

# Together

we are

# SAINT MARY'S

---

SAINT MARY'S UNIVERSITY OF MINNESOTA

## **2020-21 Catalog and Handbook**

Schools of Graduate and  
Professional Programs

**SMUMN.EDU**

# Saint Mary's University of Minnesota

## Graduate and Professional Programs Catalog and Student Handbook

**September 2020**

This catalog contains information relating to the Schools of Graduate and Professional Programs of Saint Mary's University of Minnesota (Saint Mary's), which offers bachelor's degree completion, master's 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 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 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.**

Students may have only one catalog on record for their degree requirements. Students are initially under the regulations of the catalog in force at the time of admission to Saint Mary's. However, if degree requirements change, a student may choose a later catalog. Changing to a subsequent catalog compels students to conform to the degree requirements of that catalog. Choosing a new catalog means accepting all changes in that catalog. Students should contact Student Central if they wish to change their academic catalog of record. Students are encouraged to work with their program director in making these decisions.

Saint Mary's University of Minnesota does not guarantee the award of a degree or academic credit for satisfactory completion of any course of study or program to students enrolled in them. The award of degrees and academic credit is conditioned upon satisfaction of all applicable requirements at the time of such award, including compliance with all applicable university policies, student conduct codes, and student life policies.

## Table of Contents

<b>Mission and Vision</b>	<b>11</b>
<b>The University</b>	<b>12</b>
<b>Degrees/Awards offered by the University</b>	<b>12</b>
<b>Learning in the Lasallian Tradition</b>	<b>13</b>
<b>Non-discrimination Statement</b>	<b>13</b>
<b>Accreditation and Certification</b>	<b>14</b>
<b>Professional Licensure Disclosures</b>	<b>15</b>
<b>History</b>	<b>16</b>
<b>Schools of Graduate and Professional Programs</b>	<b>17</b>
<b>Locations and Facilities</b>	<b>18</b>
<b>Admission Policies</b>	<b>19</b>
<b>Academic Policies</b>	<b>30</b>
<b>Registration and Tuition</b>	<b>39</b>
<b>University Conduct</b>	<b>52</b>
<b>Academic Services</b>	<b>63</b>
<b>Computer and Technology Services</b>	<b>66</b>
<b>Student Services</b>	<b>70</b>
<b>Security</b>	<b>71</b>
<b>Campus Ministry</b>	<b>74</b>
<b>Confidentiality of Records</b>	<b>75</b>
<b>Undergraduate Requirements</b>	<b>76</b>
Undergraduate Degree Requirements	76
Double Major Requirements	76
University Delivery	76
<b>Bachelor's Degree</b>	<b>84</b>
<b>Accounting, B.S.</b>	<b>84</b>
Program Description	84
Program Outcomes	84
Program Structure and Delivery	84
<b>Business Administration, B.S.</b>	<b>88</b>
Program Description	88
Program Outcomes	88
Additional Specialization Program Outcomes	88
Program Structure and Delivery	88
<b>Business Intelligence and Data Analytics, B.S.</b>	<b>95</b>
Program Description	95
Program Outcomes	95
Program Structure and Delivery	95

<b>Criminal Justice Leadership, B.S.</b>	<b>99</b>
Program Description	99
Program Outcomes	99
Program Structure and Delivery	99
<b>Healthcare and Human Services Management, B.S.</b>	<b>103</b>
Program Description	103
Program Outcomes	103
Program Structure and Delivery	103
<b>Human Resource Management, B.S.</b>	<b>107</b>
Program Description	107
Program Outcomes	107
Program Structure and Delivery	107
<b>Information Technology, B.S.</b>	<b>111</b>
Program Description	111
Program Outcomes	111
Program Structure and Delivery	111
<b>Marketing, B.S.</b>	<b>115</b>
Program Description	115
Program Outcomes	115
Program Structure and Delivery	115
<b>Nursing, B.S.</b>	<b>119</b>
Mission	119
Program Goals	119
Program Faculty Outcomes	119
Program Learning Outcomes	119
Program Structure and Delivery	120
<b>Public Health, B.S.</b>	<b>123</b>
Program Description	123
Program Outcomes	123
Program Structure and Delivery	123
<b>Masters Degree</b>	<b>127</b>
<b>Accounting, M.S.</b>	<b>127</b>
Program Description	127
Accounting Certification	127
Program Outcomes	127
Program Structure and Delivery	127
<b>Business Administration, M.B.A.</b>	<b>131</b>
Program Description	131
Program Outcomes	131
Program Structure and Delivery	131

<b>Business Intelligence and Data Analytics, M.S.</b>	<b>142</b>
Program Description	142
Program Outcomes	142
Additional Certificate Outcomes	142
Program Structure and Delivery	143
<b>Counseling and Psychological Services, M.A.</b>	<b>148</b>
Program Description	148
Program Outcomes	148
Program Structure and Delivery	148
<b>Cybersecurity, M.S.</b>	<b>157</b>
Program Description	157
Program Outcomes	157
Program Structure and Delivery	157
<b>Data Intelligence and GeoAnalytics, M.S.</b>	<b>160</b>
Program Description	160
Program Outcomes	160
Program Structure and Delivery	160
<b>Education, M.A.</b>	<b>164</b>
Program Description	164
Program Outcomes	164
Program Structure and Delivery	164
M.A. in Education Degree Options	164
<b>Educational Leadership, M.A.</b>	<b>171</b>
Program Description	171
Program Outcomes	171
Program Structure and Delivery	171
<b>English as a Second Language, M.A.</b>	<b>175</b>
Program Description	175
Program Outcomes	175
Program Structure and Delivery	175
<b>Health and Human Services Administration, M.A.</b>	<b>180</b>
Program Description	180
Program Accreditation and State Licensure	180
Program Outcomes	180
Program Structure and Delivery	181
<b>Human Resource Management, M.A.</b>	<b>184</b>
Program Description	184
Program Outcomes	184
Program Structure and Delivery	184

<b>Integrated Studies, M.A.</b>	<b>188</b>
Program Description	188
Program Outcomes	188
Program Structure and Delivery	188
Supplemental Application	190
<b>Learning Design and Technology, M.Ed.</b>	<b>191</b>
Program Description	191
Program Outcomes	191
Program Structure and Delivery	192
Total required credits	192
<b>Marriage and Family Therapy, M.A.</b>	<b>195</b>
Program Description	195
Professional Accreditation	195
Program Mission and Goals	195
Program Structure and Delivery	196
2021 Summer or Fall Admission	201
<b>Nurse Anesthesia, M.S.</b>	<b>202</b>
Program Description	202
Program Outcomes	202
Program Outcome Objectives	202
Patient safety is demonstrated by the ability of the graduate to:	202
Individualized perianesthetic management is demonstrated by the ability of the graduate to:	202
Critical thinking is demonstrated by the graduate's ability to:	203
Communication skills are demonstrated by the graduate's ability to:	203
Professional responsibility is demonstrated by the graduate's ability to:	203
Program Structure and Delivery	203
Program Philosophy	203
Program Accreditation	204
Selection Criteria	208
Transfer Into The Program	208
<b>Organizational Leadership, M.A.</b>	<b>209</b>
Program Description	209
Program Outcomes	209
Program Structure and Delivery	209
<b>Project Management, M.S.</b>	<b>213</b>
Program Description	213
Mission	213
Vision	213
Program Outcomes	213
Program Structure and Delivery	213

<b>Public Administration, M.A.</b>	<b>217</b>
Program Description	217
Program Outcomes	217
Program Structure and Delivery	217
<b>Public Health, M.P.H.</b>	<b>220</b>
Program Description	220
Program Structure and Delivery	220
Program Outcomes	220
Foundational Outcomes	220
Foundation Courses for MPH Program	221
<b>Social Work, M.S.W.</b>	<b>226</b>
Program Description	226
Mission	226
Vision	226
Values	226
Program Outcomes and Indicators	226
Program Structure and Delivery	230
<b>Special Education, M.A.</b>	<b>238</b>
Program Description	238
Program Outcomes	238
Program Structure and Delivery	238
M.A. in Special Education Degree Options	238
<b>Teaching and Learning, M.Ed.</b>	<b>248</b>
Program Description	248
Program Outcomes	248
Program Structure and Delivery	248
<b>Teaching and Learning, M.Ed. - Jamaica</b>	<b>253</b>
Program Description	253
Program Outcomes	253
Program Structure and Delivery	253
<b>Teaching, M.A.</b>	<b>256</b>
Program Description	256
Program Outcomes	256
Program Structure and Delivery	257
<b>Graduate Certificate Overview</b>	<b>265</b>
<b>Graduate Certificates</b>	<b>266</b>
<b>Addiction Studies Certificate</b>	266
Program Description	266
Program Outcomes	266
Program Structure and Delivery	266

<b>Artificial Intelligence Certificate</b>	<b>270</b>
Program Description	270
Program Outcomes	270
Program Structure and Delivery	270
<b>Business Analytics Certificate</b>	<b>272</b>
Program Description	272
Program Outcomes	272
Program Structure and Delivery	272
<b>Critical, Creative, and Design Thinking Certificate</b>	<b>274</b>
Program Description	274
Program Outcomes	274
Program Structure and Delivery	274
<b>Culturally Responsive Teaching Certificate</b>	<b>276</b>
Program Description	276
Program Outcomes	276
Program Structure and Delivery	276
<b>Data Engineering Certificate</b>	<b>278</b>
Program Description	278
Program Outcomes	278
Program Structure and Delivery	278
<b>Educational Administration – Director of Special Education Certificate</b>	<b>280</b>
Program Description	280
Program Outcomes	280
Core Program Outcomes	280
Special Education Director Specific Outcomes	283
Program Structure and Delivery	283
<b>Educational Administration – Principal Certificate</b>	<b>288</b>
Program Description	288
Program Outcomes	288
Core Program Outcomes	288
Principal Specific Outcomes	291
Program Structure and Delivery	292
<b>Educational Administration – Superintendent Certificate</b>	<b>296</b>
Program Description	296
Program Outcomes	296
Core Program Outcomes	296
Superintendent Specific Outcomes	299
Program Structure and Delivery	299



<b>Finance Certificate</b>	<b>304</b>
Program Description	304
Program Outcomes	304
Program Structure and Delivery	304
<b>Geographic Information Science (GIS) Certificate</b>	<b>306</b>
Program Description	306
Program Outcomes	306
<b>Healthcare Administration Certificate</b>	<b>308</b>
Program Description	308
Program Outcomes	308
Program Structure and Delivery	308
<b>Healthcare Analytics Certificate</b>	<b>310</b>
Program Description	310
Program Outcomes	310
Program Structure and Delivery	310
<b>Human Resource Management Certificate</b>	<b>312</b>
Program Description	312
Program Outcomes	312
Program Structure and Delivery	312
<b>International Development Certificate</b>	<b>315</b>
Program Description	315
Program Outcomes	315
Program Structure and Delivery	315
<b>K-12 Reading Teacher Certificate</b>	<b>317</b>
Program Description	317
Program Outcomes	317
Program Structure and Delivery	317
<b>Mental Health in Education Certificate</b>	<b>320</b>
Program Description	320
Program Outcomes	320
Program Structure and Delivery	320
<b>Nonprofit Management Certificate</b>	<b>322</b>
Program Description	322
Program Outcomes	322
Program Structure and Delivery	322
<b>Project Management Certificate</b>	<b>324</b>
Program Description	324
Program Outcomes	324
Program Structure and Delivery	324

<b>Teaching, Training, and Leading with Technology Certificate</b>	<b>327</b>
Program Description	327
Program Outcomes	327
Program Structure and Delivery	327
<b>Specialist Degree</b>	<b>329</b>
<b>Educational Administration, Ed.S.</b>	<b>329</b>
Program Description	329
Program Outcomes	329
Core Program Outcomes	329
Principal Specific Outcomes	332
Superintendent Specific Outcomes	333
Special Education Director Specific Outcomes	333
Program Structure and Delivery	334
Education Specialist Degree options:	334
<b>Doctoral Degree</b>	<b>341</b>
<b>Business Administration, D.B.A.</b>	<b>341</b>
Program Description	341
Program Outcomes	341
Program Structure and Delivery	341
Choose a specialization	343
<b>Counseling Psychology, Psy.D.</b>	<b>346</b>
Program Overview	346
Program Philosophy and Training Model	346
Accreditation	346
Program Aims	346
Program Competencies	346
Program Structure and Delivery	347
<b>Leadership, Ed.D.</b>	<b>359</b>
Program Description	359
Program Outcomes	359
Program Structure and Delivery	359
<b>Double Major</b>	<b>365</b>
<b>Accounting/Business Administration, B.S.</b>	<b>365</b>
Program Description	365
Program Structure and Delivery	365
<b>Business Administration/Business Intelligence and Data Analytics, B.S.</b>	<b>368</b>
Program Description	368
Program Structure and Delivery	368

<b>Business Administration/Human Resource Management, B.S.</b>	<b>373</b>
Program Description	373
Program Structure and Delivery	373
<b>Business Administration/Marketing, B.S.</b>	<b>378</b>
Program Description	378
Program Structure and Delivery	378
<b>Healthcare and Human Services Management/Public Health, B.S.</b>	<b>383</b>
Program Description	383
Program Structure and Delivery	383
<b>Information Technology/Business Administration, B.S.</b>	<b>386</b>
Program Description	386
Program Structure and Delivery	386
<b>Marketing/Business Intelligence and Data Analytics, B.S.</b>	<b>390</b>
Program Description	390
Program Structure and Delivery	390
<b>Counseling and Psychological Services, M.A. and Addiction Studies Graduate Certificate</b>	<b>393</b>
<b>Undergraduate College Departments and Programs</b>	<b>398</b>
<b>Saint Mary's University of Minnesota</b>	<b>399</b>
Title II Report, 2017-2018 Academic Year	399
<b>Roster</b>	<b>402</b>
Board of Trustees - 2020	402
Council of Regents, Schools of Graduate and Professional Programs	402
President's Cabinet	403
Schools of Graduate and Professional Programs Administration	403
Academic Affairs	404
Faculty	405

# 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

Our vision is to be a nationally prominent and regionally dominant university that transforms individuals and communities through an education that emphasizes excellence, aligns with workforce needs, provides access and flexibility to support student needs, and develops ethically-guided graduates leading in their communities and succeeding in their careers.

# The University

## Saint Mary's University of Minnesota

Saint Mary's is a private, nonprofit university. Our students' success is the core of our concern.

Students choose Saint Mary's for any number of reasons, among them: our welcoming community; our commitment to walking alongside each student, every step of the way; our intentional focus on practical, hands-on learning experiences; and our dedication to helping students form connections that will guide them in their post-graduate lives.

Our undergraduate, residential, liberal arts college offers more than 40 majors at our 450-acre Winona Campus. Convenient graduate, bachelor's completion, and certificate programs are offered at our Twin Cities and Winona campuses, Rochester or other regional locations, and online. We are mission-driven, committed to abandoning elitism, embracing respect, and being dedicated to every person. We are the university for students who are ready to grow and who know that, with the right opportunities, they can build the future they want.

## Degrees/Awards offered by the University

B.A. Bachelor of Arts  
B.S. Bachelor of Science  
Graduate Certificate  
M.A. Master of Arts  
M.B.A. Master of Business Administration  
M.Ed. Master of Education  
M.P.H. Master of Public Health  
M.S.W. Master of Social Work  
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 adheres to the principle that all persons have equal opportunity and access to admissions, employment, training, 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:

Assistant Vice President for Human Resources  
Saint Mary's University of Minnesota  
700 Terrace Heights, #38  
Winona, MN 55987  
507-457-1421

The assistant vice president 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](http://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](http://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:

The School of Business at Saint Mary's University of Minnesota has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. For a listing of accredited programs, visit <https://iacbe.org/memberpdf/SaintMarysUniversityofMinnesota.pdf>

Saint Mary's University of Minnesota's Bachelor of Arts in Biochemistry is accredited by American Society for Biochemistry and Molecular Biology (ASBMB); 1120 Rockville Pike, Suite 302, Rockville, MD 20852-3110; 240-283-6600; [www.asbmb.org](http://www.asbmb.org).

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;) 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](mailto:pelsb@state.mn.us); [www.mn.gov/pelsb](http://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) are authorized by the Board of School Administrators (BOSA), Minnesota Department of Education Building, 1500 Highway 36West, Roseville, MN 55113; 651-582-8796; <https://bosa.mn.gov/>

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, 1 Winchester Road, Kingston 10, 876-618-4276; [www.ucj.org.jm](http://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, 1210 Northland Drive, #120; Mendota Heights, MN 55120. 612-317-3000; Toll-free 888-234-2690; TTY Number 800-627-3529; Fax 612-617-2190; [mn.gov/health-licensing-boards/nursing](http://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; [www.coacrna.org](http://www.coacrna.org). The program's next review by the COA is scheduled for May/October 2029.

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; 703-253-0473; [coa@aamft.org](mailto: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](mailto: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). Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street NE; Washington, D.C. 20002-4242. Phone: 202-336-5979; email: [apaaccred@apa.org](mailto:apaaccred@apa.org); [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation).

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); <https://www.pmi.org/global-accreditation-center>.

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](http://www.shrm.org).

## **Professional Licensure Disclosures**

Saint Mary's is required by federal law to disclose to prospective and current students its determination of whether its programs meet educational requirements for licensure in a state. Professional licensing requirements and processes vary widely; students should consult the appropriate licensing agency in their jurisdiction before beginning any course of study to ensure program compatibility. Only state or territorial licensing boards may determine whether a student's academic preparation meets educational requirements for professional licensure in that jurisdiction. Saint Mary's cannot guarantee an individual's attainment of licensure or certification, in any field, in any jurisdiction.

Saint Mary's Professional Licensure information and disclosures may be viewed at <https://www.smumn.edu/about/professional-licensure>. This information is reviewed and updated annually; however, students are reminded that requirements are subject to change and that they are responsible for contacting the appropriate agency or board in their jurisdiction to confirm requirements.



## 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's 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 the 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 bachelor and master degree programs through 2019. In 1995, Saint Mary's College was renamed Saint Mary's University of Minnesota.

Saint Mary's University of Minnesota is accredited by The Higher Learning Commission. The university completed its last comprehensive visit in 2017.

## 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's degree programs.

The bachelor's degree completion programs were founded in the early to mid-1990s and undergraduate and graduate 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 Campus opened in 1985. Currently, master's degrees and the doctoral degree programs in leadership are offered at the center.

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

Saint Mary's 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's degree courses are delivered at locations in the metropolitan area, Minnesota, and Wisconsin.

Since 2000, Saint Mary's University has expanded bachelor's and master's 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's degree completion, master's 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 School of Education, the School of Business and Technology, and the 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 in matters relating to SGPP. The SGPP Council of Regents, established by the president of the university and endorsed by the Saint Mary's 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.

In 2009, the SGPP celebrated 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 to 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 Rochester Campus Cascade Meadow facility. The addition houses the university's Schools of Graduate and Professional Programs in Rochester.

## **Locations and Facilities**

The university's Schools of Graduate and Professional Programs facilities include those on the Twin Cities Campus, Winona Campus, and Rochester Campus. The university also offers courses at off-campus instructional sites in Minnesota, Wisconsin, and Jamaica.

### **Twin Cities Campus**

The Twin Cities Campus, established in 1984, is located at 2500 Park Avenue in Minneapolis. The campus administers a bachelor's degree completion program with 10 majors, 20 graduate certificate programs, 24 master's degree programs, one specialist degree program, and three doctoral degree programs. 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. 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's University.

The university'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 the Twin Cities Campus footprint on Park Avenue.

### **Winona Campus**

Saint Mary's Winona Campus is the main campus and offers both graduate and professional programs and a residential, liberal arts, four-year undergraduate curriculum at its scenic 350-acre campus. Master's, doctorates, certificate programs, and continuing education are offered. The undergraduate College offers majors divided among the School of Health Sciences and Professions, School of Education, School of Business, and the College.

### **Rochester Campus**

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 impacts enrollment and institutional sustainability, and raises our visibility and reputation in an important market. The first graduate and continuing education courses were offered at the new campus in May 2016. In spring 2018, Saint Mary's opened a new 10,000-square-foot addition to the Rochester Campus. The addition houses the university's Schools of Graduate and Professional Programs in Rochester.

### **Greater Minnesota and Wisconsin**

Saint Mary's 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.

### **Jamaica**

Saint Mary's, 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.

# Admission Policies

## Saint Mary's University of Minnesota Student Profile - Schools 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 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](mailto:tcadmission@smumn.edu)

## 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, eight-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)
2. All official transcripts issued to Saint Mary's from all previous institutions attended with a minimum of 30 semester credits with a basic English composition course. (An official transcript is one 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 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.

See policy on Awarding a Second Bachelor's degree. See individual programs for additional application requirements.

## Master's Degree and Graduate Certificate Programs Admission Requirements

Applicants may apply for admission to master's degree programs at any time during the year with the exception of the M.S. Nurse Anesthesia and M.A. Marriage and Family Therapy programs. 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 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 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 Program Admission Requirements

Applicants may apply for admission to the specialist degree at any time during the year. A master's degree from a regionally accredited institution, for which the 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 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 to 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'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 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 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.

## **Program Admission Requirements for MSW Advanced Standing Track**

To be admitted to the Saint Mary's MSW program in the Advanced Standing track, a candidate must meet the following requirements.

Candidates must have earned a Bachelor's of Social Work degree from a CSWE-accredited program, recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors, within the last 10 academic years (for example, if a BSW was conferred in spring 2012, the student would need to enroll in and begin courses no later than spring 2022 in order to satisfy this requirement).

If BSW was earned more than 10 academic years ago, students may be admitted as Advanced Standing, but are required to successfully complete four social work generalist courses before being admitted to the program: Generalist Practice I and II and Human Behavior in the Social Environment (HBSE) I and II. If these courses are not available, an alternative will be developed with the student.

A cumulative GPA of 3.0 or higher for all undergraduate classes must have been earned.

For students who do not meet the GPA requirements, the MSW program director will review transcripts. The student will be required to enroll in the university's MSW equivalent courses for any BSW social work courses in which the student earned less than a B or A/B

Additionally, regardless of GPA, if an Advanced Standing student received a C or below in BSW core social work course, they will be required to enroll in the MSW equivalents at Saint Mary's.

Students are asked to address their undergraduate performance in the personal statement for admission.

## **Application Criteria for Students with International Transcripts**

Students with transcripts from universities located outside of the United States or a waiver country listed below are required to take and pass English Proficiency testing. Saint Mary's 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 a waiver country listed below will be exempt from the English Language Proficiency test.

## **Approved waiver countries**

the United States (including all territories), the United Kingdom, Ireland, New Zealand, Australia and Canada (except for the Quebec Province), Anguilla, Antigua and Barbuda, The Bahamas, Barbados, Bermuda, British Virgin Islands, Cayman Islands, Cook Islands, Dominica, Falkland Islands (Islas Malvinas), Fiji, The Gambia, Ghana, Gibraltar, Grenada, Guernsey, Guyana, Isle of Man, Jamaica, Jersey, Kiribati, Marshall Islands, Mauritius, Federated States of Micronesia, Montserrat, Namibia, Nauru, Nigeria, Norfolk Island, Pitcairn Islands, Saint Helena, Ascension, and Tristan da Cunha, Saint Lucia, St. Kitts and Nevis, St. Vincent and The Grenadines, Sint Maarten, Trinidad and Tobago, Tonga, Turks and Caicos Islands, Virgin Islands

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 are 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 enroll into the program. If students do not enroll in courses within two semesters of admission, they will be withdrawn and will be required to reapply.

See individual program pages for program specific requirements.

## **Program Cancellations or Delayed Starts**

Saint Mary's reserves the right to delay or cancel the start of any bachelor's completion or graduate program or cohort. Delays or cancellations may occur due to low course or cohort enrollment, lack of an instructor, or other factors. New students will be notified of a canceled or delayed program start no later than 30 calendar days prior to the start of the term. In the event of a delay, university Admissions staff will work with students to identify an appropriate program start time. In the event of course cancellation, a full tuition refund will be applied to the student tuition account for all tuition and fees paid for the course within 14 calendar days.

## Readmission

Students who have been withdrawn and wish to resume their studies must reapply in order to 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. Students seeking readmission to the master's, graduate certificate, specialist or doctorate programs must submit an 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.

Students seeking readmission who left Saint Mary's not in good academic standing will be reviewed, and if approved, will be placed on academic probation and be subject to Academic Probation policy.

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 Healthcare Programs

Students in healthcare 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.

## Minimum Technical Hardware Requirements

Saint Mary's students are required to use a computer in their studies. There are minimum hardware required specifications and, in some cases, program specific technical requirements. Computers are necessary to connect with the online learning environment, enhance the interaction with instructors and classmates and gain access to educational resources such as library databases and other resources. Students majoring in select academic programs may have additional hardware or software requirements.

**Important note:** Smartphones and tablets do not meet the minimum requirements for coursework at the university. Coursework requires a full keyboard and a minimum screen size of 13 inches. Smartphones and tablets can aid and support coursework, but alone they are not sufficient.

Minimum Technical Hardware Requirements for Students			
	Windows	Apple	Chromebook
Operating System	Windows 7 SP1 until January 2020, 8.1 or 10	macOS Sierra 10.12 or newer	n/a
Processor Speed	1.6 GHz	1.6 GHz	Intel HD/UHD 500 AMD A6 w/Radeon r5 graphics
Memory	4 GBytes	4 GBytes	4 GBytes



Hard drive	40GB free - OR - Greater than 20% of total hard drive space free	40GB free - OR - Greater than 20% of total hard drive space free	32GB
Monitor	1024x768 or greater resolution	1024x768 or greater resolution	1366 x 768 or greater resolution
Sound	Microphone and speakers - OR - Headphones or earbuds with built-in microphone.	Microphone and speakers - OR - Headphones or earbuds with built-in microphone.	Microphone and speakers - OR - Headphones or earbuds with built-in microphone.
Webcam	Built-in or external	Built-in or external	Built-in or external
Browser	Google Chrome - Latest Mozilla Firefox - Latest	Google Chrome - Latest Mozilla Firefox - Latest Apple Safari - Latest	Google Chrome - Latest Mozilla Firefox - Latest
Utilities	Windows Defender or other anti-virus software	Antivirus software	n/a
Network	High speed internet connection with a connection speed of 1.5 MB/s or faster.		
WiFi	IEEE 802.11n or better		

## 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 may be admitted conditionally without an official transcript. Students may only register for 6 credits in their first semester. Students must provide an official transcript within the first semester of their conditional admission.

Students requiring English Language Proficiency may have one academic year to complete the requirement(s) 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 and/or.
2. Earn a GPA of 2.0 cumulative after attempting and completing six undergraduate credits following admission and/or
3. Provide an official transcript to the admission office.

#### Graduate Conditional status students must:

1. Earn a GPA of 3.0 cumulative after attempting and completing six graduate credits following admission and/or
2. Complete requirements as specified by the program director and/or
3. Provide an official transcript with degree posted and/or
4. 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.

Not all programs accept special status students.

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 for
2. Nonrefundable application fee.
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.)
4. 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 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 their 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 in an eligible program 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 non-refundable 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 upon receipt of visa denial notice.

Students admitted with conditional admission status are not eligible for an issuance of the Form I-20.

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 non-refundable required tuition deposit of \$300 (when the university receives the tuition deposit, student's Form I-20 is released).

Students admitted with conditional status are not eligible for an issuance of the Form I-20.

## **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 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 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 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 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 courses 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 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 Bachelor's Degree Programs**

Semester credit values are rounded to the nearest hundredth. In a 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 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:

- 6 credits for master's degrees
- 6 credits at the graduate certificate level for educational administration certificates only
- twelve credits for doctoral degrees

Transfer credits are not accepted at the undergraduate and graduate certificate level except for the educational administration certificates.

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 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 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 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 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 of Credit from Lasallian Academy**

Credits earned from the Lasallian Academy at Universidad de Lasalle transcribed on an international transcript may be accepted into transfer without an evaluation by a third-party source provided that:

- the coursework and syllabi were approved by a U.S. regionally accredited institution of learning,
- that same institution has qualified the faculty teaching the course,
- the credits must meet the criteria listed in the graduate transfer credit policy in addition to program-specific requirements as listed in program handbooks or documents.

These credits 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.

## **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 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 has demonstrated the student learning objectives and class requirements as outlined in the syllabus. Some factors other than those in the student learning objectives and/or about which instruction has not been provided as part of the course but are still found in the syllabus may be considered in the calculation of the grade, especially if these factors were provided in a prerequisite course or were required for admission to the program. Alternatively, academic and professional performance issues 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 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
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
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 (emailing is acceptable) 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 work's completion. The instructor must also inform the program director of their granting the student's request for an Incomplete.

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 and will also inform the program director that the student has completed the course as well as their final grade. 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 that 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 participate in the subsequent course(s) for which the prerequisite was necessary.

## **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 may grieve a grade; however, that grievance 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 notify the course instructor in writing of the grade grievance. The student must, thereafter, discuss the grade grievance 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 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 will inform 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 vice provost for Faculties and Academic Affairs 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 vice



provost for Faculties and Academic Affairs within 15 calendar days of receiving the school dean's decision. If the vice provost for Faculties and Academic Affairs rules in favor of the student, and the faculty member is not in agreement, the vice provost for Faculties and Academic Affairs 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 on ground, blended, and online classes. Students should not register for a course for which they will be absent. This includes time when the student will be late for class or time when the student will leave early. Participation and attendance 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. 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 Financial Aid Office.

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 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 alumni or currently enrolled degree-seeking students at the university. 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 with the approval of the program director and registrar on a space-available basis with priority given to full credit registrations. Audit is not available for continuing education offerings and online courses.

## **Admission course requirements, foundation courses, and course prerequisites**

Students must pass all admission course requirements, foundation courses, and course prerequisites to proceed through a program. There are three types of required prior coursework:

- Admission course requirement: Courses required to be completed before starting any program coursework. Admission requirements do not count toward degree credits.
- Foundation course: A course required to be completed prior to specific courses, but not part of the major or program credits. Foundation courses may be taken after program admission and in combination with required degree courses, but do not count toward the bachelor major or graduate program credits.
- Course prerequisite: A required degree course necessary before taking another required degree course in a program sequence. Course prerequisites count toward degree credits.

Only the program director may make exceptions to admission course requirements, foundation courses, or course prerequisites. Said exceptions will be made in writing before registration will be processed and approved by the registrar. Programs may require a minimum grade of B for a prerequisite course. Program-specific policies may be found in the program handbooks.

## **Change/Add Program**

Students in good academic standing may elect to change their course of study, including adding another degree, major, specialization or emphasis or change in their delivery method before they complete their current program. If a student wants to change their course of study or delivery modality they must complete the Change/Add Program Form. The Change/Add Program form will be reviewed by the registrar, in consultation with the current program director, to ensure that the student has satisfied all the admissions requirements of the new program. The program director of the new program will make the final decision on admission.

Students with less than a 2.0 GPA for bachelor of science programs and 3.0 for graduate programs may be allowed to change their course of study if, by completion of the new program's required course of study, they were able to raise their cumulative GPA to be in good academic standing.

## **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's 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 substitutions or waives a requirement for the double major.

## Bachelor's

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.
4. All other requirements for the bachelor of science degree.
5. Upon the recommendation of the program director, the office of the registrar grants substitutions or waives a requirement for the double major.

## Accelerated Bachelor's/Master's (4+1) Pathway

The 4+1 accelerated bachelor's and master's degrees are designed to provide undergraduate students with the opportunity to combine advanced undergraduate coursework with graduate coursework to accelerate graduate degree completion.

Only the accelerated 4 + 1 program pathways listed in the catalog are available. No more than 50% of the required graduate coursework can count to meet undergraduate degree requirements.

Acceptance to the graduate program requires a separate application through admission.

**Please see admissions for program specific admission policies.**

## 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. 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 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 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 of 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 the Schools of Graduate and Professional Programs. 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) of admission in the program with the exception of the Nurse Anesthesia program. The five-year period begins with admission and requires continuous enrollment in the university.

Students who have been withdrawn from the university must return through the readmissions process. If readmitted, students must meet degree requirements effective at the time of readmission and a new five-year program time limit begins (is assigned).

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

### **Doctoral Programs**

For students participating in the Doctor of Education program, the total time to complete the degree may not exceed eight years. The eight-year period begins with the first semester of admission and requires continuous enrollment in the university. Students who have been withdrawn from the university must return through the readmissions process. If readmitted, students must meet degree requirements effective at the time of readmission and a new eight-year program time limit begins (is assigned).

For students participating in the Doctor 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. The seven-year period begins with the first semester admission and requires continuous enrollment in the university. Students who have been withdrawn from the university must return through the readmissions process. If readmitted, students must meet degree requirements effective at the time of readmission and a new seven-year program time limit begins (is assigned).

For students participating in the Doctor of Business Administration program, the total time to complete the degree may not exceed seven years. The seven-year period begins with the first semester of admission and requires continuous enrollment in the university. Students who have been withdrawn from the university must return through the readmissions process. If readmitted, students must meet degree requirements effective at the time of readmission and a new seven-year program time limit begins (is assigned).

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.

### **Good Academic Standing**

An undergraduate student is in good academic standing when the student's minimum cumulative grade point average (GPA) is 2.0 or higher.

A graduate student is in good academic standing when the student's minimum cumulative grade point average (GPA) is 3.0 or higher.

## **Academic Probation**

Undergraduate students whose cumulative GPA is below 2.0 are not in Good Academic Standing and will be placed on academic probation.

Graduate students whose cumulative GPA is below 3.0 are not in Good Academic Standing and will be 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 not performed to program-specific academic standards will be placed on academic probation. To be removed from academic probation, the student 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. 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 vice provost for Faculties and Academic Affairs of the Schools of Graduate and Professional Programs of Saint Mary's.

## **Withdrawal from the University**

### **Voluntary Withdrawal**

Students who wish to voluntarily withdraw from Saint Mary's 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 two semesters of administrative withdrawal.

Students who have been administratively withdrawn and do not register within two semesters of administrative withdrawal must reapply and be accepted before resuming their studies. If readmitted, students must meet degree requirements effective at the time of readmission and a new program time limit begins (is assigned).

## **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.

To have an academic degree awarded and receive a diploma, a student must be in good standing under all applicable university policies. A student is not in good standing if any type of conduct case is pending.

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 based on the Twin Cities Campus commence in Minneapolis. 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 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 payment

## **Revocation or Withholding of Degree**

Saint Mary's reserves the right to revoke or withhold the awarding of academic degrees. If a violation of university policy is found to have occurred before graduation and during the time the student has applied to, or was enrolled at the university, but a complaint was not filed prior to graduation, the degree may be revoked. If a violation of university policy occurred prior to a student graduating and is under investigation, the university may postpone the awarding of a degree pending the outcome of an investigation and imposition of appropriate disciplinary sanctions.

# Registration and Tuition

## Registration Instructions

Students may not attend or participate in 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 must have program director approval to register for a course after it has begun. 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.

For students not automatically registered for classes by the program, registration requests may be submitted online using the 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](mailto: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.

## Course Drop/Withdrawal Policy

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 must be made online through the student portal or in writing by completing the course drop and withdrawal form. Tuition refunds for courses dropped are subject to the 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 result in a grade of WF.

Students who drop a course online through the designated drop period will not be charged a drop fee and the course will be removed from the transcript.

Written requests to drop or withdraw from a course must be submitted through the course change/withdrawal form located on the student portal.

Written requests received once the drop period has ended will be charged a \$30 drop fee per request and liability for payment will be incurred.



## **Tuition Refund**

Tuition refunds for courses are calculated based on the length of the course and the week the course withdrawal was requested. A week is defined as Monday through Sunday. A drop fee of \$30 is charged during and beyond the second week of the course..

### **Courses 8 Weeks or Less**

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

### **Courses Greater than 8 weeks in Length**

- During the first week of class: 100%
- During the second week of class: 75%
- During the third week of class: 50%
- During the fourth week of the class: 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.

### **Two-Session Courses**

Students must drop the course prior to the first date of class to receive a full refund. Withdrawals requested after the course has begun will result in no refund and a grade of WF (No Credit) on the 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 the student's situation and the reason why tuition should be refunded. Students should include reasons they 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. A response will be issued within 15 calendar days.

Should a refund be granted, a W (for withdrawal) will remain on the student's academic record for each course

## **Administrative Withdrawal from a Course**

Failure to follow course withdrawal procedures will result in administrative withdrawal.

Students who do not attend or participate within the first seven calendar days of a course will be administratively withdrawn from the course with 100% tuition refund.

Students who do not participate or do not attend class for seven calendar days, after the first seven calendar days, will be administratively withdrawn for an eight-week course. Students who do not participate or do not attend class for 14 calendar days will be administratively withdrawn for a 16-week course.

Outside the drop period, the tuition refund is based on the last date of attendance and will result in an X grade, which negatively impacts the GPA, on the student's transcript.

## **Course or Section Cancellations**

Saint Mary's reserves the right to cancel any course or section due to low enrollment, last minute unavailability of an instructor or scheduled classroom location, or other factors. The University should notify all registered students of a course cancellation within 21 calendar days of the first scheduled meeting of a course. A full tuition refund will be applied to the student tuition account for all tuition and fees paid for the course within 14 calendar days.

## **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 that 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, and 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 provost for Enrollment Management or designee, before departure.

1. If the student is close to completion of the course, they 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 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 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 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 have 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 have service-connected disabilities as certified medical condition 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.

Bachelor of Science:

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

Master's, 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's 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 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

### **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

NA772 = 3 credits = 600 hours = full time

NA773 = 3 credits = 600 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

**Doctor 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.)

**Doctor 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 EDD834, EDD899 Comprehensive Examination (1 cr.)

**Doctor 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 3 credits of coursework

Registration for Practicum (PYD840, PYD841, PYD842, or PYD843)

Registration for 1 credit of dissertation (PYD993, PYD994, PYD995, PYD996, PYD997, PYD998)

## **Tuition and Fees**

The tuition and fees schedule is available online at [www.smumn.edu/sgpptuition](http://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. Refunds will not be offered if the mode of instruction is changed for any part of an academic term due to public health emergencies orders, etc.

Saint Mary's 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 changes.

## **Billing**

Billing statements are available in the student portal. Students are responsible for checking their student portal regularly to access their tuition account information. Payment due dates are based on the course start date.

Courses beginning at the start of the semester/term 1: Tuition for the course is due the 21st of the month after the class begins

Courses beginning in term 2: Tuition for the course is due the 21st of the month after the class begins

Saint Mary's students online in Engage must pay their tuition in full by the scheduled due date. 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 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 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 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 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 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](mailto:studentcentral@smumn.edu)  
Web: [smumn.edu/studentcentral](http://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 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 is imposed on the adjusted balance of the account.

The university applies the \$10 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; requiring prepayment 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 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 the 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](mailto:studentcentral@smumn.edu)  
Web: [smumn.edu/studentcentral](http://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 an 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 they still refuse 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](http://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 [www.smumn.edu/sgppfinancialaid](http://www.smumn.edu/sgppfinancialaid).

#### **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 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](http://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. Students will only be able to use up to the dollar amount of their refund (maximum \$600 per semester) for textbooks. Textbooks must be purchased prior to the start of the semester either in store or online.

#### **In Store:**

- Collect books 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 including 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

**Satisfactory Academic Progress**

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

**1. STANDARDS OF SATISFACTORY ACADEMIC PROGRESS**

**Grade point average:** All undergraduate students are required to maintain a minimum cumulative GPA of 2.0 or above each term. Graduate students are required to maintain a minimum GPA of 3.0 each semester and a cumulative program GPA of 3.0 or above.

**Credit completion:** Undergraduate students must complete 67% of all credits attempted by the end of their second year. Graduate students must successfully meet a cumulative 67% completion rate, both semester and cumulatively. A completed credit has a grade of A, AB, B, BC, C, CD, D, or P. Withdrawals, incompletes, and repeated courses are included in attempted credits.

**Maximum time frame:** All students are expected to finish their degree 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. Non-credit development courses do not earn academic credits and are not eligible for financial aid payment. As such, they are not evaluated in the review of the student's satisfactory academic progress.

**2. DEFINITIONS/CONDITIONS**

**Evaluation time frame:** Evaluation of SAP occurs in the month following the end of the term, after final grades are posted.

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

**Attempted credit:** An attempted credit includes all credits for which you are registered after the drop/add period each term.

**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.

**Change of major and/or degree:** 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.

**Earned credits:** Earned credits are those that are successfully completed with a grade of A, AB, B, BC, C, CD, D, and P. Grades of I, W, NC, F, and X, or drops, are not counted as earned credits. Audit credits are not counted as attempted or earned credits.

**Withdrawal:** After the change of registration period, a student may withdraw from a course by submitting the approved course withdrawal form to the Registrar's Office. It will result in a grade of W. A withdrawal resulting in the grade of W will result in no credit earned and may affect satisfactory academic progress.

**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, 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.

**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 applicable to the current degree program apply toward the maximum time frame calculation for that program.

**Postsecondary Enrollment Options (PSEO):** Credits earned while a PSEO student at Saint Mary's will be included in the cumulative credit completion standard, GPA, and maximum time frame calculation. PSEO credits earned at another postsecondary institution will be treated as transfer credits for federal financial aid purposes.

**Consortium/joint program credits:** Credits accepted by the university are included with attempted and earned credit totals.

### 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 status**

If the student does not meet either the GPA or credit completion standards, 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.

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 be eligible for financial aid.

#### **Financial aid ineligibility/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 no longer be 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, they may attend the university at their own expense until the minimum cumulative GPA and credit completion requirement has been met.

Saint Mary's 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.

#### **4. RIGHT TO APPEAL**

##### **Financial aid ineligibility/suspension**

A student who is unable to achieve SAP and is suspended from receiving financial aid has the right to 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 following situations apply.

- The record shows that the student has earned the required cumulative minimum GPA and credit completion ratio to meet 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:

1. A statement from the student explaining the nature of the extenuating circumstances that contributed to the SAP deficiency.
2. Third-party documentation to support the circumstances.
3. An explanation of how the barriers/circumstances to academic success have been removed.
4. If compliance cannot be achieved in one semester, an approved academic plan must be developed by the student and dean of Student Success (undergraduate) or program director (graduate).

##### **Financial aid probation**

If the student successfully appeals the financial aid ineligibility/suspension status, the student will be placed on financial aid probation for their next registered term. While on probation, students are eligible to receive financial aid. To be removed from financial aid probation for following terms, the student must meet the GPA and credit completion standards.

In order to continue on probation for additional terms, the student must be meeting the terms listed in their specific approved academic plan.

#### **Official Transcripts**

A transcript of credits will be issued by the Registrar's Office at the written request of a student.

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

Transcripts may be held if the student's account is not current or there are holds restricting the release of transcripts.

# 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 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 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. Forms of academic dishonesty include, but are not limited to, plagiarism, fabrication, abuse of Internet sources, cheating, lying, falsified transcripts, 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 their 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 they have mastered information on an academic exercise that they have 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 a form of academic dishonesty. Self-plagiarism is defined as using an assignment (either in part or in full) submitted for one class to fulfill the requirements of another assignment, in the same class or a different class, without program approval. The same written work should never be submitted twice without the program's permission; doing so prevents students from engaging with the course material and does not demonstrate new learning. Exceptions to this policy, e.g., allowing reuse of previous work for a thesis or dissertation, are at the program's discretion.

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 vice provost for Faculties and Academic Affairs, will 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 dishonesty, 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 work days of an 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 university 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 seven days. At completion of the module, the student will present the certificate of completion to the program director. If the 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, 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 Schools of Graduate and Professional Programs, 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 seven 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, 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 of 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**

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 seven days of the student 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 judgment, and to the vice provost of Faculties and Academic Affairs if the student is not satisfied with the dean's review of the appeal or the dean determined the original judgment.

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. The committee conducting the hearing 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 an administrator 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 supported by a preponderance of the evidence, 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 provost of Faculty and Academic Affairs.

Saint Mary's reserves the right to take disciplinary action against a student for their 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 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 some restrictions be placed on children and guests in the classroom and on campus. In addition to concerns about the ability to carry out the Schools of Graduate and Professional Programs' mission, the presence of children and guests in classrooms and in campus facilities raises safety and liability issues.

### **Policy**

This policy addresses the presence of children and guests in classrooms and on the campus and provides guidance for students and employees of the Schools of Graduate and Professional Programs.

First and foremost, the 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. Any adult may bring children to campus for visits. 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 campus.

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 and 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 considers a violation of copyright law to be academic misconduct.

The Fair Use provision of copyright law permits 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 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 online on 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 recognizes that individuals occasionally have a situation in which they need to be accessible to their employers or families during scheduled class time. In addition, some individuals' employment or personal responsibilities require 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 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 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 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 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 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 the student feels is unjust, inequitable, or creates an unnecessary hardship.

Students may file complaints if they believe a problem is not governed by the university's other complaint or appeal procedures. Many of the other complaint policies may be found in the office of the vice provost for Enrollment Management (Schools of Graduate and Professional Programs) or the dean of Students (College). After consulting with the student, the associate vice provost, 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 vice provost for Enrollment Management 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 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 vice provost for Enrollment Management or the dean of Students or their designees.
- The vice provost for Enrollment Management or the dean of Students or their designees will notify appropriate persons and request any information or documentation needed to resolve the complaint.
- The vice provost for Enrollment Management 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 or administrator or by taking the appropriate action to resolve the 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 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 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 provost for Faculties and Academic Affairs, the dean of the College, and the vice president for Student Affairs. 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. A 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.
2. If a satisfactory resolution is not achieved, the grievant will discuss the matter with their 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 provost for Faculties and Academic Affairs
5. Upon receiving the dean's statement, the vice provost for Faculties and Academic Affairs 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 provost's decision, that party must, within 15 days, submit to the vice provost 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 provost for Faculties and Academic Affairs will confirm or modify the recommendation, and notify the parties involved and the student of the decision.
9. The decision of the vice provost is final.

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

## **Discrimination, Sexual Harassment, and Sexual Assault Policy**

The university's Discrimination, Sexual Harassment, and Sexual Assault Policy may be found on the university's Title IX Coordinator webpage at <https://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. 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 their supervisor 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 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 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 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 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 students 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 their 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 of Student Affairs on the Winona Campus or the vice provost for Faculties and Academic Affairs 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 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 temporarily adjust their 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 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 recognizes that technology resources can be a means for intellectual, social, and 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 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 their account with anyone, without exception
  - 4. Always log out of their 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
- B. 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.
- C. 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.
- D. 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 vice president of Student Affairs or the vice provost for Faculties and Academic Affairs, 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 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 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 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 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](mailto:tclibrary@smumn.edu)  
Web address: [www.smumn.edu/tclibrary](http://www.smumn.edu/tclibrary)



## **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 university 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](http://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.

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

### **Workshops**

Each term the Writing Center offers workshops on writing topics including APA style and resume writing. These workshops are described on the Writing Center's website.

### **Online Resources**

The Writing Center website at [www.write.smumn.edu](http://www.write.smumn.edu) provides another means of access to Writing Center services, particularly if students 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 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*, 7th 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 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. The Writing Center reserves the right to open the appointment to another student if students are more than 10 minutes late to a scheduled appointment.

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 866-437-2788, Ext. 5154  
E-mail: [tcwrite@smumn.edu](mailto:tcwrite@smumn.edu)  
Website: <http://tcwrite.smumn.edu/>

## **Writing Center — Winona Campus**

The Winona Campus Writing Center provides instructional support for academic writing to undergraduate students at the College. In collaborative one-on-one sessions, tutors answer writing questions, provide informed feedback as a reader, and make suggestions for revision. Please visit the Writing Center website at [write.smumn.edu](http://write.smumn.edu) to schedule an appointment and access online resources. The Writing Center has two locations: Hendrickson Hall #78 (daytime hours) and the lower level of the Fitzgerald Library (evening hours).

# Computer and Technology Services

## Appropriate Use of Technology Policy

All users of Saint Mary's technology are subject to the Appropriate Use of Technology Policy, which can be found on our website via [techfaq.smumn.edu](http://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](mailto: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 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 the 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 students can access to view their student records and financial information while attending Saint Mary's. Students are able to:

- Review their academic record.
- Register and drop classes.
- Retrieve their 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, students need to use their Saint Mary's 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 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 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 password.

## **Learning Management Systems**

Blackboard and Engage are learning management systems used by programs offered by Saint Mary's. Course content can be accessed on these systems.

To access either system, students use their Saint Mary's username and password.

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

Access Engage at: <http://community.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 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 or 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 images or audio to another location.

## **Use of the Facilities**

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

Any media produced 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 with FERPA. Recordings may be saved on a thumb drive or 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 students' 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 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 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 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 with 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 of simulated exercises must contain a statement describing the purpose of production and specific grading criteria. All syllabi must be approved through the Curriculum Committee prior to course delivery.

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

## **Producing Video / Audio Media for Demonstration or Teaching**

Facilities may be used to produce media to be used for demonstration or teaching. Media is to be used by Saint Mary's 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.

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. It provides 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. It ensures 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, and 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 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, students 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 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 provost of Enrollment Management 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 of Minnesota Bookstore located in La Salle Hall on the Twin Cities Campus or online through [stmarys-grad.bncollege.com](http://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% 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% 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 by phone at 612-728-5170.

## **Winona Campus**

All students taking classes at the Winona Campus may purchase textbooks at the Saint Mary's 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 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 by phone at 800-635-5987, ext. 1570 or visit our website [st-marys.bncollege.com](http://st-marys.bncollege.com).



# Security

Saint Mary's 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 is 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 of Minnesota

#### Twin Cities Campus

866-437-2788 or 612-728-5100

#### Rochester Campus

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 contracts its security services with GardaWorld Security Services. 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, by calling 612-720-0417, or by pressing the pre-programmed security button from any campus phone.

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

612-728-5159, Ext. 5159, or pressing the pre-programmed security button

Security radio located in each building

## **Notification Systems**

### **Blackboard Connect**

The university's emergency communication system is the primary means of emergency notification. All students, faculty, and staff are encouraged to sign up for text and voicemail alerts to receive notifications regarding emergencies at the university. 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. Through this notification system, information may be sent via voice messages to provided home, work, and mobile phone numbers; emails to email addresses; text messages to mobile phone, PDA, 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 receive text messages, you must register your mobile phone. To ensure Saint Mary's has the most up-to-date contact information, please verify and update your emergency contact information in the student portal

1. Log in to Student Portal: [student.smumn.edu](http://student.smumn.edu)
2. Select Update Emergency Contact Information
3. Fill in contact information
4. 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**

Weather alerts are posted to the university's website homepage ([www.smumn.edu](http://www.smumn.edu)). 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, [www.wcco.com](http://www.wcco.com), and WCCO TV or KSTP-AM 1500, [www.kstp.com](http://www.kstp.com), and KSTP TV.

#### **Rochester Campus**

Students attending the Rochester Campus may tune in to KROC (FM 106.9, AM 1340, or [www.kroc.com](http://www.kroc.com)) or KTTC-TV for announcements. Weather-related cancellations will also be posted on the 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/academiccalendar](http://smumn.edu/academics/academiccalendar) If you have questions about safety and security at Saint Mary's at any time other than during an emergency situation, contact:

Twin Cities Campus GardaWorld Security Services Account Manager  
Email [dranalls@smumn.edu](mailto:dranalls@smumn.edu)  
Phone 612-728-4582

or

Gena Bilden, Director, Campus Operations  
Email [gbilden@smumn.edu](mailto: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 Provost 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 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.

## **Winona Campus**

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

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

# 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. Viewable records include only the documents 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) they wish 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 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 they want 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 their right 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 their 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 10 calendar days of the first scheduled day of classes for the fall, spring, or summer terms. The university will honor all written requests for nondisclosure for one academic year; therefore, students must request nondisclosure annually.
- The university designates the following information as directory information, which may be released without student consent and is not subject to the above regulations: name, local and permanent mailing addresses, local telephone numbers, dates of attendance, registration status (course schedule is not directory information), class year, major field of study, awards, honors, degree(s) conferred, past and present participation in officially recognized sports and activities, physical characteristics (height/weight) of athletes, prior schools attended, month, day, and place of birth (not birth year), hometown · photographs and other visual images.
- 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 FERPA Designation form located on the Student Portal.

# Undergraduate Requirements

## Undergraduate Degree Requirements

1. A minimum of 122 semester credits is required for graduation with a bachelor of science degree from Saint Mary's.
2. Students must demonstrate competency in five thematic general education areas prior to graduation. No course can fulfill more than one general education requirement.
3. A program must have a minimum of 36 course-based semester credits, with some programs requiring more, and must be completed at Saint Mary's.
4. At least 62 of the total 122 degree credits must be transcribed 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. 6 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. 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; and
- all other requirements for the bachelor of science degree.

## University Delivery

Each of the three semesters of the university's academic year are divided into two eight-week sessions. Fall semester is 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's 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 bachelor of science programs with a GPA of 3.0 or higher may take up to six graduate-level credits within the bachelor's program from a specified list of courses offered by Saint Mary's. 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 bachelor of science 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
- written and oral 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 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 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.

**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.

### **CJ405 Diversity in Criminal Justice (3 cr.)**

*Prerequisite(s): CJ300 or equivalent*

This course focuses on the changing role and societal expectations of criminal justice professionals and agencies in dealing with current societal issues, the challenges of an aging population, 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.

## 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): 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.

### **CJ400 Ethical Decision Making in the Criminal Justice Systems (3 cr.)**

*Prerequisite(s): CJ300 or equivalent*

This course reviews ethical philosophies used as a foundation for analysis and discussion of ethical issues facing criminal justice professionals. The philosophical foundations provide a range of approaches to address current criminal justice challenges, organizational issues, community expectations, and the impact of community on organizational and individual decision making.

## **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.

## **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): 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.

## 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.

### **CJ300 Criminal Justice Systems (3 cr.)**

This course examines the political, legal, social, and policy environments that affect the criminal justice system. It addresses training assessment, ethical issues, application of current research, strategies for creating partnerships, and working relationships among criminal justice organizations and professionals.

### **CJ305 Criminal Justice Statistics (3 cr.)**

*Prerequisite(s): CJ300 or equivalent*

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.

## Engaging the Future

### **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): Program director authorization required.*

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.

#### **MG495 Bachelor of Science Capstone (3 cr.)**

*Prerequisite(s): Program director authorization required.*

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 select a problem or issue in their area of specialization, research the issue, analyze and critique material related to the topic, and propose a solution that addresses the issue or improves the organization. Students also demonstrate professional communication skills, outline continuing education strategies, and examine the ethical and diversity dimensions of various organizations.

#### **NUR490 Capstone (3 cr.)**

*Prerequisite(s): All General Education 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 adviser 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.

### **Prior Learning Assessment (PLA)**

Saint Mary's 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 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.

#### **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.

# Bachelor's Degree

## Accounting, B.S.

### Program Description

Accounting is more than numbers; it is the language of business in the ever-adapting global digital world. To succeed in professional accounting, accountants need technical competencies in recording, analyzing, and mapping data, as well as enhanced professional communication skills. With this unique combination, accountants assist businesses in ensuring compliance and achieving corporate mission and goals.

The Bachelor of Science in Accounting degree is designed not only to prepare individuals for a career in any industry, but also to create a pathway to complete a Master of Science in Accounting degree. With growing global commerce and ever-changing regulatory requirements, continuing education is the key to adapting to emerging challenges and opportunities. The accounting program pathway offers the foundation to prepare for CMA and CPA certification.

### Program Outcomes

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

1. Analyze and interpret financial and non-financial information to aid decision makers within an organization.
2. Identify and follow laws and regulations applicable to accounting practice.
3. Incorporate an ethical perspective into the accounting environment.
4. Identify the global and economic business environments, changing trends, and related educational strategies.
5. Identify and apply audit methods and techniques used in practice today.
6. Assess the importance of accounting technology to maintain systems, analyze data, and communicate results.
7. Communicate effectively both orally and in writing.
8. Collaborate effectively with diverse populations and groups.

### Program Structure and Delivery

Accounting courses are delivered online in an accelerated 8-week format. Business, management, and communication courses are offered in an accelerated 8-week format in both blended and fully online versions.

### Degree Requirements

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

Foundation Courses*	6 cr.
Required Accounting Courses	21 cr.
Required Business/Management Courses	6 cr.
Required Communication Courses	6 cr.
Capstone Course	3 cr.
<b>Total</b>	<b>36 cr.</b>

\*Foundation courses do not count toward the 36 core program credits

## **Foundation Courses: 6 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.

### **AC302 Managerial Accounting Principles (3 cr.)**

*Prerequisite(s): BU300 corequisite*

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): BU300*

This course focuses on a comprehensive analysis 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. Students critically examine the principles of real-world financial analysis and reporting issues.

### **AC305 Intermediate Accounting II (3 cr.)**

*Prerequisite(s): AC303*

This course continues the comprehensive analysis of the theoretical and practical aspects 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. Students work on income tax allocation, financial statement analysis, cash flow statements, and accounting methods changes.

### **AC308 Federal Taxation (3 cr.)**

*Prerequisite(s): BU300*

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

### **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 and the fundamentals of finance. The application to a wide variety of real-world situations spanning personal finance, corporate decision making, and financial intermediation is emphasized. The course focuses on key concepts and decisions regarding risk and return, the management of current assets and current liabilities, capital budgeting using the time value of money concepts, asset valuation, and the profit maximization of shareholder wealth in a global economy. It also examines organizational use of the stock market and other financial institutions and systems.

### **Required Business and Management Courses: 6 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.

#### **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.**

#### **AC495 Bachelor of Science Capstone (3 cr.)**

*Prerequisite(s): Program director authorization required.*

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 select a problem or issue in their area of specialization, research the issue, analyze and critique material related to the topic, and propose a solution that addresses the issue or improves the organization. Students also demonstrate professional communication skills, outline continuing education strategies, and examine the ethical and diversity dimensions of various organizations.

### **Requirements for Double Major**

For students seeking both the Accounting and Business Administration, B.S., please see the double major requirements listed at the end of the programs of study.

Accounting/Business Administration, B.S.

### **Faculty**

The faculty members for this program have earned doctoral 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.

## Program Description

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:

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.

## Additional Specialization Program Outcomes

**Management** - Demonstrate various leadership and management skills needed in business organizations.

**Operations and Technology Management** - Demonstrate specialized leadership and information technology skills in various manufacturing and service organizations.

## 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. 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.
Required Elective Course	3 cr.
<b>Total credits: Business Administration Program</b>	<b>36 cr.</b>
<b>Add: Specialization (if desired) 12 credits with designated courses as substitutions for required and/or elective business/management courses</b>	<b>12 cr.</b>
<b>Total credits: Business Administration Program with Specialization</b>	<b>48 cr.</b>

## **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 is a blended course, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner. MG495 is a fully online course.

**BU490 Strategic Management Capstone (3 cr.)**

*Prerequisite(s): Program director authorization required.*

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.

Or

**MG495 Bachelor of Science Capstone (3 cr.)**

*Prerequisite(s): Program director authorization required.*

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 select a problem or issue in their area of specialization, research the issue, analyze and critique material related to the topic, and propose a solution that addresses the issue or improves the organization. Students also demonstrate professional communication skills, outline continuing education strategies, and examine the ethical and diversity dimensions of various 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.**

Students may select a course below or any 300 or 400-level business, human resource management, or marketing course as an elective. Courses may be found at Undergraduate Requirements, Human Resource Management, B.S., and Marketing, B.S.

**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.

**HHS400 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.

**HHS405 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.

**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.

**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.

**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.

Students who anticipate enrolling in the MBA, M.A. in Management, M.S. in Project Management, or M.A. in Organizational Leadership program at Saint Mary's may take an on ground graduate course as an elective, with the B.S. program director approval. Online versions of the courses below are not open to B.S. completion students. 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 a Saint Mary's graduate program, if the student earns a grade of B or higher in the course.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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 and Technology Management Specialization: 12 cr.**

The Operations and 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 and Technology specialization provides students with additional total quality, business operations, and technology curriculum applicable to a variety of manufacturing and service organization environments. The specialization consists of the following four additional courses:

#### **MG415 Total Quality and Team Development (3 cr.)**

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

#### **MG450 Operations Management (3 cr.)**

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

#### **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.

*Students must also choose the following course as the core program electives:*

#### **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 with Business Administration in Business Intelligence and Data Analytics, Marketing, Human Resource Management, Accounting, or Information Technology, please see the double major requirements listed at the end of the programs of study.

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 doctoral 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.

## Program Description

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:

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 an online format

## Degree Requirements

Required Business and Management Courses	18 cr.
Required Communication Courses	6 cr.
Required Business Intelligence Courses	15 cr.
Required Capstone Course	3 cr.
<b>Total</b>	<b>42 cr.</b>

## Required Business and 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 is a blended course, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner. MG495 is a fully online course.

### **BU490 Strategic Management Capstone (3 cr.)**

*Prerequisite(s): Program director authorization required. 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.

**Or**

### **MG495 Bachelor of Science Capstone (3 cr.)**

*Prerequisite(s): Program director authorization required. 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 select a problem or issue in their area of specialization, research the issue, analyze and critique material related to the topic, and propose a solution that addresses the issue or improves the organization. Students also demonstrate professional communication skills, outline continuing education strategies, and examine the ethical and diversity dimensions of various 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 listed at the end of the programs of study.

Business Administration/Business Intelligence and Data Analytics, B.S.

Marketing/Business Intelligence and Data Analytics, B.S.

## **Faculty**

The faculty members for this program have earned doctoral 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

# Criminal Justice Leadership, B.S.

## Program Description

The criminal justice system involves many facets of society and its communities. Those who work within this broad system must be prepared to meet the needs of an ever-changing, complex, and diverse society. The Bachelor of Science in Criminal Justice Leadership program prepares students to work and advance within criminal justice arenas, such as law enforcement, public safety, private security, corrections, probation, the courts, policy development, etc. Students are prepared to respond to ever more diverse communities and their needs. Students learn to communicate and collaborate professionally and ethically, to consider the entire system when problem solving, and making short- and long-term decisions to improve the greater good.

## Program Outcomes

Graduates of the Bachelor of Science in Criminal Justice Leadership program are expected to be able to:

1. Examine how various facets of the criminal justice system influence each other.
2. Integrate effective and professional written, verbal, and interpersonal communication skills into daily practice.
3. Examine decision-making processes and how they impact the broader web of the criminal justice system.
4. Apply principles of leadership and management in order to empower others and foster collaboration.
5. Demonstrate ethical and professional behavior.
6. Demonstrate awareness, respect, adaptability, and inclusion for sociocultural diversity in an ever-changing criminal justice environment.
7. Develop skills of critical and creative thinking, self-evaluation, and resilience to keep pace with a changing world.

## Program Structure and Delivery

Courses in the program are delivered fully online.

## Degree Requirements

A minimum of 122 semester credits are required for graduation for the bachelor of science degree from Saint Mary's. All students must meet the general education credit requirements. A minimum of 36 credits is needed to complete the B.S. in Criminal Justice Leadership program.

Required Criminal Justice Courses	18 cr.
Required Capstone Course	3 cr.
Required Communication Courses	6 cr.
Required Management and Human Resource Courses	6 cr.
Elective Course	3 cr.
<b>Total Credits</b>	<b>36 cr.</b>

## Required Criminal Justice Courses: 18 cr.

### CJ300 Criminal Justice Systems (3 cr.)

This course examines the political, legal, social, and policy environments that affect the criminal justice system. It addresses training assessment, ethical issues, application of current research, strategies for creating partnerships, and working relationships among criminal justice organizations and professionals.

### **CJ305 Criminal Justice Statistics (3 cr.)**

*Prerequisite(s): CJ300 or equivalent*

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.

### **CJ400 Ethical Decision Making in the Criminal Justice Systems (3 cr.)**

*Prerequisite(s): CJ300 or equivalent*

This course reviews ethical philosophies used as a foundation for analysis and discussion of ethical issues facing criminal justice professionals. The philosophical foundations provide a range of approaches to address current criminal justice challenges, organizational issues, community expectations, and the impact of community on organizational and individual decision making.

### **CJ405 Diversity in Criminal Justice (3 cr.)**

*Prerequisite(s): CJ300 or equivalent*

This course focuses on the changing role and societal expectations of criminal justice professionals and agencies in dealing with current societal issues, the challenges of an aging population, 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.

### **CJ410 Criminal Justice Practice and Process (3 cr.)**

*Prerequisite(s): CJ300 or equivalent*

This course examines the legislative process, including law changes, budget implications, and risk management applications in criminal justice policy creation and agency training requirements. The course addresses the need for reviewing training curriculum and the proper vetting of trainers.

### **CJ415 Wellness in Criminal Justice Environments (3 cr.)**

*Prerequisite(s): CJ300 or equivalent*

This course is designed to foster individual wellness by examining how a work environment affects criminal justice professionals. Students explore the impact of mental health and trauma on the individual, organization, and community. Strategies for creating a sense of well-being are explored.

## **Required Capstone Course: 3 cr.**

### **MG495 Bachelor of Science Capstone (3 cr.)**

*Prerequisite(s): Program director authorization required. 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 select a problem or issue in their area of specialization, research the issue, analyze and critique material related to the topic, and propose a solution that addresses the issue or improves the organization. Students also demonstrate professional communication skills, outline continuing education strategies, and examine the ethical and diversity dimensions of various organizations.

## **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.

**Required Management and Human Resource Courses: 6 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.

**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.

**Elective Course: 3 cr.**

Students may select one of the following courses as an elective.

**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.

**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.

**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.

**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.

## **Faculty**

The faculty members for this program have earned doctoral 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.

## Program Description

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:

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. 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 Core Courses	18 cr.
Required Communication Courses	6 cr.
Required Specialization Courses	12 cr.
<b>Total</b>	<b>36 cr.</b>

## Required Core Courses: 18 cr.

### 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.

### 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.



### **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.

### **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.

### **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.

### **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.

## **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.

## **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**

### **HHSMXXX Graduate Level Electives (- cr.)**

The elective choices in the HHSM specializations exist so students may choose to take previously approved graduate level courses at the end of their degree program. 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 may take up to 6 graduate-level credits within the bachelor's program from a specified list of courses offered by Saint Mary's. The Bachelor'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 listed at the end of the programs of study.

Healthcare and Human Services Management/Public Health, B.S.

## **Faculty**

The faculty members for this program have earned doctoral 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.

## Program Description

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:

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. All students must meet the general education credit requirements. A minimum of 36 credits is needed to complete the B.S. in Human Resource Management.

Required Human Resource Management Courses	15 cr.
Required Management Courses	9 cr.
Required Communication Courses	6 cr.
Elective Courses	3 cr.
Required Capstone Course	3 cr.
<b>Total</b>	<b>36 cr.</b>

## Required Human Resource Management Courses: 15 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.

### **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.**

### **HRxxx Elective Choices (cr.)**

Students may select any 300 or 400 level business, management, or marketing course as an elective.

Courses may be found at Undergraduate Requirements, Business Administration, B.S., and Marketing, B.S.

Students who anticipate enrolling in the Master of Arts in Human Resource Management at Saint Mary's may take either GM600 Management Principles or GM643 Multicultural Perspectives. The Bachelor'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, if the student earns a grade of B or higher in the course.

## **Required Capstone Course: 3 cr.**

BU490 is a blended course, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner. MG495 is a fully online course.

### **BU490 Strategic Management Capstone (3 cr.)**

*Prerequisite(s): Program director authorization required. 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.

**Or**

### **MG495 Bachelor of Science Capstone (3 cr.)**

*Prerequisite(s): Program director authorization required. 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 select a problem or issue in their area of specialization, research the issue, analyze and critique material related to the topic, and propose a solution that addresses the issue or improves the organization. Students also demonstrate professional communication skills, outline continuing education strategies, and examine the ethical and diversity dimensions of various organizations.

## **Requirements for Double Major**

For those students seeking both the Business Administration and Human Resource Management, B.S. please see the double major requirements listed at the end of the programs of study.

Business Administration/Human Resource Management, B.S.

## **Faculty**

The faculty members for this program have earned doctoral 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

# Information Technology, B.S.

## Program Description

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:

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. 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.
Elective Course	3 cr.
<b>Total Credits</b>	<b>45 cr.</b>

## 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 is a blended course, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner. MG495 is a fully online course.

### **IT490 Bachelor of Science Completion Capstone (3 cr.)**

*Prerequisite(s): Program director authorization required. 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.

**Or**

### **MG495 Bachelor of Science Capstone (3 cr.)**

*Prerequisite(s): Program director authorization required. 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 select a problem or issue in their area of specialization, research the issue, analyze and critique material related to the topic, and propose a solution that addresses the issue or improves the organization. Students also demonstrate professional communication skills, outline continuing education strategies, and examine the ethical and diversity dimensions of various organizations.

## **Elective Course: 3 cr.**

### **IT407 Artificial Intelligence and Blockchain Technologies (3 cr.)**

This course discusses the impact and importance of Artificial Intelligence (AI) and Blockchain technologies in enterprise applications, information infrastructure, and business processes. Students learn about the cryptocurrency network, related standards, and risks associated with adopting it. Application of AI and Blockchain technologies are covered using various industry sector implementation techniques and case studies.

### **IT438 Advanced Computer Forensics (3 cr.)**

This course presents the theories and techniques for investigating intrusions and illegal activities that occur in information systems. Students work in a computer lab setting to investigate cyber crimes and gather evidence of unlawful activities. Students also evaluate the use of various software forensic tools and related technologies. The use of firewalls, intrusion detection systems, encryption, virtual private networks, and operating system hardening are examined. Students use open source technologies to evaluate security breaches and protect various information systems.

### **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.

## **ITxxx Elective Choices ( cr.)**

Students may select any 300 or 400 level business, management, or marketing course as an elective.

Courses may be found at Undergraduate Requirements, Business Administration, B.S., and Marketing, B.S.

## **Requirements for Double Major**

For those students seeking the B.S. in Information Technology/Business Administration double major please see the double major requirements listed at the end of the programs of study.

Information Technology/Business Administration, B.S.

## **Faculty**

The faculty members for this program have earned doctoral 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.

## Program Description

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:

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. 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.
<b>Total</b>	<b>36 cr.</b>

## **Required Marketing Courses: 18 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 Promotions and Communications (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 Course: 3 cr.**

BU490 is a blended course, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner. MG495 is a fully online course.

#### **BU490 Strategic Management Capstone (3 cr.)**

*Prerequisite(s): Program director authorization required. 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.

**Or**

#### **MG495 Bachelor of Science Capstone (3 cr.)**

*Prerequisite(s): Program director authorization required. 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 select a problem or issue in their area of specialization, research the issue, analyze and critique material related to the topic, and propose a solution that addresses the issue or improves the organization. Students also demonstrate professional communication skills, outline continuing education strategies, and examine the ethical and diversity dimensions of various 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 listed at the end of the programs of study.

Marketing/Business Intelligence and Data Analytics, B.S.

Business Administration/Marketing, B.S.

### **Faculty**

The faculty members for this program have earned doctoral 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:

- 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:

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. 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.
<b>Total</b>	<b>36 cr.</b>

## 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 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 adviser 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 doctoral 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

# Public Health, B.S.

## Program Description

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.
<b>Total</b>	<b>42 cr.</b>

## 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.

## **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 listed at the end of the programs of study.

Healthcare and Human Services Management/Public Health, B.S.

## **Faculty**

The faculty members for this program have earned doctoral 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

# Masters Degree

## Accounting, M.S.

### Program Description

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 Accounting 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 of Science in 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:

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 Accounting 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.
<b>Total</b>	<b>30 cr.</b>

\* 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 credits*

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.

**ACCT645 Data Analytics for Accounting (3 cr.)**

*Prerequisite(s): ACCT620 and ACCT630*

This course uses data analytic processes and models to identify, translate, test, and communicate financial information. Students learn to identify data quality and reliability and to explore problem solving through statistical data 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.

**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.

For online students only

**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.

**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.

## 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 doctoral 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(s) 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 Ave S  
Minneapolis, MN 55404

# Business Administration, M.B.A.

## Program Description

The Saint Mary's 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.

An international perspective is integrated across the MBA curriculum. Ethical dimensions of managerial actions and decisions are examined throughout as students are engaged in corporate social and environmental responsibility, sustainable economic enterprise, and issues of business character. Saint Mary's envisions graduates who are ready for the business world because they have the foundation for lifetime professional growth, strong business skills, cultural acumen, and independent thinking used with ethics.

## Program Outcomes

Upon completing the program, graduates are expected to:

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 four curricular options: MBA without specialization (39 credits), an MBA with a specialization (45 credits), an accelerated online MBA without certificate (30 credits), or an accelerated online MBA with certificate (36 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.
<b>Total</b>	<b>39 cr.</b>

### Option 2: Business Administration, MBA with Specialization

#### Degree Requirements

MBA Core Courses	33 cr.
Specialization	12 cr.
<b>Total</b>	<b>45 cr.</b>

## **Option 3: Business Administration, MBA - Accelerated Online Without Certificate**

### **Degree Requirements**

The accelerated online MBA program is for those with extensive experience or skills in both quantitative analysis and writing. See special admission requirements at Business Administration, MBA.

Core Courses	21 cr.
Special Topics	3 cr.
General MBA Curriculum	6 cr.
<b>Total</b>	<b>30 cr.</b>

## **Option 4: Business Administration, MBA - Accelerated Online With Certificate**

### **Degree Requirements**

The accelerated online MBA program with a certificate is for those with extensive experience or skills in both quantitative analysis and writing. See special admission requirements at Business Administration, MBA.

Students choose a certificate in a content area of interest: business analytics, healthcare analytics, finance, healthcare administration, human resource management, international development, nonprofit management, or project management. Most certificates are 12 credits. However, business analytics and healthcare analytics are 15-credit certificates, and students with either of these certificates may substitute the additional credits for MBA600 Quantitative Decision Making.

Core Courses	18 or 21 cr.
Special Topics	3 cr.
Certificate	12 or 15 cr.
<b>Total</b>	<b>36 cr.</b>

## **Blended MBA Core Courses: 33 cr.**

### **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 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 choose, depending upon location and availability, one course from each grouping.

**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. 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 of Minnesota Library.

**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.

**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.

**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.

**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.

**Blended Program Electives: 6 cr.****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.

**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.)**

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.)**

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 Compensation and Benefits (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 Negotiating and Consulting (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*

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*

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: 12 cr.****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.)**

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.)**

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.

### **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 Compensation and Benefits (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 Negotiating and Consulting (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*

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*

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.

**Accelerated MBA Core Courses: 18 or 21 credits**

Students in the 15-credit business analytics or healthcare analytics certificate may substitute BIA630 Data Analysis and Business Modeling for MBA600 Quantitative Decision Making.

**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 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.

**MBA655 Marketing Strategy (3 cr.)**

This course addresses the principles of marketing and the tools and practices used to design and implement a comprehensive marketing strategy. It examines the frameworks and strategies behind making effective marketing decisions that build customer value and drive an organization's growth. Topics include market research, target marketing, product development and positioning, brand-building, buyer behavior, pricing, distribution, and integrated marketing communications. In addition, the course focuses on achieving competitive advantage within the context of ethics and sustainability.

### **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.

### **Accelerated MBA Special Topics: 3 cr. (students choose three topics)**

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.)

MBA516 Special Topics: Financial Markets and Institutions (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.)

MBA525 Special Topics: Marketing Research Strategies (1 cr.)

MBA526 Special Topics: Advertising (1 cr.)

MBA527 Special Topics: Forensic 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.)

MBA533 Special Topics: Monetary Policy and Central Banks (1 cr.)

MBA534 Special Topics: Financial Crises (1 cr.)

MBA535 Special Topics: Lending (1 cr.)

MBA537 Special Topics: Supply Chain (1 cr.)

### **Certificate: 12 or 15 cr. (choose one; see certificate specifics elsewhere in catalog)**

#### **12-credit certificates**

Finance Certificate

Healthcare Administration Certificate

Human Resource Management Certificate

International Development Certificate

Nonprofit Management Certificate

Project Management Certificate

#### **15-credit certificates\***

Business Analytics Certificate

Healthcare Analytics Certificate

\*Students with 15-credit certificates substitute the additional credits for MBA600

## Faculty

The faculty members for this program have earned doctoral 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. 2 years of work experience including quantitative and writing responsibilities, demonstrated through a resume which shows two 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.

## Graduate Certificate to Master's Degree

Students currently enrolled in a Saint Mary's graduate certificate program that can be used toward this degree are eligible to enroll in the master's program through the Change/Add Program process. Students that have been withdrawn from the university must seek readmission through the admission office.

## 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(s) 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 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 resume of five 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.

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

# Business Intelligence and Data Analytics, M.S.

## Program Description

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, such as data engineering and artificial intelligence 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 construct advanced data mining models, and lead, support and develop business intelligence and data science capabilities at small, medium, and large companies.

Students have the opportunity to select one of three certificates to further tailor their program to their particular career track and interest:

**Business Analytics** - Students learn how to frame business problems, provide optimal solutions, and improve business performance through data science project application. Students learn which tools are available, which to create themselves, and then how to implement them to improve organizational performance.

**Healthcare Analytics** - Students learn how to develop business intelligence capabilities within a healthcare organization and apply artificial intelligence techniques across a spectrum of patient care and business functions. Students study best-practice information management systems, including health informatics and decision support systems. Learn how to develop highly-accurate models for patient needs and organization objectives. Students also study governance and ethics, including HIPAA.

**Artificial Intelligence** - Students study data engineering to collect, clean and structure data for artificial intelligence projects. Through deep learning methodology and technology focused on artificial intelligence models, students gain skills and insight to perform in the fields of big data, IoT, and artificial intelligence.

## Program Outcomes

Graduates of the Master of Science in Business Intelligence and Data Analytics are expected to be able to:

1. Apply principles and skills of economics and decision making to contexts and environments in data science.
2. Adapt appropriate technology and software solutions to build and enhance business intelligence capabilities.
3. Analyze legal and ethical principles applied to contexts and environments of data science and decision-making.
4. Design tested and effective advanced analytics models and simulations for decision making.
5. Communicate effectively in a variety of modes and contexts.

## Additional Certificate Outcomes

### Business Analytics

1. Apply appropriate tools, data models, and ethical approaches to solve specific business problems.
2. Demonstrate project management techniques to business analytics projects.
3. Communicate with a variety of stakeholders and audiences.
4. Evaluate ways that the organization can improve its operations through analytics.

## Healthcare Analytics

1. Apply specialized knowledge in healthcare analytics, while adhering to ethical and legal considerations including HIPAA requirements and organizational governance.
2. Incorporate health informatics, information systems, and data analysis frameworks to enhance organizational effectiveness and decision making processes.
3. Communicate highly sensitive data to technical and non-technical stakeholders.
4. Employ best-practice data science techniques to clinical, insurance, and hospital data to identify errors and ensure accuracy.
5. Integrate artificial intelligence to achieve the organization's goals.

## Artificial Intelligence

1. Design and deploy an end-to-end artificial intelligence-based solution.
2. Present deliverables to prospective stakeholders that align with the strategy goals of an organization.
3. Evaluate ethical considerations around artificial intelligence-based solutions, focused on conflict resolution, cross-functional teamwork, and compliance issues.

## Program Structure and Delivery

The Master of Science in Business Intelligence and Data Analytics program is delivered fully online.

Students must complete a certificate in Business Analytics, Healthcare Analytics, or Artificial Intelligence as part of the master's degree.

In addition, students may substitute 6 credits from any of the following completed Saint Mary's certificates to replace MBA604 Managerial Economics and MBA618 Business Statistics. The substitutions allow these certificate students to complete the M.S. in Business Intelligence and Data Analytics with just 30 credits.

Finance Certificate

Human Resource Management Certificate

International Development Certificate

Nonprofit Management Certificate

Project Management Certificate

## Degree Requirements

Required Business Intelligence and Data Analytics Courses	12 cr.
Required Capstone Course	3 cr.
Required MBA Courses	6 cr.
Required Certificate Courses	15 cr.
Business Analytics	
Healthcare Analytics	
Artificial Intelligence	
<b>Total Credits</b>	<b>36 cr.</b>



## **Required Business Intelligence and Data Analytics Courses: 12 cr.**

### **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.

### **BIA650 Data Mining for Decision Making (3 cr.)**

*Prerequisite(s): 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, nearest neighbor, cluster analysis, and neural networks.

### **BIA661 Programming for Data Science: R Programming Language (3 cr.)**

*Prerequisite(s): 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): 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): BIA630*

Students 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.

## **Required Capstone Course: 3 cr.**

### **BIA690 Capstone Project (3 cr.)**

*Prerequisite(s): Completion of all coursework or concurrent enrollment in final courses.*

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.

## **Required MBA Courses: 6 cr.**

### **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.

### **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.

## **Required Certificate (choose one)**

### **Business Analytics Certificate: 15 cr.**

#### **BIA630 Data Analysis and Business Modeling (3 cr.)**

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 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): *BIA630, MBA633, DIGA605, BIA640*

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, and effective strategic communication are studied. Students identify and analyze problems. Professionalism in both oral and written communication is expected.

#### **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.

#### **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.

### **Healthcare Analytics Certificate: 15 cr.**

#### **BIA630 Data Analysis and Business Modeling (3 cr.)**

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 to engineer and analyze business models. Students identify the proper use of and complete regression, optimization, and exponential smoothing models.

#### **BIA670 Governance, Ethics, and Legal Considerations in Healthcare (3 cr.)**

Examine ethical and legal considerations when working with healthcare data, including HIPAA, decisions made by providers, payers, drug companies, pharmacies, and medical product manufacturers. Students study real world cases illustrating data governance in health care organizations, issues in patient privacy, data ownership, and restrictions on data analysis.

#### **BIA671 Information Systems for Healthcare Analytics (3 cr.)**

This course explores the performance management and technology management for the healthcare industry. This includes patient records, billing, operations, and organizations that support the healthcare industry. Students study healthcare informatics, patient portals, ERP systems, and data repositories such as data marts, data warehouses, and cloud computing. Common software used to collect and query data is also explored.

### **BIA672 Artificial Intelligence for Healthcare (3 cr.)**

*Prerequisite(s): BIA630*

This course covers the collection of data and the use of information as an asset in a healthcare organization. Students learn how to collect and transform data for use in an artificial intelligence project using R-Studio. Students study patterns using machine learning techniques and incorporate business strategy in their analysis.

### **BIA673 Healthcare Data Communications (3 cr.)**

*Prerequisite(s): BIA670, BIA671, BIA672*

Students in this course explore best-practice techniques for communicating with stakeholders in the healthcare industry. The course explores how to understand the needs of the audience, including medical staff, executive management, and business teams. Healthcare data techniques, such as business problem framing, analytics problem processing, and storytelling, are explored. Students create written, digital, and oral presentations, including data visualizations with sensitive data.

## **Artificial Intelligence Certificate: 15 cr.**

### **BIA630 Data Analysis and Business Modeling (3 cr.)**

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 to engineer and analyze business models. Students identify the proper use of and complete regression, optimization, and exponential smoothing models.

### **BIA680 Python for Artificial Intelligence (3 cr.)**

*Prerequisite(s): BIA630, DIGA620*

This course focuses on the framework for utilizing the Python programming language for artificial intelligence applications. The course explores performing, creating, and scripting. Students gain experience in programming python scripts and data science applications.

### **BIA681 Introduction to Deep Learning (3 cr.)**

*Prerequisite(s): BIA680*

This course introduces students to the complex nature of deep learning. Studying supervised and unsupervised models, students explore the benefits that deep learning offers to businesses. Using Python, students build a neural network model using the Keras framework and interpret the results for stakeholders.

### **BIA682 Deep Learning: Special Types of Neural Networks and Applications (3 cr.)**

*Prerequisite(s): BIA681*

This course continues the exploration of deep neural networks by building special types of neural networks for various applications. Working with Python Keras, students build a neural network model and evaluate its results. Students explore different neural network architectures, such as recurrent neural networks and compare them to basic neural networks.

### **DIGA620 Data Engineering (3 cr.)**

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. The course also investigates legal and ethical considerations of data management.

## **Faculty**

The faculty members for this program have earned doctoral 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(s) 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 Ave S  
Minneapolis, MN 55404

# Counseling and Psychological Services, M.A.

## Program Description

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.

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). Master's level students enrolled in the M.A. in Counseling & Psychological Services program have the option to apply to the Psy.D. program as an early entry student. If accepted into the Psy.D. program, students then transition to the doctoral program and finish out their master's degree within the doctoral program, using courses from both the master's and doctoral programs combined.

## Program Outcomes

Graduates of the Master of Arts in Counseling and Psychological Services program are expected to be able to:

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. Provide 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	6 cr.
Counseling Courses	9 cr.
Additional Required Courses	6 cr.
Required Practicum Experience	6 cr.
Required Capstone Course	3 cr.
<b>Total</b>	<b>48 cr.</b>

## **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.

### **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.)**

*Prerequisite(s): Pre/corequisites: PY605, PY608*

Major approaches to counseling, psychotherapy, and personality theories are analyzed with emphasis on applications in the therapeutic relationship. Professional psychological writing style is practiced 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 the family therapy process.

### **PY724 Counseling Skills and Practice (3 cr.)**

*Prerequisite(s): PY613*

In this course 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.

## **Assessment Courses: 6 cr.**

### **PY717 Psychological Assessment I (3 cr.)**

*Prerequisite(s): PY608, PY620*

This course explores the history, principles, and process of psychological assessment. Theories of measurement and psychometric properties, as well as an introduction to various inventories and psychological assessment tools, are covered. Implications for clinical intervention are reviewed.

### **PY718 Psychological Assessment II (3 cr.)**

*Prerequisite(s): PY717*

This course integrates data from various sources of psychological assessment into a comprehensive conceptualization of a client's functioning. Administration, scoring, and interpretation of various psychological testing instruments are covered. Implications for clinical intervention across the lifespan, and with respect to diverse populations, are emphasized.

## **Counseling Courses: 9 cr.**

### **PY719 Group Counseling (3 cr.)**

*Prerequisite(s): PY608, PY613*

This course covers the history and practice of group counseling/therapy grounded in social psychology. Methods and basic skills are practiced to encourage the development of effective group leadership skills. Common problems related to the composition of an effective group are examined.

### **PY720 Multicultural Counseling (3 cr.)**

*Prerequisite(s): PY608, PY613*

This course provides a comprehensive overview of the psychology of multicultural counseling. Ethnocentrism, acculturation, social injustice, cross cultural communication, racial conditioning, and historical perspectives of multiculturalism are explored. Implications for clinical intervention are explicated accordingly.

### **PY721 Career Counseling (3 cr.)**

*Prerequisite(s): PY613*

This course provides a comprehensive overview of the history and theories of career development. The relationship between an individual and their work/career is explored in the context of vocational theories. The course includes an introduction to assessment tools and techniques commonly used in career counseling and industrial organizational psychology. Techniques for assessing and evaluating interrelationships of life roles, lifestyle, culture, and values are reviewed and practiced.

### **Additional Required Courses: 6 cr.**

#### **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.

#### **PY722 Ethics and Professional Issues (3 cr.)**

*Prerequisite(s): PY613*

This course provides an orientation to the field of counseling, with an emphasis on acquiring the identity of a professional counselor within an ethical practice. The roles of and settings for professional counselors are reviewed. Ethical principles, ethical codes, standards of practice, State of Minnesota statutes and rules, as well as emerging trends in the profession are examined.

#### **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 courses, both assessment courses, 2 of 3 counseling courses, PY722*

Students work in a counseling or mental health setting under the supervision of a mental health professional for a minimum of 20 hours per week for a total of 350 hours. Half of the hours at the practicum site must be in counseling and other direct client services. A practicum seminar must be taken concurrently as part of the practicum requirements. The supervision seminar provides an environment for discussion of case material as well as problems and concerns that arise in the practicum setting. Personal and professional issues relevant to the practicum experience are examined. Planning for the integration paper is introduced.

#### **PY711 Practicum II (3 cr.)**

*Prerequisite(s): PY710*

Students work in a counseling or mental health setting under the supervision of a licensed mental health professional, for a minimum of 20 hours per week for a total of 350 hours. Half of the hours at the practicum site must be in counseling and other direct client services. A practicum seminar must be taken concurrently as part of the practicum requirements. The supervision seminar provides an environment for discussion of case material as well as problems and concerns that arise in the practicum setting. Personal and professional issues relevant to the practicum experience are examined.

#### **PY692 Practicum Completion (0 cr.)**

*Prerequisite(s): PY710 and grade of IP in PY711*

This course is a continuation of Practicum II (PY711) for students who require additional time to complete 350 hours for Practicum II and for students whose practicum sites require a time commitment beyond two semesters.

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 hours:

#### **PY713 Counseling and Psychological Services and Addiction Studies Practicum I (3 cr.)**

*Prerequisite(s): Completion of Counseling and Psychological Services core coursework: PY605, PY 606, PY608, PY613, PY620, PY641, PY717, PY721, PY722, PY724 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. Practicum 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, LMFT, or LP) provides student supervision on site or two supervisors, one with LADC and the other with (LPCC, LMFT, or LP). 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 440 hours, 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 professional (LADC and LPCC, LMFT, or LP) provides student supervision on site or two supervisors, one with LADC and the other with (LPCC, LMFT, or LP). 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. The Practicum Completion Seminar provides an opportunity to complete the second 440 hours, 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.

## **Required Capstone Course: 3 cr.**

### **PY723 Capstone in Counseling and Psychological Services (3 cr.)**

*Prerequisite(s): PY710*

This course provides students with an opportunity to integrate didactic and experiential learning of counseling theories and practices or other psychological services. Emphasis is on the explication of students' personal approaches to counseling or service delivery as developed in previous coursework and their practicum experience. Writing an integration paper and delivering an oral presentation constitutes both the primary classroom activity and the primary course requirement.

## **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): PY613*

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.

**PY715 Motivational Interviewing: Facilitating Behavior Change (1 cr.)**

This course introduces students to the theory, principles, and key strategies of motivational interviewing. Students develop skills for using motivational interviewing in a wide variety of settings.

**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 (1-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. 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.

**Early Entry Option to Counseling Psychology, PsyD program**

For those seeking early entry to the Psy.D. program, please see admission requirements section of the Psy.D. listing.

Counseling Psychology, Psy.D.

**M.A. in Counseling and Psychological Service and Addiction Studies Certificate**

Requirements for both M.A. in Counseling and Psychological Services and Addiction Studies Graduate Certificate

For those students seeking both the M.A. in Counseling and Psychological Services and Addiction Studies Certificate, please see the dual program requirements listed at the end of the programs of study.

Counseling and Psychological Services, M.A. and Addiction Studies Graduate Certificate

**Faculty**

The majority of the faculty members and advisers for the Master of Arts in Counseling and Psychological Services program have earned doctoral 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(s) 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 Ave S  
Minneapolis, MN 55404

# Cybersecurity, M.S.

## Program Description

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:

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.
<b>Total</b>	<b>36 cr.</b>

\*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 transcribed 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 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 corequisite*

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 doctoral 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(s) 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 Ave S  
Minneapolis, MN 55404



# Data Intelligence and GeoAnalytics, M.S.

## Program Description

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:

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 clarity 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.
<b>Total</b>	<b>36 cr.</b>

## 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.)**

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. The course also investigates legal and ethical considerations of data management.

### **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 Course: 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 and Web-Programming (3 cr.)**

*Prerequisite(s): DIGA605 or equivalent or consent of 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.

### **DIGA650 Advanced Data Engineering and Visualization (3 cr.)**

*Prerequisite(s): DIGA620 or equivalent or consent of program director*

This course utilizes scripting languages to ingest and transform relational, non-relational, unstructured, and streaming data sources into actionable data formats. The purpose and design of data lakes and data warehouses are covered, and students select and implement appropriate data visualization strategies including dashboards and techniques specific to big data.

## **Faculty**

The faculty members for this program have earned doctoral 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(s) 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 Ave S  
Minneapolis, MN 55404

# Education, M.A.

## Program Description

The Master of Arts in Education program continues to evolve to provide teachers with the most up-to-date content, strategies, and knowledge to lead in their classrooms, schools, districts, and communities. Learners examine educational theory and research and are guided through the development of applications to enhance their current educational practices. Five degree options allow learners to select a content focus best suited to their individual needs.

## Program Outcomes

Upon completion of the Master of Arts in Education program, graduates are expected to:

1. Apply knowledge of child growth and development to support student intellectual, social, and personal growth.
2. Design and differentiate curriculum, instruction, and assessment to meet all learner needs.
3. Communicate and collaborate effectively and respectfully, including the use of instructional media and technology.
4. Design instructional strategies to manage classrooms 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 improve educational practice.
7. Develop an understanding of ethics and laws to guide relationships and decision-making within the school and community.
8. Access current information to develop skills of critical and creative thinking, self-evaluation, and resilience to keep pace with a changing educational world.
9. Apply knowledge of subject matter and standards to align curriculum, instruction, and assessment.

## Program Structure and Delivery

Learners pursue one of five options for the M.A. in Education, concluding with the same 18 core credits that bring learners from all options together. Six core credits may be transferred, with program director approval, if the content is equivalent. Courses are delivered in an online format, except for the K-12 Reading courses, which are blended.

## M.A. in Education Degree Options

### M.A. in Education Core Courses: 18 cr.

#### EDMA600 Orientation Session (0 cr.)

This orientation session provides learners with an introduction to the program outcomes for the Master of Arts in Education program. Learners also explore information about Saint Mary's and its history, the Lasallian foundation and philosophy of the university, and processes and systems that support them on their journey as a learner in the program.

#### EDMA610 How Children Learn (3 cr.)

Learners compare child development and behavior theories, including those of Maslow, Piaget, Kohlberg, Jensen, Erikson, Vygotsky, and Bronfenbrenner. Learners explore patterns of human development from birth to adolescence to identify warning signs of mental health disorders, abuse, and addiction. Learners analyze their statutory obligations as mandated reporters.

**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 methodologies and evaluating the potential impact on educational practice. Action research design, evaluation of literature and published studies, and methods for communicating and implementing results are practiced.

**EDMA632 Ethics and Law (3 cr.)**

Learners review the laws and ethics that govern school districts and their employees. Federal and state laws and case law are related to current educational issues. Learners explore personal beliefs, cultural norms, ethical codes, and legal standards in the educational environment and how these impact the teacher's role as an ethical educational leader in a school community.

**EDMA634 Action Research Project (3 cr.)**

Learners continue their work from EDMA630 Educational Research. Learners apply research skills by identifying strengths and limitations of published research and methodology. Learners evaluate the potential impact of the research on their educational practice. The action research project results in a written paper, which includes an introduction, a review of literature, research questions, a description of the methodology, and an evaluation of their research. Learners interpret the results and originate possible questions for further study.

**EDMA638 Critical Thinking: Inquiry to Support Learning (3 cr.)**

In this course, critical thinking skills are examined to assist learners in evaluating new and existing information in their professional practice. Learners learn to think skillfully by using critical thinking strategies that define problems, identify available solutions, and interpret sources of information. Learners gain an understanding of how to implement critical thinking skills in their own classrooms to support the teaching of reasoning, representation, cultural judgment, information literacy, and metacognitive reflection.

**EDMA699 Reflection and Resiliency in My Life (3 cr.)**

In this course, learners apply strategies for personal and professional reflection that support their ability to survive and thrive as an educator. Learners examine skills, strategies, and routines leading to joyful, fulfilling, and meaningful lives. Learners identify stressors and develop capacity to address mental health needs and overall wellness for educators.

**Option 1: Education, M.A. with Culturally Responsive Teaching Certificate****M.A. in Education with Culturally Responsive Teaching Certificate: 33 cr.**

Learners complete the 15-credit Culturally Responsive Teaching certificate first, followed by 18 credits of core courses for degree completion.

**Culturally Responsive Teaching Certificate: 15 cr.****CRT605 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.

**CRT610 Principles of Culturally Responsive Classrooms and Teaching (3 cr.)**

*Prerequisite(s): CRT605*

This course examines strategies to create an inclusive classroom environment 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.

**CRT615 Eliminating Racial Disparities in Student Achievement (3 cr.)**

*Prerequisite(s): CRT610*

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.

### **CRT620 Designing Culturally Responsive Teaching (3 cr.)**

*Prerequisite(s): CRT 615*

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 differentiating culturally responsive assessments.

### **CRT625 Comprehensive Application of Principles (3 cr.)**

*Prerequisite(s): CRT 620*

In this course, students complete a comprehensive performance assessment that documents and presents their individual growth, understanding, and application of the program outcomes.

## **Option 2: Education, M.A. with K-12 Reading Certificate**

### **M.A. in Education with K-12 Reading Certificate: 35 cr.**

Learners complete the 17-credit K-12 Reading certificate first, followed by 18 credits of core courses for degree completion.

### **K-12 Reading Certificate: 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 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 and 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, 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.

## **Option 3: Education, M.A. with Mental Health Certificate**

### **M.A. in Education with Mental Health in Education Certificate: 33 cr.**

Learners complete the 15-credit Mental Health in Education certificate first, followed by 18 credits of core courses for degree completion.

### **Mental Health in Education Certificate: 15 cr.**

#### **EDMA650 Mental Health Awareness: Birth to 12th grade (3 cr.)**

This course examines the social and emotional development from birth to high school graduation. This course focuses on how mental health concerns present themselves throughout the developmental stages of students. The impact of family, culture, stress, and trauma are also considered. Learners reflect on their own perspectives around mental health.

#### **EDMA655 Development of Mental Health Competency (3 cr.)**

This course examines individual teacher roles and responsibilities when it comes to addressing student mental health needs. Learners explore their personal capacity, the ethical and legal responsibilities they have, as well as additional resources available within schools and the community.

#### **EDMA660 Creating a Healthy Classroom (3 cr.)**

This course examines strategies to create a socially and emotionally healthy classroom. Learners focus on transforming their classroom practices through research, evaluation, and application.

#### **EDMA665 Engaging the Community (3 cr.)**

This course addresses methods for learners to communicate and collaborate with colleagues, families, and students to improve the social and emotional health of individual students, classrooms, schools, and the community. Learners explore school and community resources, as well as the implementation of strategies and best practices.

#### **EDMA670 Mental Health in our Everyday Lives (3 cr.)**

In this course, learners focus on the application of mental health concepts to create an awareness and healthy approach within their classroom and school. Additionally, learners reflect on their growth as educators.



## Option 4: Education, M.A. with Curriculum and Instruction Specialization

### Degree Requirements

Specialization	15 cr.
Core Courses	18 cr.
<b>Total</b>	<b>33 cr.</b>

### Curriculum and Instruction Specialization: 15 cr.

#### EDMA612\* Engaging Learning Environment (3 cr.)

Learners study effective classroom management methods that assist in creating positive classrooms. Learners apply an understanding of dispositions, mindsets, brain compatible learning, and culturally responsive teaching. Learners also explore personal biases to create an equitable and student-centered environment.

#### EDMA614 Communication and Collaboration (3 cr.)

Learners practice the skills of written and oral communication for a variety of purposes. Learners develop effective collaborative, facilitation, and conflict resolutions skills. This course also allows learners to practice academic writing using APA style guidelines.

#### EDMA620\* Curriculum Design (3 cr.)

Learners plan curriculum with considerations for diverse students. Learners design course and unit plans that focus on standards and curriculum goals specific to the learner's teaching content area.

#### EDMA622 Assessment and Evaluation (3 cr.)

*Prerequisite(s): EDMA620*

Learners compare tools for evaluation and grading of student learning. Learners create student assessments aligned with learning outcomes and analyze student performance data to inform instruction. Learners analyze and apply grading practices in a classroom setting.

#### EDMA624 Effective Instruction (3 cr.)

*Prerequisite(s): EDMA622*

This course focuses on research-based best practice principles for meeting the needs of all students. Learners apply methods of planning and designing differentiated instruction based on pre-assessment and achievement. Learners apply instructional strategies and methods to develop conclusions about student readiness connected to desired student outcomes. Learners explore ways to deepen learning and develop higher level thinking skills for all students.

## Option 5: Education, M.A. with Custom Specialization for eduCATE-WI Students Only

### Degree Requirements

Custom Specialization	15 cr.
Core Courses	18 cr.
<b>Total</b>	<b>33 cr.</b>

### Custom Specialization: 15 cr.

Learners enrolled in eduCATE-WI may use up to 12 EDWN-coded courses and complete the custom specialization with EDMA-coded electives for 15 total credits of tailored coursework.

EDWN600 Individual Development and Effective Practice (3 cr.)

EDWN602 Instructional Design and Learner Engagement (3 cr.)

EDWN603 Teaching and Learning Practices (3 cr.)

EDWN605 Special Education Law and Effective Practice (3 cr.)

EDWN606 Individual Development (3 cr.)

EDWN608 Academic and Behavior Management for the Child with Disabilities (3 cr.)

EDWN612 Student Teaching (3 cr.)

EDWN640 Leadership, Curriculum Development, and Supervision (3 cr.)

EDWN641 School District Operations and Leadership (3 cr.)

EDWN642-646 Practicum (3 cr.)

### **CRT605 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.

### **EDMA612\* Engaging Learning Environment (3 cr.)**

Learners study effective classroom management methods that assist in creating positive classrooms. Learners apply an understanding of dispositions, mindsets, brain compatible learning, and culturally responsive teaching. Learners also explore personal biases to create an equitable and student-centered environment.

### **EDMA614 Communication and Collaboration (3 cr.)**

Learners practice the skills of written and oral communication for a variety of purposes. Learners develop effective collaborative, facilitation, and conflict resolutions skills. This course also allows learners to practice academic writing using APA style guidelines.

### **EDMA620\* Curriculum Design (3 cr.)**

Learners plan curriculum with considerations for diverse students. Learners design course and unit plans that focus on standards and curriculum goals specific to the learner's teaching content area.

### **EDMA650 Mental Health Awareness: Birth to Grade 12 (3 cr.)**

This course examines the social and emotional development from birth to high school graduation. This course focuses on how mental health concerns present themselves throughout the developmental stages of students. The impact of family, culture, stress, and trauma are also considered. Learners reflect on their own perspectives around mental health.

### **EDMA655 Development of Mental Health Competency (3 cr.)**

This course examines individual teacher roles and responsibilities when it comes to addressing student mental health needs. Learners explore their personal capacity, the ethical and legal responsibilities they have, as well as additional resources available within schools and the community.

### **EDMA660 Creating a Healthy Classroom (3 cr.)**

This course examines strategies to create a socially and emotionally healthy classroom. Learners focus on transforming their classroom practices through research, evaluation, and application.

### **EDMA665 Engaging the Community (3 cr.)**

This course addresses methods for learners to communicate and collaborate with colleagues, families, and students to improve the social and emotional health of individual students, classrooms, schools, and the community. Learners explore school and community resources, as well as the implementation of strategies and best practices.

*\*Duplicate learning with EDWN602 — both may not be taken and counted toward degree requirements*

## **Faculty**

The faculty members for the Master of Arts in Education program have earned doctoral, education specialist, or master's 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.

## Graduate Certificate to Master's Degree

Students currently enrolled in a Saint Mary's graduate certificate program that can be used toward this degree are eligible to enroll in the master's program through the Change/Add Program process. Students that have been withdrawn from the university must seek readmission through the admission office.

## Application Process

Applicants must submit:

1. The completed application form with the nonrefundable application fee (fee not required for alumni, students seeking readmission, or veterans and active military personnel).
2. An official transcript(s) 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 reflective essay which includes:
  - a. brief description of the applicant's background, training, and experience;
  - b. statement indicating 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; 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.)

Application materials should be sent to:

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

# Educational Leadership, M.A.

## Program Description

Meaningful and sustainable change is dependent upon strong leadership. The Master of Arts in Educational Leadership program at Saint Mary's is designed to prepare educational professionals to become effective leaders and administrators in organizational training and development, higher education, and 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 proficient in:

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 five 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.

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.
<b>Total</b>	<b>33 cr.</b>

### 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 and 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 andragogy 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 doctoral 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. A completed application form with the nonrefundable application fee (fee not required for alumni, students seeking readmission, or veterans and active military personnel).
2. An official transcript(s) 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;
  - b. statement indicating 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; 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.)

Application materials should be sent to:

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

# English as a Second Language, M.A.

## Program Description

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 be able to:

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.
<b>Total</b>	<b>32 cr.</b>



## **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.
<b>Total</b>	<b>32 cr.</b>

## **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.

Standards of Effective Practice	23 cr.
ESL Courses	27 cr.
Master's Completion Courses	5 cr.
<b>Total</b>	<b>55 cr.</b>

### **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, 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 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 ESL617 research proposal into a full-length, three-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 grade 5-12 preservice teachers to incorporate current research-based instructional strategies and learn how to effectively build a positive classroom climate at the middle and high school levels. 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: Grades 5-12 (2 cr.)**

This course is designed to prepare future teachers to utilize current century technology tools in and out of the classroom to improve student learning opportunities. Preservice 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 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 Indian cultures.

### **EDUC570 Professional Capstone/Portfolio (2 cr.)**

*Prerequisite(s): All other licensing coursework*

This course provides teacher education candidates with mentoring in a largely self-directed experience completing the Teacher Performance Assessment (edTPA). 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 preservice 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 preservice 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 doctoral 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. A completed application form with the nonrefundable application fee (fee not required for alumni, students seeking readmission, or veterans and active military personnel).
2. An official transcript(s) 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 reflective essay which includes:
  - a. brief description of the applicant's background, training, and experience;
  - b. statement indicating 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; 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.)

Application materials should be sent to:  
Saint Mary's University of Minnesota  
Office of Admission  
2500 Park Ave S  
Minneapolis, MN 55404

# Health and Human Services Administration, M.A.

## Program Description

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.

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:** The M.A. in Health and Human Services Administration program is accredited by the Minnesota Board of Examiners for Nursing Home Administrators (MN BENHA) as meeting education requirements for Nursing Home Administrator licensure in Minnesota. The program is designed to prepare students to take the Minnesota Nursing Home Administrators licensing exam. Students who wish to pursue licensure as a Nursing Home Administrator in Minnesota must complete the appropriate program pathway, meet the state's practicum requirements, and pass state and national exams.

**Other states:** This program is not intended or designed to meet educational requirements for any professional licensure in states outside of Minnesota. Saint Mary's does not offer practicum credits for out-of-state students to complete hours for long-term care or health facility licensure. It is always 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) <https://www.nabweb.org/state-licensure-requirements>.

Minnesota BENHA Requirements	MAHSA 2016-17 courses	MAHSA 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
9. 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:

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 healthcare or long-term care human services organizations.
4. Integrate knowledge of organizational design, governance, and public policy into healthcare 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 on the Twin Cities or Rochester campuses. Courses delivered in the blended format integrate face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner. Some courses may be delivered via a co-located delivery model, using live video conferencing between two separate campus locations.

Students who have completed the Healthcare Administration Certificate may use all the credits toward the M.A. in Health and Human Services Administration.

## Degree Requirements

Required Core Courses	33 cr.
Required Capstone Course	3 cr.
<b>Total</b>	<b>36 cr.</b>

### 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.)**

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.)**

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; socioeconomic impacts on public policy; and strategies for influencing the policy-making process within the health sector.

**HS716 Health and Human Service Administration (3 cr.)**

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.)**

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.)**

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): HS662*

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.)**

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 Minnesota Nursing Home Practicum 1-4 cr.**

Please 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*

**HS751 Nursing Home Practicum 2 (250 hours) (1 cr.)**

*Prerequisite(s): HS750*

**HS752 Nursing Home Practicum 3 (250 hours) (1 cr.)**

*Prerequisite(s): HS751*

**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/>) or NAB (<https://www.nabweb.org>) to determine if this course meets the national or state-by-state requirements.

## Faculty

The faculty members for this program have earned doctoral 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. A completed application form with the nonrefundable application fee (fee not required for alumni, students seeking readmission, or veterans and active military personnel).
2. An official transcript(s) 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 reflective essay which includes:
  - a. brief description of your background, training, and including any experience;
  - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program; and
  - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities; and
  - d. personal information the applicant wishes to share.
4. Two letters of recommendation that verify professional and/or volunteer experience and academic ability.
5. A current résumé listing educational background as well as volunteer and work experience.
6. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE, or MELAB accepted).

Application materials should be sent to:

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



# Human Resource Management, M.A.

## Program Description

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:

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.

## Graduate Certificate Credit Use Toward Degree

Students may use all 12 credits of the Human Resource Management Certificate toward completing the M.A. in Human Resource Management.

Students may substitute 6 credits from any of the following completed Saint Mary's certificates to replace the writing course (GM623 or MBA612) and GM680 Leadership and Strategic Management. The substitutions allow these certificate students to complete the M.A. in Human Resource Management with just 30 credits. The M.A. in Human Resource Management completion for certificate students may be done online only.

- Finance Certificate
- Healthcare Administration Certificate
- International Development Certificate
- Nonprofit Management Certificate
- Project Management Certificate

## Degree Requirements

Required Human Resource Management Courses	24 cr.
Required Management Courses	9 cr.
Required Capstone Course	3 cr.
<b>Total</b>	<b>36 cr.</b>

### 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 36 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 Human Resource Analytics (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 Training and Development (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 Compensation and Benefits (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 Negotiating and Consulting (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.)

Those students with a completed Saint Mary's graduate certificate listed above may substitute 6 credits from the certificate for these 6 credits of management courses. All students with an HRM certificate and students without a certificate must take these courses.

### **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.

### **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.

### **Faculty**

The faculty members for this program have earned doctoral 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.

## Graduate Certificate to Master's Degree

Students currently enrolled in a Saint Mary's graduate certificate program that can be used toward this degree are eligible to enroll in the master's program through the Change/Add Program process. Students that have been withdrawn from the university must seek readmission through the admission office.

### Application Process

Applicants must submit:

1. A 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(s) 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 reflective essay which includes:
  - a. brief description of the applicant's background, training, and experience;
  - b. statement indicating 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; 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.)

Application materials should be sent to:

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

# Integrated Studies, M.A.

## Program Description

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 adviser 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 in the past 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:

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.
<b>Total</b>	<b>39 cr.</b>

## 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*

In this culminating course, students synthesize and present the concepts, knowledge, and ethical considerations learned from completion of their multi-disciplinary exploration of an identified issue. Students complete a summative paper/project and give a colloquium presentation.

### **Student Selected Courses: 30 cr.**

Students can take any MAIS electives below, any other Schools of Graduate and Professional Programs courses with approval, or create independent studies that fit with their Integrated Studies Plan.

### **MAIS511 Authentic and Courageous Leadership (3 cr.)**

This course focuses on the study of leadership development strategies. Students integrate knowledge from diverse fields focused on their development as more authentic and courageous leaders who can effectively lead, transform, engage, and influence organizations, communities, and the world around them.

### **MAIS515 Storytelling (3 cr.)**

This course explores the significance of stories in making meaning of complex issues. Multi-disciplinary theories on the function of stories and their origins in mythology are emphasized. The course utilizes cross-cultural as well as comparative examples from contemporary fine arts and popular culture.

### **MAIS671 Women's Self-Esteem and Spirituality (3 cr.)**

This course focuses on the effects of 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.

## **Faculty**

The faculty members for this program have earned doctoral 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. A completed application form with the nonrefundable application fee (fee not required for alumni, students seeking readmission, or veterans and active military personnel).
2. An official transcript issued to Saint Mary's University 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 have a course-by-course evaluation completed from an approved member of the National Association of Credential Evaluation Services (NACES.org). These would preferably be completed by World Education Services or Educational Credential Evaluators and must be deemed equivalent to accredited U.S. university standards.
3. A supplemental application (see details below).
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.

Application materials should be sent to:

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

# Learning Design and Technology, M.Ed.

## Program Description

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:

### 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.

## Graduate Certificate Credit Use Toward Degree

Students may use all credits of the Critical, Creative, and Design Thinking Certificate and/or the Teaching, Training, and Leading with Technology Certificate toward completing the Master of Education in Learning Design and Technology. Students who complete both certificates will fulfill all the requirements for the master's degree.

## Degree Requirements

Total required credits

Required courses: 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 doctoral 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. A 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(s) 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;
  - b. statement indicating 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; 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.)

Application materials should be sent to:

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

# Marriage and Family Therapy, M.A.

## Program Description

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 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.

1. From FAQs on MFTs, [www.aamft.org](http://www.aamft.org), June 2006

## Professional Accreditation

The Master of Arts in Marriage and Family Therapy Program at Saint Mary's 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 Goals

Mission: Recognizing the relational and systemic qualities of all life, the Marriage and Family Therapy program at Saint Mary's 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:

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.
<b>Total</b>	<b>48 cr.</b>

## **Human Development: 9 cr.**

### **MFT605 Individual and Family Lifespan and Development (3 cr.)**

*Prerequisite(s): Pre/corequisites: 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/Corequisite: 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/Corequisite: 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/corequisite: MFT615*

This course provides an introduction to the topic of trauma in Marriage and Family Therapy by discussing crisis intervention, assessment, and management strategies. 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)**

MFT568 Contemporary Issues in MFT: Ethical Guidelines for Providing Systemic TeleTherapy (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/Corequisite: 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/Corequisites: 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 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 five to eight 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 doctoral 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 at any time during the year. The program admits students to begin classes in either the summer or fall. The number of students admitted each year is limited. Admission 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.

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.

## 2021 Summer or Fall Admission

Applications for the summer 2021 and fall 2021 cohorts are due by Dec. 15. Applications completed prior to Dec. 1 will be guaranteed an admission interview. Applications completed after the Dec. 15 deadline may be considered for the 2021 cohorts only if there is still space available in the program.

Applications are considered complete when they have been submitted with the \$25 application fee and all required materials, including official transcript(s) with the applicant's degree and three letters of recommendation, have been received.

## Application Process

Applicants must submit:

1. A completed application form with the nonrefundable application fee (fee not required for alumni, students seeking readmission, or veterans and active military personnel).
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program prerequisites and potential transfer credits. An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services, [www.wes.org](http://www.wes.org), or Educational Credential Evaluators, [www.ece.org](http://www.ece.org), and be deemed equivalent to accredited U.S. university standards.
3. A personal statement which includes:
  - a. brief description of the applicant's background, training, and experience;
  - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program;
  - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities; 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

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.

Application materials should be sent to:

Saint Mary's University of Minnesota  
2500 Park Ave S  
Minneapolis, MN 55404

# Nurse Anesthesia, M.S.

## TRANSITION OF THE MASTER OF SCIENCE PROGRAM TO A PRACTICE-ORIENTED DOCTORAL DEGREE PROGRAM

The Council on Accreditation of Nurse Anesthesia Educational Programs (COA) requires that all students matriculating into a nurse anesthesia educational program on Jan. 1, 2022, or thereafter be enrolled in a program approved by the COA to award a practice doctoral degree. The program plans to submit its application to the COA for approval to award the Doctor of Nursing Practice (DNP) degree in late 2020. Pending approval by the COA, the program plans to enroll its first doctoral cohort of students in 2021.

## Program Description

This is a program offered by Saint Mary's Graduate School of Health and Human Services. The qualified Registered Nurse is admitted to Saint Mary's and is directed toward the goal of earning a Master of Science in Nurse Anesthesia. Saint Mary's 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 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.

[www.coacrna.org](http://www.coacrna.org)

## **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 profession 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.

## Faculty

The faculty members for this program have earned doctoral 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 Schools of Graduate and Professional Programs and for the Master of Science or Doctorate of Nurse Practice in Nurse Anesthesia Program. In addition to University admission requirements, applicants 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 June 1 deadline. Appropriate degrees include the areas of nursing, biophysical, biological, or behavioral sciences.
2. An overall GPA of 2.75 on a 4.0 scale or higher.
3. A calculated Science and Math GPA of 3.0 or higher (this is explained and determined as a part of the application process).
4. Current unencumbered licensure as a professional registered nurse in Minnesota, or eligible for reciprocity.
5. A minimum of one year of experience as a registered nurse in a critical care setting at the time of application. Critical care employment must be ongoing until 90 days before you start the program. Critical care as defined by this program includes cardiac ICU, neuro ICU, neonatal ICU, and pediatric ICU. The cardiac cath lab, PACU, long term acute care, and emergency room care do not meet the program definition of critical care. Flight nursing will be considered on a case by case basis.
6. A completed application submitted by the application deadline.

All students are required to have a physical examination prior to starting the program. A completed Health Status Form and Technical Standards for Admission must be submitted prior to matriculation. Documented immunity is required for rubella, rubeola, varicella, Hepatitis B, and mumps. Vaccinations 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 required.

Additional annual health-related documents are required later in the program including proof of a negative 2-Step TB TST test, QuantiFERON®-TB Gold-in-Tube test (QFT-GIT), or a T-SPOT® TB (or completion of the Positive TB Test Protocol) and proof of annual vaccination against influenza. Students that are positive for TB must follow the Nurse Anesthesia Student Protocol. This includes proof of a negative chest X-ray within the last year must be submitted to the clinical director for all students who have positive TB tests. In addition, the student must have an annual exam with their primary care provider indicating that there has been no change in their lung health.

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 Online Application System. The application process MUST be completed by June 1.
2. Official transcripts, issued to Saint Mary's University of Minnesota, from the school that conferred your degree in nursing, your bachelor's degree (if granted by a different institution), and the required chemistry prerequisite. Any transcript that you believe will enhance your application (i.e., additional science/math courses) will be accepted and included with your application.
3. A transcript for a college-level chemistry course completed with a letter grade of "B" or better in the last five years. The course should have some element of inorganic, organic, and/ or biochemistry. All prerequisite courses must be taken at an accredited college/ university. Classes may be taken at an accredited two-year college. In progress coursework will be evaluated on a case-by-case basis and may affect application ranking.



4. A completed personal statement. The personal statement should be one to two pages and include the following:
  - a. brief description of the applicant's background, training, and experience;
  - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program;
  - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities; and
  - d. personal information the applicant wishes to share.

Once completed, this document must be loaded into the electronic application as directed by June 1. Please refrain from using personal identifiers in the narrative as well as in the title of the document, page numbers, etc. as the essays are blinded to readers to ensure process fairness.

5. A current résumé or curriculum vitae listing educational background and work experience.
6. A completed Math and Science GPA form. Guidance on how to prepare this can be downloaded from the Saint Mary's Online 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 June 1.

All application materials are to be submitted through the Saint Mary's Online Application System.

Submission of all applicable college and nursing school transcripts to be sent directly to:

Admissions Department  
Saint Mary's University of Minnesota  
2500 Park Avenue  
Minneapolis, MN 55404-4403

All application materials must be received by the program before June 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.

# Organizational Leadership, M.A.

## Program Description

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:

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.

### **Graduate Certificate Credit Use Toward Degree**

Students may substitute 6 credits from any of the following completed Saint Mary's certificates to replace OL646 Organization Development and OL650 Organizational Effectiveness. The substitutions allow these certificate students to complete the M.A. in Organizational Leadership with just 30 credits.

- Finance Certificate
- Healthcare Administration Certificate
- Human Resource Management Certificate
- International Development Certificate
- Nonprofit Management Certificate
- Project Management Certificate

### **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**

Those students with a completed Saint Mary's graduate certificate listed above may substitute 6 credits from the certificate for these two courses. Students without a certificate must take these courses. 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.

## **Faculty**

The faculty members for this program have earned doctoral 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.

## Graduate Certificate to Master's Degree

Students currently enrolled in a Saint Mary's graduate certificate program that can be used toward this degree are eligible to enroll in the master's program through the Change/Add Program process. Students that have been withdrawn from the university must seek readmission through the admission office.

### Application Process

Applicants must submit:

1. A 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(s) 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;
  - b. statement indicating 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; 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.)

Application materials should be sent to:

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

# Project Management, M.S.

## Program Description

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](http://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:

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.

### Graduate Certificate Credit Use Toward Degree

Students may use all 12 credits of the Project Management Certificate toward completing the M.S. in Project Management. Students may substitute 6 credits from any of the following completed Saint Mary's certificates to replace GM660 Financial Management and GM675 Managerial Ethics and Issues. The substitutions allow these certificate students to complete the M.S. in Project Management with just 30 credits. The M.S. in Project Management completion may be done by certificate students online only.

- Finance Certificate
- Healthcare Administration Certificate
- Human Resource Management Certificate
- International Development Certificate
- Nonprofit Management Certificate

## Degree Requirements

Required Project Management Courses	24 cr.
Required Elective Courses	3 cr.
Required Management Courses	6 cr.
Required Capstone Course	3 cr.
<b>Total</b>	<b>36 cr.</b>

Students who hold PMP Certification at the time they are admitted to the program may waive the PRM600 Foundations of Project Management and substitute another 3-credit course from the list provided. All PRM degree seeking students must complete 36 transcribed 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: 24 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.

### **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*

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*

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 Elective Courses: 3 cr.**

Students choose one course of the following courses.

**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.

**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.

**Required Management Courses: 6 cr.**

Those students with a completed Saint Mary's graduate certificate listed above may substitute 6 credits from the certificate for these two courses. All PRM certificate students and students without a certificate must take these courses.

**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.

**Required 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.



## Faculty

The faculty members for this program have earned doctoral 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. Students can start the blended program at the beginning of fall or spring semester. Students can start the online program at the beginning of fall, spring, or summer semester. 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. A completed application form with the nonrefundable application fee (fee not required for alumni, students seeking readmission, or veterans and active military personnel).
2. An official transcript issued to Saint Mary's University 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 have a course-by-course evaluation completed from an approved member of the National Association of Credential Evaluation Services (NACES.org). These would preferably be completed by World Education Services or Educational Credential Evaluators and must be deemed equivalent to accredited U.S. university standards.
3. A personal statement which includes:
  - a. brief description of the applicant's background, training, and experience;
  - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program;
  - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities; 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.

Application materials should be sent to:

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

# Public Administration, M.A.

## Program Description

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 or health/human services may be best served by one of the following focused master's programs also offered online by Saint Mary's: M.A. in Educational Leadership or M.A. in Health and Human Services Administration.

**The M.A. in Public Administration program will not accept new students after Aug. 31, 2020, until further notice.**

## Program Outcomes

Upon completion of the program, graduates are expected to be able to:

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.
<b>Total</b>	<b>36 cr.</b>

## Required Courses: 33 cr.

Those students with a completed Saint Mary's graduate certificate listed above may substitute 6 credits from the certificate for MAPA605 and MAPA610. All Nonprofit Management certificates and students without a certificate must take all the required courses.

### **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 doctoral 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. A 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(s) 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;
  - b. statement indicating 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; 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.)

Application materials should be sent to:

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

# Public Health, M.P.H.

## Program Description

The Master of Public Health curriculum provides students with core knowledge and skills in the foundational areas of public health. The program is geared towards social justice, addressing inequalities experienced by underserved communities. Special emphasis is placed on understanding social determinants of health and the intersection of theory and practice to make a difference. The program teaches core health knowledge and practical skills to prepare students for the public health arena.

Core curriculum topics include Principles of Public Health, Foundations of Biostatistics, Social and Behavioral Aspects of Public Health, Principles of Epidemiology, and Environmental Determinants of Health. The curriculum transitions to the application of public health principles to real-world situations. Students develop cultural competency, ethical, and communication skills, preparing them for leadership opportunities.

Toward the end of the program, students utilize acquired public health concepts, principles, and methods to complete fieldwork and a capstone project during which students analyze, evaluate, and synthesize public health constructs using real-life scenarios.

## Mission

Saint Mary's 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 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 Structure and Delivery

Courses are delivered fully online or in a blended format. Courses delivered in the blended format integrate face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner.

## Program Outcomes

Upon completion of the Master of Public Health, graduates are expected to be able to:

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 the 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 how 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 the 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.

## **Foundation Courses for MPH Program**

Students applying to the MPH program at Saint Mary's are required to submit documentation that they earned a "B" or higher in a human biology course and a statistics course or equivalent courses within the last 10 academic years in order to be enrolled in specific courses as part of the MPH program. Documentation of successful completion of required foundation courses must be submitted and approved by the Master of Public Health program director prior to enrollment in the following courses.

- MPH605 Foundation of Biostatistics
  - Foundational Course: Statistics/Quantitative Methods
- MPH610 Social and Behavioral Aspects of Public Health
  - Foundational Course: Human Biology

The MPH program director may request additional documentation, such as syllabi, to determine if a course completed at another university satisfies this requirement.

If a prospective or current student is not able to demonstrate that they earned a "B" or higher in a human biology course and a statistics course within the last 10 academic years, they will be required to take the required foundation course(s) in which prior knowledge is needed before enrolling in specific MPH courses.

Any exceptions granted must be made in writing from the program director before registration will be processed and approved by the registrar.

Students who are required to successfully complete these courses have the option of completing these courses at either Saint Mary's or at another institution in order to meet this requirement.

Courses offered through this institution in which a student can enroll and complete in order to satisfy this requirement include BPH300 Human Biology and BPH405 Measurement and Statistics for Health Professionals. In situations where a student wishes to enroll in courses at another university, the student is encouraged to discuss this with the program director prior to enrollment to ensure that the course satisfies the requirement.

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.

## **Degree Requirements**

Foundation Courses *	6 cr.
Core Courses	15 cr.
Application Courses	21 cr.
Summative Courses	6 cr.
<b>Total</b>	<b>42 cr.</b>

\*Foundation courses do not count toward degree credits.

### **Foundation Courses: 6 cr.**

These courses do not count toward the degree credits.

#### **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.

#### **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.

**Or**

#### **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.

### **Core Courses: 15 cr.**

#### **MPH600 Principles 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 Design of Community Health 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.

**Or**

**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.

#### **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.

**Or**

#### **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.

#### **HS715 Advanced Health Policy and Ethics (3 cr.)**

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; socioeconomic 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.)**

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*

#### **MPH681 Field Experience Part II (1 cr.)**

*Prerequisite(s): Pre/corequisite: MPH680*

#### **MPH682 Field Experience Part III (1 cr.)**

*Prerequisite(s): Pre/corequisite: MPH681*

#### **MPH683 Field Experience Part IV (1 cr.)**

*Prerequisite(s): Pre/corequisite: 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; corequisite MPH680, MPH681, MPH682, MPH683*

This course provides the opportunity to demonstrate the development of an essential set of competencies expected for a masters-prepared student in public health. This capstone course culminates in the efforts of the MPH field experience courses, and students are required to develop grant proposals. Each student develops a poster presentation that summarizes the grant proposal, and the poster is of professional quality. Students should be prepared to describe their grant proposals orally to peers and professionals.

## Faculty

The faculty members for this program have earned doctoral 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. A completed application form with the nonrefundable application fee (fee not required for alumni, students seeking readmission, or veterans and active military personnel).
2. An official transcript(s) 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;
  - b. statement indicating 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; 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.)

Application materials should be sent to:

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

# Social Work, M.S.W.

## Program Description

Clinical social workers are mental health professionals who bring a holistic perspective to work with individuals, groups, and communities. Clinical social workers use a person-in-environment approach to consider how the micro, mezzo, and macro systems interact to influence the client system's lived experience. All clinical work, including diagnosis and treatment, considers the biological, psychological, and social aspects of individual functioning as well as the cultural and spiritual aspects of the person, group, and community.

The Master of Social Work program at Saint Mary's places particular emphasis on the profession's call to act in solidarity with the community to address social injustice. The curriculum incorporates tools to identify and respond to individual and community needs related to the adverse effects of poverty and oppression on mental health and well-being. The Master of Social Work Program (MSW) program will be in candidacy for accreditation with the Council on Social Work Education.

### Mission

The MSW at Saint Mary's prepares social work practitioners to partner with individuals, families, and communities to respond to societal and personal challenges. From a grounding in the Lasallian core principles and virtues of responding to the needs of the disadvantaged, the MSW program instills social work knowledge, values, and skills to serve the community and work toward social justice.

### Vision

We envision a world where all individuals' material and emotional needs are met, and individuals and families live in communities that are supportive, focused on the common good, and allow all members to thrive.

### Values

The MSW program at Saint Mary's espouses values and practices that echo Lasallian principles:

- Cultural respect based on personal reflection, acknowledging, engaging, and celebrating all differences.
- Actions to be in solidarity with the poor and advocate for those suffering from injustices.
- Respect for and honoring of the dignity of all individuals, families, and communities.
- Perspective of bio/psycho/social/spiritual/cultural health, functioning, and interactions of systems at the individual, family, and community levels.

## Program Outcomes and Indicators

The following outcomes and indicators outline the competencies for the Master of Social Work Program at Saint Mary's. The outcomes follow the Council on Social Work Education's (CSWE) generalist practice competencies and the clinical competencies that extend into a clinical specialization. Generalist level indicators (G) primarily outline the learning focus for the program's first 30 credits; the Clinical (C) level indicators focus the learning for the final 30 credits.

Upon completion of the program, graduates are expected to be able to:

### 1. Demonstrate ethical and professional behavior.

Social workers demonstrate the following foundational knowledge and skills (G):

- a. Make ethical decisions by applying the standards of the National Association of Social Work (NASW) Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- b. Use reflection and self-regulation to examine personal assumptions and values and to identify professional strengths, limitations, and challenges.
- c. Articulate a clear identity as social work professionals.

- d. Develop and maintain therapeutic, culturally responsive client relationships within the person-in-environment and strengths perspectives.
- e. Maintain professional demeanor through oral and written communication.
- f. Use technology ethically and appropriately to facilitate practice outcomes.
- g. Use supervision and consultation to guide professional decision making.

Advanced practitioners in clinical social work demonstrate the following specialized knowledge and skills (C):

- a. Demonstrate professional use of self with client(s).
- b. Understand and identify professional strengths, limitations, and challenges.
- c. Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.
- d. Apply ethical decision-making skills to issues specific to clinical social work.
- e. Identify and use knowledge of relationship dynamics, including power differentials.
- f. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being.

## **2. Engage diversity and difference in practice.**

Social workers demonstrate the following foundational knowledge and skills (G):

- a. Apply an authentic appreciation of diversity and difference to systematically cultivate a current knowledge base about many forms of diversity.
- b. Apply a strengths perspective to communicate the relevance and value of diversity and difference in practice at the micro, mezzo, and macro levels.
- c. Apply an intersectional understanding of diversity and difference in practice with clients and constituencies.
- d. Present themselves as learners and engage clients and constituencies as experts on their own experiences.
- e. Apply self-awareness and self-regulation to minimize the influence of personal biases and values in working with diverse clients and constituencies.
- f. Recognize misapplication of culturally bound practice knowledge, models, and structures at the micro, mezzo, and macro levels of practice.
- g. Demonstrate respectful engagement with others' ideas, behaviors, and beliefs.

Advanced practitioners in clinical social work demonstrate the following specialized knowledge and skills (C):

- a. Apply an intersectional understanding of diversity and difference in practice with clients and constituencies.
- b. Apply diverse frames of reference to generate and evaluate practice decisions and actions.
- c. Recognize and act to correct misapplication of culturally bound practice knowledge, models, and structures at the micro, mezzo, and macro levels of practice.

## **3. Advance human rights and social, economic, and environmental justice.**

Social workers demonstrate the following foundational knowledge and skills (G):

- a. Develop critical understanding of potentially challenging effects of economic, social, racial, and cultural factors in the lives of clients and client systems.
- b. Critically assess individual and institutional social work practices in terms of their effectiveness in advancing human rights and furthering social, economic, and environmental justice.
- c. Advocate for human rights and social justice — including mental health parity and the reduction of health disparities — at the micro, mezzo, and macro levels of practice.

Advanced practitioners in clinical social work demonstrate the following specialized knowledge and skills (C):

- a. Use knowledge of the effects of oppression, discrimination, and historical trauma or injustice on clients and client systems to guide treatment planning, intervention, and delivery of services.
- b. Use knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and intervention.
- c. Advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations.

#### **4. Engage in practice-informed research and research-informed practice.**

Social workers demonstrate the following foundational knowledge and skills (G):

- a. Frame vital questions clearly in both the creation and consumption of research.
- b. Utilize foundational knowledge of research practice and methodologies to critically assess the inherent strengths, limitations, and cultural inclusivity of existing research and practice phenomena.
- c. Utilize practice experience and wisdom (praxis) to understand the continuum of inquiry.
- d. Apply scientific inquiry and research — including evidence-based practices — in the process of assessment and in determining appropriate interventions.

Advanced practitioners in clinical social work demonstrate the following specialized knowledge and skills (C):

- a. Contribute to the generation of new research by engaging in critical assessment, reflection and research of one's own social work practice.
- b. Use research methodology to evaluate clinical practice effectiveness and outcomes.
- c. Use the evidence-based practice process in clinical assessment and intervention with clients.
- d. Participate in the generation of new clinical knowledge, through research and practice.
- e. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.

#### **5. Engage in policy practice.**

Social workers demonstrate the following foundational knowledge and skills (G):

- a. Develop awareness of human rights related practice and policy development at the national and international levels.
- b. Assess and communicate evidence-based knowledge about how organizational, community, state, and federal policies related to social, economic, and environmental welfare impact delivery of and access to social services.
- c. Prioritize advocacy strategies that include and are accountable to affected clients and constituencies.
- d. Advance the synergistic relationship between practice-informed policy and policy-informed practice.

Advanced practitioners in clinical social work demonstrate the following specialized knowledge and skills (C):

- a. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice with sensitivity to diverse cultural contexts.
- b. Anticipate how policy change at organizational, community, state, and federal levels is likely to impact client and constituency well-being, service delivery, and access to social services.
- c. Communicate to stakeholders the implication of policies and policy change in the lives of clients.
- d. Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being.
- e. Advocate with and inform administrators and legislators to influence policies that impact clients and service.

## **6. Engage with individuals, families, groups, organizations, and communities.**

Social workers demonstrate the following foundational knowledge and skills (G):

- a. Build awareness of the impact of positional and personal power on the dynamics of the therapeutic relationships (right to self-determination).
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- c. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies to develop a culturally responsive change alliance.
- d. Communicate with clarity and coherence.
- e. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.

Advanced practitioners in clinical social work demonstrate the following specialized knowledge and skills (C):

- a. Develop a culturally responsive therapeutic relationship.
- b. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.
- c. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

## **7. Assess individuals, families, groups, organizations, and communities.**

Social workers demonstrate the following foundational knowledge and skills (G):

- a. Apply critical thinking to collected, organized data to interpret information from clients and constituencies.
- b. Evaluate relevant information and its sources.
- c. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to produce strengths-oriented culturally-responsive analysis of assessment data from clients and constituencies.
- d. Develop and continuously renew mutually agreed-upon intervention goals and objectives, based on the ongoing critical assessment of strengths, needs, and challenges within clients and constituencies.
- e. Maximize opportunities for clients to exercise self-determination and self-advocacy.

Advanced practitioners in clinical social work demonstrate the following specialized knowledge and skills (C):

- a. Establish fluency in use of the DSM-5 to create diagnostic and clinical formulations and critically reflect on the social-cultural context of its use.
- b. Use multidimensional bio-psycho-social-spiritual assessment tools.
- c. Assess clients' readiness for change.
- d. Assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.
- e. Select and modify appropriate intervention strategies based on continuous clinical assessment.
- f. Utilize research-supported diagnostic protocols, the DSM-5, and current research in psychopathology in identifying differential diagnoses and constructing clinical formulations.

## **8. Intervene with individuals, families, groups, organizations, and communities.**

Social workers demonstrate the following foundational knowledge and skills (G):

- a. Implement appropriate and mutually-agreed intervention strategies based on assessment, research knowledge, application of experience, values, and preferences to enhance capacities of clients and constituencies.
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other culturally responsive multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- c. Use interprofessional collaboration as appropriate to achieve beneficial mutually agreed upon and culturally responsive outcomes.
- d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

Advanced practitioners in clinical social work demonstrate the following specialized knowledge and skills (C):

- a. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.
- b. Build awareness of the skill sets and competencies comprising a scope of practice.
- c. Critically evaluate, select, and apply best practices and evidence-based interventions.
- d. Collaborate with other professionals to coordinate treatment interventions.

#### **9. Evaluate practice with individuals, families, groups, organizations, and communities.**

Social workers demonstrate the following foundational knowledge and skills (G):

- a. Select and use appropriate culturally responsive methodologies and methods for evaluation of outcomes.
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other culturally responsive multidisciplinary theoretical frameworks in the evaluation of outcomes.
- c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Advanced practitioners in clinical social work demonstrate the following specialized knowledge and skills (C):

- a. Evaluate effectiveness in research and practice, including how therapeutic outcomes are defined, measured, and communicated.
- b. Contribute to the theoretical knowledge base of the social work profession through practice-based research.
- c. Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.

## **Program Structure and Delivery**

The Master of Social Work program is offered fully online.

### **Option 1: Social Work - M.S.W. with Clinical Social Work Specialization**

#### **Degree Requirements**

Generalist Courses	30 cr.
Clinical Social Work Specialization Courses	21 cr.
Elective Courses	9 cr.
<b>Total</b>	<b>60 cr.</b>

## Option 2: Social Work - M.S.W. with Advanced Standing Program

### Degree Requirements

Advanced Standing Program Courses	24 cr.
Elective Courses	6 cr.
<b>Total</b>	<b>30 cr.</b>

For those with a bachelor's degree in social work, advanced standing placement allows for completion of the MSW in 30 credits.

### Generalist Courses: 30 cr.

#### MSW600 History and Philosophy of Social Work and Social Welfare (3 cr.)

In tracing their corresponding historical trajectories, this course examines the assumptions, values, and events that have shaped social welfare policy in the United States and the profession of social work. Social work values, principles, and ethics are grounded in the social, economic, political, and cultural contexts from which they evolved. Social welfare policy is examined within its historical context with particular attention given to the legacies of poverty, racism, sexism, and heterosexism.

#### MSW605 Generalist Practice I: Individuals and Families (3 cr.)

*Prerequisite(s)/Corequisite: MSW600*

This course provides the foundation for social work with individuals and families. Utilizing frameworks such as ecosystemic theory, cultural context, and a developmental lens, students learn basic concepts and methods for engagement, assessment, and intervention. Students also learn basic skills for evaluating interventions and reflecting on the social worker's professional role and use of self in clinical relationships with individuals and families.

#### MSW607 Generalist Practice II: Groups and Large (3 cr.)

*Prerequisite(s): MSW605*

This course provides the foundation for social work practice with groups, organizations, and communities as vehicles of change to promote individual and community well-being. Students learn the principles and processes of group work, group facilitation and leadership skills, and strategies to apply group work principles toward collaboratively identified outcomes. Utilizing frameworks such as ecosystemic theory and models of collective action, students critically reflect on the ethical use of self as an essential resource to engage and sustain participatory collaborative action within and among diverse constituencies.

#### MSW610 Human Behavior in the Social Environment I: Families, Groups, Organizations, and Society (3 cr.)

*Prerequisite(s)/Corequisite: MSW600*

This course is the first of three courses exploring human development and behavior across the lifespan. Consistent with social work principles, human behavior and interactions are examined through person-in-environment and strengths-based perspectives. In this foundational course, students acquire knowledge of multiple theories of human bio-psycho-social development as well as major conceptual frameworks for understanding human interactions within families, groups, organizations, and communities.

#### MSW612 Human Behavior in the Social Environment II: Culture, Economics, and Social Justice (3 cr.)

*Prerequisite(s): MSW610*

Human Behavior in the Social Environment II investigates the impact of culture, race, economics, privilege, and discrimination on — and on the perception of — human development, behavior, and interactions within society. This investigation utilizes previously introduced developmental theories and conceptual frameworks and presents new theories and models designed to embrace human diversity and promote social justice.

#### MSW614 Psychopathology (3 cr.)

*Prerequisite(s): MSW612 or Advanced Setting*

This course builds upon the foundation of HBSE I and II and introduces a biopsychosocial framework for typical, atypical, and pathological development throughout the lifespan. The concepts of mental health, mental illness, and diagnosis are explored using theory and historical and current contextual factors. This course also focuses on clinical



assessment, case formulation, and diagnostic processes utilizing criteria from the Diagnostic and Statistical Manual of Mental Disorders (DSM) and other relevant tools.

### **MSW620 Social Work Research (3 cr.)**

*Prerequisite(s): MSW600*

The profession of social work is built upon practice informed research and research informed practice. This class provides the student with an understanding of how to design a research project, both single subject and larger subject, from both a qualitative and quantitative perspective. Students understand how to read research on best-practice, using their knowledge of research to critically analyze the research and apply it to their practice. They also learn how to bring practice knowledge into social work research.

### **MSW625 Social Policy (3 cr.)**

*Prerequisite(s): MSW600*

Through a human rights lens, this course introduces major social welfare policies and programs as they affect universal access to human dignity and well-being in a pluralistic society. Students learn about the synergistic relationship between policy development and micro-, mezzo-, and macro-level social work practice. Students also learn common approaches to formulate, analyze, and evaluate policy options in collaboration with constituents and colleagues.

### **MSW645 Generalist Field Experience I with Seminar (200 hours) (3 cr.)**

*Prerequisite(s)/Corequisite: MSW605*

### **MSW647 Generalist Field Experience II with Seminar (200 hours) (3 cr.)**

*Prerequisite(s): MSW645, Corequisite(s): MSW607*

**Or**

### **MSW649 Generalist Field Experience I and II with Seminar Block Placement (400 hours) (6 cr.)**

*Prerequisite(s)/Corequisite: MSW605 and MSW607, Permission to enroll from field education director*

Students in the generalist curriculum serve and learn for a total of 400 hours in an assigned supervised professional practice setting to acquire a broad understanding of the field of social work, to recognize and use generalist principles and concepts, and to assess and then select intervention methods to meet individual, group, family, and community needs. The concurrent Integrative Field Seminar uses an appreciative inquiry approach to focus on generalist social work practice, emphasizing issues of diversity, ethics, social advocacy, social change, and social, economic, and environmental justice. The seminar integrates theory and evidence-based practice knowledge with students' first-hand application of knowledge and skills as they encounter social work roles, values, and ethics in the field.

## **Clinical Social Work Specialization Courses: 21 cr.**

### **MSW650 Clinical Methods I with Individuals (3 cr.)**

*Prerequisite(s): Advanced Standing or MSW647*

Clinical Methods I prepares social work clinicians to execute the essential clinical tasks of engagement, assessment, intervention, and evaluation competently and effectively in practice with individuals. Students learn fundamental psychodynamic, cognitive-behavioral, and post-modern approaches to each of these clinical tasks. Throughout the course, a multicultural lens is applied to identify implicit biases or inherent theoretical assumptions that might impact the responsiveness and effectiveness of each approach across a broad cultural spectrum. Through the use of self-reflection, a strengths-based perspective, and social work professional values, students learn to select and apply clinical approaches that best match the each client's needs and context.

### **MSW652 Clinical Methods II with Families, Groups, and Large Systems (3 cr.)**

*Prerequisite(s): MSW650*

Clinical Methods II equips social work clinicians to execute the essential clinical tasks of engagement, assessment, intervention, and evaluation competently and effectively in practice with families and client groups. Clinical methods from psychodynamic, cognitive-behavioral, and postmodern approaches are examined through a multicultural lens to identify implicit biases or inherent theoretical assumptions that might impact their responsiveness and effectiveness across a broad cultural spectrum. Through the use of self-reflection, a strengths-based perspective, and social work professional values, clinicians learn to select and apply clinical approaches that best match the client populations' needs and context.

**MSW655 Ethical Social Work Practice (3 cr.)**

*Prerequisite(s)/Corequisite: MSW645 or Advanced Standing*

This course provides an in-depth examination of the history and current guiding statements on values and ethics in the social work profession. Students grapple with ethical issues commonly encountered in indirect and direct social work practice, using an intersectional approach and the Code of Ethics - NASW as the common frame of reference. Intersections to be explored include personal and professional value systems; value conflicts and ethical dilemmas; ethical standards, workplace or program policies, and the law; frameworks for ethical decision making; the ethical imperative of self-care; and the roles of supervision and communities of practice as resources for development, support, and guidance in the development of practice wisdom.

**MSW670 Supervision and Management (3 cr.)**

*Prerequisite(s)/Corequisite: MSW605 or Advanced Standing*

Social work practice is enhanced and deepened by rigorous clinical supervision. In this course, students learn how to use the supervisory relationship to assist clinical social workers in fully engaging their practice, reflecting on their clinical choices, and challenging their personal biases. Quality supervision occurs when supervisors also consider their role as manager and their role in promoting the client's and agencies' needs. Clinical supervision occurs within the context of this environment, taking the influence of the agency and influences from outside of the agency in their supervisory work.

**MSW680 Clinical Field Experience I (300 hours) (3 cr.)**

*Prerequisite(s)/Corequisite: MSW650*

The purpose of this course is to address and process issues and experiences from the students' field placement experiences. Students develop critical reflections of their placement sites and also of their developing skills and identities as social workers. The course integrates past and current program curriculum content, including theoretical perspectives and relevant policy concerns. Students engage in case consultation addressing both clinical and systems issues encountered during placement.

**MSW681 Clinical Field Experience II (300 hours) (3 cr.)**

*Prerequisite(s): MSW680*

**Or**

**MSW684 Clinical Field Experience I and II Block Placement (600 hours) (6 cr.)**

*Prerequisite(s)/Corequisite: MSW650 and MSW652, Permission from field education director*

The purpose of this course is to address and process issues and experiences from the students' field placement experiences. Students develop critical reflections of their placement sites and also of their developing skills and identities as social workers. The course integrates past and current program curriculum content, including theoretical perspectives and relevant policy concerns. Students engage in case consultation, addressing both clinical and systems issues encountered during placement.

**MSW690 Capstone (3 cr.)**

*Prerequisite(s)/Corequisite: MSW681*

This course provides a foundation for self-directed, integrative professional development in social work. Students use the Capstone Project Implementation Protocol to develop a self-assessment portfolio; identify short-term professional development goals supported by the scholarly practice literature; identify one specific advanced direct or indirect practice development goal to be attained through a cycle of systematic action and assessment activities; and present the results of the professional development cycle to the supervising mentor or other appropriate audience within the professional learning community. The individualized practice development goal is grounded in previous course work and practice experience. Systematic learning cycle activities may include interviews with subject matter experts, participation in conferences or workshops, and production of annotated bibliographies, for example.

**Elective Courses: 9 cr.**

Select 9 credits of electives from among the following:

**MSW660 Social Work with Children and Adolescents (3 cr.)**

*Prerequisite(s)/Corequisite: MSW650*

This elective course explores normative developmental concerns, mental health, and emotional and behavioral disorders in children and adolescents. Emphasis is placed on the impact of multisystemic issues such as trauma,

poverty, and bias on children's well-being and functioning. Students are also introduced to several models for intervention with children and adolescents, including play therapy, child-centered family therapy, and group work.

### **MSW661 Clinical Practice with Addictions (3 cr.)**

*Prerequisite(s)/Corequisite: MSW650*

This course explores the impact of substance use disorders and addictive behaviors on the behavioral and mental health of individuals, families, and groups. Students gain a historical perspective on trends, attitudes, criminalization, and treatment of individuals struggling with addiction. Special emphasis is given to the impact of systemic poverty, racism, and oppression in understanding the prevalence and maintenance of addiction within specific marginalized communities. At an individual level, students gain insight into the correlation between the experience of trauma and the development of addiction. Recovery models — both harm-reduction and abstinence-based — include a broad range of interventions, such as psychological, behavioral, pharmacological, spiritual, and self-help programs.

### **MSW662 Clinical Practice with Trauma (3 cr.)**

*Prerequisite(s)/Corequisite: MSW650*

This advanced elective course explores the impact of trauma on individuals, families, and groups. Students develop an understanding of the impact of trauma on an individual's development of self. Students differentiate between the needs of an individual experiencing acute trauma from those experiencing distress rooted in a trauma history and select appropriate interventions based on these needs. Special attention is given to the impact early childhood trauma has on healthy attachment and the ramifications of attachment on selecting appropriate interventions. By utilizing a rudimentary understanding of neuroscience, students gain insight into the function of memory, dissociation, somatization of trauma, and the treatment modalities best suited for clinical work with clients based on their individual presentation and personal strengths. This course also explores how trauma victims are impacted by the cultural and societal values of their environments.

### **MSW663 U.S. Poverty: Perspectives and Interventions (3 cr.)**

*Prerequisite(s)/Corequisite: MSW650*

This advanced elective course exposes social work students to the social, cultural, political, and spiritual implications of poverty, with special emphasis on families, neighborhoods, and communities characterized by persistent and resistant poverty. Students examine the major philosophical, conceptual, and theoretical frameworks used to define, measure, and interpret poverty in the context of increasing income inequality. Students explore historic trends in and the current scope of poverty across various demographic groups, and how social institutions such as the child welfare system, criminal justice and legal systems, the family, faith communities, health and mental health systems, schools, and workplaces can be resources for primary, secondary, and tertiary prevention of poverty and its adverse effects on individual, family, and community well-being.

## **Advanced Standing Program Courses: 24 cr.**

### **MSW601 History and Philosophy of Social Work Advanced Standing Student Orientation (0 cr.)**

This zero-credit course briefly examines the assumptions, values, and events that have shaped the profession of social work. Social workers must have a solid understanding of the unique approaches that set the profession apart from others. This self-paced orientation is designed to provide Advanced Standing students with a brief overview of the social work profession prior to enrollment in clinical social work classes.

### **MSW614 Psychopathology (3 cr.)**

*Prerequisite(s): MSW612 or Advanced Standing*

This course builds upon the foundation of HBSE I and II and introduces a biopsychosocial framework for typical, atypical, and pathological development throughout the lifespan. The concepts of mental health, mental illness, and diagnosis are explored using theory and historical and current contextual factors. This course also focuses on clinical assessment, case formulation, and diagnostic processes utilizing criteria from the Diagnostic and Statistical Manual of Mental Disorders (DSM) and other relevant tools.

### **MSW650 Clinical Methods I with Individuals (3 cr.)**

*Prerequisite(s): Advanced Standing or MSW647*

Clinical Methods I prepares social work clinicians to execute the essential clinical tasks of engagement, assessment, intervention, and evaluation competently and effectively in practice with individuals. Students learn fundamental psychodynamic, cognitive-behavioral, and post-modern approaches to each of these clinical tasks. Throughout the course, a multicultural lens is applied to identify implicit biases or inherent theoretical assumptions that might impact the responsiveness and effectiveness of each approach across a broad cultural spectrum. Through the use of self-

reflection, a strengths-based perspective, and social work professional values, students learn to select and apply clinical approaches that best match the each client's needs and context.

### **MSW652 Clinical Methods II with Families, Groups, and Large Systems (3 cr.)**

*Prerequisite(s): MSW650*

Clinical Methods II equips social work clinicians to execute the essential clinical tasks of engagement, assessment, intervention, and evaluation competently and effectively in practice with families and client groups. Clinical methods from psychodynamic, cognitive-behavioral, and postmodern approaches are examined through a multicultural lens to identify implicit biases or inherent theoretical assumptions that might impact their responsiveness and effectiveness across a broad cultural spectrum. Through the use of self-reflection, a strengths-based perspective, and social work professional values, clinicians learn to select and apply clinical approaches that best match the client populations' needs and context.

### **MSW655 Ethical Social Work Practice (3 cr.)**

*Prerequisite(s)/Corequisite: MSW645 or Advanced Standing*

This course provides an in-depth examination of the history and current guiding statements on values and ethics in the social work profession. Students grapple with ethical issues commonly encountered in indirect and direct social work practice, using an intersectional approach and the Code of Ethics - NASW as the common frame of reference. Intersections to be explored include personal and professional value systems; value conflicts and ethical dilemmas; ethical standards, workplace or program policies, and the law; frameworks for ethical decision making; the ethical imperative of self-care; and the roles of supervision and communities of practice as resources for development, support, and guidance in the development of practice wisdom.

### **MSW670 Supervision and Management (3 cr.)**

*Prerequisite(s)/Corequisite: MSW605 or Advanced Standing*

Social work practice is enhanced and deepened by rigorous clinical supervision. In this course, students learn how to use the supervisory relationship to assist clinical social workers in fully engaging their practice, reflecting on their clinical choices, and challenging their personal biases. Quality supervision occurs when supervisors also consider their role as manager and their role in promoting the client's and agencies' needs. Clinical supervision occurs within the context of this environment, taking the influence of the agency and influences from outside of the agency in their supervisory work.

### **MSW680 Clinical Field Experience I (300 hours) (3 cr.)**

*Prerequisite(s)/Corequisite: MSW650*

### **MSW681 Clinical Field Experience II (300 hours) (3 cr.)**

*Prerequisite(s): MSW680*

The purpose of this course is to address and process issues and experiences from the students' field placement experiences. Students develop critical reflections of their placement sites and also of their developing skills and identities as social workers. The course integrates past and current program curriculum content, including theoretical perspectives and relevant policy concerns. Students engage in case consultation addressing both clinical and systems issues encountered during placement.

**Or**

### **MSW684 Clinical Field Experience I and II Block Placement (600 hours) (6 cr.)**

*Prerequisite(s)/Corequisite: MSW650 and MSW652, Permission from field education director*

The purpose of this course is to address and process issues and experiences from the students' field placement experiences. Students develop critical reflections of their placement sites and also of their developing skills and identities as social workers. The course integrates past and current program curriculum content, including theoretical perspectives and relevant policy concerns. Students engage in case consultation, addressing both clinical and systems issues encountered during placement.

### **MSW690 Capstone (3 cr.)**

*Prerequisite(s)/Corequisite: MSW681*

This course provides a foundation for self-directed, integrative professional development in social work. Students use the Capstone Project Implementation Protocol to develop a self-assessment portfolio; identify short-term professional

development goals supported by the scholarly practice literature; identify one specific advanced direct or indirect practice development goal to be attained through a cycle of systematic action and assessment activities; and present the results of the professional development cycle to the supervising mentor or other appropriate audience within the professional learning community. The individualized practice development goal is grounded in previous course work and practice experience. Systematic learning cycle activities may include interviews with subject matter experts, participation in conferences or workshops, and production of annotated bibliographies, for example.

## **Faculty**

The faculty members for this program have earned doctoral 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.

## **Advanced Standing Admission Requirements**

To be admitted to the Saint Mary's MSW program in the Advanced Standing track, a candidate must meet the following requirements:

- Candidates must have earned a bachelor's of Social Work degree from a CSWE-accredited program, recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors, within the last 10 academic years (for example, if a BSW was conferred in spring 2012, the student would need to enroll in and begin courses no later than spring 2022 in order to satisfy this requirement).
- If BSW was earned more than 10 academic years ago, students may be admitted as Advanced Standing but are required to successfully complete four social work generalist courses before being admitted to the program: Generalist Practice I and II and Human Behavior in the Social Environment (HBSE) I and II. If these courses are not available, an alternative will be developed with the student.
- A cumulative GPA of 3.0 or higher for all undergraduate classes must have been earned.
- For students who do not meet the GPA requirements, the MSW program director will review transcripts. The student will be required to enroll in Saint Mary's MSW equivalent courses for any BSW social work courses in which the student earned less than a B or A/B.
- Additionally, regardless of GPA, if an Advanced Standing student received a C or below in BSW core social work course, they will be required to enroll in the MSW equivalents at Saint Mary's.
- Students are asked to address their undergraduate performance in the personal statement for admission.

## **Application Process**

Applicants must submit the following:

1. A completed application form with the nonrefundable application fee (fee not required for alumni, students seeking readmission, or veterans and active military personnel).
2. An official transcript(s) 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;
  - b. statement indicating 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; 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.)

Application materials should be sent to:

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

# Special Education, M.A.

## Program Description

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:

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. Option one (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 two (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). Option three (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 one. The blended delivery model gives students the benefits of face-to-face instruction with the flexibility of online class sessions.

## M.A. in Special Education Degree Options

### 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 is 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 is 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.
---------------	-------

**or**

ASD/EBD/LD 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 is 65.

Education Foundation Courses	18 cr.
------------------------------	--------

Special Education Core Courses	18 cr.
--------------------------------	--------

Disability Specific Courses in at least one area	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 expectations 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.



### **EDSE636 Assessment and Evaluation of Learners with Exceptionalities (3 cr.)**

This course provides an in-depth study of theoretical principles of measurement, assessment, and evaluation procedures to determine special education eligibility and identify needs for implementation of educational plans for learners with exceptionalities including assessment practice. Non-biased assessment practices are discussed. Field experience is required.

### **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.

### **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.

## **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 identifying 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 identifying 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 identifying 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 identifying 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 Postsecondary: 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 identifying 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 identifying 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, and learning disabilities. 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, and learning disabilities. 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, and learning disabilities. 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.

## **ASD/EBD/LD Practicum 3 cr.**

### **EDSE691 ASD/EBD/LD 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 who qualify in either autism spectrum disorders, emotional/behavioral disorders, or learning disabilities. 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.

### **EDSE692 ASD/EBD/LD Practicum 2 (1 cr.)**

*Prerequisite(s): EDSE691 and approval of program staff*

The practicum is a supervised, structured experience in a school setting with learners who qualify in either autism spectrum disorders, emotional/behavioral disorders, or learning disabilities. 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.

### **EDSE693 ASD/EBD/LD Practicum 3 (1 cr.)**

*Prerequisite(s): EDSE692 and approval of program staff*

The practicum is a supervised, structured experience in a school setting with learners who qualify in either autism spectrum disorders, emotional/behavioral disorders, or learning disabilities. 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 pre-service teachers in grades 5-12 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?

### **EDSE539 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 current 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 American 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 American Indian culture within Minnesota and Wisconsin.

## **Elective Courses 12 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 identifying 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.

### **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 identifying 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 Postsecondary: Learning Disabilities (3 cr.)**

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 postsecondary 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.

### **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 identifying 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.

## **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 M.A. in Special Education 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 3 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 whether or not 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 doctoral 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 4.0 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. A completed application form with the nonrefundable application fee. (The fee not required for alumni or students seeking readmission or veterans and active military personnel.)
2. An official transcript(s) 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. any 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 are accepted.)

Application materials should be sent to:

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



# Teaching and Learning, M.Ed.

## Program Description

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 and instructed by a team of experienced facilitators in a learning community. The 36-credit program allows teachers to identify, investigate, and transform their teaching and learning. Learners 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.

The program version is offered in Minnesota and Wisconsin.

## 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

All required courses are delivered in a blended format, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner. Electives are offered in traditional, blended, or online formats.

## Degree Requirements

Core Courses	30 cr.
Elective Courses	6 cr.
<b>Total</b>	<b>36 cr.</b>

## Required Courses: 30 cr.

Students starting the program spring semester will 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 practice these skills while engaging in problem posing and problem-solving dialogue at the “Teach. Learn. Lead.” conference. 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 encompassing culturally responsive teaching and social, emotional, and academic learning.

**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.

**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. The art of locating, evaluating, and organizing resources, followed by the synthesis of research through writing a review of literature, is a primary focus of the course. 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 content from MED635 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 they 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 content from MED645, implementing 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, as well as 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 among other educators at the “Teach. Learn. Lead.” 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 content from MED655 to everyday classroom experience. Application of learning is captured and documented through reflective thinking.

## **Elective Courses: 6 cr.**

### **MED660 Educating with a Growth Mindset (1 cr.)**

In this course, learners explore how to create a healthy and more positive climate and culture in the classroom and across the school. Learners discuss strategies to foster intrinsic motivation in students and how to create a growth mindset-oriented classroom where student engagement is increased. Through reflection, learners develop their own mindset and analyze their impact on student learning.

### **MED661 Creating a Growth Mindset Culture (3 cr.)**

In this course, learners explore how to create a healthy and more positive climate and culture in the classroom and across the school. Learners discuss strategies to intentionally foster intrinsic motivation in students and then create a unit of lessons to implement in their classroom which teach students to be growth mindset-oriented, thus increasing their engagement. Through reflection, learners develop their own mindset and analyze their impact on student learning.

### **MED663 Today's Busy Teacher: Battle Burnout and Build Balance (3 cr.)**

In this course teachers learn new ways to organize their classroom practices as well as how to start creating a more healthy work-life balance that benefits the teacher, their students, and the entire school community. The daily demands on teachers are growing; high-stakes testing, best practice instruction, 21st century learning expectations, and parent communication can sometimes lead to teacher burnout. Work-life balance for educators is a conversation happening across schools, across districts, and across the nation. This course provides the space and time to have this conversation in an atmosphere that provides immediate results and both personal and classroom change.

### **MED665 Movement and Motivation: Instructional Practices to Boost Learning and Achievement (3 cr.)**

In this course, learners explore the challenges of motivating students through instructional strategies and classroom management techniques that promote student engagement in their learning and boost achievement. Instructional strategies, best practices, and current literature serve as a framework for developing a deeper understanding of how to effectively reach students. Learners incorporate movement, facilitate the development of intrinsic motivational strategies, and promote shared responsibility for learning and then apply principles of effective student engagement in the field of teaching middle-level learners to impact student achievement.

### **MED666 Trauma-Informed Teaching (3 cr.)**

Exposure to traumatic events in childhood is common. Although not all exposure to trauma leads to difficulty in functioning, research shows that exposure to trauma and toxic stress changes people. Just as a physical assault on the body can cause bodily impairment, psychological trauma can result in a mental injury that impacts such things as a child's ability to regulate emotions, attend to classroom activities, and/or achieve normal developmental milestones. Teachers have a great ability to prevent and mitigate the impact of traumatic exposure on students. By becoming trauma-sensitive, teachers can become a protective factor for these students and increase their social, emotional and academic skills. Trauma-Informed teaching is a process, not a product. Strategic and thoughtful implementation is critical to ensure successful implementation in the classroom.

### **MED667 Renewal for Teachers and Educators: Top 20 Training® (1 cr.)**

This training series and graduate coursework explores creating (and maintaining) a healthy culture and climate that fosters social-emotional learning for students and colleagues in schools and classrooms. Learners explore how to create an engaging environment for students that embraces assessment, instruction, and parent involvement. Learners discern how teachers might be most effective in the 21st century in order to not get in the way of student learning. Learners dig deeply into two of the five CASEL competencies of Social Emotional Learning (SEL) and learn how to practically integrate SEL and Top 20 Training® concepts into the classroom.

### **MED668 Student and Faculty Development Through Social Emotional Learning: Top 20 Training® (3 cr.)**

This training series and graduate coursework explores creating (and maintaining) a healthy culture and climate that fosters social-emotional learning for students and colleagues in schools and classrooms. Learners explore how to create an engaging environment for students that embraces assessment, instruction, and parent involvement. Learners discern how teachers might be most effective in the 21st century in order to not get in the way of student learning. Learners dig deeper into all five of the CASEL competencies of Social Emotional Learning (SEL) and learn how to practically integrate SEL and Top 20 Training® concepts into the classroom.

**MED669 A Professional Book Study: HEART! Fully Forming Your Professional Life as a Teacher (1 cr.)**

Learners study the book *HEART! Fully Forming Your Professional Life as a Teacher* together, exploring and reflecting upon the intricacies of a teacher's professional life as an educator and the "unique aspects that make up the HEART of a professional life: happiness, engagement, alliances, risk, and thought" (Kanold, 2017). Learners deepen their personal understanding of the HEART concepts of happiness, engagement, alliances, risk, and thought through virtual book club discussions, journaling, exchanging ideas, and developing personal strategies to incorporate into one's life as an educator.

**MED670 A Professional Book Study AND Professional Development Application: HEART! Fully Forming Your Professional Life as a Teacher (3 cr.)**

Learners study the book *HEART! Fully Forming Your Professional Life as a Teacher* together, exploring and reflecting upon the intricacies of a teacher's professional life as an educator and the "unique aspects that make up the HEART of a professional life: happiness, engagement, alliances, risk, and thought" (Kanold, 2017). Learners deepen their personal understanding of the HEART concepts of happiness, engagement, alliances, risk, and thought through virtual book club discussions, journaling, exchanging ideas, and developing personal strategies to incorporate into one's life as an educator. Aside from learning from and with others within the book group, participants dig deeper into the HEART concepts of happiness, engagement, alliances, risk, and thought and develop a professional development ready presentation to share in their own school community.

**MED671 Teaching the Current Generation: Understanding the Students in my Classroom (3 cr.)**

In this course, learners uncover research on developmental norms and generational characteristics. Through collaboration, learners gather and analyze resources to develop strategies for making learning relevant and meaningful for their students. Learners identify current generational characteristics of themselves and those of their students and develop a ready-to-implement instructional plan that addresses the needs of their students' generational learning needs.

**MED672 Be Wild: Unleash Your Innate Creativity to Engage Learning (3 cr.)**

This course is grounded in the book *Wild Card: 7 Steps to an Educator's Creative Breakthrough* and provides educators with a pedagogical framework for infusing the most relevant, engaging, and responsive teaching practices into today's ever-changing classrooms. Learners study practical activities that tap into students' strengths and interests that create a dynamic classroom environment to motivate students and bring new life into the classroom. This course empowers learners to reclaim their own innate creativity and encourages keeping classroom instruction interesting.

**MED673 Mathematical Mindsets for Teaching and Learning (3 cr.)**

The focus of this course is to provide a strong foundation for mathematics instruction and assessment that is engaging, aligned to grade-level standards and objectives, and recognizes all students as learners of mathematics. A component of this work incorporates the text *Mathematical Mindsets* by Jo Boaler, which investigates student mindsets that lead to empowered learning of mathematics.

**MED674 Professional Book Study 1 (1 cr.)**

Learners in this course engage in a professional book study process. Learners engage in weekly, paced-out modules as a community. Supplemental experiences and resources are included to enhance the learning experience. At the end of this course, learners have a well-rounded perspective of the book's topics and concepts.

**MED675 Professional Book Study and Application 1 (3 cr.)**

Learners in this course engage in a professional book study process. Learners are facilitated through a chosen book together and engage in weekly paced-out modules as a community. Supplemental experiences and resources are gathered by the learning community and included to enhance the learning experience. At the end of this course, learners have a well-rounded perspective of the book's topics and concepts. As participants learn with, from, and for others within the course, they develop a plan of action ready to implement upon completion of the course that focuses on enhancing teaching and improving student achievement.

**MED676 Professional Book Study 2 (1 cr.)**

Learners in this course engage in a professional book study process. Learners engage in weekly, paced-out modules as a community. Supplemental experiences and resources are included to enhance the learning experience. At the end of this course, learners have a well-rounded perspective of the book's topics and concepts.

### **MED677 Professional Book Study and Application 2 (3 cr.)**

Learners in this course engage in a professional book study process. Learners are facilitated through a chosen book together and engage in weekly paced-out modules as a community. Supplemental experiences and resources are gathered by the learning community and included to enhance the learning experience. At the end of this course, learners have a well-rounded perspective of the book's topics and concepts. As participants learn with, from, and for others within the course, they develop a plan of action ready to implement upon completion of the course that focuses on enhancing teaching and improving student achievement.

### **MED678 Professional Book Study 3 (1 cr.)**

Learners in this course engage in a professional book study process. Learners engage in weekly, paced-out modules as a community. Supplemental experiences and resources are included to enhance the learning experience. At the end of this course, learners have a well-rounded perspective of the book's topics and concepts.

### **MED679 Professional Book Study and Application 3 (3 cr.)**

Learners in this course engage in a professional book study process. Learners are facilitated through a chosen book together and engage in weekly paced-out modules as a community. Supplemental experiences and resources are gathered by the learning community and included to enhance the learning experience. At the end of this course, learners have a well-rounded perspective of the book's topics and concepts. As participants learn with, from, and for others within the course, they develop a plan of action ready to implement upon completion of the course that focuses on enhancing teaching and improving student achievement.

## **Faculty**

The faculty members for this program have earned doctoral 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 the **United States** must submit the following:

1. A completed online application and nonrefundable \$25 application fee. (The fee is not required for alumni, students seeking readmission, or veterans and active military personnel.)
2. An official transcript(s) 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. A one- to two-page personal statement which includes:
  - a. brief description of the applicant's background, training, and experience
  - b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program
  - c. 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.
5. 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, résumés and personal statements can be sent to [tcadmission@smumn.edu](mailto:tcadmission@smumn.edu).

Other application materials can be sent to:

Saint Mary's University of Minnesota  
Office of Admission  
2500 Park Ave. S.  
Minneapolis, MN 55404  
612-728-5100 or 866-437-2788

# Teaching and Learning, M.Ed. - Jamaica

## Program Description

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 and instructed by a team of 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 programwide 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 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 core credits plus 6 elective credits).

Courses that count toward the M.Ed. degree are offered at the Catholic College of Mandeville, where students meet 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 skills, the ability to work independently, strong written communication, and the willingness to work with technology.

## Degree Requirements

Required Courses	30 cr.
Elective Courses	6 cr.
<b>Total</b>	<b>36 cr.</b>

## Required Courses: 30 cr.

### MED615 Becoming a Community of Learners (4 cr.)

In this first semester, learners engage in social emotional learning experiences to understand 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 practice these skills while engaging in problem posing and problem-solving dialogue at the "Teach. Learn. Lead." conference. 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 encompassing culturally responsive teaching and social, emotional, and academic learning.

#### **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.

#### **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. The art of locating, evaluating, and organizing resources, followed by the synthesis of research through writing a review of literature, is a primary focus of the course. 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 MED635 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 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 "Teach. Learn. Lead." 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 material from MED655 to everyday classroom experience. Application of learning is captured and documented through reflective thinking.

## **Elective Courses: 6 cr.**

### **MED680 Assessment to Promote Understanding and Achievement (3 cr.)**

In this course, practicing educators gain an understanding and proficiency in creating and implementing assessments that promote student achievement and understanding. Learners research and design formative assessments to guide student learning and their teaching. Aligning assessments to instructional outcomes and planning serves as a focus of the course. Learners also develop an understanding of self-assessment and apply that understanding to their teaching and their students' learning.

### **MED681 Effective Instructional Strategies (3 cr.)**

Practicing teachers explore research-based instructional strategies that promote student achievement and understanding. The focus of the course includes translating the research-based strategies into practice. Learners incorporate instructional strategies that meet the diverse needs of students in today's classrooms. The course also challenges learners to align their instructional strategies to their curricular outcomes and assessments.

## **Faculty**

The faculty members for this program must have a doctoral degree. 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. A completed application form with the nonrefundable application fee. (The fee is not required for alumni or students seeking readmission or veterans and active military personnel.)
2. 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 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. A one- to two-page personal statement which includes the following:
  - a. brief description of the applicant's background, training, and experience
  - b. statement indicating the career goals of the applicant and their reasons for seeking admission to the program
  - c. 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



# Teaching, M.A.

## Program Description

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, chemistry), music (vocal, instrumental), visual arts or world languages and cultures (Spanish).

## Program Outcomes

Consistent with the mission of Saint Mary's, 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:

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.

## 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.
<b>Total</b>	<b>46 cr.</b>

## 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.
<b>Total</b>	<b>37 cr.</b>

## 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 current informal and formal assessment practices (using science content standards for primary, intermediate, and middle school). Topics include lesson and unit planning, the Minnesota content standards, national standards, and questioning skills.

**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 understanding the developmental characteristics of creativity in children and adolescence; designing and teaching appropriate lessons; appreciating artistic production; using art and music as alternative assessment tools; and 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 current 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 takes 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 American 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 American Indian cultures within Minnesota and Wisconsin.

**EDUC570 Professional Capstone/Portfolio (2 cr.)**

*Prerequisite(s): All other licensing coursework*

This course provides teacher education candidates with mentoring in a largely self-directed experience completing the Teacher Performance Assessment (edTPA). 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*

In this course, elementary education majors explore the literacy needs of kindergarten through middle school students (using the Response to Intervention process) with exceptional learning styles and from different cultural, socioeconomic, and linguistic backgrounds (including ELL). Students learn how their own cultural background influences the way they teach and master the dispositions and skills needed to facilitate language development in children with diverse and multiple literacy development needs.

## **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 pre-service teachers in grades 5-12 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 current 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 takes 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 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 American 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 American Indian cultures within Minnesota and Wisconsin.

### **EDUC570 Professional Capstone/Portfolio (2 cr.)**

*Prerequisite(s): All other licensing coursework*

This course provides teacher education candidates with mentoring in a largely self-directed experience completing the Teacher Performance Assessment (edTPA). 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 communication 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 in grades K-12. Topics studied include, but are not limited to, national and state content standards, 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.

### **Master of Arts Degree Completion Courses: 9 cr.**

Final Research Project (3 cr. total, choose one of two options: EDUC590/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 of 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 course introduces the student to the fundamentals of designing and conducting educational research and writing an action research project. Each student conducts and constructs a literature review on a research topic of special interest and creates a hypothetical action research study that aligns with concepts learned in the literature review.

## **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.

### **EDUC571 Endorsement Portfolio Seminar (1 cr.)**

This course is designed to support candidates in developing a portfolio to demonstrate their application of the 10 Standards of Effective Practice in an additional licensure area. The candidate's consolidation of personal understanding of the added licensure area is accomplished through reflection and analysis of substantive evidence as it relates to effective teaching and learning methods, personal evaluation, and goal setting. These elements are exhibited in a portfolio.

### **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.

## **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 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 Tier 3 licensure in the State of Minnesota, students must pass the Minnesota Teacher Licensing Examinations in content and pedagogy.

## **Faculty**

The faculty members for this program have earned doctoral 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 4.0 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. Applicants must also complete an interview with a program director and must complete a spontaneous writing proficiency exam.



## Application Process

Applicants must submit the following:

1. A Completed application form with the non-refundable application fee. (The fee is not required for alumni or students seeking readmission or veterans and active military personnel.
2. An official transcript(s) 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.
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.)

Application materials should be sent to:

Saint Mary's University of Minnesota  
Office of Admission  
2500 Park Ave. S.  
Minneapolis, MN 55404

# Graduate Certificate

## Overview of All Graduate Certificates

### Graduate Certificate Overview

Students may take a graduate certificate and then use it toward the completion of a master's degree. The wide variety of certificates allows students to choose the degree path that best suits their individual needs.

<b>Business and Healthcare Related Certificates</b>		
<b>These certificates</b>	<b>can be used toward</b>	<b>any of these degrees</b>
Finance Human Resource Management International Development Nonprofit Management Project Management	can be used toward	Master of Business Administration - Accelerated Online M.S. in Business Intelligence and Data Analytics M.A. in Human Resource Management M.S. in Project Management M.A. in Organizational Leadership
Business Analytics Healthcare Analytics	can be used toward	Master of Business Administration - Accelerated Online M.S. in Business Intelligence and Data Analytics
Artificial Intelligence	can be used toward	M.S. in Business Intelligence and Data Analytics
Data Engineering Geographic Information Science	can be used toward	M.S. in Business Intelligence and Data Analytics
Healthcare Administration	can be used toward	Master of Business Administration - Accelerated Online M.A. in Business Intelligence and Data Analytics M.A. in Health and Human Services Administration M.A. in Human Resource Management M.S. in Project Management M.A. in Organizational Leadership
Addiction Studies	can be used toward	M.A. in Counseling and Psychological Services & Addiction Studies Dual Award
<b>Education Certificates</b>		
<b>These certificates</b>	<b>can be used toward</b>	<b>any of these degrees</b>
Culturally Responsive Teaching Mental Health in Education K-12 Reading	can be used toward	M.A. in Education
Critical, Creative, and Design Thinking Teaching, Training, and Leading with Technology	can be used toward	Learning Design and Technology, M.Ed.
<b>Education Administration</b>		
<b>These certificates</b>	<b>can be used toward</b>	<b>any of these degrees</b>
Director of Special Education	can be used toward	Education Specialist Degree - Director of Special Education
Principal Certificate	can be used toward	Education Specialist Degree - Principal
Administration - Superintendent	can be used toward	Education Specialist Degree - Superintendent

# Graduate Certificates

## Addiction Studies Certificate

### Program Description

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 12 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 counselors (LADC).

### Program Outcomes

Graduates of the Graduate Certificate in Addiction Studies program are expected to be able to:

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 25 required program credits are made up of 19 credits of coursework in addiction studies and an 880-hour, 6-credit practicum. Courses are delivered in blended format.

### Degree Requirements

Core Courses	19 cr.
Practicum Courses	6 cr.
<b>Total</b>	<b>25 cr.</b>

### Core Courses: 19 cr.

#### ADS551 Historical and Contemporary Foundations of Addiction Theories (2 cr.)

*Prerequisite(s): PY620 or equivalent*

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.)**

*Prerequisite(s): or corequisite ADS551*

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.)**

*Prerequisite(s): ADS552, PY722 or equivalent*

This course examines the ethical, legal, and professional issues in the continuum of care in addictions work. The Board of Behavioral Health and Therapy code of ethics, selected federal and state law pertaining to the addictions field, and underlying professionalism are synthesized and applied, while integrating the 12 core functions.

**ADS554 Psychopharmacology and Psychophysiology in Addiction Disorders (2 cr.)**

*Prerequisite(s): or corequisites: ADS553, PY606 or equivalent*

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 (3 cr.)**

*Prerequisite(s): ADS554*

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.)**

*Prerequisite(s): or corequisite ADS555*

This course examines effective applications of current theories and models in the diagnosis, intervention, and treatment of addictions and co-occurring disorders and associated issues. The incorporation of biopsychosocial factors including socioeconomic, race, ethnicity, culture and subcultures, and mental health are addressed.

**ADS557 Families & Addictive Related Issues Across the Lifespan (2 cr.)**

*Prerequisite(s): ADS556*

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.)**

*Prerequisite(s): or corequisite: ADS557*

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: 6 cr.****ADS590 Practicum I (3 cr.)**

*Prerequisite(s): ADS558*

(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 (3 cr.)**

*Prerequisite(s): ADS590*

(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 dual program requirements: Counseling and Psychological Services, M.A. and Addiction Studies Graduate Certificate

## **Faculty**

The faculty members for this program have earned doctoral 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 before regular admission to the program and have earned a grade of "B" or better in:

- Developmental Psychology: PY605 or equivalent
- Counseling Theory: PY613 or equivalent
- Ethics and Professional Issues: PY722 or equivalent
- Psychophysiology: PY606 or equivalent
- Statistical Techniques: PY620 or equivalent
- Counseling Skills and Practice: PY724 or equivalent
- Psychopathology or Abnormal Psychology: PY608 or equivalent

## **Application Process**

Applicants must submit:

1. A completed application form with the nonrefundable application fee. (The fee is not required for alumni or students seeking readmission or veterans and active military personnel.)
2. An official transcript(s) 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 have a course-by-course evaluation completed from an approved member of the National Association of Credential Evaluation Services (NACES.org). These would preferably be completed by World Education Services or Educational Credential Evaluators and must be deemed equivalent to accredited U.S. university standards.)

3. A personal statement which includes:
  - a. brief description of the applicant's background, training, and experience and,
  - b. statement indicating the career goals of the applicant and 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.
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).

Application materials should be sent to:

Saint Mary's University of Minnesota  
Office of Admission  
2500 Park Ave. S.  
Minneapolis, MN 55404

# Artificial Intelligence Certificate

## Program Description

The Artificial Intelligence Certificate explores transformation enablement in various industries by using state-of-the-art and innovative artificial intelligence concepts and methodologies. The certificate examines deep learning, data engineering, and the Internet of Things (IoT) through a project-based approach. In the Artificial Intelligence Certificate, students study data engineering to collect, clean, and structure data for artificial intelligence projects. Through deep learning methodology and technology focused on artificial intelligence models, students gain skills and insight to perform in the fields of big data, IoT, and artificial intelligence.

## Program Outcomes

Upon completion of the certificate, students are expected to be able to:

1. Design and deploy an end-to-end artificial intelligence-based solution.
2. Present deliverables to prospective stakeholders that align with the strategy goals of an organization.
3. Evaluate ethical considerations around artificial intelligence-based solutions, focused on conflict resolution, cross-functional teamwork, and compliance issues.

## Program Structure and Delivery

The Artificial Intelligence Certificate is delivered fully online.

## Certificate Requirements

### Required Courses: 15 cr.

#### **BIA630 Data Analysis and Business Modeling (3 cr.)**

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 to engineer and analyze business models. Students identify the proper use of and complete regression, optimization, and exponential smoothing models.

#### **BIA680 Python for Artificial Intelligence (3 cr.)**

*Prerequisite(s): BIA630, DIGA620*

This course focuses on the framework for utilizing the Python programming language for artificial intelligence applications. The course explores performing, creating, and scripting. Students gain experience in programming Python scripts and data science applications.

#### **BIA681 Introduction to Deep Learning (3 cr.)**

*Prerequisite(s): BIA680*

This course introduces students to the complex nature of deep learning. Studying supervised and unsupervised models, students explore the benefits that deep learning offers to businesses. Using Python, students build a neural network model using the Keras framework and interpret the results for stakeholders.

#### **BIA682 Deep Learning: Special Types of Neural Networks and Applications (3 cr.)**

*Prerequisite(s): BIA681*

This course continues the exploration of deep neural networks by building special types of neural networks for various applications. Working with Python Keras, students build a neural network model and evaluate its results. Students explore different neural network architectures, such as recurrent neural networks and compare them to basic neural networks.

## **DIGA620 Data Engineering (3 cr.)**

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. The course also investigates legal and ethical considerations of data management.

## **Master's Degree Completion**

For those students seeking to use this certificate toward a full master's degree, see the following option:

Master of Science in Business Intelligence and Data Analytics

## **Faculty**

The faculty members for this program have earned doctoral 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 4.0 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. A completed application form with the non-refundable application fee. (The fee is not required for alumni or students seeking readmission or veterans and active military personnel.)
2. An official transcript(s) 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. 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.)

Application materials should be sent to:  
Saint Mary's University of Minnesota  
Office of Admission  
2500 Park Ave S  
Minneapolis, MN 55404



# Business Analytics Certificate

## Program Description

Business Analytics is the combination of several disciplines: computer and data science, business, project management, and communication. Business analysts focus on optimizing the company or organization through increasing employee effectiveness in functional areas of the business. Business analysts help organizations interpret and apply organizational data as an asset to drive decision-making processes. In the business analytics certificate, students learn how to frame business problems, provide optimal solutions, and improve business performance through data science project application. Students learn which tools are available, which to create themselves, and then how to implement them to improve organizational performance.

## Program Outcomes

Upon completion of the certificate, students are expected to be able to:

1. Apply appropriate tools, data models, and ethical approaches to solve specific business problems.
2. Demonstrate project management techniques to business analytics projects.
3. Communicate with a variety of stakeholders and audiences.
4. Evaluate ways that the organization can improve its operations through analytics.

## Program Structure and Delivery

The Business Analytics Certificate is delivered fully online.

## Certificate Requirements

### Required Courses: 15 cr.

#### **BIA630 Data Analysis and Business Modeling (3 cr.)**

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 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): BIA630, MBA633, DIGA605, BIA640*

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, and effective strategic communication are studied. Students identify and analyze problems. Professionalism in both oral and written communication is expected.

#### **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.

### **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.

## **Master's Degree Completion**

For those students seeking to use this certificate toward a full master's degree, see the following options:

Business Administration, M.B.A. - Accelerated Online

Master of Science in Business Intelligence and Data Analytics

## **Faculty**

The faculty members for this program have earned doctoral 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 non-refundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel), and
2. An official transcript(s) 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.)

Application materials should be sent to:

Saint Mary's University of Minnesota  
Office of Admission  
2500 Park Ave. S.  
Minneapolis, MN 55404

# Critical, Creative, and Design Thinking Certificate

## Program Description

This certificate cultivates critical and creative thinking as essential skills alongside design thinking. Design thinking is a strategic problem solving method that is based in empathy and considers the input of multiple stakeholders and viewpoints. It calls on divergent and convergent thinking as well as synthesis. It taps into both creative and strategic thinking, preparing leaders to problem solve for a future that is currently unknown. Participants grow confidence as critical and creative thinkers by learning how to think differently, problem solve thoughtfully, and strategically address problems in their workplaces, organizations, and communities.

## Program Outcomes

Upon completion of the certificate, graduates are expected to be able to:

1. Analyze connections between critical and creative thinking and their applications to problem solving.
2. Reflect on mindsets, dispositions, and thinking skills to help lead in complex times and situations.
3. Create solutions to design thinking problems by synthesizing research and considering perspectives and issues related to the environment.
4. Employ technology to communicate effectively with various audiences in multimedia formats.

## Program Structure and Delivery

The Critical, Creative, and Design Thinking Certificate is delivered fully online.

## Certificate Requirements

### Required Courses: 15 cr.

#### 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.

#### 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.

#### 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.

## Master's Degree Completion

For those students seeking to use this certificate toward a full master's degree, see the following options:

M.Ed. in Learning Design & Technology

## Faculty

The faculty members for this program have earned doctoral 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 4.0 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(s) 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.)

Application materials should be sent to:

Saint Mary's University of Minnesota  
Office of Admission  
2500 Park Ave. S.  
Minneapolis, MN 55404

# Culturally Responsive Teaching Certificate

## Program Description

The Culturally Responsive Teaching certificate program at Saint Mary's offers educators in all school settings the opportunity to work internally and 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 learners. Intentional work on awareness, sensitivity, professional disposition, and action-steps are embedded throughout the program.

## Program Outcomes

Upon completion of the Culturally Responsive Teaching Certificate program, graduates are expected to be able to:

1. Think critically about 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. Apply culturally responsive teaching principles to create an inclusive, civil learning environment.
4. Differentiate culturally responsive teaching principles and embed them into instructional and assessment plans.
5. Select and organize relevant resources that support culturally responsive teaching-centered student learning.

## Program Structure and Delivery

Program courses are delivered online and, within school districts, in a blended format. Blended courses integrate face-to-face classroom meetings and online activities 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.

#### **CRT605 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.

#### **CRT610 Principles of Culturally Responsive Classrooms and Teaching (3 cr.)**

*Prerequisite(s): CRT605*

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.

#### **CRT615 Eliminating Racial Disparities in Student Achievement (3 cr.)**

*Prerequisite(s): CRT610*

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.

#### **CRT620 Designing Culturally Responsive Teaching (3 cr.)**

*Prerequisite(s): CRT615*

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.

## **CRT625 Comprehensive Application of Principles (3 cr.)**

*Prerequisite(s): CRT620*

In this course, students complete a comprehensive performance assessment that documents and presents their individual growth, understanding, and application of the program outcomes.

## **Master Degree Completion**

For those students seeking to use the certificate toward a master's degree, please see the M.A. in Education page. M.A., Education

## **Faculty**

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

## **Admission Requirements**

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.

## **Admission Process**

Applicants must submit:

1. A 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 - to two-page reflective essay which includes the following:
  - a. brief description of the applicant's background, training, and experience;
  - b. 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 Ave. S.  
Minneapolis, MN 55404

# Data Engineering Certificate

## Program Description

The field of Data Engineering enables data-driven decision making by collecting, transforming, and publishing data. A data engineer should be able to design, build, operationalize, secure, and monitor data processing systems with a particular emphasis on security and compliance; scalability and efficiency; reliability and fidelity; and flexibility and portability. A data engineer should also be able to leverage, deploy, and work with generalized machine learning models. The role of a data engineer may include a) designing data processing systems, b) building and operationalizing data processing systems, c) operationalizing machine learning models, and d) ensuring solution quality. This certificate is for students with an interest in data analytics, data science, and technology. This certificate gives students skills to utilize new sources of data, use unstructured data and/or automate processes, as well as gain experience with planning and design.

## Program Outcomes

Upon completion of the certificate, students are expected to be able to:

1. Demonstrate proficiency in data collection, data engineering, and database administration.
2. Develop custom applications and scripts for visualization and analytics.
3. Communicate with clarity and coherence.
4. Evaluate ethical and legal implications of decision making.

## Program Structure and Delivery

The Data Engineering Certificate is delivered in a blended format.

## Certificate Requirements

### Required Courses: 15 cr.

#### **DIGA608 Cloud Architecture and Web-Programming (3 cr.)**

*Prerequisite(s): DIGA605 or equivalent or consent of 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.

#### **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.

#### **DIGA620 Data Engineering (3 cr.)**

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. The course also investigates legal and ethical considerations of data management.

#### **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.

### **DIGA650 Advanced Data Engineering and Visualization (3 cr.)**

*Prerequisite(s): DIGA620 or equivalent or consent or program director*

This course utilizes scripting languages to ingest and transform relational, non-relational, unstructured, and streaming data sources into actionable data formats. The purpose and design of data lakes and data warehouses are covered, and students select and implement appropriate data visualization strategies including dashboards and techniques specific to big data.

## **Master's Degree Completion**

For those students seeking to use this certificate toward a full master's degree, see the following option:

Master of Science in Data Intelligence and GeoAnalytics

## **Faculty**

The faculty members for this program have earned doctoral 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 4.0 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(s) 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.)

Application materials should be sent to:  
Saint Mary's University of Minnesota  
Office of Admission  
2500 Park Ave. S.  
Minneapolis, MN 55404



# Educational Administration – Director of Special Education Certificate

## Program Description

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

The following outcomes are state-identified core competencies for educational administration:

### A. Leadership

1. Demonstrate leadership by collaboratively assessing and improving a professional culture of engagement, ethical and equitable practice, and systems perspective;
2. demonstrate leadership by the development of an educational mission for the school or district, which provides purpose and direction for individuals and groups;
3. demonstrate shared leadership and decision-making strategies and empower and entrust teachers and staff with collective responsibility for meeting the academic, social, behavioral, emotional, and physical needs of each student pursuant to the mission, vision, and core values of the school;
4. understand how education is impacted by historical, local, state, national, and international events and issues;
5. through a visioning process, formulate strategic plans and goals with staff and community to promote the academic success and well-being of each student;
6. set priorities in the context of stakeholder needs;
7. serve as a spokesperson for the welfare of all learners in a multicultural context to ensure high expectations; and
8. understand the dynamics of change and demonstrate the ability to implement change and educational reform.

### B. Organizational Management

1. Demonstrate an understanding of organizational systems, including structural and cultural dynamics;
2. define and use processes for gathering, analyzing, managing, and using data to plan and make decisions for program evaluation;
3. plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels;
4. demonstrate the ability to analyze need and allocate personnel and material resources;
5. develop and manage budgets and maintain accurate fiscal records;
6. demonstrate an understanding of facilities development, planning, and management; and
7. understand and use technology as a management tool.

### **C. Equity and Culturally Responsive Leadership**

1. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context;
2. recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning;
3. ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success;
4. ensure policies and practices are in place that prevent problem behavior, encourage positive behavior, and respond to student behavior not aligned with expectations in a positive, fair, and unbiased manner;
5. promote the preparation of students to live productively in and contribute to a diverse and global society;
6. address matters of equity in all aspects of leadership; and
7. ensure policies and practices are in place that address student and staff mental and physical health and trauma.

### **D. Policy and Law**

1. Understand and implement policy to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications to promote student success;
2. recognize and apply standards of care involving civil and criminal liability for negligence, harassment, and intentional torts; and
3. demonstrate an understanding of state, federal, and case law, and rules and regulations governing general education, special education, and community education.

### **E. Political Influence and Governance**

1. Exhibit an understanding of school districts as a political systems, including governance models;
2. demonstrate an understanding of involving stakeholders in the development of educational policy;
3. understand the role and coordination of social agencies and human services to develop productive relationships and engage resources for the school community; and
4. demonstrate an understanding of processes to align constituencies in support of school and district priorities.

### **F. Communication**

1. Understand the need to develop shared understanding of and commitment to mission, vision, and core values within the school and the community;
2. demonstrate individual and team facilitation skills;
3. recognize and apply an understanding of individual and group behavior in all situations;
4. demonstrate an understanding of conflict resolution and problem-solving strategies relative to communication;
5. make presentations that are clear and easy to understand;
6. respond to, review, and summarize information for groups;
7. communicate appropriately, through speaking, listening, and writing, for different audiences, including students, teachers, parents, the community, and other stakeholders; and
8. understand and utilize appropriate communication technology.

#### **G. Community Relations**

1. Articulate organizational purpose and advocate publicly for the needs and priorities of students, families, and the community;
2. demonstrate the ability to engage the extended community;
3. effectively generate and respond to various forms of communication through media;
4. promote a positive image of schools and the school district;
5. monitor and address perceptions about school-community issues; and
6. demonstrate the ability to identify and articulate critical community issues that may impact local education.

#### **H. Curriculum, Instruction and Assessment for Success of All Learners**

1. Implement state academic standards, a coherent systems of culturally responsive curriculum, instruction, and assessment that promote the mission, vision, and core values of the district to embody high expectations for student learning.
2. develop, assess, and support teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities and emerging trends for learning and growth, guided by understanding professional and adult learning and development;
3. apply research and best practices on integrating curriculum, technology, and relevant resources to help all learners achieve at high levels;
4. understand and assess the implementation of alternative instructional designs, curriculum, positive approaches to behavior management, and assessment accommodations and modifications as appropriate in all programs;
5. demonstrate the ability to use data from valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement to monitor student progress;
6. lead and assess instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student; and
7. promote instructional practice that is consistent with knowledge of child learning and development, intellectually challenging, authentic to student experiences, recognizes student strengths, and differentiated and personalized.

#### **I. Human Resource Management**

1. Demonstrate knowledge of effective personnel recruitment, selection, and retention;
2. demonstrate an understanding of staff development to improve the performance of all staff members;
3. demonstrate the ability to select and apply appropriate models for supervision and evaluation;
4. describe and demonstrate the ability to apply the legal requirements for personnel selection, development, retention, and dismissal;
5. demonstrate an understanding of management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures, and directives governing human resource management;
6. demonstrate an understanding of labor relations and collective bargaining; and
7. demonstrate an understanding of the administration of employee contracts, benefits, and financial accounts.

#### **J. Values and Ethics Leadership**

1. Demonstrate an understanding of the role of education in a democratic society;
2. demonstrate an understanding of and model democratic value systems, ethics, and moral leadership;
3. demonstrate the ability to balance complex community demands in the best interest of learners;
4. help learners grow and develop as caring, informed citizens; and
5. demonstrate an understanding and application of the code of ethics for school administrators under part 3512.5200.I

## **K. Judgment and Problem Analysis**

1. Identify the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions;
2. demonstrate adaptability and conceptual flexibility;
3. reach logical conclusions by making quality, timely decisions based on available information;
4. identify and give priority to significant issues;
5. demonstrate an understanding of and utilize appropriate technology in problem analysis; and
6. demonstrate an understanding of different leadership and decision-making strategies, including but not limited to collaborative models and model appropriately their implementation.

## **L. Safety and Security**

1. Demonstrate the ability to develop and implement policies and procedures for safe and secure educational environments; and
2. demonstrate the means to address emergency and crisis situations.

## **Special Education Director Specific Outcomes**

### **SEDA. Policy and Law**

1. Demonstrate an understanding of state and federal laws, rules, and procedures governing special education finance, budgeting, and accounting; and
2. demonstrate an understanding of state and federal regulations governing the monitoring of special education services.

### **SEDB. Organizational Management**

1. Demonstrate knowledge of statutory regulations relative to school districts affecting board meetings, policies, communications, procedures, and practices that affect special education governance; and
2. demonstrate an understanding of special education administrative models used in Minnesota.

### **SEDC. Resource/Fiscal Management**

1. Demonstrate an ability to apply state and federal laws, rules, and procedures governing special education finance, budgeting, and accounting to school district funding structures;
2. demonstrate an understanding of special education program development including needs assessment, design, implementation, and evaluation; and
3. demonstrate an understanding of the resources available, along with the agencies and organizations that serve students with a disability and their families.

## **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.

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 12 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 for their Minnesota School Administrative license.

The program is offered online with the addition of one five-day summer residency. Students may start the program at the beginning of fall and spring semesters only, but may apply year round.

## **Degree Requirements**

Core Educational Administration Credits	17 cr.
Special Education Director Courses	12 cr.
Certificate Completion	0 cr.
<b>Total</b>	<b>29 cr.</b>

## **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 (BOSA) 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 by Minnesota of school district leaders for licensure as a director of special education are analyzed and applied. 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: processes and procedures for analyzing student and district data; 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 adviser, 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 adviser, 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 adviser, 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.

#### **EDS790 Field Experience Seminar (0 cr.)**

*Prerequisite(s): Concurrent enrollment in a Principal or 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 3-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 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 three 1-credit graduate level courses including 1050 hours of school classroom experience, an electronic portfolio documenting completion of the pathway requirements, and an exit assessment meeting.

#### **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: 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 advisers and staff.

#### **Component 3: Exit Meeting**

The exit assessment meeting is an opportunity for the student to showcase the portfolio and demonstrate evidence of accomplishment of the 12 learning objectives addressed in the program. In addition, the student is asked to demonstrate that the requirements for the alternative pathway have been met in order to qualify for admittance to an education administration licensure program in Minnesota.

EDS691, EDS692, EDS693 Alternate Pathway Prerequisite courses (1 credit per course, 3 credits in total)

### **Faculty**

Faculty members for the Educational Administration Certificate have earned doctoral, 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 non-refundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel), and
2. An official transcript(s) 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.)

Application materials should be sent to:

Saint Mary's University of Minnesota  
Office of Admission  
2500 Park Ave. S.  
Minneapolis, MN 55404



# Educational Administration – Principal Certificate

## Program Description

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

The following outcomes are state-identified core competencies for educational administration:

### A. Leadership

1. Demonstrate leadership by collaboratively assessing and improving a professional culture of engagement, ethical and equitable practice, and systems perspective;
2. demonstrate leadership by the development of an educational mission for the school or district, which provides purpose and direction for individuals and groups;
3. demonstrate shared leadership and decision-making strategies and empower and entrust teachers and staff with collective responsibility for meeting the academic, social, behavioral, emotional, and physical needs of each student pursuant to the mission, vision, and core values of the school;
4. understand how education is impacted by historical, local, state, national, and international events and issues;
5. through a visioning process, formulate strategic plans and goals with staff and community to promote the academic success and well-being of each student;
6. set priorities in the context of stakeholder needs;
7. serve as a spokesperson for the welfare of all learners in a multicultural context to ensure high expectations; and
8. understand the dynamics of change and demonstrate the ability to implement change and educational reform.

### B. Organizational Management

1. Demonstrate an understanding of organizational systems, including structural and cultural dynamics;
2. define and use processes for gathering, analyzing, managing, and using data to plan and make decisions for program evaluation;
3. plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels;
4. demonstrate the ability to analyze need and allocate personnel and material resources;
5. develop and manage budgets and maintain accurate fiscal records;
6. demonstrate an understanding of facilities development, planning, and management; and
7. understand and use technology as a management tool.

**C. Equity and Culturally Responsive Leadership**

1. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context;
2. recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning;
3. ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success;
4. ensure policies and practices are in place that prevent problem behavior, encourage positive behavior, and respond to student behavior not aligned with expectations in a positive, fair, and unbiased manner;
5. promote the preparation of students to live productively in and contribute to a diverse and global society;
6. address matters of equity in all aspects of leadership; and
7. ensure policies and practices are in place that address student and staff mental and physical health and trauma.

**D. Policy and Law**

1. Understand and implement policy to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications to promote student success;
2. recognize and apply standards of care involving civil and criminal liability for negligence, harassment, and intentional torts; and
3. demonstrate an understanding of state, federal, and case law, and rules and regulations governing general education, special education, and community education.

**E. Political Influence and Governance**

1. Exhibit an understanding of school districts as a political systems, including governance models;
2. demonstrate an understanding of involving stakeholders in the development of educational policy;
3. understand the role and coordination of social agencies and human services to develop productive relationships and engage resources for the school community; and
4. demonstrate an understanding of processes to align constituencies in support of school and district priorities.

**F. Communication**

1. Understand the need to develop shared understanding of and commitment to mission, vision, and core values within the school and the community;
2. demonstrate individual and team facilitation skills;
3. recognize and apply an understanding of individual and group behavior in all situations;
4. demonstrate an understanding of conflict resolution and problem-solving strategies relative to communication;
5. make presentations that are clear and easy to understand;
6. respond to, review, and summarize information for groups;
7. communicate appropriately, through speaking, listening, and writing, for different audiences, including students, teachers, parents, the community, and other stakeholders; and
8. understand and utilize appropriate communication technology.

#### **G. Community Relations**

1. Articulate organizational purpose and advocate publicly for the needs and priorities of students, families, and the community;
2. demonstrate the ability to engage the extended community;
3. effectively generate and respond to various forms of communication through media;
4. promote a positive image of schools and the school district;
5. monitor and address perceptions about school-community issues; and
6. demonstrate the ability to identify and articulate critical community issues that may impact local education.

#### **H. Curriculum, Instruction and Assessment for Success of All Learners**

1. Implement state academic standards, a coherent system of culturally responsive curriculum, instruction, and assessment that promote the mission, vision, and core values of the district to embody high expectations for student learning.
2. develop, assess, and support teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities and emerging trends for learning and growth, guided by understanding professional and adult learning and development;
3. apply research and best practices on integrating curriculum, technology, and relevant resources to help all learners achieve at high levels;
4. understand and assess the implementation of alternative instructional designs, curriculum, positive approaches to behavior management, and assessment accommodations and modifications as appropriate in all programs;
5. demonstrate the ability to use data from valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement to monitor student progress;
6. lead and assess instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student; and
7. promote instructional practice that is consistent with knowledge of child learning and development, intellectually challenging, authentic to student experiences, recognizes student strengths, and differentiated and personalized.

#### **I. Human Resource Management**

1. Demonstrate knowledge of effective personnel recruitment, selection, and retention;
2. demonstrate an understanding of staff development to improve the performance of all staff members;
3. demonstrate the ability to select and apply appropriate models for supervision and evaluation;
4. describe and demonstrate the ability to apply the legal requirements for personnel selection, development, retention, and dismissal;
5. demonstrate an understanding of management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures, and directives governing human resource management;
6. demonstrate an understanding of labor relations and collective bargaining; and
7. demonstrate an understanding of the administration of employee contracts, benefits, and financial accounts.

#### **J. Values and Ethics Leadership**

1. Demonstrate an understanding of the role of education in a democratic society;
2. demonstrate an understanding of and model democratic value systems, ethics, and moral leadership;
3. demonstrate the ability to balance complex community demands in the best interest of learners;
4. help learners grow and develop as caring, informed citizens; and
5. demonstrate an understanding and application of the code of ethics for school administrators under part 3512.5200.

**K. Judgment and Problem Analysis**

1. Identify the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions;
2. demonstrate adaptability and conceptual flexibility;
3. reach logical conclusions by making quality, timely decisions based on available information;
4. identify and give priority to significant issues;
5. demonstrate an understanding of and utilize appropriate technology in problem analysis; and
6. demonstrate an understanding of different leadership and decision-making strategies, including but not limited to collaborative models and model appropriately their implementation.

**L. Safety and Security**

1. Demonstrate the ability to develop and implement policies and procedures for safe and secure educational environments; and
2. demonstrate the means to address emergency and crisis situations.

**Principal Specific Outcomes****PA. Instructional Leadership**

1. Support teachers and staff in the implementation of state academic standards, coherent systems of culturally responsive curriculum, instruction, and assessment that promote the mission, vision, and core values of the school district to embody high expectations for student learning' and
2. demonstrate the ability to understand and apply districtwide literacy efforts in all content areas including numeracy.

**PB. Monitor Student Learning**

1. Create a culture that fosters a community of learners;
2. demonstrate an understanding of student support systems and auxiliary services;
3. demonstrate the ability to implement and monitor student management system data systems;
4. implement school-wide policies and practices that encourage positive behavior, and respond to student misconduct in a positive, fair, and unbiased manner;
5. demonstrate the ability to develop a master instructional schedule;
6. demonstrate the ability to meet the diverse learning needs of all students; and
7. demonstrate the ability to understand and support a comprehensive program of student activities.

**PC. PK-12 Leadership**

1. Demonstrate an understanding of the articulation and alignment of curriculum from prekindergarten through grade 12;
2. demonstrate an understanding of different organizational systems and structures at prekindergarten, elementary, middle or junior high, and high school levels;
3. demonstrate the ability to work with children of all ages;
4. demonstrate the ability to work with parents, teachers, and other staff in all levels of schooling;
5. demonstrate an understanding of the characteristics of effective transitions from one level of schooling to the next; and
6. demonstrate an understanding of the developmental needs of children of all ages.

## Program Structure and Delivery

Students may transfer a maximum of 6 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.

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 12 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 for their Minnesota School Administrative license.

The program is offered online with the addition of one 5-day summer residency. Students may start the program at the beginning of fall and spring semesters only, but may apply year round.

## Degree Requirements

Core Educational Administration Credits	17 cr.
Principal Courses	12 cr.
Certificate Completion	0 cr.
<b>Total</b>	<b>29 cr.</b>

## 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.

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 (BOSA) 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 an instructional leader who can formally supervise/evaluate staff, 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.*

### **EDS757 Principal Field Experience II (1 cr.)**

*Prerequisite(s): EDS756 or at least 100 hours. If the student has not completed the seminar, concurrent enrollment in the Principal Seminar is required.*

### **EDS758 Principal Field Experience III (1 cr.)**

*Prerequisite(s): EDS757 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 adviser, 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.

### **EDS790 Field Experience Seminar (0 cr.)**

*Prerequisite(s): Concurrent enrollment in a Principal or Director of Special Education field experience.*

These graded seminar sessions are intended to provide a forum in which to reflect on events, circumstances, and responsibilities experienced in the field experience internship. Requirements mandated by Minnesota statutes and the university are reviewed. Job acquisition skills are developed, including cover letter composition, interviewing, resume development, and job search strategies. An introduction to creating the student's required electronic portfolio is provided.

### **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 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 three 1-credit graduate level courses including 1,050 hours of school classroom experience, an electronic portfolio documenting completion of the pathway requirements, and an exit assessment meeting.

#### **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: 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 advisers and staff.

#### **Component 3: Exit Meeting**

The exit assessment meeting is an opportunity for the student to showcase the portfolio and demonstrate evidence of accomplishment of the 12 learning objectives addressed in the program. In addition, the student is asked to demonstrate that the requirements for the alternative pathway have been met in order to qualify for admittance to an education administration licensure program in Minnesota.

EDS691, EDS692, EDS693 Alternate Pathway Prerequisite courses (1 cr. per course, 3 credits in total)

### **Faculty**

Faculty members for the Educational Administration Certificate have earned doctorates, education specialist degrees, 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(s) 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.)

Application materials should be sent to:

Saint Mary's University of Minnesota  
Office of Admission  
2500 Park Ave. S.  
Minneapolis, MN 55404



# Educational Administration – Superintendent Certificate

## Program Description

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

The following outcomes are state-identified core competencies for educational administration:

### A. Leadership

1. Demonstrate leadership by collaboratively assessing and improving a professional culture of engagement, ethical and equitable practice, and systems perspective;
2. demonstrate leadership by the development of an educational mission for the school or district, which provides purpose and direction for individuals and groups;
3. demonstrate shared leadership and decision-making strategies and empower and entrust teachers and staff with collective responsibility for meeting the academic, social, behavioral, emotional, and physical needs of each student pursuant to the mission, vision, and core values of the school;
4. understand how education is impacted by historical, local, state, national, and international events and issues;
5. through a visioning process, formulate strategic plans and goals with staff and community to promote the academic success and well-being of each student;
6. set priorities in the context of stakeholder needs; and
7. serve as a spokesperson for the welfare of all learners in a multicultural context to ensure high expectations,
8. understand the dynamics of change and demonstrate the ability to implement change and educational reform.

### B. Organizational Management

1. Demonstrate an understanding of organizational systems, including structural and cultural dynamics;
2. define and use processes for gathering, analyzing, managing, and using data to plan and make decisions for program evaluation;
3. plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels;
4. demonstrate the ability to analyze need and allocate personnel and material resources;
5. develop and manage budgets and maintain accurate fiscal records;
6. demonstrate an understanding of facilities development, planning, and management; and
7. understand and use technology as a management tool.

### **C. Equity and Culturally Responsive Leadership**

1. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context;
2. recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning;
3. ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success;
4. ensure policies and practices are in place that prevent problem behavior, encourage positive behavior, and respond to student behavior not aligned with expectations in a positive, fair, and unbiased manner;
5. promote the preparation of students to live productively in and contribute to a diverse and global society;
6. address matters of equity in all aspects of leadership; and
7. ensure policies and practices are in place that address student and staff mental and physical health and trauma.

### **D. Policy and Law**

1. Understand and implement policy to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications to promote student success;
2. recognize and apply standards of care involving civil and criminal liability for negligence, harassment, and intentional torts; and
3. demonstrate an understanding of state, federal, and case law, and rules and regulations governing general education, special education, and community education.

### **E. Political Influence and Governance**

1. Exhibit an understanding of school districts as a political systems, including governance models;
2. demonstrate an understanding of involving stakeholders in the development of educational policy;
3. understand the role and coordination of social agencies and human services to develop productive relationships and engage resources for the school community; and
4. demonstrate an understanding of processes to align constituencies in support of school and district priorities.

### **F. Communication**

1. Understand the need to develop shared understanding of and commitment to mission, vision, and core values within the school and the community;
2. demonstrate individual and team facilitation skills;
3. recognize and apply an understanding of individual and group behavior in all situations;
4. demonstrate an understanding of conflict resolution and problem-solving strategies relative to communication;
5. make presentations that are clear and easy to understand;
6. respond to, review, and summarize information for groups;
7. communicate appropriately, through speaking, listening, and writing, for different audiences, including students, teachers, parents, the community, and other stakeholders; and
8. understand and utilize appropriate communication technology.

### **G. Community Relations**

1. Articulate organizational purpose and advocate publicly for the needs and priorities of students, families, and the community;
2. demonstrate the ability to engage the extended community;
3. effectively generate and respond to various forms of communication through media;
4. promote a positive image of schools and the school district;
5. monitor and address perceptions about school-community issues; and
6. demonstrate the ability to identify and articulate critical community issues that may impact local education.

### **H. Curriculum, Instruction and Assessment for Success of All Learners**

1. Implement state academic standards, a coherent system of culturally responsive curriculum, instruction, and assessment that promote the mission, vision, and core values of the district to embody high expectations for student learning.
2. develop, assess, and support teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities and emerging trends for learning and growth, guided by understanding professional and adult learning and development;
3. apply research and best practices on integrating curriculum, technology, and relevant resources to help all learners achieve at high levels;
4. understand and assess the implementation of alternative instructional designs, curriculum, positive approaches to behavior management, and assessment accommodations and modifications as appropriate in all programs;
5. demonstrate the ability to use data from valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement to monitor student progress;
6. lead and assess instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student; and
7. promote instructional practice that is consistent with knowledge of child learning and development, intellectually challenging, authentic to student experiences, recognizes student strengths, and differentiated and personalized.

### **I. Human Resource Management**

1. Demonstrate knowledge of effective personnel recruitment, selection, and retention;
2. demonstrate an understanding of staff development to improve the performance of all staff members;
3. demonstrate the ability to select and apply appropriate models for supervision and evaluation;
4. describe and demonstrate the ability to apply the legal requirements for personnel selection, development, retention, and dismissal;
5. demonstrate an understanding of management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures, and directives governing human resource management;
6. demonstrate an understanding of labor relations and collective bargaining; and
7. demonstrate an understanding of the administration of employee contracts, benefits, and financial accounts.

### **J. Values and Ethics Leadership**

1. Demonstrate an understanding of the role of education in a democratic society;
2. demonstrate an understanding of and model democratic value systems, ethics, and moral leadership;
3. demonstrate the ability to balance complex community demands in the best interest of learners;
4. help learners grow and develop as caring, informed citizens; and
5. demonstrate an understanding and application of the code of ethics for school administrators under part 3512.5200.

**K. Judgment and Problem Analysis**

1. Identify the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions;
2. demonstrate adaptability and conceptual flexibility;
3. reach logical conclusions by making quality, timely decisions based on available information;
4. identify and give priority to significant issues;
5. demonstrate an understanding of and utilize appropriate technology in problem analysis; and
6. demonstrate an understanding of different leadership and decision-making strategies, including but not limited to collaborative models and model appropriately their implementation.

**L. Safety and Security**

1. Demonstrate the ability to develop and implement policies and procedures for safe and secure educational environments; and
2. demonstrate the means to address emergency and crisis situations.

**Superintendent Specific Outcomes****SA. Policy and Law**

1. Demonstrate an understanding of the role policy plays in school district governance and administration;
2. know and apply statutory regulations affecting school board meetings, communications, procedures, and practices; and
3. demonstrate an understanding of the distinct roles and responsibilities of the school board and superintendent.

**SB. Political Influence and Governance**

1. Demonstrate an understanding of the role the political process plays in public education and the connection between them;
2. demonstrate an understanding of how to interact with local, state, and federal governments; and
3. demonstrate an understanding of the roles played by other community leaders in the school district.

**SC. Communication**

1. Demonstrate knowledge of cultivating positive relationships between and with school board members; and
2. demonstrate effective skills in communication leadership between the school district and the community, including internal and external constituencies.

**SD. Fiscal Management**

1. Demonstrate knowledge of factors that affect school finance, including sources of revenue; expenditure classifications; generally acceptable accounting principles; and local, state, and federal finance calculation.

**SE. Judgment and Problem Analysis**

1. Effectively balance varied and competing interests to ensure the mission and vision of the school district is carried forward.

**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.

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 12 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 for their Minnesota School Administrative license.

The program is offered online with the addition of one 5-day summer residency. Students may start the program at the beginning of fall and spring semesters only, but may apply year round.

## **Degree Requirements**

Core Educational Administration Credits	17 cr.
Superintendent Courses	12 cr.
Certificate Completion	0 cr.
<b>Total</b>	<b>29 cr.</b>

## **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 (BOSA) Code of Ethics is analyzed and its impact on the school climate and curriculum is examined.

**Superintendent Courses: 12 cr.****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 adviser, 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 adviser, 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 adviser, 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.

**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.

## **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 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 three 1-credit graduate level courses including 1050 hours of school classroom experience, an electronic portfolio documenting completion of the pathway requirements, and an exit assessment meeting.

### **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: 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 advisers and staff.

### **Component 3: Exit Meeting**

The exit assessment meeting is an opportunity for the student to showcase the portfolio and demonstrate evidence of accomplishment of the 12 learning objectives addressed in the program. In addition, the student is asked to demonstrate that the requirements for the alternative pathway have been met in order to qualify for admittance to an education administration licensure program in Minnesota:

EDS691, EDS692, EDS693 Alternate Pathway Prerequisite courses (1 cr. per course, 3 credits in total)  
Faculty

Faculty members for the Educational Administration Certificate have earned doctorates, education specialist degree, 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 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(s) 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.)

Application materials should be sent to:

Saint Mary's University of Minnesota  
Office of Admission  
2500 Park Ave. S.  
Minneapolis, MN 55404



# Finance Certificate

## Program Description

The Finance Graduate Certificate is designed for those seeking additional knowledge and skill in financial management. The program provides individuals with coursework in corporate finance, financial institutions, security analysis and portfolio management, and foreign investments.

## Program Outcomes

Upon completion of the certificate, students are expected to be able to:

1. Analyze and interpret financial information.
2. Evaluate equity securities and assess the risk and return of investment portfolios.
3. Demonstrate the ability to conduct capital budgeting.
4. Assess the risks involved with engaging in foreign investments.

## Program Structure and Delivery

The Finance Certificate is delivered fully online.

## Certificate Requirements

### Required Courses: 12 cr.

#### **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.

#### **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.

#### **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.

#### **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.

## Master's Degree Completion

For those students seeking to use this certificate toward a full master's degree, see the following options:

Business Administration, MBA - accelerated online without certificate

Master of Science in Business Intelligence and Data Analytics

Master of Arts in Human Resource Management

Master of Science in Project Management

Master of Arts in Organizational Leadership

## **Faculty**

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

## **Admission Requirements**

Applicants may apply for admission to graduate 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 4.0 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. All applicants must complete an interview with a program administrator.

## **Application Process**

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program pre- requisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services, [www.wes.org](http://www.wes.org), or Educational Credential Evaluators, [www.ece.org](http://www.ece.org), and be deemed equivalent to accredited U.S.university standards.) and,
3. A personal statement which includes:
  - a. brief description of the applicant's background, training, and experience and,
  - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program and,
  - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
  - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability and,
5. A current résumé listing educational background and work experience.

Application materials should be sent to:

Saint Mary's University of Minnesota  
Office of Admission  
2500 Park Ave. S.  
Minneapolis, MN 55404

# Geographic Information Science (GIS) Certificate

## Program Description

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:

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.

## Program Structure and Delivery

The GIS Certificate is delivered in blended format, integrating online and face-to-face instruction.

## 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.

## **Master's Degree Completion**

For those students seeking to use this certificate toward a full master's degree, see the following option:

Master of Science in Data Intelligence and GeoAnalytics

## **Faculty**

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

## **Admission Requirements**

Applicants may apply for admission to graduate 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 4.0 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. All applicants must complete an interview with a program administrator.

## **Application Process**

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. An official transcript issued to Saint Mary's University of Minnesota from the institution posting the applicant's completed bachelor's degree and other relevant transcripts documenting program pre-requisites and potential transfer credits. (An official transcript is one that is sent or carried to the university in an envelope sealed by the granting university. Transcripts from countries other than the U.S. must be evaluated by a university accepted evaluation source, such as World Education Services, [www.wes.org](http://www.wes.org), or Educational Credential Evaluators, [www.ece.org](http://www.ece.org), and be deemed equivalent to accredited U.S. university standards.) and,
3. A personal statement which includes:
  - a. brief description of the applicant's background, training, and experience and,
  - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to the program and,
  - c. description of the areas the applicant considers to be his or her strengths and areas in which the applicant wishes to develop greater strengths and abilities and,
  - d. personal information the applicant wishes to share.
4. Letter(s) of recommendation that verify professional and/or volunteer experience and academic ability and,
5. A current résumé listing educational background and work experience.

Application materials should be sent to:  
Saint Mary's University of Minnesota  
Office of Admission  
2500 Park Ave. S.  
Minneapolis, MN 55404

# Healthcare Administration Certificate

## Program Description

The Healthcare Administration Graduate Certificate is designed for those seeking additional knowledge and skill in healthcare administration. The program provides learners with the skills necessary to meet future challenges and complexities of the health and human services fields. Courses provide key education in the areas of financial management, service delivery systems, ethics, policy and regulatory systems, and leadership and management for health and human services administrators.

## Program Outcomes

Upon completion of the certificate, students are expected to be able to:

1. Analyze and interpret financial information in a healthcare or human services setting.
2. Evaluate the fundamentals of current healthcare and human services delivery systems.
3. Assess current health and human services policy, ethics, and regulatory systems.
4. Demonstrate an understanding of strategic planning and organizational leadership within the health and human services sector.

## Program Structure and Delivery

The Healthcare Administration Certificate is delivered fully online.

## Certificate Requirements

### Required Courses: 12 cr.

#### HS662 Healthcare Financial Management (3 cr.)

This course examines the financial practices and procedures associated with leading a healthcare, long-term care, or human services organization. Students have the opportunity to analyze and interpret financial statements, as well as create and evaluate capital budgets. Public policy and the economic forces that influence healthcare organizations are explored.

#### 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.)

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.)

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.

## Master's Degree Completion

For those students seeking to use this certificate toward a full master's degree, see the following options:  
Business Administration, MBA - Accelerated Online Without Certificate

Master of Science in Business Intelligence and Data Analytics

Master of Arts in Health and Human Services Administration

Master of Arts in Human Resource Management

Master of Science in Project Management

Master of Arts in Organizational Leadership

## **Faculty**

The faculty members for this program have earned doctoral 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 4.0 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(s) 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.)

Application materials should be sent to:

Saint Mary's University of Minnesota  
Office of Admission  
2500 Park Ave. S.  
Minneapolis, MN 55404

# Healthcare Analytics Certificate

## Program Description

Healthcare analytics involves the study of clinical and hospital operations and related organizations. This certificate includes the business operations related to patient billing, insurance, and activities connected to patient care. Privacy, ethics, and governance concerns are examined. In the healthcare analytics certificate, students learn how to develop business intelligence capabilities within a healthcare organization and apply artificial intelligence techniques across a spectrum of patient care and business functions. Students study best-practice information management systems, including health informatics and decision support systems, and learn how to develop highly-accurate models for patient needs and organization objectives. Students also study governance and ethics, including HIPAA.

## Program Outcomes

Upon completion of the certificate, students are expected to be able to:

1. Apply specialized knowledge in healthcare analytics, while adhering to ethical and legal considerations including HIPAA requirements and organizational governance.
2. Incorporate health informatics, information systems, and data analysis frameworks to enhance organizational effectiveness and decision-making processes.
3. Communicate highly sensitive data to technical and non-technical stakeholders.
4. Employ best-practice data science techniques to identify errors and ensure accuracy in clinical, insurance, and hospital data.
5. Integrate artificial intelligence to achieve the organization's goals.

## Program Structure and Delivery

The Healthcare Analytics Certificate is delivered fully online.

## Certificate Requirements

### Required Courses: 15 cr.

#### **BIA630 Data Analysis and Business Modeling (3 cr.)**

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 to engineer and analyze business models. Students identify the proper use of and complete regression, optimization, and exponential smoothing models.

#### **BIA670 Governance, Ethics, and Legal Considerations in Healthcare (3 cr.)**

Examine ethical and legal considerations when working with healthcare data, including HIPAA, decisions made by providers, payers, drug companies, pharmacies, and medical product manufacturers. Students study real world cases illustrating data governance in health care organizations, issues in patient privacy, data ownership, and restrictions on data analysis.

#### **BIA671 Information Systems for Healthcare Analytics (3 cr.)**

This course explores performance management and technology management for the healthcare industry. This includes patient records, billing, operations, and organizations that support the healthcare industry. Students study healthcare informatics, patient portals, ERP systems, and data repositories such as data marts, data warehouses, and cloud computing. Common software used to collect and query data is also explored.

#### **BIA672 Artificial Intelligence for Healthcare (3 cr.)**

*Prerequisite(s): BIA630*

This course covers the collection of data and the use of information as an asset in a healthcare organization. Students learn how to collect and transform data for use in an artificial intelligence project using R-Studio. Students study patterns using machine learning techniques and incorporate business strategy in their analysis.

### **BIA673 Healthcare Data Communications (3 cr.)**

*Prerequisite(s): BIA670, BIA671, BIA672*

Students in this course explore best-practice techniques for communicating with stakeholders in the healthcare industry. The course explores how to understand the needs of the audience, including medical staff, executive management, and business teams. Healthcare data techniques, such as business problem framing, analytics problem processing, and storytelling, are explored. Students create written, digital, and oral presentations, including data visualizations with sensitive data.

### **Master's Degree Completion**

For those students seeking to use this certificate toward a full master's degree, see the following options:

Business Administration, MBA - Accelerated Online Without Certificate

Master of Science in Business Intelligence and Data Analytics

### **Faculty**

The faculty members for this program have earned doctoral 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 4.0 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(s) 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.)

Application materials should be sent to:

Saint Mary's University of Minnesota  
Office of Admission  
2500 Park Ave. S.  
Minneapolis, MN 55404



# Human Resource Management Certificate

## Program Description

The Human Resource Management Graduate Certificate is designed for those seeking knowledge and skill in the main aspects of human resource management. The program provides individuals with the foundational skills needed to excel in human resource positions, including recruiting and hiring, employment law, compensation and benefits, and human resources organizational strategy.

## Program Outcomes

Upon completion of the certificate, students are expected to be able to:

1. Analyze the role of human resources as strategic business partners in organizational strategy.
2. Evaluate employment practices pertaining to recruitment, selection, and performance management.
3. Analyze organizational policies and procedures related to employment law and statutory frameworks.
4. Demonstrate an understanding of total rewards practice and strategy, including compensation and benefits.

## Program Structure and Delivery

The Human Resource Management Certificate is delivered fully online.

## Certificate Requirements

\*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 Human Resource Management Certificate may substitute an additional elective course for the HRM601 course, keeping the 12 total credit requirement. For more details contact program staff.

## Required Courses: 12 cr.

### 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 Compensation and Benefits (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 Negotiating and Consulting (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.

## Courses Available for Those with Waived HRM601

### HRM602 Human Resource Analytics (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 Training and Development (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.

### 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.

## Master's Degree Completion

For those students seeking to use this certificate toward a full master's degree, see the following options:

Master of Business Administration

Master of Science in Business Intelligence and Data Analytics

Master of Arts in Human Resource Management

Master of Science in Project Management

Master of Arts in Organizational Leadership

## Faculty

The faculty members for this program have earned doctoral 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 4.0 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(s) 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.)

Application materials should be sent to:

Saint Mary's University of Minnesota  
Office of Admission  
2500 Park Ave. S.  
Minneapolis, MN 55404

# International Development Certificate

## Program Description

The International Development Graduate Certificate is designed for those seeking to gain a broad understanding of the leading economic, social, and political development theories and practices. The program provides an historical overview of international development and integrates the skills necessary to excel as an international development practitioner, including approaches to sustainable economic and social development, program funding and financial management, nonprofit leadership, and program monitoring and evaluation.

## Program Outcomes

Upon completion of the certificate, students are expected to be able to:

1. Evaluate the leading economic, social, and political development theories and practices.
2. Analyze current trends in sustainable development, humanitarian intervention, and poverty reduction.
3. Identify sources of funding and create a program funding plan and budget.
4. Evaluate and apply various methods of program design, monitoring, and evaluation.

## Program Structure and Delivery

The International Development Certificate is delivered fully online.

## Certificate Requirements

### Required Courses: 12 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.

#### **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.

#### **MID680 International Development Organizational Strategy (3 cr.)**

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.

## Master's Degree Completion

For those students seeking to use this certificate toward a full master's degree, see the following options:

Business Administration, MBA - accelerated online without certificate

Master of Science in Business Intelligence and Data Analytics

Master of Arts in Human Resource Management

Master of Science in Project Management

Master of Arts in Organizational Leadership

## Faculty

The faculty members for this program have earned doctoral 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 4.0 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(s) 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.)

Application materials should be sent to:  
Saint Mary's University of Minnesota  
Office of Admission  
2500 Park Ave. S.  
Minneapolis, MN 55404

# K-12 Reading Teacher Certificate

## Program Description

The K-12 Reading Teacher graduate certificate program prepares 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.

## Program Outcomes

Consistent with the mission of Saint Mary's and the Board of Teaching requirements for licensure as K-12 Reading Teachers, the program expects its graduates to be able to:

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 16 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 and 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, 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.

## **K-12 Reading Master's Degree Completion**

For those students seeking a full master's degree instead of a graduate certificate, see the

Education, M.A. with K-12 Reading Certificate

## **Faculty**

The faculty and advisers for the K-12 Reading Teacher program have earned doctoral or master's degrees. Faculty are selected for their educational and professional experience, expertise, and proven ability to teach adult students.

## **Admission Requirements**

Applicants who wish to qualify for the K-12 Reading Teacher Program must have or be eligible for a Minnesota classroom teacher license. Applicants must have completed an undergraduate degree from a regionally accredited institution and have maintained an overall GPA of 2.75 on a 4.0 scale. Applicants must demonstrate the language proficiency necessary for successful graduate coursework.

## **Application Process**

Applicants must submit 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(s) 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.)

Application materials should be sent to:

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



# Mental Health in Education Certificate

## Program Description

The Mental Health in Education graduate certificate equips educators to be better aware and able to address the social and emotional health of their students. Over the five courses, learners reflect on their conceptualization of mental health, understand the needs of students from birth through grade 12, identify how and when to access additional resources, and improve the overall well-being of the classroom and school environment.

## Program Outcomes

Upon completion of the certificate, students are expected to be able to:

1. Recognize mental health needs for students across their birth to grade 12 education. (1.d.)
2. Evaluate the educator's role and capacity to address mental health needs. (8.e.)
3. Use appropriate community and mental health resources to support students, families, instruction, and classroom management. (4.d.)
4. Collaborate with colleagues and the community to foster students' educational, social, and emotional needs. (3.f.)
5. Apply diverse strategies and resources at the classroom and school levels to promote community and student well-being. (2.e.)

## Program Structure and Delivery

The Mental Health in Education certificate is delivered fully online.

## Certificate Requirements

### Required Courses: 15 cr.

#### **EDMA650 Mental Health Awareness: Birth to 12th grade (3 cr.)**

This course examines the social and emotional development from birth to high school graduation. This course focuses on how mental health concerns present throughout the developmental stages of students. The impact of family, culture, stress, and trauma are also considered. Learners reflect on their own perspectives around mental health.

#### **EDMA655 Development of Mental Health Competency (3 cr.)**

This course examines individual teacher roles and responsibilities when it comes to addressing student mental health needs. Learners explore their personal capacity, the ethical and legal responsibilities they have, as well as additional resources available within schools and the community.

#### **EDMA660 Creating a Healthy Classroom (3 cr.)**

This course examines strategies to create a socially and emotionally healthy classroom. Learners focus on transforming their classroom practices through research, evaluation, and application.

#### **EDMA665 Engaging the Community (3 cr.)**

This course addresses methods for learners to communicate and collaborate with colleagues, families, and students to improve the social and emotional health of individual students, classrooms, schools, and community. Learners explore school and community resources, as well as the implementation of strategies and best practices.

#### **EDMA670 Mental Health in our Everyday Lives (3 cr.)**

In this course, learners focus on the application of mental health concepts to create an awareness and healthy approach within their classroom and school. Additionally, learners reflect on their growth as educators.

## Master's Degree Completion

For those students seeking to use this certificate toward a full master's degree, see the following options:

Master of Arts in Education

## Faculty

The faculty members for this program have earned doctoral 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(s) 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.)

Application materials should be sent to:

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

# Nonprofit Management Certificate

## Program Description

The Nonprofit Management graduate certificate is designed for those seeking additional knowledge and skill in general nonprofit management. The certificate provides individuals with the foundational skills needed to excel in nonprofit management positions, including management theory and practice, community engagement and collaboration strategy, grant writing and financial management, and human resource management in the nonprofit sector.

## Program Outcomes

Upon completion of the certificate, students are expected to be able to:

1. Analyze strategic management principles used in the nonprofit sector.
2. Evaluate and apply community collaboration and conflict management strategies.
3. Create fund development and financial plans that inform decision making.
4. Analyze approaches to working with and managing stakeholders unique to the nonprofit sector, including volunteers, staff, and boards of directors.

## Program Structure and Delivery

The Nonprofit Management certificate is delivered fully online.

## Certificate Requirements

### Required Courses: 12 cr.

#### **MAPA601 Strategic Nonprofit Management (3 cr.)**

This course provides an overview of the management principles used in nonprofit organizations. The course examines the historical and current context for work in the nonprofit sector; strategic leadership, including board governance and executive leadership; concepts of 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.

#### **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.

#### **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.

#### **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.

## Master's Degree Completion

For those students seeking to use this certificate toward a full master's degree, see the following options:

Business Administration, M.B.A. - Accelerated Online Without Certificate

Master of Science in Business Intelligence and Data Analytics

Master of Arts in Human Resource Management

Master of Science in Project Management

Master of Arts in Organizational Leadership

## Faculty

The faculty members for this program have earned doctoral 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(s) 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.)

Application materials should be sent to:

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

# Project Management Certificate

## Program Description

The Project Management Graduate Certificate is designed for those seeking knowledge and skill in project management. The program provides individuals with the foundational skills needed to excel in project management positions, including project initiation, planning, executing, and monitoring and controlling. Specific topics discussed include stakeholder analysis, requirements identification, project charter, schedule management, resource management, cost management, quality control, and risk management.

## Program Outcomes

Upon completion of the certificate, students are expected to be able to:

1. Analyze stakeholder needs, determine project requirements, and create a project charter.
2. Plan and estimate the scope, resources, schedule, and cost of a project.
3. Evaluate and apply various methods of quality control to a project.
4. Demonstrate an understanding of risk management principles and practices.

## Program Structure and Delivery

The Project Management Certificate is delivered fully online.

## Certificate Requirements

Students who hold PMP Certification at the time they are admitted to the program may waive the PRM600 Foundations of Project Management with program director permission and substitute another 3-credit course from the list provided below.

### Required Courses: 12 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.

#### **PRM613 Project Quality and Quantitative Methods (3 cr.)**

*Prerequisite(s): PRM600, PRM601*

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*

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.

### Courses Available for Those with Waived PRM600

#### **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.

### **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.

## **Master's Degree Completion**

For those students seeking to use this certificate toward a full master's degree, see the following options:

Business Administration, M.B.A. - accelerated online without certificate

Master of Science in Business Intelligence and Data Analytics

Master of Arts in Human Resource Management

Master of Science in Project Management

Master of Arts in Organizational Leadership

## **Faculty**

The faculty members for this program have earned doctoral 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(s) 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.)

Application materials should be sent to:

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

# Teaching, Training, and Leading with Technology Certificate

## Program Description

This certificate develops mindsets, dispositions, skills, and leadership abilities for anyone who designs, facilitates, or leads learning in environments that value technology as a tool to amplify learning. Students learn a wide breadth of technology tools in a personalized learning environment while employing them in ways that deepen thinking, enhance engagement, and leverage collaboration. Students have the opportunity to augment their own capacity to lead and learn while designing technology-enriched learning in diverse modalities for diverse audiences.

## Program Outcomes

Upon completion of the certificate, graduates are expected to be able to:

1. Design technology-enhanced learning that fully leverages the science of how learning occurs.
2. Evaluate and grow their own dispositions, mindsets, skills, and capacities as learners and leaders.
3. Employ technology tools that are optimal for the learning environment and learning outcomes.
4. Create learning systems or solutions that tap into collective wisdom and the power of collaboration.

## Program Structure and Delivery

The Teaching, Training, and Leading with Technology Certificate is delivered fully online.

## Certificate Requirements

### Required Courses: 15 cr.

#### 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.

#### 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.

#### 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.



## Master's Degree Completion

For those students seeking to use this certificate toward a full master's degree, see the following options:

M.Ed. in Learning Design & Technology

## Faculty

The faculty members for this program have earned doctoral 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(s) 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.)

Application materials should be sent to:

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

# Specialist Degree

## Educational Administration, Ed.S.

### Program Description

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

The following outcomes are state-identified core competencies for educational administration:

##### A. Leadership

1. demonstrate leadership by collaboratively assessing and improving a professional culture of engagement, ethical and equitable practice, and systems perspective;
2. demonstrate leadership by the development of an educational mission for the school or district, which provides purpose and direction for individuals and groups;
3. demonstrate shared leadership and decision-making strategies and empower and entrust teachers and staff with collective responsibility for meeting the academic, social, behavioral, emotional, and physical needs of each student pursuant to the mission, vision, and core values of the school;
4. understand how education is impacted by historical, local, state, national, and international events and issues;
5. through a visioning process, formulate strategic plans and goals with staff and community to promote the academic success and well-being of each student;
6. set priorities in the context of stakeholder needs;
7. serve as a spokesperson for the welfare of all learners in a multicultural context to ensure high expectations;
8. understand the dynamics of change and demonstrate the ability to implement change and educational reform.

##### B. Organizational Management

1. demonstrate an understanding of organizational systems, including structural and cultural dynamics;
2. define and use processes for gathering, analyzing, managing, and using data to plan and make decisions for program evaluation;
3. plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels;
4. demonstrate the ability to analyze need and allocate personnel and material resources;
5. develop and manage budgets and maintain accurate fiscal records;
6. demonstrate an understanding of facilities development, planning, and management; and
7. understand and use technology as a management tool.

### **C. Equity and Culturally Responsive Leadership**

1. ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context;
2. recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning;
3. ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success;
4. ensure policies and practices are in place that prevent problem behavior, encourage positive behavior, and respond to student behavior not aligned with expectations in a positive, fair, and unbiased manner;
5. promote the preparation of students to live productively in and contribute to a diverse and global society;
6. address matters of equity in all aspects of leadership; and
7. ensure policies and practices are in place that address student and staff mental and physical health and trauma.

### **D. Policy and Law**

1. understand and implement policy to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications to promote student success;
2. recognize and apply standards of care involving civil and criminal liability for negligence, harassment, and intentional torts; and
3. demonstrate an understanding of state, federal, and case law, and rules and regulations governing general education, special education, and community education.

### **E. Political Influence and Governance**

1. exhibit an understanding of school districts as a political systems, including governance models;
2. demonstrate an understanding of involving stakeholders in the development of educational policy;
3. understand the role and coordination of social agencies and human services to develop productive relationships and engage resources for the school community; and
4. demonstrate an understanding of processes to align constituencies in support of school and district priorities

### **F. Communication**

1. understand the need to develop shared understanding of and commitment to mission, vision, and core values within the school and the community;
2. demonstrate individual and team facilitation skills;
3. recognize and apply an understanding of individual and group behavior in all situations;
4. demonstrate an understanding of conflict resolution and problem-solving strategies relative to communication;
5. make presentations that are clear and easy to understand;
6. respond to, review, and summarize information for groups;
7. communicate appropriately, through speaking, listening, and writing, for different audiences, including students, teachers, parents, the community, and other stakeholders; and
8. understand and utilize appropriate communication technology.

#### **G. Community Relations**

1. articulate organizational purpose and advocate publicly for the needs and priorities of students, families, and the community;
2. demonstrate the ability to engage the extended community;
3. effectively generate and respond to various forms of communication through media;
4. promote a positive image of schools and the school district;
5. monitor and address perceptions about school-community issues; and
6. demonstrate the ability to identify and articulate critical community issues that may impact local education.

#### **H. Curriculum, Instruction and Assessment for Success of All Learners**

1. implement state academic standards, a coherent system of culturally responsive curriculum, instruction, and assessment that promote the mission, vision, and core values of the district to embody high expectations for student learning.
2. develop, assess, and support teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities and emerging trends for learning and growth, guided by understanding professional and adult learning and development;
3. apply research and best practices on integrating curriculum, technology, and relevant resources to help all learners achieve at high levels;
4. understand and assess the implementation of alternative instructional designs, curriculum, positive approaches to behavior management, and assessment accommodations and modifications as appropriate in all programs;
5. demonstrate the ability to use data from valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement to monitor student progress;
6. lead and assess instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student; and
7. promote instructional practice that is consistent with knowledge of child learning and development, intellectually challenging, authentic to student experiences, recognizes student strengths, and differentiated and personalized.

#### **I. Human Resource Management**

1. demonstrate knowledge of effective personnel recruitment, selection, and retention;
2. demonstrate an understanding of staff development to improve the performance of all staff members;
3. demonstrate the ability to select and apply appropriate models for supervision and evaluation;
4. describe and demonstrate the ability to apply the legal requirements for personnel selection, development, retention, and dismissal;
5. demonstrate an understanding of management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures, and directives governing human resource management;
6. demonstrate an understanding of labor relations and collective bargaining;
7. demonstrate an understanding of the administration of employee contracts, benefits, and financial accounts.

#### **J. Values and Ethics Leadership**

1. demonstrate an understanding of the role of education in a democratic society;
2. demonstrate an understanding of and model democratic value systems, ethics, and moral leadership;

3. demonstrate the ability to balance complex community demands in the best interest of learners;
4. help learners grow and develop as caring, informed citizens; and
5. demonstrate an understanding and application of the code of ethics for school administrators under part 3512.5200.

#### **K. Judgment and Problem Analysis**

1. identify the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions;
2. demonstrate adaptability and conceptual flexibility;
3. reach logical conclusions by making quality, timely decisions based on available information;
4. identify and give priority to significant issues;
5. demonstrate an understanding of and utilize appropriate technology in problem analysis; and
6. demonstrate an understanding of different leadership and decision-making strategies, including but not limited to collaborative models and model appropriately their implementation.

#### **L. Safety and Security**

1. demonstrate the ability to develop and implement policies and procedures for safe and secure educational environments;
2. demonstrate the means to address emergency and crisis situations.

### **Principal Specific Outcomes**

#### **PA. Instructional Leadership**

1. support teachers and staff in the implementation of state academic standards, coherent systems of culturally responsive curriculum, instruction, and assessment that promote the mission, vision, and core values of the school district to embody high expectations for student learning.
2. demonstrate the ability to understand and apply districtwide literacy efforts in all content areas including numeracy.

#### **PB. Monitor Student Learning**

1. the ability to create a culture that fosters a community of learners;
2. demonstrate an understanding of student support systems and auxiliary services;
3. demonstrate the ability to implement and monitor student management system data systems;
4. implement school-wide policies and practices that encourage positive behavior, and respond to student misconduct in a positive, fair, and unbiased manner;
5. demonstrate the ability to develop a master instructional schedule;
6. demonstrate the ability to meet the diverse learning needs of all students; and
7. demonstrate the ability to understand and support a comprehensive program of student activities.

#### **PC. PK-12 Leadership**

1. demonstrate an understanding of the articulation and alignment of curriculum from prekindergarten through grade 12;
2. demonstrate an understanding of different organizational systems and structures at prekindergarten, elementary, middle or junior high, and high school levels;
3. demonstrate the ability to work with children of all ages;

4. demonstrate the ability to work with parents, teachers, and other staff in all levels of schooling;
5. demonstrate an understanding of the characteristics of effective transitions from one level of schooling to the next; and
6. demonstrate an understanding of the developmental needs of children of all ages.

## **Superintendent Specific Outcomes**

### **SA. Policy and Law**

1. demonstrate an understanding of the role policy plays in school district governance and administration;
2. know and apply statutory regulations affecting school board meetings, communications, procedures, and practices; and
3. demonstrate an understanding of the distinct roles and responsibilities of the school board and superintendent.

### **SB. Political Influence and Governance**

1. demonstrate an understanding of the role the political process plays in public education and the connection between them;
2. demonstrate an understanding of how to interact with local, state, and federal governments; and
3. demonstrate an understanding of the roles played by other community leaders in the school district.

### **SC. Communication**

1. demonstrate knowledge of cultivating positive relationships between and with school board members; and
2. demonstrate effective skills in communication leadership between the school district and the community, including internal and external constituencies.

### **SD. Fiscal Management**

1. demonstrate knowledge of factors that affect school finance, including sources of revenue; expenditure classifications; generally acceptable accounting principles; and local, state, and federal finance calculation.

### **SE. Judgment and Problem Analysis**

1. effectively balance varied and competing interests to ensure the mission and vision of the school district is carried forward.

## **Special Education Director Specific Outcomes**

### **SEDA. Policy and Law**

1. demonstrate an understanding of state and federal laws, rules, and procedures governing special education finance, budgeting, and accounting; and
2. demonstrate an understanding of state and federal regulations governing the monitoring of special education services.

### **SEDB. Organizational Management**

1. demonstrate knowledge of statutory regulations relative to school districts affecting board meetings, policies, communications, procedures, and practices that affect special education governance; and
2. demonstrate an understanding of special education administrative models used in Minnesota.

### **SEDC. Resource/Fiscal Management**

1. demonstrate an ability to apply state and federal laws, rules, and procedures governing special education finance, budgeting, and accounting to school district funding structures;
2. demonstrate an understanding of special education program development including needs assessment, design, implementation, and evaluation; and
3. demonstrate an understanding of the resources available, along with the agencies and organizations that serve students with a disability and their families.

## **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 courses 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 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.

The program is offered online with the addition of one 5-day summer residency. Students may start the program at the beginning of fall and spring semesters only, but may apply year round.

## **Education Specialist Degree options:**

### **Option 1: Education Specialist Degree – Principal**

#### **Degree Requirements**

Core Courses	17 cr.
Principal Courses	12 cr.
Specialist Degree Completion Courses	6 cr.
<b>Total</b>	<b>35 cr.</b>

### **Option 2: Education Specialist Degree - Superintendent**

#### **Degree Requirements**

Core Courses	17 cr.
Superintendent Courses	12 cr.
Specialist Degree Completion Courses	6 cr.
<b>Total</b>	<b>35 cr.</b>

## **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.
<b>Total</b>	<b>35 cr.</b>

### **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 (BOSA) 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 formally supervise/evaluate staff, 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.*

**EDS757 Principal Field Experience II (1 cr.)**

*Prerequisite(s): EDS756 Principal Field Experience I (1 cr.) or at least 100 hours. If the student has not completed the seminar, concurrent enrollment in the Principal Seminar is required.*

**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 adviser, 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.

**EDS790 Field Experience Seminar (0 cr.)**

*Prerequisite(s): Concurrent enrollment in a Principal or Director of Special Education field experience.*

These graded seminar sessions are intended to provide a forum in which to reflect on events, circumstances, and responsibilities experienced in the field experience internship. Requirements mandated by Minnesota statutes and the university are reviewed. Job acquisition skills are developed, including cover letter composition, interviewing, resume development, and job search strategies. An introduction to creating the student's required electronic portfolio is provided.

**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 adviser, 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 adviser, 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 adviser, 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.

### **EDS790 Field Experience Seminar (0 cr.)**

*Prerequisite(s): Concurrent enrollment in a Principal or Director of Special Education field experience.*

These graded seminar sessions are intended to provide a forum in which to reflect on events, circumstances, and responsibilities experienced in the field experience internship. Requirements mandated by Minnesota statutes and the university are reviewed. Job acquisition skills are developed, including cover letter composition, interviewing, resume development, and job search strategies. An introduction to creating the student's required electronic portfolio is provided.

### **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.*

### **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.*

### **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 adviser, 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.

### **EDS795 The Special Education Director (3 cr.)**

In this course the core competencies specifically required by Minnesota of school district leaders for licensure as a director of special education are analyzed and applied. 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: processes and procedures for analyzing student and district data; and the use of and accounting procedures for various resource allocation models.

## **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.

## 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 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 three 1-credit graduate level courses including 1050 hours of school classroom experience, an electronic portfolio documenting completion of the pathway requirements, and an exit assessment meeting.

### 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: 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 advisers and staff.

### Component 3: Exit Meeting

The exit assessment meeting is an opportunity for the student to showcase the portfolio and demonstrate evidence of accomplishment of the 12 learning objectives addressed in the program. In addition, the student is asked to demonstrate that the requirements for the alternative pathway have been met in order to qualify for admittance to an education administration licensure program in Minnesota.

EDS691, EDS692, EDS693 Alternative Pathway Prerequisite courses (1 credit per course, 3 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 doctoral degree programs at any time during the year. A master's degree from a regionally accredited institution, for which applicant maintained at least a 3.0 grade point average on a 4.0 scale, is required for admission. Applicants must demonstrate the language proficiency necessary for successful graduate coursework. All applicants must complete an interview with the program administrators.

## Application Process

Applicants must submit:

1. Completed application form with the nonrefundable application fee (fee not required for alumni or students seeking readmission or veterans and active military personnel) and,
2. Official transcripts issued to Saint Mary's University of Minnesota from the institutions granting the applicant's completed master's degree(s) and other graduate level course completed (an official transcript is one that is sent or carried to the university in an envelope sealed by the granting institution. Transcripts from countries other than the U.S. must be evaluated by a Saint Mary's accepted evaluation source, such as World Education Services, [www.ece.org](http://www.ece.org), and deemed equivalent to accredited U.S. University standards.)

3. As part of the application process, using the education administration competencies listed in Minnesota Rule 3512.0510, the applicant's transcripts are evaluated by the program director to determine which, if any, courses may be eliminated from the applicant's personal learning course of study. If the applicant indicates a desire for a graduate certificate or an Education Specialist degree on completion of his or her program, his or her transcript is evaluated for possible course transfer, subject to the maximum of 6 credits transfer in policy.
4. All applicants must submit a reflective essay which includes:
  - a. brief description of the applicant's background, training, and experience and,
  - b. statement indicating the career goals of the applicant and his or her reasons for seeking admission to this program and,
  - c. description of the areas which the applicant considers to be his or her strengths and area in which the applicant wishes to develop greater strengths and abilities and,
  - d. personal information the applicant wishes to share.

5. Letters of recommendation that verify professional and/or volunteer experience and academic ability and,

A current resume listing educational background and work experience.

Application materials should be sent to:

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

# Doctoral Degree

## Business Administration, D.B.A.

### Program Description

The DBA curriculum is designed to empower learners to become ethical leaders. The coursework consists of four clusters.

- 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:

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.
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.
<b>Total</b>	<b>54 cr.</b>

## **Student Orientation**

### **DBA798 Primer (3 cr.)**

*Prerequisite(s): Assigned as needed upon admittance to the DBA program*

The purpose of this course is to enhance the quantitative skills of incoming DBA students. Specifically, the course is designed to better prepare students in the areas of a) economics, b) finance, c) statistics, d) business math, and e) business analysis. The student progresses through the aforementioned modules in order to ensure proper preparation for the academic and professional rigor of the DBA program.

### **DBA799 Student Orientation (0 cr.)**

*Prerequisite(s): Admission to the DBA program*

Attendance is required before DBA students begin coursework. The orientation sessions introduce students to the faculty; provide a thorough description of the program's academic expectations; introduce students to library services and the writing center staff; provide valuable information regarding course registration; demonstrate the use of Blackboard; and include a discussion of other important administrative matters.

## **Cluster I: The Global Business Environment**

### **DBA800 Global Markets and Resources (3 cr.)**

*Prerequisite(s): DBA799*

This course examines the distribution of population and resources globally. Trends in consumption, income, and employment are explored. Political, institutional, and cultural forces affecting business are examined.

### **DBA801 The Developed World (3 cr.)**

*Prerequisite(s): DBA800*

This course continues the themes developed in DBA800 and focuses on the consumers, economics, and institutions of the industrialized nations. Challenges and opportunities facing firms doing business in the developed countries are explored.

### **DBA802 The Developing World (3 cr.)**

*Prerequisite(s): DBA801*

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): DBA802*

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): DBA803*

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): DBA804*

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.

### **DBA820 Advanced Research Writing for Business (3 cr.)**

This course introduces students to doctoral-level academic writing in the field of business and guides them in developing a writing process for extensive research projects. Through completing a literature review on a topic of interest, students build their research skills, develop an academic writing style, and apply APA citation and formatting guidelines.

## **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 (3 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 (3 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 (3 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 (3 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 (3 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 (3 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 doctoral 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(s) 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.

Application materials should be sent to:

Saint Mary's University of Minnesota  
Office of Admission  
2500 Park Ave S  
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 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 Aims

The Saint Mary's Psy.D. in Counseling Psychology program is based on a practitioner-scholar model and has two primary aims.

Aim 1: Develop professionally competent graduates prepared to demonstrate commitment to the pursuit of social justice and promote well being across the lifespan.

Aim 2: Produce counseling psychologists who engage in ethical practice with cultural humility and self-reflection.

## Program Competencies

In alignment with the American Psychological Association's Standards of Accreditation (SoA), the Psy.D. in Counseling Psychology Program seeks to train students in two broad areas. These include the following:

**Discipline-specific knowledge:** This area covers training in the scientific foundations of psychology, and includes biological bases of behavior, cognitive bases of behavior, developmental psychology, social psychology, research methods, and affective bases of behavior.

**Profession-wide competencies:** This area covers competencies critical for competent and ethical functioning as a psychologist, and includes research, ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, and consultation and interprofessional/interdisciplinary skills.

## 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.
<b>Total</b>	<b>87 cr.</b>

### 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 18<sup>th</sup> 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 field of counseling psychology. Topics include critical literature analysis, the formulation of research questions, proposal development, data collection strategies, data analysis approaches, and strategies to enhance trustworthiness and rigor. Understanding of ethical issues and the development of ethical research practice procedures are 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.**

### **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. A primary focus of the course is on the prevention, etiology, diagnosis, prognosis, and treatment of mental illness in children, adolescents, and adults. 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' basic knowledge of the DSM-IV and or DSM-5 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 as 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. Issues related to the professional practice of psychology 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 (2-6 cr.). Students elect at least one course 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 comprising 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.

### **PYD857 Counseling and Human Sexuality (2 cr.)**

*Prerequisite(s): Completion of first year coursework (24 credits)*

This course explores the relationship between mental health and human sexuality. Topics may include: biological foundations, research methodology, variations in sexual behavior, sexuality and the life cycle, sexual problems and disorders, sex therapy, sexual coercion, and sexual responsibility. Additionally, this course explores therapist values, attitudes, and beliefs about sexuality and sexual behavior, and promotes practitioner self-awareness and self-reflection about the intersection of the personal and professional in counseling clients for sexuality related issues.

### **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 (2-6 cr.)**

Students elect at least one course from this group. The following titles are representative of courses available. See the semester course schedule for current offerings.

### **PYD861 Counseling Psychology 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 Psychology 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.



### **PYD868 Teaching Psychology in Higher Education (2 cr.)**

*Prerequisite(s): Completion of first year coursework (24 credits)*

This course provides an overview of the theories, techniques, and ethical issues related to teaching psychology in higher education settings. Students in this course learn strategies for developing engaging content and explore skills necessary to become effective and ethical instructors. Topics include best practices in higher education instruction, teaching diverse populations, and assessment of student learning. Classroom management and ethical issues are also covered. Substantial reflection, demonstration, and instructor and peer feedback enhance learning and development of skills.

### **Counseling Psychology with Diverse Populations (4-8 cr.)**

Students elect at least two 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 a 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 skill set 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 (optional, 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 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 internship 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 internship 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 internship 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 a 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 a 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 a 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 the 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 the 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 Colloquium, 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 (e.g. psychology, marriage and family therapy, social work, counseling, nursing, or human development). Applicants must have completed a clinical practicum of at least 300 hours. Applicants must demonstrate the language proficiency necessary for successful graduate coursework.

Applicants must have completed the following graduate courses within the last ten years with a grade of "B" or better. Coursework older than ten years may be accepted if the applicant has maintained a professional license to practice in a related field (e.g. LPC, LMFT) which requires documentation of continuing education credits. Applicants may be required to complete missing coursework prior to enrolling in doctoral level coursework:

1. Developmental Psychology
2. Physiological Psychology
3. Counseling Skills
4. Statistics

5. Psychological Assessment
6. Psychopathology
7. Personality Theory and/or Theories of Counseling
8. Clinical Interventions
9. Professional Ethics

## **Early Entry Option for Saint Mary's MA in Counseling and Psychological Services students ONLY**

Students enrolled in the Counseling and Psychological Services Master's Program at Saint Mary's may apply for admission to the Psy.D. program prior to completion of the M.A. program, and, if admitted, may enter the Psy.D. program after completion of approximately one year of full time master's level course work. Students admitted to the Psy.D. 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" (33 credits total)

PY605 Developmental Psychology	3 credits
PY608 Psychopathology	3 credits
PY613 Counseling Theory and Technique	3 credits
PY641 Marriage and Family Counseling	3 credits
PY620 Statistical Techniques	3 credits
PY724 Counseling Skills	3 credits
PY722 Ethical and Professional Issues	3 credits
PY606 Psychophysiology	3 credits
PY717 Psychological Assessment I	3 credits
PY718 Psychological Assessment II	3 credits
PY710 Practicum I	3 credits

2. The requirement that applicants to the Psy.D. 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 Psy.D. admissions requirements. All other requirements for admission to the Psy.D. 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 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 Psy.D. 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). As indicated below, students must also pass PYD881 Qualifying Examination within the doctoral program. If a student does not pass PYD881 and chooses to return to the master's program to complete their master's degree, then the student will be required to complete PY723, the capstone course.

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
PYD827 Vocational Assessment and Career Counseling	2 credits
PYD821 Advanced Cognitive Behavioral Theories and Techniques OR PYD822 Advanced Psychodynamic Theories and Techniques	3 credits
PYD840 & PYD841 Practicum 1-A & 1-B	4 credits
PYD881 Qualifying Examination	0 credit

\*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 M.A. program director.

## Application Process

Applicants must submit the following:

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),
2. All transcripts documenting undergraduate and graduate coursework, including an official transcript issued to Saint Mary's University of Minnesota 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,
3. Personal Statement: A 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?
2. Reflective Essay: A two to three page reflective essay which addresses each of the following areas:
  - a. What are your thoughts and beliefs regarding the etiology of client distress? In other words, how do psychological problems develop and how are they maintained?

- b. What are your thoughts and beliefs regarding the nature of the psychological change process? In other words, how do psychological problems become resolved?
3. Three letter(s) of recommendation that verify professional and/or volunteer experience and academic ability,
4. A current résumé listing educational background and work experience,
5. Copies of any professional licenses or certifications obtained.
6. Applicants with international transcripts may require an English language proficiency exam (TOEFL, IELTS, PTE or MELAB accepted.)

Application materials should be sent to:

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

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.

## Program Description

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 includes coursework in leadership, education, research, and a choice of contextual electives. After completion of their coursework, students are 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 be able to:

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.
<b>Total</b>	<b>61 cr.</b>

## 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 corequisite 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 ethical 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 refine existing skills and develop 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, EDD821*

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 and Power in Learning Settings (3 cr.)**

*Prerequisite(s): EDD809*

This course studies dimensions of effective communication in adult learning settings. Students analyze the impact of emotional intelligence, cultural perspectives, and power dynamics on education and communication. 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 Instructional Strategies 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, master's level statistics course*

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 level statistics course*

This course explores quantitative research methods. It includes a general survey of descriptive statistical techniques, selection of appropriate statistical measure, development of samples or databases, and analysis of findings. Computer application and use of statistical programs to develop, manipulate, and analyze data constitute an integral part of the course.

### **Contextual Electives (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 addresses 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 adviser.

**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 doctoral 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 doctoral 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 have a course-by-course evaluation completed from an approved member of the National Association of Credential Evaluation Services (NACES.org). These would preferably be completed by World Education Services or Educational Credential Evaluators and must be deemed equivalent to accredited U.S. university standards).
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.

Application materials should be sent to:

Saint Mary's University of Minnesota  
Office of Admission  
2500 Park Avenue  
Minneapolis, MN 55404-4403

# Double Major

## Accounting/Business Administration, B.S.

### Program Description

A minimum of 122 credits is required for graduation with a Bachelor of Science degree from Saint Mary's. 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.

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 eight-week format. Business courses are delivered fully online, and some are available either face-to-face or blended. Blended courses incorporate face-to-face and online activities. Accounting courses are delivered fully online.

### Degree Requirements

Foundation Course	3 cr. *
Required Accounting Courses	21 cr.
Required Business Administration Courses	21 cr.
Required Communication Courses	6 cr.
Elective Course	3 cr.
Required Capstone Course	3 cr.
<b>Total</b>	<b>54 cr.</b>

\*Foundation courses do not count toward the 54 total credits required for the double major.

### Foundation Course: 3 cr.

#### AC302 Managerial Accounting Principles (3 cr.)

*Prerequisite(s): BU300 corequisite*

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): BU300*

This course focuses on a comprehensive analysis 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. Students critically examine the principles of real-world financial analysis and reporting issues.

#### AC305 Intermediate Accounting II (3 cr.)

*Prerequisite(s): AC303*

This course continues the comprehensive analysis of the theoretical and practical aspects 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. Students work on income tax allocation, financial statement analysis, cash flow statements, and accounting methods changes.

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

*Prerequisite(s): BU300*

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

**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 and the fundamentals of finance. The application to a wide variety of real-world situations spanning personal finance, corporate decision making, and financial intermediation is emphasized. The course focuses on key concepts and decisions regarding risk and return, the management of current assets and current liabilities, capital budgeting using the time value of money concepts, asset valuation, and the profit maximization of shareholder wealth in a global economy. It also examines organizational use of the stock market and other financial institutions and systems.

**Required Business Administration Courses: 21 cr.**

Students choose either MG410 or MG412.

**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.

**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 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 Course: 3 cr.****Required Capstone Course: 3 cr.****AC495 Bachelor of Science Capstone (3 cr.)**

*Prerequisite(s): Program director authorization required. 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 select a problem or issue in their area of specialization, research the issue, analyze and critique material related to the topic, and propose a solution that addresses the issue or improves the organization. Students also demonstrate professional communication skills, outline continuing education strategies, and examine the ethical and diversity dimensions of various organizations.



# Business Administration/Business Intelligence and Data Analytics, B.S.

## Program Description

A minimum of 122 credits is required for graduation with a bachelor of science degree from Saint Mary's. All students must meet the general education credit requirements. Students 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.

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. Business 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 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.
<b>Total</b>	<b>54 cr.</b>

## Required Business Administration 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.

### 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.

### 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.

**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 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 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 may select a course below or any 300 or 400-level business, human resource management, or marketing course as an elective. Courses may be found at Undergraduate Requirements, Human Resource Management, B.S., and Marketing, B.S.

**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.

**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.

**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.

**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.

**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.

**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.

Students who anticipate enrolling in the MBA, M.A. in Management, M.S. in Project Management, or M.A. in Organizational Leadership program at Saint Mary's may take an on ground graduate course as an elective, with the B.S. program director approval. Online versions of the courses below are not open to B.S. completion students. 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 a Saint Mary's graduate program, if the student earns a grade of B or higher in the course.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**Required Capstone Course: 3 cr.**

BU490 is a blended course, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner. MG495 is a fully online course.

**BU490 Strategic Management Capstone (3 cr.)**

*Prerequisite(s): Program director authorization required. 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.

**Or**

**MG495 Bachelor of Science Capstone (3 cr.)**

*Prerequisite(s): Program director authorization required. 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 select a problem or issue in their area of specialization, research the issue, analyze and critique material related to the topic, and propose a solution that addresses the issue or improves the organization. Students also demonstrate professional communication skills, outline continuing education strategies, and examine the ethical and diversity dimensions of various organizations.

# Business Administration/Human Resource Management, B.S.

## Program Description

A minimum of 122 credits is required for graduation with a Bachelor of Science degree from Saint Mary's. 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.

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.
<b>Total</b>	<b>54 cr.</b>

## Required Business Administration 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 Human Resource Management Courses: 15 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.

### **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: 6 cr.**

Students may select a course below or any 300 or 400-level business, human resource management, or marketing course as an elective. Courses may be found at Undergraduate Requirements, Human Resource Management, B.S., and Marketing, B.S.

#### **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.

#### **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.

#### **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.

#### **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.

#### **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.



**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

## **Required Capstone Course: 3 cr.**

BU490 is a blended course, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner. MG495 is a fully online course.

### **BU490 Strategic Management Capstone (3 cr.)**

*Prerequisite(s): Program director authorization required.*

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.

**Or**

### **MG495 Bachelor of Science Capstone (3 cr.)**

*Prerequisite(s): Program director authorization required. 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 select a problem or issue in their area of specialization, research the issue, analyze and critique material related to the topic, and propose a solution that addresses the issue or improves the organization. Students also demonstrate professional communication skills, outline continuing education strategies, and examine the ethical and diversity dimensions of various organizations.

# Business Administration/Marketing, B.S.

## Program Description

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

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.
<b>Total</b>	<b>54 cr.</b>

## Required Business Administration Courses: 21 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.

**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.

**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.

**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 Promotions and Communications (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 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 may select a course below or any 300 or 400-level business, human resource management, or marketing course as an elective. Courses may be found at Undergraduate Requirements, Human Resource Management, B.S., and Marketing, B.S.

#### **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.

#### **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.

#### **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.

#### **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.

#### **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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

## **Required Capstone Course: 3 cr.**

BU490 is a blended course, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner. MG495 is a fully online course.

### **BU490 Strategic Management Capstone (3 cr.)**

*Prerequisite(s): Program director authorization required. 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.

**Or**

### **MG495 Bachelor of Science Capstone (3 cr.)**

*Prerequisite(s): Program director authorization required. 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 select a problem or issue in their area of specialization, research the issue, analyze and critique material related to the topic, and propose a solution that addresses the issue or improves the organization. Students also demonstrate professional communication skills, outline continuing education strategies, and examine the ethical and diversity dimensions of various organizations.

# Healthcare and Human Services Management/Public Health, B.S.

## Program Description

A minimum of 122 credits is required for graduation with a Bachelor of Science degree from Saint Mary's. 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.

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	6 cr.
Required Capstone Course	3 cr.
<b>Total</b>	<b>60 cr.</b>

## Required Healthcare and Human Services Management Courses: 15 cr.

### 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.

### 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.

### 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.



### **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.

## **Required Healthcare Management Specialization Courses: 12 cr.**

### **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.

### **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.

### **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.

## **Required Public Health Courses: 24 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 state of health are introduced in relation to fundamental physiological principles.

### **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.

### **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.

## **Required Capstone Course: 3 cr.**

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

*Prerequisite(s): Program director authorization required. All general education requirements must be fulfilled.*

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.

# Information Technology/Business Administration, B.S.

## Program Description

A minimum of 122 credits is required for graduation with a Bachelor of Science degree from Saint Mary's. 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.

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.
<b>Total</b>	<b>63 cr.</b>

## Required Information Technology Courses: 27 cr.

Students choose either IT309 or MG305.

### 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.

### 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.

### 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.

**Or**

**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.

**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.

**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.

**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 Business Administration 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.

**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.

**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.

**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.

**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.

**Elective Course: 3 cr.****IT407 Artificial Intelligence and Blockchain Technologies (3 cr.)**

This course discusses the impact and importance of Artificial Intelligence (AI) and Blockchain technologies in enterprise applications, information infrastructure, and business processes. Students learn about the cryptocurrency network, related standards, and risks associated with adopting it. Application of AI and Blockchain technologies are covered using various industry sector implementation techniques and case studies.

**IT438 Advanced Computer Forensics (3 cr.)**

This course presents the theories and techniques for investigating intrusions and illegal activities that occur in information systems. Students work in a computer lab setting to investigate cyber crimes and gather evidence of unlawful activities. Students also evaluate the use of various software forensic tools and related technologies. The use of firewalls, intrusion detection systems, encryption, virtual private networks, and operating system hardening are examined. Students use open source technologies to evaluate security breaches and protect various information systems.

**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.

**Required Capstone Course: 3 cr.**

IT490 is a blended course, integrating face-to-face classroom meetings and online activities or interactions in a planned, instructionally valuable manner. MG495 is a fully online course.

**IT490 Bachelor of Science Completion Capstone (3 cr.)**

Prerequisite(s): Program director authorization required. *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.

**Or**

**MG495 Bachelor of Science Capstone (3 cr.)**

Prerequisite(s): Program director authorization required. *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 select a problem or issue in their area of specialization, research the issue, analyze and critique material related to the topic, and propose a solution that addresses the issue or improves the organization. Students also demonstrate professional communication skills, outline continuing education strategies, and examine the ethical and diversity dimensions of various organizations.

# Marketing/Business Intelligence and Data Analytics, B.S.

## Program Description

A minimum of 122 credits is required for graduation with a Bachelor of Science degree from Saint Mary's. All students must meet the general education credit requirements. Students seeking a Bachelor of Science double major in Marketing/Business Intelligence and Data Analytics must complete the following program plan. At least 54 credits must be completed at Saint Mary's.

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 management courses are available either face-to-face or blended. Blended courses incorporate face-to-face and online activities. Business Intelligence and Data Analytics courses are blended.

## 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.
<b>Total</b>	<b>54 cr.</b>

### 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 Promotions and Communications (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 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 Management Courses: 12 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.

**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.

**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.****BU490 Strategic Management Capstone (3 cr.)**

*Prerequisite(s): Program director authorization required. 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.

**Or**

**MG495 Bachelor of Science Capstone (3 cr.)**

*Prerequisite(s): Program director authorization required. 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 select a problem or issue in their area of specialization, research the issue, analyze and critique material related to the topic, and propose a solution that addresses the issue or improves the organization. Students also demonstrate professional communication skills, outline continuing education strategies, and examine the ethical and diversity dimensions of various organizations.

# Counseling and Psychological Services, M.A. and Addiction Studies Graduate Certificate

## Degree Requirements

For students completing the Counseling and Psychological Services, M.A. and Addiction Studies Certificate simultaneously:

Core Courses	18 cr.
Assessment Courses	6 cr.
Counseling Courses	9 cr.
Additional PY Required Courses	6 cr.
Elective PY Courses	2 cr.
Additional ADS Required Courses	10 cr.
Required Practicum Experience	6 cr.
Required Capstone Course	3 cr.
<b>Total</b>	<b>60 cr.</b>

## 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.

### **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.)**

*Pre/corequisites:* PY605, PY608

Major approaches to counseling, psychotherapy, and personality theories are analyzed with emphasis on applications in the therapeutic relationship. Professional psychological writing style is practiced 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.

### **PY724 Counseling Skills and Practice (3 cr.)**

*Prerequisite(s):* PY613

In this course 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.

## **Assessment Courses: 6 cr.**

### **ADS556 Diagnosis and Assessment of Co-occurring Disorders (3 cr.)**

*Prerequisite(s): or corequisite ADS555*

This course examines effective applications of current theories and models in the diagnosis, intervention, and treatment of addictions and co-occurring disorders and associated issues. The incorporation of biopsychosocial factors including socioeconomic, race, ethnicity, culture and subcultures, and mental health are addressed.

### **PY717 Psychological Assessment I (3 cr.)**

*Prerequisite(s): PY608, PY620*

This course explores the history, principles, and process of psychological assessment. Theories of measurement and psychometric properties, as well as an introduction to various inventories and psychological assessment tools, are covered. Implications for clinical intervention are reviewed.

## **Counseling Courses: 9 cr.**

### **ADS555 Multicultural Aspects of Addiction (3 cr.)**

*Prerequisite(s): ADS554*

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.

### **ADS558 Individual & Group Counseling & Case Management (3 cr.)**

*Prerequisite(s): or corequisite: ADS557*

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.

### **PY721 Career Counseling (3 cr.)**

*Prerequisite(s): PY613*

This course provides a comprehensive overview of the history and theories of career development. The relationship between an individual and their work/career is explored in the context of vocational theories. The course includes an introduction to assessment tools and techniques commonly used in career counseling and industrial organizational psychology. Techniques for assessing and evaluating interrelationships of life roles, lifestyle, culture, and values are reviewed and practiced.

## **Additional Required PY Courses: 6 cr.**

### **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.

### **PY722 Ethics and Professional Issues (3 cr.)**

*Prerequisite(s): PY613*

This course provides an orientation to the field of counseling, with an emphasis on acquiring the identity of a professional counselor within an ethical practice. The roles of and settings for professional counselors are reviewed. Ethical principles, ethical codes, standards of practice, State of Minnesota statutes and rules, as well as emerging trends in the profession are examined.

## **Elective PY Courses: 2 cr.**

Students choose one of the following:

### **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.

## **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.

## **Additional Required ADS Courses: 10 cr.**

### **ADS551 Historical and Contemporary Foundations of Addiction Theories (2 cr.)**

*Prerequisite(s): PY620 or equivalent*

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.)**

*Prerequisite(s): or corequisite ADS551*

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.)**

*Prerequisite(s): ADS552, PY722 or equivalent*

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.)**

*Prerequisite(s): or corequisites: ADS553, PY606 or equivalent*

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.

### **ADS557 Families & Addictive Related Issues across the Lifespan (2 cr.)**

*Prerequisite(s): ADS556*

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.

## **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.)**

*Prerequisite(s): Completion of Counseling and Psychological Services core coursework: PY605, PY 606, PY608, PY613, PY620, PY641, PY717, PY721, PY722, PY724 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. Practicum 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, LMFT, or LP) provides student supervision on site or two supervisors, one with LADC and the other with (LPCC, LMFT, or LP). 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 440 hours, 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 professional (LADC and LPCC, LMFT, or LP) provides student supervision on site or two supervisors, one with LADC and the other with (LPCC, LMFT, or LP). 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. The Practicum Completion Seminar provides an opportunity to complete the second 440 hours, 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.

## **Required Capstone Course: 3 cr.**

### **PY723 Capstone in Counseling and Psychological Services (3 cr.)**

*Prerequisite(s): PY710*

This course provides students with an opportunity to integrate didactic and experiential learning of counseling theories and practices or other psychological services. Emphasis is on the explication of students' personal approaches to counseling or service delivery as developed in previous coursework and their practicum experience. Writing an integration paper and delivering an oral presentation constitutes both the primary classroom activity and the primary course requirement.

## Faculty

The majority of the faculty members and advisers for the Master of Arts in Counseling and Psychological Services program have earned doctoral 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(s) 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.)

Application materials should be sent to:.

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

# Undergraduate College Departments and Programs

## Bachelor of Arts Programs

### Biology

- Biology Health Sciences Major, B.A.
- Biology Major, B.A.
- Biology Pre-Laboratory Scientist Major, B.A.
- Biology Pre-Medical Imaging Major, B.A.
- Biology Pre-Physical Therapy Major, B.A.
- Biology Pre-Physician Assistant Studies, B.A.
- Environmental Biology Major, B.A.
- Life Sciences Education Major, B.A.

### Pre-Professional

- Pre-Health Professions

### Business and Communication

- Accounting Major, B.A.
- Business Intelligence and Analytics Major, B.A.
- Digital Media and Journalism Major, B.A.
- Entrepreneurship Major, B.A.
- Finance Major, B.A.
- International Business Major, B.A.
- Management Major, B.A.
- Marketing Major, B.A.
- Public Relations Major, B.A.
- Sport Management Major, B.A.

### Chemistry

- Biochemistry Major, B.A.
- Chemistry Major, B.A.
- Chemistry Science Education Major, B.A.

### De LaSalle Language Institute

- English Language Bridge (ELB) Program

### Education

- Educational Studies (a non-licensure major): Adult Education Contexts, B.A.
- Educational Studies (a non-licensure major): Child and Family Contexts, B.A.
- Educational Studies (a non-licensure major): Youth Development and Leadership, B.A.
- Elementary Education Major (K-6), B.A.
- Elementary Education Major: Communication Arts and Literature Endorsement for Grades 5–8, B.A.
- Elementary Education Major: General Science Endorsement for Grades 5–8, B.A.
- Elementary Education Major: Mathematics Endorsement for Grades 5–8, B.A.
- Elementary Education Major: Social Studies Endorsement for Grades 5–8, B.A.
- Elementary Education Major: World Language and Culture: Spanish Endorsement for Grades K–8, B.A.
- Secondary Education Grades 5–12 & K–12, B.A.

### English and World Languages

- English Education Major, B.A.
- Literature Major, B.A.
- Literature with Writing Emphasis Major, B.A.
- Spanish Education Major, B.A.
- Spanish Major, B.A.

### Other Programs

- English and Law

### Fine and Performing Arts

- Art: Art Studio track, B.A.
- Art: Graphic Design track, B.A.
- Music Education Classroom & Vocal Track, B.A.
- Music Education Classroom and Instrumental Track, B.A.
- Music Industry: Music Business Track, B.A.
- Music Industry: Music Entrepreneurship Track, B.A.
- Music Industry: Music Production Track, B.A.
- Music: General Track, B.A.
- Music: Performance Track, B.A.
- Theatre: Acting/Directing Track, B.A.
- Theatre: Dance Track, B.A.
- Theatre: Design/Technology Track, B.A.
- Theatre: Musical Theatre Track, B.A.
- Theatre: Theatre Studies Track, B.A.

### History and Social Sciences

- Criminal Justice Major: Corrections Track, B.A.
- Criminal Justice Major: Law Enforcement Track, B.A.
- History Major, B.A.
- Human Services Major, B.A.
- Political Science Major, B.A.
- Social Studies Education Major, B.A.

### Integrated General Education Program

- IGEP Creativity and Inquiry Minor
- IGEP Environmental Sustainability Minor
- IGEP Global Diversity and Social Justice Minor
- IGEP Lasallian Honors Program Minor
- IGEP Self, Society, and the Sacred Minor

### International Studies

#### Study Abroad Program

- Saint Mary's London Program, LUCE Rome, Italy Program, and Affiliated Programs

### Mathematics, Computer Science, and Physics

- Actuarial Science Major, B.A.
- Computer Science Major: Cybersecurity Track, B.A.
- Computer Science Major: Data Analytics Track, B.A.
- Computer Science Major: Management Information Systems Track, B.A.
- Computer Science Major: Software Design Track, B.A.
- Mathematics Education Major, B.A.
- Mathematics Major, B.A.

### Philosophy

- IHM Seminary Philosophy Major, B.A.
- Philosophy Major

### Pre-Professional

- Pre-Medical School Preparation
- Pre-Theology Immaculate Heart of Mary Seminary

### Psychology

- Psychology Major, B.A.

### Theology

- Theology Major with concentration in Pastoral and Youth Ministry; B.A.
- Theology Major,

# Saint Mary's University of Minnesota

## Title II Report, 2017-2018 Academic Year

Saint Mary's 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.

### 2017-2018 Academic Year

Student to teacher ratio for student teaching supervision	2:1
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)	600
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 designed as low performing?	No

Assessments	SMUMN Results			Minnesota Statewide Results
	Number taking assessment	Number passing assessment	Institutional pass rate	Statewide pass rate
MTLE Basic Skills Reading	Not available	Not available	Not available	Not available
MTLE Basic Skills Writing	Not available	Not available	Not available	Not available
MTLE Basic Skills Mathematics	Not available	Not available	Not available	Not available
MN NES Reading	55	50	91%	88%
MN NES Writing	60	53	88%	72%
MN NES Mathematics	54	45	83%	76%
Elementary Ed				
Subtest 1	31	30	97%	91%
Subtest 2	33	31	94%	92%
Subtest 3	32	32	100%	84%



ML Mathematics (5-8)				
Subtest 1	4	4	100%	73%
Subtest 2	4	3	75%	81%
ML Science (5-8)				
Subtest 1	4	4	100%	94%
Subtest 2	4	4	100%	92%
ML Social Studies (5-8)				
Subtest 1	3	3	100%	98%
Subtest 2	3	3	100%	100%
Pedagogy: Elementary (K-6)				
Subtest 1	53	51	96%	96%
Subtest 2	53	52	98%	95%
Pedagogy: Secondary (5-12)				
Subtest 1	34	33	97%	98%
Subtest 2	32	31	97%	99%
Comm Arts/Lit (5-12)				
Subtest 1	8	8	100%	99%
Subtest 2	8	8	100%	97%
Inst & Vocal Music (K-12)				
Subtest 1	1	1	100%	98%
Life Science (9-12)				
Subtest 1	5	5	100%	88%
Subtest 2	5	5	100%	91%
Mathematics (5-12)				
Subtest 1	0			74%
Subtest 2	0			84%
Social Studies (5-12)				
Subtest 1	10	9	90%	91%
Subtest 2	11	8	73%	81%
Spanish (K-12)				
Subtest 1	4	3	75%	83%
Subtest 2	3	3	100%	94%
ESL (K-12)				
Subtest 1	16	16	100%	96%
Subtest 2	18	17	94%	89%

Reading Teacher (K-12)				
Subtest 1	34	34	100%	96%
Subtest 2	35	35	100%	93%
Special Ed Core (Birth-21)				
Subtest 1	36	33	92%	80%
Subtest 2	36	34	94%	80%
Visual Arts (K-12)				
Subtest 1	2	2	100%	91%
Subtest 2	2	2	100%	88%
Vocal Classroom Music	1	1	100%	98%

### 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

## Board of Trustees - 2020

**Jennifer Baryl**, Chicago, IL

**Brother Robert Bimonte, FSC**, Bronx, NY

**Rev. James P. Burns, IVD, Ph.D.**, Winona, MN,  
President, Saint Mary's University of Minnesota

**Mary Burrichter**, Winona, MN

**Robert Cerone**, Wilmette, IL

**Mary Pat Cunningham Clasen**, Sisters, Ore.

**Brother Jack Curran, FSC, Ph.D.**, Bronx, NY

**John Domanico, DDS**, LaGrange, IL

**Brother Michael Fehrenbach, FSC**, Burr Ridge, IL

**Raffi Festekjian, M.B.A.**, Winchester, MA

**Marilyn Frost, Ph.D.**, Winona, MN

**Bobbie Smith Gostout**, Rochester, Minn.

**Roger Haydock, J.D.**, Spearfish, SD

**James Horan**, Chicago, IL

**Mark Jacobs**, Venice, CA

**Amy Johnson, J.D.**, Monee, IL

**Brother Thomas Johnson, FSC**, Chicago, IL

**Michael Laak, J.D.**, Maple Grove, MN  
Vice Chair, Board of Trustees

**Brother Michael McGinniss, FSC, Ph.D.**,  
Philadelphia, PA

**Brother Michael O'Hern, FSC**, New York, NY

**Kate O'Leary**, Wayzata, MN

**Terrance Russell**, Mendota Heights, MN  
Chair, Board of Trustees

**Sandra Simon**, Jupiter, FL  
Secretary, Board of Trustees

**John Smarrelli, Jr, Ph.D.**, Cherry Hill, NJ

**Angela Steger**, Wilmette, IL

**Gregory Stevens**, Roseville, MN  
Treasurer, Board of Trustees

**Ann Trauscht, M.D.**, Mundelein, IL.

**Marcy Van Fossen, Ph.D.**, Winona, MN

**John Wade**, Rochester, MN

**Mary Pat Wlazik**, Plymouth, MN

## Council of Regents, Schools of Graduate and Professional Programs

**Edward Dieter**, St. Paul, MN

**John G. Doherty**, Eagan, MN

**Robert Edwards**, Minneapolis, MN

**Dr. Janice M. Johnson**, Hopkins, MN

**Walter Jungbauer**, Stillwater, MN

**Dr. Craig Junker**, Fridley, MN

**Elizabeth Kautz**, Burnsville, MN

**Chris Kobold**, Minneapolis, MN

**Matt Mahmood**, Edina, MN

**Amanda Ziebell Mawanda**, Minneapolis, MN

**Lindsay McCabe**, Edina, MN

**Jack Neveaux**, Wayzata, MN

**Hamid Quraishi**, Winona, MN

**Dr. Jill M. Reilly**, Bloomington, MN

**Keith Ryskowski**, Burnsville, MN

**Tim Weir**, Rochester, MN

**Kathy R. Wilde**, Minneapolis, MN

## President's Cabinet

**Timothy Albers, M.S.**, Vice Provost for Enrollment Management  
B.S. Colorado School of Mines;  
M.S. Capella University

**Andrew Dirksen, M.A.**, Chief of Staff  
B.A., College of Saint Benedict and Saint John's University; M.A., Saint John's School of Theology and Seminary

**Tim Gossen, Ed.D.**, Vice President for Student Affairs  
B.A., M.A., Ed.D., Saint Mary's University of Minnesota

**Audrey Kintzi, ACFRE, M.S.**, Vice President for Advancement and Communication  
B.S. M.S., Minnesota State University Mankato

**Ann E. Merchlewitz, J.D.**, General Counsel and University Secretary  
B.A., Illinois College;  
M.A., Saint Mary's University of Minnesota;  
J.D., University of Notre Dame Law School

**Brother Stephen Markham, FSC, Ph.D.**, Interim Vice President for Mission and Ministry  
B.A., M.Ed., Saint Mary's University of Minnesota;  
Ph.D., Fordham University, New York

**Benjamin Murray, C.P.A., M.P.A.**, Senior Vice President for Finance and Operations  
B.A., Saint Mary's University of Minnesota;  
C.P.A., Minnesota State Board of Accountancy;  
M.P.A., University of Minnesota

**Brian Schmisek, Ph.D.**, Provost and Dean of Faculties  
B.A., North Dakota State University; M.A., University of Mississippi; M.A., The Catholic University of America; Ph.D., The Catholic University of America

**Brother Robert Smith, FSC, Ph.D.**, Senior Vice President for University Initiatives and Special Advisor to the President  
B.A., Saint Mary's College; M.A., United Theological Seminary; Ph.D., Marquette University

## President's Office

**Rev. James P. Burns, IVD, Ph.D.**, President  
**Peggy Walters**, Administrative Assistance to the President

**Andrew Dirksen, M.A.**, Chief of Staff  
**Ann Merchlewitz, J.D.**, General Counsel and University Secretary

**Brother Robert Smith, FSC, Ph.D.**, Senior Vice President for University Initiatives and Special Advisor to the President  
**Peggy Giers**, Administrative Assistant

## Schools of Graduate and Professional Programs Administration

**Brian Schmisek, Ph.D.**, Provost and Dean of Faculties  
B.A., North Dakota State University; M.A., University of Mississippi; M.A., The Catholic University of America; Ph.D., The Catholic University of America

**Lynn Albee, Ed.D.**, Interim Dean of the School of Education  
B.A., M.A.I., Saint Mary's University of Minnesota; Ed.D., National-Louis University

**Timothy Albers, M.S.**, Vice Provost for Enrollment Management  
B.S. Colorado School of Mines;  
M.S. Capella University

**Andrea Carroll-Glover, M.B.A.**, Vice Provost for Online Strategy and Programs  
B.A. University of Minnesota Twin Cities;  
M.B.A. Capella University

**Elizabeth Childs, M.A.**, Associate Dean for Curriculum and Assessment  
B.A., Lawrence University; M.A., Augsburg College

**Robin Hemenway, Ph.D.**, Director of Accreditation and Compliance  
B.A. University of Wyoming; M.A. University of Kansas; Ph.D. University of Minnesota

**Todd Reinhart, Sc.D.**, Dean of Sciences and Health Professions  
B.A., Hamline University; M.A., Duquesne University; Sc.D., Harvard University

**Laurie Roy**, Director of Admission, Schools of Graduate and Professional Programs  
B.S. Minnesota State University-Moorhead

**Holly Tapper, M.B.A.**, Director of Online Operations  
B.A.; University of Iowa, J.D.; University of Iowa, M.B.A.; University of Iowa

**Eden Wales Freedman, Ph.D.**, Vice Provost for Faculties and Academic Affairs  
B.A., Swarthmore College; M.A., Boston College; Ph.D., University of New Hampshire

**Scott N. Walker, M.A.**, Associate Vice President for Strategic Planning  
B.A. Saint Mary's University of Minnesota; M.A. Saint Mary's University of Minnesota

**Michelle Wieser, Ph.D.**, Dean of Business and Technology  
B.J. University of Missouri; M.B.A. Washington University in St. Louis; Ph.D. University of Minnesota

## Academic Affairs

**Brian Schmisek, Ph.D.**, Provost and  
Dean of Faculties  
B.A., North Dakota State University; M.A., University  
of Mississippi; M.A., The Catholic University of  
America; Ph.D., The Catholic University of America

**Lynn Albee, Ph.D.**, Interim Dean of Education  
B.A., M.A., Saint Mary's University of Minnesota;  
Ed.D., National-Louis University

**Andrea Carroll-Glover, M.B.A.**, Vice Provost for  
Online Strategy and Programs  
B.A. University of Minnesota Twin Cities; M.B.A  
Capella University

**Todd Reinhart, Sc.D.**, Dean of Sciences and Health  
Professions  
B.A., Hamline University; M.A., Duquesne University;  
Sc.D., Harvard University

**Susan Cosby Ronnenburg, Ph.D.**, Dean of the  
College  
B.A., Hendrix College; M.A., Southwest Missouri State  
University; Ph.D., University of Oklahoma

**Eden Wales Freedman, Ph.D.**, Vice Provost for  
Faculties and Academic Affairs  
B.A., Swarthmore College; M.A., Boston College;  
Ph.D., University of New Hampshire

**Michelle Wieser, Ph.D.**, Dean of Business  
and Technology  
B.A.J., University of Missouri; M.B.A., Washington  
University in St. Louis; Ph.D., University of Minnesota

# Faculty

**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

**Brandy Allen**, Instructor  
B.A.; Winona State University,  
M.A.; Saint Mary's University of Minnesota

**Arif Altaf**, Assistant Professor  
B.A.; St. Cloud State University,  
M.B.A.; University of St. Thomas

**Nancy Alvarado**, 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

**Brendan Ashby**, Assistant Professor  
B.A.; University of Colorado – Denver,  
M.P.H.; University of Denver,  
M.B.A.; Regis University, Ed.D.; Creighton University

**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

**Oluwafunmin Awe**, Assistant Professor  
B.S.; Obafemi Awolowo University, Nigeria,  
M.S.; Minnesota State University - Mankato

**Erin Ayala**, Assistant Professor  
B.A.; St. Catherine University, Pre-Doctoral  
Internship; Albany Psychology Internship Consortium,  
Ph.D.; University at Albany

**Carolyn Ayers**, Full Professor  
B.A.; University of North Carolina,  
M.A.; University of North Carolina,  
Ph.D.; University of Chicago

**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.; St. Cloud State University, M.S.; St. Cloud State  
University, E.D.S.; Capella University

**Sue Babcock**, Assistant Professor  
B.A.; College of St. Catherine, 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

**Carly Baker**, 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

**Vivian Ballah-Swaray**, Assistant Professor  
Diploma Practical Nursing; St. Paul Tech &  
Community College, M.A.; Saint Mary's University of  
Minnesota, Psy.D.; Saint Mary's University  
of Minnesota

**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

**Pauline Bangma**, Instructor  
B.S.; Gustavus Adolphus College, M.S.; St. Cloud  
State University, Licensure; St. Cloud State University

**Steven Barnes**, Instructor  
B.M.; University of North Texas,  
M.M.; University of Minnesota Twin Cities

**Timothy Barnes**, Assistant Professor  
B.S.; Georgia Institute of Technology, M.P.H.; Emory  
University, Ph.D.; University of South Carolina

**Christine Barneson**, Instructor  
B.A.; University of Minnesota Twin Cities,  
M.A.; Jones International University

**Catherine Bartholet**, Associate Professor  
B.S.; University of Minnesota Twin Cities, M.A.;  
St. Catherine University

**Karen Baumgaertner**, Instructor  
B.A.; University of Wisconsin, Madison, M.A.;  
American University

**Lisa Becchetti-Wilson**, Assistant Professor  
B.S.; California State 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

**Carol Becker**, Assistant Professor  
D.P.A.; Hamline University

**Rodney Becker**, Associate Professor  
B.A.; Wheaton College,  
M.A.; University of Illinois, Champagne

**Laurie Beebe**, Instructor  
B.S.; University of Wisconsin River Falls,  
M.A.; 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

**Michael Benedetto**, Assistant Professor  
B.S.; Dickinson State University, M.S.; Bemidji State  
University, Ed.S.; St. Cloud State University

**Janet Benz**, Associate Professor  
B.S.N.; Vitterbo University, M.A.N.; Augsburg  
University, D.N.P.; Augsburg 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

**Anna Bergdall**, Instructor  
B.A.; Luther College, M.P.H.; Emory University

**Sheila Berger**, Instructor  
M.S.; Minnesota State University Mankato

**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

**Monica Bess**, Assistant Professor  
B.S.; University of Phoenix, M.B.A.; Franklin University, Ed.D.; Capella University

**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

**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

**Kevin Bjerken**, Assistant Professor  
B.S.; Minnesota State University Mankato,  
M.S.; Minnesota State University Mankato,  
E.D.S.; Minnesota State University Mankato,  
Ed.D.; Minnesota State University Mankato

**William Bjorum**, Assistant Professor  
B.S.; University of Minnesota Twin Cities,  
M.Ed.; University of Minnesota Twin Cities,  
Ed.D.; University of St. Thomas

**Katie Blackwell**, Instructor  
B.S.; Saint Mary's University of Minnesota,  
M.A.; Saint Mary's University of Minnesota

**Raymond Blixt**, Assistant Professor  
B.A.; Catholic University of America, M.A.; Manhattan 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

**Dustin Bosshart**, Instructor  
B.A.; St. Cloud State University,  
M.A.; St. Cloud State University

**Natalie Bowker**, Instructor  
B.A.; College of Saint Benedict,  
M.A.; Saint Mary's University of Minnesota

**Erin Bradrick**, Assistant Professor  
B.A.; University of California Los Angeles,  
J.D.; Yale Law School

**John Braun**, Professor  
B.S.; St. Cloud State University, M.A.; University of St. Thomas, Ed.D.; University of St. Thomas

**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

**Erica Brewinski**, Instructor  
B.A.; Brown University, M.A.; University of Minnesota Twin Cities, E.D.S.; University of St. Thomas

**Andrea Brockberg**, Instructor  
B.S.; University of Maine Orono,  
M.S.; Simmons College

**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

**Morgan Brown**, Instructor  
B.S.; University of Mary Washington,  
M.S.; University of Wisconsin Madison

**Nancy Brown**, Instructor  
B.A.; University of Wisconsin Madison,  
M.S.; University of Notre Dame

**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

**Anthony Buthe**, Instructor  
B.Ed.; Northern State University, Graduate Certificate;  
Saint Mary's University of Minnesota

**Amy Carrison**, Assistant Professor  
M.A.; Saint Mary's University of Minnesota,  
Psy.D.; Saint Mary's University of Minnesota

**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

**Peter Castro**, Instructor  
B.A.; Saint Mary's University of Minnesota, M.P. A.;  
Hamline University

**Stephen Chapin**, Instructor  
B.A.S.; University of Minnesota Duluth,  
M.A.; Saint Mary's University of Minnesota

**Nishit Charadva**, Instructor  
B.Acc.; University of Minnesota Duluth,  
M.S.; Saint Mary's University of Minnesota

**John Chauss**, Instructor  
B.S.N.; Bethel College, M.S.; Saint Mary's University  
of Minnesota

**Hyunjai (Demian) Cho**, Assistant Professor  
B.S., M.S. University of Texas Dallas,  
Ph.D.; University of Wisconsin Milwaukee

**Ella Chrenka**, Instructor  
B.A.; University of Minnesota Twin Cities,  
M.S.; 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

**Shannon Cisewski**, Assistant Professor  
B.S.; Winona State University,  
M.B.A.; University of Wisconsin La Crosse,  
Ed.D.; Saint Mary's University of Minnesota

**Jean Clark**, Assistant Professor  
B.S.; University of Minnesota Twin Cities,  
M.Ed.; University of North Dakota

**Sean Clark**, Instructor  
B.A.; University of Washington,  
M.A.; Saint Mary's University of Minnesota

**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

**Patrick Conway**, Assistant Professor  
B.A.; Saint Mary's University of Minnesota,  
Ed.D.; Nova Southeastern University

**Jessica Cook**, Assistant Professor  
B.A.; University of Minnesota Duluth,  
M.A.; University of Wisconsin Superior,  
Ph.D.; Capella University

**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

**Jennifer Dahle**, Instructor  
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

**Stacy Dean**, Associate Professor  
B.A.; University of Wisconsin Madison, M.A.;  
Georgetown University, Ph.D.; Purdue University

**Jeffrey DeBuhr**, Instructor  
B.A.; University of Northern Iowa,  
M.A.; University of Phoenix

**Robert Dehnert**, Instructor  
B.A.; Rosary College, 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

**Cortnee DePoppe**, Instructor  
B.S.; Minnesota State University, Mankato,  
M.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

**Keyur Desai**, Assistant Professor  
B.S.; California Lutheran University, M.A.; Saint  
Mary's University of Minnesota, Psy.D.; Saint Mary's  
University of Minnesota

**Louis DeThomasis**, Professor  
B.S.F.S.; Georgetown University, LL.D.; Benedictine  
University, Ph.D.; Union Institute & University

**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

**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

**Jacob Donze**, Instructor  
B.A.; University of Wisconsin Madison,  
M.A.; Saint Mary's University of Minnesota

**Kari Donze**, Instructor  
B.S.; University of Wisconsin La Crosse,  
M.A.; 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.; Winona State College,  
M.S.; Saint Mary's University of Minnesota

**Bradley Dudding**, Assistant Professor  
B.A.; University of Missouri St Louis,  
M.A.; Rutgers University

**Hollie Duffy**, Instructor  
B.A.; University of Minnesota Twin Cities,  
M.A.; Saint Mary's University of Minnesota

**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

**Sonya Eastham**, Instructor  
B.S.; Minnesota State University Mankato,  
M.A.; Saint Mary's University of Minnesota

**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

**Erik Ellingboe**, Assistant Professor  
B.A.; Saint John's University, M.Ed.; Hamline  
University, Chemistry License; Hamline University

**Kristine Ellis**, Instructor  
B.S., M.A.; Saint Mary's University of Minnesota

**Charles Eltona**, 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

**Birgitte Eppel**, Instructor  
B.S.; Minnesota State University Mankato,  
M.A.; Saint Mary's University of Minnesota

**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

**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

Amanda Exman, Assistant Professor  
B.A., M.A.; Bethel University,  
Psy.D.; Saint Mary's University of Minnesota

**Farhiya Farah**, 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

**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

**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

**Anne Fifer**, Assistant Professor  
B.A.; St. Catherine University,  
M.A.; Hamline 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

**Joseph Fojut**, Instructor  
B.B.A.; University of Wisconsin Milwaukee,  
M.B.A.; Marquette University,  
M.S.; Saint Mary's University of Minnesota

**Angela Folie**, Instructor  
B.S.; University of Wisconsin La Crosse,  
Psy.D.; 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

**Mary Forney**, Instructor  
B.S.; Concordia University Seward,  
M.A.; University of Wisconsin Superior

**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

**Danielle Franklin**, Instructor  
B.S. Winona State University,  
M.S.; Texas Wesleyan University

**Julie Franks**, Associate Professor  
B.A.; Emory University, Th.M.; Vanderbilt  
University, M.S.W.; University of Tennessee  
Memphis, D.S.W.; University of Tennessee Memphis

**John Fry**, Assistant Professor  
B.S.; North Central University,  
M.A.; Bethel University, M.Ed.

**Elizabeth Fuller**, Instructor  
B.A.; Metropolitan State University,  
M.S.; Saint Mary's University of Minnesota

**Michael Funk**, Assistant Professor  
B.S.; St. Johns University,  
M.A.; University of St. Thomas

**Tamarah Gehlen**, Instructor  
B.A.; Concordia University St. Paul,  
M.A.; Adler Graduate School,  
Ph.D.; Grand Canyon University

**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

**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**, Instructor

**Sharlene Getaweh**, Instructor  
B.A.; Bethel University,  
M.A.; Saint Mary's University of Minnesota,  
D.B.A.; Saint Mary's University of Minnesota

**Eric Geurkink**, Assistant Professor  
B.S.; University of Wisconsin School of Pharmacy,  
Pharm D.; University of Wisconsin College of  
Pharmacy, M.B.A.; University of Minnesota Carlson  
School of Management

**Scott Gifford**, Instructor  
B.B.A.; Western Michigan University,  
M.B.A.; Winona State University

**Erin Gill**, Instructor  
B.S.N.; Trinity Western University,  
M.S.; Trinity Western University

**William Gilness**, Instructor  
B.A.; St. Johns University,  
M.A.; Saint Mary's University of Minnesota

**Leah Gordon**, Assistant Professor  
B.S.; University of Minnesota Minneapolis,  
A.S.; College of Saint Catherine, B.S.; Metropolitan  
State University, M.S.; Minneapolis School of  
Anesthesia, D.N.P.; St. Catherine University

**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

**David Grack**, Instructor  
B.A.; St. Olaf College, M.Ed.; Hamline University,  
Ed.D.; Saint Mary's University of Minnesota

**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

**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

**Justin Grosz**, Instructor  
B.S.; Shippensburg University,  
M.S.; Northwestern University

**Geoffrey Grudzinski**, Assistant Professor  
B.A.; Crown College, M.A.; Crown College,  
Ed.D.; Saint Mary's University of Minnesota

**Gloria Guinee**, Instructor  
A.A.; Anoka-Ramsey Community College,  
B.S.W.; St. Cloud State University,  
M.S.W.; University of St. Thomas

**Scott Gunderson**, Associate Professor  
B.S.; LaSalle University,  
M.P.A.; Metropolitan State University

**Burl Haar**, Associate Professor  
B.A.; Winona State University,  
M.A.; Minnesota State University Mankato,  
Ph.D.; University of Nebraska Lincoln

**Brent Hafele**, Instructor  
B.A.; University of Wisconsin Eau Claire,  
M.A.; Saint Mary's University of Minnesota

**Dena Hagen**, Instructor  
B.S.; College of St. Scholastica,  
M.S.; University of Wisconsin Superior

**Diane Hallberg**, Assistant Professor  
B.S.; University of Minnesota Twin Cities,  
M.Ed.; University of Oklahoma

**Keith Halperin**, Assistant Professor  
B.A.; Drew University,  
M.A., PhD.; University of Kansas

**Jason Haluska**, Instructor  
B.A., M.S., Ed.S.; University of Wisconsin Eau Claire

**Bill Handschin**, Associate Professor  
B.A., M.S., Ph.D., M.Ed.; University of Minnesota  
Twin Cities

**Jennifer Hanlon**, Instructor  
B.S., M.Ed.; University of Minnesota Twin Cities

**Jeffrey Hansen**, Instructor  
B.A.; University of Minnesota Twin Cities,  
M.A.; Saint Mary's University of Minnesota,  
Psy.D.; University of St. Thomas

**Cory Hanson**, Associate Professor  
B.S.; Minnesota State University Mankato,  
M.A.; Saint Mary's University of Minnesota,  
Ed.D.; Bethel University

**Bruce Harick**, Instructor  
A.S.; Saint Paul College,  
B.S.; Saint Mary's University of Minnesota,  
M.S.; Saint Mary's University of Minnesota

**Kathy Harowski**, Associate Professor  
B.A.; Purdue University, M.A.; University of  
Montana, Ph.D.; University of Montana

**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

**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

**Kay Heckman**, Instructor  
B.S.; Ball State University, M.S.; Ball State University

**Sara Heinzen**, Associate Professor  
B.S.; Mount Senario College,  
M.A.; Saint Mary's University of Minnesota

**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

**Heather Hessel**, Assistant Professor  
B.A.; Loyola Marymount University,  
M.L.I.S.; University of California Los Angeles,  
M.A.; University of St Thomas,  
Ph.D.; University of Minnesota Minneapolis

**Daniel Heuel**, Assistant Professor  
B.A.; Saint Mary's University of Minnesota,  
J.D.; University of Minnesota Twin Cities

**Janet Heukeshoven**, Associate Professor  
B.S.; University of Minnesota Twin Cities, D.M.A.;  
University of Wisconsin Madison

**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

**Thomas Hilgren**, Instructor  
B.S.; Minnesota State University Moorhead,  
M.A.; Winona State University

**Sametta Hill**, Assistant Professor  
B.A.; Northwestern College, M.A.; Bethel University,  
D.M.F.T.; Argosy University

**Jennie Hilleren**, Instructor  
B.S.; University of North Dakota, M.S.; University of  
Wisconsin Stout, Ph.D.; Walden University

**Jennifer Hillman**, Instructor  
B.A.; Metropolitan State University,  
M.A.; Saint Mary's University of Minnesota

**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.; 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

**Douglas Holtz**, Instructor  
B.A.; University of Minnesota Twin Cities,  
M.A.; University of St. Thomas

**David Honkanen**, Instructor  
B.S.; University of Minnesota Twin Cities,  
M.B.A.; University of Minnesota Twin Cities

**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

**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

**Aaron Hungerholt**, Instructor

B.S.; Mankato State University, M.A.; Grand Canyon  
University, Ed.S.; Minnesota State University Mankato

**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

**Adeleke Ijiyode**, Instructor

B.S.C.; University of Ibadan, Nigeria,  
M.B.A.; Saint Mary's University of Minnesota

**Brian Ingemann**, Instructor

B.S.; University of Wisconsin River Falls,  
M.S.; Minnesota State University Mankato,  
Certificate; Saint Mary's University of MN,  
Ed.S.; Minnesota State University Mankato

**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

**Paige Jablonski**, Instructor

B.S.; University of Wisconsin Eau Claire,  
M.A.; Saint Mary's University of Minnesota

**David Jackson**, Associate Professor

B.S.; Winona State University,  
M.Ed.; University of Nevada Reno,  
Ph.D.; University of Iowa

**Karen Jakel-Hover**, Instructor

B.S.; University of Wisconsin River Falls,  
M.Ed.; Saint Mary's University of Minnesota

**LaRae Jome**, Full Professor

B.A.; Marquette University, M.A.; University of Akron,  
Ph.D.; University of Akron

**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

**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

**Emily Jensen**, Instructor

B.S.; Northwestern University,  
M.A.; Saint Mary's University of Minnesota,  
Ph.D.; University of Minnesota Minneapolis

**Andrew John**, Assistant Professor

B.A.; University of St. Thomas,  
M.A.; University of St. Thomas,  
Psy.D.; University of St. Thomas

**Amy Johnson**, Instructor

B.S.; University of Wisconsin Eau Claire,  
M.A.; Hamline University, Ed.S. Certificates;  
Minnesota State University Mankato

**Elizabeth Johnson**, Instructor

B.S.W.; Metropolitan State University,  
M.S.W.; University of Minnesota Twin Cities

**Kenneth Johnson**, Assistant Professor

B.S.; North Dakota State University,  
M.B.A.; North Dakota State University

**Nancy Johnson**, Assistant Professor  
B.A.; Augsburg College, M.B.A.; Augsburg College

**Ryan Johnson**, Instructor  
B.A.; Concordia University St. Paul,  
M.B.A.; Augsburg College

**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

**Stephen Jones**, Instructor  
B.S.; Southwest State University,  
M.A.; University of South Dakota,  
Ed.S.; University of South Dakota Vermillion

**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

**Mandy Kasowicz**, Assistant Professor  
B.S.; St. Cloud State University,  
M.A.; Saint Mary's University of Minnesota

**Michael Katzovitz**, Instructor  
B.A.; Metropolitan State University, M.A.; Concordia  
University St. Paul

**Dawn Kelly**, Assistant Professor  
B.A.; University of St. Thomas,  
M.A.; University of Wisconsin River Falls

**Phalla Keo**, Assistant Professor  
A.S.; Saint Paul College,  
B.A.; University of Phnom Penh,  
M.A.; University of Minnesota,  
Ed.D.; University of Minnesota

**Daniel Kerkvliet**, Assistant Professor  
M.S.; Capella University,  
Ph.D.; Argosy University

**Christine Kerno**, Instructor  
M.S.W.; Boston University,  
E.d.S.; Minnesota State University Mankato

**John Kerr**, Associate Professor  
B.A.; Truman State University,  
M.S., Ph.D.; University of Notre Dame

**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

**Beverly Kile**, Associate Professor  
B.S.B.; Carlson School of Management,  
M.B.A.; Globe University Woodbury

**Audrey Kintzi**, Instructor  
M.S.; Minnesota State University Mankato

**Claudia Kittock**, Full Professor  
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

**Nichole Kloss**, Instructor  
B.S.; St. Cloud State University,  
M.S.; University of North Dakota

**Jennifer Knapp**, Instructor  
B.A.; Nazareth College,  
M.S.; Capella University



**Barbara Knudsen**, Instructor  
B.S.; University of Minnesota,  
M.A.; Saint Mary's University of Minnesota,  
Licensure: Saint Mary's University of Minnesota

**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

**Duane Koenen**, Instructor  
B.S., M.S.; University of Wisconsin La Crosse

**Sheila Kohl**, Instructor  
B.S.; University of Wisconsin Green Bay,  
M.S.; University of Wisconsin Green Bay,  
Ph.D.; Marian 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

**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  
M.B.A., 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

**Martha Kudak**, Associate Professor  
B.S.; St. Cloud State University,  
M.S.; St. Cloud State University,  
Ed.D.; 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 Kylo**, 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 of Minnesota,  
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

**Sylvester Lamin**, Associate Professor  
B.A.; University of Sierra Leone, B.S.; University of  
Waikato, M.S.; University of Waikato, M.S.W.; Ohio  
State University, Ph.D.; Ohio State University

**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

**Emily Larsen**, Assistant Professor  
B.A.; University of Wisconsin Eau Claire,  
M.A.; University of St. Thomas,  
Ed.D.; University of Saint 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.S., B.A., 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

**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**, Full 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

**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  
M.A.; University of St. Thomas

**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

**Lynn Loynes**, Instructor  
B.S.; Purdue University, M.B.A.; Ball State University

**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

**Jamie Mahlberg**, Assistant Professor  
B.A.; Loras College, M.A.; University of Northern Iowa, Ed.D.; University of Minnesota Mankato

**Michelle Majerus**, Instructor  
A.S.; Rochester Community & Technical College, B.S.; Upper Iowa University, B.S.; Winona State University, M.B.A.; Upper Iowa University

**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

**Janet Marinelli**, Assistant Professor  
B.S.; University of Central Arkansas,  
M.S.; University of Minnesota Twin Cities

**Sonal Markanda**, Assistant Professor  
B.S., M.S.; Northern State University,  
Ph.D.; University of Minnesota Twin Cities

**Margaret Marklowitz**, Instructor  
M.A.; Saint Mary's University of Minnesota

**Thomas Marpe**, Associate Professor  
B.A.; Winona State University, B.S.; Winona State  
University, M.B.A.; Winona State University,  
Ed.D.; Saint Mary's University of Minnesota

**Gregory Martin**, Assistant Professor  
B.A.; University of St. Thomas,  
M.Ed.; University of Minnesota Twin Cities,  
Ed.S., Ed.D.; University of Minnesota Twin Cities

**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

**Ryan McCallum**, Instructor  
B.A.; Concordia College Moorhead,  
M.Ed.; Saint Mary's University of Minnesota

**John McClure**, Professor  
B.F.A.; Drake University,  
M.S.; University of Wisconsin Stout,  
Ph.D.; University of Minnesota Twin Cities

**Richard McCoy**, Instructor  
B.A.; University of Minnesota,  
M.A.; 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

**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

**Melissa McLaurin**, Instructor  
B.S.; University of Wisconsin Milwaukee,  
M.A.; Saint Mary's University of Minnesota

**Jeffrey McLeod**, Associate Professor  
B.A.; University of St. Thomas,  
M.A.; University of St. Thomas,  
Ph.D. University of Minnesota

**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

**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

**Paul Miantona**, Instructor  
B.S.; Trinity Christian College,  
M.B.A.; Keller Graduate School of Management,  
M.A.F.M.; Keller Graduate School of Management

**Ann Mikkalson**, Adjunct Instructor  
B.S., M.S.; Minnesota State University Mankato

**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

**Teresa Milligan**, Instructor  
B.A.; College of St. Scholastica,  
M.A.; Saint Mary's University of Minnesota

**David Milton**, Assistant Professor  
B.S.; De Paul University,  
M.B.A.; University of Chicago

**Jennifer Minear**, Instructor  
A.S.; Rochester Community & Technical College,  
B.A.; College of St. Scholastica,  
M.B.A.; Saint Mary's University of Minnesota

**Lori Miranda**, Instructor  
B.S.N.; University of North Dakota,  
M.S.N.; University of North Dakota

**Emily Mishek-Brennan**, Instructor  
B.A.; University of St. Thomas,  
M.P.H.; University of Minnesota Twin Cities

**Jenna Mitchler**, Assistant Professor  
B.A.; University of Wisconsin Stevens Point,  
Ph.D.; University of Minnesota Twin Cities

**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

**Jonathan Moore**, Instructor  
B.S.; North Dakota State University,  
M.A.; Saint Mary's University of Minnesota,  
Ed.S.; University of St. Thomas

**Kimberly Moore**, Instructor  
B.A.; Concordia College Moorhead,  
M.A.; Saint Mary's University of Minnesota

**Kevin Moore**, Instructor  
B.S.; Purdue University, M.A.T.; Walden University,  
M.A.T.; Purdue University

**Michael Moore**, Instructor  
B.S.; University of Wisconsin Eau Claire,  
M.Ed.; Saint Mary's University of Minnesota

**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

**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

**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**, Assistant Professor  
B.A.; Augsburg College, M.A.; Adler Graduate School,  
Ph.D.; Argosy University

**Ronald Myszkowski**, Assistant Professor  
B.S.; University of Michigan Ann Arbor,  
M.A.; University of St. Thomas

**Syed Nabeel**, Associate Professor  
B.S.; MED University of Engineering & Technology –  
Pakistan, M.S.; University of Texas at Dallas,  
M.B.A.; University of Texas at Dallas

**Judith Nagel**, Assistant Professor,  
B.A.; University of Minnesota Duluth,  
M.S.; Minnesota State University Mankato,  
Ed.D.; University of St. Thomas

**Gopal Narayan**, Assistant Professor  
B.S., M.S.; Bangalore University,  
M.P.H.; St. Louis University

**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

**John Nash**, Associate Professor  
B.A.; Princeton University, M.S.; University of  
Pennsylvania, Ph.D.; University of California

**Shawn Neel**, Instructor  
B.A.S.; University of Minnesota Duluth,  
M.S.; Indiana University,  
G.C. MFT; Saint Mary's University of Minnesota

**Jo Nelson**, Associate Professor  
M.A., Ed.D. ; University of St. Thomas

**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, J.D.; William Mitchell  
College of Law, M.A.; San Francisco State University

**Vanessa Ng**, Assistant Professor  
B.I.S.; University of Minnesota Minneapolis,  
Psy.D.; Minnesota School of Professional Psychology

**Matthew Nowakowski**, Associate 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,  
J.D.; William Mitchell College of Law,  
M.S.; Saint Mary's University of Minnesota

**Rise Nybakke**, Assistant Professor  
B.A.; St. Catherine University,  
M.A.; University of St. Thomas

**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

**Michael O'Donnell**, Professor  
B.S.; Illinois Benedictine College,  
Ph.D.; University of Minnesota Twin Cities

**Bruce O'Leary**, Instructor  
B.S.; Cardinal Stritch University,  
M.A.; Saint Mary's University of Minnesota

**Shane O'Reilly**, Instructor  
B.A.; University of Minnesota Duluth,  
M.A.; Saint Mary's University of Minnesota

**Jade Oberg**, Instructor  
B.A.N.; College of St. Scholastica,  
M.S.; Saint Mary's University of Minnesota

**Jeremiah Okari**, Assistant Professor  
B.Ed.; Kenyatta University,  
M.B.A.; Saint Mary's University of Minnesota,  
Ed.D.; 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

**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

**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

**Ryan Ourada**, Instructor  
B.S.; University of Wisconsin Madison,  
B.S.; Concordia University Mequon

**Ayodeji Oyebola**, Assistant Professor  
A.A.; University of Ibadan,  
B.S.Federal Polytechnic of Ado-Ekiti of Nigeria,  
M.A., Ed.D.; Saint Mary's University of Minnesota

**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

**Joshua Pankratz**, Instructor  
B.S.; Winona State University,  
M.S.; 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  
B.S.; National Institute of Technology Jamshedpur,  
M.B.A.; University of Minnesota Twin Cities

**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 Argosy

**Kristin Paukert**, Instructor  
B.S.; Northern Michigan University,  
M.S.; Saint Mary's University of Minnesota

**Jaya Perez**, Assistant Professor  
B.S.; Ohio University, M.A.; Pittsburg State University,  
Ph.D.; University of Massachusetts Amherst

**Blake Pickart**, Assistant Professor  
B.A.; Winona State University,  
B.S.; Winona State University,  
M.B.A.; Winona State University

**Harold Pickett**, Assistant Professor  
B.S.; North Carolina State University,  
B.S.; University of North Carolina Chapel Hill,  
Psy.D.; Minnesota School of Professional Psychology

**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.; 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

**Jennifer Pollard**, Assistant Professor  
B.A.; St. Catherine University, M.A.; Argosy  
University, Ed.D.; Argosy University

**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

**Joseph Pruis**, Instructor  
B.S.; University of Wisconsin Eau Claire,  
M.S.; Saint Mary's University of Minnesota

**Stacey Purvis-Buchwald**, Assistant 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

**Laura Rademacher**, Instructor  
B.A.; University of Minnesota Twin Cities,  
M.A.; Argosy University

**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

**Nicholas Redd**, Instructor  
B.S.; Bowie State University,  
M.S.; University of Maryland

**Eric Reeve**, Instructor  
B.A.; St. Johns University,  
M.B.A.; University of St. Thomas

**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

**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

**Kerry Ringstad**, Assistant Professor  
A.A.S.; College of Marin, B.A.; Metropolitan State  
University, M.S.; Saint Mary's University of Minnesota

**Katharine Rislow**, Instructor  
B.S.; Minnesota State University Mankato,  
M.A.; 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**, Adjunct 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

**Edward Ross**, Instructor  
M.Ed.; Winona State University,  
Licensure; Saint Mary's University of Minnesota

**James Roth**, Assistant Professor  
B.A.; University of Minnesota Twin Cities,  
J.D.; William Mitchell College of Law

**Darren Row**, Assistant Professor  
B.A., M.S.; Saint Mary's University of Minnesota,  
M.S.; South Dakota State University,  
Ph.D.; Iowa State University

**Rashmi Roy**, Assistant Professor  
B.A., M.A.; Magadh University

**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

**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

**Cherise Salim**, Instructor  
B.A.; University of Minnesota Twin Cities,  
M.B.A.; University of Minnesota Carlson School  
of Management

**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

**Linda Santa Cruz**, Instructor  
B.A.; California Lutheran University,  
M.S.; California Lutheran University

**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

**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

**Jason Schneider**, Instructor  
B.A.; University of Illinois,  
M.A.; Augsburg University

**Tate Schoeberlein**, Instructor  
B.S.; South Dakota State University Brookings,  
M.Ed.; Bethel University

**Sondra Schroeder-Davis**, Associate Professor  
B.S.; University of Wisconsin La Crosse,  
M.S.; St. Cloud State University,  
Ph.D.; Walden University

**Jennifer Schultz**, Associate Professor  
B.S.; University of Wisconsin Lacrosse,  
M.B.A.; Our Lady of the Lake University,  
M.Ed.; University of Georgia,  
Ph.D.; University of Minnesota Twin Cities

**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

**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

**Kenneth Sell**, Instructor  
B.A.; Pennsylvania State University,  
M.S.; California State University Stanislaus

**Kristen Sellke**, Associate Professor  
B.A.; University of Minnesota Morris,  
M.S., Ph.D.; University of Iowa

**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  
B.A.; St. Johns University, M.F.A.; Hamline University

**Suzanne Shatila**, Associate Professor  
B.A.; Antioch College,  
M.S.W.; University of Tennessee

**Patrick Sheedy**, Associate Professor  
B.A.; University of St. Thomas, J.D.; St. Mary's  
University of San Antonio, Ph.D.; Marquette University

**Abdullahi Sheikh**, Instructor  
M.S.; University of Wales, Swansea,  
M.B.A.; University of St. Thomas

**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

**Jerome Shih**, Assistant Professor  
B.A.; University of Pennsylvania,  
M.A.; University of St. Thomas,  
Ph.D.; University of Minnesota Minneapolis

**Thomas Shipman**, Instructor  
B.S.; Embry-Riddle Aeronautical University,  
M.S.; Saint Mary's University of Minnesota



**Therese Shumaker**, Instructor  
M.A.; Saint Mary's University of Minnesota

**Anne Simon DeBroux**, Instructor  
B.A.; Saint Mary's University of Minnesota,  
M.S.; Winona State University

**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

**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

**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

**Penny Solberg**, Instructor  
B.S.; University of Wisconsin LaCrosse,  
M.B.A.; Amberton University

**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**, Associate 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

**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

**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**, Assistant Professor  
B.S.; University of Wisconsin Madison,  
J.D.; University of Wisconsin Madison

**Heather Steffens**, Instructor  
B.S., M.B.A.; Concordia University St. Paul

**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

**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

**Daniel Strittmater**, Instructor  
B.A.; St. John's University,  
M.H.A.; University of Minnesota Twin Cities

**Peter Strube**, Instructor  
B.A.; Luther College, M.S.; Saint Mary's University of  
Minnesota, D.N.P.; Rosalind Franklin University,  
M.B.A.; Edgewood College

**Patti Strukel**, Assistant Professor  
B.A.; University of Minnesota Morris, M.A.; College of  
St. Catherine Minneapolis, 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

**Linnea Swanson**, Full Professor  
M.A., Psy.D.; Argosy University

**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

**Gene Takagi**, Assistant Professor  
B.S.; University of British Columbia,  
M.A.; University of San Francisco,  
J.D.; University of California Los Angeles

**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**, Associate Professor  
B.S.; North Central University,  
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

**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

**Alexi Thompson**, Instructor  
B.S.; University of Wisconsin Eau Claire,  
M.A.; Saint Mary's University of Minnesota

**Renee Thompson**, Assistant Professor  
B.S., M.B.A.; Saint Mary's University of Minnesota

**Andrew Thraen**, Assistant Professor  
B.A.; University of Minnesota Twin Cities,  
M.B.A.; Metropolitan State University

**Gina Threinen**, Instructor  
B.A. University of Minnesota,  
M.B.A.; University of St. Thomas School of Business

**Paul Thuras**, Associate Professor  
B.A.; St. Olaf College, M.A.; University of California  
Irvine, Ph.D.; University of California Irvine

**Andrea Thurmes**, Instructor  
B.A.; Concordia College Moorhead,  
M.A.; Saint Mary's University of Minnesota

**Charlene Tjaden**, Instructor  
B.A.; Warburg College,  
M.S.; Mankato State University

**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 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

**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

**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

**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 Diest**, Assistant Professor  
B.S.; St. Olaf College,  
M.B.A.; University of St. Thomas

**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

**Margaret Velasco**, Instructor  
B.A.; University of Minnesota Minneapolis,  
M.A.; University of Minnesota Minneapolis,  
Ed.S.; University of St. Thomas

**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

**Max Vilenchik**, Instructor  
B.S.; University of Illinois Urbana,  
M.S.; Northwestern University

**Rae Villebrun**, Assistant Professor  
B.S.; Bemidji State University, M.S.; Bemidji State  
University, Certificate; Saint Mary's University of  
Minnesota, Ed.D.; University of North Dakota

**Patricia Vonlderstine**, Instructor  
B.A.; Metropolitan State University,  
M.A.; Saint Mary's University of Minnesota,  
MiniMasters; St. Thomas University

**Steven Voshell**, Instructor  
B.S.; Winona State University,  
M.A.; Saint Mary's University of Minnesota

**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  
B.Mus.; Biola University,  
M.Ed.; University of Minnesota Minneapolis

**Al Watts**, Instructor  
B.A.; University of Minnesota Twin Cities,  
M.A.; Bowling Green State University

**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

**Colleen Weis**, Assistant Professor  
B.A.; Marquette University,  
M.A.; University of St. Thomas,  
Ed.D.; Bethel University

**Angela Weisbrod**, Assistant Professor  
R.N.; College of St. Teresa,  
M.A.; Saint Mary's University of Minnesota

**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

**G. Zachariah White**, Assistant Professor  
B.A.; Cornell College, M.F.A. Brandeis University,  
Psy.D.; Minnesota School of Professional Psychology

**Harlan Wickre**, Assistant Professor  
B.A.; University of South Dakota,  
M.A.; Central Michigan University,  
Psy.S.; Central Michigan University

**Sandra Wieser-Matthews**, Associate Professor  
B.S.; Wayne State College,  
M.A.; Moorhead State University,  
Ph.D.; University of St. Thomas School of Education

**Mary Frances Williams**, Assistant Professor  
M.S.; University of Wisconsin Stout,  
Psy.D.; University of St. Thomas

**Craig Wilson**, Associate Professor  
B.A.; University of Minnesota Minneapolis,  
M.B.T.; University of Minnesota Minneapolis,  
Certificate; Regent University

**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

**Rustin Wolfe**, Professor  
B.A.; University of Wisconsin Madison,  
M.A.; University of Chicago,  
Ph.D.; University of Chicago

**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

**Denise Woodcock**, Instructor  
B.S.; Minnesota State University Moorhead,  
M.A.T.; Saint Mary's University of Minnesota

**Mark Woodcock**, Assistant Professor  
B.S.; Montana State University Bozeman,  
M.Ed.; Saint Mary's University of Minnesota

**Jennifer Worshek**, Instructor  
B.S.; St. Cloud State University,  
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

**Kelly Wuensch**, Instructor  
B.S.; University of Wisconsin Madison,  
M.Ed.; Saint Mary's University of Minnesota

**Kathryn Wyman-Chick**, Assistant Professor  
B.S.; Boise State University,  
M.A., Psy.D.; Pacific University

**Pangjua Xiong**, Instructor  
B.A.; Gustavus Adolphus College,  
M.Ed.; University of Minnesota Twin Cities,  
Ed.D.; Hamline University

**Jenifer York**, Instructor  
M.A.; Saint Mary's University of Minnesota

**Julie Yost**, Instructor  
A.A.; Winona State University,  
B.A.; Concordia University St. Paul,  
M.B.A.; University of St. Thomas

**Samantha Zaid**, Associate Professor  
B.A.; Winona State University,  
M.S.; University of Wisconsin Stout,  
Ph.D.; University of Minnesota Twin Cities

**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

**De Zhang**, Associate Professor  
B.A.; Xiangtan University, M.A.; Iowa State University,  
M.S. Iowa State University,  
Ph.D.; Iowa State University

**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