staff are analyzed using traditional and technological tools and resources.

EDS731 Shaping an Inclusive School Culture (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 effects of mental health conditions on the learning environment, including the roles and responsibilities of mental health professionals, are examined. Responses to

contemporary issues facing school leaders, including student bullying, sexual orientation, gender identification, chemical dependency, suicide, and assault, are explored.

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.

Principal Courses: 12 cr.

EDS741 Financial Management (3 cr.)

The emphasis of this course is on budget allocation, planning, reporting, and auditing laws and rules governing schools and school districts in Minnesota. Financial systems at the state, district, and school levels are evaluated. The course reviews the historical development of state funding for public education in Minnesota.

EDS742 Legal Issues in Education (3 cr.)

The emphasis of this course is on the identification, interpretation, and implementation of state and federal laws and legal issues affecting schools and school systems. Education case law, contract law, labor relations, policies, and regulations pertinent to school districts are discussed. Dispute resolution processes and resources are examined.

EDS750 Principal as Building Leader (3 cr.)

This course examines the role of the building principal as instructional leader who can build effective teams, shape a vision for success for all students, cultivate leadership in others, communicate effectively, help staff upgrade skills, and use data to foster school improvement. Related topics of importance are explored, including building safety and security systems and student guidance programs available in Minnesota schools. Organizational structures related to the principal's role in providing oversight for special education programs are examined. Various models and issues impacting the building master schedule are critically evaluated.

EDS756 Principal Field Experience I (1 cr.)

Prerequisite(s): Students must apply for the field experience using the application and notification forms in the program manual. Students identify the site(s) for their field experience in the application materials. Concurrent enrollment in the Principal Seminar is required.

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on-site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must

be logged at each level: elementary, junior/middle level, and high school. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

EDS757 Principal Field Experience II (1 cr.)

Prerequisite(s): EDS756 Principal Field Experience I (1 cr.) I or at least 100 hours. If the student has not completed the seminar, concurrent enrollment in the Principal Seminar is required.

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on-site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at each level: elementary, junior/middle level, and high school. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

EDS758 Principal Field Experience III (1 cr.)

Prerequisite(s): EDS757 Principal Field Experience II (1 cr.) or at least 210 hours. If the student has not completed the seminar, concurrent enrollment in the Principal Seminar is required.

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on-site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at each level: elementary, junior/middle level, and high school. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

EDS759 Principal Seminar (0 cr.)

Prerequisite(s): Concurrent enrollment in a principal field experience.

These graded seminar sessions are intended to provide a forum in which to reflect on events, circumstances, and responsibilities experienced in the field experience internship. Requirements mandated by Minnesota statutes and the university are reviewed. Job acquisition skills are developed, including cover letter composition, interviewing, résumé development, and job search strategies. An introduction to creating the student's required electronic portfolio is provided.

Superintendent Courses: 12 cr.

EDS741 Financial Management (3 cr.)

The emphasis of this course is on budget allocation, planning, reporting, and auditing laws and rules governing schools and school districts in Minnesota. Financial systems at the state, district, and school levels are evaluated. The course reviews the historical development of state funding for public education in Minnesota.

EDS742 Legal Issues in Education (3 cr.)

The emphasis of this course is on the identification, interpretation, and implementation of state and federal laws and legal issues affecting schools and school systems. Education case law, contract law, labor relations, policies, and regulations pertinent to school districts are discussed. Dispute resolution processes and resources are examined.

EDS760 The Superintendency (3 cr.)

This course provides a forum in which to demonstrate the core competencies specifically required of school district superintendents, including policy and law in school district governance and operations; political influence with local and state government and other agencies; communication with the school board in the district and community; organizational management of school district finances and operations; and judgment in promoting the vision and mission of the district.

EDS761 Superintendent Field Experience I (1 cr.)

Prerequisite(s): Students must apply for the field experience using the application and notification forms in the program manual.

Students identify the site(s) for their field experience in the application materials. The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on-site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at a second education organization at the top leadership level. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

EDS762 Superintendent Field Experience II (1 cr.)

Prerequisite(s): EDS761 or at least 100 hours.

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on-site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at a second education organization at the top leadership level. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

EDS763 Superintendent Field Experience III (1 cr.)

Prerequisite(s): EDS762 or at least 210 hours.

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on-site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at a second education organization at the top leadership level. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

Director of Special Education Courses: 12 cr.

EDS772 Resource Allocation for Special Education Directors (3 cr.)

The emphasis of this course is on budget planning, allocation, monitoring, reporting, and auditing practices as applied to special education programs and school districts in Minnesota. Financial systems at the state, district, and school levels are examined. Implementation of the Individuals with Disabilities Education Act (IDEA), as revised, is studied specifically as it relates to financial support. Potential sources of funding for educational technologies and specialized instructional strategies used to support special education programs and students are examined.

EDS773 Legal Issues in Special Education (3 cr.)

This course identifies and analyzes the laws and rules governing special education programs and school districts in Minnesota. Implementation of the Individuals with Disabilities Education Act (IDEA), as revised, is studied specifically as it relates to legal requirements. Education case law, contract law, labor relations, policies, and regulations pertinent to special education in Minnesota are discussed. Program options and dispute resolution processes and resources are examined.

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.

EDS791 Director of Special Education Field Experience I (1 cr.)

Prerequisite(s): Students must apply for the field experience using the application and notification forms in the program manual. Students identify the site(s) for their field experience in the application materials. Concurrent enrollment in the Director of Special Education Seminar is required.

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an onsite 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.

EDS792 Director of Special Education Field Experience II (1 cr.)

Prerequisite(s): EDS791 Director of Special Education Field Experience I (1 cr.) or at least 100 hours. If the student has not completed the seminar, concurrent enrollment in the Director of Special Education Seminar is required.

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on-site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at a second education organization at the top leadership level. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

EDS793 Director of Special Education Field Experience III (1 cr.)

Prerequisite(s): EDS792 Director of Special Education Field Experience II (1 cr.) or at least 210 hours. If the student has not completed the seminar, concurrent enrollment in the Director of Special Education Seminar is required

The administrative field experience internship offers students opportunities to practice the knowledge and skills within the state-identified competencies for administrative licensure. Over the span of the three 1-credit courses, a total of 320 hours of service, under the supervision of an on-site licensed practicing administrator and a university advisor, are documented. Approximately 107 hours are completed per credit. Among the total 320 hours, at least 40 hours must be logged at a second education organization at the top leadership level. Students have, by Minnesota statute, a 12-month period to complete the 320 total hours.

EDS794 Director of Special Education Seminar (0 cr.)

Prerequisite(s): 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, résumé development, and job search strategies. An introduction to creating the student's required electronic portfolio is provided.

Specialist Degree Completion Courses: 6 cr.

EDS780 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 district levels. Qualitative and quantitative methods, including analysis of standardized tests, analysis of performance-based procedures, surveys, focus groups, observational data analysis, and other methods used by practitioners for the examination and improvement of professional practices are examined. Students generate an action research proposal as the basis for their capstone research project.

EDS798 Advanced Action Research Seminar (3 cr.)

Prerequisite(s): EDS780

This seminar is designed to assist students in the completion of their capstone research project. The seminar correlates with their research activities. Discussions and readings focus on issues and questions arising from the actual research experience. Students design, carry out, and share their progress on their action research project in a seminar format.

EDS799 Exit Assessment Meeting and Capstone Presentation (0 cr.)

This course is the concluding activity for students seeking the Education Specialist degree. Once the action research project is completed, a final thesis is prepared, reviewed by the student's Committee, and then presented to and discussed with a panel of colleagues and University faculty. Upon completion, the Committee endorses the final thesis and recommends the student for the Education Specialist degree.

Alternate Pathway

Applicants who do not have the required three years of successful classroom teaching experience and/or classroom teaching licensure may be considered for provisional admission into the Ed.S. program or the graduate certificate program in Educational Administration through an alternate pathway option. Upon successful completion of the alternate pathway course students will be considered for regular admission.

There are three major components of the pathway contained within four 1-credit graduate level courses including 1050 hours of school classroom experience, a required guided teaching experience of 8 weeks (240 hours), and an electronic portfolio documenting completion of the pathway requirements.

Component 1: 1050 hours

Candidates are required to log time served studying and learning about pre-kindergarten, elementary, junior high/middle school, and high school levels, gaining knowledge and skills in 12 areas described in the student learning objectives.

Component 2: Guided Teaching Component

Candidates will log a minimum of 8 weeks (240 hours) of guided teaching. This is expected to be a graduated direct teaching experience under a mentoring administrator, but may not be limited to a single course, class, subject, or group.

Component 3: Electronic Portfolio

In order to demonstrate basic knowledge and skills as required by the Minnesota Rule (MR) 3512.0700, the culmination of the pathway is the presentation of an electronic portfolio. The portfolio should demonstrate the appropriate teaching knowledge, skills, and experiences of the 12 student learning objectives and will be presented to a panel consisting of university and K-12 school advisors and staff.

EDS691, EDS692, EDS693, EDS694 Alternate Pathway Prerequisite courses (1 cr. per course, four credits in total)

Faculty

Faculty members for the Education Specialist Degree in Education Administration have earned doctorates, education specialist or master's degrees. Faculty members are selected for their combination of educational and professional experience and expertise.

Admission Requirements

Applicants must possess a master's degree in an education-related field, including at least 21 credits from among any of the following: teaching techniques, curriculum design, communication skills, education research/assessment, education leadership or administration. If additional credits are required to meet the entrance requirement, those credits must be earned before starting Ed.S. program coursework. According to the Board of School Administrators for the State of Minnesota, an applicant for licensure as a superintendent, principal, or special education director shall have three years of successful classroom teaching experience while holding a classroom teaching license valid for the position or positions in which the experience was gained.

Applicants may apply for admission to specialist degree and doctorate degree programs at any time during the year. A master's degree from a regionally accredited institution, for which applicant maintained at least a 3.0 grade point

average on a 4.0 scale, is required for admission. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. All applicants must complete an interview with the program administrators.

Application Process

Applicants must submit 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 master degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

   a. a brief description of the applicant's background, training, and experience; and

   b. a statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

   c. a description of the areas the applicant considers to be their strengths and areas in which the applicant wishes to develop greater strengths and abilities; and

   d. a 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.

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Business Administration, D.B.A.

The DBA curriculum is designed to empower learners to become ethical leaders. The coursework consists of four clusters of three classes each.

    I. The Global Business Environment
    II. Research Skills
    III. The Internal Environment of Business
    IV. Specialization Courses

In cluster I, students explore the world, the external environment of business through the traditional/stakeholder model of the firm. This exploration leads to research questions, both qualitative and quantitative, which are addressed through the cluster II courses. The activities in the cluster II courses are designed around questions raised in the cluster I courses.

As students gain a broader understanding of the world around them, questions will arise, some of which may be addressed through the research courses and some which will require the student to think critically about moral and ethical issues. Cluster III courses specifically address these moral and ethical issues. The specialization courses in cluster IV allow students to develop in-depth knowledge in a selected field and to begin developing a dissertation proposal.

Program Outcomes

Upon completion of this program, graduates of the Doctorate of Business Administration program are expected to do the following:

1. Analyze complex issues in a global, diverse business context.

2. Conduct relevant research for business application.

3. Create innovate and adaptive solutions to complex business problems.

4. Provide adaptive leadership for continual organizational sustainability and growth.

5. Serve through ethical practices and social responsibility.

6. Communicate effectively in a variety of modes appropriate to the setting.

Program Structure and Delivery

Coursework is delivered over two years with courses from clusters I and II alternating during the first year. The second year covers cluster III followed by cluster IV. Courses are delivered in a blended format, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner.

Degree Requirements

Orientation	0 cr.
Foundation Courses*	9 cr.
Cluster I. The Global Business Environment	9 cr.
Cluster II. Research Skills	9 cr.
Cluster III. The Internal Environment of Business	9 cr.
Cluster IV. Specialization Courses	12 cr.
Summative Activity, including 12 dissertation credits	15 cr.
Total	**54 cr.**

* Foundation courses or equivalent coursework is required but does not count toward the degree.

Student Orientation

DBA799 Student Orientation (0 cr.)

Prerequisite(s): Admission to the DBA program

Attendance is required before DBA students begin coursework. The orientation sessions introduce students to the faculty; provide a thorough description of the program's academic expectations; introduce students to library services and the writing center staff; provide valuable information regarding course registration; demonstrate the use of Blackboard; and include a discussion of other important administrative matters.

Foundation Courses: (9 cr.)

Foundation graduate level coursework in statistics, corporate finance, and managerial economics must be successfully completed prior to taking the Comprehensive Exam. Foundation courses, from those listed below or equivalents, do not count toward degree credits. Students choose MBA618 or GM630, MBA643 or GM660.

MBA618 Business Statistics (3 cr.)

This course is designed to give students a 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. Additionally, concepts in algebra, trigonometry, and pre-calculus as used in the analysis of business problems are covered.

GM630 Quantitative Methods (3 cr.)

This course focuses on statistical analysis of data for professional applications or research with an emphasis on quantitative methodologies. The course covers populations, sample selection, and descriptive and inferential statistics. Significance, Chi Square, correlations, analysis of variance and simple regression, and concepts of reliability, validity, and levels of measurement are addressed.

MBA643 Corporate Finance (3 cr.)

Prerequisite(s): MBA617

This course examines the principles of corporate finance and the tools and practices used in financial decision making. It examines the treasury function of an organization and the decisions made by the treasurer. Topics include long term financing, capital budgeting decisions, beta, debt-equity options, dividend policy analysis, and IPOs.

GM660 Financial Management (3 cr.)

This course introduces, discusses, and analyzes financial issues facing diverse organizations in today's business environment. Included is examination of various financial areas: types of organizations; sources of capital; capital management; financial statement analysis; time value of money; risk management; and asset valuation.

MBA604 Managerial Economics (3 cr.)

Prerequisite(s): MBA616

This course focuses on the application of economic theory to examine how an organization can efficiently achieve its aims or objectives. The tools and applications used by organizations to make decisions and assess their outcomes in a global context are covered. Topics include advanced supply and demand analysis and estimation, production and cost analysis, market structure and price analysis, regulation and risk analysis, and global pricing practices.

Cluster I: The Global Business Environment

DBA800 Global Markets and Resources (3 cr.)

Prerequisite(s): DBA799

This course examines the distribution of population and resources globally. Trends in consumption, income, and employment are explored. Political, institutional, and cultural forces affecting business are examined.

DBA801 The Developed World (3 cr.)

Prerequisite(s): DBA803

This course continues the themes developed in DBA800 and focuses on the consumers, economics, and institutions of the industrialized nations. Challenges and opportunities facing firms doing business in the developed counties are explored.

DBA802 The Developing World (3 cr.)

Prerequisite(s): DBA804

This course continues the themes developed in DBA800 and focuses on the consumers, economies, and institutions of the developing countries. Challenges and opportunities facing firms doing business in the developing countries are compared and contrasted with those facing firms doing business in the developed countries.

Cluster II: Research Skills

DBA803 Research Foundations (3 cr.)

Prerequisite(s): DBA800

This course establishes the framework for writing and critiquing scholarly research articles. The fundamentals of study design, hypothesis testing, sampling techniques, and data analysis are discussed. Emphasis is placed on ethical issues encountered by researchers.

DBA804 Quantitative Research Methods (3 cr.)

Prerequisite(s): DBA801

This course continues the themes developed in DBA803 and examines the use of parametric and non-parametric statistics in business research. Topics include selection of appropriate statistical measures, regression analysis, and analysis of variance. Time series models are emphasized.

DBA805 Qualitative Research Methods (3 cr.)

Prerequisite(s): DBA802

This course continues the themes developed in DBA803 and examines the use of qualitative methods in business research. The role of qualitative techniques in exploratory research is emphasized.

Cluster III: The Internal Environment of Business

DBA810 Social Responsibility and Ethics (3 cr.)

Prerequisite(s): DBA805

This course examines the roles of for-profit and nonprofit organizations in society. Differences and similarities in stakeholder expectations are explored. Ethical issues arising in each of the functional areas are examined.

DBA811 Organization Development and Leadership (3 cr.)

Prerequisite(s): DBA810

This course applies the principles of organization development to the examination of the firm. Topics include systems theory, organizational interventions, power and political structures, and effective resource management.

DBA812 Strategic Governance (3 cr.)

Prerequisite(s): DBA811

This course continues the themes begun in DBA810 and DBA811 and focuses on determining the strategic direction and governance of the organization. Emphasis is placed on development of objectives consistent with the organizational mission and desires of stakeholders, and measurement of progress towards those objectives.

Cluster IV: Specialization Courses

Choose a specialization

Business Economics and Finance Specialization

DBA816 Topical Papers in Macroeconomics (4 cr.)

Prerequisite(s): DBA812

This course examines research issues in macroeconomics. Emphasis is placed on the results of decisions made by consumers, organizations, and governments. Topics include unemployment, inflation, savings, investment, exchange rates, and the role of governments in markets.

DBA817 Topical Papers in Economic Risk Management (4 cr.)

Prerequisite(s): DBA816

This course examines research issues in economic risk management. Emphasis is placed on identifying and modeling risks faced by organizations. Topics include measuring and quantifying risk, managing exchange and interest rate risks, and managing input and output price risks.

DBA818 Topical Papers in Finance (4 cr.)

Prerequisite(s): DBA817

This course examines research issues in finance. Emphasis is placed on decision making within an organization attempting to satisfy multiple stakeholders. Topics include capital budgeting, management of assets and liabilities, the role of financial markets, and the institutions of the global financial system.

Management and Strategy Specialization

DBA813 Topical Papers in Management (4 cr.)

Prerequisite(s): DBA812

This course examines research issues central to the management of organizations. Emphasis is placed on managing human resources. Topics include organization change, leadership, power, motivation and performance, conflict and negotiation, and organization culture.

DBA814 Topical Papers in Strategy (4 cr.)

Prerequisite(s): DBA813

This course examines research issues in organization strategy. Emphasis is placed on the relationship of the firm to the external environment. Topics include planning and strategic management, organization structure and design, implementation of vision and mission, corporate governance, and corporate social responsibility.

DBA815 Topical Papers in Innovation (4 cr.)

Prerequisite(s): DBA814

This course examines research issues regarding the role of innovation in the creation of new business models, improving customer experience, and opening of new markets. Emphasis is placed on developing organization capabilities to meet market needs based on emerging trends. Topics include theories of innovation leadership and innovation, adaptability, and the introduction of new products and services.

Summative Activities

DBA830 Seminar (2 cr.)

Prerequisite(s): DBA815 or DBA818

This course provides a forum for students to discuss and present research proposals relevant to their field of study. This course is common to both tracks.

DBA860 Comprehensive Exam (1 cr.)

DBA students are required to take a comprehensive examination upon completion of the coursework, including foundational courses or equivalents. The comprehensive examination is an integrative experience requiring students to demonstrate personal mastery of concepts studied during the program and application of concepts to challenges in their areas of specialization.

DBA890 Dissertation (12 cr.)

Individualized sessions are conducted with the candidate's committee chairperson to prepare the dissertation proposal and the dissertation as well as the presentation to the committee. Upon successful defense of the dissertation proposal, the student submits the proposal to the Research Review Board for approval. Candidates are required to register for at least one dissertation credit each semester until finished, with a minimum of 12 credits required to complete the degree.

DBA900 Dissertation Defense (0 cr.)

Prerequisite(s): Completion of the D.B.A. Dissertation

Each student is required to provide a presentation of the dissertation project to the student's committee and the public. The committee and the public are encouraged to ask questions of the student regarding the research project, the student's written dissertation, points developed in the presentation, or any other related matter.

Faculty

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

Admission Requirements

Applicants must have a master's degree in business or management-related area and the following courses with a grade of B or better: Managerial Finance, Managerial Economics, and one semester of graduate statistics. Applicants must have completed an undergraduate degree from a regionally accredited institution and maintained an overall grade point average of 2.75 on a 4.00 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must complete an interview with a program administrator as part of the admission process.

Application Process

Applicants must submit:

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

2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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 their reasons for seeking admission to the program and,

    c. description of the areas the applicant considers to be their strengths and areas in which the applicant wishes to develop greater strengths and abilities and,

    d. personal information the applicant wishes to share.

4. Two letter(s) of recommendation that verify professional and/or volunteer experience and academic ability and,

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

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Counseling Psychology, Psy.D.

Program Overview

This five year degree 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.

Accreditation

The Psy.D. in Counseling Psychology at Saint Mary's University of Minnesota is a program in health service psychology which is accredited by the American Psychological Association (APA). Accreditation information can be obtained from the Commission on Accreditation of the American Psychological Association, 750 First Street NE; Washington, D.C. 20002-4242. Phone: 202-336-5979; TDD/TTY: 202-336-6123.

Program Mission

The mission of the Saint Mary's University of Minnesota PsyD in Counseling Psychology program is the development of counseling psychologists who engage in ethical practice with cultural humility and self-reflection. The program strives to produce professionally competent graduates who demonstrate commitment to the pursuit of social justice and promote wellbeing across the lifespan.

Program Goals and Objectives

Upon successful completion of the course of study for the Psy.D. in Counseling Psychology, students are expected to demonstrate the knowledge, skills, and attitudes requisite to practice competently in the domains described by each of the following goals and associated objectives:

1. I. Ground the practice of psychology in the science of psychology
   a. Critically evaluate research and theory in psychology
   b. Conduct applied clinical research
   c. Apply knowledge of the scientific foundations of psychology to professional practice

2. Assess and evaluate psychological functioning
   a. Administer, score, and interpret standardized psychological tests
   b. Conduct psychological assessments
   c. Construct, select, and utilize measures of psychological functioning
   d. Write psychological reports

3. Implement psychological interventions
   a. Select interventions based on the best available evidence
   b. Conceptualize problems according to multiple theoretical perspectives
   c. Deliver interventions effectively, ethically, and professionally
   d. Monitor the outcome of interventions

4. Practice with diverse populations
   a. Appreciate and integrate the multiple perspectives from which people and systems operate
   b. Demonstrate awareness of the impact of bias in psychological practice
   c. Provide psychological services competently and ethically with clientele from diverse backgrounds

5. Function in multiple professional roles and settings
   a. Collaborate with stakeholders and other professionals
   b. Supervise the work of other professionals
   c. Consult with individuals, agencies, and institutions
   d. Educate students, other professionals, and the general public
   e. Provide psychological services in varied settings

6. Achieve an identity as a professional psychologist
   a. Adhere to state and national standards of ethical behavior for psychologists
   b. Communicate effectively both orally and in writing

c. Think critically and creatively about problems in professional practice

d. Engage in lifelong learning and professional development

Program Structure and Delivery

Courses in the program are delivered face-to-face on the Twin Cities Campus.

Degree Requirements

Scientific Foundations	20 cr.
Foundations of Professional Practice	35 cr.
Advanced Training for Professional Practice	12 cr.
Other Requirements	20 cr.
Total	**87 cr.**

Scientific Foundations: 20 cr.

Theory and Research: 11 cr.

PYD801 Historical Foundations of Psychology (2 cr.)

Prerequisite(s): MA course in Personality Theory or Theories of Counseling

This 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. The development of major theories of personality and psychotherapy are considered in historical context. Historical developments in both theoretical and applied psychology are reviewed.

PYD802 Physiological Psychology and Psychopharmacology (3 cr.)

Prerequisite(s): MA 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, neural plasticity, genetic vulnerabilities, imbalance of neurotransmitters and hormones, and brain dysfunctions. 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 with the spectrum of psychiatric disorders and drugs of abuse. The biopsychosocial perspective is used to integrate and acknowledge the dynamic bidirectional relationships among the multiple causal factors that contribute to behavior and mental disorders.

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.)

This course focuses on current research and theory in cognitive and affective psychology and neuroscience. Topics include perception, attention, memory, problem solving, reasoning, language, and emotion. The interaction of both cognitive and affective processes is emphasized throughout. Applications of these processes to clinical assessment and intervention are discussed.

Research Methods: 9 cr.

PYD806 Psychometric Theory and Application (3 cr.)

Prerequisite(s): master's courses in Statistics and Psychological Assessment

This course focuses on techniques for measuring psychological variables with emphasis on standardization, reliability, validity, item analysis, scores, and reporting. The statistical underpinnings of psychometric research are reviewed, including properties of distributions, descriptive statistics, correlation, and factor analysis. Concepts, principles, and methods of modern measurement theory are addressed. The cultural validity of assessment techniques and instruments are examined. Procedures for constructing psychological scales, collecting data on the scales, and evaluating the psychometric properties of the scales are reviewed and practiced.

PYD807 Quantitative Research and Statistical Analysis (2 cr.)

Prerequisite(s): PYD806

This course focuses on developing suitable research designs, selecting appropriate measures, and the appropriate analysis 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. Topics include theory and use of factorial ANOVA, factor analysis, correlation and regression analysis, theory and use of multiple regression, discriminant analysis, multivariate analysis of variance, structural equation models including path analysis, and selected nonparametric approaches.

PYD808 Qualitative Research Methods (2 cr.)

Prerequisite(s): PYD806

This course familiarizes students with fundamental concepts, attitudes, and applied skills in the qualitative methodological approaches most applicable to the counseling psychology field. Students have the opportunity for hands-on experience with qualitative research, including critical literature analysis, the formulation of research questions, proposal development, data collection, data analysis, and writing results in professional prose. Understanding of ethical issues and the development of ethical practice is emphasized throughout.

PYD809 Outcome Research and Program Evaluation (2 cr.)

Prerequisite(s): PYD806, PYD807, PYD808

This course provides evidence-based practice training in the understanding of scientific research which supports the practice of psychology. Students gain skills in both the critical analysis of existing research and in the conduct of research to evaluate the effectiveness of interventions. The course focuses on the practical implementation of outcome assessment and program evaluation strategies in applied clinical settings.

Foundations of Professional Practice: 35 cr.

Assessment and Individual Difference: 15 cr.

PYD811 Advanced Lifespan Development (3 cr.)

Prerequisite(s): master's course in Developmental Psychology

This course provides an in-depth review of contemporary theory and research on normative lifespan development. The course is advanced in the sense that it assumes the student has knowledge of basic developmental processes and theories from previous coursework. Factors that impact development over the entire lifespan are explored, including biological, cultural, familial, educational, and social issues. Implications of developmental considerations in the understanding of clinical concerns are explored.

PYD812 Advanced Psychopathology (3 cr.)

Prerequisite(s): master's course in Psychopathology; PYD811

This course examines current theory and research about abnormal development and psychopathology. The primary focus of the course is on the prevention, etiology, diagnosis, prognosis, and treatment of mental illness. Biological, cultural, familial, educational and social factors that impact psychopathology are explored. The role of the initial clinical interview in assessment, diagnosis, and case formulation is addressed. The role of age-related changes in cognitive and physical functioning in understanding psychopathology is also considered. The course is advanced in the sense that it assumes students have basic knowledge of the DSM-IV and or DSM-V from previous coursework.

PYD815 Cognitive Assessment (3 cr.)

Prerequisite(s): PYD806

This course covers administration, scoring, and interpretation of standardized individual tests of cognition and cognitive abilities. These instruments include current versions of standard intelligence and memory scales and their use in the assessment of functioning in areas such a memory and executive functioning. The impact of clients' culture and background on test results, the incorporation of results into psychological reports, and ethical issues are examined.

PYD816 Personality Assessment (3 cr.)

Prerequisite(s): PYD806

This course explores the theories and concepts of personality assessment and the instruments typically used to assess personality traits and characteristics. Both objective and projective instruments are examined. Topics include administering, scoring, interpreting, and integrating personality test information with interview, collateral, and background information and cultural features. Emphasis is placed on incorporating personality test results into psychological reports and communicating the results to colleagues, the client, and other interested parties. Ethical issues associated with personality assessment are examined.

PYD818 Multiculturalism and Diversity (3 cr.)

This course focuses on how cultural premises and differences in history, life experiences, and world views influence understanding and communication. Emphasis is placed on the perspectives and experiences of underrepresented populations. This course also focuses on roles of the psychologist as educator, researcher, clinician, organizational change agent and policy developer, and the application of the constructs of multiculturalism and diversity to various professional settings.

Evidence-Based Psychological Interventions: 9 cr.

PYD820 Common Factors in Counseling and Psychotherapy (3 cr.)

Prerequisite(s): Master's level course in clinical intervention skills

In this course the theoretical foundations of common factors and efficacy of interventions are examined and applied to the practice of counseling psychology, with an emphasis on the scientific basis for the effectiveness of specific counselor attitudes and behaviors. Specific skills in implementing empirically supported counselor behaviors and attitudes are demonstrated and practiced.

PYD821 Advanced Cognitive-Behavioral Theories and Techniques (3 cr.)

Prerequisite(s): PYD820

In this course theories and techniques of cognitive behavioral approaches are evaluated and applied to the practice of counseling psychology. Particular emphasis is placed on empirically supported interventions for specific disorders.

PYD822 Advanced Psychodynamic Theories and Techniques (3 cr.)

Prerequisite(s): PYD820

This course provides advanced training in contemporary psychodynamic theory and its application in psychotherapy, psychoanalysis, and consultation. Evidence-based models of psychodynamic and experiential practice are explored. The course emphasizes practical application, including case formulation, clinical strategies and techniques, and the integration of complex dynamic insights into other treatment modalities.

Professional Roles: 11 cr.

PYD825 Ethics and Professional Issues (3 cr.)

Prerequisite(s): Master's course in Professional Ethics

This course reviews and applies professional ethics codes, including the American Psychological Association's Ethical Principles of Psychologists, and statutes and rules relevant to psychologists to professional issues. An ethical decision-making framework integrating these standards is developed. The implementation and application of ethical standards in professional practice are examined through the workings of professional organizations and licensing boards.

PYD827 Vocational Assessment and Career Counseling (2 cr.)

This course examines theories of career development and the assessment of interests, abilities, aptitudes, and characteristics of the individual and work environment. Topics include sources of educational and occupational information, career trends, various forms of vocational assessment and problem conceptualization, effective vocational intervention, and issues of cultural and individual diversity relevant to the world of work. Emphasis is placed on the integration of work

and career issues with other developmental and personal information. The course also provides an introduction to organizational consultation and techniques to analyze work culture and environment.

PYD828 Supervision and Consultation (3 cr.)

Prerequisite(s): PYD841

This course examines basic theoretical models of supervision and consultation and an introduction to applications in counseling practice. Clinical dilemmas are examined using case examples, with a particular focus on ethics and practice within a multicultural context. In addition to supervision competencies and practical resources for future supervisors, topics include the use of psychological skills in a consultation and the challenges encountered in various consultation venues.

PYD829 The Contemporary Practice of Professional Psychology (3 cr.)

Prerequisite(s): PYD842

This course critically examines current trends, controversies, and opportunities in the professional practice of psychology, utilizing the scholarly literature and newsletters, journals, listservs, and other venues where timely developments in the profession are being proposed and discussed. Students articulate a plan for the further development of their identity as a professional psychologist.

Advanced Training for Professional Practice: 12 cr. (select from among the following)

Advanced Assessment and Intervention (4 cr.).

Students elect 2 courses from this group. The following titles are representative of courses available. See the semester course schedule for current offerings.

PYD851 Counseling with Children and Families (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

This course covers current research and clinical approaches to the assessment, diagnosis, and treatment of emotional, behavioral, and developmental disorders for children and adolescents and their families. Cultural and ethical issues in the practice of child and family therapy are highlighted. The multiple systems children live in and the stakeholders in the treatment process, including schools, parents, law enforcement, child protection, and welfare agencies, are addressed.

PYD852 Neuropsychological Assessment (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits), PYD802, PYD804

This course is an introduction to neuropsychological assessment. Procedures for conducting brief assessments to screen for neuropsychological functioning are presented. Instruments to conduct more complete assessments of attention, memory, executive functioning, effort, sensory-motor functioning, and other cognitive processes are demonstrated and discussed. The course reviews communication of findings from neuropsychological assessments as appropriate for various settings and populations.

PYD853 Treatment of Trauma and Abuse (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits), PYD821, PYD822, PYD841

This course examines the nature of trauma, psychological responses to trauma, and the treatment of trauma. A variety of types of trauma are addressed from a bio-psychosocial perspective, including trauma related to such events as domestic violence, rape, child abuse, terrorism, civilian and combatant exposure to war, and natural disasters. The prevention and treatment of vicarious traumatization are also considered.

PYD854 Projective Assessment (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits), PYD822

This course is an introduction to projective personality assessment. The main focus of the course is on the administration, scoring, and interpretation of the Rorschach using contemporary scoring protocols. Selected commonly used projective tests are also presented. The communication of findings from projective assessments as appropriate for various settings and populations is reviewed. The psychometric properties of projective tests are discussed.

PYD855 Group Therapy (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

This course applies theories and research of group process and dynamics 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 diverse settings.

PYD856 Play Therapy across the Lifespan (2 cr.)

This course applies research and theories of play and other experiential processes to the practice of therapy in various contexts. Attention is paid to the developmental nature and utility of play across the lifespan. Research about the neurological, social, biological, psychological, and emotional impact of play is integrated into the understanding and development of therapeutic interventions. Multicultural and ethical issues in the practice of these therapies are addressed. The course includes both didactic and experiential components.

PYD858 Counseling with Substance Use and Addictions (2 cr.)

Prerequisite(s): Completion of the first year coursework (24 credits)

This course examines addiction and recovery from both the individual's and the clinician's perspective. It provides the student with an understanding of the use of and addiction to alcohol, drugs, medications, gambling, and sex. The course provides skills for the assessment, intervention, treatment, and aftercare of addiction in the context of work as a professional psychologist.

Counseling Psychology in Diverse Settings (4 cr.)

Students elect 2 course from this group. The following titles are representative of courses available. See the semester course schedule for current offerings.

PYD861 Counseling in Health Care Settings (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

This course provides an overview of the role of the psychologist in contemporary healthcare, including integrated care settings. The course emphasizes the medical and psychological aspects of medical conditions which are commonly addressed in health psychology, and the development of basic clinical skills for working in a medical setting. Opportunities for psychologists to practice in healthcare homes, affordable care organizations, and hospitals are explored.

PYD863 Counseling in the Schools (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits), PYD821

This course examines the roles psychologists play in K-12 school settings. Topics include conducting assessments for learning disability and emotional, behavioral, and developmental disorders; working with students, parents, and teachers; the development of individualized education plans; and working with mental health issues in a school setting.

PYD864 Counseling in Forensic Settings (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

This course provides an introduction to forensic psychological practice. The psychologist's role in procedures and evaluations for cases involving civil commitment, psychosexual functioning, custody, disability, competency, and sexual harassment are discussed. Standards for the completion of written forensic evaluations and ethical requirements specific to forensic practice are reviewed.

PYD865 Industrial Organizational Psychology (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

This course provides an introduction to the practice of psychology in the workplace. The role of the psychologist in managing human resources functions such as job analysis, employee appraisal, assessment of employee performance, and employee selection is presented. The role of the psychologist as an organizational consultant is also reviewed. The course emphasizes the knowledge, skills, and attitudes requisite for psychologists to successfully function in applied workplace settings.

PYD866 Rural Practice (2 cr.)

This course provides an introduction to the practice of psychology in rural areas. Research on mental health delivery in rural areas, including prevention, health promotion, integrated care, and consultation is reviewed. The roles and functions of a psychologist in a rural setting and the influence of the rural context upon professional practice are discussed. The course also provides urban-bound students with knowledge and competencies to provide tele mental health services and to serve rural clients referred to urban specialty clinics. Opportunities to learn from and talk with rural practitioners from around the country are provided.

PYD867 Applied Sports Psychology (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

This course introduces students to the field of sports psychology by examining psychological theories and principles that explain athletic participation, motivation, and performance. Course topics include individual, social, and cultural factors, and address the appropriate use of clinical interventions and psychological skills training for athletes. An opportunity to complete an independent case conceptualization of an athlete is provided.

Counseling Psychology with Diverse Populations (4 cr.)

Students elect 2 courses from this group. The following titles are representative of courses available. See the semester course schedule for current offerings.

PYD871 Counseling in Diverse Ethnic Communities (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

This course focuses on how cultural premises and differences in history, life experiences, and worldviews influence understanding and communication within and between ethnic groups. Research, theory, and clinical issues and implications are examined. This course also examines the role 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.

PYD872 Clinical Issues in Aging (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

This course focuses on attitudes, understanding, and behaviors related to the developmental process of aging. Research, theory, and clinical issues and implications are examined. Issues related to cultural differences, social justice, and a personal exploration process are addressed.

PYD873 Counseling Individuals with Diverse Sexual and Gender Identities (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

This course focuses on the research, theory, ethical considerations, and clinical implications concerning affirmative clinical work with individuals who have been marginalized because of their sexual orientation and/or gender identity. Issues of stigma, discrimination, social justice, and personal reflection are addressed.

PYD874 Economic Disparities in Counseling (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

This course focuses on attitudes, understanding, and behaviors related to poverty and other monetary issues. Research, theory, and clinical issues and implications are examined. 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. Issues related to social justice and a personal exploration process are addressed.

PYD875 Counseling Immigrants and Refugees (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

This course focuses on cultural premises, history, life experiences, and worldviews of immigrant and refugee groups. Research, theory, and clinical issues and implications are examined. This course also focuses on roles of the psychologist as educator, researcher, clinician, organizational change agent, and policy developer.

PYD876 Religious and Spiritual Diversity in Counseling (2 cr.)

Prerequisite(s): Completion of first year coursework (24 credits)

This course provides an overview of the role of the psychologist in working with clients from diverse religious/spiritual backgrounds. The course explores historical and current approaches to issues of spirituality and faith in psychology and mental health, considerations for utilizing a client's spirituality in treatment, and related ethical issues.

PYD877 Counseling Individuals with Disabilities (2 cr.)

This course examines the impact of individual differences in abilities on assessment and intervention. Variations in physical, intellectual, and learning abilities are considered. The social, emotional, and spiritual impact of having a disability is explored and incorporated into an understanding of how to work with members of a specific disability population. In addition, a study of the intersection between culture and disabilities is examined.

Other Requirements: 20 cr.

PYD800 First Year Proseminar (1 cr.)

This small group experience is conducted in a seminar format and is taken during the student's first semester in the program. The proseminar is designed to introduce the student to professional functioning as a counseling psychologist, review program requirements and expectations, provide support for the transition into doctoral level study, and foster the development of the student's identity as a psychologist. This course is graded on a pass/no credit basis.

PYD881 Doctoral Qualifying Examination (0 cr.)

Prerequisite(s): PYD801, PYD802, PYD803, PYD804, PYD806, PYD807, PYD808, PYD809, PYD812, PYD815, PYD816, PYD818, PYD820, PYD821 PYD822, PYD825, PYD827, PYD840, PYD841

The Doctoral Qualifying Examination (QE) is given once a year in early August, and is typically taken at the end of the student's second year of study in the PsyD program. Students are asked to provide written responses to between three and five questions in a take-home format. Each question requires the critical application of knowledge and skills gained in the first two years of course work in the PsyD program. Each question involves a simulated situation encountered in a professional setting, prepared case materials from a simulated client, or other real-world application.

PYD882 Clinical Case Presentation (0 cr.)

Prerequisite(s): PYD828, PYD843, PYD881

The Clinical Case Presentation (CCP) is based on a case from the student's practicum experience, and includes a written and an oral component. The CCP is reviewed by a panel of three faculty members. Students first prepare a comprehensive written case study. Once the written case study is approved, the student discusses the case in a formal case presentation. Feedback is provided at each stage of the process.

PYD885 Individualized Mentorship (3 cr.)

Prerequisite(s): PYD843

This course explores an area of psychological interest in conjunction with psychologist or other licensed professional who offers the necessary training and consultation. The course includes a combination of supervised psychological experience, independent study, research, attendance at workshops, and other learning activities. In preparation for lifelong learning, students are encouraged to begin the development of a new psychological service in a manner similar to that of a practicing psychologist seeking training that supports a new area of learning.

Supervised Training: 11 cr.

PYD840 Practicum I-A (2 cr.)

Prerequisite(s): PYD806, PYD812, PYD813, PYD815, PYD816, PYD818, PYD820, PYD825

This is the first course of a two-semester introductory doctoral practicum experience which includes supervised training in assessment and psychological interventions and focuses on building foundational clinical skills. The relative proportion of assessment and intervention work may vary depending on the practicum site and the individual student's background and training needs. The practicum requires a minimum of 300 hours each of the two semesters. Students on practicum work under the supervision of a doctoral level psychologist. Students also attend a weekly practicum seminar on campus led by a faculty member.

PYD841 Practicum I-B (2 cr.)

Prerequisite(s): PYD806, PYD812, PYD813, PYD815, PYD816, PYD818, PYD820, PYD825

This is the second course of a two-semester introductory doctoral practicum experience which includes supervised training in assessment and psychological interventions and focuses on building foundational clinical skills. The relative proportion of assessment and intervention work may vary depending on the practicum site and the individual student's background and training needs. The practicum requires a minimum of 300 hours each of the two semesters. Students on practicum work under the supervision of a doctoral level psychologist. Students also attend a weekly practicum seminar on campus led by a faculty member.

PYD842 Practicum II-A (2 cr.)

Prerequisite(s): PYD821, PYD822, PYD841, PYD840

This is the first of a two-semester advanced doctoral practicum experience which builds on the skills and experience gained in Practicum I. Practicum sites for Practicum II are individually selected to complement the training received in Practicum I. The practicum requires a minimum of 300 hours

each of the two semesters. Students on practicum work under the supervision of a doctoral level psychologist, and attend a weekly practicum seminar on campus led by a faculty member.

PYD843 Practicum II-B (2 cr.)

Prerequisite(s): PYD840, PYD841, PYD821, PYD822

This is the second of a two-semester advanced doctoral practicum experience which builds on the skills and experience gained in Practicum I. Practicum sites for Practicum II are individually selected to complement the training received in Practicum I. The practicum requires a minimum of 300 hours each of the two semesters. Students on practicum work under the supervision of a doctoral level psychologist, and attend a weekly practicum seminar on campus led by a faculty member.

PYD845 Advanced Doctoral Practicum (if needed, does not count toward degree) (1 cr.)

Prerequisite(s): PYD840, PYD841, PYD842, PYD843

Building on the knowledge and skills gained in PYD840/841 and PYD842/843, the Advanced Doctoral Practicum is an optional training experience that involves clinical work supervised by a Licensed Psychologist. The overall practicum experience may be structured such that advanced practicum students focus on their particular area of interest/specialty as well as their continued personal and professional development as an emerging psychologist. During the course of the advanced practicum, students attend either a faculty-led group seminar on campus or meet individually with faculty.

PYD849 Supplemental Practicum (if needed, does not count toward degree) (1 cr.)

This practicum experience is designed to supplement the required practicum courses in the Psy.D. program providing additional training, advanced training, or remedial training depending on the needs of the student. The supplemental practicum focuses on a specific area of training of interest to the student, and may, include supervised training in assessment and/or psychological interventions. Students in practicum work under the supervision of a doctoral level psychologist.

PYD990 Internship I (1 cr.)

Prerequisite(s): Completion of all program requirements except the 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 internships sites must meet the standards set by the Association of Postdoctoral and Psychology Internship Centers (APPIC).

PYD991 Internship II (1 cr.)

Prerequisite(s): Completion of all program requirements except the dissertation, PYD990

This is a 2000-hour approved internship experience which can occur over one to two years with a minimum of 20 hours per week at the program-approved site. Learning outcomes are developed individually for each site, considering the mission of the site and the objectives of the student. All internships sites must meet the standards set by the Association of Postdoctoral and Psychology Internship Centers (APPIC).

PYD992 Internship III (1 cr.)

Prerequisite(s): Completion of all program requirements except the dissertation, PYD991

This is a 2000-hour approved internship experience which can occur over one to two years with a minimum of 20 hours per week at the program-approved site. Learning outcomes are developed individually for each site, considering the mission of the site and the objectives of the student. All internships sites must meet the standards set by the Association of Postdoctoral and Psychology Internship Centers (APPIC).

Clinical Dissertation: 5 cr.

PYD993 Dissertation: Proposal Development I (1 cr.)

Prerequisite(s): PYD807, PYD808, PYD809

This is the first of two required courses in which the student develops his or her dissertation proposal. PYD993 is typically taken in the fall of the third year of study in the PsyD Program, During this course, the student settles on a dissertation question, secures a committee chair, and submits a prospectus for the dissertation. Attendance at a weekly Dissertation Seminar is required as part of this course

PYD994 Dissertation: Proposal Development II (1 cr.)

Prerequisite(s): PYD807, PYD808, PYD809

This is the second of two required courses in which the student develops his or her dissertation proposal. PYD994 is typically taken in the spring semester of the third year of study in the PsyD Program.. Upon completion of both of the proposal development courses, the student is required to have completed his or her clinical dissertation proposal, secured approval from the dissertation committee and submitted the proposal to the Research Review Board. A final grade for PYD993 and PYD994 is submitted when all course requirements have been met. Attendance at a weekly Dissertation Seminar is required as part of this course

PYD995 Dissertation: Data Analysis and Writing I (1 cr.)

Prerequisite(s): PYD994

This is the first of two required dissertation courses during which the student continues supervised work on his or her clinical dissertation, as data are collected and analyzed and the final paper is written. Much of this work is conducted independently; however, the student is expected to seek regular consultation with his/her committee chairperson throughout the process.

PYD996 Dissertation: Data Analysis and Writing II (1 cr.)

Prerequisite(s): PYD994

This is the second of two required courses in which the student completes data analysis and writing of the dissertation.

Upon completion of both of the data analysis and writing courses, the student is required to have completed a draft of the final write-up of his or her clinical dissertation, and secured committee approval to move to final editing and the dissertation colloquium.

PYD997 Dissertation: Colloquium and Final Editing (1 cr.)

Prerequisite(s): PYD995

Students register for this course in the semester they complete work on the Clinical Dissertation.

Upon completion of this course the student is required to have presented at the Dissertation Coloquium, completed final editing, and submitted the final copy of the dissertation to the library.

PYD998 Dissertation: Extended (if needed, does not count toward degree) (1 cr.)

Students are expected to register for a dissertation credit every semester when they are actively working with their committee chair. Students register for PYD998 for semesters after they have taken the required dissertation courses but are still working with their committee on the dissertation. This includes semesters in which the student has completed all degree requirements except for the dissertation. Students may register for PYD998 as many times as is required. Credits earned for PYD998 do not count toward graduation requirements.

Faculty

The faculty members and advisers for the Doctorate of Psychology program have earned doctoral degrees in the areas they teach. Faculty teaching applied courses are practitioners who have professional experience in their area of expertise.

Admission Requirements

The program admits a new class of students to begin classes each fall. Normally, 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 ensure 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:

- Developmental Psychology
- Physiological Psychology
- Counseling Skills
- Statistics
- Psychological Assessment

- Psychopathology
- Personality Theory and/or Theories of Counseling
- Clinical Interventions
- Professional Ethics

Early Entry Option for Saint Mary's MA in Counseling students ONLY

Students enrolled in the Counseling and Psychological Services Master's Program at Saint Mary's University may apply for admission to the PsyD program prior to completion of the MA program, and, if admitted, may enter the PsyD program after completion of approximately one year of full time master's level course work. Students admitted to the PsyD program under this option will complete their remaining master's level course work as part of their doctoral training, prior to internship applications.

Students admitted to the Psy.D. program under the early entry option must meet the following requirements and criteria:

1. The following master's level courses must be completed with a grade of "A ", "B", or "P" (29 credits total):

PY605 Developmental Psychology	3 credits
PY607 Theories of Personality	3 credits
OR	
PY613 Counseling Theory and Technique	3 credits
PY608 Psychopathology	3 credits
PY641 Marriage and Family Counseling	3 credits
PY620 Statistical Techniques	3 credits
PY665 Counseling Skills	2 credits
PY625 Ethics and Professional Issues	3 credits
PY606 Psychophysiology	3 credits
PY621 Psychological Assessment	3 credits
PY693 Basic Practicum	3 credits
OR	
PY710 Practicum I	3 credits

2. The requirement that applicants to the PsyD program must have completed a Master's degree is waived for early entry applicants. The courses listed above are substituted for the required prerequisite courses listed in the PsyD admissions requirements. All other requirements for admission to the PsyD program must be met by early entry applicants, including the requirement that a GPA of 3.4 or higher must be maintained in Master's level course work.

3. Early entry applicants must have a minimum GPA of 3.0 in their undergraduate coursework and of 3.4 in their graduate course work.

4. Early entry applicants must provide at least one of the required letters of recommendation from faculty or supervisors familiar with their master's level work.

5. Candidates for early entry may apply for admission to the Doctoral program after completion of 18 credits out of the courses listed above. Courses in which applicants are enrolled at the time of application may be included in the 18 credits.

6. Students admitted to the PsyD program under the early entry option are expected to complete their master's in Counseling and Psychological Services through coursework taken in the doctoral program. The following

doctoral courses or their equivalent must be completed for the master's degree (21 credits total). Students must also complete the master's integrative paper and oral examination.

PYD818 Multiculturalism and Diversity	3 credits
PYD803 Social and Organizational Psychology	3 credits
PYD816 Personality Assessment	3 credits
PYD820 Common Factors in Counseling	3 credits
PYD821 Advanced Cognitive Behavioral Theories and Techniques or PYD 822 Advanced Psychodynamic Theories and Techniques	3 credits
PYD840-841 Practicum 1-A & 1-B	4 credits
MA Integrative Paper and Oral Examination	0 credits

Students completing the Master of Arts in Counseling and Psychological Services with the coursework listed above will not meet Minnesota requirements for the LPC or LPCC. Students seeking this licensure will need additional coursework and should discuss the necessary requirements with the MA Program Director.

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. three to six page personal statement which addresses each of the following areas:

   a. Provide a very brief description of your background, training, and experience. Include work and experiences both within and outside of the healthcare field.

   b. Describe your long term career goals. Be as specific as possible. It is understood that these goals may change, and that they may not be clearly formed at this point in time.

   c. How does obtaining licensure as a psychologist fit into your career goals? What is unique about a professional identity as a psychologist in terms of meeting your goals?

   d. The doctoral program in counseling psychology is demanding of both time and energy, and sometimes students underestimate the commitment needed to complete the program in a timely manner. How do you plan to integrate your work as a student in the program with the other demands in your life? How do you anticipate making changes in your life so that you can successfully complete a doctoral program?

   e. Describe the academic, interpersonal, and personal strengths you would bring to your work as a student in this program.

   f. Describe the academic, interpersonal, and/or personal challenges that might hinder your success as a student in this program. How do you plan to address these challenges?

   g. What concerns you the most about the prospect of embarking on graduate study in a doctoral program in counseling psychology?

   h. What excites you the most about the prospect of embarking on graduate study in a doctoral program in counseling psychology?

   i. How do you anticipate (and perhaps hope) that completing a doctoral program in counseling psychology will change you?

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.

7. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

Application materials should be sent to the attention of the Office of Admission on the Twin Cities campus. Applications are due by January 15 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 January 15 deadline will be considered for the following fall only if there is still space available in the program.

Leadership, Ed.D.

The Doctor of Education in Leadership (Ed. D.) is a practitioner-oriented program with a curriculum and schedule designed around the needs of adult learners. In order to meet the requirements of the degree, students must complete a minimum of 61 semester credits. This will include coursework in leadership, education, research, and a choice of 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

Graduates of the Doctor of Education in Leadership program are expected to able to do the following:

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.

Program Structure and Delivery

The program is delivered in one of two ways, face-to-face or in a blended format. Students in the blended format participate in three, five day (Thursday-Monday) summer residencies at the Twin Cities Campus, with online courses during the rest of the terms.

Degree Requirements

Required Orientation	0 cr.
Required Organizational Leadership Core	12 cr.
Required Education Core	15 cr.
Required Inquiry Core	12 cr.
Contextual Electives	9 cr.
Required Summative Activities	13 cr.
Total	**61 cr.**

Required Orientation

EDD800 Student Orientation (0 cr.)

Prerequisite(s): Admission to the Ed.D. program

Ed.D. student orientation sessions are held prior to the beginning of each semester. Attendance is required before Ed.D. students begin coursework. The orientation sessions introduce new students to the faculty; provide a thorough description of the program's academic expectations of its students; introduce students to library services and the writing center staff; provide valuable information regarding course registration; demonstrate the use of Blackboard®; and include a discussion of other important administrative matters.

Required Organizational Leadership Core (12 cr.)

EDD802 Leadership Theory (3 cr.)

Prerequisite(s): or Co-requisite EDD809

This course focuses on applied theories of leadership behavior and current academic research on leadership. 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. Current academic leadership literature is critiqued.

EDD805 Ethical Dimensions in Organizational Leadership (3 cr.)

Prerequisite(s): 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(s): EDD809, EDD821

This course applies the principles of education to the discipline of organization development, which studies the ways in which individuals as well as the organization refines existing skills and develops new skills. Topics include the examination of assumptions, strategies, models, and motivational systems that contribute to organizational performance, as well as techniques that develop the organization's ability to innovate, improve, and manage change.

EDD856 Organizational Effectiveness (3 cr.)

Prerequisite(s): EDD809, EDD814

This course applies the principles of assessment to the development of authentic systems to monitor and measure the effectiveness of organizations. Models include the systems approach, the goal-attainment approach, the strategic-constituencies model, and the competing-values model. These models provide a framework for assessing the criteria which are relevant to the long-term survival of any organization.

Required Education Core (15 cr.)

EDD810 Communication in Adult Learning Settings (3 cr.)

Prerequisite(s): 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.)

Prerequisite(s): EDD809, EDD802

This course addresses a comprehensive range of philosophies and theories of adult learning that influence leadership approaches. Issues such as demographics and characteristics of adult learners, motivation, developmental theories, the impact of age on learning, learning styles, and cultural issues are addressed.

EDD812 Advanced Teaching Techniques for Adult Learners (3 cr.)

Prerequisite(s): EDD809, EDD811

Participants in this course examine characteristics of adult learners as students or employees, and explore various strategies by which to facilitate adult learning. Participants analyze environments as places of learning for adults, and the leader as a culturally competent facilitator of learning.

EDD813 Systematic Instructional Design (3 cr.)

Prerequisite(s): EDD809, EDD811, EDD812, EDD814 EDD802

In this course students examine models for professional development, curricular implementation, and assessment with special emphasis on systematic instructional design. Topics to be addressed include the needs of assessment, goal setting and analysis, objective writing, generating curriculum and instructional strategies, and determining appropriate assessments, evaluations, and feedback.

EDD814 Assessment: Theory and Practice (3 cr.)

Prerequisite(s): EDD809

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 (12 cr.)

EDD809 Advanced Research Writing (3 cr.)

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.

EDD821 Techniques for Research (3 cr.)

Prerequisite(s): EDD809

This course introduces the basic techniques needed to conduct organizational research. Fundamental elements such as hypotheses, sampling techniques, data analysis, design validity, and research ethics are investigated in preparation for the design of a scholarly research proposal.

EDD822 Qualitative Research Design and Methods (3 cr.)

Prerequisite(s): EDD809, EDD814, EDD821

This course provides an in-depth look at qualitative research methods through exploration of qualitative research paradigms; various qualitative methodologies; design, implementation, analysis, and presentation issues; the use of technological data analysis tools in qualitative research; and ethical issues.

EDD823 Quantitative Research Design and Methods (3 cr.)

Prerequisite(s): EDD809, EDD814, EDD821, master's statistics

This course explores quantitative research methods. It includes a general survey of descriptive statistical techniques, selection of appropriate statistical measure, development of samples or databases, and analysis of findings. Computer application and use of statistical programs to develop, manipulate, and analyze data constitute an integral part of the course.

Contextual Electives (9 cr.)

EDS741 Financial Management (3 cr.)

The emphasis of this course is on budget allocation, planning, reporting, and auditing laws and rules governing schools and school districts in Minnesota. Financial systems at the state, district, and school levels are evaluated. The course reviews the historical development of state funding for public education in Minnesota.

EDS742 Legal Issues in Education (3 cr.)

The emphasis of this course is on the identification, interpretation, and implementation of state and federal laws and legal issues affecting schools and school systems. Education case law, contract law, labor relations, policies, and regulations pertinent to school districts are discussed. Dispute resolution processes and resources are examined.

EDD816 Seminar: Topics in Education (3 cr.)

Prerequisite(s): EDD809, EDD821

This course provides students with the opportunity to examine in detail, and to discuss, topics in education that have emerged, either from earlier courses or from their professional life that they consider important.

EDD818 Knowledge Development: Theory, Formats, and Applications (3 cr.)

Prerequisite(s): EDD809, EDD811, EDD821

This course explores and applies principles of adult learning theory, instructional design, and leadership to the creation, production, and distribution of knowledge in a technologically advanced society. This constructivist approach is grounded in an understanding of the complex interactions of social learning and the social construction of meaning. Topics include the politics of research and knowledge, how practice and technology are framing meaning, facilitating innovation, and transforming processes in business and education. Implications for leadership, technology stewardship, and the development of organizations are considered.

EDD824 Leadership in Literature (3 cr.)

Prerequisite(s): EDD809, EDD802, EDD821

This course examines ways in which significant works of literature explore, reflect, and shape major themes and theories of leadership style and behaviors. Literature both develops society's views, through its widespread influence, and reflects the prevailing attitudes. By studying how leadership is exemplified within works that have been widely read, students examine how concepts of leadership have existed and changed over time, and critically assess some of the cultural underpinnings of leadership models.

EDD826 Non-Western Cultural Thought: An Ethnographic Approach to Research and Leadership (3 cr.)

Prerequisite(s): EDD809

In this course non-Western cultural pedagogy, philosophy, and ideology are examined to understand the complexities of learning, leadership, and research using ethnographic research methods. Strategies for non-Western cultural and Indigenous ways of learning are analyzed and synthesized.

EDD840 Creativity and Innovation (3 cr.)

Prerequisite(s): EDD809, EDD821

This course examines creativity and innovation from a scientific perspective. Topics include the varying definitions of these phenomena, the process of how they occur, the examination of eminent cases, the application to real-world situations, and strategies for assessment.

EDD850 Social Justice in a Global World (3 cr.)

Prerequisite(s): EDD805, EDD809, EDD821

This course address issues of leadership and social justice, its theory, and principles. Social justice from a local, national, international, and global perspective is examined. The course aims to assist students to think critically, to clarify their assumptions and values, and to develop their own positions on social issues.

EDD851 Historical and Contemporary Perspectives on Higher Education (3 cr.)

Prerequisite(s): EDD809, EDD821

This course begins with a historical perspective of higher education, including European roots, the founding of American universities, land-grant colleges, the research university, the two-year college movement, and changes since World War II. The course examines both the historical and the contemporary governance structure and fictions, and the impetus for institutional reform. Future trends, such as those driven by the information age and demographic change, are explored.

EDD852 Policy and Politics in Higher Education (3 cr.)

Prerequisite(s): EDD809, EDD821

This course provides an overview of policy formulation in postsecondary institutions, including the role of boards, administrators, faculty, and students. The forces exerted by federal and state policy and regulatory agencies on both public and private institutions are examined. Related topics include policies on academic freedom, the future of the tenure system, faculty participation in institutional planning, and the effects of external and internal policy-making on financial planning.

EDD853 Development and Evaluation of Postsecondary Education (3 cr.)

Prerequisite(s): EDD809, EDD814, EDD821

The course focuses on the variety of issues surrounding the design and assessment of academic programs. Topics include traditional, contemporary, and future models of postsecondary programs; the effects of the changing student population on program development, particularly adult learners; educational offerings in the workplace; keeping quality control in the midst of changes, such as an increase in part-time faculty; accreditation issues; the impact of student and faculty evaluations on quality programming; and faculty development as an institutional response to quality programming.

EDD854 Organizational Learning (3 cr.)

Prerequisite(s): EDD809, EDD821

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.

EDD871 Archival Research Methods (3 cr.)

Prerequisite(s): EDD809, EDD821 and permission from the Director of the Institute for Lasallian Studies

This course explores the process of historical research in Lasallian contexts. Topics include archival research methods, document verification, document analysis, and ethical issues.

EDD872 Leading Multi-Faith Lasallian Communities (3 cr.)

Prerequisite(s): EDD802, EDD809 and permission from the Director of the Institute for Lasallian Studies

This course investigates the leadership of Lasallian ministries that serve multi-faith and majority non-Catholic communities. Ecumenism, interfaith dialogue, and cultural competence are critically analyzed.

EDD873 Association for Mission (3 cr.)

Prerequisite(s): EDD809 and permission from the Director of the Institute for Lasallian Studies

The Brothers of the Christian Schools have taken a vow of "association" since the beginning of the Institute. As the number of ministries has increased, the Brothers have come to work in association with lay partners to help carry on the mission. This course explores the concept of association within the Lasallian community and examines various models of implementation.

EDD874 Lasallian Leadership Traditions (3 cr.)

Prerequisite(s): EDD802, EDD809 and permission from the Director of the Institute for Lasallian Studies

This course focuses on the leadership approaches used by individuals who have provided leadership to the Lasallian movement from the beginning to modern day. Historical texts and biographies are analyzed to promote understanding of how individuals within the Lasallian community provided leadership and support for the continuation of the Lasallian Mission.

Required Summative Activities (13 cr.)

EDD899 Comprehensive Examination (1 cr.)

Prerequisite(s): 45 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 (11 cr.)

Prerequisite(s): EDD899

Individualized sessions are conducted with the candidate's committee chairperson to prepare the dissertation proposal and the dissertation as well as the presentation to the committee. Candidates are required to register for at least one dissertation credit each semester until finished with a minimum of 11 credits required to complete the degree.

EDD834 Proposal Development (1 cr.)

Prerequisite(s): EDD899

The first step in the progress toward completing a dissertation, drafting a dissertation proposal, is addressed in this course. Students work individually to prepare drafts of their dissertation proposals. Students give and receive feedback from other students in the class. By the end of the course, students should have a complete proposal ready for feedback from their advisor.

EDD900 Dissertation Defense (0 cr.)

Prerequisite(s): EDD809, EDD830 Dissertation (minimum of 11 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 of Minnesota from the institution posting the applicant's completed bachelor and master degree and other relevant transcripts documenting program prerequisites and potential transfer credits. (An official transcript is one that is sent to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

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 their reasons for seeking admission to this program and,

   c. description of the areas which the applicant considers to be their 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.

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

Accounting/Business Administration, B.S.

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. Students seeking a Bachelor of Science double major in Accounting/Business Administration must complete the following program plan. At least 54 credits must be completed at Saint Mary's University.

Prospective students must meet the admission standards for both majors. Upon completion of the coursework listed below, students are expected to achieve the overall learning outcomes for each major. Please see individual program pages for learning outcomes and admission information: Accounting, B.S., Business Administration, B.S.

Program Structure and Delivery

Most courses are delivered in an accelerated format. Business courses are delivered fully online, and some are available either face-to-face or blended. Accounting courses are blended. Blended courses incorporate face-to-face and online activities.

Degree Requirements

Required Accounting or Transfer Courses	6 cr.
Required Accounting Courses	21 cr.
Required Business Administration Courses	18 cr.
Required Communication Courses	6 cr.
Elective Course	3 cr.
Required Capstone Course	3 cr.
Total	**57 cr.**

Required Accounting or Transfer Courses: 6 cr.

AC301 Financial Accounting Principles (3 cr.)

AC302 Managerial Accounting Principles (3 cr.)

Required Accounting Courses: 21 cr.

AC303 Intermediate Accounting I (3 cr.)

AC305 Intermediate Accounting II (3 cr.)

AC308 Individual Taxation (3 cr.)

AC315 Cost Accounting (3 cr.)

AC400 Advanced Accounting (3 cr.)

AC405 Auditing (3 cr.)

AC410 Corporate Finance (3 cr.)

Required Business Administration Courses: 18 cr.

BU400 Business Law (3 cr.)

BU403 Applied Business Statistics (3 cr.)

MK300 Principles of Marketing (3 cr.)

MG305 Managerial Ethics (3 cr.)

MG311 Economics for Managers (3 cr.)

MG410 Applied Leadership and Management (3 cr.)

   OR

MG412 Critical Thinking for Organizational Leaders (3 cr.)

Required Communication Courses: 6 cr.

COM309 Professional Writing (3 cr.)

COM310 Oral Communications (3 cr.)

Elective Courses: 3 cr.

AC/BU Elective Choices (3 cr.)

AC310 Business Tax, AC415 International Accounting, or AC420 Forensic Accounting & Auditing; either ACCT620 Accounting Info Systems or ACCT640 Nonprofit and Govt. Accounting with program director approval and taken within the last 12 degree credits.

Any 300 or 400-level non-required Business, Management, HR, or Marketing course; IT301 Info. Tech. Perspectives, IT312 Emerging Trends in Business Tech., IT440 Business Intelligence Fund., IT457 Cloud Computing Fund., or IT305 Enterprise Architecture Fund; either MBA610 or MBA613 with program director approval and taken within the last 12 degree credits.

Required Capstone Course: 3 cr.

AC490 Strategic Management Capstone (3 cr.)

Business Administration/Business Intelligence and Data Analytics, B.S.

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. Student seeking a Bachelor of Science double major in Business Administration/Business Intelligence and Data Analytics must complete the following program plan. At least 54 credits must be completed at Saint Mary's University.

Prospective students must meet the admission standards for both majors. Upon completion of the course work listed below, students are expected to achieve the overall learning outcomes for each major program. Please see individual program pages for learning outcomes and admission information: Business Administration, B.S., Business Intelligence and Data Analytics, B.S.

Program Structure and Delivery

Most courses are delivered in an accelerated format. Courses are delivered fully online, and some are available either face-to-face or blended. Blended courses incorporate face-to-face and online activities.

Degree Requirements

Required Business Courses	24 cr.
Required Business Intelligence and Data Analytics Courses	15 cr.
Required Communication Courses	15 cr.
Elective Courses	6 cr.
Required Capstone Course	3 cr.
Total	**54 cr.**

Required Business Administration Courses: 24 cr.

BU300 Accounting Principles (3 cr.)

MK300 Principles of Marketing (3 cr.)

BU400 Business Law (3 cr.)

BU403 Applied Business Statistics (3 cr.)

BU407 Financial Management (3 cr.)

MG305 Managerial Ethics (3 cr.)

MG311 Economics for Managers (3 cr.)

MG410 Applied Leadership and Management (3 cr.)

Required Business Intelligence and Data Analytics Courses: 15 cr.

BI343 Business Computer Applications (3 cr.)

BI351 Information Systems for Business Intelligence (3 cr.)

BI352 Data Analysis and Business Modeling (3 cr.)

BI354 Data Mining for Decision Making (3 cr.)

BI420 Business Analytics (3 cr.)

Required Communication Courses: 6 cr.

COM309 Professional Writing (3 cr.)

COM310 Oral Communications (3 cr.)

Elective Courses: 6 cr.

BU/BI Elective Choices (each 3 cr.)

Elective courses may be selected from the following: any 300 or 400-level non-required Business, Management, HR, or Marketing course; IT301 Info. Tech. Perspectives, IT312 Emerging Trends in Business Tech., IT440 Business Intelligence Fund., IT457 Cloud Computing Fund., or IT305 Enterprise Architecture Fund; either MBA610 or MBA613 with program director approval and taken in the last 12 degree credits,

Required Capstone Course: 3 cr.

BU490 Strategic Management Capstone (3 cr.)

Business Administration/
Human Resource Management, B.S.

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. Students seeking a Bachelor of Science double major in Business Administration/Human Resource Management must complete the following program plan. At least 54 credits must be completed at Saint Mary's University.

Prospective students must meet the admission standards for both majors. Upon completion of the coursework listed below, students are expected to achieve the overall learning outcomes for each major program. Please see individual program pages for learning outcomes and admission information: Business Administration, B.S., Human Resource Management, B.S.

Program Structure and Delivery

Most courses are delivered in an accelerated format. Courses are delivered fully online, and some are available either face-to-face or blended. Blended courses incorporate face-to-face and online activities.

Degree Requirements

Required Business Administration Courses	24 cr.
Required Human Resource Management Courses	15 cr.
Required Communication Courses	6 cr.
Elective Courses	6 cr.
Required Capstone Course	3 cr.
Total	**54 cr.**

Required Business Administration Courses: 24 cr.

BU300 Accounting Principles (3 cr.)

BU400 Business Law (3 cr.)

BU403 Applied Business Statistics (3 cr.)

BU407 Financial Management (3 cr.)

MK300 Principles of Marketing (3 cr.)

MG305 Managerial Ethics (3 cr.)

MG311 Economics for Managers (3 cr.)

MG410 Applied Leadership and Management (3 cr.)
> **OR**

MG412 Critical Thinking for Organizational Leaders (3 cr.)

Required Human Resource Management Courses: 15 cr.

HR340 Strategic Human Resource Management (3 cr.)

HR370 Employee Rewards and Recognition Systems (3 cr.)

HR380 Employee Engagement (3 cr.)

HR440 Employee and Labor Relations (3 cr.)

HR455 Human Resource Development (3 cr.)

Required Communication Courses: 6 cr.

COM309 Professional Writing (3 cr.)

COM310 Oral Communications (3 cr.)

Elective Courses: 6 cr.

BU/HR Elective Choices (each 3 cr.)

Elective courses may be selected from the following: any 300 or 400-level non-required Business, Management, HR, or Marketing course; IT301 Info. Tech. Perspectives, IT312 Emerging Trends in Business Tech., IT440 Business Intelligence Fund., IT457 Cloud Computing Fund., or IT305 Enterprise Architecture Fund; either MBA610 or MBA613 with program director approval and taken in the last 12 degree credits,

Required Capstone Course: 3 cr.

BU490 Strategic Management Capstone (3 cr.)

Business Administration/Marketing, B.S.

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. Students seeking a Bachelor of Science double major in Business Administration/Marketing must complete the following program plan. At least 54 credits must be completed at Saint Mary's University.

Prospective students must meet the admission standards for both majors. Upon completion of the coursework listed below, students are expected to achieve the overall learning outcomes for each major program. Please see individual program pages for learning outcomes and admission information: Business Administration, B.S., Marketing, B.S.

Program Structure and Delivery

Most courses are delivered in an accelerated format. Courses are delivered fully online, and some are available either face-to-face or blended. Blended courses incorporate face-to-face and online activities.

Degree Requirements

Required Business Administration Courses	21 cr.
Required Marketing Courses	18 cr.
Required Communication Courses	6 cr.
Elective Courses	6 cr.
Required Capstone Course	3 cr.
Total	**54 cr.**

Required Business Administration Courses: 21 cr.

BU300 Accounting Principles (3 cr.)

BU400 Business Law (3 cr.)

BU403 Applied Business Statistics (3 cr.)

BU407 Financial Management (3 cr.)

MG305 Managerial Ethics (3 cr.)

MG410 Applied Leadership and Management (3 cr.)

MG311 Economics for Managers (3 cr.)

Required Marketing Courses: 18 cr.

MK300 Principles of Marketing (3 cr.)

MK304 Consumer Behavior and Trend Analysis (3 cr.)

MK306 Digital Marketing (3 cr.)

MK309 Marketing, Society, and the Environment (3 cr.)

MK310 Integrated Marketing Promotions (3 cr.)

MK406 Mobile and Search Engine Marketing (3 cr.)

Required Communication Courses: 6 cr.

COM309 Professional Writing (3 cr.)

COM310 Oral Communications (3 cr.)

Elective Courses: 6 cr.

BU/MK Elective Choices (each 3 cr.)

Two 3-credit elective courses. (Any 300- or 400-level Business, Management, HR, or Marketing course not required in the double major; IT301 Information Technology Perspectives, IT312 Emerging Trends in Business Technology, IT440 Business Intelligence Fundamentals, IT457 Cloud Computing Fundamentals, or IT305 Enterprise Architecture Fundamentals); and MBA610 or MBA613 with program director permission and taken in the last 12 credits of the degree.)

Required Capstone Course: 3 cr.

BU490 Strategic Management Capstone (3 cr.)

Healthcare and Human Services Management/Public Health, B.S.

The K-12 Reading Teacher program qualifies candidates for 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. Students seeking a Bachelor of Science double major in Public Health/Healthcare and Human Services Management must complete the following program plan. At least 54 credits must be completed at Saint Mary's University.

Prospective students must meet the admission standards for both majors. Upon completion of the coursework listed below, students are expected to achieve the overall learning outcomes for each major. Please see individual program pages for learning outcomes and admission information: Public Health, B.S., Healthcare and Human Services Management, B.S.

Program Structure and Delivery

Most courses are delivered in an accelerated format. Courses are delivered in a blended format. Blended courses incorporate face-to-face and online activities.

Degree Requirements

Required Healthcare and Human Services Management Courses	15 cr.
Required Healthcare Management Specialization Courses	12 cr.
Required Public Health Courses	24 cr.
Required Communication Course	3 cr.
Required Capstone Course	3 cr.
Total	**60 cr.**

Required Healthcare and Human Services Management Courses: 15 cr.

HHSM325 Cultural Competency for Health and Human Service Professionals (3 cr.)

HHSM405 Healthcare Information Management (3 cr.)

HHSM410 Current Issues in Health: Research and Practice (3 cr.)

HHSM430 Quality and Performance Improvement for Service Providers (3 cr.)

BPH415 Health Policy and Ethics (3 cr.)

Required Healthcare Management Specialization Courses: 12 cr.

HHSM420 The U.S. Healthcare System (3 cr.)

HHSM400 Workplace Training Strategies in Healthcare (3 cr.)

HR340 Strategic Human Resource Management (3 cr.)

MG410 Applied Leadership and Management (3 cr.)

Required Public Health Courses: 24 cr.

BPH300 Human Biology (3 cr.)

BPH400 Foundations of Public Health (3 cr.)

BPH405 Measurement and Statistics for Health Professionals (3 cr.)

BPH410 Introduction to Epidemiology (3 cr.)

BPH425 Principles of Population Health and Disease (3 cr.)

BPH430 Community and Behavioral Aspects of Public Health (3 cr.)

BPH440 Introduction to Public Health Program Planning and Development (3 cr.)

BPH445 Introduction to Public Health Program Implementation and Evaluation (3 cr.)

Required Communication Courses: 6 cr.

HHSM302 Writing in the Health Professions (3 cr.)

BPH435 Public Health Communication (3 cr.)

Required Capstone Course: 3 cr.

BPH490 Applied Public Health Experience-Capstone (3 cr.)

Information Technology/Business Administration, B.S.

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. Students seeking a Bachelor of Science double major in Information Technology/Business Administration must complete the following program plan. At least 54 credits must be completed at Saint Mary's University.

Prospective students must meet the admission standards for both majors. Upon completion of the coursework listed below, students are expected to achieve the overall learning outcomes for each major. Please see individual program pages for learning outcomes and admission information: Information Technology, B.S., Business Administration, B.S.

Program Structure and Delivery

Most courses are delivered in an accelerated format. Business courses are delivered fully online, and some are available either face-to-face or blended. Information technology courses are blended. Blended courses incorporate face-to-face and online activities.

Degree Requirements

Required Information Technology Courses	27 cr.
Required Business Administration Courses	24 cr.
Required Communication Courses	6 cr.
Elective Course	3 cr.
Required Capstone Course	3 cr.
Total	**63 cr.**

Required Information Technology Courses: 27 cr.

IT301 Information Technology Perspectives (3 cr.)

IT303 Data and Database Management Systems (3 cr.)

IT305 Enterprise Architecture Fundamentals (3 cr.)

IT309 Information Ethics (3 cr.)

   OR

MG305 Managerial Ethics (3 cr.)

IT312 Emerging Trends in Business Technology (3 cr.)

IT415 Mobile, Network, and Communication Technologies (3 cr.)

IT432 Advanced Information Security Tools and Methods (3 cr.)

IT440 Business Intelligence Fundamentals (3 cr.)

IT457 Cloud Computing Fundamentals (3 cr.)

Required Business Administration Courses: 24 cr.

BU300 Accounting Principles (3 cr.)

MK300 Principles of Marketing (3 cr.)

BU400 Business Law (3 cr.)

BU403 Applied Business Statistics (3 cr.)

BU407 Financial Management (3 cr.)

MG311 Economics for Managers (3 cr.)

MG408 Project Management (3 cr.)

MG412 Critical Thinking for Organizational Leaders (3 cr.)

Required Communication Courses: 6 cr.

COM309 Professional Writing (3 cr.)

COM310 Oral Communications (3 cr.)

Elective Course: 3 cr.

IT Elective Choices (3 cr.)

Elective course options: IT458 Advanced Cloud Computing Techniques (3 cr.) or ITM615 Managing Technology Teams (3 cr.) **Students taking ITM615 need to follow SMU policies and obtain program director authorization. Course must be taken within final 12 credits of the degree.

Required Capstone Course: 3 cr.

IT490 Bachelor of Science Completion Capstone (3 cr.)

Marketing/Business Intelligence and Data Analytics, B.S.

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. Students seeking a Bachelor of Science double major in Marketing/Business Intelligence and Data Analytics an must complete the following program plan. At least 54 credits must be completed at Saint Mary's University.

Prospective students must meet the admission standards for both majors. Upon completion of the coursework listed below, students are expected to achieve the overall learning outcomes for each major program. Please see individual program pages for learning outcomes and admission information: Marketing, B.S., Business Intelligence and Data Analytics, B.S.

Program Structure and Delivery

Most courses are delivered in an accelerated format. Marketing courses are delivered fully online, and some are available either face-to-face or blended. Business Intelligence and Data Analytics courses are blended. Blended courses incorporate face-to-face and online activities.

Degree Requirements

Required Marketing Courses	18 cr.
Required Business Intelligence and Data Analytics Courses	15 cr.
Required Management Courses	12 cr.
Required Communication Courses	6 cr.
Required Capstone Course	3 cr.
Total	**54 cr.**

Required Marketing Courses: 18 cr.

MK300 Principles of Marketing (3 cr.)

MK304 Consumer Behavior and Trend Analysis (3 cr.)

MK306 Digital Marketing (3 cr.)

MK309 Marketing, Society, and the Environment (3 cr.)

MK310 Integrated Marketing Promotions (3 cr.)

MK406 Mobile and Search Engine Marketing (3 cr.)

Required Business Intelligence and Data Analytics Courses: 15 cr.

BI343 Business Computer Applications (3 cr.)

BI351 Information Systems for Business Intelligence (3 cr.)

BI352 Data Analysis and Business Modeling (3 cr.)

BI354 Data Mining for Decision Making (3 cr.)

BI420 Business Analytics (3 cr.)

Required Management Courses: 12 cr.

MG305 Managerial Ethics (3 cr.)

MG410 Applied Leadership and Management (3 cr.)

BU407 Financial Management (3 cr.)

MG311 Economics for Managers (3 cr.)

Required Communication Courses: 6 cr.

COM309 Professional Writing (3 cr.)

COM310 Oral Communications (3 cr.)

Required Capstone Course: 3 cr.

BU490 Strategic Management Capstone (3 cr.)

Human Resource Management/Management, M.A.

The human resource professional is a critical, strategic team member in today's quickly changing business environment. In addition to directing the major disciplines within human resource management, this professional must be able to provide leadership for changes within an organization. This leadership involves addressing the social, ethical, environmental, and economic contexts of today's domestic and internationally focused organizations. The Master of Arts in Human Resource Management program prepares graduates for this challenging role through a series of courses designed to provide essential leadership knowledge and skills. In addition, courses in general management principles and skills are required along with elective course topics. 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.

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 workforce. 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 distinguished from the M.B.A. degree and graduate-level business and public administration programs by placing equal emphasis on analytical and interpersonal skills.

Prospective students must meet the admission standards for both programs. Upon completion of the coursework listed below, students are expected to achieve the overall learning outcomes for each program. Please see individual program pages for learning outcomes and admission information: Human Resource Management, M.A., Management, M.A.

Program Structure and Delivery

The double major option applies only to students in the Management program and blended Human Resource Management program version. **Online Human Resource Management students are not eligible to participate in the double master's major option.**

Degree Requirements

Required Management Courses	24 cr.
Required Human Resource Management Courses	24 cr.
Required Communication Course	3 cr.
Elective Course	3 cr.
Required Capstone Course	3 cr.
Total	**57 cr.**

Required Management Courses: 24 cr.

GM600 Management Principles (3 cr.)

GM605 Creative Problem Solving and Critical Thinking (3 cr.)

GM630 Quantitative Methods (3 cr.)

GM640 Legal Issues for Managers (3 cr.)

GM645 Marketing Management (3 cr.)

GM660 Financial Management (3 cr.)

GM675 Managerial Ethics and Issues (3 cr.)

GM680 Leadership and Strategic Management (3 cr.)

Required Human Resource Management Courses: 24 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.)

HRM609 Labor Relations (3 cr.)

HRM611 Globalization and Diversity (3 cr.)

HRM613 Total Reward Systems (3 cr.)

HRM614 Internal Consulting in Human Resources (3 cr.)

Required Communication Course: 3 cr.

GM623 Academic Research and Writing (3 cr.)

OR

MBA612 Executive Communication (3 cr.)

Elective Course: 3 cr.

MBA610 Organizations and Human Behavior (3 cr.)

OR

GM643 Multicultural Perspectives (3 cr.)

Required Capstone Course: 3 cr.

HRM689 Human Resource Management Capstone (3 cr.)

Project Management/Information Technology Management, M.S.

The Master of Science in Project Management is designed for individuals seeking advanced education for leading complex projects in a variety of work settings. Foundation courses provide core knowledge of financial and ethical business practices. Based on global project management standards, the program provides an interactive, comprehensive exploration of initiating, planning, and managing projects. Interpersonal skills, leadership, and communications are emphasized both with individuals and teams. This program is accredited by the Project Management Institute Global Accreditation Center for Project Management (GAC), www.pmi.org.

The Master of Science in Information Technology Management program is designed for technology-oriented professionals who aspire to technical leadership roles within public or private organizations. The curriculum blends the study of strategic planning, team building, and managerial ethics with a hands-on examination of emerging technology, IT-oriented quantitative methods, and technology portfolio management techniques.

Prospective students must meet the admission standards for both majors. Upon completion of the coursework listed below, students are expected to achieve the overall learning outcomes for each program. Please see individual program pages for learning outcomes and admission information: Project Management, M.S., Information Technology Management, M.S.

The double major option applies only to students in the Information Technology Management program and blended Project Management program version. **Online Project Management students are not eligible to participate in the double master's major option.**

The M.S. in Information Technology Management program is in temporary suspension and will not accept students after fall 2018 classes begin until further notice.

Degree Requirements

Required Information Technology Management Courses	21 cr.
Required Project Management Courses	27 cr.
Required General Management Courses	6 cr.
Required Capstone Course	3 cr.
Total	**57 cr.**

Required Information Technology Management Courses: 21 cr.

ITM605 Business Intelligence for IT Professionals (3 cr.)

ITM606 Business Driven Information Technology (3 cr.)

ITM607 Enterprise Architecture for Managers (3 cr.)

ITM608 Technology Portfolio Management (3 cr.)

ITM609 Strategic Planning for Technologists (3 cr.)

ITM631 Enterprise Security for Managers (3 cr.)

ITM643 Technology Leadership and Communication Approaches (3 cr.)

Required Project Management Courses: 27 cr.

PRM600 Foundations of Project Management (3 cr.)

PRM601 Project Scope and Scheduling (3 cr.)

PRM611 Technical Communication (3 cr.)

PRM612 Project Leadership Team and Stakeholder Management (3 cr.)

PRM613 Project Quality and Quantitative Methods (3 cr.)

PRM614 Project Risk Management (3 cr.)

PRM615 Project Procurement Management (3 cr.)

PRM616 Project Cost and Performance Management 3 cr.)

PRM620 Agile Projects (3 cr.)

Required General Management Courses: 6 cr.

GM660 Financial Management (3 cr.)

GM675 Managerial Ethics and Issues (3 cr.)

Required Capstone Course: 3 cr.

ITM689 ITM Capstone (3 cr.)

Master of Business Administration/Information Technology Management, M.S.

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. 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 University 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.

The Master of Science in Information Technology Management program is designed for technology-oriented professionals who aspire to technical leadership roles within public or private organizations. The curriculum blends the study of strategic planning, team building, and managerial ethics with a hands-on examination of emerging technology, IT-oriented quantitative methods, and technology portfolio management techniques. Upon completion of the degree program, students possess the skills and knowledge necessary to manage the technical infrastructure supporting an ongoing enterprise.

Prospective students must meet the admission standards for both degrees. Upon completion of the coursework listed below, students are expected to achieve the overall learning outcomes for each degree program. Please see individual program pages for learning outcomes and admission information: Business Administration, M.B.A., Information Technology Management, M.S.

Program Structure and Delivery

The double degree option applies only to students in the blended MBA program version. **Online accelerated MBA students are not eligible to participate in the double degree option.**

The M.S. in Information Technology Management program is in temporary suspension and will not accept students after fall 2018 classes begin until further notice.

Degree Requirements

Required Master of Business Administration Courses	30 cr.
Required Information Technology Management Courses	27 cr.
Required Capstone Courses	6 cr.
Total	**63 cr.**

Required Master of Business Administration Courses: 30 cr.

MBA600 Quantitative Decision Making (3 cr.)

MBA604 Managerial Economics (3 cr.)

MBA609 Operations Management (3 cr.)

MBA612 Executive Communication (3 cr.)

MBA613 Ethical Leadership (3 cr.)

MBA616 Business and Marketing Concepts (3 cr.)

MBA617 Finance and Accounting Concepts (3 cr.)

MBA618 Business Statistics (3 cr.)

MBA640 Managerial Accounting (3 cr.)

MBA643 Corporate Finance (3 cr.)

Required Information Technology Management Courses: 27 cr.

ITM605 Business Intelligence for IT Professionals (3 cr.)

ITM606 Business Driven Information Technology (3 cr.)

ITM607 Enterprise Architecture for Managers (3 cr.)

ITM608 Technology Portfolio Management (3 cr.)

ITM609 Strategic Planning for Technologists (3 cr.)

ITM615 Managing Technology Teams (3 cr.)

ITM631 Enterprise Security for Managers (3 cr.)

ITM643 Technology Leadership and Communication Approaches (3 cr.)

PRM620 Agile Projects (3 cr.)

Required Capstone Courses: 6 cr.

MBA669 MBA Strategic Management Capstone (3 cr.)

ITM689 ITM Capstone (3 cr.)

M.A. in Counseling and Psychological Services and Addiction Studies Certificate

Degree Requirements

For students completing the MA in Counseling and Psychological Services and Addiction Studies Certificate simultaneously:

Core Courses	18 cr.
Assessment Courses	8 cr.
Counseling Courses	9 cr.
Additional PY Required Courses	9 cr.
Additional ADS Required Courses	10 cr.
Required Practicum Experience	6 cr.
Integration Paper and Oral Examination	0 cr.
Total	**60 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.)

PY641 Marriage and Family Counseling (3 cr.)

Assessment Courses: 8 cr.

PY621 Psychological Assessment (3 cr.)

PY631 Personality Assessment: Adolescent and Adult (2 cr.)

ADS556 Diagnosis and Assessment of Co-occurring Disorders (3 cr.)

Counseling Courses: 9 cr.

PY604 Career Counseling: Theory and Procedures (2 cr.)

PY665 Counseling Skills and Practice (2 cr.)

ADS555 Multicultural Aspects of Addiction (2 cr.)

ADS558 Individual & Group Counseling & Case Management (3 cr.)

Additional Required PY Courses: 9 cr.

PY575 Orientation to the Profession of Counseling (1 cr.)

PY576 Social Psychology (2 cr.)

PY606 Psychophysiology (3 cr.)

PY625 Ethics and Professional Issues in Psychology (3 cr.)

Additional Required ADS Courses: 10 cr.

ADS551 Historical and Contemporary Foundations of Addiction Theories (2 cr.)

ADS552 Applied Research and Evaluation in Addictions (2 cr.)

ADS553 Ethical, Legal, and Professional Issues in Addiction Services (2 cr.)

ADS554 Psychopharmacology and Psychophysiology in Addiction Disorders (2 cr.)

ADS557 Families & Addictive Related Issues across the Lifespan (2 cr.)

Required Practicum Experience: 6 cr.

The student completes a supervised practicum experience in both a counseling/mental health setting and in a substance disorder treatment setting. Students dually enrolled in PY and ADS programs register for the following sequence of practicum courses, consisting of a minimum of 880 hours in two semesters of 440. For those who need an additional semester to complete 880 hours, ADS715 is available.

PY713 Counseling and Psychological Services and Addiction Studies Practicum I (3 cr.)

ADS714 Counseling and Psychological Services and Addiction Studies Practicum II (3 cr.)

ADS715 Counseling and Psychological Services and Addiction Studies Practicum Completion (0 cr.)

Integration Paper and Oral Examination

1. A paper in which the student integrates their education, practicum, and other professional experience with a review of current literature.

2. A final one-hour 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.

Admission Requirements

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

Application Process

Applicants must submit the following:

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

2. 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 to the university by the credit-granting institution. Transcripts from countries other than the U.S. must be evaluated on a course by course basis by a university accepted evaluation service, such as World Education Services, Educational Credential Evaluators, Educational Perspectives, or One Earth International Credential Evaluators and be deemed equivalent to accredited U.S. university standards). Evaluations from an approved member of the National Association of Credential Evaluation Services (NACES.org) will also be accepted.

3. A reflective essay which includes the following:

    a. brief description of the applicant's background, training, and experience; and

    b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program; and

    c. description of the areas the applicant considers to be their 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.

6. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

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

Saint Mary's University of Minnesota
Office of Admission
2500 Park Avenue
Minneapolis, MN 55404

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

School of the Arts and Humanities

Art & Design Department
Art Studio
Digital Graphic Design

English/Classical & Modern Languages Department
English Education
Literature
Literature with Writing Emphasis
Spanish
Spanish Education

History/Social Sciences Department
Criminal Justice (either Corrections or Law
    Enforcement Track)
History
History/Social Studies
Human Services
Political Science
Social Science
Social Studies Education
Sociology

Music Department
Music
Music Education (either Classroom & Instrumental or
    Classroom & Vocal Track)
Music Industry
Music Performance

Philosophy Department
IHM Seminary Philosophy
Philosophy

Theatre & Dance Department
Theatre (either Acting/Directing or Dance or Design/
    Technology or Musical Theatre or Theatre Studies Track)

Theology Department
Educational Studies - Religious Education
Theology (Students may add a concentration in Pastoral
    and Youth Ministry)

School of Business

Business Department
Accounting
Business Intelligence and Analytics
Entrepreneurship
Finance
International Business
Management
Marketing
Sport Management

Communication Department
Digital Media and Journalism
Public Relations
Strategic Communication

School of Education

Education Department
Elementary Education
(Grades K-6 with optional 5-8 Endorsements in English,
    Math, Science, Social Science and World Language
    Spanish K-8)
Secondary Education
(Grades 5-12: Life Science Education, Chemistry Science
    Education, English Education, Social Studies Education,
    Mathematics Education, Spanish Education K-12,
    Music Education Classroom & Instrumental K-12, Music
    Education Classroom & Vocal K-12, and Physics Science
    Education - see departments by discipline)
Educational Studies
(Non-licensure major with concentrations in: Religious
    Education, Child and Family Contexts, Youth
    Development and Leadership, and Adult Learning
    Contexts)

John C. Parmer School of Sciences

Biology Department
Biology
Environmental Biology
Life Sciences Education
Allied Health Majors:
Biology Pre-Cytotechnology
Biology Pre-Echocardiography
Biology Pre-Medical Laboratory Science
Biology Pre-Nuclear Medicine Technology
Biology Pre-Physical Therapy
Biology Pre-Physician Assistant Studies
Biology Pre-Radiography
Biology Pre-Sonography

Chemistry Department
Biochemistry
Chemistry
Chemistry Science Education

Mathematics, Computer Science and Statistics Department
Actuarial Science
Computer Data Science

Mathematics
    Mathematics Education
Physics Department
    Physics
    Physics with an Engineering Science Emphasis
    Physics with a Life Science Emphasis
    Physics Science Education
Psychology Department
    Psychology

Saint Mary's University of Minnesota
Title II Report, 2015-2016 Academic Year

Saint Mary's University is committed to providing high quality teacher preparation to our learners in the context of a personalized, caring community. We are dedicated to creating a challenging climate of growth for all learners inclusive of diverse backgrounds and needs. Like the learners our teachers will serve, we seek to enhance the potential and capacities of all learners.

Teacher Preparation Program Information

Student to teacher ratio for student teaching supervision 3:1

Average number of supervised hours per week required in schools for student teachers 40

Total number of weeks required in supervised student teaching: Undergraduate 14

Total number of weeks required in supervised student teaching: Graduate 15

Total number of hours spent in the supervised student teaching experience (UG).. 560

Total number of hours spent in the supervised student teaching experience (Graduate)..600

Is the program approved/accredited by the state?... Yes

Is the program designated as low performing?.. No

Required Minnesota Teacher Testing Results

ASSESSMENTS	SAINT MARY'S UNIVERSITY OF MINNESOTA RESULTS			MINNESOTA STATEWIDE RESULTS
	Number taking assessment	Number passing assessment	Institutional pass rate	Statewide pass rate
MTLE Basic Skills Reading	56	46	82%	64%
MTLE Basic Skills Writing	52	42	81%	63%
MTLE Basic Skills Mathematics	55	43	78%	64%
MN NES Reading	13	6	46%	86%
MN NES Writing	13	10	77%	67%
MN NES Mathematics	8	6	75%	76%
Elementary Ed Subtest 1 Subtest 2 Subtest 3	25 24 25	24 23 25	96% 96% 100%	95% 96% 91%
ML Comm Arts/Lit (5-8) Subtest 1 Subtest 2	1 1	1 1	100% 100%	100% 100%
ML Mathematics (5-8) Subtest 1 Subtest 2	3 1	2 1	67% 100%	73% 91%
ML Science (5-8) Subtest 1 Subtest 2	2 2	2 2	100% 100%	99% 98%
ML Social Studies (5-8) Subtest 1 Subtest 2	3 3	3 2	100% 67%	98% 93%
Pedagogy: Elementary (K-6) Subtest 1 Subtest 2	36 36	35 35	97% 97%	97% 97%
Pedagogy: Secondary (5-12) Subtest 1 Subtest 2	28 27	28 26	100% 96%	98% 99%

ASSESSMENTS	SAINT MARY'S UNIVERSITY OF MINNESOTA RESULTS			MINNESOTA STATEWIDE RESULTS
	Number taking assessment	Number passing assessment	Institutional pass rate	Statewide pass rate
Comm Arts/Lit (5-12) Subtest 1 Subtest 2	6 6	6 6	100% 100%	99% 98%
Inst & Vocal Music (K-12) Subtest 1 Subtest 2	3 2	3 2	100% 100%	98% 89%
Life Science (9-12) Subtest 1 Subtest 2	2 3	2 2	100% 67%	89% 91%
Mathematics (5-12) Subtest 1 Subtest 2	3 3	2 2	67% 67%	82% 91%
Social Studies (5-12) Subtest 1 Subtest 2	9 12	8 9	89% 75%	94% 85%
Spanish (K-12) Subtest 1 Subtest 2	6 6	3 6	50% 100%	85% 96%
ESL (K-12) Subtest 1 Subtest2	17 17	17 17	100% 100%	97% 93%
Reading Teacher (K-12) Subtest 1 Subtest 2	39 40	39 39	100% 98%	99% 97%
Special Ed Core (Birth-21) Subtest 1 Subtest 2	25 25	23 23	92% 92%	85% 85%
Visual Arts (K-12) Subtest 1 Subtest 2	2 2	2 2	100% 100%	95% 92%
Vocal Classroom Music	2	2	100%	99%
Elementary Ed Subtest 1 Subtest 2 Subtest 3	25 24 25	24 23 25	96% 96% 100%	95% 96% 91%
Pedagogy: Elementary (K-6) Subtest 1 Subtest 2	36 36	35 35	97% 97%	97% 97%
Pedagogy: Secondary (5-12) Subtest 1 Subtest 2	28 27	28 26	100% 96%	98% 99%
Social Studies (5-12) Subtest 1 Subtest 2	9 12	8 9	89% 75%	94% 85%
ESL (K-12) Subtest 1 Subtest2	17 17	17 17	100% 100%	97% 93%
Reading Teacher (K-12) Subtest 1 Subtest 2	39 40	39 39	100% 98%	99% 97%
Special Ed Core (Birth-21) Subtest 1 Subtest 2	25 25	23 23	92% 92%	85% 85%

Required Minnesota Teacher Testing Results

**Number of individuals taking assessments is summative of all categories of completers (1, 2, 3, 4, and 5). Level 3 completers have finished all program requirements, with 1s/2s still in stages of program completion and 4s/5s 1+ years beyond finishing program. Institutional and Statewide pass rates are averages across the categories of completers for each assessment. Programs with less than 10 completes are not reported. Numbers are inclusive of undergraduate and graduate teacher licensure candidates.

Roster

President's Cabinet

Timothy Gossen
Vice President for Mission

- B.A., Saint Mary's University of Minnesota
- M.A., Saint Mary's University of Minnesota
- Ed.D., Saint Mary's University of Minnesota

Audrey Kintzi
Vice President for Development

- B.S., Minnesota State University Mankato
- M.S., Minnesota State University Mankato

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

Benjamin Murray
Vice President for Financial Affairs

- B.A., Saint Mary's University of Minnesota
- C.P.A., Minnesota State Board of Accountancy
- Lasallian Leadership Institute, Christian Brothers of the Midwest
- M.P.A., University of Minnesota

Brother Robert Smith, Ph.D., F.S.C.
Chief Academic Officer and Vice President of the Schools of Graduate and Professional Programs

- B.A., Saint Mary's College
- M.A. United Theological Seminary
- Ph.D. Marquette University

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

Brother Robert Smith, FSC, Ph.D.
Chief Academic Officer and Vice President of the Schools of Graduate and Professional Programs

- B.A., Saint Mary's College
- M.A., United Theological Seminary
- Ph.D., Marquette University

Gena Bilden
Associate Vice President for Enrollment Management & Student Services

- B.A., College of St. Scholastica
- M.A., University of Phoenix

Andrea Carroll-Glover
Associate Vice President Online Strategy and Development

- B.A. University of Minnesota-Twin Cities
- M.B.A Capella University

Elizabeth Childs
Associate Dean for Curriculum and Assessment

- B.A., Lawrence University
- M.A., Augsburg College

Sarah Ferguson
Associate Vice President for Academic Affairs, SGPP

- B.A., Drake University
- MSW, M.A., PhD., University of Minnesota

Rebecca Hopkins
Dean of Graduate School of Education

- B.A., M.A., Saint Mary's University of Minnesota
- Ed.D., Saint Mary's University of Minnesota

Tom Marpe
Dean of the School of Business and Technology

- B.A., Winona State University
- M.B.A., Winona State University
- Ed.D., Saint Mary's University of Minnesota

Todd Reinhardt
Dean of the School of Sciences and Health Professions

- B.A., Hamline University
- M.A., Duquesne University
- Sc.D., Harvard University

Scott N. Walker, '91, M'98
Associate Vice President Rochester - Partnerships
Executive Director, Cascade Meadow

- B.A. Saint Mary's University of Minnesota
- M.A. Saint Mary's University of Minnesota

Faculty

William Adams, Instructor
B.S.; Minnesota State University Mankato, M.Ed.; Saint Mary's University of Minnesota, Ed.D.; Bethel University

Omoyefe Agbamu, Assistant Professor
Ed.D.; Hamline University, B.Ed.; University of Ibadan, Nigeria, M.Ed.; University of Ibadan, Nigeria

Mari Akre, Assistant Professor
B.S.N.; Viterbo University, M.S.; University of Wisconsin Madison, M.S.N.; University of Wisconsin Madison, Ph.D.; University of Wisconsin Madison

Lynn Albee, Assistant Professor
B.A.; Saint Mary's University of Minnesota, M.A.; Saint Mary's University of Minnesota, Ed.D.; National-Louis University

Emily Albrecht, Assistant Professor
A.A.; Central Lakes Community College, B.S.; Winona State University, M.Ed.; Saint Mary's University of Minnesota

Suzette Allaire, Assistant Professor
B.A.; University of Michigan Ann Arbor, M.B.A.; University of Notre Dame

Arif Altaf, Assistant Professor
B.A.; St. Cloud State University, M.B.A.; University of St. Thomas

Nancy Alvardo, Instructor
B.A.; College of St. Benedict, M.B.A.; University of Minnesota Twin Cities

Gary Amoroso, Assistant Professor
B.S.; University of Wisconsin Whitewater, M.S.; University of Wisconsin Milwaukee, Ph.D.; University of Wisconsin Madison

Robert Andersen, Assistant Professor
B.S.; Valparaiso University, M.S.; Polytechnic University

Alisa Anderson, Instructor
Graduate Certificate; Saint Mary's University of Minnesota, B.S.; Augsburg College, M.Ed.; University of North Dakota - Grand Forks, EBD License; Minnesota State University - Mankato

Catherine Anderson, Instructor
B.S.; University of Wisconsin Superior, M.S.; University of Wisconsin Eau Claire

Jane Anderson, Professor
B.A.; College of St. Teresa, M.A.; Northeastern Illinois University, Ph.D.; University of Minnesota Twin Cities

Kari Anderson Suggs, Instructor
B.S.; University of Minnesota Twin Cities, M.A.; Hamline University

Patricia Angulo, Associate Professor
B.A.; Metropolitan State University, Certificate; Hamline University Law School, M.A.; Hamline University Ed.D.; Hamline University

Marit Appeldoorn, Instructor
B.A.; Earlham College, M.S.W.; Smith College

Heidi Arndt, Instructor
B.A.; St. Cloud State University, M.A.; Saint Mary's University of Minnesota

David Atwood, Assistant Professor
B.A.; State University of New York Plattsburgh, M.A.; Minnesota State University Mankato

Carmen Avendano, Assistant Professor
B.A.; Pontificia Universidad Catholic, M.A.; Argosy University, M.A.; Catholic University of Chile, License; Hamline University, License: University of Minnesota

Mary Jo Avendano, Assistant Professor
B.A.; College of St. Catherine - Saint Paul, M.A.; Saint Mary's University of Minnesota, PsyD.; University of St. Thomas

Erin Ayala, Assistant Professor
B.A.; St. Catharine University, Pre-Doctoral Internship; Albany Psychology Internship Consortium, Ph.D.; University at Albaby

Timothy Baardseth, Assistant Professor
B.A.; Luther College, M.S.; University of Wisconsin Madison, Ph.D.; University of Wisconsin Madison

Kevin Babcock, Assistant Professor
B.A.; Saint Cloud State University, M.S.; Saint Cloud State University, Ed.S.; Capella University

Sue Babcock, Assistant Professor
B.A.; College of St. Catherine, Pre-Doctoral Psychology Internship; Sit Cloud Hospital Behavioral Health, Psy.D.; Minnesota School of Professional Psychology

Jennifer Backer, Instructor
B.S.; Winona State University, M.Ed.; Saint Mary's University of Minnesota

Michelle Bahr, Instructor
B.A.; University of Minnesota Duluth, M.A.; Saint Mary's University of Minnesota, LADC; Metro State University

Lori Ballantyne, Assistant Professor
A.S.; St. Catherine University, B.S.N.; Metropolitan State University, B.Arch.; Syracuse University, M.A.; Bethel University, D.N.P.; University of Minnesota

Steven Barnes, Instructor
B.M.; University of North Texas, M.M.; University of Minnesota Twin Cities

Janet Barrick, Instructor
B.A.; Gustavus Adolphus College, M.Ed. Teaching Certificate; Penn State University, M.A.; National University

Catherine Bartholet, Associate Professor
B.S.; University of Minnesota Twin Cities, M.A.; St. Catherine University

Shaylene Baumbach, Instructor
M.P.H.; University of Minnesota Twin Cities, B.S.; Minnesota State University, Mankato

Karen Baumgaertner, Instructor
B.A.; University of Wisconsin, Madison, M.A; American University

Lera Beauchane, Instructor
B.S.N.; Bethel University, M.S.; Saint Mary's University of Minnesota

Christopher Becht, Instructor
B.S.; Embry-Riddle Aeronautical University, M.A.S.; Embry-Riddle Aeronautical University

Rodney Becker, Associate Professor
B.A.; Wheaton College, M.A.; University of Illinois, Champagne

Dean Beckman, Associate Professor
B.A.; Winona State University, M.S.; Southern Illinois University Edwardsville

Laurie Beebe, Instructor
B.S.; University of Wisconsin River Falls, M.A.; Saint Mary's University of Minnesota

Katherine Beecham, Assistant Professor
B.S.; University of Minnesota Twin Cities, M.Ed.; Saint Mary's University of Minnesota

Brian (Raj) Beekie, Associate Professor
B.A.; Concordia College Moorhead, M.A.; North Dakota State University, Ed.D.; University of St. Thomas

Matthew Beetcher, Instructor
B.S.; University of Wisconsin – Superior, M.A.; Saint Mary's University of Minnesota

Kimberly Belcastro, Assistant Professor
B.A.; University of Minnesota Duluth, M.S.; University of Wisconsin Superior, Ed.D.; Bethel University

John Beleford, Instructor
A.S.; Central Texas College, B.S.; University of Phoenix, M.S.; Saint Mary's University of Minnesota

Jessica Bell, Professor
B.A.; Gustavus Adolphus College, Ph.D.; University of Minnesota Twin Cities

Justin Bell, Assistant Professor
B.A.; Saint Mary's University of Minnesota, J.D.; Hamline University

Stephanie Belter, Instructor
B.Ed.; University of Wisconsin Madison, M.A.; Saint Mary's University of Minnesota, Reading License; Viterbo University

Malika Benachour, Instructor
B.A.; University of Orleans – France, M.A.; University of Orleans – France, Graduate Certificate; Saint Mary's University of Minnesota

Michael Benedetto, Assistant Professor
B.S.; Dickinson State University, M.S.; Bemidji State University, Ed.S.; St. Cloud State University

Richard Berg, Assistant Professor
B.S.; Saint Mary's University of Minnesota, M.S.; Saint Mary's University of Minnesota, Ed.D.; Saint Mary's University of Minnesota

Andrew Bernard, Instructor
B.S.; University of Minnesota Duluth, M.S.; University of Wisconsin Superior, Licensure; Saint Mary's University of Minnesota

David Bernard, Associate Professor
B.S.; University of South Dakota, M.A.; University of South Dakota, Ed.S.; University of South Dakota, Ed.D.; Saint Mary's University of Minnesota

Richard Bernardo, Assistant Professor
B.A.; Connecticut College, M.A.; Pacific School of Religion

Michelle Bethke-Kaliher, Assistant Professor
B.S.; University of Wisconsin Stout, M.A.; University of California Riverside, Ph.D.; Capella University

Penny Bidne, Associate Professor
B.S.; Winona State University, M.A.; University of St. Thomas, Ed.S.; Saint Mary's University of Minnesota

Ismail Bile Hassan, Associate Professor
B.S.; Islamic University of Technology, M.A.; Universiti Teknologi Malaysia, Ph.D.; Universiti Putra Malaysia

Bonnie Bina, Assistant Professor
B.A.; Augsburg College, M.A.; Saint Mary's University of Minnesota, Ph.D.; Capella University

Nicole Biondich, Assistant Professor
B.S.; Minnesota State University Mankato, M.Ed.; Saint Mary's University of Minnesota, Licensure; Hamline University

Michael Birchard, Instructor
B.A.; St. Cloud State University, M.S.; St. Cloud State University

Daniel Bishop, Instructor
B.A.; St. Johns University, B.S.; University of Minnesota Twin Cities, M.Ed.; University of Minnesota Twin Cities

Eric Bjerva, Assistant Professor
B.A.; University of Minnesota Duluth, J.D.; New England School of Law

William Bjorum, Assistant Professor
B.S.; University of Minnesota Twin Cities, M.Ed.; University of Minnesota Twin Cities, Ed.D.; University of St. Thomas

Raymond Blixt, Assistant Professor
B.A.; Catholic University of America, M.A.; Manattan College, M.A.; New School for Social Research, Ph.D. (Honorary); Dowling College

Jacqueline Bluem, Instructor
B.S.W.; Universidade Federal Fluminense, M.A.; Saint Mary's University of Minnesota

Matthew Bluem, Assistant Professor
B.A.; University of Minnesota Twin Cities, M.B.A.; Saint Mary's University of Minnesota

P. Richard Bohr, Professor
B.A.; University of California Davis, M.A.; Harvard-Radcliffe, M.Div.; Harvard-Radcliffe, Ph.D.; University of California Davis

Holly Booth, Instructor
B.S.; Winona State University, M.A.; Concordia University Saint Paul, Ed.S.; Saint Mary's University of Minnesota

Natalie Bowker, Instructor
B.A.; College of Saint Benedict, M.A.; Saint Mary's University of Minnesota

Stephanie Boyat-Chartier, Instructor
B.S.; University of Minnesota Duluth, M.Ed.; University of Wisconsin Superior, Reading License; Hamline University

John Braun, Professor
B.S.; St. Cloud State University, M.A.; University of St. Thomas, Ed.D.; University of St. Thomas

Kelly Braun, Instructor
B.S.; Winona State University, M.A.; Saint Mary's University of Minnesota

Robert Braun, Assistant Professor
B.A.; University of St. Thomas, M.B.A.; University of St. Thomas

Michelle Breitsprecher, Instructor
A.A.; Bethany Lutheran College, B.S.; Winona State University, M.S.; Winona State University, Ed.S.; Minnesota State University Mankato

Tom Brenner, Instructor
B.A.S.; University of Minnesota Twin Cities, M.Ed.; College of St. Scholastica

Debra Broderick, Assistant Professor
B.S.; Illinois State University, M.A.; Saint Mary's University of Minnesota, Psy.D.; University of St. Thomas

Becky Brodin, Assistant Professor
B.S.; University of St. Francis, M.A.; Saint Mary's University of Minnesota

George Brophy, Associate Professor
B.F.A.; University of Illinois Springfield, M.S.; University of Pittsburgh M.U.P.

Michael Brown, Assistant Professor
B.S.; Ohio State University, M.A.; Saint Mary's University of Minnesota, M.S.; Saint Mary's University of Minnesota

Richard Brynteson, Associate Professor
B.A.; Dartmouth College, M.B.A.; University of Chicago, Ph.D.; University of Minnesota Twin Cities

Daniel Bucknam, Assistant Professor
B.A.; St. Cloud State University, M.A.; University of Illinois Urbana-Champaign, Ph.D.; University of Illinois Urbana-Champaign

Dawn Buhain, Assistant Professor
B.S.N.; University of North Carolina Greensboro, M.S.N.; Virginia Commonwealth University, Ed.D.; Saint Mary's University of Minnesota

Susan Burris, Instructor
B.A.; National University, M.A.; Asuza Pacific University, M.A.; Saint Mary's University of Minnesota, Licensure; Saint Cloud State University

Anthony Buthe, Instructor
B.Ed.; Northern State University, Graduate Certificate; Saint Mary's University of Minnesota

Steven Carlson, Assistant Professor
B.A.; University of St. Thomas, Psy.D.; Minnesota School of Professional Psychology, M.A.; Alfred Adler Institute of Chicago, MPNA; Metro State University

Ruth Casper, Assistant Professor
B.A.; Fort Hays State University, M.S.; Fort Hays State University, Ph.D.; University of Nebraska Lincoln

Karen Casper-Robeson, Instructor
A.A.; Century College Saint Paul, B.A.; Metropolitan State University, M.S.; Minnesota State University Mankato

Debra Castner, Associate Professor
B.A.; University of Northern Iowa, M.A.; University of Northern Iowa, Ed.D.; Hamline University

Stephen Chapin, Instructor
B.A.S.; University of Minnesota Duluth, M.A.; Saint Mary's University of Minnesota

Lori Charron, Professor
B.A.; Minnesota State University Mankato, Ph.D.; University of Minnesota Twin Cities

John Chauss, Instructor
B.S.N.; Bethel College, M.S.; Saint Mary's University of Minnesota

Teresa Chavez, Instructor
B.A.; University of Minnesota Twin Cities, M.A.; University of Minnesota Twin Cities

Paul Christensen, Associate Professor
B.S.; Minnesota State University Mankato, M.B.A.; Metropolitan State University, Ed.D.; Saint Mary's University of Minnesota

Brian Chupp, Assistant Professor
B.A.; University of Toledo, M.Ed.; University of Toledo, Ph.D.; University of Toledo

Tricia Cichosz, Instructor
B.Ed.; St. Ambrose University, M.A.; Western Illinois University

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

Jonathan Clark, Instructor

Sean Clark, Instructor
B.A.; University of Washington, M.A.; Saint Mary's University of Minnesota

Katie Clarke, Assistant Professor
B.S.; Winona State University, M.S.; Minnesota State University Mankato, Ed.D.; Minnesota State University Mankato, Licensure; Minnesota State University Mankato

Dorothy Clark-Miles, Instructor
B.A.; Mankato State University, M.A.; Mankato State University

Richard Close, Associate Professor
A.A.; Wesley College, B.A.; Lebanon Valley College, D.Min.; Luther Seminary, M.A.; University of Delaware, M.Div.; United Seminary

Jean Cole, Instructor
B.S.; University of Wisconsin Eau Claire, M.A.; Saint Mary's University of Minnesota

Sarah Coleman, Instructor
B.A.; Augsburg College, M.A.; Saint Mary's University of Minnesota

Tamara Colucci, Instructor
B.S.; Moorhead State University, M.Ed.; Saint Mary's University of Minnesota, Licensure; Adler Graduate School Certification; Hamline University

Dennis Conroy, Associate Professor
B.A.; Metropolitan State University, M.A.; Saint Mary's University of Minnesota, Ph.D.; Union Institute & University

Patrick Conway, Assistant Professor
B.A.; Saint Mary's University of Minnesota, Ed.D.; Nova Southeastern University

Jeffrey Cookson, Instructor
B.A.; DeSales University, M.F.A.; University of Missouri Kansas

Thomas Coughlin, Assistant Professor
B.S.; University of Wisconsin La Crosse, M.S.; University of Wisconsin Milwaukee, Licensure; University of Wisconsin Superior

Louise Covert, Associate Professor
B.A.; University of Minnesota Twin Cities, M.A.; University of Minnesota Twin Cities

Andrew Cowley, Assistant Professor
B.A.; University of Minnesota Twin Cities, B.S.N.; Brigham Young University, C.R.N.A.; Minneapolis School of Anesthesia, J.D.; Villanova University, D.N.P.; University of Minnesota Twin Cities, M.S.; Saint Mary's University of Minnesota

David Cranmer, Associate Professor
B.A.; Western Illinois University, M.A.; United Theological Seminary Minnesota, Ph.D.; Capella University

Michelle Craveiro, Instructor
B.A.; University of Wisconsin, M.A.; Saint Mary's University of Minnesota, MFT Certificate; Saint Mary's University of Minnesota

Robert Crump, Instructor
B.S.; University of Wisconsin River Falls, M.B.A.; Keller Graduate School of Management

Linda Cruz, Instructor

Jennifer Dahle, Instructor
B.A.; University of Minnesota Twin Cities, M.A.; Saint Mary's University of Minnesota

Kathleen Daly, Instructor
B.A.; University of Minnesota Twin Cities, M.Ed.; University of Minnesota Twin Cities

Carol Daniel, Instructor
A.N.; College of Saint Catherine, B.S.N.; Bethel University, M.S.; Saint Mary's University of Minnesota

Jill Daniels, Assistant Professor
B.S.; University of Wisconsin River Falls, B.S.; Towson University, M.A.; University of Maryland Baltimore, Ph.D.; University of Maryland Baltimore

Alan Davis, Instructor
B.A.; University of Minnesota Twin Cities, M.A.; Argosy University

Jennifer Davis, Instructor
B.S.; University of Wisconsin Eau Claire, M.Ed.; Saint Mary's University of Minnesota, Ed.S.; University of St. Thomas

Michelle Dehmlow, Instructor
B.S.N.; Emory University, M.S.; Saint Mary's University of Minnesota, M.S.; Minneapolis School of Anesthesia

Daniel Deitte, Associate Professor

Philip Delgado, Assistant Professor
A.A.; Hawkeye Community College, B.A.; University of Northern Iowa, J.D.; University of Iowa, M.L.S.; University of Iowa

Sarah deNeui, Instructor
B.A.; Minnesota State University Mankato, M.S.; Minnesota State University Mankato, Ed.S.; Minnesota State University Mankato

Aleksandra Denisova, Instructor
B.A.; College of St. Catherine Minneapolis, 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

Louis DeThomasis, Professor
B.S.F.S.; Georgetown University, LL.D.; Benedictine University, Ph.D.; Union Institute & University

Susannah Devereux, Assistant Professor
B.S.; Minnesota State University Moorhead, M.A.; University of Minnesota Duluth

Catherine Diamond, Assistant Professor
B.A.; George Washington University, M.P.H.; New York University, Dr.PH.; City University of New York

George Diaz, Assistant Professor
A.S.; Rochester Community and Technical College, B.A.; College of St. Scholastica, M.A.; Saint Mary's University of Minnesota, Ed.D.; Saint Mary's University of Minnesota

Jan Dimmitt-Olson, Assistant Professor
B.S.; University of Wisconsin La Crosse, M.Ed.; Saint Mary's University of Minnesota

Alisa DiSalvo, Associate Professor
A.S.; Columbus State Community College, B.A.; Otterbein College, M.B.A.; Franklin University

Wendie Discher, Assistant Professor
B.A.; Avila University, M.A.; Webster University, Ph.D.; Capella University

Tamara Dobbins, Instructor
M.A.; Saint Mary's University of Minnesota

Kendra Dodd, Instructor
B.S.; Clemson University, M.A.; Clemson University

Susan Doherty, Instructor
B.S.; Minnesota State University Moorhead, M.A.; Saint Mary's University of Minnesota

Elizabeth Donahue, Instructor
B.S.; Winona State University, M.A.; Saint Mary's University of Minnesota

Jacob Donze, Instructor
B.A.; University of Wisconsin Madison, M.A.; Saint Mary's University of Minnesota, Ed.S.; Saint Mary's University of Minnesota, Licensure; Winona State University

Kari Donze, Instructor
B.S.; University of Wisconsin La Crosse, M.A.; Saint Mary's University of Minnesota, Ed.S.; Saint Mary's University of Minnesota

Thomas Dougherty, Instructor
B.S.; University of Wisconsin Madison, M.Ed.; University of Minnesota Twin Cities, Ed.S.; Saint Mary's University of Minnesota

Gloria Drake, Instructor
B.S.N.; Winona State College, M.S.; Saint Mary's University of Minnesota

Ann Dryer, Instructor
B.S.N.; University of Wisconsin Eau Claire, M.S.; Saint Mary's University of Minnesota

Hollie Duffy, Instructor
B.A.; University of Minnesota Twin Cities, M.A.; Saint Mary's University of Minnesota

Michelle Dunaski, Instructor
B.S.; University of Minnesota Twin Cities, M.A.; St. Catherine University, Ed.S.; Saint Mary's University of Minnesota

Peggy Dunn, Assistant Professor
B.S.; University of North Dakota, M.Ed.; University of St. Thomas, Ph.D.; University of North Dakota

Mary Dunphy, Instructor
M.S.; Saint Mary's University of Minnesota

Heather Durenberger, Instructor
B.A.; State University of New York Buffalo, M.A.; State University of New York Buffalo, M.B.A.; University of St. Thomas

John Ebert, Assistant Professor
B.S.; Winona State University, M.S.; Saint Mary's University of Minnesota

Daniel Edwards, Assistant Professor
B.A.; St. Johns University, M.Ed.; Saint Mary's University of Minnesota, Ed.D.; University of Minnesota Twin Cities

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

David Eisenmann, Assistant Professor
B.A.; Concordia College Moorhead, M.A.; Hamline University

Kelly Eitel, Assistant Professor
B.S.; Winona State University, M.S.; American University, Ed.D.; Saint Mary's University of Minnesota

Erik Ellingboe, Assistant Professor
B.A.; Saint John's University, M.Ed.; Hamline University, Chemistry License; Hamline University

Jennifer Elmquist, Instructor
B.A.; Bethel University, M.A.; Saint Mary's University of Minnesota

Charles Eltonga, Instructor
B.S.; Minnesota State University Mankato, M.S.; Minnesota State University Mankato

Lisa Emison, Instructor
B.A.; Bethel University, M.Ed.; Hamline University, Certificate; Saint Mary's University of Minnesota

Jeffrey Eng, Instructor
B.B.A.; University of Wisconsin Madison, M.B.A.; University of St. Thomas, J.D.; University of Minnesota Twin Cities

Jeremy Engebretson, Instructor
B.S.; Iowa State University, M.A.; Hamline University, Ed.S.; St. Thomas University

Kelly Engman, Instructor
A.A.; Mesabi Range Community and Technical College, B.S.; University of Wisconsin Superior, M.Ed.; Grand Canyon University, Ed.S.; Walden University

Birgitte Eppel, Instructor
B.S.; Minnesota State University Mankato, M.A.; Saint Mary's University of Minnesota

Yvette Erasmus, Assistant Professor
B.A.; University of Minnesota Twin Cities, M.Ed. University of Minnesota Twin Cities, M.S.; Minnesota School for Professional Psychology, Psy.D.; Minnesota School for Professional Psychology

Amy Erickson, Assistant Professor
B.A.; University of Wisconsin Madison, M.A.; University of Minnesota Twin Cities

Lawrence Erickson, Associate Professor
B.A.; University of St. Thomas, M.B.A.; Pacific Lutheran University, Ed.D.; Seattle University

Roxanne Eubank, Professor
B.S.; Iowa State University, M.S.; University of South Dakota, Ed.D.; University of South Dakota

Kelley Eubanks, Instructor
B.A.; Clark Atlanta University, M.A.; Saint Mary's University of Minnesota

Andrew Evans, Assistant Professor
B.S.; Metropolitan State University, J.D.; William Mitchell College of Law

Josephine Everly, Instructor
B.S.; University of Louisiana Lafayette B.A., M.A.; Saint Mary's University of Minnesota

Michael Fallon, Instructor
B.A.; University of California Berkeley, M.A.; Carnegie Mellon University, M.F.A.; University of Alabama

Ilana Farb, Assistant Professor
A.S.; North Hennepin Community College, A.S.N.; St. Catherine University, B.S.N.; St. Catherine University, D.N.P.; University of Minnesota Twin Cities

Farhiya Farah, Instructor

Sonia Feder-Lewis, Professor
B.A.; University of Minnesota Twin Cities, Ph.D.; University of Minnesota Twin Cities

Kari Feldhaus, Instructor
B.A.; University of Minnesota Morris, M.Ed.; Walden University

William Fenske, Assistant Professor
B.S.; Southwest State University, M.B.A.; University of Minnesota Twin Cities, D.B.A.; Metropolitan State University

Diana Fenton, Associate Professor
B.S.; North Dakota State University, M.S.; St. Cloud State University, M.S.; University of Minnesota Twin Cities, Ed.D.; Bethel University

Cuthbert Fernandez, Instructor
B.S.; University of Kerala, M.A.; Augsburg College, M.B.A.; Augsburg College

Irene Fernando, Instructor
B.S.; University of Minnesota Twin Cities, M.Ed.; University of Minnesota Twin Cities

Anne Fifer, Assistant Professor
B.A.; St. Catherine University, M.A.; Hamline University

Janet Finlayson, Instructor
B.S.; Minnesota State University Moorhead, M.Ed.; North Dakota State University

Christine Fiscus, Instructor
B.A.; Wartburg College, M.Ed.; Saint Mary's University of Minnesota

Tammy Fitzpatrick, Associate Professor
B.S.; University of Central Florida, M.S.; Troy State University Florida, Ph.D.; Walden University

Michael Floersch, Assistant Professor
B.A.; University of St. Thomas, M.S.; Minnesota State University Mankato M.A.

Patrick Flynn, Instructor
B.S.; College of St. Benedict/St. John's University, M.Ed.; University of Minnesota Twin Cities, Ed.S.; University of St. Thomas

Carol Follingstad, Assistant Professor
B.A.; Moorhead State University, M.S.; Moorhead State University, PsyD.; Minnesota School of Professional Psychology

Catherine Ford, Assistant Professor
B.A.; Luther College, M.A.; University of St. Thomas, Ed.D.; Saint Mary's University of Minnesota

John Forde, Instructor
B.A.; Macalester College, M.A.; Saint Mary's University of Minnesota

Billie Forisha, Professor
B.A.; University of Texas Austin, M.A.; San Francisco State University, Ph.D.; University of Maryland College

Heather Forsyth, Assistant Professor
B.A.; University of St. Thomas, PsyD.; Minnesota School of Professional Psychology

Mary Foss, Associate Professor
B.S.; University of Minnesota Twin Cities, B.S.; University of North Dakota, M.S.; University of North Dakota, Pharm.D.; University of Minnesota Twin Cities

Tami France, Assistant Professor
B.S.; University of Minnesota Carlson School, M.A.; St. Thomas University, Ph.D.; Antioch University

Robert Franchino, Associate Professor
B.S.; College of New Jersey B.A., M.A.; College of New Jersey, Ed.S.; Minnesota State University Mankato, Ed.D.; Argosy University

Brian Franklin, Instructor
B.A.; University of Minnesota Morris, M.A.; Saint Mary's University of Minnesota

Courtney Frie, Instructor
B.S.; University of South Dakota Vermillion, M.A.; University of South Dakota Vermillion, Ed.S.; Minnesota State University Mankato

Jeremy Frie, Instructor
B.S.; Minnesota State University Mankato, M.S.; Minnesota State University Mankato, Ed.S.; Minnesota State University Mankato

Marilyn Frost, Associate Professor
B.A.; Queens University of Charlotte, Ph.D.; Saybrook Institute

John Fry, Assistant Professor
B.S.; North Central University, M.A.; Bethel University M.Ed.

Elizabeth Fuller, Instructor
M.S.; Saint Mary's University of Minnesota, B.A.; Metropolitan State University

Tamarah Gehlen, Instructor
B.A.; Concordia University Saint Paul, M.A. /M.F.T. / Adler Graduate School

Jeanine Gelhaus, Instructor
B.S.; University of Wisconsin Steven, M.S.; University of Wisconsin Steven

Tinsae Gemechu, Assistant Professor
B.A. Addis Ababa University, M.A.; University of Minnesota, M.A.; Leeds Metropolitan University, Ph.D.; University of Minnesota Twin Cities

Elizabeth Gerber, Instructor
B.S.; North Dakota State University, M.S.; Saint Mary's University of Minnesota

Deborah Gerdes, Assistant Professor
B.A.; University of Minnesota Twin Cities, M.A.; Saint Mary's University of Minnesota, Psy.D.; Adler School of Professional Psychology

Scott Gerlicher, Instructor
B.S.; Metropolitan State University, M.P.A.; Metropolitan State University

Jennifer Gervais, Assistant Professor
B.S.W.; University of Wisconsin River Falls, M.S.W.; University of Missouri Columbia, Ed.D.; Hamline University

Sharlene Getaweh, Instructor
B.A.; Bethel University, M.A.; Saint Mary's University of Minnesota, D.B.A.; Saint Mary's University of Minnesota

Scott Gifford, Instructor
B.B.A.; Western Michigan University, M.B.A.; Winona State University

Debra Gillman, Associate Professor
B.S.; University of Minnesota Twin Cities, M.Ed.; University of Minnesota Twin Cities

William Gilness, Instructor
B.A.; St. Johns University, M.A.; Saint Mary's University of Minnesota

Kimberly Gleason, Instructor
M.A.; Saint Mary's University of Minnesota

Rebecca Goffman, Assistant Professor
B.A.; University of Rochester, M.S.; University of Rochester, Psy.D.; Minnesota School of Professional Psychology

Patrick Gordon, Assistant Professor
B.A.; Lake Forest College, M.A.; University of St. Thomas, License; University of Minnesota Twin Cities

Lawrence Graber, Instructor
B.A.; Kansas State University, M.A.; Bethel University

Norman Graff, Instructor
A.S.N.; Minneapolis Community College, B.A.; Macalester College, M.S.; Saint Mary's University of Minnesota

Herbert Grant, Assistant Professor
B.A.; Bethel College, M.S.; University of St. Thomas M.A., Certificate; University of St. Thomas

Karlene Green, Instructor
B.A.; St. Olaf College, M.Ed.; Concordia University Portland

Kathleen Green, Assistant Professor
B.S.; University of Wisconsin Madison, M.S.; University of Minnesota Twin Cities, Pharm.D.; University of Minnesota Twin Cities

My Green, Instructor
B.A.; Augsburg College, M.B.A.; Augsburg College

Daniel Greensweig, Assistant Professor
A.A.; South Seattle Community College, B.A.; Metropolitan State University, J.D.; William Mitchell College of Law

Jared Greupner, Instructor
A.S.; Saint Mary's Junior College (College of Saint Catherine), B.S.; Saint Mary's University of Minnesota, M.B.A.; Augsburg College

Amanda Grinager, Instructor
B.S.; Southwest Minnesota State University, M.S.; Minnesota State University Mankato, License; Minnesota State University Mankato

Teresa Grossell, Instructor
A.A.S.; Minnesota State College Winona, B.S.; Saint Mary's University of Minnesota, M.P.A.; Hamline University, License/Certificate; University of Minnesota Twin Cities

Kathryn Grosz, Assistant Professor
B.S.; Mankato State University, M.A.; Saint Mary's University of Minnesota, Ed.S.; Saint Mary's University of Minnesota

Geoffrey Grudzinski, Assistant Professor
B.A.; Crown College, M.A.; Crown College, Ed.D.; Saint Mary's University of Minnesota

Scott Gunderson, Associate Professor
B.S.; LaSalle University, M.P.A.; Metropolitan State University

Megan Gustafson, Instructor
B.S.N.; University of Michigan Ann Arbor, M.S.; Saint Mary's University of Minnesota

Burl Haar, Associate Professor
B.A.; Winona State University, M.A.; Minnesota State University Mankato, Ph.D.; University of Nebraska Lincoln

Gregory Hagge, Assistant Professor
B.A.; Gustavus Adolphus College, J.D.; University of Minnesota Twin Cities

Keith Halperin, Assistant Professor
B.A.; Drew University, M.A.; University of Kansas, Ph.D.; University of Kansas

Amber Haluska, Instructor
B.A.; University of Wisconsin Eau Claire, M.S.; University of Wisconsin Eau Claire, Ed.S.; University of Wisconsin Eau Claire

Jason Haluska, Instructor
B.A.; University of Wisconsin Eau Claire, M.S.; University of Wisconsin Eau Claire, Ed.S.; University of Wisconsin Eau Claire

Bill Handschin, Associate Professor
B.A.; University of Minnesota Twin Cities, M.S.; University of Minnesota Twin Cities, Ph.D.; University of Minnesota Twin Cities, M.Ed.; University of Minnesota Twin Cities

Elisabeth Hansen, Instructor
B.S.; Dakota State University, M.A.; Saint Mary's University of Minnesota, Ed.S.; Saint Mary's University of Minnesota

Jeffrey Hansen, Instructor
B.A.; University of Minnesota Twin Cities B.S., M.A.; Saint Mary's University of Minnesota, Psy.D.; University of St. Thomas

Kevin Hanson, Instructor
B.S.; University of Minnesota Twin Cities, M.S.; Saint Mary's University of Minnesota

Bruce Harick, Instructor
A.S.; Saint Paul College, B.S.; Saint Mary's University of Minnesota, M.S.; Saint Mary's University of Minnesota

John Harrington, Assistant Professor
B.A.; Dartmouth College, M.A.; University of St. Thomas

Louise Harris, Assistant Professor
B.S.; University of Minnesota Twin Cities, M.A.; University of Minnesota Twin Cities, Ph.D.; University of Minnesota Twin Cities

Pamela Harris, Associate Professor
B.A.; University of Minnesota Twin Cities, M.A.; Saint Mary's University of Minnesota, Ph.D.; Walden University

Sarah Hart, Associate Professor
B.S.; University of Kansas, Ph.D.; Arizona State University, M.C. Arizona State University

Tony Hastings, Assistant Professor
B.S.; St. Cloud State University, M.Ed.; Saint Mary's University of Minnesota, Ed.S.; Saint Cloud State University

Sarah Haugen, Assistant Professor
B.A.; Winona State University, M.Ed.; Saint Mary's University of Minnesota

John Hayden, Instructor
B.S.; St. Cloud State University, M.Ed.; Saint Mary's University of Minnesota, Ed.S.; Saint Mary's University of Minnesota

Darryl Heck, Instructor
B.S.; Dickinson State University, M.S.; University of St. Thomas

Kay Heckman, Instructor
B.S.; Ball State University, M.S.; Ball State University

Kyle Heffner, Instructor
B.S.N.; College of St. Scholastica, M.S.; Saint Mary's University of Minnesota

Don Heier, Professor,
B.S., South Dakota State University, M.S., D.Sc. Dakota State University

Sara Heinzen, Associate Professor
B.S.; Mount Senario College, M.A.; Saint Mary's University of Minnesota

Sarah Hellekson, Instructor
B.A.; University of North Dakota Grand Forks, J.D.; University of North Dakota Grand Forks

John Henrich, Associate Professor
B.A.; Muhlenberg College, Psy.D.; Minnesota School of Professional Psychology, M.Div.; Lutheran Theological Seminary at Philadelphia

Joan Hernandez Lindeman, Instructor
B.A.; Luther College, M.A.; Hamline University, License; Hamline University

Michelle Herrin, Assistant Professor
B.A.; Washburn University of Topeka, M.A.; Hamline University, M.A.; University of Missouri Kansas, M.F.A.; Augsburg College

Daniel Heuel, Assistant Professor
B.A.; Saint Mary's University of Minnesota, 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

Katherine Higgins, Assistant Professor
B.S.; University of Wisconsin Eau Claire, M.Ed.; Saint Mary's University of Minnesota

Deborah Hilde, Instructor
B.S.; College of St. Scholastica, M.A.; Bemidji State University, Ed.S.; University of Wisconsin Superior, Ed.S.; Saint Mary's University of Minnesota

Thomas Hilgren, Instructor
B.S.; Minnesota State University Moorhead, M.A.; Winona State University M.S.

Jennie Hilleren, Instructor
B.S.; University of North Dakota, M.S.; University of Wisconsin Stout, Ph.D.; Walden University

Coy Hillstead, Assistant Professor
B.A.; University of Wisconsin Stout, M.S.; University of Wisconsin Stout, Ed.D.; Saint Mary's University of Minnesota

Susan Hines, Associate Professor
M.A.; Saint Mary's University of Minnesota, Ed.D.; Saint Mary's University of Minnesota

Marcia Hines-Colvin, Assistant Professor
B.A.; Concordia College, M.A.L.S.; Hamline University, M.A.; Saint Mary's University of Minnesota

Steven Hirsch, Instructor
A.A.; Normandale Community College, B.S.; Minnesota State University Mankato, M.B.A.; Globe University Woodbury

K. David Hirschey, Associate Professor
B.S.; University of Minnesota Twin Cities, M.A.; University of Minnesota Twin Cities

Jason Hoechst, Instructor
B.S.N.; University of Minnesota Twin Cities, M.S.; Saint Mary's University of Minnesota

Jay Hoecker, Associate Professor
B.A.; Westminster College, M.D.; University of Texas San Antonio

Andrea Hoffmann, Instructor
B.S.; University of Minnesota Twin Cities, M.Ed.; University of Minnesota Twin Cities

Daniel Holland, Professor
B.A.; Oberlin College, M.P.H.; Tulane University of Louisiana, Ph.D.; Southern Illinois University Carbondale

Kathryn Hollenhorst, Instructor
A.A.; Rochester Community College, B.A.; Winona State University, M.A.; Saint Mary's University of Minnesota

Gay Holm, Instructor
B.S.; Saint Mary's University of Minnesota, M.A.; Saint Mary's University of Minnesota

David Honkanen, Instructor
B.S.; University of Minnesota Twin Cities, M.B.A.; University of Minnesota Twin Cities

Rebecca Hopkins, Associate Professor
B.A.; Saint Mary's University of Minnesota, M.A.; Saint Mary's University of Minnesota, Ed.D.; Saint Mary's University of Minnesota

Jaimie Howe, Instructor
B.S.; University of Wisconsin Stout B.A., M.A.; Saint Mary's University of Minnesota

Jami Hoxmeier, Assistant Professor
B.A.; Shippensburg University of Pennsylvania, M.S.; Northwestern State University, Ph.D.; Indiana State University

Katie Hubbard, Instructor
B.S.; Winona State University, M.A.; Saint Mary's University of Minnesota

Jill Hubble, Instructor
B.A.; University of Minnesota Twin Cities, B.A.; University of North Dakota, M.S.; Concordia University Mequon

Nerita Hughes, Instructor
B.S.; National American University, M.B.A.; Saint Mary's University of Minnesota, Ed.D.; Saint Mary's University of Minnesota

Jennifer Hugstad-Vaa, Assistant Professor
A.A.; Golden Valley Lutheran College, B.A.; Gustavus Adolphus College, M.A.; University of Minnesota Twin Cities, Ph.D.; University of Minnesota Twin Cities

Harry Hurley, Assistant Professor
B.S.; Saint Mary's University of Minnesota

Shahid Hussain, Assistant Professor
LL.B.; University of Karachi, M.B.A.; Central Missouri State University, M.S.; University of North Texas

Hassen Hussein, Assistant Professor
B.A.; Addis Ababa University, M.B.A.; Rochester Institute of Technology, Ed.D.; Saint Mary's University of Minnesota

Linda Hyberger, Instructor
B.A.; Concordia University St. Paul, M.A.; Concordia University St. Paul

Robert Hyde, Instructor
B.S.; Minnesota State University Mankato, M.B.A.; Minnesota State University Mankato

Ryan Ihrke, Instructor
A.A.S.; Minnesota School of Business, B.A.; University of Minnesota Twin Cities, Teaching license; Winona State University, M.A.; University of Minnesota Twin Cities

Adeleke Ijiyode, Instructor
B.S.C.; University of Ibadan, Nigeria, M.B.A.; Saint Mary's University of Minnesota

Karen Irvin, Associate Professor
B.S.; Ball State Teachers' College, M.A.; University of Minnesota Twin Cities, Ph.D.; University of Minnesota Twin Cities

Eric Isebrand, Instructor
A.A.; Bethany Lutheran College, B.S.; Minnesota State University Mankato, M.Ed.; Saint Mary's University of Minnesota

Blake Iverson, Instructor
B.A.; University of Minnesota Twin Cities, J.D.; University of Minnesota Twin Cities

David Jackson, Associate Professor
B.S.; Winona State University, M.Ed.; University of Nevada Reno, Ph.D.; University of Iowa

Derek Jackson, Associate Professor
B.A.; Viterbo University, M.B.A.; University of Phoenix

Frank Jamkowski, Assistant Professor
B.S.; Saint Mary's University of Minnesota, M.S.; Saint Mary's University of Minnesota

John Jankord, Assistant Professor
A.A.; Concordia College St. Paul, B.A.; Concordia College St. Paul, M.F.T.; Saint Mary's University of Minnesota, M.A.; Bethel University

Susan Jarosak, Assistant Professor
B.A.; Concordia University St. Paul, M.Ed.; University of Minnesota Duluth

Carly Jarva, Assistant Professor
B.A.; College of Saint Benedict, M.A.; University of St. Thomas, M.Ed.; University of Minnesota Twin Cities, Ed.D.; University of Minnesota Twin Cities

Jean Jasienski, Assistant Professor
B.S.N.; University of Wisconsin Eau Claire, M.S.; University of Minnesota Twin Cities, D.N.P.; University of Wisconsin Eau Claire

Amy Jauman, Assistant Professor
A.A.; North Hennepin Community College, B.S.; University of Northwestern St., M.S.; Minnesota State University Mankato, Ed.D.; University of St. Thomas

Craig Jensen, Instructor
B.A.; Luther College, M.S.; Minnesota State University Mankato, License; Saint Mary's University of Minnesota

Teresa Jepma, Assistant Professor
M.A.; Saint Mary's University of Minnesota, M.B.A.; University of Phoenix, Ph.D.; University of Phoenix

Timothy Johansson, Instructor Asst Professor
B.A.; University of Minnesota Twin Cities, M.A.; Saint Mary's University of Minnesota, Psy.D.; Saint Mary's University of Minnesota

Andrew John, Assistant Professor
B.A.; University of St. Thomas, M.A.; University of St. Thomas, Psy.D.; University of St. Thomas

Elizabeth Johnson, Instructor
B.S.W.; Metropolitan State University, M.S.W.; University of Minnesota Twin Cities

Kara Johnson, Instructor
B.A.; Concordia College Moorhead, M.Ed.; University of Minnesota Twin Cities, M.S.E.; University of Wisconsin River Falls, MFT Certificate; Saint Mary's University of Minnesota

Michael Johnson, Instructor
B.S.; Saint Cloud State University, M.A.; Saint Mary's University of Minnesota, Ed.S.; Saint Mary's University of Minnesota

Nancy Johnson, Assistant Professor
B.A.; Augsburg College, M.B.A.; Augsburg College

Peggy Johnson, Assistant Professor
B.S.; State University New York, M.A.; University of North Dakota, Ph.D.; Indiana University Pennsylvania

Ryan Johnson, Instructor
B.A.; Concordia University St. Paul, M.B.A.; Augsburg College

Thomas Johnson, Associate Professor
B.A.; Northwestern University, M.A.; Columbia College

Tiray Johnson, Instructor
B.S.; Iowa State University, M.B.A.; Cleveland State University, M.A.; Keller Graduate School, D.B.A.; Saint Mary's University of Minnesota

William Johnson, Instructor
B.A.; Macalester College, M.S.; Saint Mary's University of Minnesota

Willie Johnson, Professor
B.A.; Hamline University, M.A.; University of Minnesota Twin Cities, Ph.D.; University of Minnesota Twin Cities

LaRae Jome, Professor
B.A.; Marquette University, M.A.; University of Akron, Ph.D.; University of Akron

Stephen Jones, Instructor
B.S.; Southwest State University, M.A.; University of South Dakota, Ed.S.; University of South Dakota Vermillion

Anthony Joseph, Instructor
B.S.; University of Phoenix, M.S.; Cardinal Stritch University

Simone Joyaux, Instructor
B.A.; Michigan State University, M.A.; Michigan State University

Walter Jungbauer, Instructor
B.A.; Saint Mary's University of Minnesota

Kelly Jurek, Instructor
B.S.; St. Cloud State University, M.A.; Saint Mary's University of Minnesota

Paula Justich, Associate Professor
B.A.; Lawrence University, M.A.; Columbia College

Christa Kalk, Associate Professor
B.S.; Minnesota State University Mankato, M.S.; Minnesota State University Mankato, Ph.D.; Regent University

Moyees Kamara, Instructor
A.A.S.; Hennepin Technical College, B.S.; Saint Mary's University of Minnesota, M.S.; Saint Mary's University of Minnesota, Ph.D.; Capella University

Samuel Karnis, Instructor
B.A.; Saint Cloud State University, M.S. George Mason University, G.C.; United Nations Department of Peacekeeping Operations

Michael Katzovitz, Instructor
B.A.; Metropolitan State University B.S., M.A.; Concordia University St. Paul

Dawn Kelly, Assistant Professor
B.A.; University of St. Thomas, M.A.; University of Wisconsin River Falls

Gary Kelsey, Professor
B.A.; St. Cloud State University, M.A.; Saint Mary's University of Minnesota, Ed.D.; Saint Mary's University of Minnesota

Peggy Kennedy, Instructor
B.A.; College of Saint Benedict, M.Ed.; University of Minnesota Twin Cities

Daniel Kerkvliet, Assistant Professor
B.S.; Kaplan College, M.S.; Capella University, Ph.D.; Argosy University

Ralf Keysser, Associate Professor
B.A.; Ohio State University Columbus, M.A.; University of Minnesota Twin Cities, M.B.A.; Carlson School of Management, D.B.A.; Argosy University

Faten Khoury, Assistant Professor
B.A.; University of Haifa, Israel, M.S.; Northeastern University, M.A.; University of St. Thomas, Ph.D.; University of Minnesota Twin Cities

Patricia Khutoretsky, Instructor
B.A.; Macalester College, M.A.; Saint Mary's University of Minnesota

Thomas Kiekhafer, Assistant Professor
B.A.; Metropolitan State University, M.A.;
Saint Mary's University of Minnesota

Beverly Kile, Associate Professor
B.S.B; Carlson School of Management,
M.B.A.; Globe University Woodbury

Velma (Viki) Kimsal, Associate Professor
B.A.; Valparaiso University, J.D.; William
Mitchell College of Law, M.A.; University
of Michigan Ann Arbor

Robert Kinney, Instructor
B.B.A.; Temple University, M.B.A.;
Philadelphia University

Audrey Kintzi, Instructor
M.S.; Minnesota State University Mankato

Christopher Kissell, Instructor
B.A.; University of Minnesota Twin Cities,
B.S.N.; St. Catherine University, M.B.A.;
Globe University

Claudia Kittock, Professor
A.A.; Rochester Community College,
B.A.; Gustavus Adolphus College, M.A.;
University of Minnesota Twin Cities,
Ph.D.; University of Minnesota Twin Cities

Jena Klein, Assistant Professor
B.S.; St. Cloud State University, M.S.;
St. Cloud State University, 19 doctoral
credits; Walden University, 20 graduate
credits; Saint Mary's University of
Minnesota

Megan Kleinsasser, Instructor
B.S.; Minnesota State University
Moorhead, M.S.; Minnesota State
University Moorhead

Matthew Klosky, Assistant Professor
B.S.; Frostburg State University, M.A.;
University of North Dakota

Nichole Kloss, Instructor
B.S.; St. Cloud State University, M.S.;
University of North Dakota

Benjamin Knaus, Instructor
B.A.; Gustavus Adolphus College, M.A.;
Saint Mary's University of Minnesota

Barbara Knudsen, Instructor

William Knutson, Assistant Professor
B.S.; University of Wisconsin River
Falls, M.Ed.; Saint Mary's University of
Minnesota

Theodore Kobold, Instructor
B.A.; Augsburg College, M.S.E.; University
of St. Thomas

Jody Koci, Instructor
B.S.; Winona State University, M.A.;
Viterbo University

Catherine Koehne, Instructor
B.S.; Winona State University, M.S.;
Southwest State University

Duane Koenen, Instructor
B.S.; University of Wisconsin La Crosse,
M.S.; University of Wisconsin La Crosse
M.Ed.

Sheila Kohl, Instructor
B.S.; University of Wisconsin - Green
Bay, M.S.; University of Wisconsin -
Green Bay, Middle Childhood Generalist;
National Board for Professional Teaching
Standards, Doctorate; Marian University

Rob Koonce, Associate Professor
B.A.; Ouachita Baptist University, B.S.;
Ouachita Baptist University, M.A.;
University of New Mexico, Ed.D.; Grand
Canyon University

Lyle Koski, Associate Professor
B.S.; University of Minnesota Duluth,
M.A.; University of St. Thomas, Ph.D.;
Iowa State University, Ed.S.; University of
St. Thomas

Keith Kottke, Instructor
B.S.; Mankato State University, M.A.;
University of St. Thomas, Licensure; Saint
Mary's University of Minnesota, Graduate
Certificate; Saint Mary's University of
Minnesota

Paul Kotz, Associate Professor
B.A.; University of St. Thomas, M.A.;
University of Minnesota Twin Cities,
Ph.D.; University of Minnesota Twin Cities

Saah Kpakar, Instructor
B.S.; University of Minnesota Twin Cities,
B.S.; University of Liberia, M.B.A.; Saint
Mary's University of Minnesota, M.S.;
Saint Mary's University of Minnesota

Joseph Kraska, Associate Professor
A.S.; North Hennepin Community
College, B.S.; University of Minnesota
Twin Cities, M.S.; Saint Mary's University
of Minnesota, M.S.; St. Francis College,
Ph.D.; Walden University

Beth Krehbiel, Instructor
Pre-Nursing; Concordia College
Moorhead, B.A.; Jamestown University,
M.B.A.; University of St. Thomas

Steven Kremer, Instructor
B.S.; University of Wisconsin Madison,
M.S.; Saint Mary's University of Minnesota

Darrin Krenz, Instructor
B.S.; Metropolitan State University,
M.S.W.; Augsburg College

Matthew Kresl, Assistant Professor
B.A.; St. Johns University, Pharm.D.;
University of Minnesota Twin Cities

Martha Kronholm, Associate Professor
B.S.; University of Wisconsin La Crosse,
M.Ed.; University of Wisconsin Steven's
Point, Ph.D.; Southern Illinois University
Carbondale

Christopher Kubesh, Assistant Professor
B.A.; University of St. Thomas, M.A.; San
Diego State University

Martha Kudak, Associate Professor
B.S.; St. Cloud State University, M.S.;
St. Cloud State University, Ed.D.; Saint
Mary's University of Minnesota

Anne Kuensting, Instructor
B.A.; Metropolitan State University, M.A.;
Saint Mary's University of Minnesota

Araela Kumaraea, Assistant Professor
B.S.; University of Wisconsin Madison,
M.A.; Saint Mary's University of
Minnesota

Sasha Kuznetsov, Assistant Professor
B.A.; Moscow Pedagogical State
University, M.A.; Saint Mary's University
of Minnesota, Ed.S.; Saint Mary's
University of Minnesota

Timothy Kyle, Instructor
B.A.; Missouri State University, MBA;
Maryville University, DBA; Capella
University

David Kyllo, Assistant Professor
B.A.; University of Minnesota Twin Cities,
J.D.; University of Denver

Wade Labatte, Instructor
B.A.; St. Johns University, M.A.; Saint
Mary's University of Minnesota, License;
Saint Mary's University of Minnesota

Colleen Lacey, Instructor
B.A.; St. Catherine University, M.A.; Saint
Mary's University of Minnesota

Patti Lagos, Instructor
B.S.; Minnesota State University
Moorhead, M.Ed.; Saint Mary's University
Winona, License; Hamline University,
License; Concordia University Saint Paul

Jill LaLonde, Instructor
B.A.; University of Minnesota Twin Cities,
M.S.; London School of Economics and
Political Science

Andrea Langford, Assistant Professor
B.A.; University of Minnesota Twin Cities,
M.A.; Bethel University, M.Ed.; Concordia
University Portland, DMFT; Argosy
University Twin Cities

Casey Lankow, Assistant Professor
B.Mus.; Concordia College Moorhead,
M.A.; Saint Mary's University of
Minnesota, Psy.D.; Saint Mary's University
of Minnesota

Rene Vergara Larrea, Instructor
B.S.; Unversidad San Fransisco de
Quito, M.S.; Saint Mary's University of
Minnesota, MicroMasters; University of
British Colombia

Emily Larsen, Assistant Professor
B.A.; University of Wisconsin Eau Claire,
M.A.; University of St. Thomas, Ed.D.;
University of Saint Thomas

Carole (Nickey) Larson, Professor
B.A.; Metropolitan State University, M.A.;
Saint Mary's University of Minnesota,
Psy.D.; University of St. Thomas

Faye Larson, Assistant Professor
B.S.; St. Catherine University B.A., M.B.A.;
Metropolitan State University

Virginia Larson, Assistant Professor
B.S.N.; St. Olaf College, M.A.; Saint Mary's University of Minnesota, D.H.A.; Central Michigan University

James Laumeyer, Assistant Professor
B.A.; Macalester College, M.B.A.; University of Minnesota Duluth

Fatima Lawson, Assistant Professor
B.A.; University of Ife, Nigeria, M.A.; University of Ife, Nigeria, M.A.; University of Minnesota Twin Cities, Ph.D.; University of Minnesota Twin Cities

Maria Le, Instructor
B.A.; University of Minnesota Twin Cities, B.S.; University of Minnesota Twin Cities, M.Ed. University of Minnesota Twin Cities

Tuan Le, Assistant Professor
B.S.; University of Minnesota Twin Cities, M.B.A.; University of Minnesota Twin Cities, D.B.A.; Argosy University

Angela Lee, Instructor
B.S.; National American University, M.B.A.; Augsburg College, J.D.; Ohio Northern University

Laura Lee, Associate Professor
B.B.A.; Brenau Women's College, M.B.A.; Upper Iowa University

Michael Lee, Assistant Professor
B.A.; Michigan State University, M.S.W.; Michigan State University, Ph.D.; University of Minnesota Twin Cities

Heidi Lender, Assistant Professor
B.A.; St. Catherine University, M.A.; Saint Mary's University of Minnesota

Tom Lenhardt, Assistant Professor
B.A.; University of North Dakota, M.A.; Ball State University, Psy.D.; University of St. Thomas

Sarah Lenz, Instructor
B.S.; Winona State University, M.Ed.; Bethel University, License; Saint Mary's University of Minnesota

Patricia Leonard, Instructor
B.S.; Southern University, M.A.; University of St. Thomas, M.Ed.; University of Minnesota Twin Cities

Jil Leverone, Professor
B.A.; Miami University, M.Ed.; University of Cincinnati, Ph.D.; University of Cincinnati

Theresa Lewis, Assistant Professor
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

Michael Lien, Instructor
B.S.N.; University of North Dakota, M.S.; Saint Mary's University of Minnesota

Teresa Lien, Assistant Professor
B.S.; Winona State University, M.Ed.; University of Wisconsin La Crosse

Shih-Hsun Lin, Assistant Professor
B.S.; National Central University Chung-Li, M.S.; National Taiwan University, Ph.D.; University of Minnesota Twin Cities, M.S.; University of Wisconsin Madison

Mary Lind, Professor
B.S.; Duke University, MBA; University of North Carolina Greensboro, Ph.D.; University of North Carolina Chapel Hill

Joseph Linton, Instructor
B.S.; Southern Illinois University Carbondale, M.S.; Troy State University Troy, LEP; University of Virginia Charlottesville, DBA; Walden University

Lanka Liyanapathiranage, Instructor

Karin Lopez, Instructor
B.A.; University of St. Thomas, M.A.; National-Louis University M.Ed.

Jerome Lovrien, Instructor
B.S.; Dakota State University, M.A.; University of Minnesota Twin Cities

Jaclyn Loween, Instructor
B.A.; Bethel University, M.Ed.; Saint Mary's University of Minnesota

David Lucia, Associate Professor
B.S.; Thomas A. Edison State College, M.A.; College of St. Scholastica

Melissa Luedtke, Professor
B.A.; Hamline University, M.A.; University of Minnesota Twin Cities, Ed.D.; Hamline University

Stacy Lufkin, Assistant Professor
B.A.; Gustavus Adolphus College, M.Ed.; Saint Mary's University of Minnesota

Rebecca Lund, Instructor
M.A.; Saint Mary's University of Minnesota

Karen Lundquist, Assistant Professor
B.A.; Mount Holyoke College, J.D.; William Mitchell College of Law

Tracy Lysne, Assistant Professor
B.A.; Concordia College Moorhead, M.Ed.; Saint Mary's University of Minnesota

John Mago, Assistant Professor
B.A.; University of Wisconsin Eau Claire, M.A.; Cardinal Stritch University, Ed.D.; Saint Mary's University of Minnesota

Jennifer Mahan-Deitte, Instructor
A.A.; Riverland Community College, B.S.; University of Wisconsin Eau Claire, M.A.; St. Catherine University, Graduate Certificate; Saint Mary's University of Minnesota

Jamie Mahlberg, Assistant Professor
B.A.; Loras College, M.A.; University of Northern Iowa, Ed.D.; University of Minnesota Mankato

Susan Manikowski, Assistant Professor
B.A.; College of St. Benedict/St. John's University, M.Ed.; University of Minnesota Twin Cities, Ed.S.; University of St. Thomas

Charles Mann, Assistant Professor
B.S.; Pacific Lutheran University, M.S.; St. Cloud State University

Mary Marek-Spartz, Instructor
B.S.; University of Minnesota Twin Cities M.S.; Saint Mary's University of Minnesota

Janet Marinelli, Assistant Professor
B.S.; University of Central Arkansas, M.S.; University of Minnesota Twin Cities

Sonal Markanda, Assistant Professor
B.S.; Northern State University, M.S.; Northern State University, Ph.D.; University of Minnesota Twin Cities

Margaret Marklowitz, Instructor
M.A.; Saint Mary's University of Minnesota

Tom Marpe, Associate Professor,
B.A., M.B.A., Winona State University; Ed.D., Saint Mary's University of Minnesota A. Masiarchin, Instructor

Jane Mason, Instructor
B.A.; Alabama A & M University, M.Ed.; Saint Mary's University of Minnesota

Lisa Maw, Instructor
B.S.N.; University of Minnesota Twin Cities, M.S.; Saint Mary's University of Minnesota, D.N.P.; University of Tennessee Memphis

Theodore May, Assistant Professor
B.S.; St. Cloud State University, M.S.; St. Cloud State University M.A., 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

Ryan McCallum, Instructor
B.A.; Concordia College Moorhead, M.Ed.; Saint Mary's University of Minnesota

Christine McClendon, Instructor
B.A.; East Central University, M.S.; University of Northern Colorado M.A., Ed.S.; University of Colorado Denver

John McClure, 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

Adam McDonald, Instructor
B.A.; Hamline University, M.Ed.; Saint Mary's University of Minnesota, Ed.S.; Saint Mary's University of Minnesota

Emily McDonald, Assistant Professor
A.A.; Normandale Community College, B.A.; College of St. Catherine, M.A.; Saint Mary's University of Minnesota, Ed.D.; Saint Mary's University of Minnesota, Ed.S.; Saint Mary's University of Minnesota

Robert McElrath, Assistant Professor
B.A.; University of Wisconsin Madison, M.B.A.; University of St. Thomas, Ed.D.; Saint Mary's University of Minnesota

Melissa McGuire, Instructor
B.A.; Buena Vista University, M.A.; Buena Vista University, Ed.S.; 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

Jennifer McIntyre, Instructor
B.S.; University of Wisconsin Madison B.A., M.S.; University of Wisconsin La Crosse, Ed.S.; University of Minnesota Twin Cities

Patrick McKee, Associate Professor
B.A.; St. Johns University, M.B.A.; University of Minnesota Twin Cities

Robin McLeod, Assistant Professor
B.A.; Kansas State University, M.A.; Central Missouri State University, M.A.; University of Minnesota Twin Cities, Ph.D.; University of Minnesota Twin Cities

Steven McManus, Assistant Professor
B.A.; University of Wisconsin Milwaukee, M.S.; University of Wisconsin Stout

Richard McMorrow, Instructor
B.S.; Saint Cloud State University, M.S.; Saint Cloud State University, Ed.S.; Concordia University St. Paul

Erin Metoxen, Assistant Professor
B.S.; Bemidji State University, M.Ed.; University of Minnesota Twin Cities, Ed.S.; Saint Mary's University of Minnesota

Kristine Meyer-Rubado, Instructor
B.A.; Winona State University, M.A.; Saint Mary's University of Minnesota

Laura Mickelson, Assistant Professor
B.S.N.; Minnesota State University Moorhead, M.S.; University of North Dakota, D.N.P.; University of Minnesota Twin Cities

Anthony Mielke, Instructor
B.A.; St. Thomas University, M.A.; Saint Mary's University of Minnesota, DMFT; Argosy University

Christina Mielke, Instructor
B.A.; Gustavus Adolphus College, M.B.A.; University of Phoenix

Ann Mikkalson, Instructor
B.S.; Minnesota State University Mankato, M.S.; Minnesota State University Mankato, Ed.S.; Minnesota State University Mankato

Bruce Miller, Instructor
Ed.S.; Saint Mary's University of Minnesota

Daniel Miller, Associate Professor
B.S.; Crown College, M.A.; Alfred Adler Institute of Minnesota

Mariann Miller, Instructor
B.S.; College of St. Teresa, M.Ed.; University of Minnesota Twin Cities

Rebekah Miller, Instructor
B.A.; North Central University, M.A.; Saint Mary's University of Minnesota

Teresa Milligan, Instructor
B.A.; College of St. Scholastica, M.A.; Saint Mary's University of Minnesota

Christopher Mills, Assistant Professor
B.S.; Bemidji State University, M.S.; St. Cloud State University, Ed.D.; University of North Dakota

Mark Milner, Instructor
B.M.; Berklee College of Music, M.A.; California State University Los Angeles

David Milton, Assistant Professor
B.S.; De Paul University, M.B.A.; University of Chicago

Emily Mishek-Brennan, Instructor
B.A.; University of St. Thomas, M.P.H.; University of Minnesota Twin Cities

Benjamin Miska, Instructor
B.S.; Minnesota State University Moorhead, M.A.; Saint Mary's University of Minnesota, Ed.S.; Saint Mary's University of Minnesota

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, Ed.D.; Saint Mary's University of Minnesota

Yasmine Moideen, Assistant Professor
B.A.; University of Michigan Ann Arbor, M.A.; De Paul University, Ph.D.; De Paul University

Laura Molenaar, Instructor
B.S.; Minnesota State University Mankato, M.S.; Minnesota State University Mankato

Tina Marie Monosmith, Instructor
B.A.; University of St. Thomas, M.A.; University of St. Thomas, Ed.S.; University of St. Thomas

Merri Moody, Associate Professor
B.S.N.; Northwestern University, M.S.; Saint Mary's University of Minnesota, D.N.P.; College of St. Scholastica

Jonathan Moore, Instructor
B.S.; North Dakota State University, M.A.; Saint Mary's University of Minnesota, Ed.S.; University of St. Thomas

Larry Morgan, Assistant Professor
B.A.; Augsburg College, M.A.; University of Minnesota Twin Cities

Wendy Morrison, Associate Professor
A.B.; Colby College, Ph.D.; Yale University

Karen Mortenson, Associate Professor
B.S.; University of Wisconsin River Falls, M.S.; University of Wisconsin River Falls, Ed.S.; University of St. Thomas

Deborah Moses, Assistant Professor
B.A.; Metropolitan State University, M.P.H.; University of Minnesota Twin Cities, D.P.A.; Hamline University

Genesis Motl-Alexander, Instructor
B.A.; University of Minnesota Twin Cities, M.Ed.; University of Minnesota Twin Cities

Christine Mount, Instructor
B.A.; University of Minnesota Twin Cities, M.A.; Jones International University

Virginia Murphrey, Assistant Professor
B.A.; University of Michigan Ann Arbor, J.D.; Samford University

Aimee Murray, Assistant Professor
B.S.; University of Minnesota Twin Cities, M.A.; Antioch College, M.A.; Argosy University, Psy.D.; Argosy University

John Mutschelknaus, Associate Professor
B.A.; Kent State University, M.A.; Kent State University, Ed.D.; Saint Mary's University of Minnesota

Shelley Mydra-Dayton, Asst. Professor

Ronald Myszkowski, Assistant Professor
B.S.; University of Michigan Ann Arbor, M.A.; University of St. Thomas

Judith Nagel, Assistant Professor,
B.A.; University of Minnesota Duluth, M.S.; Minnesota State University Mankato, Ed.D.; University of St. Thomas

Mary Jo Nairn, Instructor
B.A.; University of Wisconsin Madison, B.S.; Minnesota State University Mankato, M.Ed.; Saint Mary's University of Minnesota, Ed.S.; University of St. Thomas

Stacy Nall
B.A.; University of Wisconsin Madison, M.A.; Georgetown University, Ph.D.; Purdue University

John Nash, Associate Professor
B.A.; Princeton University, M.S.; University of Pennsylvania, Ph.D.; University of California

John Nebeck, Assistant Professor

Katrina Neckuty-Fodness, Asst Professor
B.A.; Bemidji State University, M.A.; University of Nevada Reno

Shawn Neel, Instructor
B.A.S.; University of Minnesota Duluth, M.S.; Indiana University, G.C. MFT; Saint Mary's University of Minnesota

Catherine Neset, Associate Professor
B.A.; University of Minnesota Morris, J.D.; University of North Dakota

Signe Nestingen, Associate Professor
B.A.; Augsburg College, Psy.D.; University of St. Thomas

John Neveaux, Associate Professor
B.S.; St. Johns University, M.A.; San Francisco State University, J.D.; William Mitchell College of Law

Kelly Nicholson, Instructor
B.A.; University of Minnesota Duluth, M.S.; St. Cloud State University

Heidi Niemeyer, Instructor
B.A.; Winona State University, M.A.; Saint Mary's University of Minnesota

Virginia Nimmo, Assistant Professor
B.A.; University of Minnesota Duluth, M.S.Ed.; University of Wisconsin Superior

Jeffrey Nolan, Instructor
B.S.; Indiana State University, M.A.; Gonzaga University, M.S.; Indiana State University

Laura Noll, Instructor
B.A.; Winona State University, M.A.; Saint Mary's University of Minnesota, M.A.; Saint Mary's University of Minnesota

Alissa Nollan, Instructor
B.A.; Augsburg College

Jennifer Norlin-Weaver, Asst Professor
B.A.; Gustavus Adolphus College, M.Ed.; University of Minnesota Twin Cities , Ed.D.; University of Minnesota Twin Cities

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

James Notebaart, Associate Professor
M.A.; St. Paul Seminary School of Divinity

Matthew Nowakowski, Asst Professor
B.S.; University of Wisconsin La Crosse, M.B.A.; Edgewood College, Ed.D.; Saint Mary's University of Minnesota

Stephanie Nuttall, Assistant Professor
B.A.; Southern Oregon University, M.S.; Saint Mary's University of Minnesota, J.D.; William Mitchell College of Law

Rise Nybakke, Assistant Professor
B.A.; St. Catherine University, M.A.; University of St. Thomas

Jade Oberg, Instructor
B.A.N.; College of St. Scholastica, M.S.; Saint Mary's University of Minnesota

Michael O'Brien, Instructor
B.A.; University of Iowa, M.S.W.; University of Iowa

Allan O'Bryan, Assistant Professor
B.B.A.; Evangel College, M.A.; Missouri State University

Kristen O'Connell, Associate Professor
B.A.; Gustavus Adolphus College, M.B.A.; Minnesota School of Business St. Cloud, Ed.D.; Walden University

Michael O'Donnell, Professor
B.S.; Illinois Benedictine College, Ph.D.; University of Minnesota Twin Cities

Jeremiah Okari, Instructor
B.Ed.; Kenyatta University, M.B.A.; Saint Mary's University of Minnesota, Ed.D.; Saint Mary's University of Minnesota

Bruce O'Leary, Instructor
B.S.; Cardinal Stritch University, M.A.; Saint Mary's University of Minnesota

James Ollhoff, Associate Professor
B.A.; Concordia University St. Paul, M.A.; Saint Mary's University of Minnesota, Ph.D.; Walden University

Matthew Olmstead, Instructor
B.S.; St. Cloud State University, M.Ed.; Saint Mary's University of Minnesota, Ed.S.; University of St. Thomas

Douglas Olson, Assistant Professor
B.S.; University of Minnesota Twin Cities, M.B.A.; University of Minnesota Twin Cities

Mary Olson, Assistant Professor
B.A.; Winona State University, M.S.; Winona State University

Melissa Olson, Instructor
B.A.; North Dakota State University, M.Ed.; Saint Mary's University of Minnesota

Amy Onstad, Instructor
B.A.; University of Minnesota Morris, M.Ed.; Saint Mary's University of Minnesota

Shane O'Reilly, Instructor
B.A.; University of Minnesota Duluth, M.A.; Saint Mary's University of Minnesota

Hans Ott, Instructor
B.S.; University of Wisconsin Eau Claire, Graduate Certificate; Saint Mary's University of Minnesota, M.Ed.; Saint Mary's University of Minnesota

Renae Ouillette, Instructor
B.S.; Michigan State University East Lansing, M.A.; Central Michigan University

Ryan Ourada, Instructor
B.S.; University of Wisconsin Madison, B.S.; Concordia University Mequon

Susan Paasch, Instructor
B.S.; Minnesota State University Moorhead, M.A.; Saint Mary's University of Minnesota

Jennifer Packard, Assistant Professor
B.A.; Concordia College Moorhead, M.A.; Saint Mary's University of Minnesota, Ph.D.; Walden University

Shaun Pakenham, Instructor
B.S.; St. Cloud State University, M.A.; Saint Mary's University of Minnesota

Jennifer Panger, Instructor
B.S.N.; University of Wisconsin Madison, MSN CRNA; Saint Mary's University of Minnesota

Sarah Papineau, Assistant Professor
B.S.; Bemidji State University B.A., M.S.; Minnesota State University Mankato, Ed.D.; Saint Cloud State University

Chandrasekhar Papisetty, Instructor

Maureen Parkes, Associate Professor
B.A.; St. Catherine University, M.A.; Bethel College, Ed.D.; Saint Mary's University of Minnesota

Erin Pash, Instructor
B.A.; University of Minnesota Twin Cities, M.A.; Saint Mary's University of Minnesota, Ph.D.; Minnesota School of Professional Psychology at Argosy

Carnot Pease, Instructor
B.A.; Salve Regina Newport College, M.A.; Saint Mary's University of Minnesota

Elizabeth Peitzman, Assistant Professor
B.S.; University of Minnesota Twin Cities, Ph.D.; University of Minnesota Twin Cities

Jaya Perez, Assistant Professor
B.S.; Ohio University, M.A.; Pittsburg State University, Ph.D.; University of Massachusetts Amherst

Jennifer Pfeffer-Dittes, Asst Professor
M.Ed.; Saint Mary's University of Minnesota

Blake Pickart, Assistant Professor
B.A.; Winona State University, B.S.; Winona State University, M.B.A.; Winona State University

Christina Pierre, Instructor
B.S.; University of Minnesota Twin Cities, M.Ed.; University of Minnesota Twin Cities, Ed.D.; Saint Mary's University of Minnesota

Alana Pixler, Instructor
B.A.; University of Minnesota Twin Cities, M.A.; University of Minnesota Twin Cities, G.C.; Hamline University

Meredith Pizza, Associate Professor
B.A.; Beloit College, M.A.; University of Wisconsin Milwaukee, Ph.D.; University of Wisconsin Milwaukee

Janet Pladson, Assistant Professor
B.S.; Minnesota State University Moorhead, M.Ed.; University of North Dakota, Ed.D.; University of North Dakota

Robert Plesha, Associate Professor
B.A.; University of Minnesota Twin Cities, J.D.; William Mitchell College of Law

Lindsey Pochant, Clinical Coordinator
B.A.; University of South Dakota Vermillion, B.S.; South Dakota State University Sioux Falls, M.S.; Saint Mary's University of Minnesota

Bethany Poore, Associate Professor
B.S.B.A.; Franklin University, M.B.A.; Franklin University, D.B.A.; Walden University

Robert Pope, Instructor
B.S.; Tennessee Technological University, M.A.; University of Kansas

Patty Popp, Assistant Professor
B.S.; St. Cloud State University, M.S.; St. Cloud State University, Ed.D.; St. Cloud State University

Greta Poser, Associate Professor
B.A.; Luther College, M.S.; Saint Mary's University of Minnesota

Cheryl Pray, Instructor
B.A.; University of Minnesota Twin Cities, M.A.; Saint Mary's University of Minnesota

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

Paul Pugsley, Instructor
B.A.; University of St. Thomas, M.B.A.; University of St. Thomas, C.F.A.; CFA Institute Charlottesville

Stacey Purvis-Buchwald, Asst Professor
Licensure; Saint Mary's University of Minnesota, M.S.; Saint Cloud State University, Ed.D.; Saint Mary's University of Minnesota

Yvette Pye, Professor
B.A.; Chicago State University B.S., M.S.; University of Minnesota Twin Cities M.A., Ph.D.; University of Minnesota Twin Cities

Paavo Pyykkonen, Instructor
B.S.; Massachusetts Institute of Technology, M.B.A.; Saint Mary's University of Minnesota

Jo Quanbeck, Assistant Professor
B.A.; Luther College, M.Div.; Luther Seminary, M.A.; University of Minnesota Twin Cities, Ph.D.; University of Minnesota Twin Cities

Raymond Queener, Instructor
B.S.; University of Minnesota Twin Cities, M.A.; Saint Mary's University of Minnesota, Ed.D.; University of Minnesota Twin Cities

Jennifer Radke, Instructor
B.A.; University of Minnesota Morris, M.S.; Argosy University

Jennifer Radtke, Instructor
B.S.; Southwest State University, M.S.; Minnesota State University Mankato

Karen Rainford, Professor
B.A.; University of Minnesota Twin Cities, M.B.A.; University of Minnesota Twin Cities, Ed.D.; Saint Mary's University of Minnesota

Rama Ramaswamy, Associate Professor
B.A.; University of Illinois Springfield Urbana, M.B.A.; Metropolitan State University

James Randle, Instructor
B.A.; St. Cloud State University, M.A.; Concordia University St. Paul

Shane Rasmussen, Assistant Professor
B.A.S.; University of Minnesota Duluth, M.Ed.; Saint Mary's University of Minnesota

Michael Ratajczyk, Assistant Professor
B.A.; Saint Mary's University of Minnesota, M.A.; Saint Mary's University of Minnesota

Eric Reeve, Instructor
B.A.; St. Johns University, M.B.A.; University of St. Thomas

Todd Reinhardt, Professor,
B.A., Hamline University, M.A., Duquesne University, ScD., Harvard University

Michael Remington, Assistant Professor
B.S.; University of Minnesota Twin Cities, M.Ed.; University of Minnesota Twin Cities

Catherine Rice, Associate Professor
B.A.; St. John's University/College of St. Benedict, M.B.A.; Globe University, M.B.A.; Walden University, Ph.D.; Walden University

Pamela Richey, Instructor
B.S.; University of Akron B.F.A., M.B.A.; Cleveland State University

Brent Richterm Instructor
B.A.; Upper Iowa University, M.A.; 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

David Riebel, Instructor
B.A.; University of Minnesota Twin Cities B.S., M.Ed.; Saint Mary's University of Minnesota, License; Saint Mary's University of Minneapolis

Katharine Rislow, Instructor
B.S.; Minnesota State University Mankato, M.A.; 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

Delores Roethke, Assistant Professor
M.F.A.; Hamline University

Deborah Rogers, Assistant Professor
B.S.; California Polytechnic University, M.B.A.; University of Iowa

Michael Rogers, Assistant Professor
B.S.; St. Cloud State University, M.Ed.; Saint Mary's University of Minnesota

Steve Rosas, Instructor
B.A.; Luther College, M.A.; Saint Mary's University of Minnesota

Ryan Rosenberg, Instructor
B.A.; Saint Mary's University of Minnesota, M.B.A.; University of Wisconsin La Crosse

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

Rashmi Roy, Assistant Professor
B.A.; Magadh University, M.A.; Magadh University, Ph.D.; Kashi Vidyapeeth

Richard Roy, Assistant Professor
B.A.; University of North Dakota 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

Bridget Ryan, Instructor
B.A.; College of Saint Benedict, M.A.; Saint Mary's University of Minnesota

Kathy Ryan, Assistant Professor
B.S.; Winona State University, M.Ed.; University of Mary Hardin-Baylor, Ed.D.; Saint Mary's University of Minnesota

Thomas Ryan, Associate Professor
B.A.; University of Minnesota Twin Cities, M.A.; University of Minnesota Twin Cities

Daniel Sadowski, Associate Professor
B.S.; Winona State University, J.D.; Hamline University

Nusrat Saeed, Assistant Professor
M.B.A.; University of Texas Dallas, M.S.; University of Texas Dallas, M.S.; University of Minnesota Twin Cities

Antar Salim, Associate Professor
B.S.; University of Michigan Ann Arbor, M.B.A.; Southeastern Illinois College, D.B.A.; Argosy University

Steven Sallee, Instructor
B.S.; University of Wisconsin Superior, M.A.; Minnesota State University Mankato, Ed.S.; Minnesota State University Mankato

Jessica Samens, Associate Professor
B.A.; Winona State University, M.A.; Minnesota State University Mankato

Carlene Samuelson, Instructor
B.S.; Minnesota State University Mankato, M.B.A.; Concordia University St. Paul

Rita Sandidge, Instructor
B.A.; University of Minnesota Twin Cities, M.A.; University of Minnesota Twin Cities, Ph.D.; University of Minnesota Twin Cities

Bruce Santerre, Assistant Professor
B.A.; Augsburg College, M.S.; St. Cloud State University, Ed.D.; University of St. Thomas

James Sauter, Assistant Professor
B.A.; St. Olaf College, M.A.T.; University of St. Thomas, Ph.D.; University of Wisconsin Madison

Michael Sawyer, Instructor
A.S.N.; Inver Hills Community College, B.S.N.; Metropolitan State University, M.S.; Saint Mary's University of Minnesota, M.Mus.; Saint Olaf College

Joan Sax, Associate Professor
B.S.; Minnesota State University Moorhead, B.S.; North Dakota State University, M.A.; Colorado Christian University, Ed.D.; Argosy University, Licensure; Saint Mary's University of Minnesota

Stefanie Scarset, Instructor
B.S.; University of Minnesota Twin Cities, M.Ed.; Saint Mary's University of Minnesota, Licensure; Saint Mary's University of Minnesota

Suzanne Shatila, Associate Professor
BA Sociology and Anthropology, Antioch College, Masters of Science in Social Work, University of Tennessee College of Social Work

Ashley Schaefer, Instructor

Kristine Schaefer, Instructor
Licensure; Saint Mary's University of Minnesota

Nicole Schell, Instructor
B.S.; Minnesota State University Moorhead, M.B.A.; University of Colorado Denver

Joseph Schingen, Assistant Professor
B.A.; University of Minnesota Duluth, M.Ed.; Saint Mary's University of Minnesota

Paul Schnell, Assistant Professor
B.S.W..; University of St. Thomas, M.A.; St. Catherine University, Certification; Southern Police Institute

Tate Schoeberlein, Instructor
B.S.; South Dakota State University Brookings, M.Ed.; Bethel University

Sondra Schroeder-Davis, Asst Professor
B.S.; University of Wisconsin La Crosse, M.S.; St. Cloud State University, Ph.D.; Walden University

Sharon Schultz, Instructor
B.S.; University of Minnesota Twin Cities, M.S.; Minnesota State University Moorhead, Ed.S.; Saint Mary's University of Minnesota

Stacy Schultz
B.S.; St. Cloud State University, M.Ed.; Hamline University

Shannon Schuweiler, Instructor
A.S.N.; Normandale Community College, B.S.N.; College of St. Catherine, M.S.; Saint Mary's University of Minnesota

Rodney Schwarz, Instructor
M.A.; Winona State University

Andrew Scott, Assistant Professor
B.S.; Quincy University, M.B.A.; Quincy University, M.B.A.; Southern Illinois University Carbondale

Thomas Scott, Associate Professor
B.A.; University of Iowa, M.A.; University of Iowa, Ph.D.; University of Minnesota Twin Cities

Annette Scotti, Assistant Professor
B.A.; University of Minnesota Twin Cities, M.A.; University of Minnesota Twin Cities

Kirsten Seal, Assistant Professor
B.F.A.; New York University, M.A.; University of Minnesota Twin Cities, Ph.D.; University of Minnesota Twin Cities

Danette Seboe, Instructor
B.S.; Concordia College Moorhead, M.Ed.; University of Wisconsin Superior, Ed.S.; Saint Mary's University of Minnesota

Leah Seeger, Instructor
B.S.; Ohio State University Columbus, M.A.; Argosy University

Kenneth Sell, Instructor
B.A.; Pennsylvania State University, M.S.; California State University Stanislaus

Irina Serafimova, Assistant Professor
M.S.; Novosibirsk State University, Ph.D.; Tomsk State University

John Serier, Assistant Professor
B.A.; Hamline University, M.A.; University of St. Thomas, Ed.D.; University of St. Thomas

Rachel Shapiro, Assistant Professor
B.A.; Macalester College, M.A.; Saint Mary's University of Minnesota

Matthew Sharkey-Smith, Instructor
M.F.A.; Hamline University

Patrick Sheedy, Associate Professor
B.A.; University of St. Thomas, J.D.; St. Mary's University of San Antonio, Ph.D.; Marquette University

Deborah Shepard, Instructor
B.A.S.; University of Minnesota Duluth, M.A.; St. Cloud State University, Ed.D.; Bethel University

Karleen Sherman, Instructor
B.A.; Wartburg College, M.A.; Saint Mary's University of Minnesota

Thomas Shipman, Instructor
B.S.; Embry-Riddle Aeronautical University, M.S.; Saint Mary's University of Minnesota

John Shonyo, Assistant Professor
B.S.; Minnesota State University Moorhead

Leslie Shore, Associate Professor
B.A.; Simmons College, M.A.; Saint Mary's University of Minnesota

Therese Shumaker, Instructor
B.S.; Viterbo University, M.A.; Saint Mary's University of Minnesota, M.S.; California University of Pennsylvania

Julie Siegle, Instructor
B.S.; St. Catherine University, M.A.; Minnesota State University Mankato

Erik Sill, Instructor
B.A.; Luther College, M.A.; Valley City State College, Ed.S.; Saint Mary's University of Minnesota

Dawn Simone, Professor
A.B.D.; University of Minnesota Twin Cities, B.S.; University of Minnesota Twin Cities, M.A.; University of Minnesota Twin Cities, M.Ed.; University of Minnesota Twin Cities, Ph.D.; University of Minnesota Twin Cities

Wendy Sims, Instructor
M.S.; Saint Mary's University of Minnesota

Marcie Singh, Instructor
A.S.N.; Anoka Ramsay Community College, B.A.; Saint Cloud State University, M.S.; Saint Mary's University of Minnesota

Jill Sisk, Associate Professor
B.A.; Jamestown College, M.A.; Adler Graduate School, Psy.D.; Capella University

Cindy Skaalrud, Assistant Professor
A.A.; North Hennepin Community College, B.A.; Metropolitan State University, M.A.; Saint Mary's University of Minnesota

Hugh Skaja, Professor
B.S.; St. Cloud State University, M.S.; St. Cloud State University, Ed.D.; University of St. Thomas

Katherine Slama, Associate Professor
B.S.; University of North Dakota, M.S.S.; University of South Dakota, M.A.; University of Iowa, Ph.D.; University of Iowa

Susan Slater, Associate Professor
B.A.; Gustavus Adolphus College, M.Ed.; University of Minnesota Twin Cities, Ed.D.; University of St. Thomas

Michael Smith, Instructor
B.A.; Viterbo University, M.A.; University of Notre Dame

William Smith, Instructor
B.S.; University of Phoenix, M.B.A.; Keller Graduate School of Management

Kenneth Solberg, Professor
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 B.S.D., M.A.; University of Minnesota Duluth, Ph.D.; University of Minnesota Twin Cities

Phyllis Solon, Professor
B.A.; Saint Mary's University of Minnesota, Psy.D.; Minnesota School of Professional Psychology

Sarah Sorenson-Wagner, Instructor
B.A.; University of Minnesota Morris, Graduate Certificate; Saint Mary's University of Minnesota, M.Ed.; University of Minnesota Twin Cities

Krista Soria, Associate Professor
B.A.; Hamline University, M.A.; University of Alaska Anchorage, M.S.; Kansas State University, Ph.D.; University of Minnesota Twin Cities, M.Ed.; University of Alaska Anchorage

Karen Sorvaag, Professor
B.A.; Augustana College Sioux Falls, M.A.; South Dakota State University, Ed.D.; Saint Mary's University of Minnesota

Scott Sorvaag, Professor
B.A.; Augustana College Sioux Falls, M.A.; University of South Dakota, Ed.D.; Saint Mary's University of Minnesota

Marcela Soto, Instructor
B.A.; University of Chile, B.A.; University of Minnesota, M.B.A.; Saint Mary's University of Minnesota

Ashley Sovereign, 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.B.A.; University of Wisconsin La Crosse, M.Ed.; South Dakota State University Ed.S.; Minnesota State University Mankato

Jon Stambaugh, Assistant Professor
B.S.; University of Wisconsin Madison Superior, M.B.A.; Metropolitan State University, Ed.D.; Saint Mary's University of Minnesota

Benjamin Stanerson, Instructor
B.A.; Luther College, M.A.; Saint Mary's University of Minnesota

Amy Starzecki, Instructor
B.S.; University of North Dakota, M.A.; Northern Arizona University, Ed.S.; Saint Mary's University of Minnesota

Carie Statz, Associate Professor
B.A.; University of Wisconsin La Crosse, M.A.; University of Wisconsin Milwaukee, G.C.; Drury University

Kathleen Stebbins-Hintz, Asst Professor
B.S.; University of Wisconsin Madison, J.D.; University of Wisconsin Madison

Sheena Stefanich, Instructor
B.A.; College of St. Scholastica, M.A.; Saint Mary's University of Minnesota, Ed.S.; Saint Mary's University of Minnesota

Tammy Stellmach, Instructor
B.S.; University of Minnesota Twin Cities, M.S.; St. Cloud State University

Kenneth Stewart, Associate Professor
B.A.; Mankato State University, Ph.D.; University of Minnesota Twin Cities, Th.M.; Boston University School of Theology

Thomas Stinson, Assistant Professor
B.S.N.; Bethel University, M.A.; Saint Mary's University of Minnesota, Ed.D.; Saint Mary's University of Minnesota

Beverly Stofferahn, Assistant Professor
B.S.; Minnesota State University Mankato, M.S.; Winona State University

Melinda Stone, Instructor
A.D.; Minneapolis Community and Technical College, B.A.; Winona State University B.S., B.S.N.; Metropolitan State University, M.S.; Saint Mary's University of Minnesota

Jennifer Stoos, Instructor
B.A.; Carleton College, M.A.; Saint Mary's University of Minnesota, M.Div.; Harvard Divinity School

Daniel Strittmater, Instructor
B.A.; St. Johns University, M.H.A.; University of Minnesota Twin Cities

William Strom, Assistant Professor
B.S.; Crown College, M.S.; Minnesota State University Mankato

Patti Strukel, Assistant Professor
B.A.; University of Minnesota Morris, M.A.; College of St. Catherine, Ed.D.; Minnesota State University Mankato

Lynda Sullivan, Associate Professor
B.S.; University of Wisconsin Oshkosh, M.S.; University of Wisconsin Steven's Point, Ph.D.; University of Wisconsin Madison

Stephanie Sullivan, Instructor
B.S.; University of Wisconsin La Crosse, M.Ed.; University of Wisconsin La Crosse

Craig Sundberg, Instructor
B.A.; Bethel University, M.A.; Saint Mary's University of Minnesota, Ed.S.; Saint Mary's University of Minnesota

Erik Sundstrom, Instructor
B.S.N.; College of St. Benedict and St. John's University, M.S.; Minneapolis School of Anesthesia

Catherine Swanson Davis, Asst Professor
B.S.; Minnesota State University Mankato, M.A.; Concordia University St. Paul, M.B.A.; Concordia University St. Paul

Amy Sward, Instructor
B.S.; Saint Cloud State University, M.Ed.; University of Minnesota Twin Cities, Ed.S.; Saint Mary's University of Minnesota

Amy Swartz, Instructor
B.S.N.; Grandview College, M.S.; Saint Mary's University of Minnesota

Justin Swearingen, Assistant Professor
B.S.; Duquesne University, M.H.A.; University of Memphis, Dr.P.H.; City University of New York

Jeffrey Swegarden, Instructor
B.S.; Moorhead State University, M.A.; University of Minnesota

Joseph Tadie, Associate Professor
B.A.; Saint Mary's University of Minnesota, M.A.; Boston College, Ph.D.; Boston College

Shannon Tanghe, Associate Professor
B.A.; University of Minnesota Morris, M.A.; Woosong University Daejon, Ph.D.; Indiana University Pennsylvania

Holly Tapper, Associate Professor
B.A.; University of Iowa, J.D.; University of Iowa, M.B.A.; University of Iowa

Teresa Taylor, Instructor
Ed.D.; Bethel University

Lindsey Teigland, Assistant Professor
B.S.; University of Illinois Urbana, M.S.; University of Kansas, Ph.D.; University of Kansas

Amanuel Teklemariam, Associate Professor
B.Ed.; Catholic University of Eastern, M.Ed.; Kenyatta University, Ed.D.; Saint Mary's University of Minnesota

Melissa Tellinghuisen, Assistant Professor
A.A.; Cambridge Community College, B.S.; Saint Cloud State University, M.A.; Saint Mary's University of Minnesota, Ed.D.; Saint Cloud State University

Diana-Christine Teodorescu, Asst Professor
B.S.; North Central University, M.A.; Saint Mary's University of Minnesota

Sheila Terryll, Instructor
B.A.; University of Minnesota Morris, M.A.; Saint Mary's University of Minnesota

Richard Theis, Instructor
B.S.; Saint Mary's University of Minnesota, M.S.; Saint Mary's University of Minnesota

Paula Theisen, Assistant Professor
B.A.; Concordia University St. Paul, M.A.; Concordia University St. Paul

Jeffrey Thelen, Instructor
B.A.; Winona State University, M.Ed.; Saint Mary's University of Minnesota, M.S.; Walden University

Mary Thomas, Associate Professor
B.A.; St. Catherine University, M.B.A.;
Metropolitan State University, Ed.D.;
Saint Mary's University of Minnesota

Scott Thomas, Instructor
M.Ed.; Saint Mary's University of
Minnesota

Alexi Thompson, Instructor
B.S.; University of Wisconsin Eau
Claire, M.A.; Saint Mary's University of
Minnesota

Mary Jo Thompson, Instructor
B.A.; University of Minnesota Twin Cities,
M.Ed.; Antioch University New England,
M.F.A.; Warren Wilson

Teresa Thompson, Instructor
B.S.; Mankato State University, M.S.;
St. Thomas University, D.B.A.; Argosy
University

Andrew Thraen, Assistant Professor
B.A.; University of Minnesota Twin Cities,
M.B.A.; Metropolitan State University

Paul Thuras, Associate Professor
B.A.; St. Olaf College, M.A.; University
of California Irvine, Ph.D.; University of
California Irvine

Charlene Tjaden, Instructor
M.S.; University of Minnesota Duluth

Cicilia Tjoefat, Assistant Professor
M.A.; Leiden University

Melanie Torborg, Assistant Professor
A.A.S.; Saint Cloud Business College,
B.S.; Metropolitan State University,
M.B.A.; Globe College of Business

Harold Torrence, Associate Professor
B.A.S.; Unitec Institute of Technology,
M.A.; Hamline University, Ed.D.; Hamline
University

Frances Trice, Associate Professor
B.S.; University of Minnesota Twin Cities,
M.A.; University of Minnesota Twin Cities,
Ph.D.; University of Minnesota Twin Cities

Vincent Trovato, Instructor
B.B.A.; Pace University New York City,
M.B.A.; Fordham University

Nicole Trujillo, Instructor
B.A.; Concordia College Moorhead, M.A.;
Saint Mary's University of Minnesota

Nicole Truniger, Assistant Professor
B.S.N.; University of Wisconsin
Milwaukee, D.N.P.; University of
Wisconsin Milwaukee

Larry Tucker, Assistant Professor
B.S.; St. Johns University, M.S.; University
of Wisconsin Stout

David Tukey, Assistant Professor
B.A.; Bemidji State University, B.S.;
University of Minnesota Twin Cities,
M.Ed.; Saint Mary's University of
Minnesota

Kristin Tupa, Instructor
B.A.; University of St. Thomas, M.B.A.;
Carlson School of Management

Tiffany Udenberg, Instructor
B.A.; Bethel University, M.A.; Bethel
University

James Ullyot, Associate Professor
B.A.; Harvard-Radcliffe, M.B.A.; Harvard-
Radcliffe

Nelson Updaw, Professor
B.A.; State University of New York
Buffalo, M.Ed.; North Carolina State
University, Ph.D.; North Carolina State
University

Alex Urquhart, Instructor
B.A.; University of Colorado

Chandu Valluri, Assistant Professor
B.S.; University of Western Ontario, M.A.;
Saint Mary's University of Minnesota

Erin Van Beek, Instructor
A.A.; Mesabi Range Community and
Technical College, A.S.; Minnesota State
College SE Technical, B.S.; Winona State
University, M.A.; Saint Mary's University
of Minnesota

Ann Van Brocklin, Instructor
B.A.; Saint Mary's University of
Minnesota, M.A.; Saint Mary's University
of Minnesota

Ann Van Diest, Assistant Professor
B.S.; St. Olaf College, M.B.A.; University
of St. Thomas

Tara Van Eperen-Waldorf, Instructor
B.S.; University of Wisconsin Oshkosh,
M.A.; Saint Mary's University of
Minnesota

Nancy Van Erp, Professor
B.A.; University of Minnesota Morris,
M.A.; University of St. Thomas, Ph.D.;
Capella University

Todd Van Erp, Assistant Professor
B.S.; St. Cloud State University, B.S.;
University of Minnesota Twin Cities, M.S.;
Capella University, Ed.D.; St. Cloud State
University

Jenna Van Proosdy, Instructor
B.A.; St. Olaf College, M.A.; Saint Mary's
University of Minnesota

Chester VanBlaricum, Instructor
B.B.A.; Capella University, M.B.A.;
Concordia University St. Paul

Viki Viertel, Assistant Professor
B.S.; Saint Mary's University of
Minnesota, M.S.; Kaplan University

Cherise Vincent, Instructor
B.A.; University of Minnesota Twin Cities,
M.B.A.; University of Minnesota Carlson
School of Management

Martha Voight, Instructor
B.S.; North Dakota State University, M.S.;
Bethel College, Graduate Certificate;
Saint Mary's University of Minnesota

Lucas Volini, Assistant Professor
B.A.; Saint Mary's University of
Minnesota, M.A.; Saint Mary's University
of Minnesota, Ph.D.; Argosy University

Patricia VonIderstine, Instructor
B.A.; Metropolitan State University, M.A.;
Saint Mary's University of Minnesota,
MiniMasters; St. Thomas University

Sharon Votel, Professor
B.A.; St. Catherine University, M.A.;
University of St. Thomas, Ed.S.;
University of Minnesota Twin Cities,
Ed.D.; University of St. Thomas

Jean Wagner, Assistant Professor
B.A.; St. Catherine's University, M.A.;
Bethel University, Ph.D.; Argosy
University

Carl Wahlstrom, Professor
B.S.; University of Minnesota Twin Cities,
M.A.; University of Minnesota Twin Cities,
Ed.D.; University of Minnesota Twin Cities

Cheryl Wall, Assistant Professor
B.A.; Macalester College, M.A.; Saint
Mary's University of Minnesota, M.A.;
Fielding Graduate Institute Ph.D.;
Fielding Graduate University

Scott Walston, Instructor
B.A.; Concordia University St. Paul, M.A.;
Saint Mary's University of Minnesota

Todd Walter, Assistant Professor
B.A.; University of Minnesota Morris,
B.S.; Winona State University, M.S.; Saint
Mary's University of Minnesota, Ph.D.;
University of Michigan Flint

Aaron Wampach, Associate Professor
B.S.; Winona State University, M.S.; Saint
Mary's University of Minnesota

Rebecca Warnock, Instructor

Al Watts, Instructor
B.A.; University of Minnesota Twin Cities,
M.A.; Bowling Green State University

Richard Webb, Instructor
B.A.; University of Northern Iowa, M.Ed.;
Augsburg College

Jami Weber, Assistant Professor
B.S.; University of Minnesota Twin
Cities, M.Ed.; Saint Mary's University of
Minnesota

Heather Wegwerth, Associate Professor
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

Angela Weisbrod, Assistant Professor
R.N.; College of St. Teresa, M.A.; Saint
Mary's University of Minnesota

Jean Weis-Clough, Instructor
B.S.; St. Cloud State University, M.A.;
University of St. Thomas, Ed.S.; Saint
Mary's University of Minnesota

Nina Wendt, Instructor
M.A.; Kuban State University, Licensure;
Hamline University

Margaret Westlund, Assistant Professor
B.S.; Minnesota State University
Mankato, M.A.; Saint Mary's University of
Minnesota, M.A.; Saint Mary's University
of Minnesota

Amy Whillock, Instructor
B.S.; Winona State University, M.A.; Saint
Mary's University of Minnesota

Bethany Whitehead, Instructor
B.A.; Kalamazoo College, M.A.; Saint
Mary's University of Minnesota

Harlan Wickre, Assistant Professor
B.A.; University of South Dakota, M.A.;
Central Michigan University, Psy.S.;
Central Michigan University

Eric Williams, Assistant Professor
B.A.; Saint Cloud State University, M.Ed.;
College of St. Scholastica, Certificate;
Saint Cloud State University, Ed.D.; Saint
Cloud State University

Jeremy Williams, Instructor
B.A.; Southwest State University, M.A.;
Saint Mary's University of Minnesota,
Ed.S.; Saint Mary's University of
Minnesota

Mary Frances Williams, Assistant Professor
M.S.; University of Wisconsin Stout,
Psy.D.; University of St. Thomas

Katherine Wilwert, Instructor
B.S.; Winona State University, M.A.; Saint
Mary's University of Minnesota

Donald Winger, Associate Professor
B.A.; University of Wisconsin River Falls,
M.A.; University of St. Thomas

Mary Wise, Professor
Ph.D.; University of Miami

Robin Wisniewski, Associate Professor
B.A.; University of Minnesota Twin Cities,
M.A.; Argosy University, Psy.D.; Argosy
University

Donald Wodek, Assistant Professor
B.S.; University of Michigan Ann Arbor,
M.A.; Northern Michigan University, J.D.;
William Mitchell College of Law

Nicole Wolf, Assistant Professor
B.S.; University of Wisconsin Madison,
Ph.D.; University of Tennessee Knoxville

Rustin Wolfe, ProfessorB.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

Mary Wolverton, Assistant Professor
B.S.; St. Cloud State University, M.A.;
Saint Mary's University of Minnesota,
Ed.D.; Bethel University

Michele Wood, Assistant Professor
B.S.; Winona State University, M.Ed.;
Saint Mary's University of Minnesota,
Ed.S.; Saint Mary's University of
Minnesota

Mark Woodcock, Assistant Professor
B.S.; Montana State University Bozeman,
M.Ed.; Saint Mary's University of
Minnesota

Sara Wright, Associate Professor
B.A.; University of Texas Austin, M.Ed.;
University of Texas Austin, Ph.D.;
University of Minnesota Twin Cities

Janet Yeats, Instructor
B.A.; Bethel College, M.A.; Bethel
University, Ph.D.; University of Minnesota
Twin Cities

LuAnn Yerks, Instructor
B.S.N.; University of Minnesota Twin
Cities, M.A.; St. Catherine University

Samuel Yigzaw, Associate Professor
B.A.; Addis Ababa University, Ph.D.;
University of Minnesota Twin Cities,
M.Ed.; University of Minnesota Twin
Cities

Julie Yost, Instructor
A.A.; Winona State University, B.A.;
Concordia University St. Paul, M.B.A.;
University of St. Thomas

Anna Young, Instructor
B.S.; Northwestern University, M.Ed.;
Saint Mary's University of Minnesota,
Ed.D.; Bethel University

Richard Young, Associate Professor
B.S.; U.S. Military Academy, M.B.A.;
University of St. Thomas

Saidiyo Yusuf, Instructor
B.S.; Saint Mary's University of
Minnesota, M.A.; Saint Mary's University
of Minnesota

Samantha Zaid, Associate Professor
B.A.; Winona State University, M.S.;
University of Wisconsin Stout, Ph.D.;
University of Minnesota Twin Cities

Brian Zamboni, Associate Professor
B.A.; Reed College, M.A.; Loyola
University of Chicago, Ph.D.; Loyola
University of Chicago

Amy Zeidler, Instructor
B.S.; North Central University, M.S.;
Dominican University

Ann Zeimetz, Instructor
B.A.; Saint Mary's University of
Minnesota, M.A.; University of Minnesota
Twin Cities

Julie Zupfer Anderson, Instructor
B.A.; College of St. Benedict, B.S.N.;
College of St. Benedict, M.S.; Saint Mary's
University of Minnesota

Index

Saint Mary's University
OF MINNESOTA

SMUMN.EDU

tcadmission@smumn.edu

TWIN CITIES CAMPUS
2500 PARK AVENUE
MINNEAPOLIS, MN 55404
612-728-5100
866-437-2788

WINONA CAMPUS
700 TERRACE HEIGHTS
WINONA, MN 55987-1399
800-635-5987

APPLE VALLEY CENTER
14200 CEDAR AVENUE
APPLE VALLEY, MN 55124-5627
612-238-4551

**CASCADE MEADOW WETLANDS AND
ENVIRONMENTAL SCIENCE CENTER**
2900 19TH STREET N.W.
ROCHESTER, MN 55901-7619
507-252-8133